

An Investigation into Longitudinal Retention Rates



Office of Institutional Effectiveness and Accreditation

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Introduction

This paper is an investigation into and a discussion of the retention rates at Louisiana State University at Eunice. It is meant to be a companion document to the *An Investigation into Overall Success and Withdrawal Rates* dated November 24, 2021. Both papers seek to provide data to the administration, faculty, and staff to make decisions related to strategic planning and Achieving the Dream.¹

Unlike the previous paper, this one had no specific questions to guide the layout. As a result, much of the discussion will center around the retention of new first-time students, breaking the data out by several demographic variables. This paper examines retention from fall 2020 to fall 2021 in the context of longitudinal retention from fall to fall over ten years. Much like the paper on success and withdrawal rates, this is the first time that such a study has been completed at LSU Eunice in at least 17 years.

This paper will provide conclusions based on interpretation of the data only. Additionally, this paper will not provide recommendations; however, in providing recommendations for improvements, the following took place during AY 2020-2021 and should be considered.

- Hurricane Laura made landfall in southwest Louisiana on August 27, 2020,
- Hurricane Delta made landfall in southwest Louisiana on October 9, 2020,
- the ongoing Covid-19 Pandemic, and
- the deep freeze in mid-February 2021.

Each of these issues affected campus operations. The three storms destroyed homes and disrupted power to students in the LSU Eunice service area, and the pandemic affected operations in that classroom capacity was limited during fall 2020.

Methodology

This paper utilizes data from LSU Eunice's Office of Institutional Research. The report determines whether a student was retained based on the enrollment for the initial fall semester entered. The report includes several demographic variables for each student with the data matrix being 45 columns wide by 32,820 rows long. The data includes all methodologies (face-to-face and online) at all LSU Eunice sites regardless of whether courses met over an 8-week or 16-week session. Data from intersession or summer semesters are not considered. Note that students enrolling for the second eight-week session were not enrolled on the census day for each fall and therefore did not have a classification. These students were excluded from the data and subsequent discussion. In addition, high school students taking college level courses with LSU Eunice, also known as dual enrollment students, whether on campus or at a local high school, were removed from the data because school districts have many options for such instruction.

¹ The author wishes to thank Dr. Michael Alleman, Interim Dean of Liberal Arts, Professor of English, History, Philosophy, and Theatre for his assistance in editing.

The retention rate was calculated by

$$\text{Retention rate (\%)} = \left(\frac{\text{frequency of those still in attendance the following fall}}{\text{total enrolled on the initial fall's census day for the variable}} \right) * 100.^2$$

Discussion – All Students

For fall semester 2020, there were 3,138 students enrolled on the census day according to the Institutional Research report.³ Data was broken out by a number of demographic characteristics beginning with enrollment status as depicted in Table 1 and Figure 1.⁴ For the most part, new first-time students (blue line) had the highest retention of the various student groups considered, then continuing students (orange line), then both returning (green line) and transfer (purple line).⁵ Continuing students were filtered for whether they graduated during the time span under consideration. For example, in examining fall 2018 to fall 2019 retention, a continuing student graduating during fall 2018, spring 2019, or summer 2019 was removed from the data so they would not mistakenly be counted as a loss in retention.⁶ Transfer out data was considered as a student lost from LSU Eunice.

Table 1 and Figure 1 also indicate that fall 2020 to fall 2021 retention was the lowest since fall 2010 to fall 2011 with each falling below the mean for the 10-year period.⁷ The linear (straight line) retention trend data suggests that the continuing student group (orange line) was the only group remaining stable for the 11-year period. In addition, the data for fall 2020 to fall 2021 indicated that retention for continuing students decreased almost five percentage points in that one year. This was also the case for new first-time students, with the retention falling 3.9 percentage points in that one year. In that year, only retention of returning students increased (32.0% to 37.3%). This is likely due to an initiative to increase enrollment that targeted returning students that began prior to fall 2021.⁸

² Census day data (official numbers for the student groups under discussion) for each fall was used.

³ The actual number of students was 3,142; however, there was a coding error on three dual enrollment students and one transfer student. The error had not yet been corrected at the time the Institutional Research report was run.

⁴ Remember that dual enrollment students were not considered in this paper as noted in the Methodology section.

⁵ The reader is encouraged to examine the scale on each of the figures because the vertical scales are generated automatically and differ from figure to figure.

⁶ The analysis for each of these groups – continuing, transfer, and returning students – was run twice. The first examined the raw data with the retention being noted for each year. The second analysis examined all three groups again with the graduates removed for the year under discussion. No difference in retention was noted for returning or transfer students; however, an 11-percentage point increase was noted for continuing students.

⁷ Note that the last four columns summarize the longitudinal data from fall 2010 – fall 2011 to fall 2019 – fall 2020. Fall 2020 to fall 2021 data is not included in the last four columns because it is being compared to the longitudinal data in the first part of this paper.

⁸ As this report was completed, the data for fall 2021 became available. Rather than rewrite sections of the report, it was decided some fall 2021 data into the footnotes. For fall 2021, there 768 new first-time students. The represented 25.4% of the 3,023 students enrolled.

Discussion – New First-Time Students

The remainder of this paper focuses on new first-time students. Of the 3,138 students, 883 (28.1%) were new first-time students in fall 2020. A total of 404 (45.8%) of the 883 new first-time students were retained to fall 2021. Table 2 and Figure 2 detail the longitudinal retention rate for new first-time students since fall 2010 to fall 2011 showing quite a bit of fluctuation between 53.3% and 47.1%. The data also shows an overall loss of 4,057 students in eleven years.⁹ The retention rate from fall 2020 to fall 2021, however, was the lowest during the period. In addition, the decreasing dotted linear trend line indicates an overall loss of fall-to-fall retention, from just over 50% to nearly 48% in eleven years. Figure 2 also includes a few callouts on major events that took place. The next few sections will discuss retention based on several student demographic variables.

New First-Time Retention by Gender, Age, and Ethnicity

The first set of demographic variables are student gender, age, and ethnicity. Table 3 and Figure 3 present the retention data for gender indicating that female retention is 7.1 percentage points higher than males for fall 2020 to fall 2021, with the retention for both being below the mean and median for the ten-year period. Female student retention (orange line) is typically higher than the overall retention (blue line) while male student retention (green line) is below the overall retention shown in Figure 3. Figure 3 also shows that male student retention has decreased 6.6 percentage points (from 47.3% to 40.7%) in just four years.

For student age at the time of the initial semester, Table 4 and Figure 4 indicate that retention increased for students aged 17 or below (orange line) while all other groups decreased. In addition, the group of students aged 17 or below saw greater variability in its retention than the other groups by fluctuating between 34.9% and 66.7% over the eleven-year period. Overall, students aged 25+ (green line) were retained at a higher rate throughout the period with students ages 18 to 24 (black line) very closely following the overall.¹⁰

Next, new first-time student retention by ethnicity was investigated by being split up into two tables, the first containing student ethnicities with a total student $n > 150$ over the eleven years and the second containing ethnicities with a total student $n < 150$. Table 5 and Figure 5 examine the retention rates for Black (non-Hispanic), Hispanic, two or more races, and White (non-Hispanic) students. The fall 2020 to fall 2021 retention for Hispanic students and students from two or more races increased while the rate decreased for Black (non-Hispanic) and White (non-Hispanic) students from fall 2019 to fall 2020. White (non-Hispanic) students (red line) were retained above the overall (blue line) while Black (non-Hispanic) students (black line) were retained below the overall. This was also generally true for students of two or more races

⁹ Keep in mind that the y-axis scale is from 40.0% through 54.0%.

¹⁰ The student age group of 18-24 paralleling the overall retention rate makes sense statistically because the group made up 3,880 (88.7%) students out of the 4,376 students retained for the eleven years.

(orange line). Linear trend analysis indicated that the student retention from two or more races was increasing while the other three were decreasing.

In addition, the longitudinal retention rates from fall 2010 – fall 2011 through fall 2019 – fall 2020 indicated the following variability

- Black (non-Hispanic): 11.4 percentage points from 37.1% to 48.5% (loss of 1,271 students).
- Hispanic students: 51.1 percentage points from 12.5% to 63.6% (loss of 88 students).
- Two or More Races: 23.2 percentage points from 31.3% to 54.5% (loss of 91 students).
- White (non-Hispanic): 6.1 percentage points from 50.3% to 56.4% (loss of 2,498 students).

The remaining ethnic groups – American Indian or Alaskan (orange line), Asian or Pacific Island (red line), Foreign (green line), and not reported (black line) – are shown in Table 6 and Figure 6. Given the variability in each group, succinct results are difficult to interpret beyond the fact that the retention for foreign and American Indian or Alaskan students increased for fall 2020 to fall 2021 while the other two student groups decreased. Linear trend analysis suggested that that the retention for American Indian or Alaskan and those who did not report were decreasing. The retention for Asian or Pacific Island students was relatively stable while the retention for foreign students was increasing.

New First-Time Retention by Hours Taken, Pell Status, Placement into Pathways to Success, and Program

The next set of variables examines retention based on the number of hours students took each fall, whether they received a Pell Grant, and if they were placed in the Pathways to Success Program.¹¹ First, the retention data was broken out by hours taken (see Table 7 and Figure 7) and whether a student received a Pell Grant (see Table 8 and Figure 8). As noted in Table 7, new first-time full-time students were retained at 47.1% from fall 2020 to fall 2021 while part-time students were retained at 37.5%; both decreased from fall 2019 to fall 2020, falling below the means for the 10-year period.¹² Figure 7 indicates that the retention for full-time students (black line) was higher than the overall (blue line) while part-time students (orange line) were retained below the overall except for fall 2016 to fall 2017. Figure 7 also indicates that the gap between full-time and overall is relatively narrow but the gap between part-time and overall began as narrow (2.2 percentage points) at the beginning of the period and has widened to 8.3 percentage points in the last retention cycle. The linear trend analysis indicated that the retention of both part-time and full-time students was decreasing and that the rate for part-time students was decreasing at a faster rate. The data also suggests that full-time students are retained at more than four times the rate of part-time students, 3,126 versus 711 respectively.

Data was then examined by whether a new first-time student received a Pell Grant (see Table 8 and Figure 8). Table 8 indicates that students without a Pell Grant had a retention of 48.6% for

¹¹ Pell Grant is used for socioeconomic status.

¹² Full-time students took 12 or more hours while part-time students took 11 or fewer hours.

fall 2020 to fall 2021 while students with a Pell Grant had a retention rate of 43.3%. The data also indicates that the two populations are about equal in terms of the total number of students in Table 8; therefore, the retention of each somewhat parallels the overall retained (blue line), with students without a Pell Grant (black line) having a slightly higher retention than those that did have a Pell Grant (orange line). The two groups reversed the retention trend from fall 2019 to fall 2020 with the Pell recipient students being retained 2.1 percentage points more than those with no Pell Grant. In examining all eleven years, the difference between the retention for those not having a Pell Grant and those that did were as small as 0.1% from 2015 to 2016 and as large as 6.3% from fall 2012 to fall 2013. The average difference is 2.4 percentage points over the time span. A total of 1,996 students with a Pell Grant were retained while 2,143 were lost. A total of 1,976 students without a Pell Grant retained while 1,914 were lost over the 11-year period, a difference of 229 students.

Next, Table 9 and Figure 9 detail the retention of new first-time students participating in the Pathways to Success Program. Pathways students are those needing developmental coursework in all subject areas to improve college readiness. Pathways student retention from fall 2020 to fall 2021 was the lowest during the period at 36.3% (orange line). As a comparison, the Pathways program began in fall 2004 and had fall retention at 37% from fall 2004 to fall 2005 and retention at 31% from fall 2009 to fall 2010. Retention was 30% the year prior to the program beginning.¹³ Non-Pathways students – those who are better prepared academically – were retained at 50.6%, on average, and were generally retained at a higher rate (green line) than the overall (blue line) as shown in Figure 9. In addition, since the Pathways to Success program was transferred from Academic Affairs to Student Affairs, the retention for new first-time students decreased 16.6 percentage points from 52.9% from fall 2017 to fall 2018 to 36.3% from fall 2020 to fall 2021 (see Figure 9).

Linear trend lines for the non-Pathways students indicated a rather “flat” line suggesting a stable retention rate – not increasing or decreasing. However, the retention rate for Pathways students indicated a decrease from approximately 49.0% to 41% over the 11-year period.

Program retention is further examined for new first-time students based on the initial program. The retention data for the four largest transfer programs is detailed in Table 10 and Figure 10. As one might expect, the retention for the transfer programs is challenging because students are expected to transfer. As a result, many only spend one year with LSU Eunice and then transfer instead of receiving their associate degree. Given that, the retention for fall 2020 to fall 2021 transfer students was lower than the means except the Associate of Arts Louisiana Transfer with a concentration in Business (see the black line in Figure 10). Next, all four transfer degrees show a high degree of variability over the 11-year span. The Associate of General Studies has an overall variability of 38.8 percentage points (orange line) while the Associate of Arts Louisiana Transfer with a Business concentration is 41.3 percentage points. The Associate of Science Louisiana Transfer with a Biological Science concentration had a variability of 56.4 percentage points (red line). Finally, the Associate of Arts Louisiana Transfer with concentrations in Criminal Justice, Fine Arts, Humanities, Mass Communication, and Social Sciences had a combined variability of 40 percentage points (green line). A linear trend analysis

¹³ Some of this data is from the former Director’s files and is not included in Table 9 or Figure 9.

showed that the Associate in Science Louisiana Transfer with a Biological Science concentration was the only transfer major where retention was increasing.

Next, the retention of six associate degree programs with the highest number of new first-time students is examined in Table 11 and Figure 11. The data indicates that retention increased from fall 2020 to fall 2021 when compared to fall 2019 to fall 2020 for only two programs – Pre-Nursing (from 48.9% to 49.2%) and Criminal Justice (45.5% to 49.0%). In addition, the retention for fall 2020 to fall 2021 was below the mean for the 10-year span for all programs except Criminal Justice.

Table 11 and Figure 11 also show a degree of retention variability for Nursing of 8.8 percentage points (orange line) and Radiologic Technology of 20.5 percentage points (black dashed line); both hover around the overall (dark blue line). Other programs have a greater variability or the retention shown in Figure 11 is shifted below the overall. Two examples of this are Management with a 31.1 percentage point variability (black solid line) and Criminal Justice with a 23.5 percentage point variability (black dotted line). Next, Computer Information Technology (light blue line) had a greater degree of variability at 58.3 percentage points while Respiratory Care (green line) had a slightly less variability at 51.4 percentage points.

The linear trend analysis indicated that the retention was increasing the greatest for Respiratory Care from 41% from fall 2010 to fall 2011 to 61% predicted beyond fall 2020 to fall 2021. An increasing trend is also noted for Criminal Justice, but from 41% at the beginning of the period to 49% beyond fall 2020 to fall 2021. Other programs showing a slight increase in retention from the linear trend analysis were Nursing and Radiologic Technology. In contrast, the Management trend analysis indicates that it fell from 49% at the beginning of the period to 38% beyond fall 2020 to fall 2021. Finally, Computer Information Technology showed a slight fall in retention.

This section concludes with a presentation of the program retention data in the form of a histogram in Figure 12 and Figure 13 based on the data from Table 10 and Table 11. In each case, the overall retained is shown on the far left as a comparison, with the dark blue line representing the mean retention for all students over the 10-year period. The blue line helps to illustrate which programs have lower retention rates much as the means do in each of the tables. Keeping in mind that many transfer students leave LSU Eunice before earning the transfer degree, only the Associate of Arts Louisiana Transfer Business concentration and the Associate of Science Louisiana Transfer in the Biological Science concentration met the overall 10-year average in four years. In addition, the combined Associate of Arts Louisiana Transfer to the right of Figure 12 met the mean retention only once.

The histogram presented in Figure 13 shows a degree of stability in Pre-Nursing and Pre-Radiologic Technology; however, it shows wide variability in the other associate degree programs. In fact, Figure 13 shows that the four other programs met the mean retention rate in five out of the 11 years. The data also indicates that Criminal Justice is the only program to have increasing retention in the past three years.

New First-Time Retention by Grade Point Average (GPA)

The initial session GPA data presented in Table 12 and Figure 14 is broken out in one-point increments with the dark blue line representing the overall retention. As noted in Table 12, the

retention for fall 2020 to fall 2021 was lower in every case from that of fall 2019 to fall 2020. In addition, the retention from fall 2020 to fall 2021 also fell below the mean for the ten-year period for two of the four groups. Students in the $0 \leq \text{GPA} \leq 1.00$ students had a retention of 10.0% which was 0.7 percentage points higher than the mean of 9.3%. The $1.00 < \text{GPA} \leq 2.00$ students had a retention of 46.7% which was 5.4 percentage points above the mean of 41.3%.

The data also suggests that the higher the first semester GPA, the more likely it is for a student to be retained. For example, students with a GPA greater than 3.00 (black line) at the end of the first semester are retained above the overall (blue line) and have a 68.5% probability of being retained on average. The same is true for students earning a GPA of $2.00 < \text{GPA} \leq 3.00$ at the conclusion of their first semester (red line) with students being retained at 61.3%, on average. Students with a GPA of $1.00 < \text{GPA} \leq 2.00$ (green line) are retained below the overall and were retained at 41.3%, on average while those with a GPA of 1.00 or less (orange line) have a 9.3% probability of being retained to the next fall, on average.

While the data from Table 12 and Figure 14 indicate that that new first-time students with a $\text{GPA} \leq 1.00$ (orange line) had a 9.3% probability of being retained, on average, it also indicates that this group lost 1,411 students retaining only 147 out of 1,558 from fall 2010 – fall 2011 through fall 2019 – fall 2020. This is followed by students with a $2.00 < \text{GPA} \leq 3.00$ that lost 1,122 students during the same period but had a much higher retention rate. Given the situation, further study of the students earning a GPA of ≤ 1.00 is warranted.

An Examination of New First-Time Retention by Students Earning a $\text{GPA} \leq 1.00$

Given the discussion above, the data for students earning a $\text{GPA} \leq 1.00$ was examined by four demographic variables – hours enrolled for the initial semester broken down into two groups – part-time or full-time, Ethnicity, placement in the Pathways to Success program, and Pell Grant Eligibility. For this discussion, the n (total number of students) is shown by year in each table. In addition, the summary columns to the far right in each table include the data for all students, not just during the longitudinal period being studied. Given these changes, the total n is equal to 1,799 for students with a $\text{GPA} \leq 1.00$, with a total of 171 (9.5%) retained and 1,628 students lost. The 1,628 students lost represents 35.9% of the 4,536 students lost over the 11-year period. Considering the data in this way will allow for a complete picture of the number of students involved with each variable.¹⁴

Retention Based on Hours Enrolled (Part-Time versus Full-Time)

Table 13 and Figure 15 detail the new first-time retention data by hours enrolled, with students registering for 1-11 hours being part-time (orange line) and 12+ hours being full-time (green line). As noted in Figure 15, the retention of new first-time part-time students earning a $\text{GPA} \leq 1.00$ in their first semester has a wide range of variability of 12.5 percentage points from 2.4% to 14.9%. Full-time students (green line) have less variability equal to 7.9 percentage points from 6.5% to 14.4%. A linear trend analysis showed that part-time student retention was increasing

¹⁴ For fall 2020, 241 (27.3%) of the 883 new first-time students earned a $\text{GPA} \leq 1.00$ in their first semester of attendance. For fall 2021, 220 (28.6%) of the 768 new first-time students earned a $\text{GPA} \leq 1.00$ representing an increase of 1.3 percentage points.

slightly while full-time retention decreased from approximately 11% to 8.8% over the 11-year period.

The data in the summary columns in Table 13 indicate that the total of students being lost over the 11-year span was $1,799 - 171 = 1,628$ (using the total n column). The data suggests that 1,317 of the are from full-time students with only 130 being retained. As a result, 1,187 (72.9%) full-time students were lost out of 1,628 students. At the same time, 441 (27.1%) part-time students were lost.

Retention Based on Ethnicity

For Ethnicity, new first-time students with a $GPA \leq 1.00$ in their first semester were divided into three major groups shown in Table 14 and Figure 15 due to low numbers of students in the other Ethnic categories.¹⁵ Note that the data shown does not total the 1,799 total students in the group overall, with 171 being retained. However, adding back in the additional 91 students with six being retained does total the 1,799 students with 171 being retained over the 11-year span.

Black (non-Hispanic), White (non-Hispanic), and Hispanic students totaled 1,708 (94.9%) out of the 1,799 students. The number of students retained in the three groups was 165 (96.5%) out of the 171 students. Because the Hispanic students had such wide swings in the percentage retained, they were removed from Figure 16. For example, retention for fall 2011 – fall 2012 was 50% which is impressive; however, that 50% is based on just two students.

Table 14 and Figure 15 suggest that that the retention of Black (non-Hispanic) students (orange line) outpaced White (non-Hispanic) students (green line), having a mean retention of 11.9% versus 7.9% over the 11-year time span. Given this, Black (non-Hispanic) student retention show a sizable variability of 14.8 percentage points, ranging from 3.6% to 18.4%. A linear trend analysis showed that the retention of Black (non-Hispanic) students was increasing from approximately 10% at the beginning of the period studied to 14% at the end of the period. White (non-Hispanic) students had a variability of 8.2 percentage points, ranging from 4.2 to 12.4%. In addition, a linear trend analysis indicated that White (non-Hispanic) student retention was decreasing from approximately 10% to 6%. Given this information, it is worth noting that a larger proportion of White (non-Hispanic) students are being lost given that 960 were included in this group, with 77 (8.0%) retained, for a loss of 883 students. In contrast, there were 707 Black (non-Hispanic) students with 84 (11.9%) for a loss of 623 students.

Retention based on Whether a Student Received a Pell Grant

Next, new first-time students with a $GPA \leq 1.00$ in their first semester were examined by socioeconomic status based on if they received a Pell Grant during their initial semester (see Table 15 and Figure 17). The retention data based on Pell Grant suggested that Pell Recipients (orange line) are retained at a slightly higher rate than non-Pell students (green line). For

¹⁵ Asian or Pacific Island had a total of ten students prior to 2017 with two retained. Foreign students had four students (one in 2010 and three in 2019) with none retained. American Indian or Alaskan had a total of 16 students enrolled with no more than three students in each semester. None were retained. There were 22 students not reporting their ethnicity; the maximum being eight in fall 2020 and no more than three in any other semester with a total of three students being retained; none of which were from fall 2020. Two or more races had a total of 39 with no more than five in any given fall semester with only one retained from fall 2010 to fall 2011.

example, the Pell Recipient mean was 9.8% while the non-Pell Recipient retention was 8.9%. The data did indicate a higher variability for Pell recipients of 9.5 percentage points ranging from 5.1% to 14.6%. A linear trend analysis for Pell recipients indicated increased retention of approximately 2.5% over the period ranging from 8.5% retained to approximately 11% retained. Students not receiving a Pell Grant had a slighter smaller variability of 8.5 percentage points ranging from 5.4% retained to 13.9%. However, the linear trend analysis suggested that retention was decreasing about 6.6 percentage points dropping from approximately 12.1% to 5.5% over the 11-year span.

While the data suggested that the retention of students receiving a Pell Grant was increasing, the summary data from Table 15 indicates that they represent a larger proportion of the 1,799 being lost given the larger number of students. For example, there were 1,023 Pell Grant recipients with only 102 retained representing 921 (56.6%) out of the 1,628 students lost. Non-Pell recipients accounted for 776 students with 69 being retained for a loss of 707 (43.4%).

Retention based on Placement in the Pathways to Success Program

The next variable examined is placement into the Pathways to Success Program for students needing assistance in every subject to become college ready. Table 16 and Figure 18 detail the retention data for the Pathways students versus non-Pathways students. The means suggest that the two are similar given that the mean retention for Pathways students was 8.2% while the retention for non-Pathways students was 9.9% over the 11-year period. However, the variability of the Pathways group is larger at 11.7 percentage points, ranging from 2.3% to 14.0%. The linear trend analysis suggests that the Pathways retention is increasing from approximately 6.5% to 10% over the 11-year period. This is likely due to the 14.0% retention from fall 2019 to fall 2020. Non-Pathways student retention varied 8.5 percentage points from 6.2% to 14.7%, and the linear trend analysis indicated that retention was decreasing 2.4 percentage points from 11.1% to 8.7% over the 11-year period.

Table 16 indicates that the vast majority (69.0%) of students of the 1,628 students lost are non-Pathways students. This makes sense given that the population of non-Pathways students is 1,248 with only 125 retained. Regardless, the overall retention of 46 (8.3%) out of the 551 Pathways students resulted in a loss of 505 students.

Zero Credits Earned in the First Semester of Attendance

The next section utilizes the data from the section above and narrows the discussion from students with a GPA ≤ 1.00 to students earning no credit in their first semester of attendance.¹⁶ The data in Table 17 and Figure 19 indicates that 162 (18.3%) out of the 883 new first-time students in fall 2020 earned no credit during their first semester of attendance. This represents an 115.3% increase from fall 2017 to fall 2020.¹⁷ In addition, it is six percentage points above the 11-year mean of 12.3%. Table 18 and Figure 20 show that only 16 (9.9%) students of the 162 were retained from fall 2020 to fall 2021. Overall, 53 (4.8%) of the 1,102 new first-time

¹⁶ New first-time students earning zero credit hours in their first semester had a GPA = 0.00.

¹⁷ For fall 2021, a total of 147 (19.1%) of the 768 new first-time students completed zero credits. This represents a 124.7% increase from fall 2017 to fall 2021.

students earning zero credits in their first semester were retained during the 11-year period indicating that 1,049 were lost from LSU Eunice. While Figure 17 shows marked increase in zero credits, Figure 18 demonstrates that retention increased better than four times from fall 2018 – fall 2019 through fall 2020 – fall 2021.¹⁸ Given the importance of this Early Momentum Metric for Achieving the Dream, it was decided to examine the data by the same demographic characteristics as before – part-time or full-time enrollment, ethnicity, Pell Grant award, and participation in the Pathways to Success program.

Students Earning Zero Credits by Hours Enrolled

Table 19 and Figure 21 detail the new first-time students earning zero credits during their first semester of attendance by the hours enrolled. Both the part-time enrollment (orange line) and full-time enrollment (green line) show a large amount of variation that span the y-axis of 12.9% for part-time students. Full-time students had a variability of 9.9% with full-time students showing increased retention since fall 2016 to fall 2017 through present. Further, the increase in retention is demonstrated by the means for the last two years surpassing the means for the 11-year period. Given that, the overall part-time retention was 18 (5.2%) students out of 345, with a loss of 327 over the 11-year period. Full-time students had a retention of 35 (4.6%) out of 757 with a loss of 722 students for a combined total of 1,049 students lost.

Students Earning Zero Credits by Ethnicity

Next, Table 20 and Figure 22 present the same information with respect to student ethnicity for the two largest groups in attendance. While retention for the two groups has a wide range of variability, both exchange places around the overall retention (blue line) several times. In addition, the retention of Black (non-Hispanic) students outpaces the retention of White (non-Hispanic) students by almost five percentage points using a linear trend analysis. In addition, the data indicates that 25 (6.2%) of the 405 Black (non-Hispanic) students were retained with a loss of 380 students while just 23 (3.8%) out of 613 White (non-Hispanic) students were retained with a loss of 590. It is worth noting that retention for Black (non-Hispanic) students increased 533.5% and retention for White (non-Hispanic) students increased by 159.3% from fall 2018 – fall 2019 through fall 2020 – fall 2021.

The remaining new first-time students earning zero credits had various ethnicities with a low number of students. First, there were 11 American Indian or Alaskan students with none retained. There were also five Asian or Pacific Island students in attendance with one (20%) being retained. Next, there was just one foreign student in attendance that was not retained. There were also 29 Hispanic students in attendance with only three (10.3%) retained and 26 students that reported two or more races with none retained. Finally, 11 students did not report their ethnicity, and one (9.0%) was retained. Overall, 79 students were lost from LSU Eunice from these ethnicities.

Students Earning Zero Credit Hours by Socioeconomic Status

The next variable examined was whether the student received a Pell Grant. New first-time students earning zero credits in their initial semester were more likely to have a Pell Grant. The data in Table 21 and Figure 23 show that there were 600 students with zero credits (orange

¹⁸ Note that this was only 27 (6.6%) out of 412 students.

line) in the first semester while 502 were without a Pell Grant (green line). The data also suggests that retention of both groups increased from fall 2019 – fall 2020 through fall 2020 – fall 2021 (see Table 21). Figure 23 clearly shows that the two groups switch places around the overall retention (blue line) and that retention for Pell Grant recipients in this demographic group has increased from 0% in fall 2017 – fall 2018 to 12.5% in fall 2020 – fall 2021 with an additional 21 students retained.¹⁹ Retention of students without a Pell Grant also increased beginning in the fall 2018 – fall 2019 retention cycle from 1.7% to 6.1% in fall 2020 – fall 2021.

Despite these modest gains, only 32 (5.3%) out of 600 students with a Pell Grant and 21 (4.2%) out of 502 students without a Pell Grant were retained. However, this resulted in a combined loss of 1,049 students in the 11-year period – 568 Pell Grant recipients and 481 non-Pell recipients.

Students Earning Zero Credit Hours by Placement in the Pathways to Success Program

Finally, new first-time students earning zero credits in their first semester was examined by whether the student was placed into the Pathways to Success program. One issue to keep in mind here is that the number of non-Pathways students is more than double the number of students placed into the Pathways program. For example, Table 22 and Figure 24 show that the total number of students for Pathways to Success is 345 with 15 (4.3%) being retained while there were 757 non-Pathways students with 38 (5.0%) retained during the 11-year period.

Figure 24 also indicates a wide amount of variability in the Pathways to Success retention that spans the y-axis (orange line) compared to the overall (blue line). At the same time, the variability of the non-Pathways students (green line) was 10.7 percentage points. Figure 24 indicates that the retention for both groups increased over the last two years. This is noted in Table 22 by the retention rates exceeding the means for the 11-year period. Given the increases, the Pathways to Success retention was 15 (4.3%) out of 345 for a loss of 330 students while the retention for the non-Pathways group was 38 (5.0%) out of 757 students for a loss of 719 students over the 11-year period.

Conclusions

Given the data examined in this paper, the following points can be made. In examining the one-year fall-to-fall retention for all students, Table 1 showed that new first-time students are retained more than any other students when examining the enrollment status. For new first-time students:

1. The overall mean retention rate is 49.6% (see Table 2) resulting in a loss of 4,057 students over the 11-year period. The one-year retention of new first-time students is decreasing and has decreased from 51.7% to 45.8% in four years.
 - a. More females are retained than males, and the gap between the two has been increasing since the fall 2016 to fall 2017 retention cycle (see Table 3).
 - b. More 25+ year old students are retained than any other age group (see Table 4).

¹⁹ Conversely, one could argue that 247 Pell Recipients were lost in that same period.

- c. For ethnicity, the retention of White (non-Hispanic) students outpaces the retention of any other ethnic group. Students of color are often retained at five to ten percentage points below White (non-Hispanic) students (see Table 5 and Table 6).
- d. Students attending full-time are much more likely to be retained than part-time students. The rate at which part-time students are lost has accelerated since the fall 2016 to fall 2017 retention cycle (see Table 7).
- e. The retention of students in the Pathways to Success program generally is lower than non-Pathways students. Given that, Pathways to Success student retention has decreased from 52.9% from fall 2017 to fall 2018 to 36.3% currently (see Table 9).
- f. Student retention based on GPA indicated that lower GPAs in the first semester of attendance led to lower levels of retention (see Table 12). Students with GPA between 0.00 and 1.00 in their first semester were retained at 9.4%, on average (see Table 13). These students were more likely to be full-time Pell Grant recipients (see Table 13 and Table 15).

The retention of new first-time students earning zero credit hours in their first semester was also examined.

2. The percentage of students earning zero credit has increased 115.3% from 8.5% from fall 2017 to fall 2018 to 18.3% in fall 2020 to fall 2021 (see Table 17).
 - a. On average, only 4.5% of students earning zero credit are retained, accounting for a loss of 1,102 students over the 11-year period (see Table 18).
 - b. More part-time students in this demographic are retained than full-time (see Table 19).
 - c. While there is a large amount of variability, Black (non-Hispanic) students have been retained more than any other ethnicity since fall 2017 to fall 2018 (see Table 20).
 - d. The retention of Pell Grant students in this group has accelerated since fall 2017 to fall 2018 (see Table 21).

Table 1. Percentage of LSU Eunice students retained from fall to fall by enrollment status.

Description	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained
% Overall New First-Time	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% Continuing	38.1	42.5	42.3	40.0	40.5	41.1	42.0	42.7	42.3	44.2	39.3	41.6	42.1	13801	5732
% Returning	42.5	39.9	41.0	32.9	35.0	40.3	37.3	42.6	38.1	32.0	37.3	38.1	39.0	1466	562
% Transfer	37.1	47.3	39.1	32.0	41.3	39.0	48.3	33.6	37.1	42.2	35.6	39.7	39.0	2057	813

Figure 1. Percentage of LSU Eunice students retained from fall to fall by enrollment status.

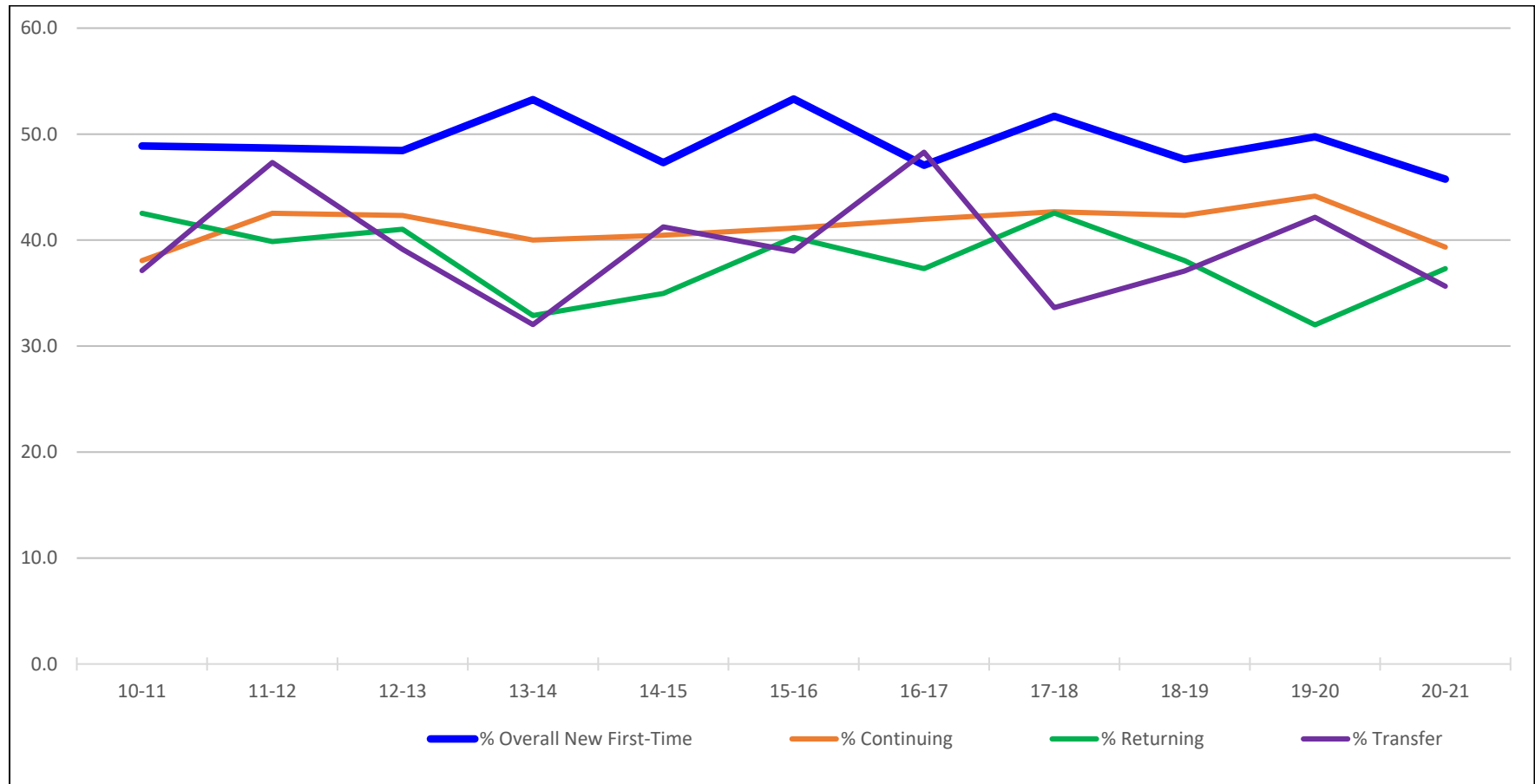


Table 2. Percentage of new first-time students retained from fall to fall.

Description	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained
Number of students retained	414	390	376	376	379	386	409	414	438	390	404	397.2	390.0		3972
Total number students	847	801	776	706	801	724	869	801	920	784	883	802.9	801.0	8029	
% New First-Time Retained	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972

Figure 2. Percentage of new first-time students retained from fall to fall.

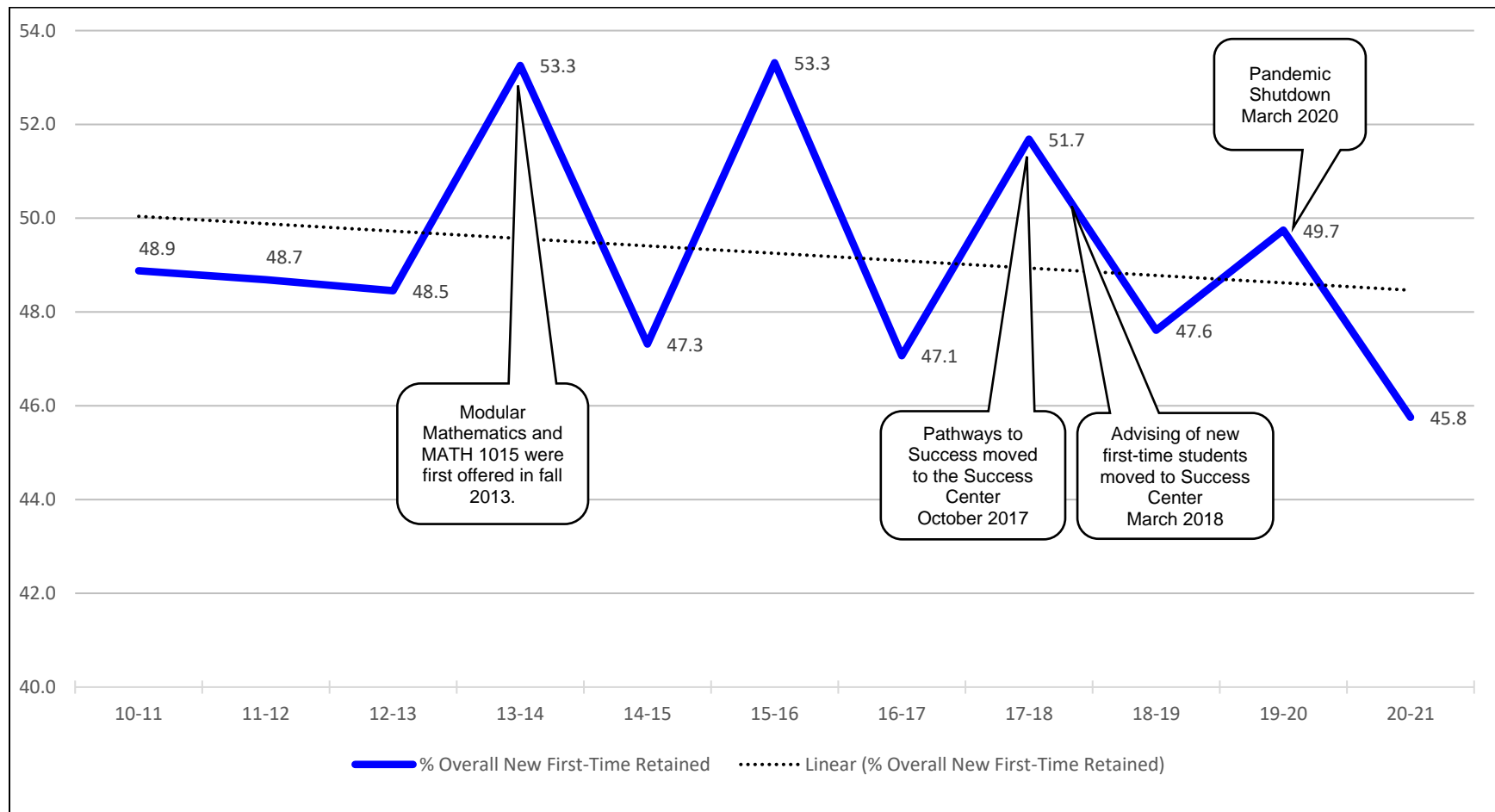


Table 3. Percentage of new first-time students retained from fall to fall by gender.

Description	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained
% Overall New First-Time	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% New First-Time Female	49.2	49.0	50.3	55.7	49.4	52.5	47.0	53.6	48.4	52.6	47.8	50.8	49.8	5323	2694
% New First-Time Male	48.4	48.2	44.5	49.0	42.9	55.0	47.1	47.3	46.1	43.7	40.7	47.2	47.2	2706	1278

Figure 3. Percentage of new first-time students retained from fall to fall by gender.

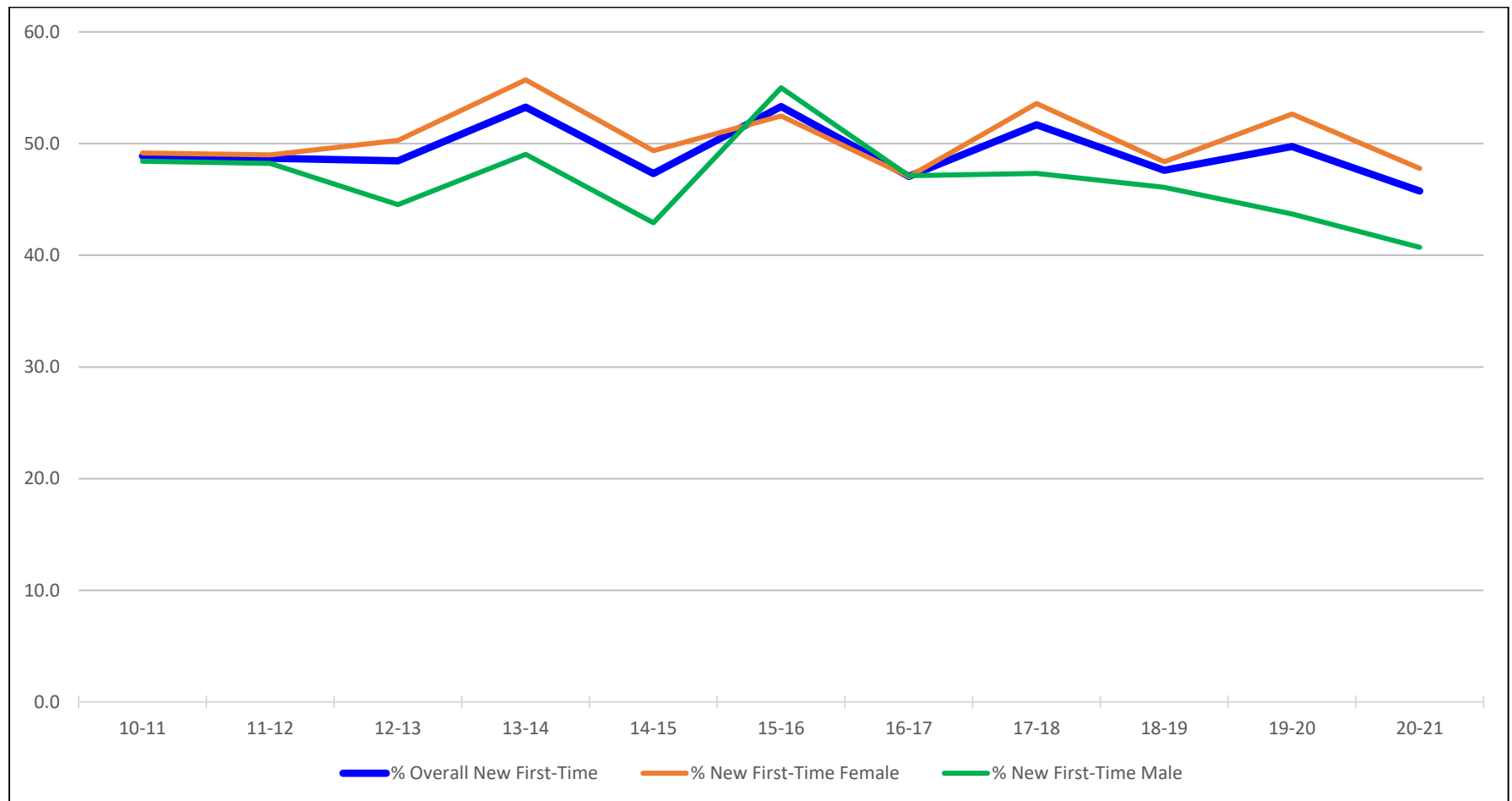


Table 4. Percentage of new first-time students retained from fall to fall by age.

Description	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained
% Overall New First-Time	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% Age ≤ 17	52.6	35.1	66.7	65.2	43.2	62.5	44.9	45.5	34.9	44.8	51.4	49.5	45.2	346	166
% Age 18-24	47.6	48.3	46.6	52.2	46.2	52.3	46.3	51.8	47.7	49.7	45.4	48.9	48.0	7225	3525
% Age 25+	61.9	62.5	63.0	65.6	68.1	65.7	65.8	55.0	55.0	53.7	46.9	61.6	62.8	458	281

Figure 4. Percentage of new first-time students retained from fall to fall by age.

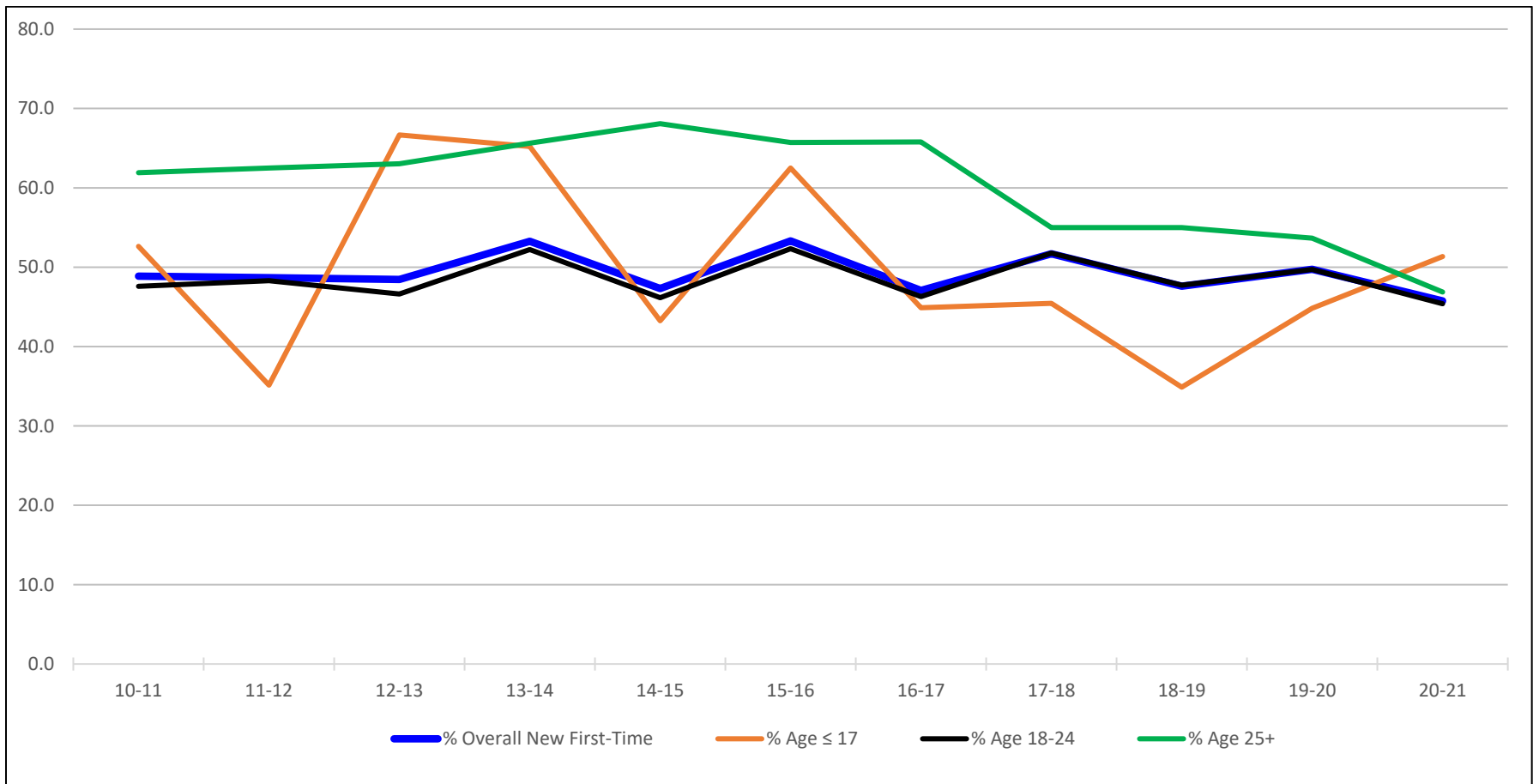


Table 5. Percentage of new first-time students retained from fall to fall by most common ethnicity (n > 150).

Description	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained
% Overall New First-Time	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% Black (non-Hispanic)	42.0	43.6	40.5	48.0	39.8	48.5	40.2	47.5	38.7	44.7	37.1	43.4	42.8	2232	961
% Hispanic	60.0	63.6	36.4	46.7	52.6	12.5	60.0	43.8	41.9	50.0	53.3	46.7	48.3	169	81
% Two or More Races	54.5	38.5	38.5	46.2	42.9	31.3	38.1	46.7	45.5	54.2	60.0	43.6	44.2	162	71
% White (Non-Hispanic)	51.2	50.7	52.6	56.4	50.3	56.2	50.4	53.9	52.2	51.9	50.3	52.6	52.0	5258	2760

Figure 5. Percentage of new first-time students retained from fall to fall by most common ethnicity (n > 150).

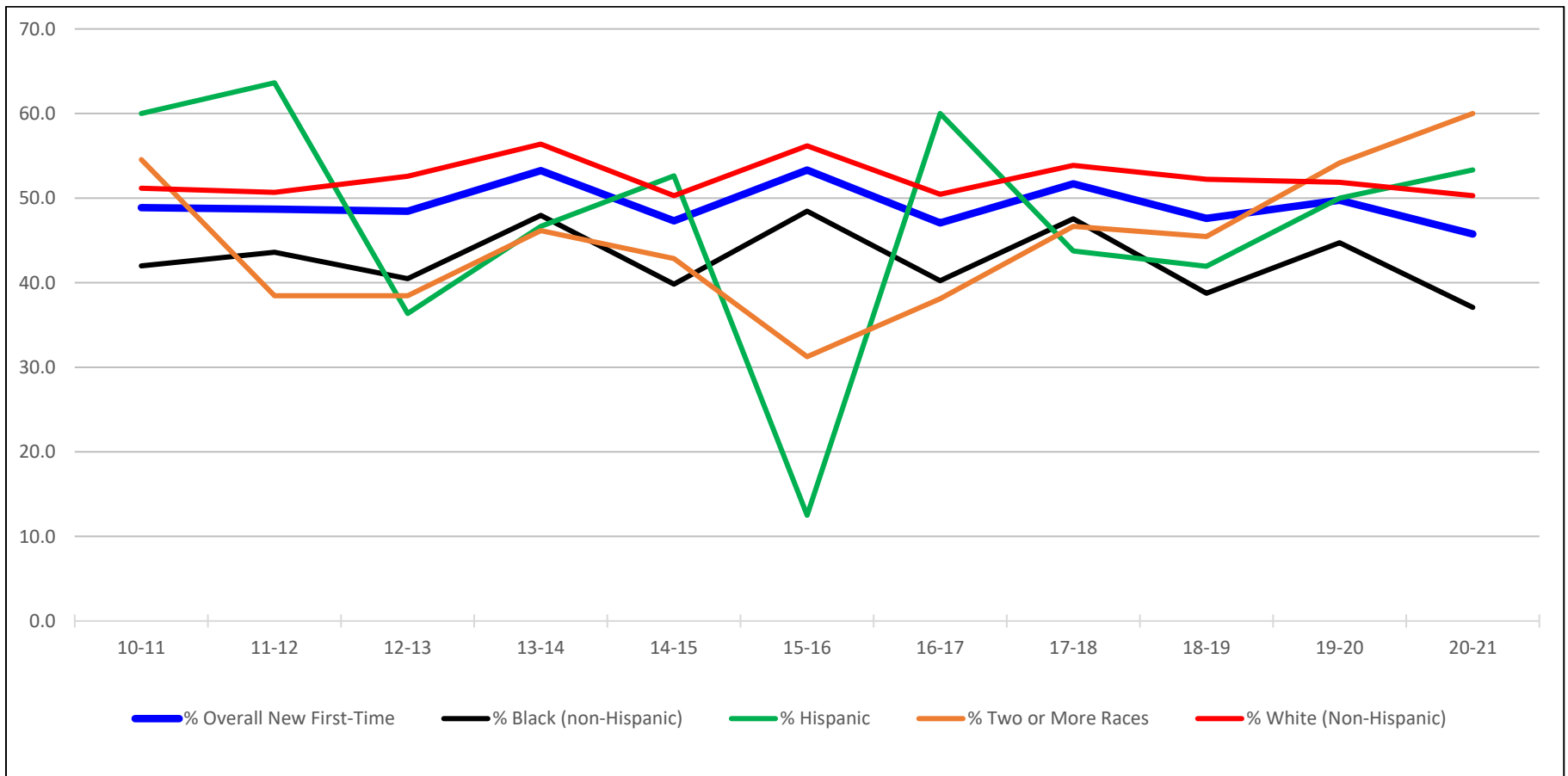


Table 6. Percentage of new first-time students retained from fall to fall by ethnicity (n < 150).

Description	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained
% Overall New First-Time	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% Am Indian or Alaskan	77.8	57.1	0.0	0.0	55.6	50.0	0.0	33.3	0.0	16.7	50.0	29.0	25.0	56	20
% Asian or Pacific Island	28.6	75.0	40.0	50.0	75.0	100.0	33.3	33.3	60.0	100.0	16.7	59.5	55.0	38	21
% Foreign	25.0		50.0		0.0	66.7	100.0	50.0	47.1	28.6	100.0	45.9	48.5	39	17
% Not Reported	54.5	60.0	66.7	75.0	37.5	75.0	37.5	50.0	71.4	50.0	45.2	57.8	57.3	75	41

Figure 6. Percentage of new first-time students retained from fall to fall by ethnicity (n < 150).

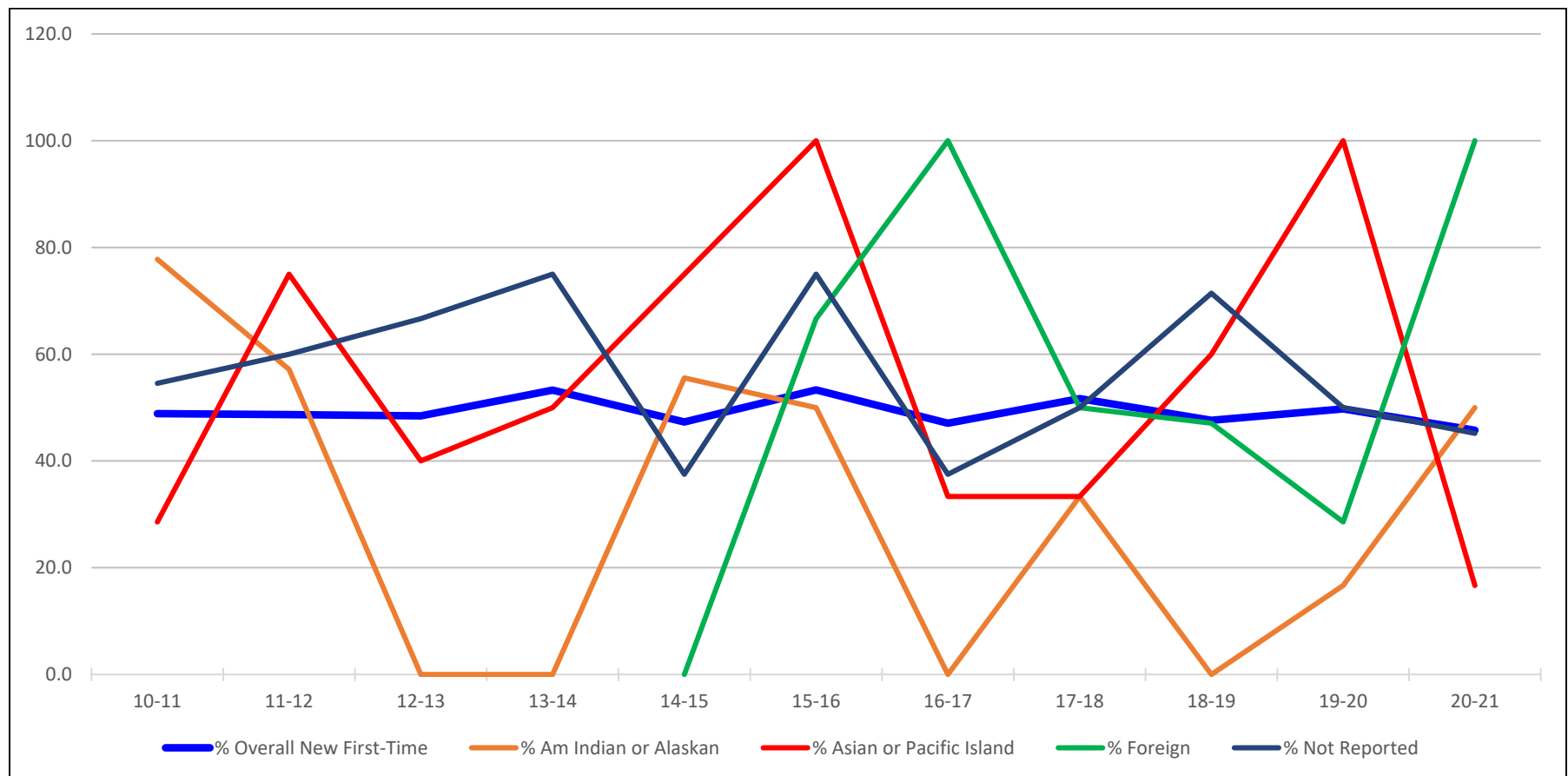


Table 7. Percentage of new first-time students retained from fall to fall by hours taken.

Description	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained
% Overall New First-Time	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% New First-Time Part-Time	46.7	46.0	42.3	47.3	44.2	40.4	47.6	41.6	31.7	39.6	37.5	42.7	43.3	1642	711
% New First Full-Time	49.4	49.4	50.7	55.3	48.3	56.9	46.9	53.8	50.1	51.3	47.1	51.2	50.4	6387	3261

Figure 7. Percentage of new first-time students retained from fall to fall by hours taken.

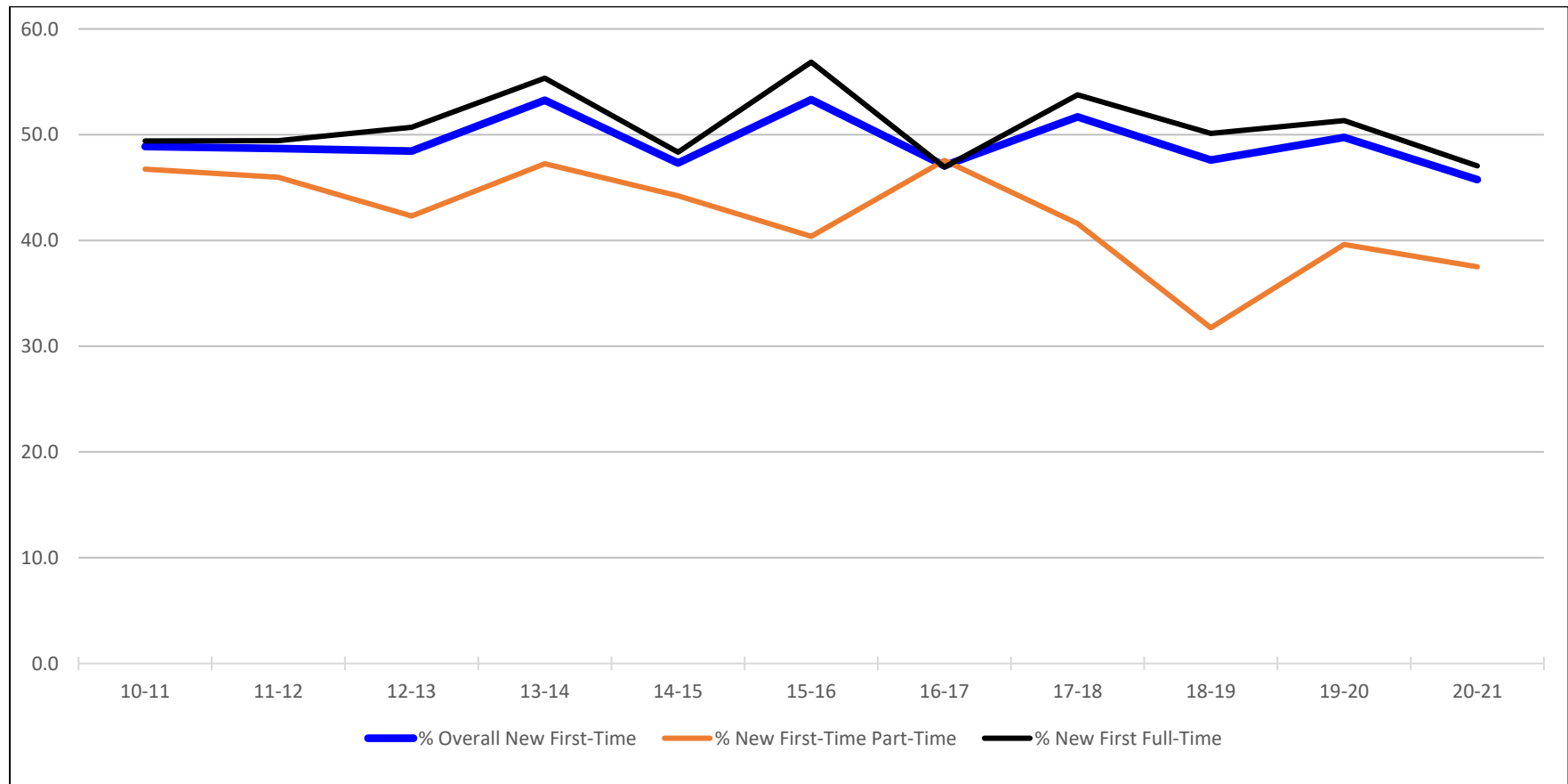


Table 8. Percentage of new first-time students retained from fall to fall by whether the student received a Pell Grant.

Description	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained
% Overall	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% with Pell Grant	48.6	50.5	45.4	51.6	44.5	53.3	45.3	49.3	45.4	50.8	43.3	48.5	48.9	4139	1996
% without Pell Grant	49.2	46.9	51.7	55.0	50.4	53.4	49.2	54.2	50.2	48.7	48.6	50.9	50.3	3890	1976

Figure 8. Percentage of new first-time students retained from fall to fall by whether the student received a Pell Grant.

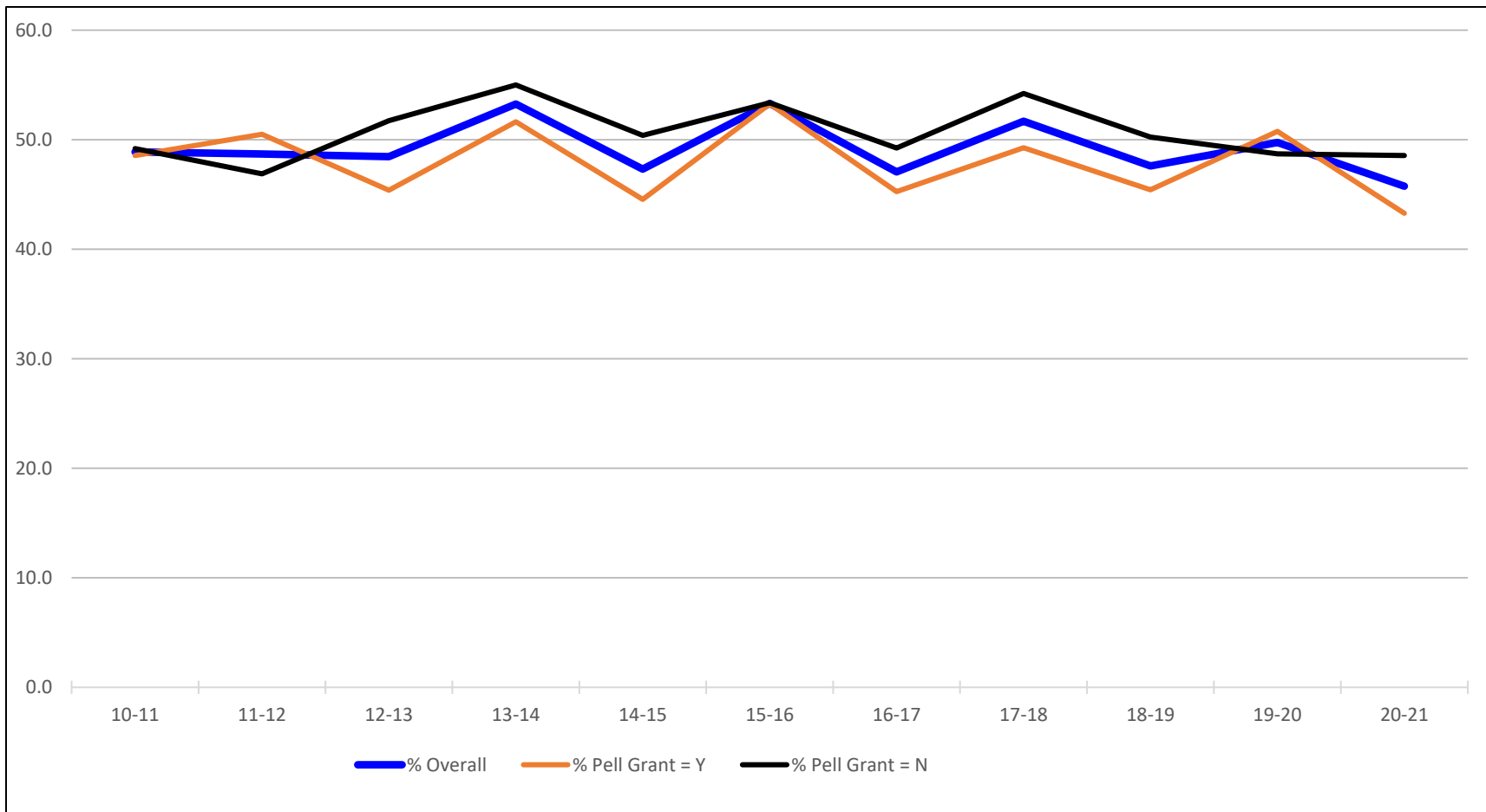


Table 9. Percentage of new first-time students retained from fall to fall by Pathways to Success.

Description	Fall to Fall												FA 10-FA 11 through FA 19-FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained	
% Overall New First-Time	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972	
% New First-Time Pathways	47.1	46.9	44.6	50.3	44.4	49.0	43.9	52.9	42.1	41.9	36.3	46.3	45.8	1921	887	
% New First-Time Non-Pathways	49.6	49.4	49.9	54.3	48.3	54.5	47.8	51.4	49.2	51.9	49.4	50.6	49.7	6108	3085	

Figure 9. Percentage of new first-time students retained from fall to fall by Pathways to Success.

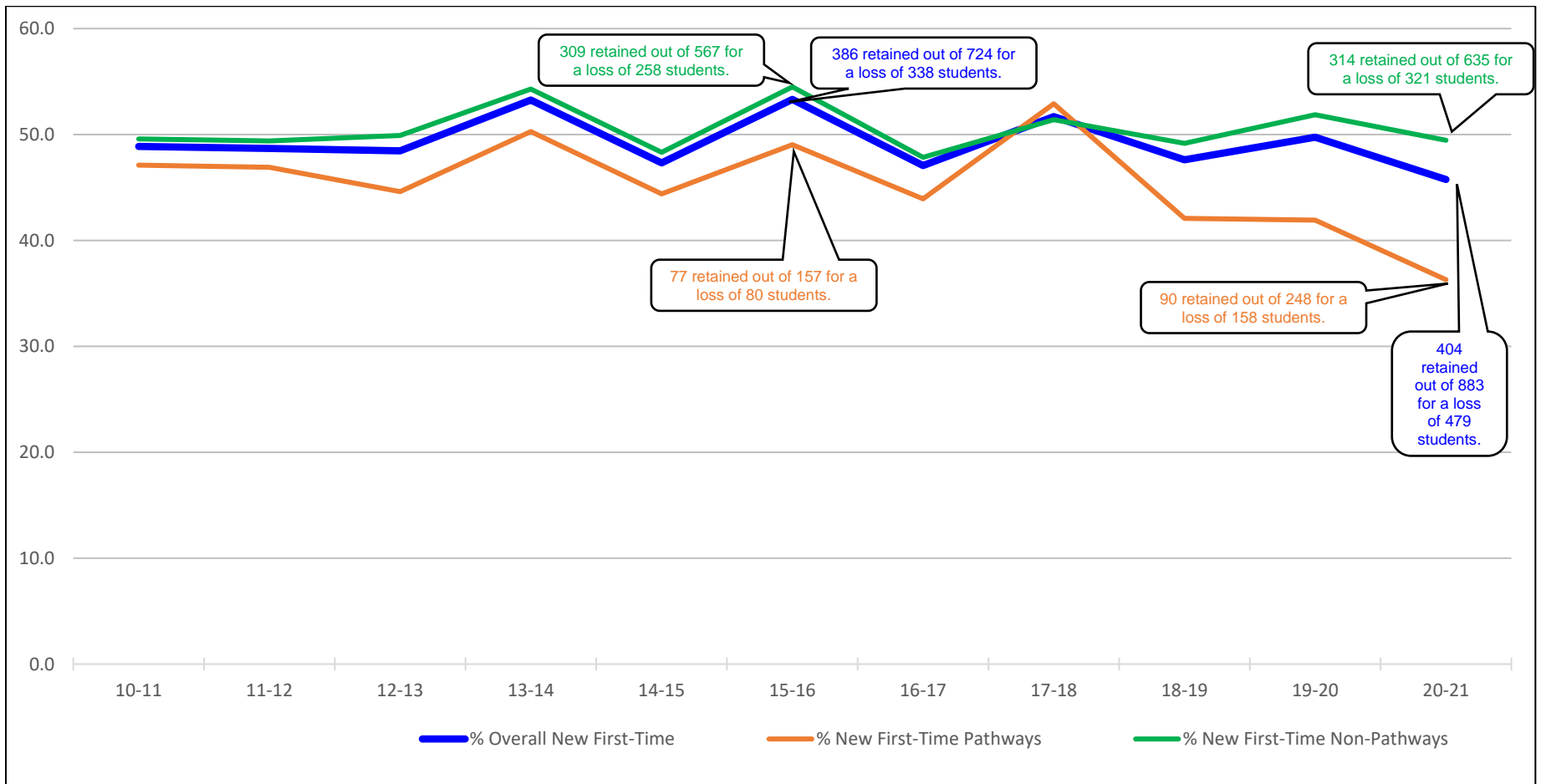


Table 10. Percentage of new first-time fall to fall student retention by most popular transfer programs.

	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	n Retained
Overall Retained	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% Assoc Gen Studies	39.4	64.7	46.7	45.2	25.9	30.2	54.8	56.4	38.9	47.3	42.5	44.9	45.9	378	165
% AALT Business				80.0	42.9	58.3	38.7	48.1	43.2	40.5	63.5	44.0	43.0	166	73
% ASLT Biology			16.7	50.0	50.0	45.0	41.4	42.9	50.0	73.1	45.5	46.1	47.5	162	80
AALT (CJ, FA, Human, MC, SS)			37.5	40.0	70.0	37.5	35.5	45.0	45.2	35.3	30.0	43.2	38.8	143	60

Figure 10. Percentage of new first-time fall to fall student retention by most popular transfer programs.

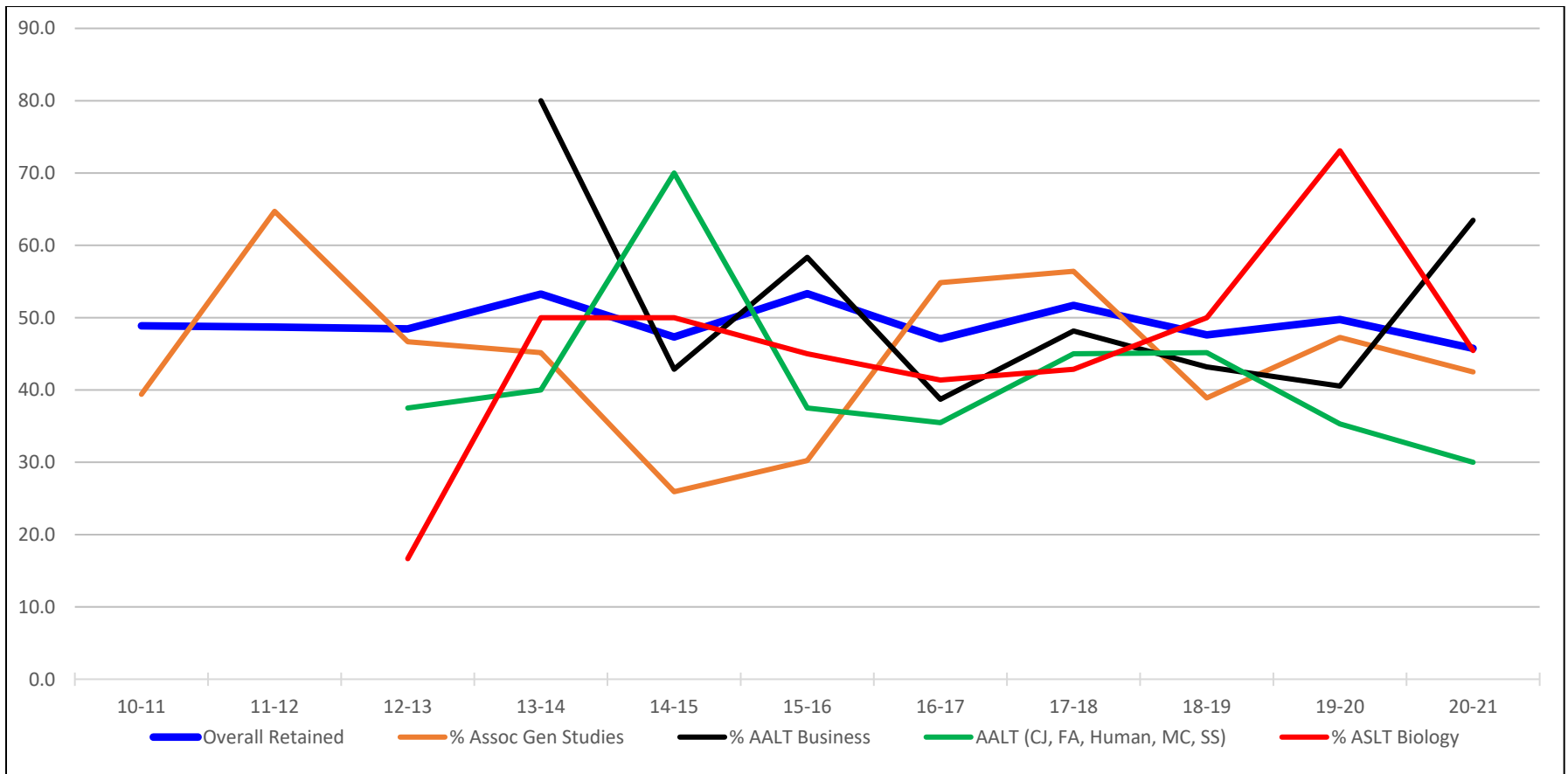


Table 11. Percentage of new first-time fall to fall student retention by most popular associate degree programs.

	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	FA 19- FA 20 n Retained
Overall Retained	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% Pre-Nursing	48.6	48.6	44.8	52.5	47.8	50.5	45.8	53.6	51.4	48.9	49.2	49.3	48.8	1218	599
% Pre-Radiologic Tech.	44.0	45.3	53.2	54.7	55.7	56.0	51.5	55.7	64.5	53.2	50.7	53.4	54.0	768	408
% Management	48.4	45.9	51.9	48.9	38.1	35.0	50.0	53.8	22.7	46.7	34.8	44.1	47.5	325	144
% Crim Justice Assoc.	40.5	48.1	48.0	40.6	32.1	35.3	55.0	55.6	41.7	45.5	49.0	44.2	43.6	259	114
% Computer Info. Tech.	57.1	43.5	41.2	50.0	50.0	81.8	46.2	33.3	23.5	66.7	38.5	49.3	48.1	140	67
% Pre-Resp. Care	45.5	28.6	53.3	66.7	33.3	45.5	37.5	80.0	63.2	69.2	47.1	52.3	49.4	121	62

Figure 11. Percentage of new first-time fall to fall student retention by most popular Associate Degree programs.

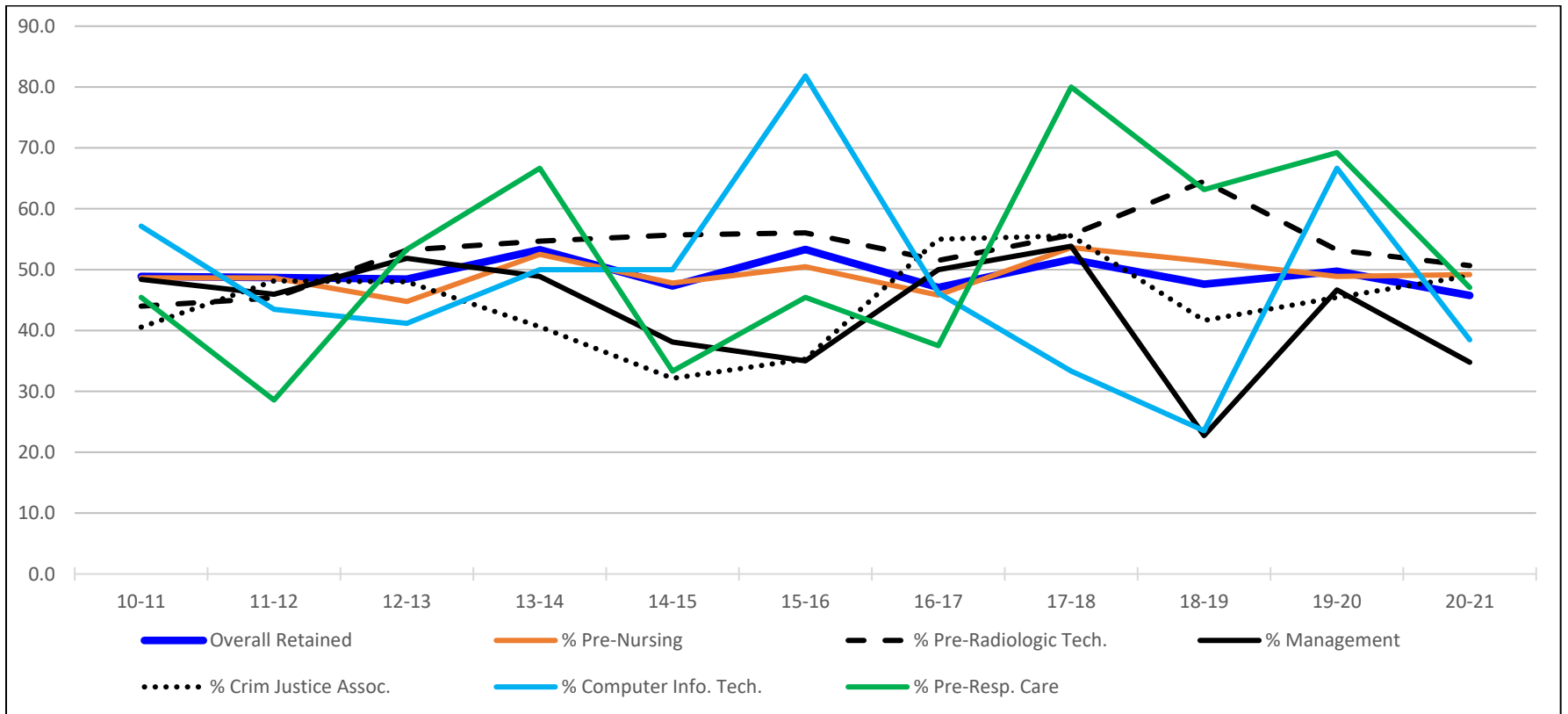


Figure 12. Transfer program retention as a percentage based on Table 10.

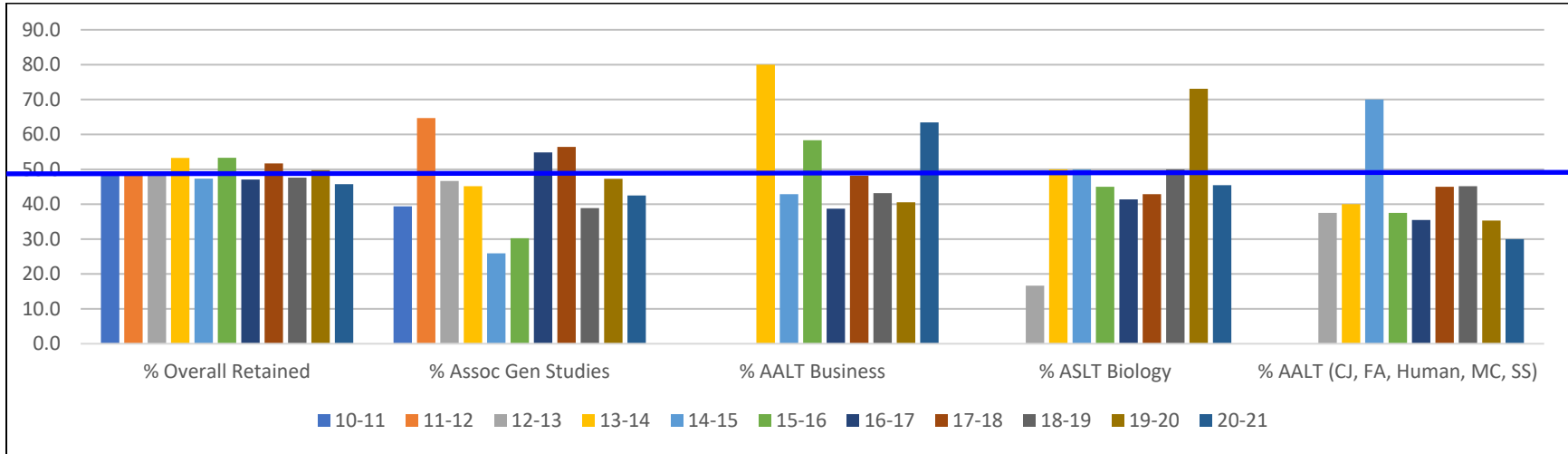


Figure 13. Associate degree program retention as a percentage based on Table 11.

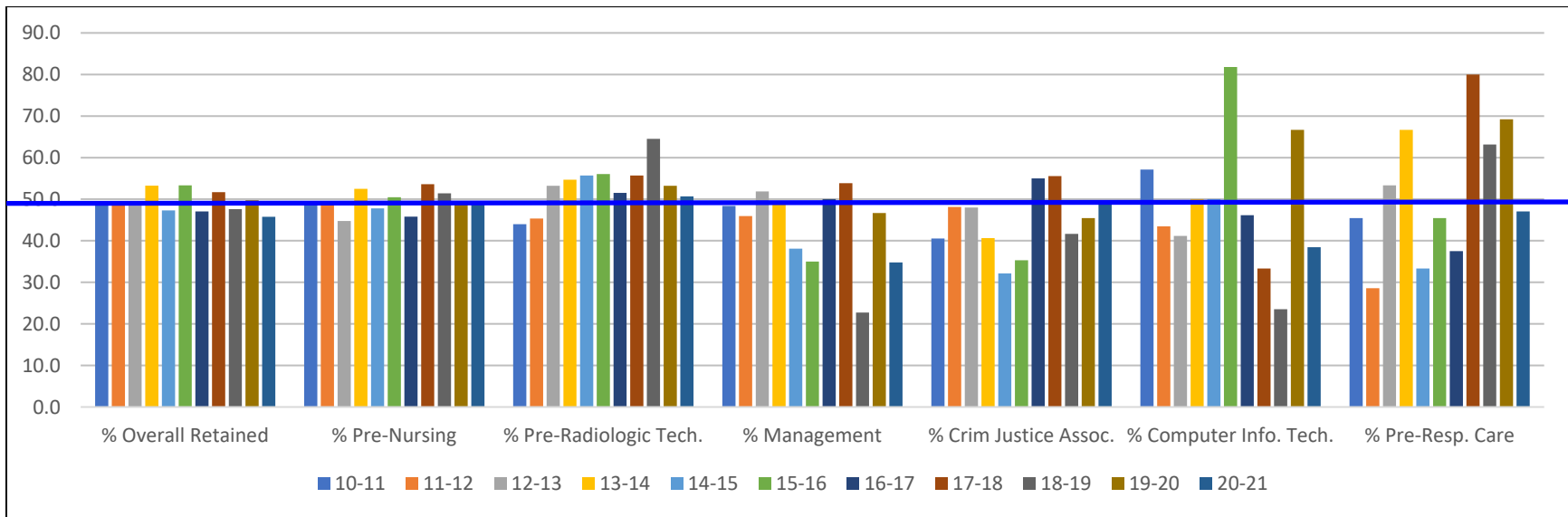


Table 12. Percentage of new first-time students retained from fall to fall by grade point average from the initial session.

Description	Fall to Fall											FA 10- FA 11 through FA 19- FA 20			
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	FA 20 n Retained
% Overall First-Time Student	48.9	48.7	48.5	53.3	47.3	53.3	47.1	51.7	47.6	49.7	45.8	49.6	48.8	8029	3972
% 0.00 ≤ GPA ≤ 1.00	12.0	11.3	7.7	9.7	8.4	10.3	6.9	6.5	8.9	11.7	10.0	9.3	9.3	1558	147
% 1.00 < GPA ≤ 2.00	47.0	44.7	37.7	48.8	36.1	43.7	34.0	35.0	38.0	48.2	46.7	41.3	40.8	1465	604
% 2.00 < GPA ≤ 3.00	61.5	58.6	62.5	64.4	61.7	64.3	57.9	59.7	63.1	59.3	57.0	61.3	61.6	2896	1774
% 3.00 < GPA ≤ 4.00	64.7	67.5	63.1	68.6	67.2	71.4	67.5	76.1	67.3	71.7	66.5	68.5	67.5	2110	1447

Figure 14. Percentage of new first-time students retained from fall to fall by grade point average from the initial session.

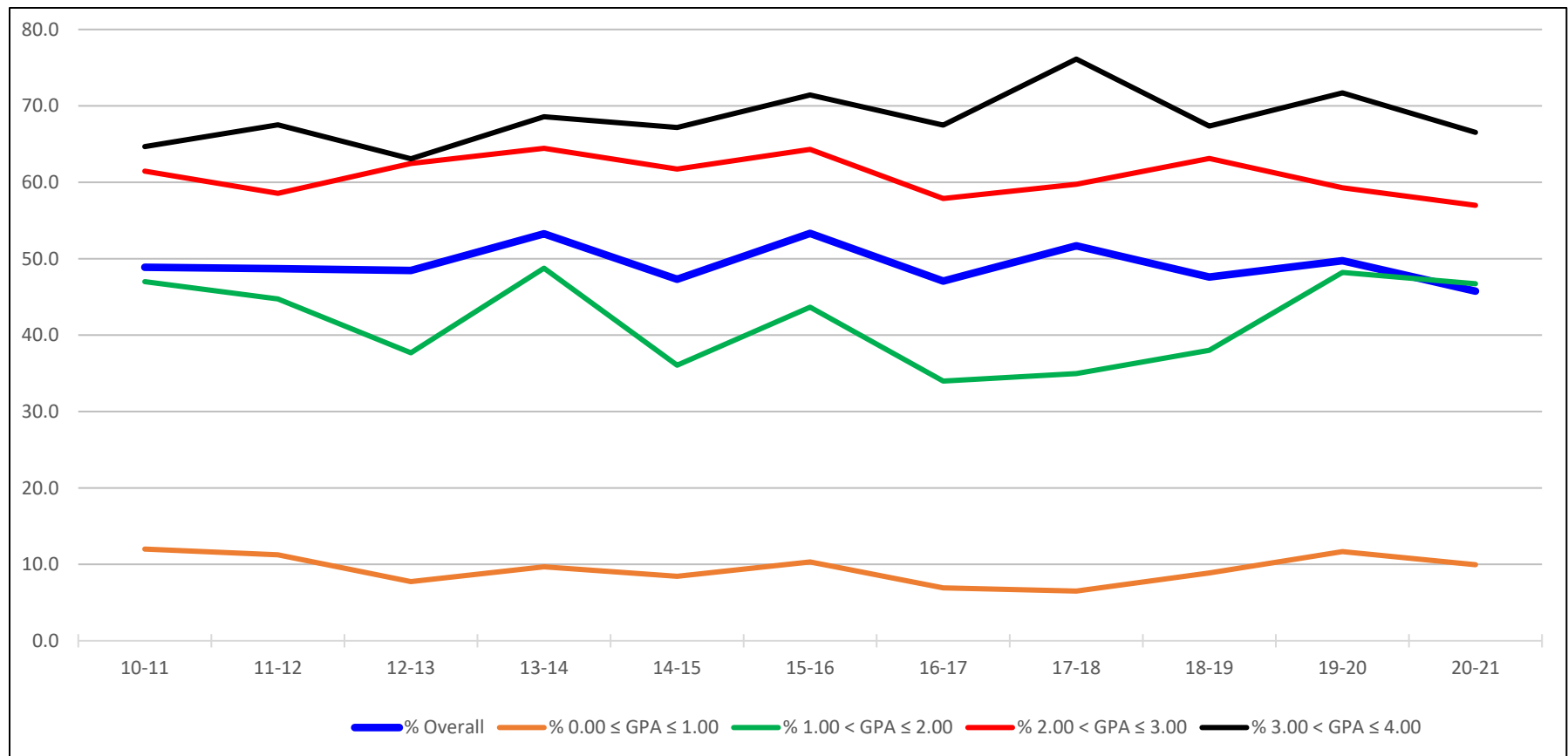


Table 13. Percentage of new first-time students earning $0 < \text{GPA} \leq 1.00$ in their first semester by enrolled hours.

Description	Fall to Fall											Summary All Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n
n $0 < \text{GPA} \leq 1.00$ Retained	21	18	11	12	14	13	11	8	18	21	24	15.5	14.0	171
n $0 < \text{GPA} \leq 1.00$	175	160	142	124	166	126	159	123	203	180	241	163.5	160.0	1799
% $0.00 \leq \text{GPA} \leq 1.00$	12.0	11.3	7.7	9.7	8.4	10.3	6.9	6.5	8.9	11.7	10.0	9.4	9.7	
n $0 < \text{PT GPA} \leq 1.00$ Retained	7	1	4	3	3	4	3	2	4	4	6	3.7	4.0	41
n $\text{PT } 0 < \text{GPA} \leq 1.00$	47	42	48	41	51	40	42	31	50	38	52	43.8	42.0	482
% $\text{PT } 0 < \text{GPA} \leq 1.00$ Retained	14.9	2.4	8.3	7.3	5.9	10.0	7.1	6.5	8.0	10.5	11.5	8.4	8.0	
n $\text{FT } 0 < \text{GPA} \leq 1.00$ Retained	14	17	7	9	11	9	8	6	14	17	18	11.8	11.0	130
n $\text{FT } 0 < \text{GPA} \leq 1.00$	128	118	94	83	115	86	117	92	153	142	189	119.7	117.0	1317
% $\text{FT } 0 < \text{GPA} \leq 1.00$ Retained	10.9	14.4	7.4	10.8	9.6	10.5	6.8	6.5	9.2	12.0	9.5	9.8	9.6	

Figure 15. Percentage of new first-time students earning $0 < \text{GPA} \leq 1.00$ in Their First Semester by enrolled hours.

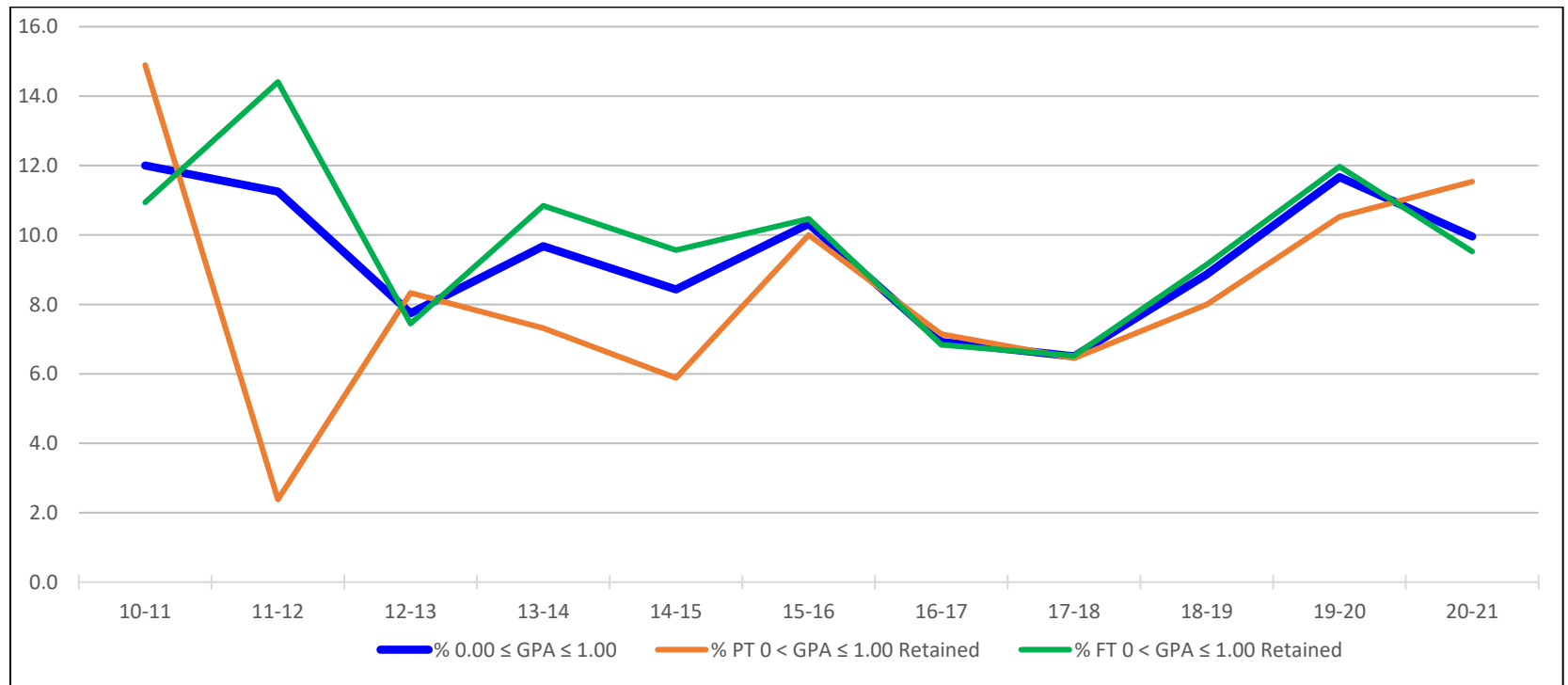


Table 14. Percentage of new first-time students earning $0 < \text{GPA} \leq 1.00$ in their first semester by ethnicity.

Description	Fall to Fall												Summary All Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	
0 < GPA ≤ 1.00 Retained	21	18	11	12	14	13	11	8	18	21	24	15.5	14.0	171	
n w GPA 0 < GPA ≤ 1.00	175	160	142	124	166	126	159	123	203	180	241	163.5	160.0	1799	
% 0.00 ≤ GPA ≤ 1.00	12.0	11.3	7.7	9.7	8.4	10.3	6.9	6.5	8.9	11.7	10.0	9.4	9.7		
n Black Retained	9	4	6	8	2	7	6	5	8	13	16	7.6	7.0	84	
n Black	68	61	53	59	56	38	59	40	83	68	122	64.3	59.0	707	
% Black (Non-Hispanic) Retained	13.2	6.6	11.3	13.6	3.6	18.4	10.2	12.5	9.6	19.1	13.1	11.9	12.5		
n White Retained	11	11	5	4	10	6	5	3	9	6	7	7.0	6.0	77	
n White	99	89	80	56	94	79	93	71	107	94	98	87.3	93.0	960	
% White Retained	11.1	12.4	6.3	7.1	10.6	7.6	5.4	4.2	8.4	6.4	7.1	7.9	7.1		
n Hispanic Retained	0	1		0	0	0	0	0	1	1	1	1.0	1.0	4	
n Hispanic	2	2		2	4	4	2	5	5	6	9	4.1	4.0	41	
% Hispanic Retained	0.0	50.0		0.0	0.0	0.0	0.0	0.0	20.0	16.7	11.1	9.8	0.0		

Figure 16. Percentage of new first-time students earning $0 < \text{GPA} \leq 1.00$ in their first semester by ethnicity.

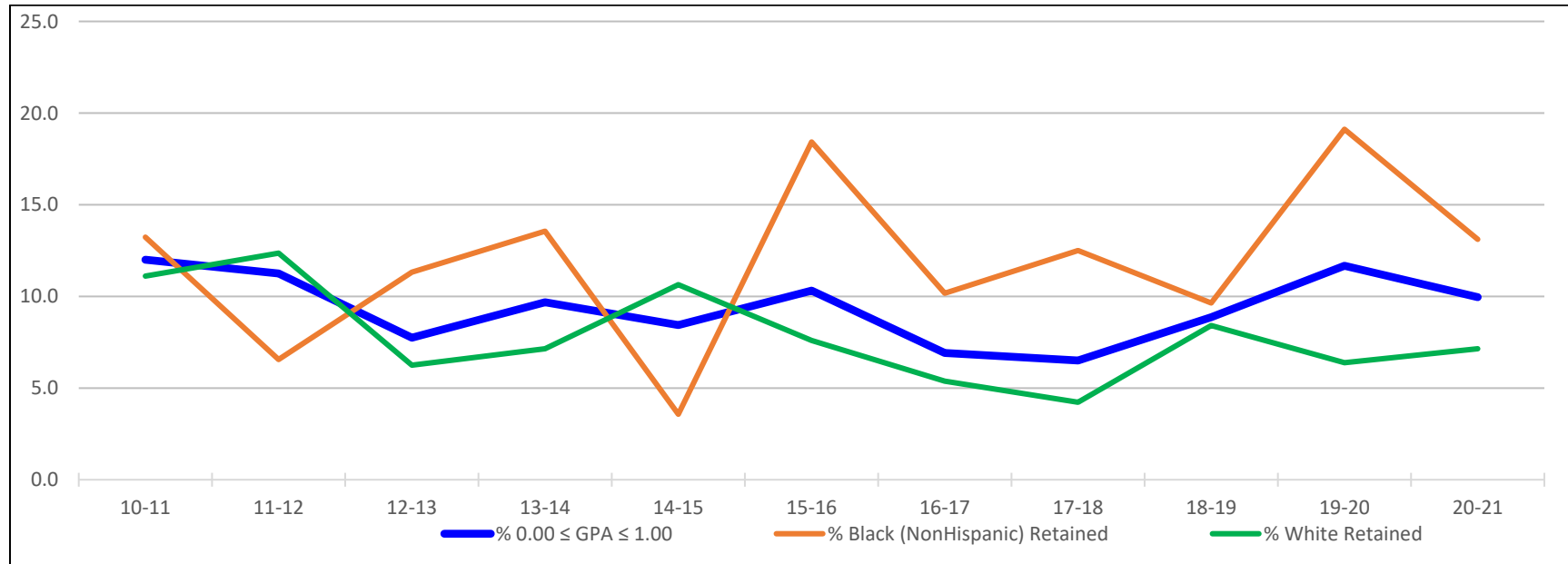


Table 15. Percentage of new first-time students earning $0 < \text{GPA} \leq 1.00$ in their first semester by Pell Grant recipient.

Description	Fall to Fall												Summary All Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	
n $0 < \text{GPA} \leq 1.00$ Retained	21	18	11	12	14	13	11	8	18	21	24	16	14	171	
n $0 < \text{GPA} \leq 1.00$	175	160	142	124	166	126	159	123	203	180	241	164	160	1799	
% $0.00 \leq \text{GPA} \leq 1.00$	12.0	11.3	7.7	9.7	8.4	10.3	6.9	6.5	8.9	11.7	10.0	9.4	9.7		
n Pell = Yes Retained	10	9	4	9	7	6	7	5	13	14	18	9.3	9.0	102	
n Pell = Yes	96	85	78	73	106	61	92	67	126	96	143	93.0	92.0	1023	
% Pell = Yes Retained	10.4	10.6	5.1	12.3	6.6	9.8	7.6	7.5	10.3	14.6	12.6	9.8	10.3		
n Pell = No Retained	11	9	7	3	7	7	4	3	5	7	6	6	7	69	
n Pell = No	79	75	64	51	60	65	67	56	77	84	98	71	67	776	
% Pell = No Retained	13.9	12.0	10.9	5.9	11.7	10.8	6.0	5.4	6.5	8.3	6.1	8.9	8.3		

Figure 17. Percentage of new first-time students earning $0 < \text{GPA} \leq 1.00$ in their first semester by Pell Grant recipient.

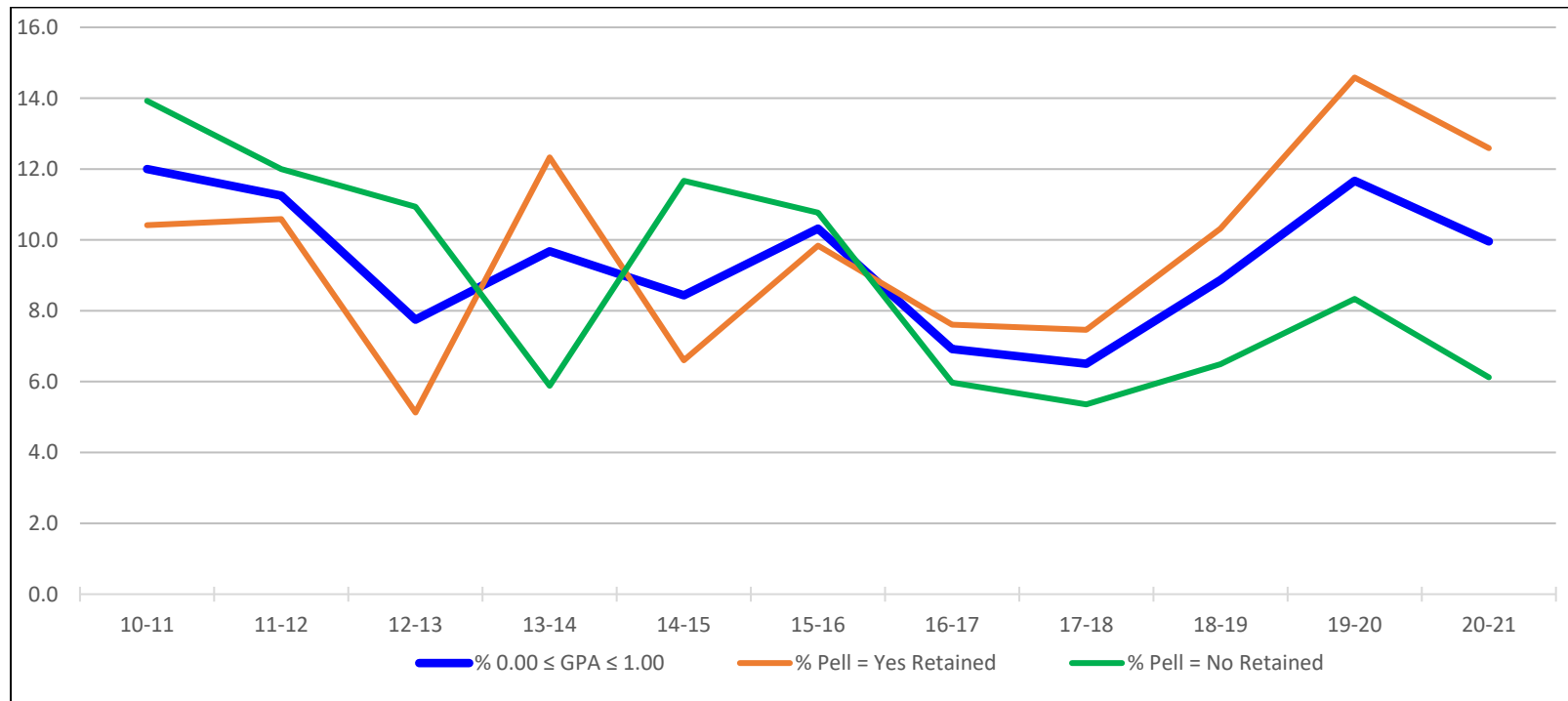


Table 16. Percentage of new first-time students earning $0 < \text{GPA} \leq 1.00$ in their first semester by Pathways to Success Status.

Description	Fall to Fall												Summary All Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	
n $0 < \text{GPA} \leq 1.00$ Retained	21	18	11	12	14	13	11	8	18	21	24	16	14	171	
n $0 < \text{GPA} \leq 1.00$	175	160	142	124	166	126	159	123	203	180	241	164	160	1799	
% $0.00 \leq \text{GPA} \leq 1.00$	12.0	11.3	7.7	9.7	8.4	10.3	6.9	6.5	8.9	11.7	10.0	9.4	9.7		
n Pathways Retained	4	1	5	5	3	2	1	2	7	8	8	4.2	4.0	46	
n Pathways	56	44	45	42	57	25	32	27	55	57	111	50.1	45.0	551	
% Pathways Retained	7.1	2.3	11.1	11.9	5.3	8.0	3.1	7.4	12.7	14.0	7.2	8.2	7.4		
n Non-Pathways Retained	17	17	6	7	11	11	10	6	11	13	16	11	11	125	
n Non-Pathways	119	116	97	82	109	101	127	96	148	123	130	113	116	1248	
% Non-Pathways Retained	14.3	14.7	6.2	8.5	10.1	10.9	7.9	6.3	7.4	10.6	12.3	9.9	10.1		

Figure 18. Percentage of new first-time students earning $0 < \text{GPA} \leq 1.00$ in their first semester by Pathways to Success Status.

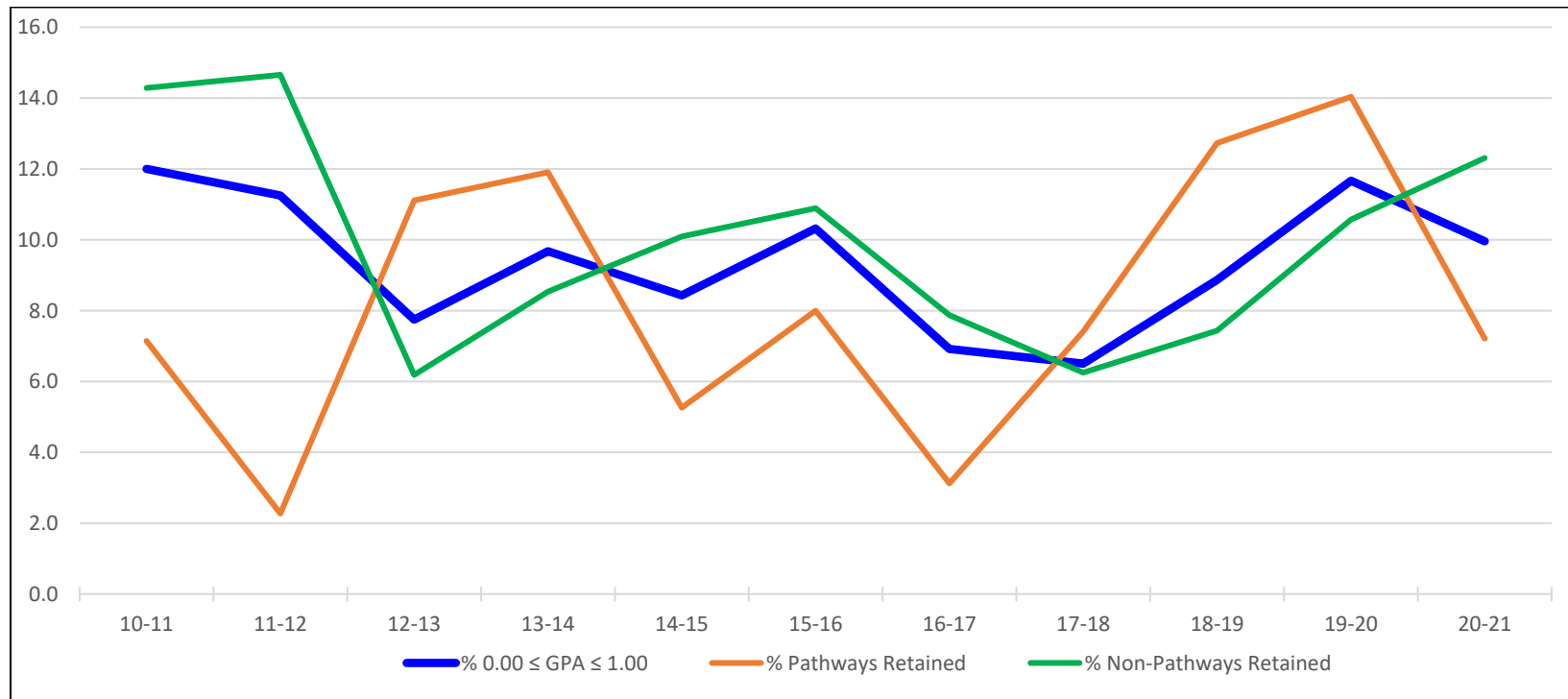


Table 17. Percentage of new first-time students earning zero credits in their initial semester of attendance.

Description	Fall to Fall											Summary all Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n
n Earning Zero Credits Retained	92	92	88	80	101	74	95	68	131	119	162	100.2	92.0	1102
n Zero Credits	847	801	776	706	801	724	869	801	920	784	883	810.2	801.0	8912
% First-Time Earning Zero Credits	10.9	11.5	11.3	11.3	12.6	10.2	10.9	8.5	14.2	15.2	18.3	12.3	11.3	

Figure 19. Percentage of new first-time students earning a GPA of 0.00 in their initial semester of attendance.

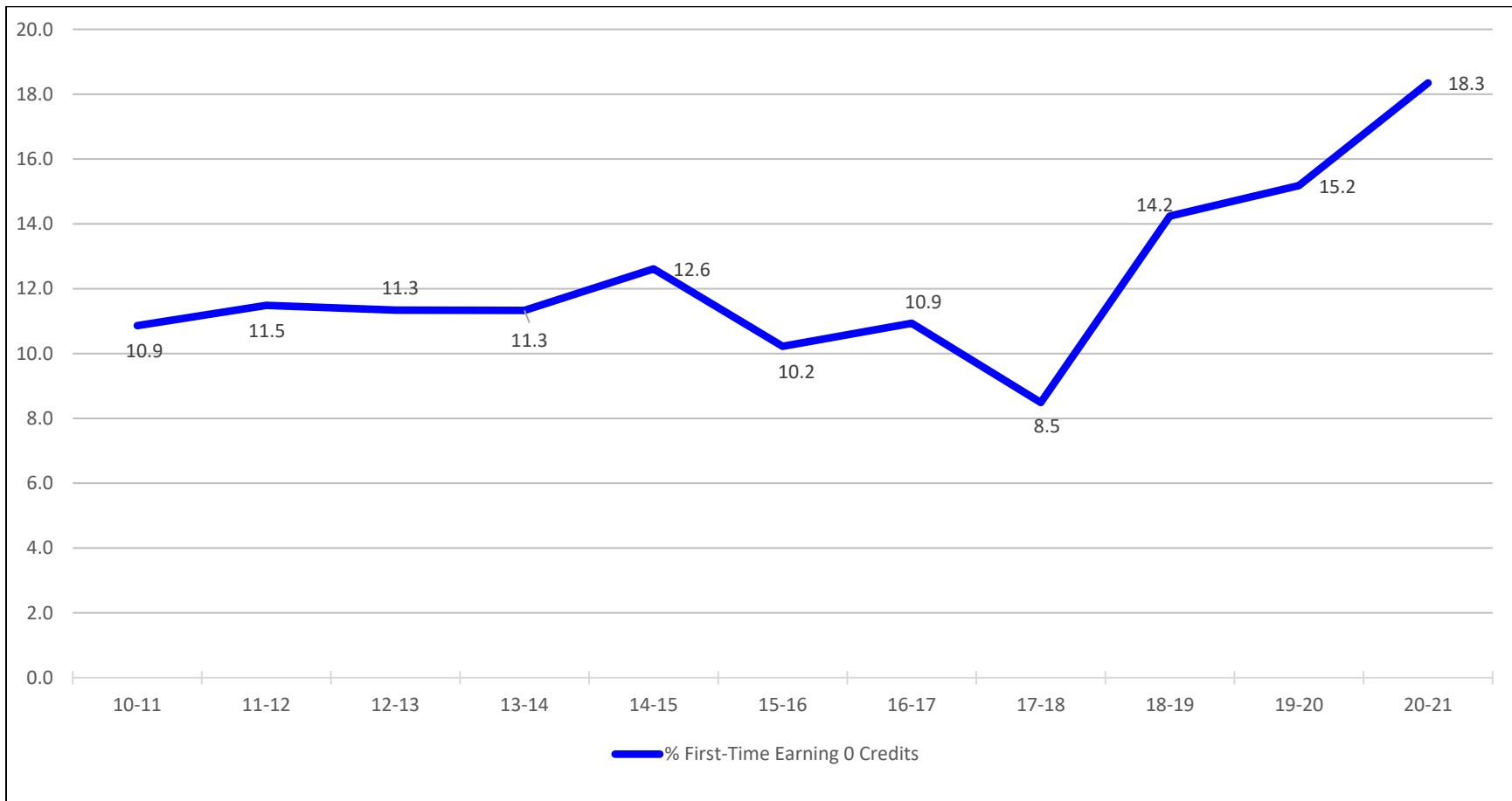


Table 18. Percentage of new first-time students earning zero credits retained from fall to fall.

Description	Fall to Fall											Summary All Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n
n Zero Credits Retained	3	2	4	5	5	4	1	2	3	8	16	4.8	4.0	53
n Zero Credits First Semester	92	92	88	80	101	74	95	68	131	119	162	100.2	92.0	1102
% Zero Credits Retained	3.3	2.2	4.5	6.3	5.0	5.4	1.1	2.9	2.3	6.7	9.9	4.5	4.5	

Figure 20. Percentage of new first-time students earning a GPA of 0.00 retained from fall to fall.

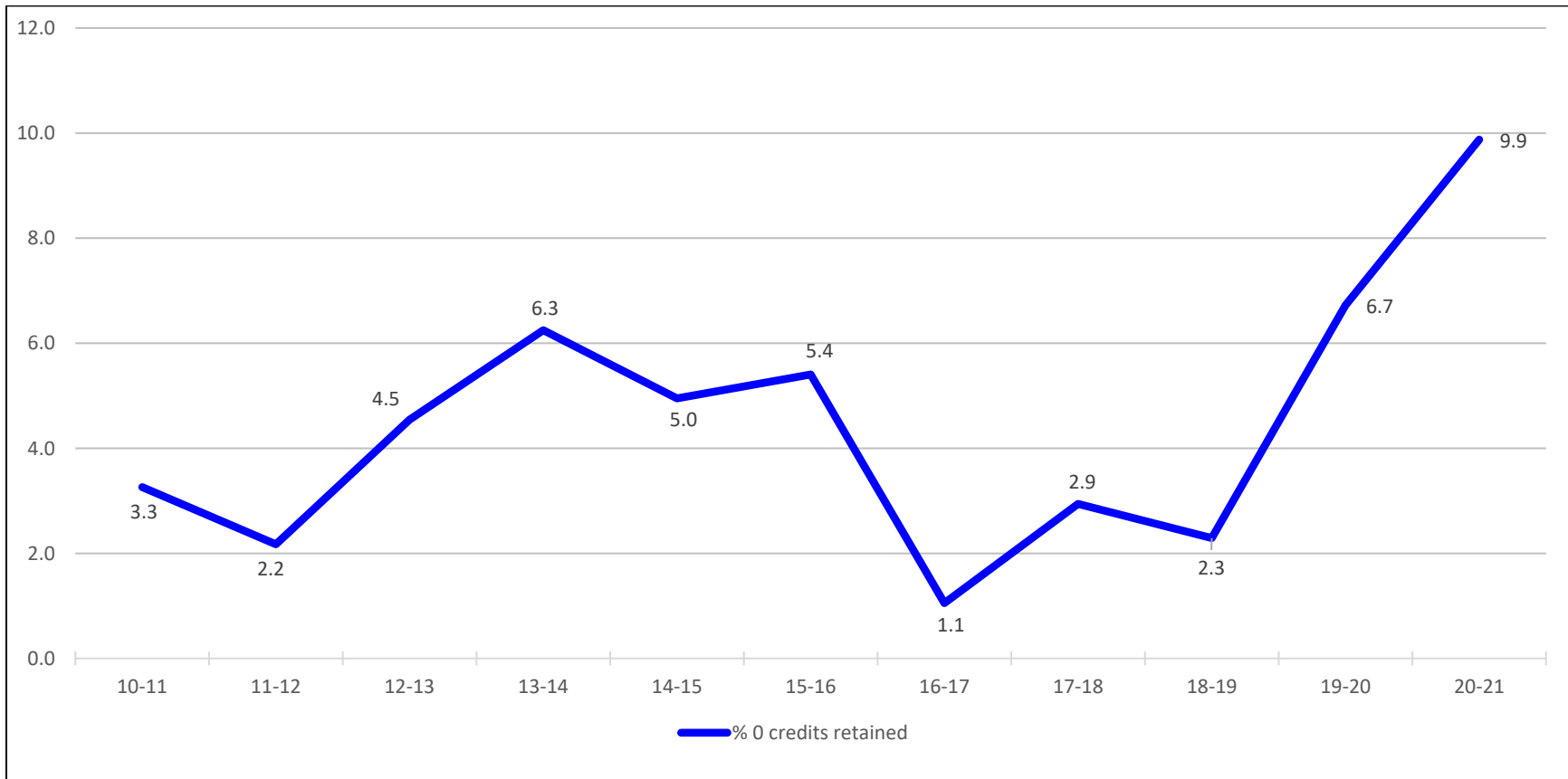


Table 19. Percentage of new first-time students earning zero credits retained from fall to fall by hours enrolled.

Description	Fall to Fall												Summary All Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	
n Zero Credits Retained	3	2	4	5	5	4	1	2	3	8	16	4.8	4.0	53	
n Zero Credits	92	92	88	80	101	74	95	68	131	119	162	100.2	92.0	1102	
% Zero Credits Overall Retained	3.3	2.2	4.5	6.3	5.0	5.4	1.1	2.9	2.3	6.7	9.9	4.5	4.5		
n PT Zero Credits Retained	2	0	1	1	2	1	1	1	1	4	4	1.6	1.0	18	
n PT Zero Credits	31	29	35	31	31	27	32	18	39	31	41	31.4	31.0	345	
% Part-Time Zero Credits Retained	6.5	0.0	2.9	3.2	6.5	3.7	3.1	5.6	2.6	12.9	9.8	5.1	3.7		
n FT Zero Credits Retained	1	2	3	4	3	3	0	1	2	4	12	3.2	3.0	35	
n FT Zero Credits GPA	61	63	53	49	70	47	63	50	92	88	121	69.0	63.0	757	
% Full-Time Zero Credits Retained	1.6	3.2	5.7	8.2	4.3	6.4	0.0	2.0	2.2	4.5	9.9	4.4	4.3		

Figure 21. Percentage of new first-time students earning zero credits retained from fall to fall by hours enrolled.

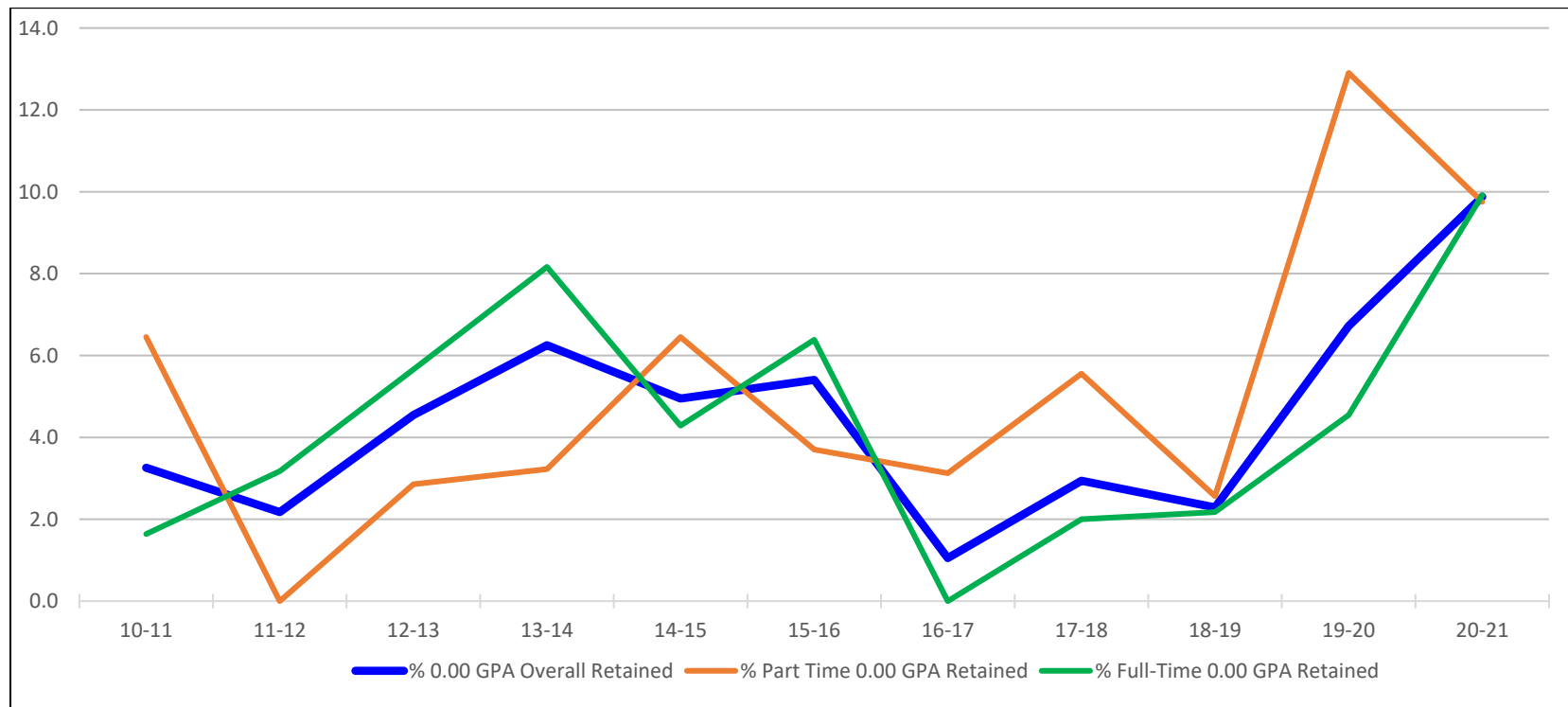


Table 20. Percentage of new first-time students earning zero credits retained from fall to fall by ethnicity.

Description	Fall to Fall											Summary All Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n
n Zero Credits Retained	3	2	4	5	5	4	1	2	3	8	16	4.8	4.0	53
n Zero Credits	92	92	88	80	101	74	95	68	131	119	162	100.2	92.0	1102
% Zero Credits Retained	3.3	2.2	4.5	6.3	5.0	5.4	1.1	2.9	2.3	6.7	9.9	4.5	4.5	
n Black – Non-Hispanic	0	0	3	3	1	1	0	0	1	6	10	3.6	3.0	25
n Black – Non-Hispanic	29	35	31	38	29	21	33	21	47	46	75	36.8	33.0	405
% Black Zero Credits Retained	0.0	0.0	9.7	7.9	3.4	4.8	0.0	0.0	2.1	13.0	13.3	4.9	3.4	
n White - Non Hispanic	3	0	1	2	3	3	1	2	2	1	5	2.0	2.0	23
n White - Non Hispanic	59	48	53	35	61	52	58	40	75	61	71	56.0	58.0	613
% White Zero Credits Retained	5.1	0.0	1.9	5.7	4.9	5.8	1.7	5.0	2.7	1.6	7.0	3.8	4.9	

Figure 22. Percentage of new first-time students earning zero credits retained from fall to fall by ethnicity.

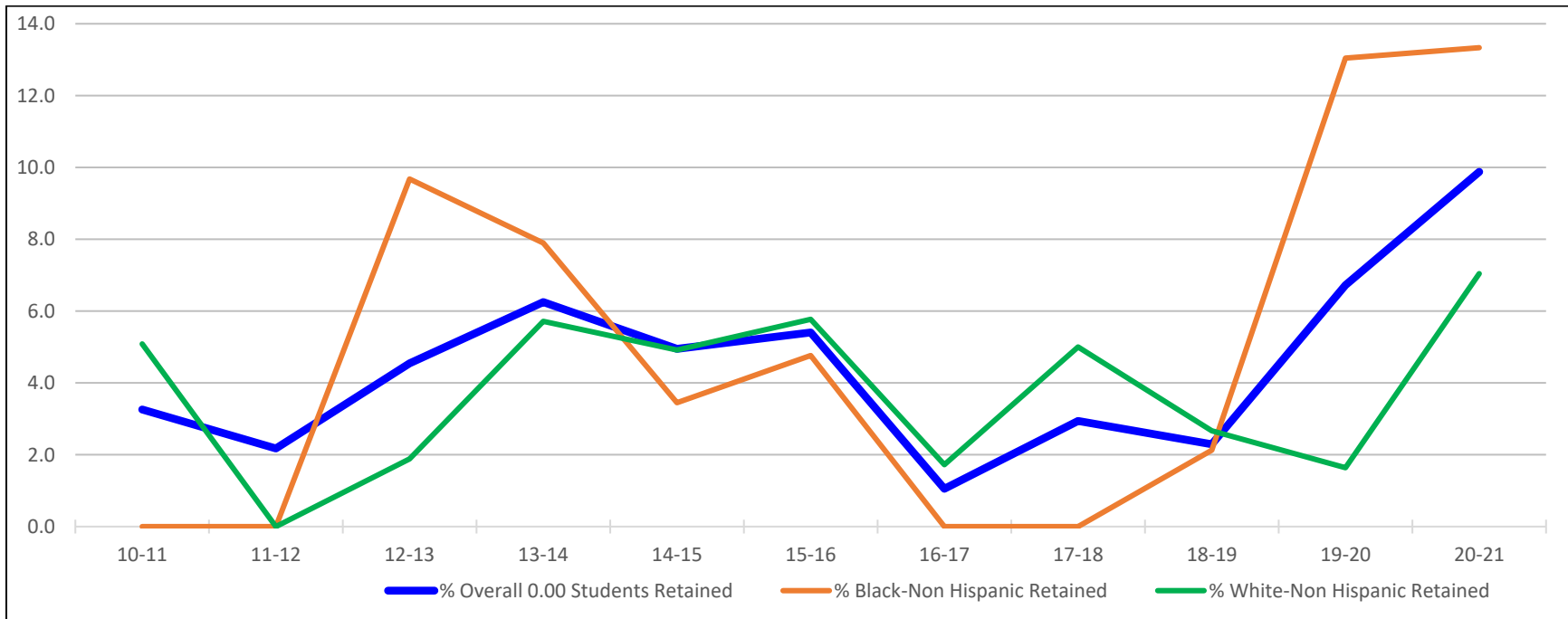


Table 21. Percentage of new first-time students earning zero credits retained from fall to fall by Pell Grant.

Description	Fall to Fall												Summary All Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	
n Zero Credits Retained	3	2	4	5	5	4	1	2	3	8	16	4.8	4.0	53	
n Zero Credits	92	92	88	80	101	74	95	68	131	119	162	100.2	92.0	1102	
% Zero Credits Retained	3.3	2.2	4.5	6.3	5.0	5.4	1.1	2.9	2.3	6.7	9.9	4.5	4.5		
n Zero Credits with Pell Retained	2	0	2	4	3	0	0	0	2	7	12	4.6	3.0	32	
n Zero Credits with Pell	50	45	49	45	59	31	51	34	72	68	96	54.5	50.0	600	
% Zero Credits with Pell Retained	4.0	0.0	4.1	8.9	5.1	0.0	0.0	0.0	2.8	10.3	12.5	4.3	4.0		
n Zero Credits wo Pell Retained	1	2	2	1	2	4	1	2	1	1	4	1.9	2.0	21	
n Zero Credits without Pell	42	47	39	35	42	43	44	34	59	51	66	46.0	43.0	502	
% Zero Credits wo Pell Retained	2.4	4.3	5.1	2.9	4.8	9.3	2.3	5.9	1.7	2.0	6.1	4.2	4.3		

Figure 23. Percentage of new first-time students earning zero credits retained from fall to fall by Pell Grant.

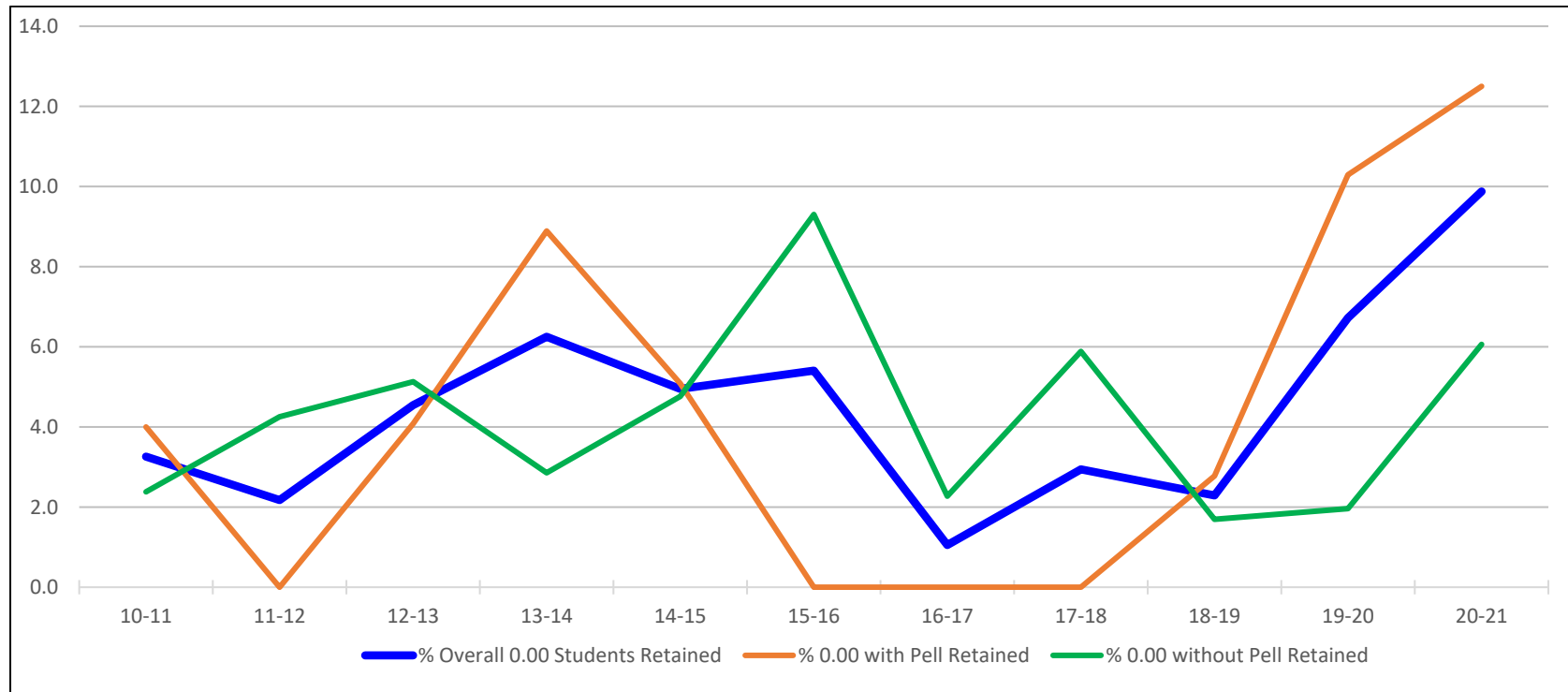


Table 22. Percentage of new first-time students earning zero credits retained from fall to fall by Pathways to Success.

Description	Fall to Fall												Summary All Years		
	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	Mean	Median	Total n	
n Zero Credits Retained	3	2	4	5	5	4	1	2	3	8	16	4.8	4.0	53	
n Zero Credits	92	92	88	80	101	74	95	68	131	119	162	100.2	92.0	1102	
% Zero Credits Retained	3.3	2.2	4.5	6.3	5.0	5.4	1.1	2.9	2.3	6.7	9.9	4.5	4.5		
n Zero Credits Pathways Retained	0	0	2	2	2	2	0	0	0	2	5	1.4	2.0	15	
n Zero Credits Pathways	34	29	28	31	36	17	20	13	34	33	70	31.4	31.0	345	
% 0.00 Pathways Retained	0.0	0.0	7.1	6.5	5.6	11.8	0.0	0.0	0.0	6.1	7.1	4.0	5.6		
n Zero Credits Non-Pathways Retained	3	2	2	3	3	2	1	2	3	6	11	3.5	3.0	38	
N Zero Credits Non-Pathways	58	63	60	49	65	57	75	55	97	86	92	69.0	63.0	757	
% 0.00 Zero Credits Non-Pathways Retained	5.2	3.2	3.3	6.1	4.6	3.5	1.3	3.6	3.1	7.0	12.0	4.8	3.6		

Figure 24. Percentage of new first-time students earning zero credits retained from fall to fall by Pathways to Success.

