
The Impact of Online Tutoring on Retention,
Success and Graduation Rates at the
University of Hawaii Community Colleges

Summer 2013 - Fall 2015

July 11, 2016

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I. Overview and Methodology

In the Summer of 2013, the University of Hawaii Community Colleges (the “College”) entered into a partnership with Brainfuse, Inc., an online tutoring company based in New York. Brainfuse has provided online tutoring services to K-12 schools, colleges and libraries since its founding in 1999, and currently provides online tutoring services to some of the major library and statewide community college systems in the United States.

In the Fall of 2015, the College requested a comprehensive study that would measure the effectiveness of its online tutoring programs for College students who utilized Brainfuse from the Summer of 2013 through the Fall of 2015. The College student data was integrated with online tutoring usage data in order to determine various key metrics that form the basis of standard measures of effectiveness. Effectiveness was measured by retention, success and graduation rates, relative to a control group. The control group that served as the baseline for the various rates was the student population of the College as a whole. Retention, success and graduation rates for the College students as a whole were calculated based on data provided by the College, and then compared to the retention, success and graduation rates of students who utilized Brainfuse in any capacity; of students who utilized Brainfuse for at least four hours of tutoring; and of students who utilized Brainfuse for at least eight hours of tutoring.

Several charts in this report also display measures of effectiveness broken down by socioeconomic levels and race. To determine socioeconomic levels, students were broken up into four tiers based on the amount of aid they were offered. Specifically, socioeconomic levels were determined by the original amounts of federal financial aid offered to students during their first semester in which they were offered aid.

Definitions:

“Control Group” refers to the student population of the College as a whole, during the relevant periods.

“Graduation Rate” refers to the rate at which students who are enrolled in a College course in one semester graduate within a defined period of time. Specifically, for this study, we looked at the students who were enrolled in a College course and utilized Brainfuse in the

Fall of 2013 and Spring of 2014, and checked to see whether they had ever graduated by or in the Fall of 2015.¹

“Retention Rate” refers to the rate at which students who are enrolled in a College course during one semester re-enroll in a College course in a subsequent semester. Specifically, retention rates for this study were calculated by looking at students who utilized Brainfuse during the Fall semesters of 2013 and 2014, and were still retained by the College in the subsequent Fall semester, that is, one year later. In the Appendix, charts show other relevant time periods.

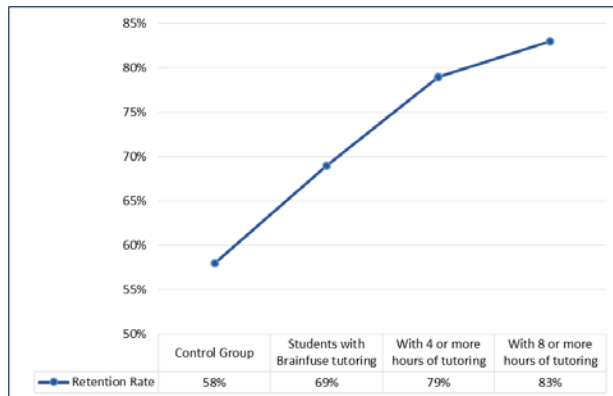
“Success Rate” refers to the rate at which students who are enrolled in a College course in one semester are either *retained or graduate* within a defined period. Specifically, for this study, success rates were calculated by looking at students who utilized Brainfuse during the Fall of 2013 and the Fall of 2014, and either graduated by or were retained in, the subsequent Fall semester.²

¹ Note that a student may have graduated with one certificate, re-enrolled and then graduated with another certificate. This would result in a student having graduated twice, as is consistent with the graduation counts provided by the College.

² Note that graduation rates used as an input for success rates are different than the graduation rates in the graduation rate charts. The periods reviewed are different, as success rates were based on tracking students for one year, which is the data that was provided by the College, while graduation rates were based on tracking students for up to two years. Also note that if a student graduated from one campus and subsequently re-enrolled in a College course, such student may be counted as both having graduated and as having been retained, as is consistent with the semester retention and graduation counts provided by the College.

II. Key Findings

1. Retention rates for College students who utilized online tutoring were 11% higher than the retention rates of College students as a whole.³ [see Figure 2A]



2. Retention rates increased in a linear fashion relative to hours of tutoring utilized. As online tutoring hours increased, so did retention rates. [see Figure 2A]
3. For students who utilized online tutoring, on average, an additional 193 students were retained each year, compared to the retention rates of College students as a whole.⁴ [see Figure 2A1]
4. An additional 193 students being retained per year is the equivalent of approximately \$676,272 in additional annual tuition revenue.⁵
5. Success and graduation rates for College students utilizing at least four hours of online tutoring were 6% higher than those of the College students as a whole.⁶
6. Retention rates were higher across all socioeconomic levels of the College students who utilized Brainfuse, from the most to the least disadvantaged, than the retention rates of the College students as a whole. [see Figure 2B]

³ The retention rate for the College as a whole was 58%, and for College students who utilized Brainfuse, it was 69%.

⁴ An 11% increased retention rate translates into an additional 186 students being retained one year later from the Fall 2013 cohort of students who utilized Brainfuse (1696 students utilized Brainfuse in the fall of 2013). An 11% increased retention rate translates into an additional 200 students being retained one year later from the Fall 2014 cohort of students who utilized Brainfuse (1822 students utilized Brainfuse in the fall of 2014). The average of those two cohorts is 193. In other words, an average of 193 additional students were retained each subsequent fall term when compared to the retention rates of the College as a whole.

⁵ Avg. annual tuition was assumed to be \$2,880 per resident and \$7,872 per non-resident, based on \$120 per credit hour for a resident, \$328 per credit hour for a non-resident, 12 credit hours per semester, and 2 semesters per year. 87.5% of students were assumed to be residents, based on recent enrollment data.

⁶ Success rates were 78% and 84%, respectively. Graduation rates were 38% and 44%, respectively.

7. The estimated additional students retained per campus and additional revenue from such retention is provided below.⁷ [see Figure 5A1]

HAW	
Est. annual expenditures on online tutoring:	\$17,928
Est. annual additional students retained:	13
Est. additional tuition revenue from additional retained students:	\$45,832

HON	
Est. annual expenditures on online tutoring:	\$6,602
Est. annual additional students retained:	11
Est. additional tuition revenue from additional retained students:	\$38,474

KAP	
Est. annual expenditures on online tutoring:	\$48,300
Est. annual additional students retained:	87
Est. additional tuition revenue from additional retained students:	\$303,657

KAU	
Est. annual expenditures on online tutoring:	\$8,902
Est. annual additional students retained:	10
Est. additional tuition revenue from additional retained students:	\$36,161

LEE	
Est. annual expenditures on online tutoring:	\$19,058
Est. annual additional students retained:	36
Est. additional tuition revenue from additional retained students:	\$125,724

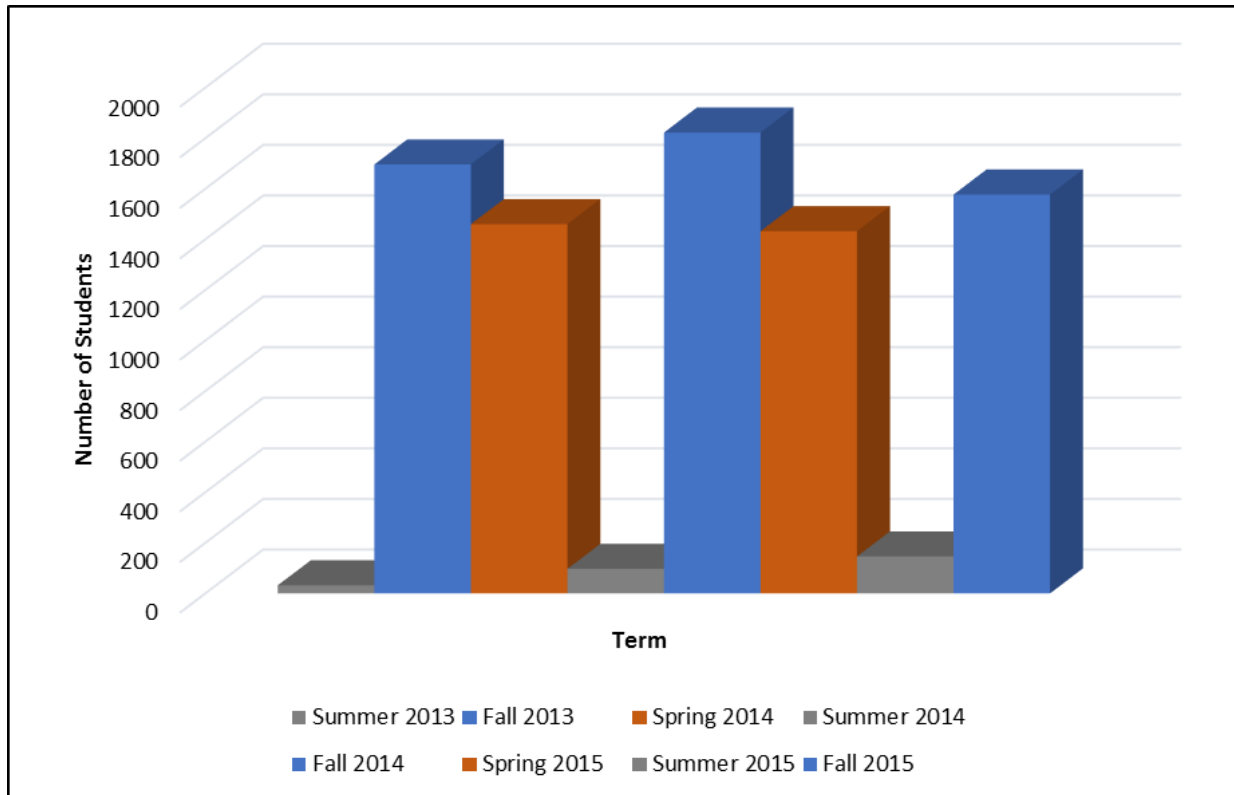
MAU	
Est. annual expenditures on online tutoring:	\$26,395
Est. annual additional students retained:	26
Est. additional tuition revenue from additional retained students:	\$92,225

WIN	
Est. annual expenditures on online tutoring:	\$18,525
Est. annual additional students retained:	15
Est. additional tuition revenue from additional retained students:	\$52,910

⁷ The average annual cost per campus is based on the number of hours of online tutoring utilized by each campus from the Fall of 2013 through the Spring of 2015. To calculate the estimated number of additional students retained per campus, we compared the campus retention rates of students who utilized online tutoring (Figure 5A) to the College control group retention rate. The difference between the two rates represents the estimated additional % of students retained per campus. The percentage increases in the retention rates were turned into raw numbers based on the actual number of students who utilized online tutoring in each campus. For example, a 10% increase in the retention rate in a campus where 100 students utilized Brainfuse would result in an additional 10 students retained. The same method used to calculate system-wide estimated additional revenue (see notes 4 and 5) was used to calculate estimated additional revenue per campus.

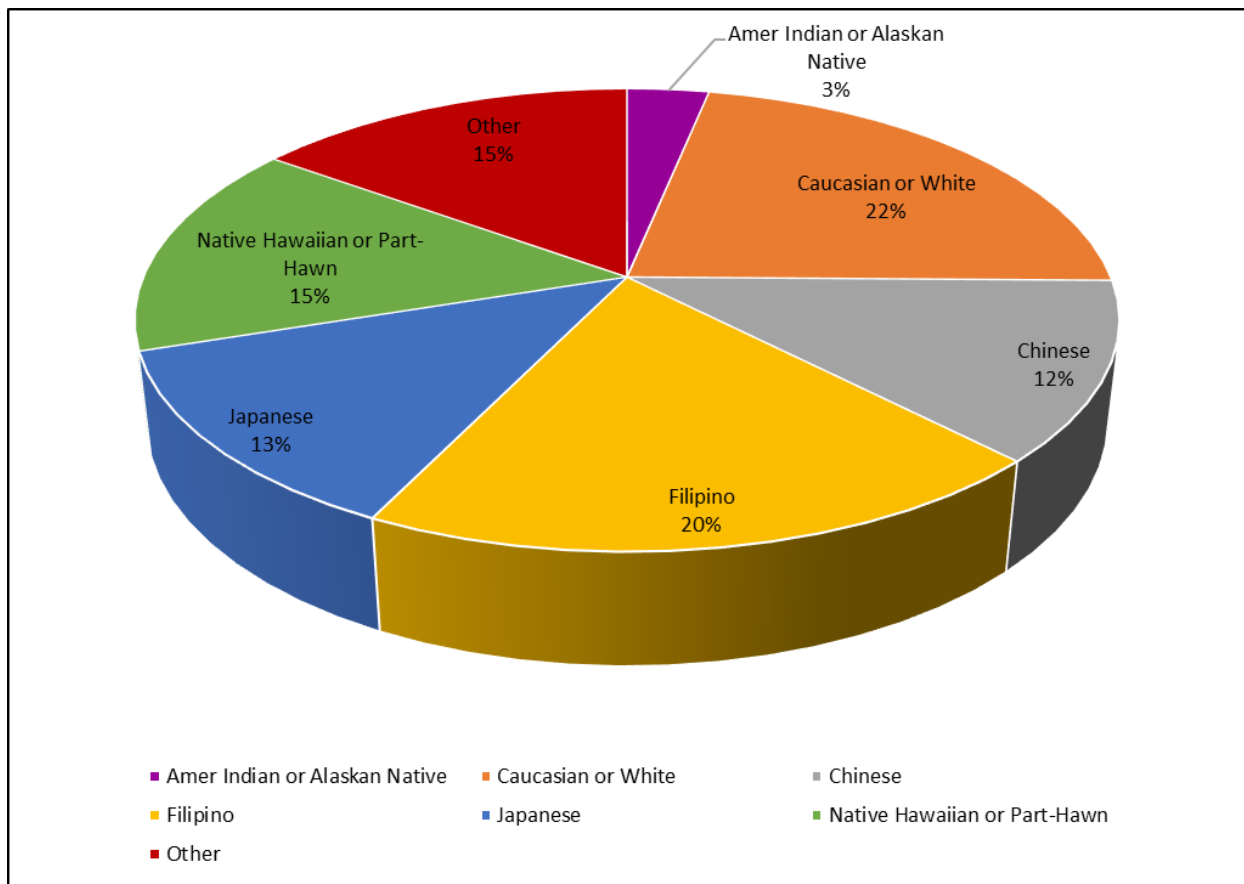
III. Usage and Demographic Data

Figure 1A - Total Number of Students Utilizing Brainfuse by Term



Term	Number of Students
Summer 2013	32
Fall 2013	1696
Spring 2014	1460
Summer 2014	97
Fall 2014	1822
Spring 2015	1432
Summer 2015	146
Fall 2015	1577

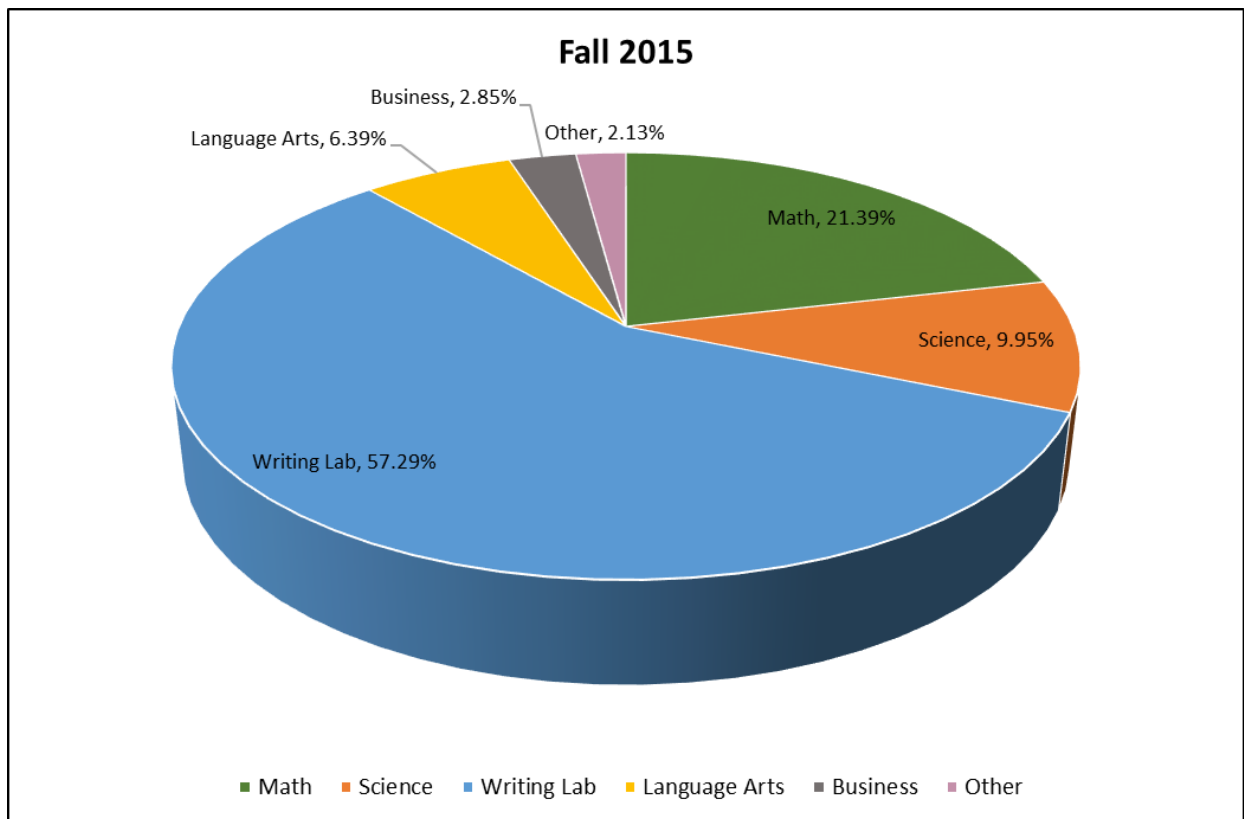
Figure 1B - Students utilizing Brainfuse - by Race



Race	Percentage of Students
Amer Indian or Alaskan Native	3.21%
Caucasian or White	22.02%
Chinese	12.46%
Filipino	19.53%
Japanese	12.72%
Native Hawaiian or Part-Hawn	15.04%
Other	15.02%

The percentages for the figure above are based on the College students who utilized Brainfuse in the Fall of 2013 and the Fall of 2014.

Figure 1C - Distribution of Subjects Utilized



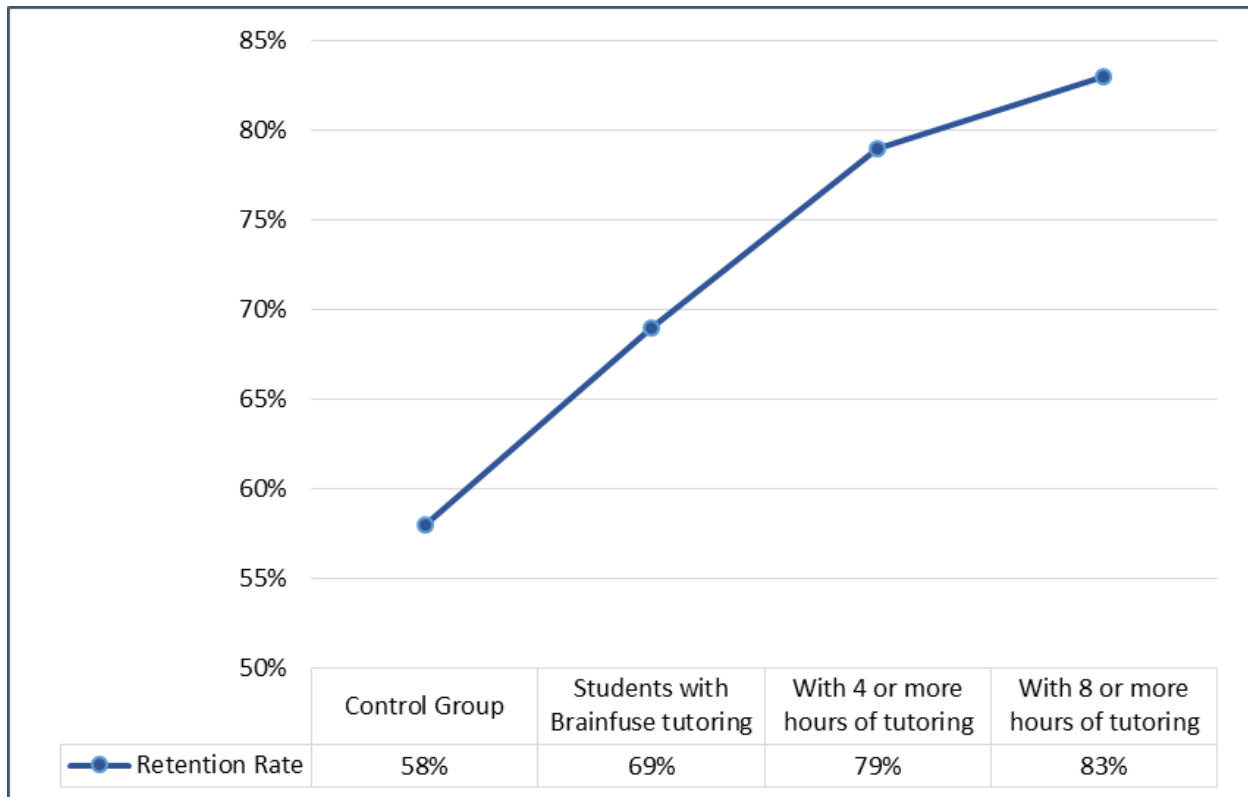
Subjects	Fall 2013 - Summer 2014	Fall 2014 - Summer 2015	Fall 2015
Math	13.22%	17.92%	21.39%
Science	6.72%	4.48%	9.95%
Writing Lab	68.42%	64.57%	57.29%
Language Arts	9.36%	9.28%	6.39%
Business	1.98%	3.02%	2.85%
Other	0.31%	0.73%	2.13%

The chart above displays the primary subject categories. For instance, science includes all of the science courses offered by Brainfuse.

While the majority of College users utilize Brainfuse for its writing lab, the percentage of College students selecting math and science tutoring has increased from 20% in the 2013-14 academic year to over 31% in the Fall of 2015.

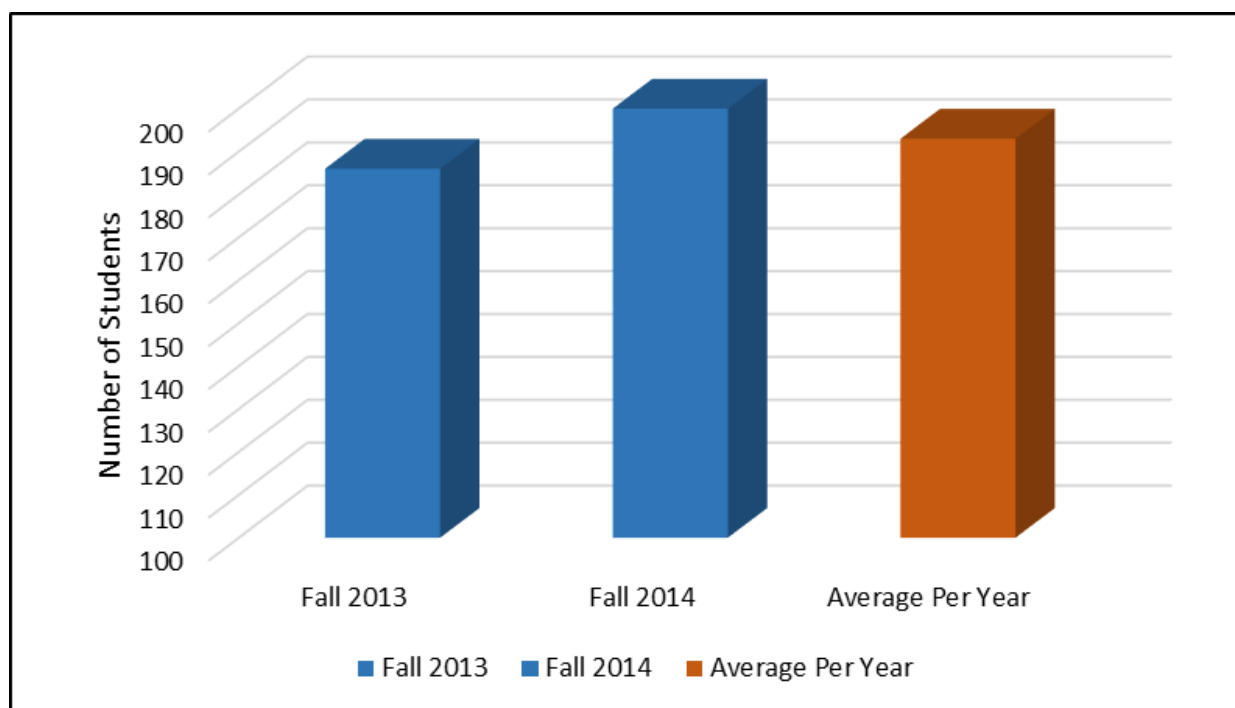
IV. Retention, Success and Graduation Rates

Figure 2A - Retention Rates



Retention rates above were calculated by looking at the number of students who utilized Brainfuse in the Fall of 2013 and in the Fall of 2014, and were retained by the College in the subsequent Fall term, that is, one year later. The control group is the student population of the College as a whole. The retention rates for various other periods are provided in Appendix 3.

Figure 2A1 - Additional Retained Students Per Year



An 11% increase in the retention rate translates into an additional 186 students being retained one year later from the Fall 2013 cohort of students who utilized Brainfuse,⁸ and an additional 200 students being retained one year later from the Fall 2014 cohort of students who utilized Brainfuse.⁹ The average of those two cohorts is 193 students. In other words, on average, an additional 193 students who utilized Brainfuse were retained each subsequent Fall term, compared to the retention rates of the College as a whole.

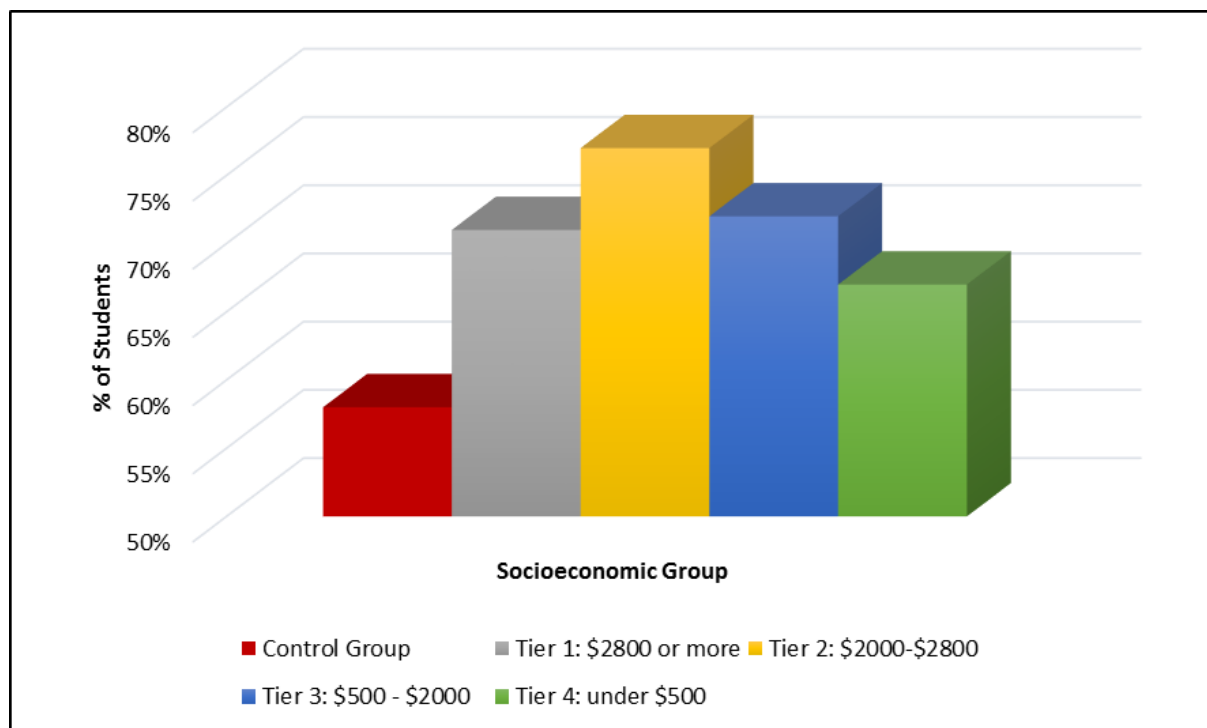
Est. College annual expenditures on online tutoring:	\$125,000 - \$150,000
Est. additional tuition revenue from additional retained students:	\$676,272

Avg. annual tuition was assumed to be \$2,880 per resident and \$7,872 per non-resident, based on \$120 per credit hour for a resident, \$328 per credit hour for a non-resident, 12 credit hours per semester, and 2 semesters per year. 87.5% of students were assumed to be residents, based on recent enrollment data.

⁸ 1696 students utilized Brainfuse in the Fall of 2013.

⁹ 1822 students utilized Brainfuse in the Fall of 2014.

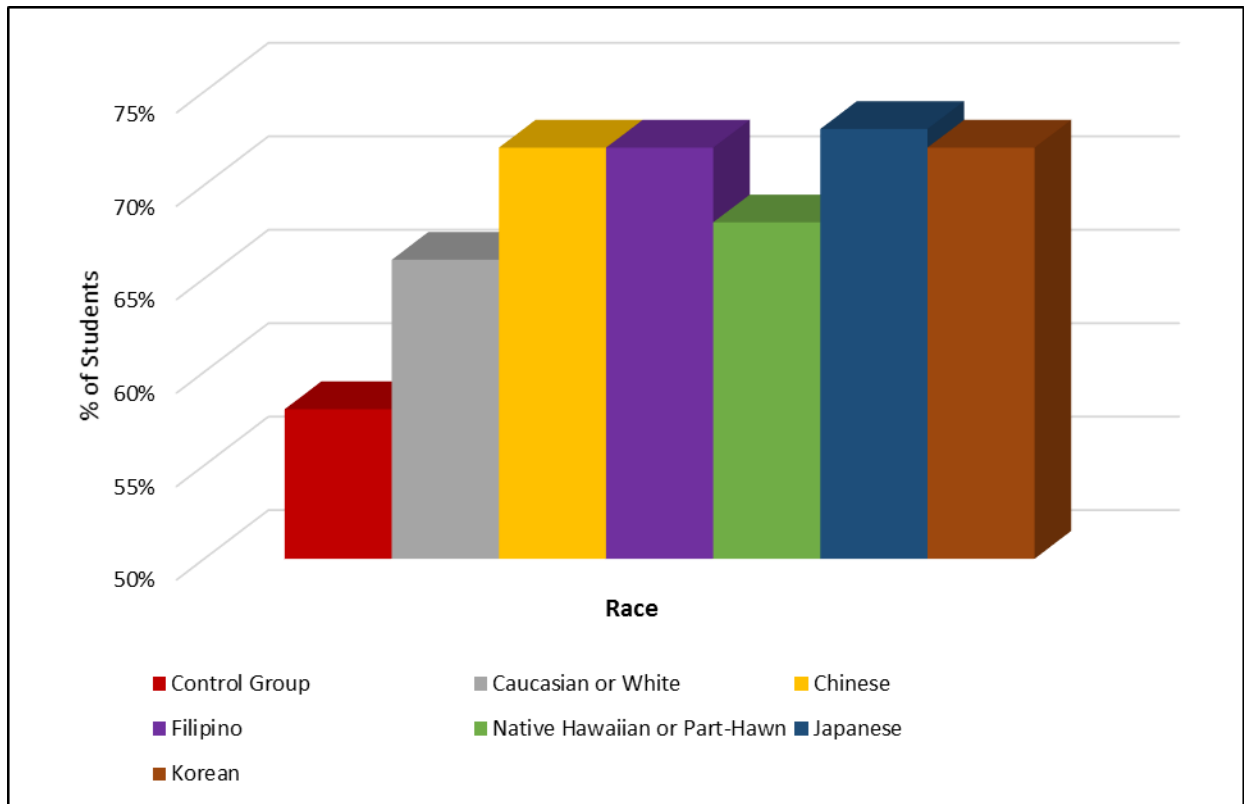
Figure 2B - Retention Rates - by Socioeconomic Level



Term	Percentage of students
Control Group	58%
Tier 1: \$2800 or more	71%
Tier 2: \$2000-\$2800	77%
Tier 3: \$500 - \$2000	72%
Tier 4: under \$500	67%

Retention rates above were calculated by looking at the number of students who utilized Brainfuse in the Fall of 2013 and the Fall of 2014 and were retained by the College in the subsequent Fall term, that is, one year later. The control group is the student population of the College as a whole. To determine socioeconomic levels, students were broken up into four tiers based on the amount of aid they were offered. Specifically, socioeconomic levels were determined by the original amounts of federal financial aid offered to students during their first semester in which they were offered aid.

Figure 2C - Retention Rates - by Race

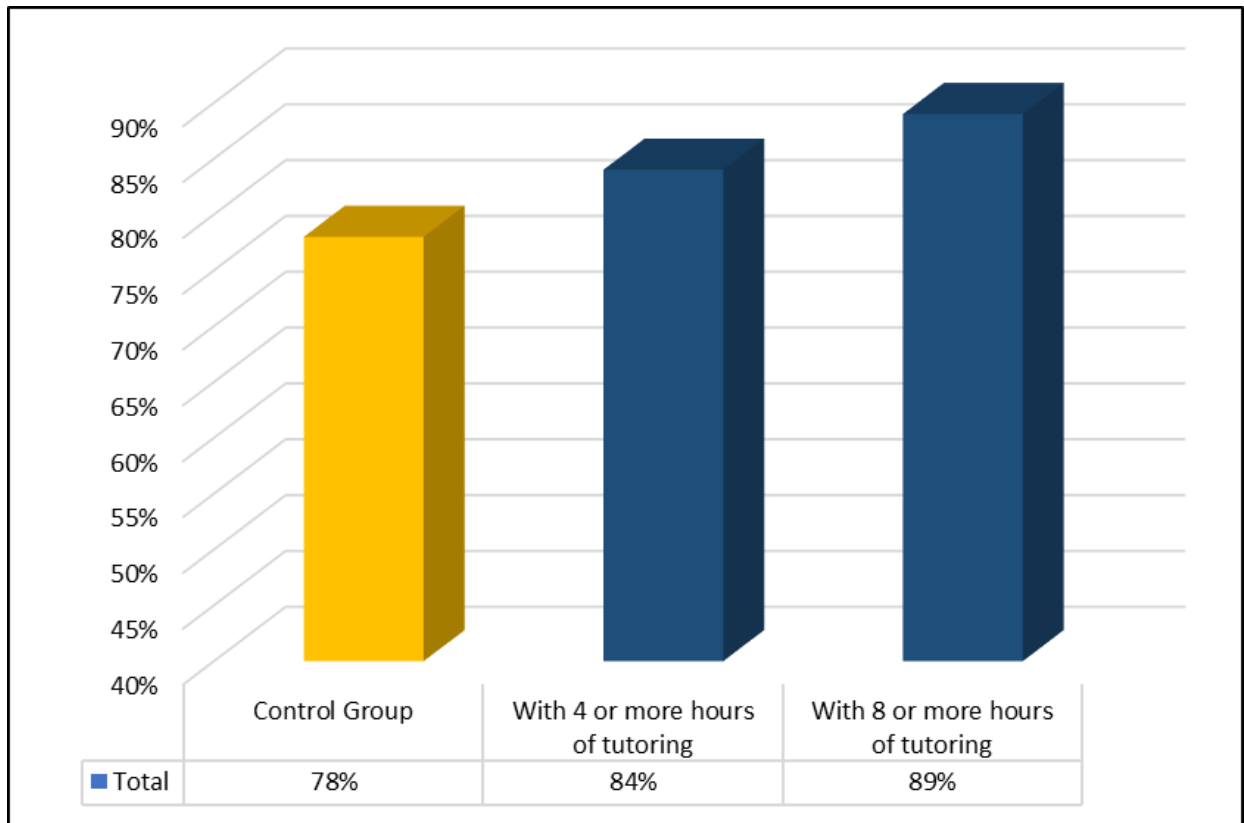


Race	Percentage of Students
Control Group	58%
Caucasian or White	66%
Chinese	72%
Filipino	72%
Native Hawaiian or Part-Hawn	68%
Japanese	73%
Korean	72%

Retention rates above were calculated by looking at the number of students who utilized Brainfuse in the Fall of 2013 and in the Fall of 2014 and were retained by the College in the subsequent Fall term, that is, one year later. The control group is the student population of the College as a whole.

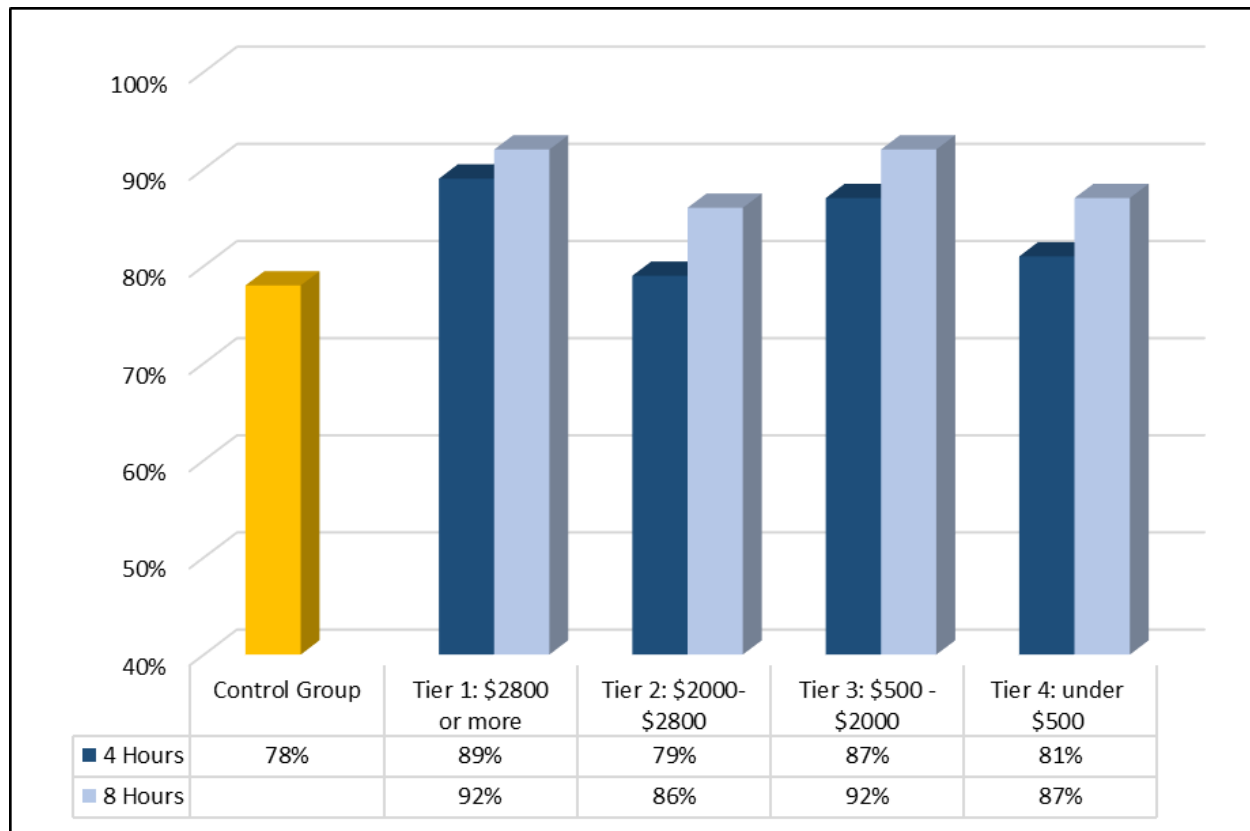
Note that the chart above displays the retention rates for each of the race classifications of College students who utilized Brainfuse. As such, the retention rates shown above by race will be, on average, higher than the control group retention rates, as the control group includes all College students, not only the students who utilized Brainfuse.

Figure 3A - Success Rates



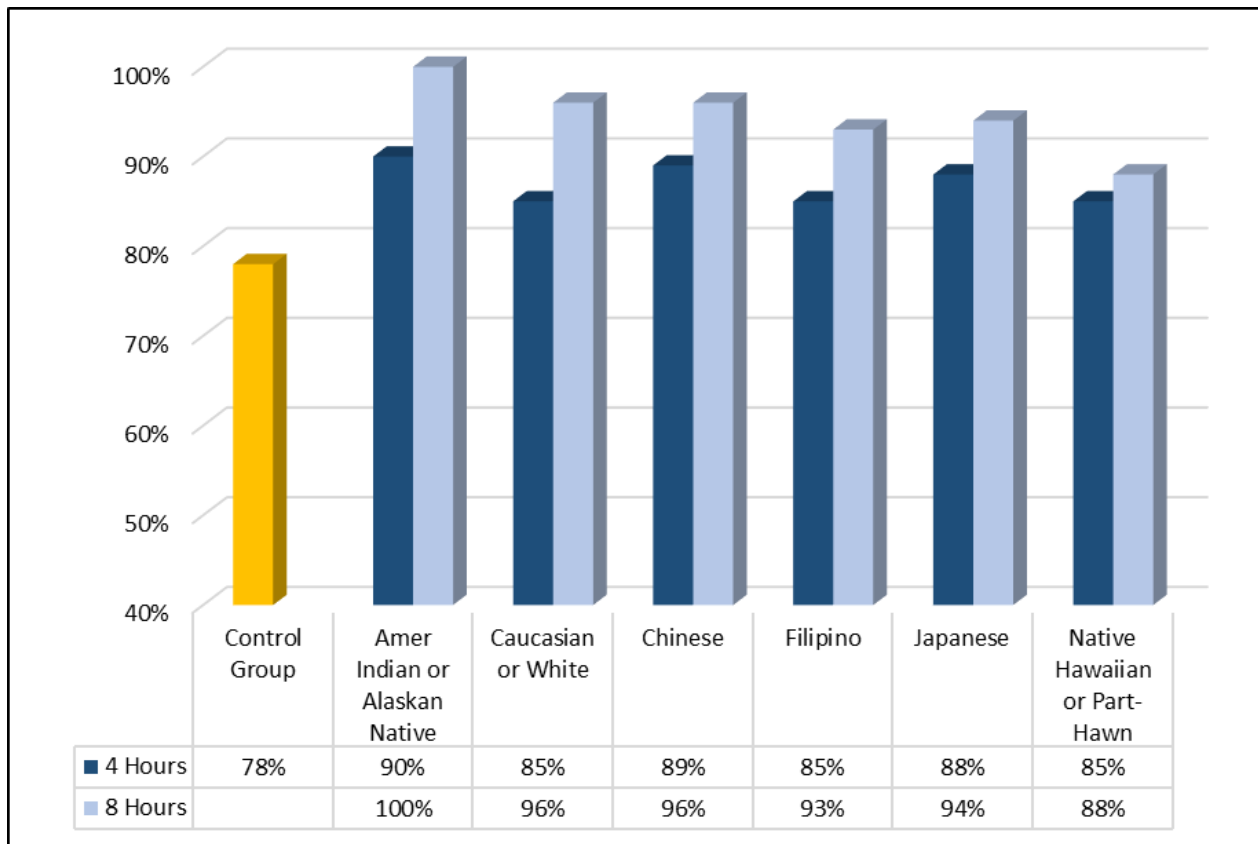
Success Rate refers to the rate at which students who are enrolled in a College course in one semester are either retained or graduate within a defined period. Specifically, for this study, success rates were calculated by looking at students who utilized Brainfuse during the Fall of 2013 and the Fall of 2014, and either graduated by, or were retained in, the subsequent Fall semester, that is, one year later. The control group refers to the College population as a whole. Note that if a student graduated from one campus and subsequently re-enrolled in a College course, such student may be counted as both having graduated and as having been retained, as is consistent with the semester retention and graduation counts provided by the College.

Figure 3B - Success Rates - by Socioeconomic Level



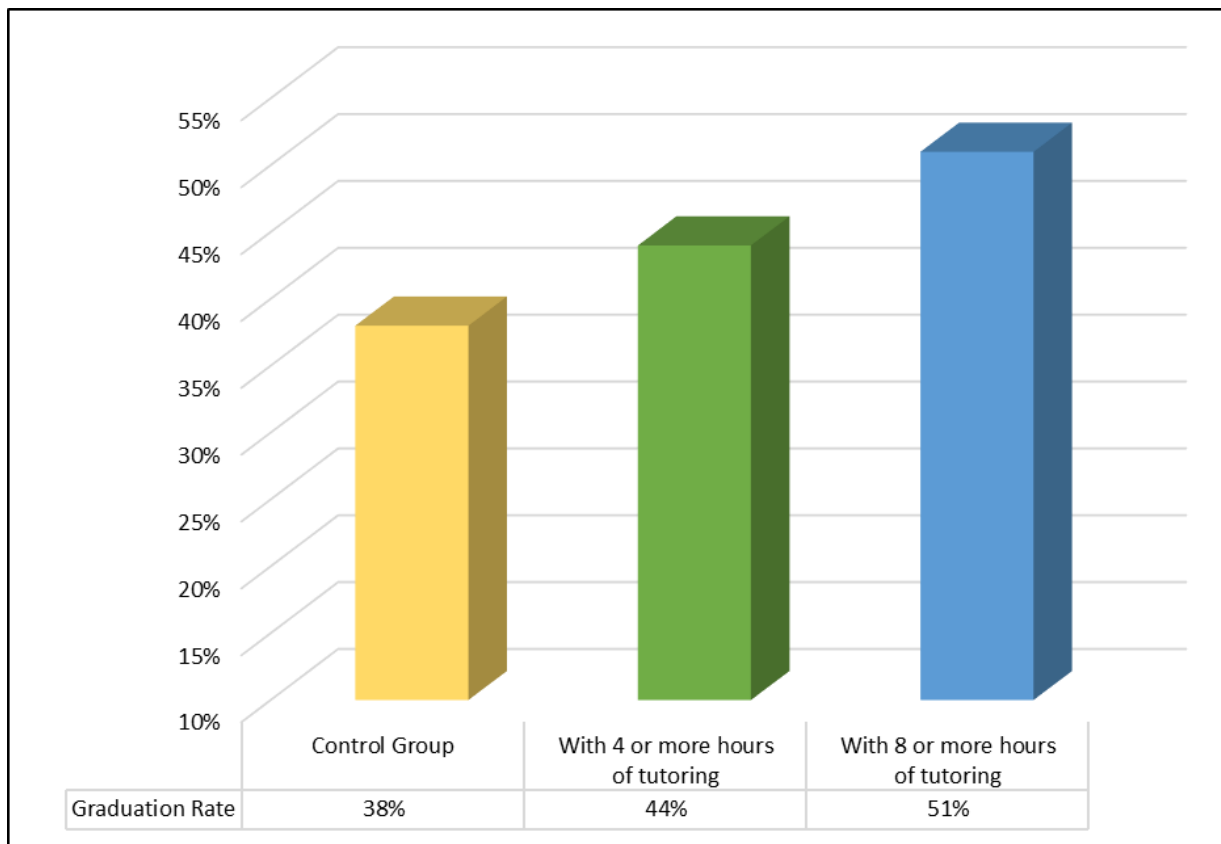
Success rates were calculated by looking at students who utilized Brainfuse during the Fall of 2013 and the Fall of 2014, and either graduated by, or were retained in, the subsequent Fall semester, that is, one year later. The control group refers to the College population as a whole. To determine socioeconomic levels, students were broken up into four tiers based on the amount of aid they were offered. Specifically, socioeconomic levels were determined by the original amounts of federal financial aid offered to students during their first semester in which they were offered aid.

Figure 3C - Success Rates - by Race



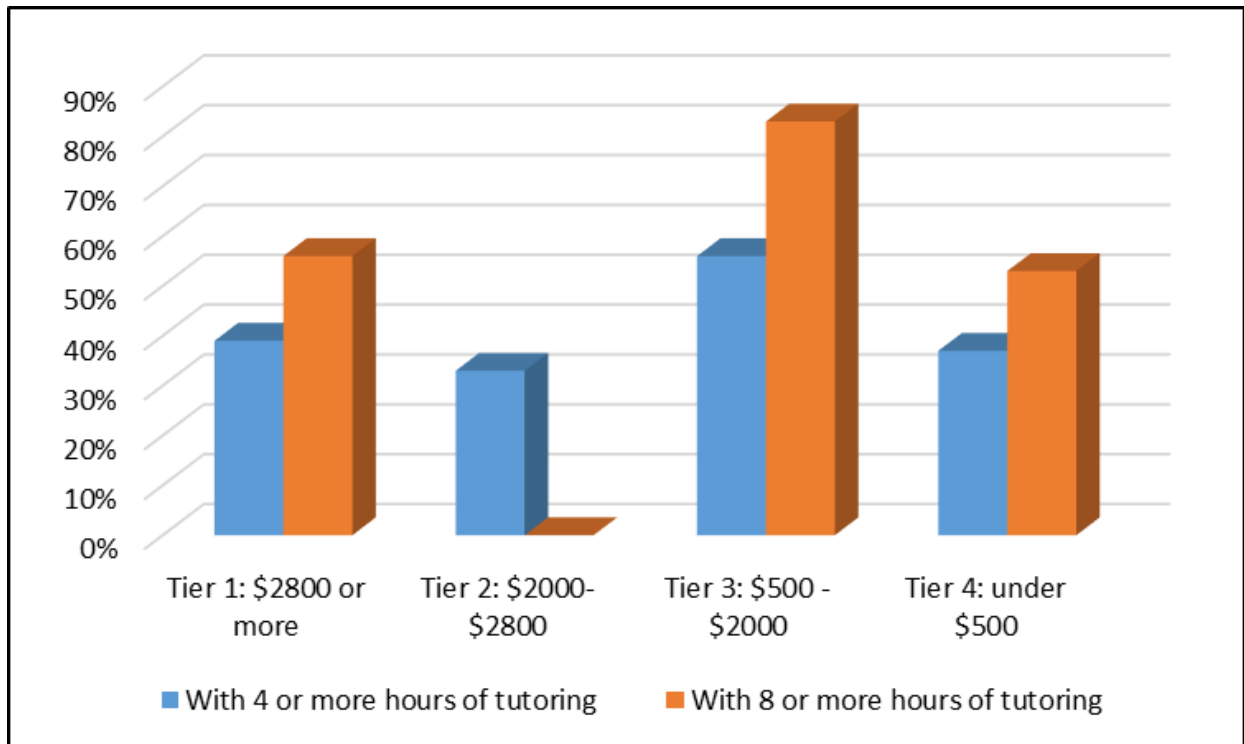
Success rates were calculated by looking at students who utilized Brainfuse during the Fall of 2013 and the Fall of 2014, and either graduated by, or were retained in, the subsequent Fall semester, that is, one year later. The control group refers to the College population as a whole.

Figure 4A – Graduation Rates



Graduation Rate refers to the rate at which students who are enrolled in a College course in one semester graduate within a defined period of time. Specifically, for the chart above, we looked at the students who were enrolled in a College course and utilized Brainfuse in the Fall of 2013 and in the Spring of 2014, and checked to see whether they had ever graduated by or in the Fall of 2015. Appendix 2 displays other relevant time periods. Longer-term graduation rates did not seem to be affected by Brainfuse tutoring until doses of four hours or more of tutoring were reached, after which graduation rates were positively impacted. Note that a student may have graduated with one certificate, re-enrolled and then graduated with another certificate. This would result in a student having graduated twice, as is consistent with the graduation counts provided by the College.

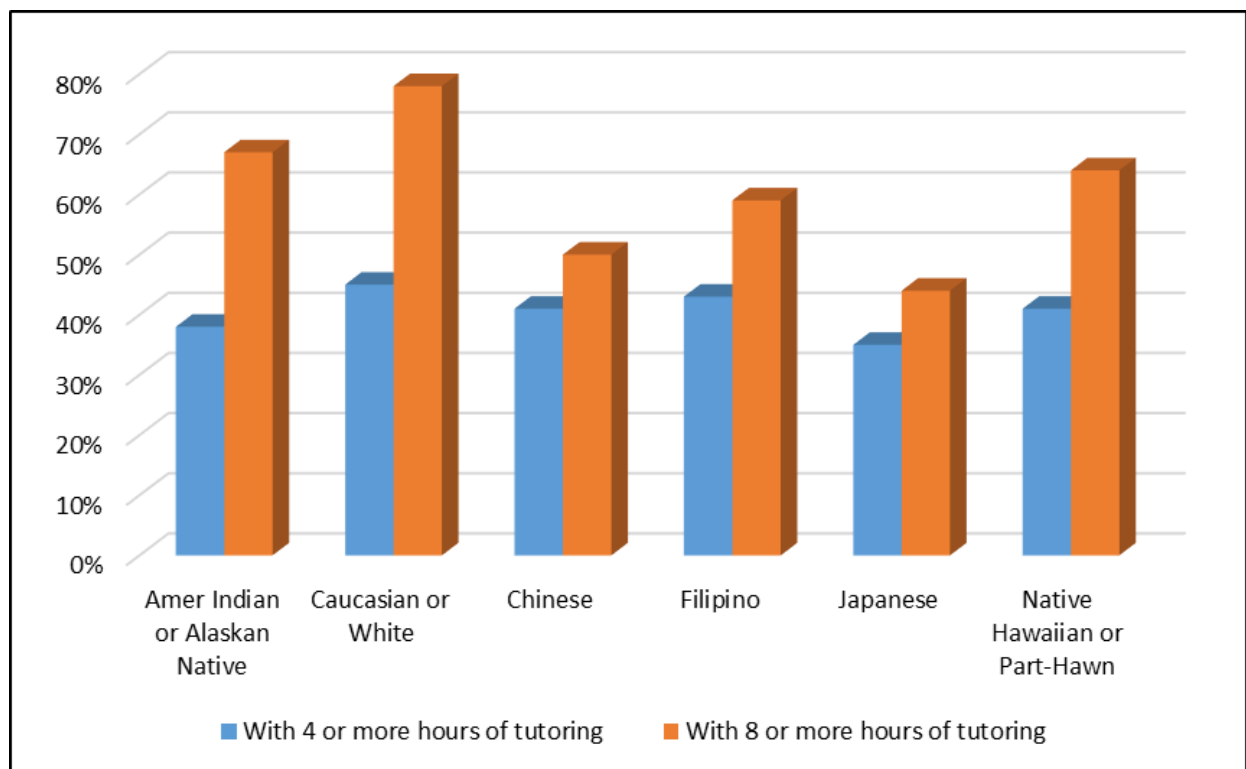
Figure 4B – Graduation Rates - by Socioeconomic Level



	With 4 or more hours of tutoring	With 8 or more hours of tutoring
Tier 1: \$2800 or more	39%	56%
Tier 2: \$2000-\$2800	33%	0%
Tier 3: \$500 - \$2000	56%	83%
Tier 4: under \$500	37%	53%

Graduation Rate refers to the rate at which students who are enrolled in a College course in one semester graduate within a defined period of time. Specifically, for the chart above, we looked at the students who were enrolled in a College course and utilized Brainfuse in the Fall of 2013, and checked to see whether they had ever graduated by or in the Fall of 2015. To determine socioeconomic levels, students were broken up into four tiers based on the amount of aid they were offered. Specifically, socioeconomic levels were determined by the original amounts of federal financial aid offered to students during their first semester in which they were offered aid.

Figure 4C – Graduation Rates - by Race



Race	With 4 or more hours of tutoring	With 8 or more hours of tutoring
Amer Indian or Alaskan Native	38%	67%
Caucasian or White	45%	78%
Chinese	41%	50%
Filipino	43%	59%
Japanese	35%	44%
Native Hawaiian or Part-Hawn	41%	64%

Graduation Rate refers to the rate at which students who are enrolled in a College course in one semester graduate within a defined period of time. Specifically, for the chart above, we looked at the students who were enrolled in a College course and utilized Brainfuse in the Fall of 2013, and checked to see whether they had ever graduated by or in the Fall of 2015.

V. Qualitative Measures of Effectiveness

Qualitative effectiveness was measured by comments submitted by College students from the Fall of 2013 through the Fall of 2015. These comments are part of the monthly usage reports received by the College. The comments consisted of 91% positive student feedback, 3% negative student feedback, and 6% technical-related feedback.

VI. Appendices

Appendix 1: Campus-by-Campus Data

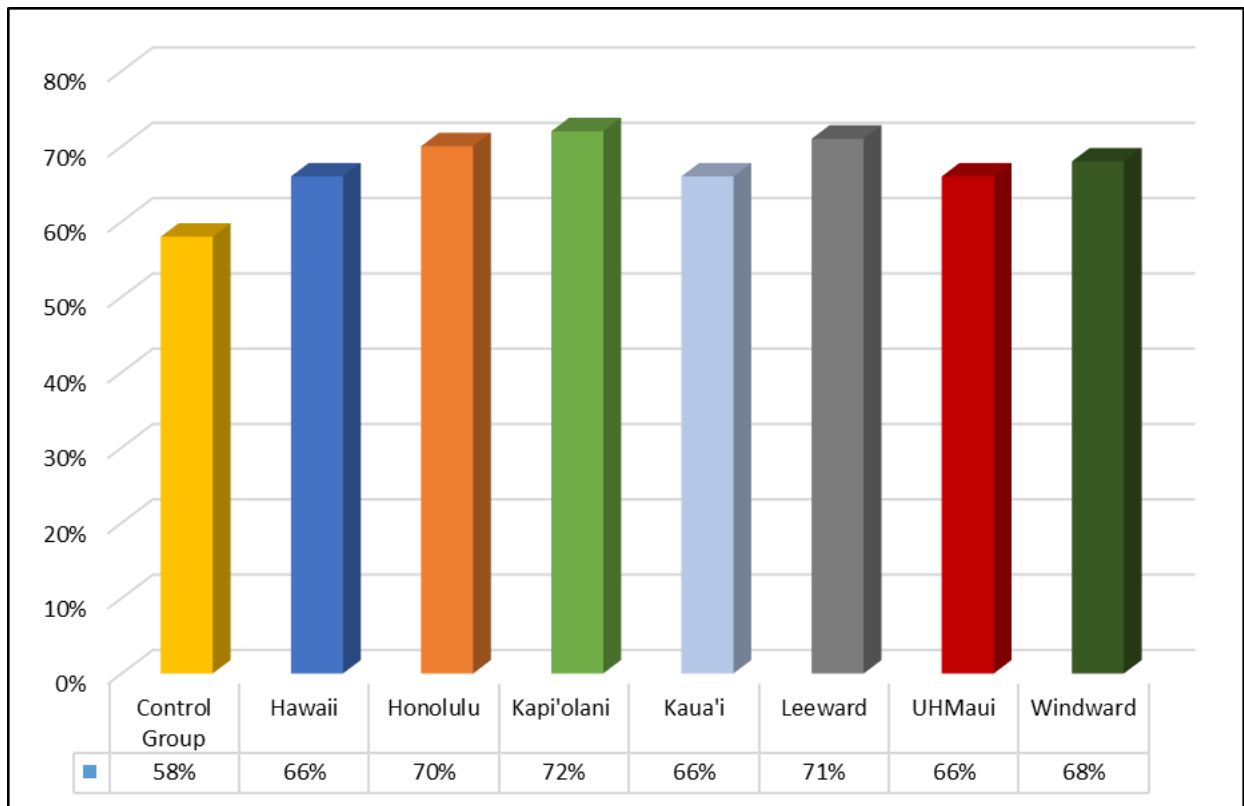
Appendix 2: Additional Usage and Demographic Data

Appendix 3: Additional Figures

Appendix 4: Table of Figures

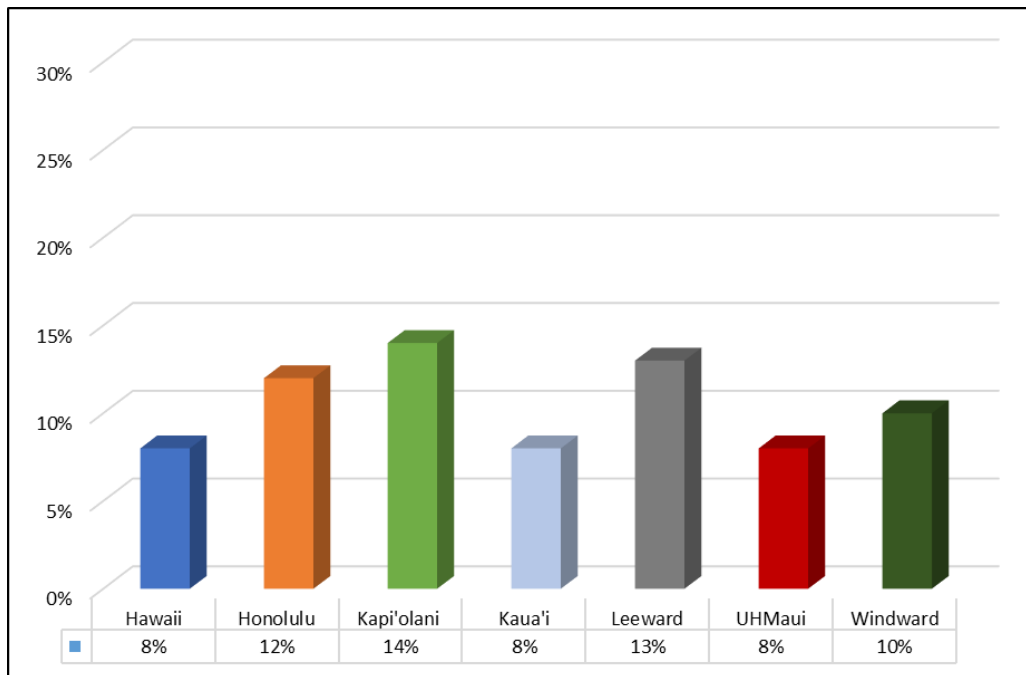
Appendix 1: Campus-by-Campus Data

Figure 5A - Retention Rates - by Campus



Retention rates above were calculated by looking at the number of students who utilized Brainfuse in the Fall of 2013 and in the Fall of 2014, and were retained by the College in the subsequent Fall term, that is, one year later. The control group is the student population of the College as a whole.

Figure 5A1 - Additional Retained Students Percent Increase by Campus



The chart above shows the percentage increase in the retention rate compared to the control group retention rate.

Estimated Additional Revenue per Campus

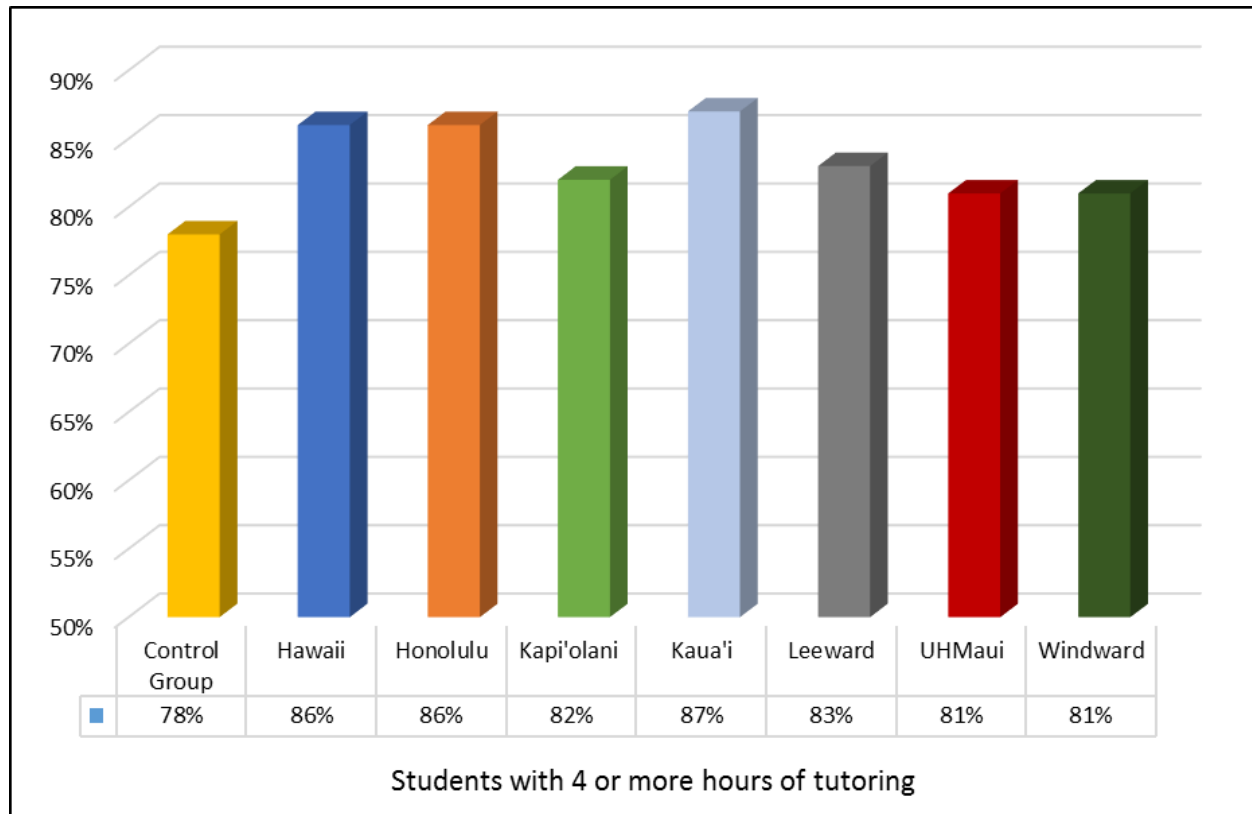
Campus	Avg. Annual Cost ¹⁰	Additional Students Retained ¹¹	Estimated Additional Revenue ¹²
HAW	\$17,928	13	\$45,832
HON	\$6,602	11	\$38,474
KAP	\$48,300	87	\$303,657
KAU	\$8,902	10	\$36,161
LEE	\$19,058	36	\$125,724
MAU	\$26,395	26	\$92,225
WIN	\$18,525	15	\$52,910

¹⁰ The average annual cost per campus is based on the number of hours of online tutoring utilized by each campus from the Fall of 2013 through the Spring of 2015.

¹¹ To calculate the estimated number of additional students retained per campus, we compared the campus retention rates of students who utilized online tutoring (Figure 5A) to the College control group retention rate. The difference between the two rates represents the estimated additional % of students retained per campus. The % increase in the retention rates were turned into raw numbers based on the actual number of students who utilized online tutoring in each campus. For example, a 10% increase in the retention rate in a campus where 100 students utilized Brainfuse would result in an additional 10 students retained.

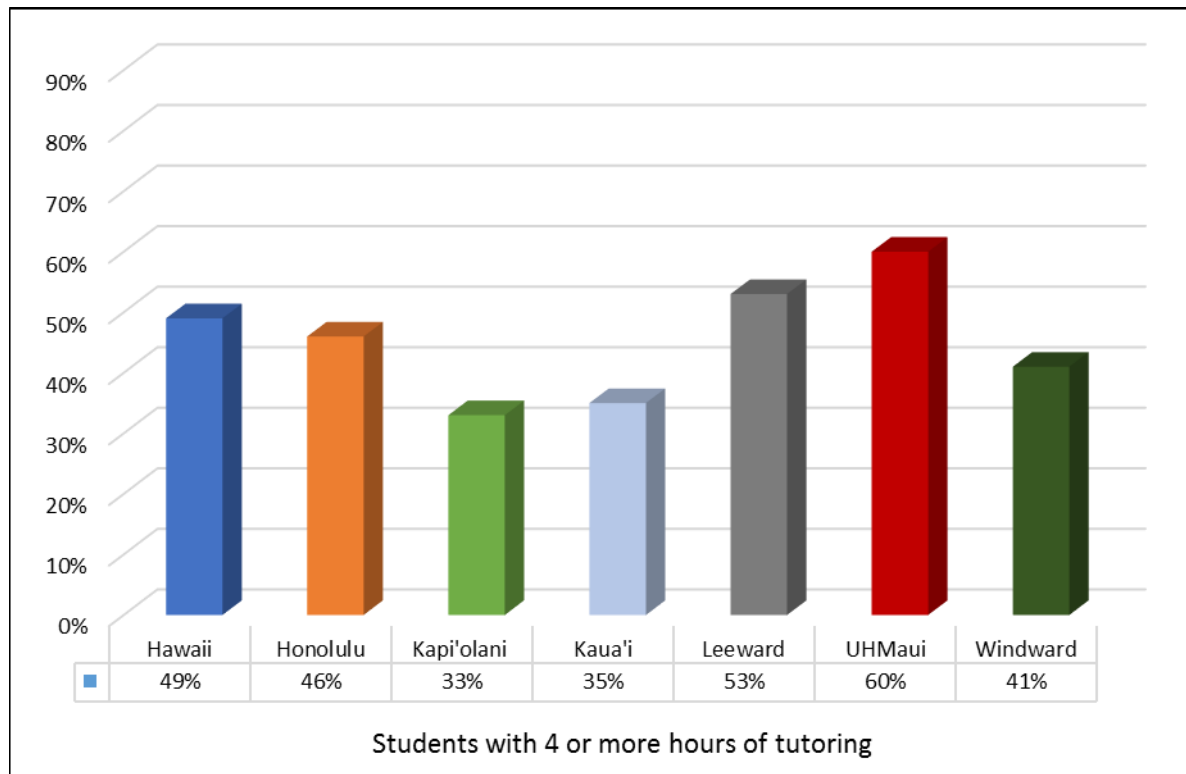
¹² The same method used to calculate system-wide estimated additional revenue was used to calculate estimated additional revenue per campus (see notes 4 and 5).

Figure 5B - Success Rates – by Campus



Success rates were calculated by looking at students who utilized Brainfuse during the Fall of 2013 and the Fall of 2014, and either graduated by, or were retained in, the subsequent Fall semester, that is, one year later. The control group refers to the College population as a whole.

Figure 5C – Graduation Rates - by Campus



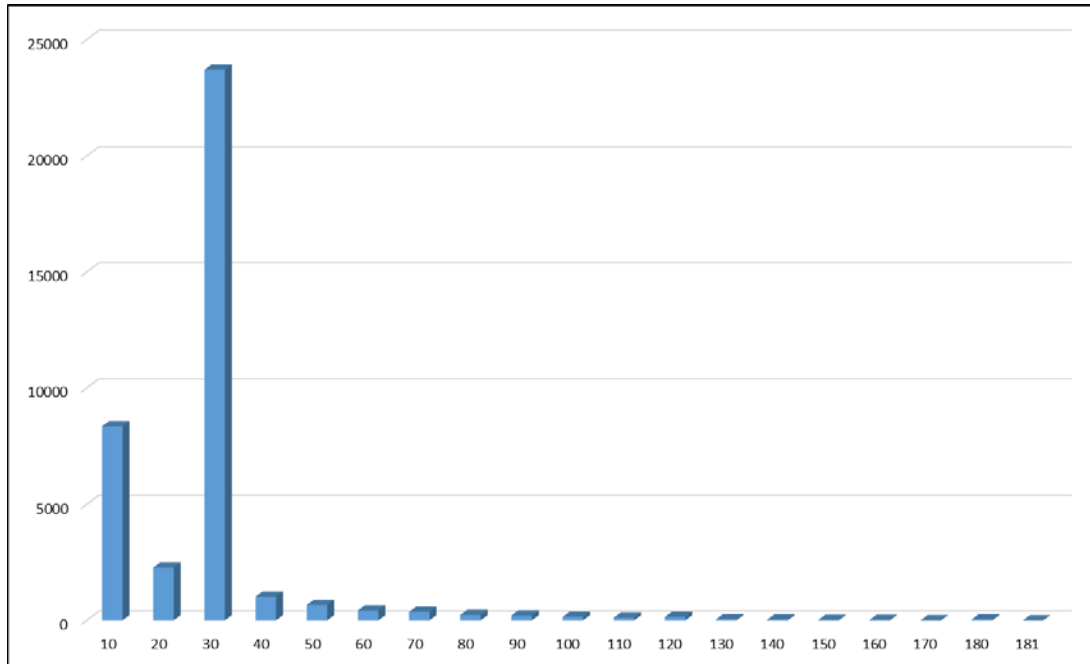
Graduation Rate refers to the rate at which students who are enrolled in a College course in one semester graduate within a defined period of time. Specifically, for the chart above, we looked at the students who were enrolled in a College course and utilized Brainfuse in the Fall of 2013, and checked to see whether they had ever graduated by or in the Fall of 2015.

Note that per-campus graduation rates may primarily be a function of whether freshmen or sophomores are using the service. For this reason, per-campus graduation rates were not included in the original study and are of limited value. They must be combined with retention rates in order to ascertain effectiveness. [see Figure 5A]

% of Students Utilizing Brainfuse who are Freshmen	
Campus	Freshman Students
Hawai'i	59.74%
Honolulu	49.48%
Kapi'olani	67.35%
Kaua'i	65.15%
Leeward	57.29%
Maui	60.86%
Windward	79.41%

Appendix 2: Additional Usage and Demographic Data

Figure 6A – Total Time of Session



Max session length 181 minutes

Minutes	Number of Sessions
10	8355
20	2266
30	23709
40	1030
50	661
60	424
70	358
80	232
90	207
100	146
110	113
120	143
130	46
140	29
150	17
160	18
170	2
180	42
181	1
Total	37799

Start Time	Number of Sessions
0:00	1662
1:00	756
2:00	268
3:00	112
4:00	122
5:00	122
6:00	191
7:00	363
8:00	949
9:00	1514
10:00	1982
11:00	2955
12:00	2935
13:00	2259
14:00	2190
15:00	2149
16:00	2135
17:00	2163
18:00	2036
19:00	2108
20:00	2304
21:00	2316
22:00	2209
23:00	1993
Total	37793

Day	Hours Used
Sunday	1808.82
Monday	2744.38
Tuesday	2871.23
Wednesday	2793.73
Thursday	2627.08
Friday	1943.07
Saturday	1419.88
Total	16208.20

Figure 6B – Count of Starting Time of Tutoring Session

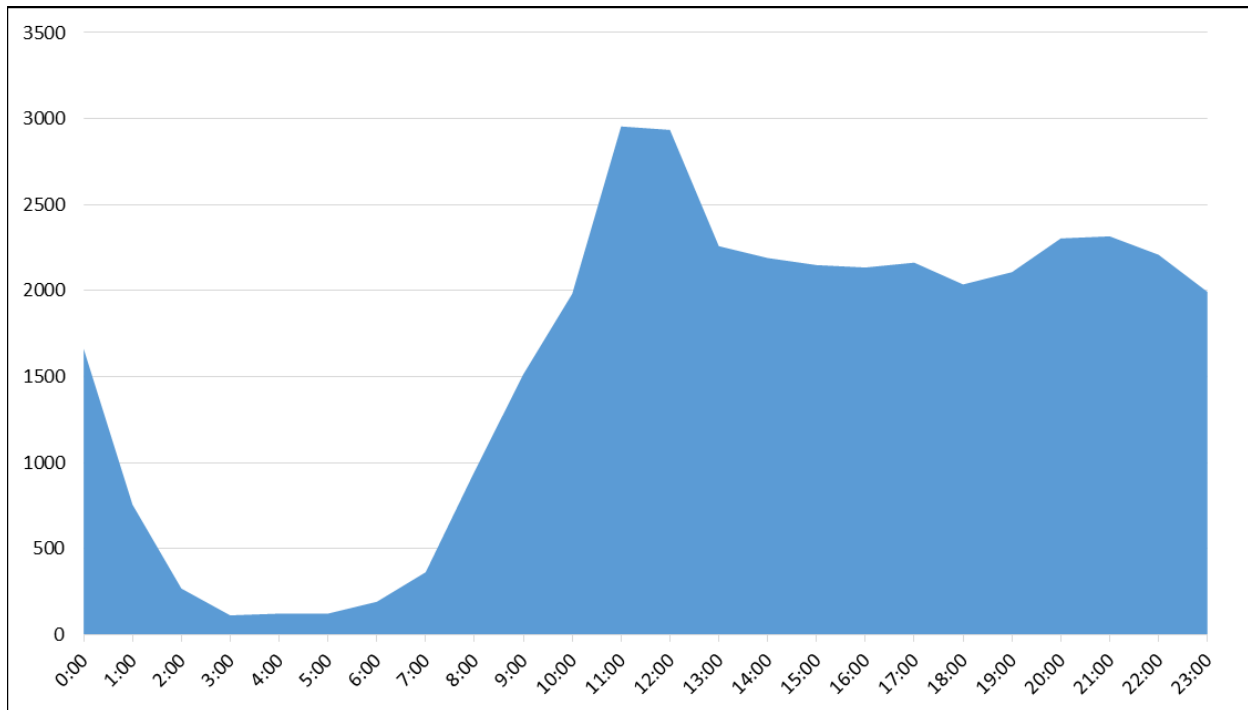


Figure 6C – Total Hours Used by Weekday

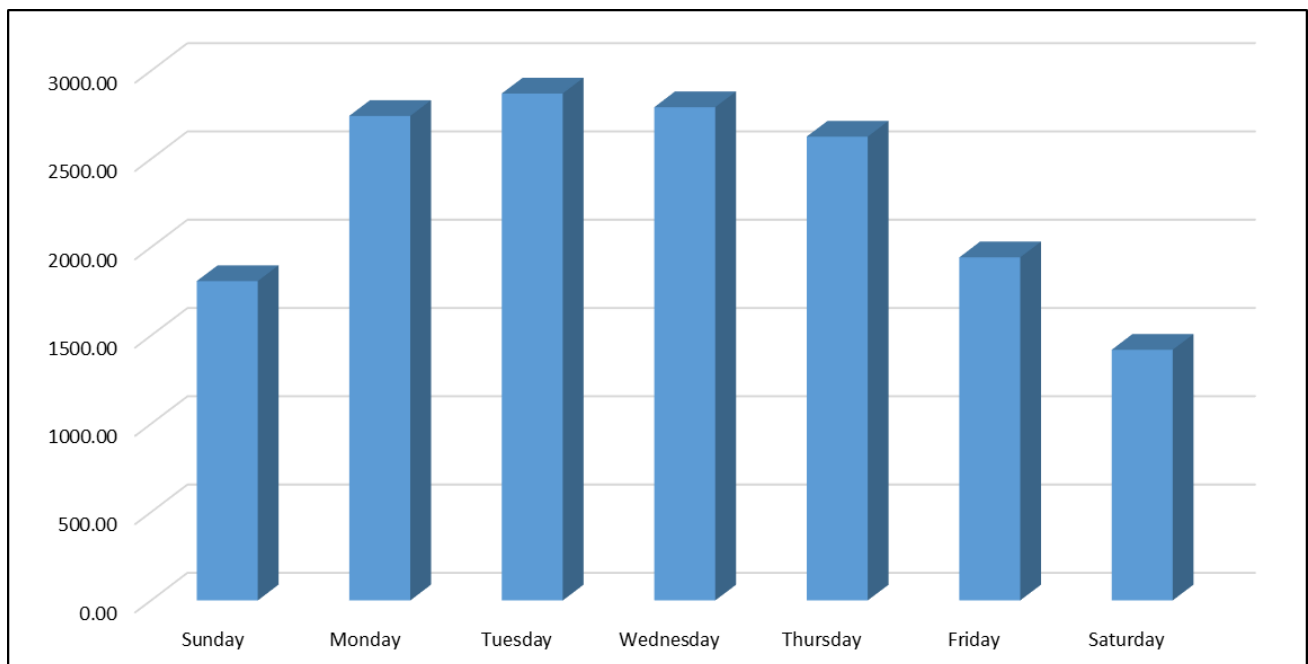
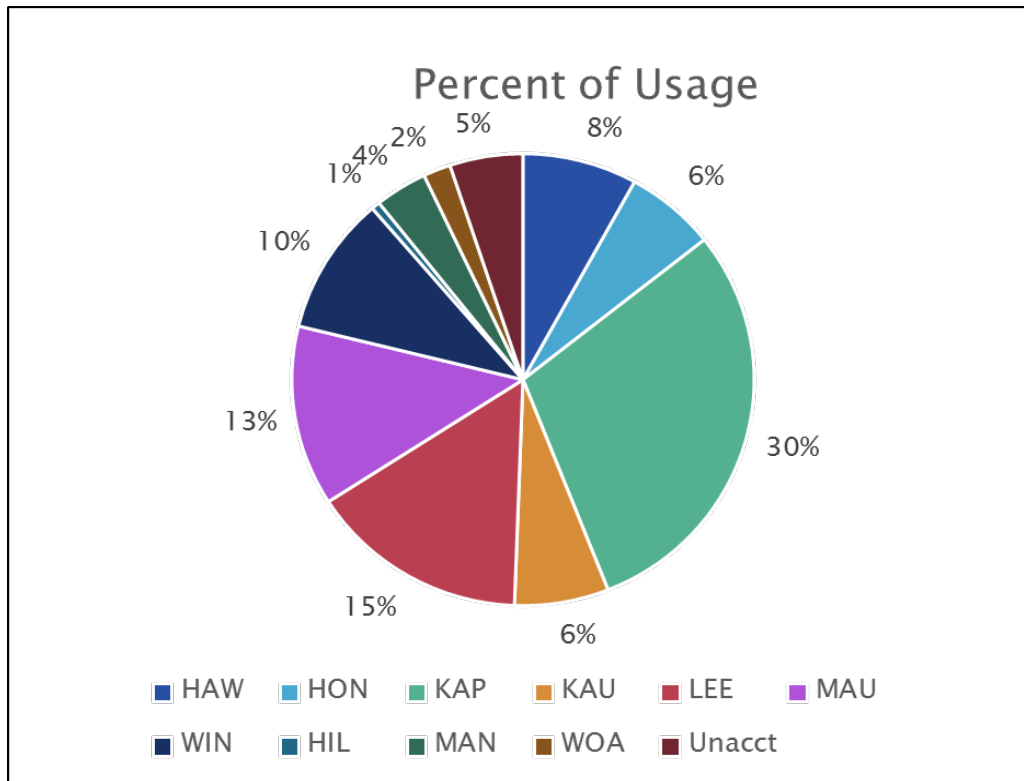


Figure 6D – Usage Statistics



8 Terms (201340-201610)	Counts	Ave GPA
Non Brainfuse CC Students		2.91
All Brainfuse Users	6711	3.1
Used in One Term	5637	3.06
Used in Two Terms	814	3.18
Used in Three Terms	183	3.28
Used in Four Terms	51	3.39
Used in Five Terms	16	3.34
Used in Six Terms	6	3.38
Used in Seven Terms	4	3.25

Figure 6E – Home Campus Breakdown of Users

Term	Users	HAW	HON	KAP	KAU	LEE	MAU	WIN	HIL	MAN	WOA	Unacct*
Summer 2013	55	4	3	13	3	4	8	8	0	0	1	11
Fall 2013	1700	130	38	481	122	284	385	166	6	29	28	1
Spring 2014	1470	154	83	382	76	296	214	183	10	47	23	2
Summer 2014	136	2	11	29	6	40	9	6	2	14	2	15
Fall 2014	1825	185	81	682	140	247	268	129	7	50	35	1
Spring 2015	1444	134	90	470	73	241	198	146	7	52	30	3
Summer 2015	192	8	10	76	20	21	10	9	2	11	6	19
Fall 2015	1340	193	163	412	105	124	163	118	6	31	25	0
Average Usage		8.11%	6.40%	29.94%	6.65%	15.49%	13.02%	8.98%	0.61%	3.70%	1.94%	5.17%

* Unacct - Brainfuse users who weren't registered or did not have a general student record for that term. Most frequent during summer terms, possibly students finishing up from spring.

Figure 6F – First Time and Repeat Users

Term	Total Users	First Time	First Time Users %	Repeat Users	Repeat Users %
Summer 2013	55	55	100%	0	0
Fall 2013	1700	1681	98.88%	19	1.12%
Spring 2014	1470	1191	81.02%	279	18.98%
Summer 2014	136	74	54.41%	62	45.49%
Fall 2014	1825	1502	82.30%	323	17.70%
Spring 2015	1444	1025	70.98%	419	29.02%
Summer 2015	192	102	53.13%	90	46.88%
Fall 2015	1340	1081	80.67%	259	19.33%

Figure 6G – Group GPA Previous Terms and First Time Using Brainfuse

Start/End Terms	# Students in Group	Term 1 GPA	Term 2 GPA	Term 3 GPA	Term 4 GPA 1 st Time BF
Spring 2012 Fall 2013	384	3.19	3.16	3.22	3.09
Fall 2012 Spring 2014	443	3.17	3.12	3.14	3.09
Spring 2013 Fall 2014	297	2.95	3.09	3.09	3.04
Fall 2013 Spring 2015	376	3.2	3.2	3.22	3.13
Spring 2014 Fall 2015	156	3.08	3.02	3.09	3.01

The chart above shows the average GPA trends of students who utilized Brainfuse for the first time. The chart above shows only overall GPA and not the GPA of courses for which students received tutoring services.

Figure 6H – Brainfuse Distance Education Student Counts

Term	BF Users	BF Distance Ed Students	BF At Least One Distance Ed Course	Non-BF Distance Ed Students	Non-BF At Least One DE Course
Fall 2013	1700	134	617	2451	7732
Spring 2014	1470	123	591	2395	7756
Fall 2014	1825	143	644	2552	7869
Spring 2015	1444	140	586	2409	7310
Fall 2015	1340	86	415	2554	7935

Distance Ed Students – Students who are only taking Distance Ed courses during the term.

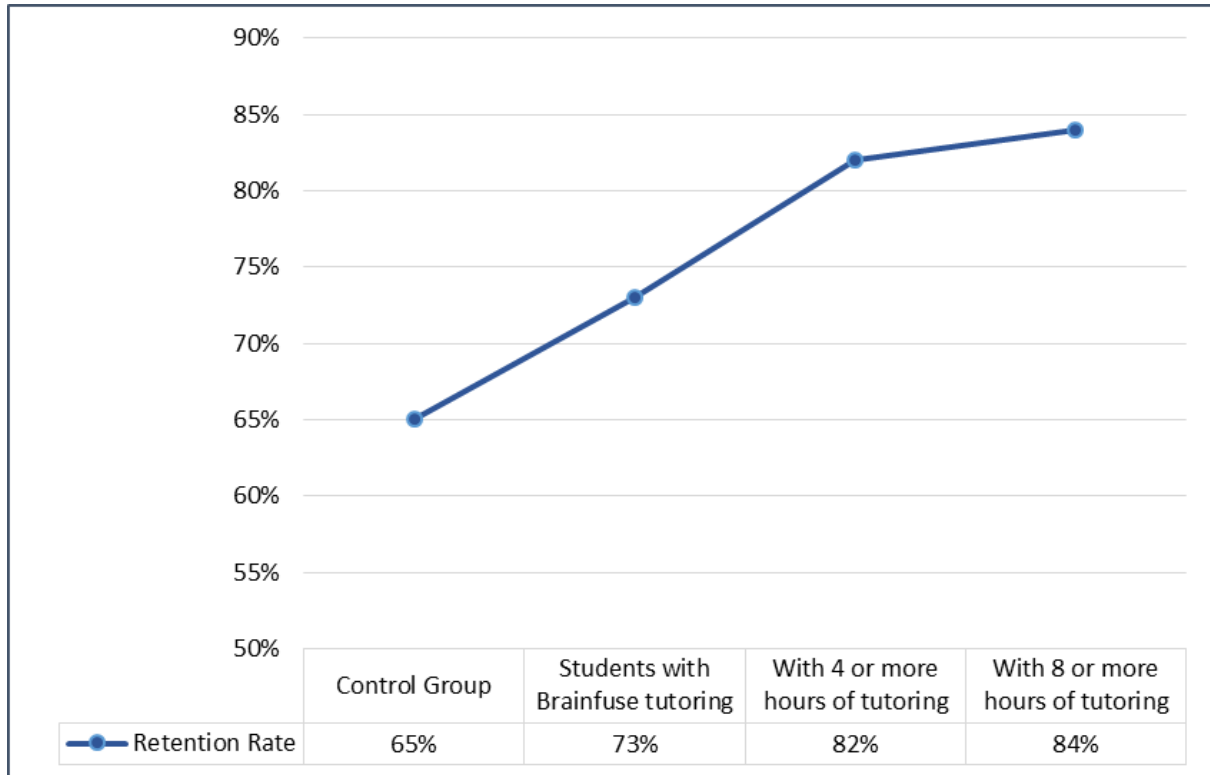
At Least One Distance Ed Course – Students who are taking at least one Distance Ed course during the term.

Distance Ed was determined by Instruction Methods DCO, DIV, DTV, and Course Campus DE.

The proportion of distance education students receiving online tutoring is similar to the proportion of College students as a whole who utilize online tutoring services.

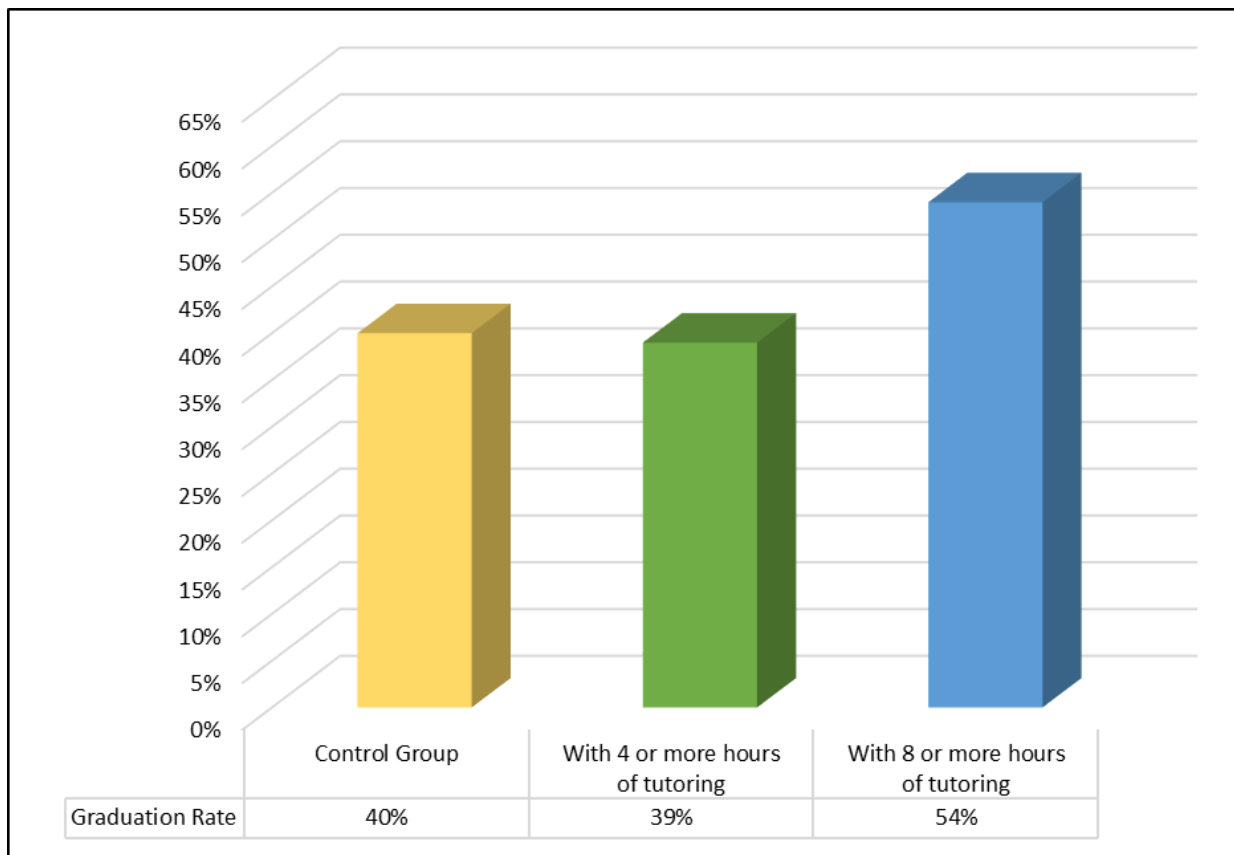
Appendix 3: Additional Figures

Figure 7A - Retention Rates - Other Periods



Retention rates above were calculated by looking at the cumulative number of students who utilized Brainfuse in the each of the following terms: Summers of 2013, 2014, and 2015; Falls of 2013 and 2014; and Springs of 2014 and 2015 (that is, each term from the Summer of 2013 – Spring of 2015), and were retained by the College in the subsequent Fall term. The control group is the student population of the College as a whole.

Figure 7B – Graduation Rates - Other Periods



Graduation Rate refers to the rate at which students who are enrolled in a College course in one semester graduate within a defined period of time. Specifically, for the figure above, we looked at the students who were enrolled in a College course and utilized Brainfuse in the Fall of 2013, and checked to see whether they had ever graduated by or in the Fall of 2015. Graduation rates were not materially impacted until higher dosage levels, in terms of hours of online tutoring, were reached.

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