

# 2019 Student Outcomes Report

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Educational Approval Program

State of Wisconsin

Department of Safety and Professional Services | DSPS

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## EAP Overview

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The Educational Approval Program (EAP) was created in order to protect Wisconsin's consumers and support quality educational options. Under s.440.52 (2), Wis. Stats., "[t]he department shall protect the general public by inspecting and approving private trade, correspondence, business and technical schools doing business within this state whether located within or outside this state..."

Although the current statutory definition of a school includes "private trade, correspondence, business and technical schools," a more up-to-date set of school descriptors to adequately cover the scope of the EAP's approval would be "technical, career, distance-learning, and degree-granting schools."

In fact, under SPS 401.01 (23), a school is defined as "any person, located within or outside this state, maintaining, advertising or conducting a program for profit or a tuition charge not exempted..."

Administrative rule further defines a person as an individual, partnership, association, or corporation. Together, these administrative rule definitions provide the legal framework by which the EAP operates. In addition to setting operating parameters of the EAP, Wis. Stat. §. 440.52(1)(e), explains in depth what schools are exempt from EAP approval. Included are schools that are mainly supported by taxes (The UW System), schools of a parochial or denominational character offering courses having a sectarian objective, and schools primarily offering instruction avocational or recreational in nature and not leading to a vocational objective.

Furthermore, Wisconsin is a member of NC-SARA, the State Authorization Reciprocity Agreement. Per the NC-SARA website, "SARA provides a voluntary, regional approach to state authorization of postsecondary distance education. SARA member states assume the principal responsibility of ensuring that SARA policies are followed by the institutions they approve to participate in SARA – policies designed to result in high-quality distance education offerings being available to students around the country. Institutions approved to participate in SARA enjoy a streamlined approach to securing approval to offer distance education/online programming in SARA member states."<sup>1</sup> The only state that is currently not a part of NC-SARA is California, meaning the EAP has to regulate schools from California that would be otherwise exempt.

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<sup>1</sup> <https://nc-sara.org/sara-states>

The following strategic values and goals are what the EAP strives to accomplish.

- Assuring Wisconsin consumers that EAP-approved schools are well run, educationally sound, and financially stable.
- Protecting consumers and helping schools through regulatory enforcement and processes that are reasonable, consistent, firm, fair, and timely.
- Demonstrating a commitment to the private postsecondary education sector by supporting the success of students and school.
- Regularly updating and/or revising applicable statutes, administrative rules, and oversight policies and procedures to reflect changes in the career education sector.

The goal of the annual Student Outcome Report is to give Wisconsin residents as much information as possible as they consider what EAP school(s) or program(s) they are interested in applying to and attending. In addition, the EAP will strive to protect Wisconsin residents by working with schools that may have struggled to report positive results during the most recent reporting period. Improving outputs benefits both Wisconsin residents and schools alike.

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## **Methodology**

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The EAP requires approved schools to report cohort data every renewal cycle, and the reported data is what is used to generate the Student Outcomes Report. EAP schools are constantly fluctuating, whether new schools are being approved, schools closing, schools becoming exempt from EAP approval through NC-SARA membership and more.

As a result of the constantly changing number of schools, the EAP felt the need to determine a specific date to draw the outcomes data from. Therefore, all schools that completed the 2021 EAP Renewal by the December 31, 2020 deadline are included in report, regardless of if that school has since closed or become EAP exempt.

The 2019 Student Outcomes Report examines the outcomes data reported during the 2019 school year, as well as comparing the data to data reported during previous years. This report will make many references to “cohorts.” A cohort consists of all students that start a particular program during the cohort year. Although the standard EAP cohort is July 1<sup>st</sup> through June 30<sup>th</sup>, the EAP allows schools flexibility in terms of how they define their 12-month period. Some prefer to use the calendar year, a fiscal year, or something else that is more compatible with the school’s operations. The only requirement is that the schools do not vary from their cohort periods, as to keep reporting as consistent as possible.

Students that make up the input of a new cohort can be categorized as either a “new start” (NS), a “transfer in” (TI), or a “transfer from” (TF). The largest body of a new cohort is typically new students. TI describes students that were enrolled in another school before transferring to a program offered by an EAP approved school for the current cohort. Students that are categorized as TF were already enrolled in the school but changed their program for the reported school year.

All students that are in their second year or further at the start of the reporting year are classified as Previous Year Continuing (PYC)

Students finish the year in one of five output categories. These are “drop/withdraw” (DW), “completed” (CP), “continuing next year” (CNY), “transfer out” (TO), or “transfer to” (TT). Students that are categorized under DW either voluntarily withdrew from the program or met their school’s criteria for an involuntary drop. Students that complete their program and are reported as CP have met their school’s required hours, grades, and any other requirements specified by the school in the EAP approved catalog. CNY refers to students who are continuing the program, whether they are enrolled in a lengthy program or entered their program late in the cohort year. These students will be classified as PYC at the start of the next reporting year. Keeping with the same format as the input, students that transfer out leave the school for another, while students that transfer to will be starting another program at the same school.

The following formulas explain how the percentages that will be prevalent in this report are calculated:

$$\text{Drop Rate} = \text{DW} / (\text{NS} + \text{TI} + \text{TF} + \text{PYC}) \times 100$$

$$\text{Completion Rate} = \text{CP} / (\text{NS} + \text{TI} + \text{TF} + \text{PYC}) \times 100$$

$$\text{Continuing Next Year} = \text{CNY} / (\text{NS} + \text{TI} + \text{TF} + \text{PYC}) \times 100$$

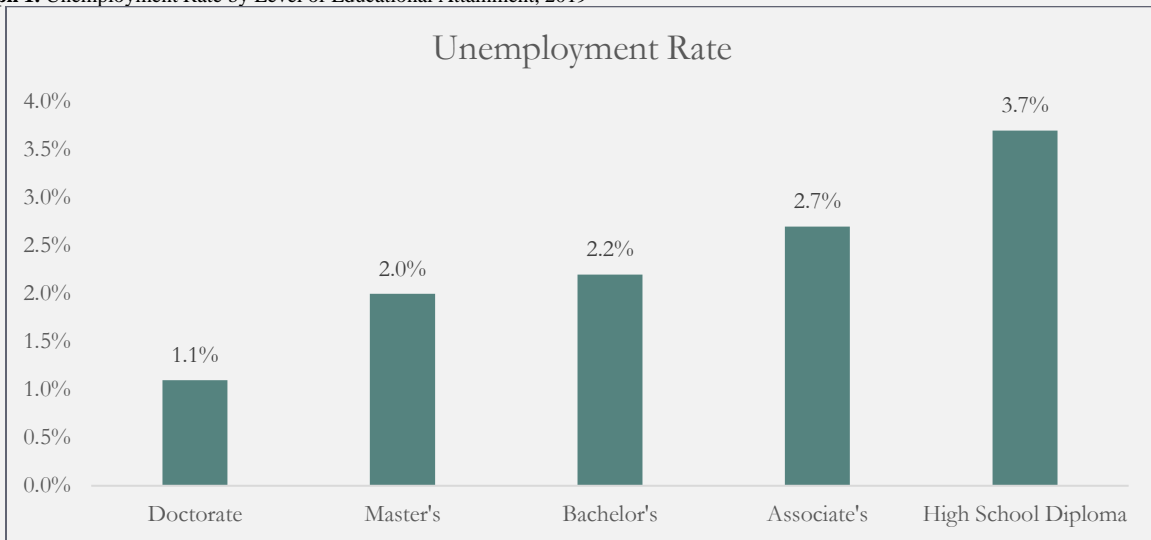
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## Implications of a Drop/Withdrawal

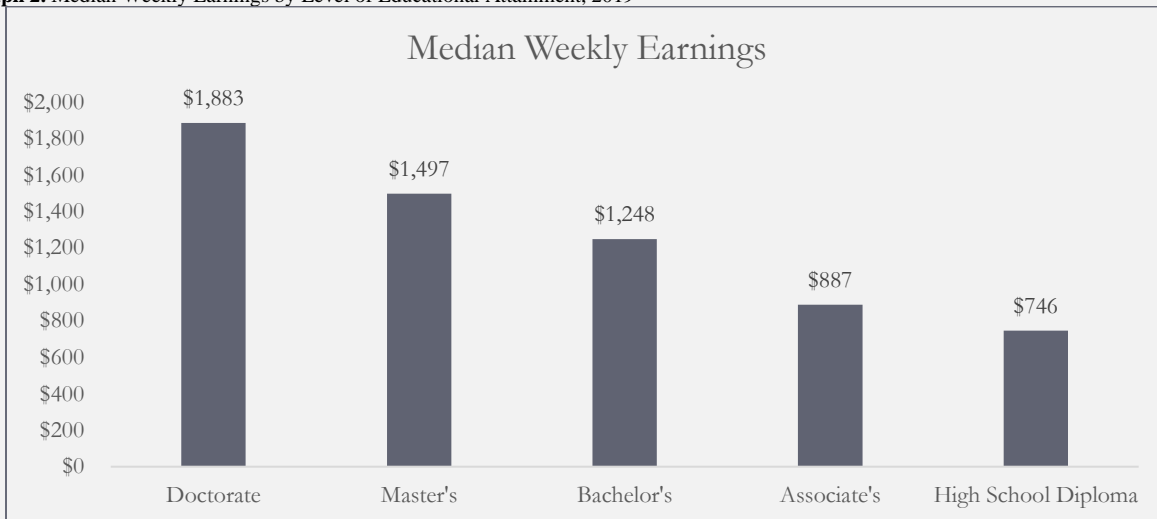
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Students who drop out of a post-secondary school are proven to be at a higher disadvantage than their peers who complete a chosen program at a post-secondary school. The following charts have been created from data compiled by the United States Bureau of Labor Statistics<sup>2</sup> and reflect the unemployment rate and average median weekly earnings as it related to each level of “educational attainment” in 2019.

**Graph 1.** Unemployment Rate by Level of Educational Attainment, 2019



**Graph 2.** Median Weekly Earnings by Level of Educational Attainment, 2019



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<sup>2</sup> <https://www.bls.gov/emp/tables/unemployment-earnings-education.htm>

As evidenced by the graphs, the higher degree a student obtains correlates to higher median weekly earnings along with a lower rate of unemployment. Students who drop a program remain in the grouping that they were before, but now also likely have debt from a federal or private loan.

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## 2019 Overview

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The 2019 school year saw 1,5486 students attending EAP regulated schools. Across all schools and degree levels they combined for a 23% drop rate, while the completion rate was 36%. In addition, 40% of students were reported to be continuing their program into 2020.

**Table 1.** Outcomes Data for All EAP Students Enrolled in a Program During the 2019 School Year.

| Total Students | Drop % | Completion % | % Continuing Next Year |
|----------------|--------|--------------|------------------------|
| 15486          | 23%    | 36%          | 40%                    |

Although the drop rate of all students combined is important, breaking down and analyzing the individual cohorts' performance in the 2019 school year can provide more context for the numbers. The table below shows the data for every cohort that had reported students in the 2019 school year:

**Table 2.** 2019 Outcomes Data by Cohort

| Cohort | Year | Number of Students | % of Student Body | Drop % | Completion % | % Continuing Next Year |
|--------|------|--------------------|-------------------|--------|--------------|------------------------|
| 2019   | 1    | 9,485              | 61%               | 22%    | 37%          | 40%                    |
| 2018   | 2    | 3,749              | 24%               | 23%    | 33%          | 42%                    |
| 2017   | 3    | 1,556              | 10%               | 22%    | 37%          | 40%                    |
| 2016   | 4    | 454                | 3%                | 26%    | 35%          | 39%                    |
| 2015   | 5    | 141                | 1%                | 30%    | 31%          | 38%                    |
| 2014   | 6    | 66                 | 0%                | 38%    | 26%          | 33%                    |
| 2013   | 7    | 29                 | 0%                | 24%    | 38%          | 38%                    |
| 2012   | 8    | 6                  | 0%                | 17%    | 83%          | 0%                     |

Some important data points to note from Table 2 are that more than 6 out of every 10 students were enrolled in the first year of their program, meaning a majority of the students enrolled in EAP programs in 2019 were part of the 2019 Cohort.

Conversely, less than 2% of students enrolled in the 2019 school year were from the 2012, 2013, 2014, and 2015 cohorts. As such, this report will be mainly focusing on the data reported from the 2016 – 2019 cohorts.

Table 3 breaks down the 2019 school year outcomes by degree level:

**Table 3.** 2019 Outcomes Data by Degree Level

| Degree Level        | Number of Students | % of Total | Drop % | Completion % | % Continuing Next Year |
|---------------------|--------------------|------------|--------|--------------|------------------------|
| Diploma/Certificate | 7914               | 51%        | 19%    | 54%          | 26%                    |
| Associates          | 3291               | 21%        | 24%    | 16%          | 58%                    |
| Bachelor's          | 2519               | 16%        | 34%    | 16%          | 49%                    |
| Master's            | 1562               | 10%        | 18%    | 20%          | 61%                    |
| Doctorate           | 200                | 1%         | 16%    | 14%          | 66%                    |

One of the more expected observations from Table 3 is that the number of students enrolled in programs for each degree level regress for each level increase. 7,914 students (51%) were enrolled in diploma/certificate programs, while a mere 200 (1%) of students were enrolled in doctorate level programs.

Students enrolled in diploma/certificate programs registered a completion rate of 54%, by far the highest completion rate, while making up just over half of the student body. Students in diploma/certificate programs also had one of the lowest drop rates, 19%, although both master's programs and doctorate programs reported lower drop rates (18% and 16%, respectively). Students in diploma/certificate programs were also the only group of students to report that significantly less than half (26%) of the group would be continuing in their program in 2020.

The data reported for the remaining four degree levels is much more comparable. For instance, students enrolled in associate's and bachelor's degree programs having the same completion rate, 16%, while students in doctorate level programs were only 2 percentage points off, at 14%. Students enrolled in master's and doctorate programs also had a similar completion rate within 2 percentage points.

However, the reported data was not all good. 34% of students who were enrolled in bachelor's programs during the 2019 school year dropped their program. This number is significantly higher than the other four degree levels, with associate's degree programs reporting the next highest drop rate of 24%. No other degree level had a drop rate over 20%.

## 2019 Cohort Overview

Students making up the 2019 Cohort were first year students during the 2019 EAP school year. Table 4 shows their outcomes during the 2019 year:

**Table 4.** 2019 Cohort Outcomes Data, Year 1

| Time Period | Students | Drop % | Completion % | % Continuing Next Year |
|-------------|----------|--------|--------------|------------------------|
| Year 1      | 9485     | 22%    | 37%          | 40%                    |
| Total       | 9485     | 22%    | 37%          | X                      |

In order to get a better idea of how the 2019 Cohort data compares to other recent cohorts completing their first year, the table below shows the first-year outcomes for students enrolled in EAP schools from 2016 – 2019:

**Table 5.** Year 1 Outcomes Data, 2016-2019

| Year 1 | Students | Drop % | Completion % | % Continuing Next Year |
|--------|----------|--------|--------------|------------------------|
| 2016   | 9303     | 24%    | 37%          | 39%                    |
| 2017   | 9022     | 22%    | 38%          | 38%                    |
| 2018   | 9665     | 22%    | 37%          | 39%                    |
| 2019   | 9485     | 22%    | 37%          | 40%                    |

Although enrollment for 2019 first year students was slightly lower than enrollment for 2018 first year students, it was higher than the reported figures for 2016 and 2017. Enrollment for incoming cohorts has fluctuated a bit during the four year period but has mostly remained steady.

The drop rates, completion rates, and percentage of students continuing next year have stayed within 2% of each other over all four years. At this point, we can reasonably expect the 2020 Cohort to report Year 1 data somewhere close to a 22% drop rate, 37% completion rate, and 39% of the cohort to be continuing on to year 2.

Table 6 breaks down the data for Year 1 of the 2019 Cohort, by showing the outcomes by degree level:

**Table 6.** 2019 Cohort Outcomes Data by Degree Level, Year 1

| Degree Level        | Number of Students | % of Cohort | Drop % | Completion % | % Continuing Next Year |
|---------------------|--------------------|-------------|--------|--------------|------------------------|
| Diploma/Certificate | 6049               | 64%         | 17%    | 56%          | 26%                    |
| Associates          | 1722               | 18%         | 32%    | 2%           | 62%                    |
| Bachelor's          | 1084               | 11%         | 35%    | 2%           | 63%                    |
| Master's            | 571                | 6%          | 15%    | 7%           | 77%                    |
| Doctorate           | 59                 | 1%          | 22%    | 7%           | 71%                    |



Over 64% of the cohort enrolled in diploma/certificate programs, with an astounding 56% completion rate. The majority of the 37% of the 2019 Cohort that completed their program in Year 1 were enrolled in diploma/certificate programs, with none of the other degree levels seeing a completion rate over 10%. This is not necessarily a surprise, as most of programs for higher degree levels are lengthier. Students enrolled in associates, bachelor's, master's and doctorate level programs were all exceedingly likely to continue on to Year 2 of the program.

Although a majority of students in the 2019 Cohort were enrolled in diploma/certificate classes, there is still a good number of them in programs of other degree levels. Perhaps expectedly, the enrollment numbers for associates degree programs were second highest, with bachelor's, master's, and doctorate programs getting progressively smaller. Associates and bachelor's level programs saw the highest drop rate by a fairly significant portion. They also had the lowest completion rate, even compared to master's and doctorate level programs.

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## 2018 Cohort Overview

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The 2018 Cohort reported data for Year 2 during the 2021 EAP renewal process. Table 7 shows the data in Year 1, Year 2, and the total outcomes for the 2018 Cohort so far:

**Table 7.** 2018 Cohort Outcomes Data, Year 1-2

| Time Period | Students | Drop % | Completion % | % Continuing Next Year |
|-------------|----------|--------|--------------|------------------------|
| Year 1      | 9665     | 22%    | 37%          | 39%                    |
| Year 2      | 3749     | 23%    | 33%          | 42%                    |
| Total       | 9665     | 31%    | 50%          | X                      |

50% of students in the 2018 Cohort have completed their program by year 2, although completion rates dropped 4% from Year 1 to Year 2. Drop rates stayed similar in Year 2, but the total drop rate now sits at 31%.

**Table 8.** Year 2 Outcomes Data, 2016-2018

| Year 2 | Students | Drop % | Completion % | % Continuing Next Year |
|--------|----------|--------|--------------|------------------------|
| 2016   | 3616     | 28%    | 32%          | 40%                    |
| 2017   | 3453     | 26%    | 28%          | 45%                    |
| 2018   | 3749     | 23%    | 33%          | 42%                    |

The drop rates for students in Year 2 of their program has dropped for the second straight year, going from 28% in 2016 to 26% in 2017 and then 23% in 2018. The completion rate for students in Year 2 was highest in 2018 as well, although it was only 1% higher than 2016 and 5% higher than 2017.

Table 9 further breaks down the data for Year 2 of the 2018 Cohort, by showing the outcomes by degree level:

**Table 9.** 2018 Cohort Outcomes Data by Degree Level, Year 2

| Degree Level        | Number of Students | % of Cohort | Drop % | Completion % | % Continuing Next Year |
|---------------------|--------------------|-------------|--------|--------------|------------------------|
| Diploma/Certificate | 1517               | 40%         | 25%    | 51%          | 21%                    |
| Associates          | 959                | 26%         | 17%    | 26%          | 54%                    |
| Bachelor's          | 740                | 20%         | 36%    | 14%          | 49%                    |
| Master's            | 485                | 13%         | 12%    | 20%          | 67%                    |
| Doctorate           | 48                 | 1%          | 21%    | 8%           | 71%                    |

Although less of the cohort is enrolled in diploma/certificate programs compared to the 2019 Cohort, 40% of students were still enrolled in programs of that degree level during year 2. Diploma/certificate programs recorded the highest completion rate once more, with 51% of students completing their program during Year 2. Associate and master's programs both recorded good completion rates, with 26% of students in associate degree programs finishing their program and 20% of students in master's programs completing as well.

Over 2/3s of students enrolled in master's and doctorate programs at the start of Year 2 are continuing their program into the next school year. Bachelor's and associate programs reported that around 50% of students in both program levels were continuing their program in year 3.

Bachelor's programs once again reported the highest drop rate, coming in at 36%. This number is more than 10 points higher than the next highest degree level.

## 2017 Cohort Overview

The 2017 Cohort reported data for Year 3 during the 2021 EAP renewal process. Table 10 takes a look at the outcomes data of the 2017 Cohort from Year 1 – Year 3:

**Table 10.** 2017 Cohort Outcomes Data, Year 1-3

| Time Period | Students | Drop % | Completion % | % Continuing Next Year |
|-------------|----------|--------|--------------|------------------------|
| Year 1      | 9022     | 22%    | 38%          | 38%                    |
| Year 2      | 3453     | 26%    | 28%          | 45%                    |
| Year 3      | 1556     | 22%    | 37%          | 40%                    |
| Total       | 9022     | 36%    | 55%          | X                      |

The completion rate jumped back up to the high thirties again after a dip in Year 2, bringing the total completion rate for 2017 up to 55%. With 36% of students from the 2017 Cohort dropping their program and 55% completing theirs, over 90% of students in the cohort are no longer enrolled in their program after three years.

**Table 11.** Year 3 Outcomes Data, 2016-2017

| Year 3 | Students | Drop % | Completion % | % Continuing Next Year |
|--------|----------|--------|--------------|------------------------|
| 2016   | 1452     | 27%    | 40%          | 31%                    |
| 2017   | 1556     | 22%    | 37%          | 40%                    |

Although the completion rates of Year 3 for 2016 and 2017 were similar, 9% more students in the 2017 Cohort continued their program into year 4, while the 2016 Cohort saw a 5% higher drop rate. Combine this with the fact that the 2016 Cohort originally started with almost 300 more students than the 2017 Cohort, and we can expect a higher total percentage of the 2017 Cohort progressing in their program into Year 4.

**Table 12.** 2017 Cohort Outcomes Data by Degree Level, Year 3

| Degree Level        | Number of Students | % of Cohort | Drop % | Completion % | % Continuing Next Year |
|---------------------|--------------------|-------------|--------|--------------|------------------------|
| Diploma/Certificate | 286                | 18%         | 30%    | 34%          | 36%                    |
| Associates          | 497                | 32%         | 9%     | 43%          | 47%                    |
| Bachelor's          | 385                | 25%         | 28%    | 38%          | 33%                    |
| Master's            | 360                | 23%         | 29%    | 30%          | 39%                    |
| Doctorate           | 28                 | 2%          | 11%    | 21%          | 54%                    |

Students enrolled in associate degree programs recorded an outstanding 9% drop rate and 43% completion rate. The 34% difference between the two was one of the highest reported in the 2019 outcomes data.

In comparison, students enrolled in master’s programs struggled in Year 3 of the 2017 Cohort, with only 1% separating the drop rate and the completion rate. Diploma/certificate programs were not too far behind either, with a 30% drop rate and a 34% completion rate.

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## 2016 Cohort Overview

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EAP approved schools reported year 4 outcomes data for the 2016 Cohort during the latest renewal process. Table 13 contains outcomes data from Year 1 – Year 4 of the 2016 Cohort:

**Table 13.** 2016 Cohort Outcomes Data, Year 1-4

| Time Period | Students | Drop % | Completion % | % Continuing Next Year |
|-------------|----------|--------|--------------|------------------------|
| Year 1      | 9303     | 24%    | 37%          | 39%                    |
| Year 2      | 3616     | 28%    | 32%          | 40%                    |
| Year 3      | 1452     | 27%    | 40%          | 31%                    |
| Year 4      | 454      | 26%    | 35%          | 39%                    |
| Total       | 9303     | 40%    | 57%          | X                      |

With only 2% of the original cohort continuing on to Year 5, the 2016 Cohort in total reported a 57% completion rate and a 40% drop rate. After a down Year 2, Year 3 and Year 4 saw a rebound in the difference between the drop and completion rates.

**Table 14.** 2016 Cohort Outcomes Data by Degree Level, Year 4

| Degree Level        | Number of Students | % of Cohort | Drop % | Completion % | % Continuing Next Year |
|---------------------|--------------------|-------------|--------|--------------|------------------------|
| Diploma/Certificate | 56                 | 12%         | 45%    | 21%          | 34%                    |
| Associates          | 84                 | 19%         | 11%    | 13%          | 76%                    |
| Bachelor's          | 180                | 40%         | 37%    | 39%          | 24%                    |
| Master's            | 117                | 26%         | 15%    | 53%          | 32%                    |
| Doctorate           | 17                 | 4%          | 6%     | 6%           | 76%                    |

The largest percentage of students in Year 4 of the 2016 Cohort were enrolled in a bachelor’s program. Those students recorded a 37% drop rate and a 39% completion rate.

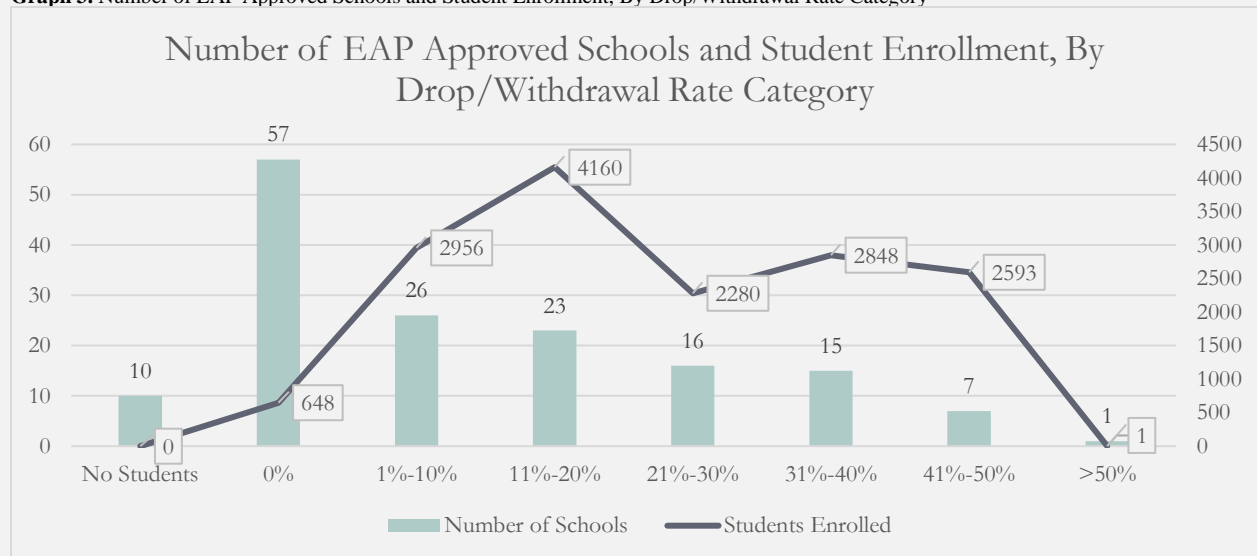
45% of students enrolled in diploma/certificate programs dropped their program in Year 4, while only 21% completed their program. Four years is a long time for a diploma/certificate program, so this could possibly be attributed to students who had previously taken a leave of absence or break from their program deciding to ultimately drop their program. It remains to be seen if the 76% of associate degree students continuing their program into Year 5 will see a similar jump in drop rates. The only other degree level reporting a number higher than 50% for students continuing into Year 5 was doctorate programs, also reporting 76%.

Master's level programs reported a 53% completion rate with a drop rate of only 15% in Year 4, the best difference between the two for all degree levels that reported 2019 outcomes data (38%).

## Schools with High Drop Rates

Identifying a school's drop rate is important for the EAP, as a school with a high drop rate is not producing graduates who are contributing to the Wisconsin workforce. Furthermore, students that drop or withdraw from a school typically will have student debt with no degree to enhance their job prospects. As such, it is important for the EAP to identify what schools are not effectively graduating Wisconsin students into the workforce, and to work with them to improve their output statistics.

**Graph 3.** Number of EAP Approved Schools and Student Enrollment, By Drop/Withdrawal Rate Category



As Graph 3 shows, there was quite a big discrepancy between drop rates for EAP approved schools in 2019. 10 schools that completed the renewal process for 2021 did not have any students enrolled during the 2019 school year, either they were Inactive (EAP approved, but not currently admitting Wisconsin students) at the time or they became EAP approved after the 2019 school year and had no Wisconsin students as a result. An impressive 57 schools did not have a single drop during the 2019 school year, although only 648 students in total were attending these schools. The number of schools decreased per every 10% increase, while the number of students fluctuated with no real pattern. The highest student enrollment was 4,160 students attending the 23 schools that reported a drop rate in between 11% - 20%. Although only 7 schools reported a drop rate in between 41% - 50%, there were 2,593 students enrolled at these schools during the 2019 school year. Only 1 school reported a drop rate over 50%, and they only had 1 student enrolled in a program during the 2019 EAP school year and should be treated as an outlier.

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## Analysis

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There are multiple patterns that emerged over the course of the report, both positive and negative. For instance, the drop rate for Year 1 of the last three cohorts held steady at 22%, while the completion rates (37% - 38%) and percentage continuing next year (38% - 40%) both stayed within 3% points of each other. As such, it is reasonable to expect that the drop rate, completion rate, and percentage continuing next year for Year 1 of the 2020 Cohort should come in somewhere around 22%, 37%, and 39%, respectively.

A majority of students attending EAP approved schools enroll in diploma/certificate level courses, which are often shorter programs than other offered degree levels. Both Year 1 of the 2019 Cohort and Year 2 of the 2018 Cohort had more than half of the students making up the cohort enrolled in diploma/certificate programs. Both cohorts reported a completion rate above 50%, meaning at least a quarter of students making up the cohort entering the 2019 EAP school year completed their program. As the 2017 Cohort demonstrates, by the time a cohort enters Year 3, the majority of the student body is no longer enrolled in diploma/certificate courses. The 2018 Cohort has a combined 81% of students who either dropped or completed their program by the end of Year 2. In comparison, the 2017 Cohort only had 91% (10% more) of students who had completed or dropped their program by the end of Year 3. EAP outcomes are heavily influenced by students enrolled in diploma/certificate level programs, although they do not paint the whole picture.

Students enrolled in bachelor's programs recorded higher drop rates in comparison to other degree levels across the board during the 2019 EAP school year. The only cohort that saw a drop rate below 36% and a significantly higher completion rate was the 2017 Cohort. The 28% drop rate and 38% completion rate can perhaps be attributed to students finishing their program during the expected time frame and is certainly a positive in comparison to the other three cohorts. Although students enrolled in bachelor's programs in Year 1 of the 2019 Cohort and Year 2 of the 2018 Cohort most likely were not expecting to finish their programs by the end of the 2019 EAP school year, the 35% and 36% drop rates are quite poor in comparison to just about every other degree level.

EAP schools also reported that students enrolled in associate degree programs were more likely to drop their program than complete it in 2019. Although the drop rate for students enrolled in associate degree programs (24%) was 10% less than students enrolled in bachelor's programs, they both recorded a completion rate of only 16%. Master's and doctorate programs did not have too different of drop rates (18% and 16%, respectively), but both reported a completion rate within 2% of their drop rate. Furthermore, the number of students enrolled in master's and doctorate programs during 2019 made up less of the student body, with 10% of students enrolled in master's programs and only 1% of students enrolled in doctorate level programs. Even though they had drop rates close to associate and bachelor's programs, they contributed less to the overall drop rate of 23% for 2019.

The 2016 Cohort reported a higher drop rate in every year in comparison to the other cohorts. This can be seen as a positive, however, as this means that EAP approved schools have been improving their ability to retain and complete students. If outcomes continue to improve slightly, then it would not be outlandish to expect the 2017 Cohort to improve on the total drop rate of 40% and completion rate of 57% that the 2016 Cohort reported. Although, the 2020 outcomes very well may reveal that EAP students struggled to continue and complete their programs in the face of a global pandemic and economic uncertainty.