

**Lake Land College
Summer/Fall 2014 Student Cohort
Retention Report Summary**

Introduction

The following report is divided into three sections that discuss two student groups. **Section 1** provides an overview of retention rates for the **summer/fall 2014** first time degree seeking student cohort. The 2014 student cohort is defined as all students enrolled in Lake Land College for the first time seeking a degree or certificate in **summer or fall of 2014¹**. This includes all students who have recently graduated from high school and are entering college as a college student for the first time even though they may have taken dual credits in high school. Retention rates are based on the number of students enrolled in summer/fall 2014 as first time degree seekers and who are then enrolled and/or graduated for the semester indicated in the table. Success rates are based on the number of students enrolled and/or graduated for the indicated semester. Once a student graduates and is no longer enrolled, s/he will continue to be included in the graduated category. For the purpose of this report this student cohort will be referred to as the fall 2014 student cohort.

Section 2 focuses on **ALL degree seeking students** enrolled at some point during the fall 2014 term. This group of students includes both first time degree seekers as well as those who have been enrolled at Lake Land College in the past (i.e., continuing students). This section looks at retention rates for part and full time students by several demographic categories including race, gender, traditional/non-traditional students, fall 2014 cumulative GPA, dual credit status, and degree type (i.e., transfer and career).

In several tables retention rates fluctuate from term to term. For example, in some cases retention rates are higher in one semester than the previous semester or higher than the following semester. In other words, the rate of success for one term may be higher than the rate of success for the previous or following term. One factor that may be driving these types of results are students who are not continuously enrolled throughout the time examined. Students may skip one or several semesters before enrolling again and/or finishing their degree.

Section 3 presents the transfer behavior for both first time and continuing students. This section reveals the percent of first time and all students by division and degree type who transfer after graduating and who transfer before graduating for students in the fall 2014 cohorts. Additional findings for future cohorts will be added over time in the hopes that patterns of transfer behaviors will be identified for first time and continuing students.

¹ For students to be included in the summer/fall cohort they have to meet one of the following criteria: a) a first time degree seeking student enrolled in summer AND fall 2014 semesters, or b) a first time degree seeking student enrolled in the fall 2014 semester.

Section 1: First Time Degree Seeking Students

Table 1: Term to Term Retention for First Time Full Time Degree Seeking Students by Demographics

- In fall 2014, LLC had 717 first time full time degree seeking students.
- The majority of the first time full time degree seeking students were:
 - Under the age of 23 (93%)/traditional students
 - White (91%)
 - Fairly evenly split in gender (48% male and 52% female)
 - Transfer students (54%)
 - Dual credit students (46%)
- Around 92% of these students returned for the spring 2015 semester to complete their first year of college.
- The demographics of these students indicate that with a few exceptions approximately 85% or more of student demographic groups returned for the spring 2015 semester. The main exception to this figure involves students with a GPA less than 2.0. Only 74% of students with less than a 2.00 GPA returned for the spring 2015 semester.
- By fall of 2015, 72.5% of these 717 students were still enrolled and/or graduated from LLC.
- By spring of 2016, 65.1% of these students were still enrolled and/or graduated from LLC, and 45% of them had graduated.
- By spring of 2017 (150% time), 60% of these students were still enrolled or had graduated from LLC, and several differences in student success among demographics groups are evident.
 - White students are more likely to still be enrolled or graduated than non-white students (54% compared to 36%).
 - Students with a 2.00 or higher GPA at the end of their fall 2014 semester are almost four times as likely to be enrolled or graduated (57%) than students with GPA's under 2.00 (13%).
 - Career track students (60%) are more likely to be enrolled or graduated than transfer students (45%)
 - Students who had taken dual credits (56%) in high school are more likely to be enrolled or graduated than non-dual students (48%).

Table 2: Term to Term Retention for First Time Part Time Degree Seeking Students by Demographics

- In fall 2014, LLC had 462 first time part time degree seeking students.
- The majority of the first time part time degree seeking students were:
 - Under the age of 23 (75%)/traditional students
 - White (83%)
 - Non dual credit students (70%)
- Almost 50% of these students returned for the spring 2015 semester to complete their first year of college.
- The demographics of these students indicate that with a few exceptions approximately 45% or more of student demographic groups returned for the spring 2015 semester. The main exception to this figure involves students with a GPA under 2.0 and students between the ages of 24 and 99. Only 32% of students with a GPA under 2.00 returned and 39% of students between 24 and 29 returned in spring 2015.
- By fall of 2015, 33% of these 462 students were still enrolled and/or graduated from LLC.
- By spring of 2016, the percent of students still enrolled and/or graduated from LLC dropped slightly to 29%, and around 10% had graduated.

- By spring of 2017 (150% time), 22% of these students were still enrolled or had graduated from LLC and 12% had graduated.
- By spring of 2017, the success rate for most demographic groups ranges between 10% and 20%. However, several demographic groups (GPA less than 2.0, men and minorities) have much lower success rates.

Tables 3A, 3B, and 3C: Term to Term Retention by Academic Degree

Full Time Students by Academic Degree

- Of the 717 students, 37% were seeking AAS degrees, 22% were seeking AA degrees, 31% were seeking AS degrees, 8% were seeking certificates, and >1% was seeking AES degrees.
- 91% or more of the students in each degree category returned for spring 2015.
- At least 72% of students seeking any degrees or certificates were still enrolled and/or graduated by fall 2015.
- Over 65% of students seeking degrees or certificates were still enrolled and/or graduated by spring of 2016.
- By spring of 2017, 51% or more of students seeking degrees or certificates were still enrolled and/or graduated. Almost 52% of all full time degree seeking students had graduated by spring 2017.

Part Time Students by Academic Degree

- Of the 462 part time students, 31% were seeking AAS degrees, 26% were seeking AA degrees, 23% were seeking AS degrees, and 15% were seeking certificates.
- At least 50% or more of part time students seeking a degree returned for spring 2015 for all degree types except certificates and ALS degrees. Only 30% of certificate seeking students returned in spring 2015.
- At least 28% of students seeking degrees or certificates were still enrolled and/or graduated by fall 2015.
- By spring of 2016, over one fourth of students seeking AAS, AA, and AS degrees or certificates were still enrolled and/or graduated.
- By spring 2017, 27% of certificate students and 20% of AAS students were successful while 17% of AA and 27% of AS students were successful.

All First Time Degree Seeking Students

- In the fall of 2014, Lake Land College had 1,179 first time degree seeking students.
- Over 75% of all first time degree seeking students in fall 2014 enrolled in spring 2015.
- By spring 2016, the percent of students still enrolled and/or graduated was 55% with almost 31% having graduated.
- In spring 2017, AA students had the lowest success rate (36%), while AAS students maintained a high success rate between fall 2014 and spring 2017 at 52%. The success rate for AS students was 47% and 42% for certificate students.

Table 4A and 4B Retention by Division

Full Time Students by Division

- The following provides a breakdown by division for the 717 full time students:
 - 14% in Agriculture
 - 12% in Allied Health
 - 18% in Business

- 5% in Humanities
- 12% in Math and Science
- 16% in Social Science and Education
- 9% in Technology
- 13% were undecided.
- Over a three year period, the Technology, Agriculture, Allied Health, and Business divisions seem to have the highest rate of successful students. By spring 2017, 73% of Technology students were still enrolled and/or graduated (64% had received a degree), 68% of the agriculture students had acquired a degree and/or were still enrolled (66% had graduated), 66% of Allied Health students were still enrolled and/or graduated (51% had received a degree), and 65% of Business students were still enrolled and/or graduated (57% had graduated).
- The remaining divisions and undecided students have three year success rates ranging from around 47% to 58%.

Part Time Students by Division

- The following provides a breakdown by division for the 462 part time students:
 - 4% in Agriculture
 - 23% in Allied Health
 - 13% in Business
 - 6% in Humanities
 - 9% in Math and Science
 - 20% in Social Science and Education
 - 7% in Technology
 - 18% were undecided.
- Over a three year period, the success rate for part time students by division ranges from 15% for Social Science and Education to 32% for Agriculture.

Table 5: Retention and Developmental Assessment

- In the fall of 2014, Lake Land College had 1,179 first time degree seeking students. Results from ACT and/or College Placement tests scores indicate the following breakdown for remedial course work:
 - 24% placed at the college level in all three remedial areas
 - 21% placed into all three remedial areas
 - 17% placed into two remedial areas
 - 31% placed into one remedial area
 - 65% placed into math
 - 32% placed into English
 - 31% placed into reading
- At the end of three years of coursework (spring 2017), 45% of these students were still enrolled and/or graduated. Students who had placed at the college level in all three remedial areas had the highest success rate (62.6%), and students who placed into math, reading and English had the lowest success rate (31.9%). The success rate for students assessing into two remedial areas was 45.2% and 45.3% for students assessing into one remedial area. Around 45% of the students who assessed into math only, 63.6% who assessed into English only (only 11 students assessed into English only), and 40.7% who assessed into reading only (only 27 students assessed into reading only) were successful at the end of three years.

Figure 1: First Time Degree Seeking Student Success Rates for Fall Cohorts at 150% Time

- Figure 1 displays the three year success rates (i.e., students who are still enrolled and/or graduated) for first time full and part time degree seeking students over time. It includes student cohorts beginning with the fall 2008 cohort and ending with the fall 2014 cohort.
- The three year success rate for first time full time students ranges between 50 and 60 percent for the fall 2008 through fall 2014 cohorts. While success rates declined slightly between fall 2008 (56.6%) and fall 2010 (51.3%), a steady increase can be seen between the fall 2010 (52.9%) and fall 2014 (60.4%) first time full time cohorts.
- Success rates for the fall 2008 through 2014 part time cohorts remains fairly consistent over the seven cohorts. Their success rates range between 20.4% and 24.1%.
- When looking at both full and part time students together, the success rate ranges from 41.8% to 49.3%. The fall 2012 combined cohort holds the highest success rate at 49.3% and a decrease in success rates can be seen for both the fall 2013 and 2014 cohorts.

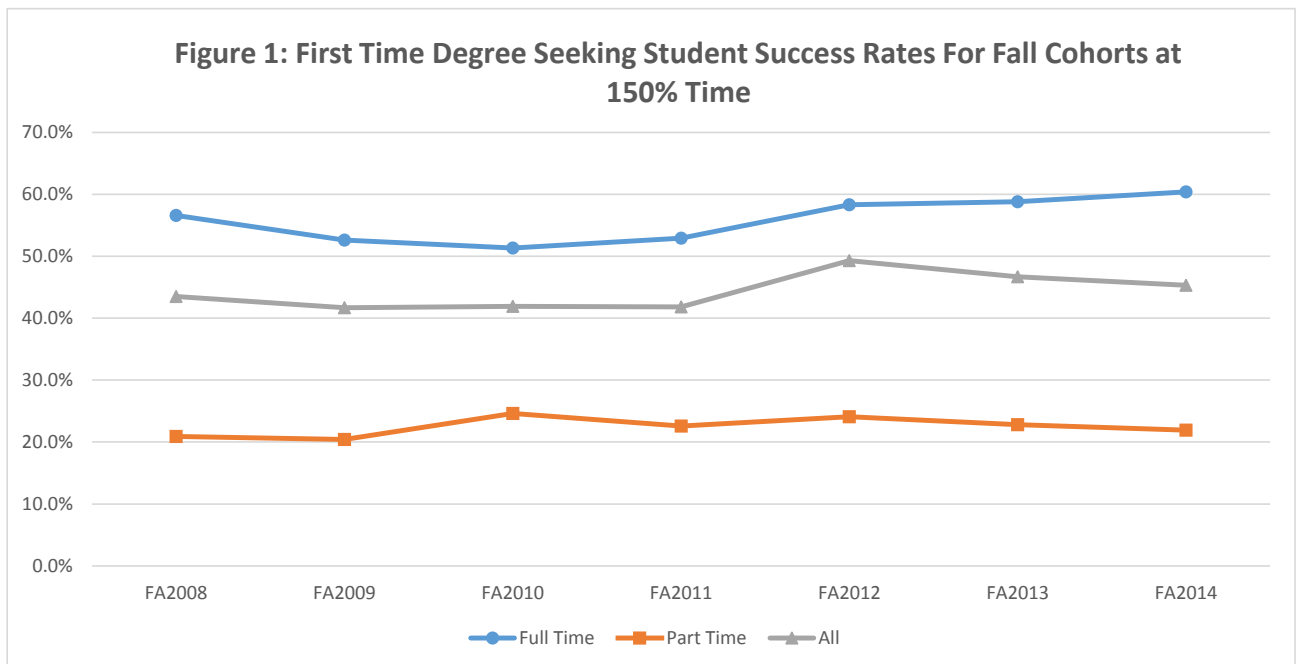
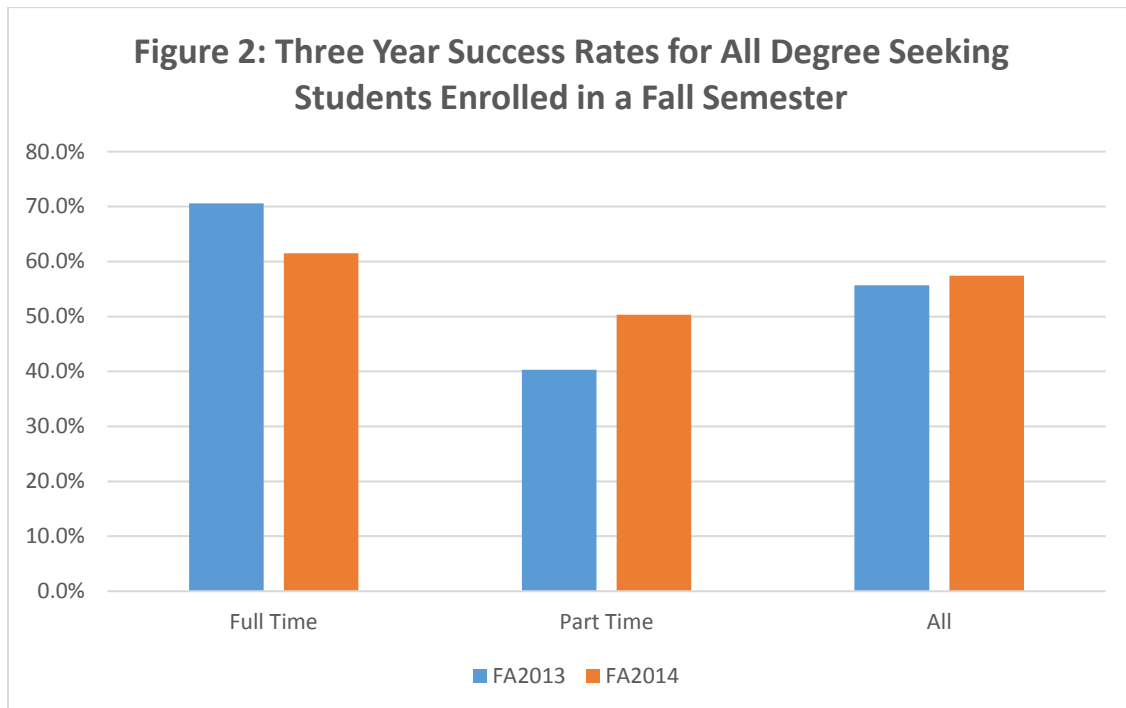


Figure 2: Three Year Success Rates for All Degree Seeking Students Enrolled in a Fall Semester

- Success rates for all full time degree seeking students seem to be slightly higher than first time full time degree seekers at least for the fall 2013 cohort.
- Success rates for all part time degree seekers is much higher than first time part time degree seekers. For all part time degree seekers the three year success rate ranges between 40 to 50% compared to just 20 to 25% for first time part time degree seekers.
- The overall success rate for all degree seekers is also higher than the success rate for all first time degree seeking students.
- Continuing to follow these numbers is necessary to determine if these findings remain consistent over time. However, when comparing success rates for first time and all degree seeking students, it is essential to understand factors that differentiate the two groups. For example, the all degree seeking student group includes students who are in their last term, taking the last class(es) for their degree, returning to Lake Land after a break, and continuing students converting from a non-degree to degree seeker to name a few.



Section 2: ALL Degree Seeking Students

Table 6A, 6B and 6C: Retention for ALL Degree Seeking Students

In fall 2014, Lake Land College had 3,769 degree seeking students enrolled. This group of students excludes DOC and dual credit students but does include first time degree seeking students. Of these 3,769 students 2412 (64%) were full time (taking 12 or more credit hours in fall 2014) and 1,357 (36%) were part time (taking fewer than 12 credit hours in fall 2014).

Full Time Degree Seeking Students

- By the end of spring 2017 term, 61.5% of full time degree seeking students in fall 2014 were either still enrolled at Lake Land and/or graduated from Lake Land with a degree or certificate.
- By spring 2017 55% of full time degree seeking students enrolled in fall 2014 have graduated with a degree or certificate.
- The demographic group that appears to struggle the most seems to be students with a GPA lower than 2.00 at the end of fall 2014. Their success rate is only 13%. The next demographic group with the lowest success rate are minority students whose success rate by spring 2017 is only 43.4%. The remaining demographic groups all have success rates of 56% or higher.

Part Time Degree Seeking Students

- By the end of the spring 2017 term only 50% of part time degree seeking students in fall 2014 were either still enrolled and/or graduated from Lake Land and only 41% had graduated with a degree or certificate.
- As with full time students, the part time demographic groups that appear to struggle the most are students with a GPA less than 2.00 at the end of fall 2014 (9.3% success rate) and minority students (33.3% success rate). The remaining demographic groups have success rates ranging between 37% and 60%.

ALL Degree Seeking Students

- When examining the success rates of both part and full time degree seeking students as a whole, the success rate is around 57%. The success rate *for first time* part and full time degree seekers as a whole is around 45%.
- As a whole the demographic groups that struggle the most with retention are students with a GPA less than 2.00 at the end of fall 2014 (11.3% success) and minority students (40% success). Success rates for all remaining demographic groups range between 50% and 65%.

Section 3: Transfer Behaviors for First Time and All Degree Seeking Students

Tables 7 and 8 Transfer Behavior of First Time Degree Seekers

In fall 2014, 1,179 students were first time degree seekers. Using data from the National Student Clearinghouse, Lake Land tracked the transfer behavior of the students between the spring of 2015 and summer of 2017.

- Around 34% (403) of first time degree seeking students transferred to another 2 or 4 year college between the spring of 2015 and summer of 2017.
- 18.2% (215) of these first time students transferred to another institution before graduating from Lake Land College. 7.9% transferred to a 2 year college before graduating and 10.3% transferred to a four year college before graduating.
- 15.9% (188) transferred to another institution after graduating from Lake Land College. The vast majority of these students (14.3%/169 students) transferred to a four year college/university.
- Math and Science majors have the highest transfer rate with 65.9% of the first time students transferring to another institution. Around 48% of agriculture majors transfer followed by 37% of business majors, 32% of social science and education majors and 30% of humanities majors.

Tables 9 and 10 Transfer Behavior of All Degree seekers

In fall 2014, 3,769 degree seeking students were enrolled at some point during the semester. Using the National Student Clearinghouse data, Lake Land identified the following transfer activity for these students.

- Around 30% (1,116) of seeking students transferred to another 2 or 4 year college between the spring of 2015 and summer of 2017.
- 11.5% (433) of these first time students transferred to another institution before graduating from Lake Land College. 4.9% transferred to a 2 year college before graduating and 6.6% transferred to a four year college before graduating.
- 18.1% (683) transferred to another institution after graduating from Lake Land College. The vast majority of these students (15.9%/598 students) transferred to a four year college/university.
- Math and Science majors have the highest transfer rate with 60% of the students transferring to another institution. Around 45% of agriculture majors transfer followed by 37% of general studies majors (i.e., undecided or other majors), 35% of humanities majors, 31% of social science and education majors and 24% business majors.

Conclusions

Based on the findings from this report, it is clear that three areas are in need of attention for Lake Land's student to be more successful. First, the part time success rate for students at Lake Land is fairly low for both first time degree seekers (22%) and for all part time degree seekers (50%). Identifying ways to address the needs of part time students could help to increase the overall success rates of Lake Land's students. Second, students who struggle with success the most across the board (full and part time as well as first time and continuing students), have GPA below 2.00 at the end of the first reporting semester. Students have to have a minimum of 2.00 GPA to graduate. Based on the results, it must be difficult to bring grades up to a 2.00 once a student falls below the minimum. Generating ways to identify and work with these students as soon as possible could have a significant impact on their

success. The second group that struggles to achieve success are minority students. While minority students succeed at higher rates than students with a GPA under 2.00, there is still a need to enhance the success rate of these students. Focusing efforts in these three areas could have a dramatic impact on the educational success of Lake Land students.

Table 1 Fall 2014 Student Cohort: Term to Term Retention for First Time Full Time Degree Seeking Students by Demographics

Demographics	# FA14 Cohort	By Spring 15 (Year 1)		Fall 15 (Year 2)					Spring 16 (Year 2)					Fall 16 (Year 3)					By Spring 17 (Year 3)								
		# Enroll	% Enroll	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads
Base Head Count	717	660	92.1%	495	25	72.5%	34	77.3%	8.2%	196	271	65.1%	50	72.1%	44.8%	124	59	25.5%	262	62.1%	44.8%	61	79	19.5%	293	60.4%	51.9%
Age																											
< 18	3	3	100.0%	2	0	66.7%	1	100.0%	33.3%	1	1	66.7%	1	100.0%	66.7%	1	1	66.7%	1	100.0%	66.7%	0	1	33.3%	2	100.0%	100.0%
18-23	662	611	92.3%	462	24	73.4%	29	77.8%	8.0%	183	253	65.9%	45	72.7%	45.0%	114	53	25.2%	245	62.2%	45.0%	55	70	18.9%	275	60.4%	52.1%
24-29	26	22	84.6%	14	1	57.7%	3	69.2%	15.4%	6	8	53.8%	3	65.4%	42.3%	5	1	23.1%	10	61.5%	42.3%	3	3	23.1%	9	57.7%	46.2%
30-39	17	15	88.2%	11	0	64.7%	1	70.6%	5.9%	4	5	52.9%	1	58.8%	35.3%	3	1	23.5%	5	52.9%	35.3%	2	3	29.4%	5	58.8%	47.1%
40-59	9	9	100.0%	6	0	66.7%	0	66.7%	0.0%	2	4	66.7%	0	66.7%	44.4%	1	3	44.4%	1	55.6%	44.4%	1	2	33.3%	2	55.6%	44.4%
60+	0	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Race/Ethnicity																											
White	651	602	92.5%	460	24	74.3%	31	79.1%	8.4%	175	257	66.4%	46	73.4%	46.5%	109	53	24.9%	250	63.3%	46.5%	52	72	19.0%	276	61.4%	53.5%
Other	66	58	87.9%	35	1	54.5%	3	59.1%	6.1%	21	14	53.0%	4	59.1%	27.3%	15	6	31.8%	12	50.0%	27.3%	9	7	24.2%	17	50.0%	36.4%
Gender																											
Men	347	311	89.6%	250	9	74.6%	9	77.2%	5.2%	91	143	67.4%	15	71.8%	45.5%	46	23	19.9%	135	58.8%	45.5%	29	25	15.6%	149	58.5%	50.1%
Women	370	349	94.3%	245	16	70.5%	25	77.3%	11.1%	105	128	63.0%	35	72.4%	44.1%	78	36	30.8%	127	65.1%	44.1%	32	54	23.2%	144	62.2%	53.5%
Student Status																											
Traditional	665	614	92.3%	464	24	73.4%	30	77.9%	8.1%	184	254	65.9%	46	72.8%	45.1%	115	54	25.4%	246	62.4%	45.1%	55	71	18.9%	277	60.6%	52.3%
Non-Traditional	52	46	88.5%	31	1	61.5%	4	69.2%	9.6%	12	17	55.8%	4	63.5%	40.4%	9	5	26.9%	16	57.7%	40.4%	6	8	26.9%	16	57.7%	46.2%
First Fall Sem GPA																											
GPA < 2.00	83	61	73.5%	35	1	43.4%	3	47.0%	4.8%	19	7	31.3%	3	34.9%	12.0%	17	3	24.1%	7	32.5%	12.0%	10	2	14.5%	9	25.3%	13.3%
GPA ≥ 2.00	634	599	94.5%	460	24	76.3%	31	81.2%	8.7%	177	264	69.6%	47	77.0%	49.1%	107	56	25.7%	255	65.9%	49.1%	51	77	20.2%	284	65.0%	56.9%
Dual Credit Status																											
Dual Credit	332	313	94.3%	240	14	76.5%	14	80.7%	8.4%	99	133	69.9%	26	77.7%	47.9%	65	26	27.4%	133	67.5%	47.9%	33	42	22.6%	145	66.3%	56.3%
Non Dual Credit	385	347	90.1%	255	11	69.1%	20	74.3%	8.1%	97	138	61.0%	24	67.3%	42.1%	59	33	23.9%	129	57.4%	42.1%	28	37	16.9%	148	55.3%	48.1%
Degree Type																											
Transfer	384	355	92.4%	263	10	71.1%	11	74.0%	5.5%	16	129	37.8%	21	43.2%	39.1%	64	22	22.4%	128	55.7%	39.1%	37	23	15.6%	148	54.2%	44.5%
Career	324	296	91.4%	226	14	74.1%	23	81.2%	11.4%	80	136	66.7%	28	75.3%	50.6%	60	37	29.9%	127	69.1%	50.6%	24	55	24.4%	139	67.3%	59.9%

¹# Grads Enroll represent the number of students who graduated and were still enrolled for that term. The # Grads Not Enroll include the number of students who graduated before that term (i.e., in spring) from their program and are no longer enrolled. Success is calculated based on the number of enrolled students, number of graduates who are enrolled, and the number of graduates not enrolled. These numbers are added together and divided by the number in the original cohort of the first Fall. The number enrolled in Spring 10 was calculated by subtracting number of enrolled grads in category from total number enrolled for that category.
 If demographic categories within a group do not equal the total, it is due to missing data. For example, adding transfer and career does not equal the total due to missing data.

NOTES: This report on success is based on enrollees and graduates but do not include students who transfer before graduation. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20-25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of the first Fall. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of the first fall and are considered part time throughout the analysis. Students are successful if they have more than 0 registered credit hours at the end of the term being analyzed. DOC and Dual Credit students are excluded from the analysis.

Table 1 Fall 2014 Student Cohort: Term to Term Retention for First Time Part Time Degree Seeking Students by Demographics

Demographics	# FA14 Cohort	By Spring 15 (Year 1)		Fall 15 (Year 2)						Spring 16 (Year 2)						Fall 16 (Year 3)						By Spring 17 (Year 3)						
		# Enroll	% Enroll	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	
Base Head Count	462	227	49.1%	127	9	29.4%	16	32.9%	5.4%	87	28	24.9%	21	29.4%	10.6%	69	14	18.0%	35	25.6%	10.6%	46	16	13.4%	39	21.9%	11.9%	
Age																												
< 18	1	0	0.0%	0	0	0.0%	12	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	
18-23	344	175	50.9%	98	7	30.5%	2	31.1%	2.6%	70	19	25.9%	15	30.2%	9.9%	58	12	20.3%	22	26.7%	9.9%	39	14	15.4%	25	22.7%	11.3%	
24-29	69	27	39.1%	17	1	26.1%	2	29.0%	4.3%	9	5	20.3%	4	26.1%	13.0%	5	0	7.2%	9	20.3%	13.0%	3	2	7.2%	8	18.8%	14.5%	
30-39	31	16	51.6%	6	0	19.4%	0	19.4%	0.0%	5	1	19.4%	2	25.8%	9.7%	3	1	12.9%	2	19.4%	9.7%	3	0	9.7%	3	19.4%	9.7%	
40-59	16	9	56.3%	6	1	43.8%	0	43.8%	6.3%	3	3	37.5%	0	37.5%	18.8%	3	1	25.0%	2	37.5%	18.8%	1	0	6.3%	3	25.0%	18.8%	
60+	1	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	
Race/Ethnicity																												
White	382	190	49.7%	113	7	31.4%	15	35.3%	5.8%	78	25	27.0%	19	31.9%	11.5%	59	12	18.6%	32	27.0%	11.5%	40	15	14.4%	35	23.6%	13.1%	
Other	80	37	46.3%	14	2	20.0%	1	21.3%	3.8%	9	3	15.0%	2	17.5%	6.3%	10	2	15.0%	3	18.8%	6.3%	6	1	8.8%	4	13.8%	6.3%	
Gender																												
Men	184	91	49.5%	50	0	27.2%	3	28.8%	1.6%	38	9	25.5%	4	27.7%	7.1%	30	3	17.9%	10	23.4%	7.1%	17	3	10.9%	11	16.8%	7.6%	
Women	278	136	48.9%	77	9	30.9%	13	35.6%	7.9%	49	19	24.5%	17	30.6%	12.9%	39	11	18.0%	25	27.0%	12.9%	29	13	15.1%	28	25.2%	14.7%	
Student Status																												
Traditional	345	175	50.7%	98	7	30.4%	12	33.9%	5.5%	70	19	25.8%	15	30.1%	9.9%	58	12	20.3%	22	26.7%	9.9%	39	14	15.4%	25	22.6%	11.3%	
Non-Traditional	117	52	44.4%	29	2	26.5%	4	29.9%	5.1%	17	9	22.2%	6	27.4%	12.8%	11	2	11.1%	13	22.2%	12.8%	7	2	7.7%	14	19.7%	13.7%	
First Fall Sem GPA																												
GPA < 2.00	223	72	32.3%	24	1	11.2%	4	13.0%	2.2%	20	3	10.3%	5	12.6%	3.6%	13	2	6.7%	6	9.4%	3.6%	4	0	1.8%	8	5.4%	3.6%	
GPA ≥ 2.00	239	155	64.9%	103	8	46.4%	12	51.5%	8.4%	67	25	38.5%	16	45.2%	17.2%	56	12	28.5%	29	40.6%	17.2%	42	16	24.3%	31	37.2%	19.7%	
Dual Credit Status																												
Dual Credit	139	86	61.9%	58	1	42.4%	4	45.3%	3.6%	37	11	34.5%	5	38.1%	11.5%	30	5	25.2%	11	33.1%	11.5%	19	6	18.0%	12	26.6%	12.9%	
Non Dual Credit	323	144	44.6%	69	8	23.8%	12	27.6%	6.2%	50	17	20.7%	16	25.7%	10.2%	39	9	14.9%	24	22.3%	10.2%	27	10	11.5%	27	19.8%	11.5%	
Degree Type																												
Transfer	231	126	54.5%	71	4	32.5%	3	33.8%	3.0%	55	10	28.1%	5	30.3%	6.5%	42	5	20.3%	10	24.7%	6.5%	31	8	16.9%	11	21.6%	8.2%	
Career	218	97	44.5%	52	5	26.1%	13	32.1%	8.3%	31	17	22.0%	16	29.4%	15.1%	26	8	15.6%	25	27.1%	15.1%	14	8	10.1%	27	22.5%	16.1%	

¹# Grads Enroll represent the number of students who graduated and were still enrolled for that term. The # Grads Not Enroll include the number of students who graduated before that term (i.e., in spring) from their program and are no longer enrolled. Success is calculated based on the number of enrolled students, number of graduates who are enrolled, and the number of graduates not enrolled. These numbers are added together and divided by the number in the original cohort of the first Fall. The number enrolled in Spring 10 was calculated by subtracting number of enrolled grads in category from total number enrolled for that category.

If demographic categories within a group do not equal the total, it is due to missing data. For example, adding transfer and career does not equal the total due to missing data.

NOTES: This report on success is based on enrollees and graduates but do not include students who transfer before graduation. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20.25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of the first Fall. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of the first fall and are considered part time throughout the analysis. Students are successful if they have more than 0 registered credit hours at the end of the term being analyzed. DOC and Dual Credit students are excluded from the analysis.

Table 3A: Fall 2014 Student Cohort: Term to Term Retention for First Time Full Time Degree Seeking Students by Degree Type																											
Degrees	# FA14 Cohort	By Spring 15 (Year 1)		Fall 15 (Year 2)					Spring 16 (Year 2)					Fall 16 (Year 3)					By Spring 17 (Year 3)								
		# Enroll	% Enroll	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads
Associate In Arts	156	143	91.7%	101	3	66.7%	6	70.5%	5.8%	47	44	58.3%	12	66.0%	35.9%	29	13	26.9%	43	54.5%	35.9%	14	11	16.0%	54	50.6%	41.7%
Associate In Applied Science	265	242	91.3%	211	3	80.8%	6	83.0%	3.4%	77	121	74.7%	7	77.4%	48.3%	59	27	32.5%	101	70.6%	48.3%	24	45	26.0%	113	68.7%	59.6%
Associate In Engineering Science	8	8	100.0%	6	0	75.0%	0	75.0%	0.0%	3	3	75.0%	0	75.0%	37.5%	2	0	25.0%	3	62.5%	37.5%	1	1	25.0%	3	62.5%	50.0%
Associate In Liberal Studies	1	1	100.0%	1	0	100.0%	0	100.0%	0.0%	0	1	100.0%	0	100.0%	100.0%	0	1	100.0%	0	100.0%	100.0%	0	1	100.0%	0	100.0%	100.0%
Associate In Science	220	204	92.7%	156	7	74.1%	5	76.4%	5.5%	66	82	67.3%	9	71.4%	41.4%	33	9	19.1%	82	56.4%	41.4%	22	11	15.0%	91	56.4%	46.4%
Certificates	58	53	91.4%	14	11	43.1%	17	72.4%	48.3%	3	14	29.3%	21	65.5%	60.3%	1	9	17.2%	26	62.1%	60.3%	0	9	15.5%	26	60.3%	60.3%
Unknown	9	9	100.0%	6	1	77.8%	0	77.8%	11.1%	0	6	66.7%	1	77.8%	77.8%	0	0	0.0%	7	77.8%	77.8%	0	1	11.1%	6	77.8%	77.8%
Total	717	660	92.1%	495	25	72.5%	34	77.3%	8.2%	196	271	65.1%	50	72.1%	44.8%	124	69	25.6%	262	62.1%	44.8%	61	79	19.6%	293	60.4%	51.9%

Table 3B: Fall 2014 Student Cohort: Term to Term Retention for First Time Part Time Degree Seeking Students by Degree Type																											
Degrees	# FA14 Cohort	By Spring 15 (Year 1)		Fall 15 (Year 2)					Spring 16 (Year 2)					Fall 16 (Year 3)					By Spring 17 (Year 3)								
		# Enroll	% Enroll	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads
Associate In Arts	122	62	50.8%	32	1	27.0%	2	28.7%	2.5%	25	3	23.0%	3	25.4%	4.9%	19	1	16.4%	5	20.5%	4.9%	14	2	13.1%	5	17.2%	5.7%
Associate In Applied Science	145	74	51.0%	41	2	29.7%	3	31.7%	3.4%	28	12	27.6%	3	29.7%	10.3%	23	5	19.3%	10	26.2%	10.3%	12	6	12.4%	11	20.0%	11.7%
Associate In Engineering Science	1	0	50.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Associate In Liberal Studies	2	2	0.0%	1	0	0.0%	0	0.0%	0.0%	1	0	0.0%	0	0.0%	0.0%	1	0	0.0%	0	0.0%	0.0%	1	0	0.0%	0	0.0%	0.0%
Associate In Science	108	64	59.3%	39	3	38.9%	1	39.8%	3.7%	30	7	34.3%	2	36.1%	8.3%	23	4	25.0%	5	29.6%	8.3%	17	6	21.3%	6	26.9%	11.1%
Certificates	71	21	29.6%	10	3	18.3%	10	32.4%	18.3%	2	5	9.9%	13	28.2%	25.4%	2	3	7.0%	15	28.2%	25.4%	1	2	4.2%	16	26.8%	25.4%
Unknown	13	4	30.8%	4	0	30.8%	0	30.8%	0.0%	1	1	15.4%	0	15.4%	7.7%	1	1	15.4%	0	15.4%	7.7%	1	0	7.7%	1	15.4%	7.7%
Total	462	227	49.1%	127	9	29.4%	16	32.9%	5.4%	87	28	24.9%	21	29.4%	10.6%	69	14	18.0%	35	25.5%	10.6%	46	16	13.4%	39	21.9%	11.9%

Table 3C: Fall 2014 Student Cohort: Term to Term Retention for All First Time Degree Seeking Students by Degree Type																											
Degrees	# FA14 Cohort	By Spring 15 (Year 1)		Fall 15 (Year 2)					Spring 16 (Year 2)					Fall 16 (Year 3)					By Spring 17 (Year 3)								
		# Enroll	% Enroll	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll!	% Enroll	# Grads not Enroll	% Success	% Total Grads
Associate In Arts	278	205	73.7%	133	4	49.3%	8	52.2%	4.3%	72	47	42.8%	15	48.2%	22.3%	48	14	22.3%	48	39.6%	22.3%	28	13	14.7%	59	36.0%	25.9%
Associate In Applied Science	410	316	77.1%	252	5	62.7%	9	64.9%	3.4%	105	133	58.0%	10	60.5%	34.9%	82	32	27.8%	111	54.9%	34.9%	36	51	21.2%	124	51.5%	42.7%
Associate In Engineering Science	9	8	88.9%	6	0	0.0%	0	66.7%	0.0%	3	3	66.7%	0	66.7%	33.3%	2	0	22.2%	3	55.6%	33.3%	1	1	22.2%	3	55.6%	44.4%
Associate In Liberal Studies	3	3	100.0%	2	0	66.7%	0	66.7%	0.0%	1	1	66.7%	0	66.7%	33.3%	1	1	66.7%	0	66.7%	33.3%	1	1	66.7%	0	66.7%	33.3%
Associate In Science	328	268	81.7%	195	10	62.5%	6	64.3%	4.9%	96	89	56.4%	11	59.8%	30.5%	56	13	21.0%	87	47.6%	30.5%	39	17	17.1%	97	46.6%	34.8%
Certificates	129	74	57.4%	24	14	29.5%	27	50.4%	31.8%	5	19	18.6%	34	45.0%	41.1%	3	12	11.6%	41	43.4%	41.1%	1	11	9.3%	42	41.9%	41.1%
Unknown	22	13	59.1%	10	1	50.0%	0	50.0%	4.5%	1	7	36.4%	1	40.9%	36.4%	1	1	9.1%	7	40.9%	36.4%	1	1	9.1%	7	40.9%	36.4%
Total	1,179	887	75.2%	622	34	55.6%	50	59.9%	7.1%	283	299	49.4%	71	55.4%	31.4%	193	73	22.6%	297	47.8%	31.4%	107	95	17.1%	332	45.3%	36.2%

Table 4: Fall 2014 Student Cohort: Term to Term Retention for First Time Full Time Degree Seeking Students by Division																											
Division	# FA14 Cohort	By Spring 15(Year 1)		Fall 15 (Year 2)						Spring 16(Year 2)						Fall 16 (Year 3)						By Spring 17 (Year 3)					
		# Enroll	% Enroll	# Enroll	# Grads Enroll	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll	% Enroll	# Grads not Enroll	% Success	% Total Grads
Agriculture	103	96	93.2%	82	4	83.5%	2	85.4%	5.8%	16	63	76.7%	4	80.6%	65.0%	6	4	9.7%	63	70.9%	65.0%	2	4	5.8%	64	68.0%	66.0%
Allied Health	86	79	91.9%	58	6	74.4%	4	79.1%	11.6%	35	19	62.8%	6	69.8%	29.1%	36	11	54.7%	14	70.9%	29.1%	13	29	48.8%	15	66.3%	51.2%
Business	129	122	94.6%	84	6	69.8%	13	79.8%	14.7%	30	48	60.5%	18	74.4%	51.2%	16	8	18.6%	58	63.6%	51.2%	10	10	15.5%	64	65.1%	57.4%
Humanities and Communication	36	32	88.9%	25	0	69.4%	4	80.6%	11.1%	11	11	61.1%	4	72.2%	41.7%	6	4	27.8%	11	58.3%	41.7%	2	5	19.4%	14	58.3%	52.8%
Math and Science	83	76	91.6%	61	3	77.1%	2	79.5%	6.0%	27	32	71.1%	2	73.5%	41.0%	14	8	26.5%	26	57.8%	41.0%	11	5	19.3%	34	60.2%	47.0%
Social Science and Education	118	107	90.7%	78	2	67.8%	3	70.3%	4.2%	32	38	59.3%	7	65.3%	38.1%	17	7	20.3%	38	52.5%	38.1%	8	5	11.0%	43	47.5%	40.7%
Technology	66	61	92.4%	50	2	78.8%	3	83.3%	7.6%	16	35	77.3%	3	81.8%	57.6%	9	9	27.3%	29	71.2%	57.6%	6	10	24.2%	32	72.7%	63.6%
General Studies/Other	96	87	90.6%	57	2	61.5%	3	64.6%	5.2%	29	25	56.3%	6	62.5%	32.3%	20	8	29.2%	23	53.1%	32.3%	9	11	20.8%	27	49.0%	39.6%
Total	717	660	92.1%	495	25	72.5%	34	77.3%	8.2%	196	271	65.1%	50	72.1%	44.8%	124	59	25.6%	262	62.1%	44.8%	61	79	19.5%	293	60.4%	51.9%

Table 4: Fall 2014 Student Cohort: Term to Term Retention for First Time Part Time Degree Seeking Students by Division																											
Division	# FA14 Cohort	By Spring 15(Year 1)		Fall 15 (Year 2)						Spring 16(Year 2)						Fall 16 (Year 3)						By Spring 17 (Year 3)					
		# Enroll	% Enroll	# Enroll	# Grads Enroll	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll	% Enroll	# Grads not Enroll	% Success	% Total Grads
Agriculture	19	8	42.1%	6	0	31.6%	1	36.8%	5.3%	6	1	36.8%	1	42.1%	10.5%	7	0	36.8%	2	47.4%	10.5%	4	0	21.1%	2	31.6%	10.5%
Allied Health	107	46	43.0%	28	4	29.9%	10	39.3%	13.1%	11	10	19.6%	13	31.8%	21.5%	7	4	10.3%	19	28.0%	21.5%	4	6	9.3%	18	26.2%	22.4%
Business	61	30	49.2%	14	1	24.6%	0	24.6%	1.6%	8	4	19.7%	0	19.7%	6.6%	9	3	19.7%	1	21.3%	6.6%	5	3	13.1%	3	18.0%	9.8%
Humanities and Communication	27	12	44.4%	10	0	37.0%	0	37.0%	0.0%	7	0	25.9%	0	25.9%	0.0%	6	0	22.2%	0	22.2%	0.0%	5	0	18.5%	0	18.5%	0.0%
Math and Science	40	26	65.0%	19	2	52.5%	0	52.5%	5.0%	13	4	42.5%	1	45.0%	12.5%	7	3	25.0%	2	30.0%	12.5%	5	1	15.0%	4	25.0%	12.5%
Social Science and Education	92	52	56.5%	20	1	22.8%	0	22.8%	1.1%	20	5	27.2%	0	27.2%	5.4%	15	3	19.6%	2	21.7%	5.4%	8	2	10.9%	4	15.2%	6.5%
Technology	35	13	37.1%	3	0	8.6%	3	17.1%	8.6%	3	1	11.4%	3	20.0%	11.4%	2	0	5.7%	4	17.1%	11.4%	2	0	5.7%	4	17.1%	11.4%
General Studies/Other	81	40	49.4%	27	1	34.6%	2	37.0%	3.7%	19	3	27.2%	3	30.9%	7.4%	16	1	21.0%	5	27.2%	7.4%	13	4	21.0%	4	25.9%	9.9%
Total	462	227	49.1%	127	9	29.4%	16	32.9%	5.4%	87	28	24.9%	21	29.4%	10.6%	69	14	18.0%	35	25.5%	10.6%	46	16	13.4%	39	21.9%	11.9%

Table 5 Fall 2014 Student Cohort: Term to Term Retention of All First Time Degree Seeking Students and Developmental Assessment Status																												
Placed Into the Math, Reading, and/or English Developmental Courses (DC)	# FA14 Cohort	By Spring 15 (Year 1)			Fall 15 (Year 2)						Spring 16 (Year 2)						Fall 16 (Year 3)						By Spring 17 (Year 3)					
		# Enroll	% Enroll	# Enroll	# Grads Enroll	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	
Total Students	1,179	887	75.2%	622	34	55.6%	50	69.9%	7.1%	283	299	49.4%	71	55.4%	31.4%	193	73	22.6%	297	47.8%	31.4%	107	95	17.1%	332	45.3%	36.2%	
No Tests Taken	84	35	41.7%	21	1	26.2%	7	34.5%	9.5%	9	8	20.2%	9	31.0%	20.2%	5	1	7.1%	16	26.2%	20.2%	5	1	7.1%	17	27.4%	21.4%	
Placed at College Level	281	245	87.2%	183	9	68.3%	11	72.2%	7.1%	58	118	62.6%	19	69.4%	48.8%	39	21	21.4%	116	62.6%	48.8%	19	34	18.9%	123	62.6%	55.9%	
Placed into Three DCs	248	162	65.3%	107	6	45.6%	10	49.6%	6.5%	60	35	38.3%	11	42.7%	18.5%	42	14	22.6%	32	35.5%	18.5%	27	11	15.3%	41	31.9%	21.0%	
Placed into Math & English	103	24	23.3%	55	3	56.3%	9	65.0%	11.7%	28	25	51.5%	10	61.2%	34.0%	12	4	15.5%	31	45.6%	34.0%	6	8	13.6%	31	43.7%	37.9%	
Placed into Math & Reading	81	57	70.4%	35	4	48.1%	1	49.4%	6.2%	22	14	44.4%	3	48.1%	21.0%	21	2	28.4%	15	46.9%	21.0%	13	3	19.8%	17	40.7%	24.7%	
Placed into English & Reading	13	12	92.3%	12	0	92.3%	0	92.3%	0.0%	5	7	92.3%	0	92.3%	53.8%	4	1	38.5%	6	84.6%	53.8%	2	4	46.2%	5	84.6%	69.2%	
Total Placed Into Two DCs	197	93	47.2%	102	7	55.3%	10	60.4%	8.6%	55	46	51.3%	13	57.9%	29.9%	37	7	22.3%	52	48.7%	29.9%	21	15	18.3%	53	45.2%	34.5%	
Math Only	331	263	79.5%	184	11	58.9%	12	62.5%	6.9%	91	80	51.7%	18	57.1%	29.6%	64	28	27.8%	70	48.9%	29.6%	32	31	19.0%	86	45.0%	35.3%	
English Only	11	8	72.7%	9	0	81.8%	0	81.8%	0.0%	2	5	63.6%	0	63.6%	45.5%	2	0	18.2%	5	63.6%	45.5%	2	0	18.2%	5	63.6%	45.5%	
Reading Only	27	21	77.8%	16	0	59.3%	0	59.3%	0.0%	8	7	55.6%	1	59.3%	29.6%	4	2	22.2%	6	44.4%	29.6%	1	3	14.8%	7	40.7%	37.0%	
Total Placed Into One DC	369	292	79.1%	209	11	59.6%	12	62.9%	6.2%	101	92	52.3%	19	57.5%	30.1%	70	30	27.1%	81	49.1%	30.1%	35	34	18.7%	98	45.3%	35.8%	
Total Math	763	506	66.3%	381	24	53.1%	32	57.3%	7.3%	201	154	46.5%	42	52.0%	25.7%	139	48	24.5%	148	43.9%	25.7%	78	53	17.2%	175	40.1%	29.9%	
Total English	375	206	54.9%	183	9	51.2%	19	56.3%	7.5%	95	72	44.5%	21	50.1%	24.8%	60	19	21.1%	74	40.8%	24.8%	37	23	16.0%	82	37.9%	28.0%	
Total Reading	369	252	68.3%	170	10	48.8%	11	51.8%	5.7%	95	63	42.8%	15	46.9%	21.1%	71	19	24.4%	59	40.4%	21.1%	43	21	17.3%	70	36.3%	24.7%	

Table 6 Fall 2014 Student Cohort: Term to Term Retention for All FULL TIME Degree Seeking Students by Demographics																																	
Demographics	# FA14 Cohort	By Spring 16 (Year 1)						Fall 16 (Year 2)						Spring 16 (Year 2)						Fall 16 (Year 3)						By Spring 17 (Year 3)							
		# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads		
Base Head Count	2,412	1302	664	81.5%	107	85.9%	32.0%	942	176	46.3%	596	71.0%	32.0%	396	514	37.7%	717	67.6%	61.0%	291	167	19.0%	1,064	63.1%	51.0%	164	199	14.6%	1130	61.6%	56.1%		
Race/Ethnicity																																	
White	2,186	1175	626	82.4%	101	87.0%	33.3%	864	167	47.2%	560	72.8%	33.3%	351	485	38.2%	675	69.1%	53.1%	261	154	19.0%	1,006	65.0%	53.1%	135	182	14.5%	1,068	63.4%	57.2%		
Other	226	127	38	73.0%	6	75.7%	19.5%	78	8	38.1%	36	54.0%	19.5%	45	29	32.7%	42	51.3%	31.4%	30	13	19.0%	58	44.7%	31.4%	19	17	15.9%	62	43.4%	35.0%		
Gender																																	
Men	1,056	594	258	80.7%	30	83.5%	27.3%	414	48	43.8%	240	66.5%	27.3%	167	224	37.0%	275	63.1%	47.3%	106	61	15.8%	438	57.3%	47.3%	67	56	11.6%	468	56.0%	49.6%		
Women	1,356	708	406	82.2%	77	87.8%	35.6%	528	127	48.3%	356	74.6%	35.6%	229	290	38.3%	442	70.9%	54.0%	185	106	21.5%	626	67.6%	54.0%	87	143	17.0%	662	65.8%	59.4%		
Student Status																																	
Traditional	1,836	1031	493	83.0%	62	86.4%	30.2%	770	119	48.4%	436	72.2%	30.2%	328	408	40.1%	522	68.5%	50.7%	232	124	19.4%	806	63.3%	50.7%	127	147	14.9%	858	61.7%	54.7%		
Non-Traditional	576	271	171	76.7%	45	84.5%	37.5%	172	56	39.6%	160	67.4%	37.5%	68	106	30.2%	195	64.1%	52.3%	59	43	17.7%	258	62.5%	52.3%	27	52	13.7%	272	60.9%	56.3%		
Fall 13 GPA																																	
GPA>=2.00	293	133	8	48.1%	1	48.5%	3.1%	69	2	24.2%	7	26.6%	3.1%	38	9	16.0%	10	19.5%	6.5%	30	8	13.0%	11	16.7%	6.5%	18	2	6.8%	18	13.0%	6.8%		
GPA>=2.00	2,091	1149	654	86.2%	106	91.3%	36.3%	859	172	49.3%	588	77.4%	36.3%	352	497	40.6%	705	74.3%	57.5%	257	158	19.8%	1,044	69.8%	57.5%	135	197	15.9%	1,102	68.6%	62.1%		
Dual Credit Status																																	
Dual Credit	961	534	286	85.3%	36	89.1%	33.5%	411	78	50.9%	244	76.3%	33.5%	177	233	42.7%	293	73.2%	54.3%	130	80	21.9%	446	68.3%	54.7%	67	90	16.3%	481	66.4%	59.4%		
Non Dual Credit	1,451	768	378	79.0%	71	83.9%	30.9%	531	97	43.3%	352	67.5%	30.9%	219	281	34.5%	424	63.7%	48.6%	161	87	17.1%	618	59.7%	48.6%	87	109	13.5%	649	58.2%	52.2%		
Degree Type																																	
Transfer	1,180	687	271	81.2%	49	85.3%	27.1%	479	58	45.5%	262	67.7%	27.1%	216	217	36.7%	314	63.3%	45.0%	148	66	18.1%	465	57.5%	45.0%	87	71	13.4%	499	55.7%	48.3%		
Career	1,232	615	393	81.8%	58	86.5%	36.6%	463	117	47.1%	334	74.2%	36.6%	180	297	38.7%	403	71.4%	56.8%	143	101	19.8%	599	68.4%	56.8%	67	128	15.8%	631	67.0%	61.2%		

¹ # Grads Enroll represent the number of students who graduated and were still enrolled for that term. The # Grads Not Enroll include the number of students who graduated before that term (i.e., in spring from their program and are no longer enrolled. Success is calculated based on the number of enrolled students, number of graduates who are enrolled, and the number of graduates not enrolled. These numbers are added together and divided by the number in the original fall cohort. The number enrolled in Spring was calculated by subtracting number of enrolled grads in category from total number enrolled for that category.

NOTES: This report on success is based on enrollees and graduates but do not include students who transfer before graduation. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20-25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of Fall. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of Fall and are considered part time throughout the analysis. Students are successful if they have more than 0 registered credit hours at the end of the term being analyzed (e.g., Fall 12, Spring 13, Fall 13 and Spring 14). DOC and Dual Credit students are excluded from the analysis.

Table 7 Fall 2014 Student Cohort: Term to Term Retention for All PART TIME Degree Seeking Students by Demographics																																	
Demographics	# FA14 Cohort	By Spring 16 (Year 1)						Fall 16 (Year 2)						Spring 16 (Year 2)						Fall 16 (Year 3)						By Spring 17 (Year 3)							
		# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll ¹	% Enroll	# Grads not Enroll	% Success	% Total Grads		
Base Head Count	1,357	528	204	63.9%	143	64.8%	26.6%	391	93	36.7%	254	64.4%	26.6%	200	215	30.6%	293	62.2%	37.4%	188	100	21.2%	408	51.3%	37.4%	127	104	17.0%	461	60.3%	40.9%		
Race/Ethnicity																																	
White	1,249	488	194	54.6%	133	65.3%	26.2%	373	85	36.7%	242	56.0%	26.2%	187	212	31.9%	273	53.8%	38.8%	172	98	21.6%	387	52.6%	38.8%	118	97	17.2%	431	51.1%	42.3%		
Other	108	40	10	46.3%	10	55.6%	18.5%	18	8	24.1%	12	35.2%	18.5%	13	3	14.8%	20	33.3%	21.3%	16	2	16.7%	21	36.1%	21.3%	9	7	14.8%	20	33.3%	25.0%		
Gender																																	
Men	471	192	65	54.6%	31	61.1%	20.4%	139	18	33.3%	78	49.9%	20.4%	77	64	29.9%	84	47.8%	31.4%	65	24	18.9%	124	45.2%	31.4%	47	25	15.3%	133	43.5%	33.8%		
Women	886	336	139	53.6%	112	66.3%	28.3%	252	75	36.9%	176	56.8%	28.3%	123	151	30.9%	209	54.6%	40.6%	123	76	22.5%	284	54.5%	40.6%	80	79	17.9%	318	53.8%	44.5%		
Student Status																																	
Traditional	644	253	91	53.4%	66	63.7%	24.4%	179	37	33.5%	120	52.2%	24.4%	97	97	30.1%	128	50.0%	34.9%	88	48	21.1%	177	48.6%	34.9%	65	45	17.1%	195	47.4%	37.3%		
Non-Traditional	713	275	113	54.4%	77	65.2%	26.6%	212	56	37.6%	134	56.4%	26.6%	103	118	31.0%	165	54.1%	39.7%	100	52	21.3%	231	53.7%	39.7%	62	59	17.0%	256	52.9%	44.2%		
Fall 13 GPA																																	
GPA>=2.00	237	59	3	25.3%	3	26.6%	1.7%	27	1	11.8%	3	13.1%	1.7%	21	7	11.8%	4	13.5%	4.6%	21	4	10.5%	7	13.5%	4.6%	11	0	4.6%	11	9.3%	4.6%		
GPA>=2.00	1,102	466	202	60.6%	139	73.2%	30.9%	360	92	41.0%	249	63.6%	30.9%	177	207	34.8%	288	61.0%	44.9%	165	96	23.7%	399	59.9%	44.9%	114	104	19.8%	438	59.5%	49.2%		
Dual Credit Status																																	
Dual Credit	402	153	73	56.2%	44	67.2%	29.1%	119	27	36.3%	90	58.7%	29.1%	63	76	34.6%	98	59.0%	43.3%	59	36	23.6%	138	58.0%	43.3%	40	41	20.1%	149	57.2%	47.3%		
Non Dual Credit	955	375	131	53.0%	99	63.4%	24.1%	272	66	35.4%	164	52.6%	24.1%	137	139	28.9%	195	49.9%	35.0%	129	64	20.2%	270	48.5%	35.0%	87	63	15.7%	302	47.3%	38.2%		
Degree Type																																	
Transfer	449	174	43	48.3%	41	57.5%	18.7%	111	21	29.4%	63	43.4%	18.7%	73	33	23.6%	79	41.2%	24.9%	61	20	18.0%	92	38.5%	24.9%	45	21	14.7%	100	37.0%	26.9%		
Career	908	354	161	58.7%	102	68.0%	29.0%	280	72	38.8%	191	59.8%	29.0%	127	182	34.0%	214	57.6%	43.6%	127	80	22.8%	316	57.6%	43.6%	82	83	18.2%	351	56.8%	47.8%		

¹ # Grads Enroll represent the number of students who graduated and were still enrolled for that term. The # Grads Not Enroll include the number of students who graduated before that term (i.e., in spring from their program and are no longer enrolled. Success is calculated based on the number of enrolled students, number of graduates who are enrolled, and the number of graduates not enrolled. These numbers are added together and divided by the number in the original fall cohort. The number enrolled in Spring was calculated by subtracting number of enrolled grads in category from total number enrolled for that category.

NOTES: This report on success is based on enrollees and graduates but do not include students who transfer before graduation. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20-25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of Fall. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of Fall and are considered part time throughout the analysis. Students are successful if they have more than 0 registered credit hours at the end of the term being analyzed (e.g., Fall 12, Spring 13, Fall 13 and Spring 14). DOC and Dual Credit students are excluded from the analysis.

Table 8 Fall 2014 Student Cohort: Term to Term Retention for All Degree Seeking Students by Demographics																											
Demographics	# FA14 Cohort	By Spring 16 (Year 1)						Fall 16 (Year 2)																			

Transfer Behavior of ALL FIRST TIME Degree Seekers in Fall 2014 by Program Division											
Division	# FA14 Cohort	Non Transfer		Transfer to Another 2 Year Institute				Transfer to Another 4 Year Institute			
				Transfer Before Grad LLC		Transfer After Grad LLC		Transfer Before Grad LLC		Transfer After Grad LLC	
		n	%	n	%	n	%	n	%	n	%
Agriculture	122	63	51.6%	11	9.0%	6	4.9%	14	11.5%	28	23.0%
Allied Health	193	156	80.8%	18	9.3%	2	1.0%	8	4.1%	9	4.7%
Business	190	120	63.2%	10	5.3%	4	2.1%	22	11.6%	34	17.9%
Humanities and Communication	63	44	69.8%	6	9.5%	1	1.6%	1	1.6%	11	17.5%
Math and Science	123	42	34.1%	19	15.4%	2	1.6%	27	22.0%	33	26.8%
Social Science and Education	210	144	68.6%	14	6.7%	3	1.4%	22	10.5%	27	12.9%
Technology	101	90	89.1%	2	2.0%	0	0.0%	3	3.0%	6	5.9%
General Studies/Other	177	117	66.1%	13	7.3%	1	0.6%	25	14.1%	21	11.9%
Total	1,179	776	65.8%	93	7.9%	19	1.6%	122	10.3%	169	14.3%

Transfer Behavior of ALL First Time Degree Seekers in Fall 2014 by Degree Type											
Division	# FA14 Cohort	Non Transfer		Transfer to Another 2 Year Institute				Transfer to Another 4 Year Institute			
				Transfer Before Grad LLC		Transfer After Grad LLC		Transfer Before Grad LLC		Transfer After Grad LLC	
		n	%	n	%	n	%	n	%	n	%
Associate In Arts	278	181	65.1%	18	6.5%	3	1.1%	30	10.8%	46	16.5%
Associate In Applied Science	410	323	78.8%	29	7.1%	6	1.5%	19	4.6%	33	8.0%
Associate In Engineering Science	9	4	44.4%	1	11.1%	1	11.1%	1	11.1%	2	22.2%
Associate In Liberal Studies	3	3	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Associate In Science	328	127	38.7%	44	13.4%	5	1.5%	66	20.1%	86	26.2%
Certificates	129	116	89.9%	1	0.8%	4	3.1%	6	4.7%	2	1.6%
Unknown	22	22	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	1,179	776	65.8%	93	7.9%	19	1.6%	122	10.3%	169	14.3%

Transfer Behavior of ALL Degree Seekers in Fall 2014 by Program Division											
Division	# FA14 Cohort	Non Transfer		Transfer to Another 2 Year Institute				Transfer to Another 4 Year Institute			
				Transfer Before Grad		Transfer After Grad LLC		Transfer Before Grad		Transfer After Grad LLC	
		n	%	n	%	n	%	n	%	n	%
Agriculture	307	169	55.0%	14	4.6%	12	3.9%	22	7.2%	90	29.3%
Allied Health	808	654	80.9%	44	5.4%	23	2.8%	18	2.2%	69	8.5%
Business	852	652	76.5%	25	2.9%	13	1.5%	56	6.6%	106	12.4%
Humanities and Communication	185	120	64.9%	12	6.5%	1	0.5%	15	8.1%	37	20.0%
Math and Science	334	135	40.4%	32	9.6%	10	3.0%	48	14.4%	109	32.6%
Social Science and Education	650	450	69.2%	23	3.5%	16	2.5%	44	6.8%	117	18.0%
Technology	292	257	88.0%	5	1.7%	5	1.7%	5	1.7%	20	6.8%
General Studies/Other	341	216	63.3%	29	8.5%	5	1.5%	41	12.0%	50	14.7%
Total	3,769	2,653	70.4%	184	4.9%	85	2.3%	249	6.6%	598	15.9%

Transfer Behavior of ALL Degree Seekers in Fall 2014 by Degree Type											
Division	# FA14 Cohort	Non Transfer		Transfer to Another 2 Year Institute				Transfer to Another 4 Year Institute			
				Transfer Before Grad		Transfer After Grad LLC		Transfer Before Grad		Transfer After Grad LLC	
		n	%	n	%	n	%	n	%	n	%
Associate in Arts	699	448	64.1%	40	5.7%	10	1.4%	64	9.2%	137	19.6%
Associate in Applied Science	1,620	1,321	81.5%	64	4.0%	37	2.3%	38	2.3%	160	9.9%
Associate in Engineering Science	18	8	44.4%	2	11.1%	1	5.6%	1	5.6%	6	33.3%
Associate in Liberal Studies	21	20	95.2%	1	4.8%	0	0.0%	0	0.0%	0	0.0%
Associate in Science	912	405	44.4%	68	7.5%	20	2.2%	134	14.7%	285	31.3%
Certificates	499	451	90.4%	9	1.8%	17	3.4%	12	2.4%	10	2.0%
Total	3,769	2,653	70.4%	184	4.9%	85	2.3%	249	6.6%	598	15.9%