

Higher Ed Benchmarks

Report on Undergraduate Trends in Enrollment Management

2015 Student Retention Indicators Benchmark Report

for Four-Year and Two-Year Institutions

Benchmark comparisons of term-to-term persistence rates, progression rates, and retention for first-year (FTIC) students and second-year students.

This biennial report from Ruffalo Noel Levitz allows colleges and universities to compare persistence, progression, and retention rates for several high-priority student populations. The report is based on a web-based poll of campus officials in the fall of 2014 in which respondents reported official census data from the 2013-14 academic year and fall 2014. The report begins with term-to-term persistence rates for the first two years of college, followed by progression rates such as the number of credit hours completed vs. attempted in terms one and two. Also included are retention rates for three groups: FTIC, second-year students, and conditionally-admitted students.

Highlights from the findings:

- Persistence from term one to term two—the first benchmark in this study—was 91 percent at the median for four-year private institutions, 90 percent for four-year public institutions, and 80 percent for two-year public institutions, with higher rates reported by institutions with higher selectivity.
- Progression benchmarks (i.e., indicators of successful persistence) showed the median proportion of students on academic probation at the end of term two ranged from 5 percent at private institutions with greater selectivity to 15 percent at two-year public institutions.
- For four-year institutions, fall-to-fall retention for conditionally-admitted students at private institutions was 63 percent at the median vs. 67 percent at public institutions.

Don't miss the summary chart of persistence/attrition on page 5 and the breakdowns at the 25th and 75th percentiles which allow readers to see where the “middle 50 percent” fell (see explanation, page 5).

Use the benchmarks to increase completion rates—see page 12 for guidance

- Set more realistic goals and subgoals for specific populations.
- Identify specific strengths, weaknesses, and opportunities for improvement.
- Increase the accuracy of institutional outcomes projections of retention and completion.

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Findings color key:

Four-year private institutions	Four-year public institutions	Two-year public institutions
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About the statistical process used in this study

See list of responding institutions on page 14. All of the figures in the report are judged to be statistically significant. This determination was made by calculating each finding's statistical significance (e.g., means, medians, proportions, and other relevant test statistics) and then judging the confidence interval to be acceptably small relative to the size of the finding. "NA" in this report indicates findings that were judged to not be statistically significant, and hence are not available due to the small number of campuses that reported data.

This report focuses on degree-seeking, full-time students. Community and technical colleges were instructed to include certificate-seeking students in addition to students seeking any type of associate or bachelor's degree.

Find previous reports on retention indicators at www.noellevitz.com/BenchmarkReports.

FTIC =
New
freshman
enrolled
for the first
time in
college

Term-to-term persistence overall

Below, Tables 1 and 2 show FTIC term-to-term persistence rate benchmarks were higher for four-year institutions with greater selectivity (see definition at the bottom of this page). For further breakdowns of the FTIC data for conditionally-admitted freshmen, see next page.

Table 1: FTIC Persistence Rate Benchmarks From Term One to Term Two, 2013-14 Academic Year, for Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS			TWO-YEAR PUBLIC INSTITUTIONS
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All
25th percentile	87.0%	85.0%	91.0%	87.0%	84.0%	90.0%	75.0%
Median	91.0%	88.0%	92.0%	90.0%	87.0%	92.0%	80.0%
75th percentile	93.8%	91.0%	95.0%	92.8%	90.0%	95.0%	84.0%

What the data show: Median rates of persistence for FTIC students from term one to term two ranged from 80 percent at two-year public institutions to 91 percent at four-year private institutions, with the highest median rates reported by institutions with higher selectivity.

Table 2: FTIC Persistence Rate Benchmarks From Term Two of the 2013-14 Academic Year to Term Three (the Beginning of the 2014-15 Academic Year) for Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS			TWO-YEAR PUBLIC INSTITUTIONS
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All
25th percentile	78.0%	71.5%	83.0%	78.0%	75.0%	82.0%	65.0%
Median	84.0%	79.0%	85.0%	83.0%	78.0%	85.0%	70.0%
75th percentile	87.3%	84.0%	90.0%	85.8%	84.0%	89.0%	73.5%

What the data show: Median rates of persistence for FTIC students from term two to term three, shown here in Table 2, were lower when compared with the median rates of persistence from term one to term two shown in Table 1. Again here, the median rates of persistence were higher for the more selective institutions.

Definition of selectivity

Selectivity in this study was based on dividing the pool of respondents in half after identifying the median ACT for each sector's data set. Higher selectivity for four-year private institutions = institutions with ACT > 22. Lower selectivity for four-year private institutions = institutions with ACT ≤ 22. Higher selectivity for four-year public institutions = institutions with ACT > 21.5. Lower selectivity for four-year public institutions = institutions with ACT ≤ 21.5. These levels were defined based on median composite ACT scores from IPEDS or the equivalent in SAT using a concordance table from the College Board.

Term-to-term persistence of conditionally-admitted students

This study also identified persistence rate benchmarks for conditionally-admitted FTIC students at four-year institutions, shown below in Tables 3 and 4.

Table 3: FTIC Persistence Rate Benchmarks From Term One to Term Two, 2013-14 Academic Year, for Conditionally-Admitted, Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS*	TWO-YEAR PUBLIC INSTITUTIONS**
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	All
25th percentile	75.0%	66.0%	76.5%	83.0%	NA
Median	84.0%	81.0%	84.5%	85.0%	NA
75th percentile	88.5%	89.0%	88.0%	90.0%	NA

What the data show: For four-year institutions, median rates of persistence for conditionally-admitted FTIC students from term one to term two, shown above in Table 3, were lower when compared with the median rates of persistence for FTIC students overall shown on the previous page in Table 1.

Table 4: FTIC Persistence Rate Benchmarks From Term Two of the 2013-14 Academic Year to Term Three (the Beginning of the 2014-15 Academic Year) for Conditionally-Admitted, Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS*	TWO-YEAR PUBLIC INSTITUTIONS**
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	All
25th percentile	63.8%	53.5%	72.0%	69.0%	NA
Median	75.0%	70.0%	79.0%	76.0%	NA
75th percentile	83.3%	76.5%	86.0%	81.0%	NA

What the data show: Following the same pattern as FTIC students overall, the median rates of persistence for conditionally-admitted FTIC students from term two to term three, shown here in Table 4, were lower than the median rates of persistence for conditionally-admitted students from term one to term two, shown above in Table 3.

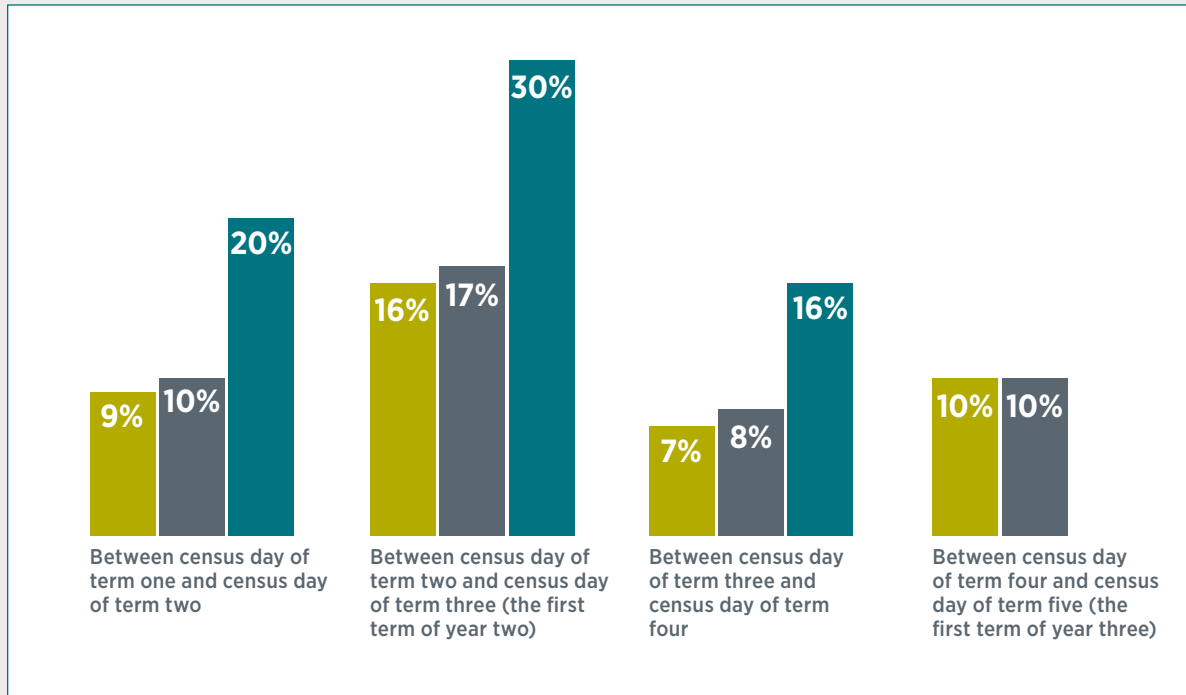
Note: Respondents were instructed to report data for any “conditional or provisional admissions category” they use. Hence, this category was subject to each institution’s definition and likely varied widely.

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* No selectivity data are available for four-year public institutions due to the small number of these campuses that reported data.
 ** No persistence data are available for conditionally-admitted students at two-year public institutions due to the small number of these campuses that reported data for this population.

For guidance on how to use the benchmarks in this report, see page 12.

When do students leave?



This chart highlights the findings of Tables 1, 2, 5, and 6 in this report by showing median attrition levels (the inverse of the median persistence rates in the tables). The importance of focusing retention and completion strategies beyond the first term is clear.

Why do we report median vs. mean rates?

In this report, median findings are the primary focus. This is because the median is less affected by outliers and skewed data than the mean. When data fall into a normal distribution, then the mean, median, and mode are identical. However, when data become skewed, the mean no longer provides the best central location for the data because the skewed data is dragging it away from the typical value. The median best retains this central position and is not as strongly influenced by the skewed values. In addition, the median allows readers to more easily place their institutions into appropriate quartiles, as it is of course the boundary between the first and third quartile.

Why do we report the 25th and 75th percentile?

These quartiles are provided to make comparisons more precise for readers. For example, the quartiles in Table 1 on page 3 show that the middle 50 percent of respondents from four-year private institutions (the first column of Table 1) reported a persistence rate between 87.0 percent (the 25th percentile) and 93.8 percent (the 75th percentile). In addition, one can observe that 25 percent of respondents in the data set were below 87.0 percent, and 25 percent of respondents in the data set were above 93.8 percent.

Second-year student persistence

Persistence rate benchmarks for second-year students are shown below in Tables 5 and 6.

Table 5: Second-Year Student Persistence Rate Benchmarks From Term Three to Term Four, 2013-14 Academic Year, for Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS			TWO-YEAR PUBLIC INSTITUTIONS
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All
25th percentile	91.0%	88.3%	93.0%	90.0%	87.0%	92.8%	81.0%
Median	93.0%	92.0%	95.0%	92.0%	90.0%	94.0%	84.5%
75th percentile	96.0%	94.0%	96.0%	95.0%	92.0%	96.0%	89.0%

What the data show: Median persistence rates for second-year students from term three to term four ranged up to 95 percent at the more selective four-year private institutions.

Table 6: Second-Year Student Persistence Rate Benchmarks From Term Four of the 2013-14 Academic Year to Term Five (the Beginning of the 2014-15 Academic Year) for Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS		
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity
25th percentile	87.0%	81.8%	90.0%	88.0%	79.0%	90.0%
Median	90.0%	87.5%	93.0%	90.0%	89.0%	92.0%
75th percentile	94.0%	90.0%	95.0%	93.0%	91.0%	95.0%

Note that no data are shown here for two-year public institutions since many students at two-year public institutions complete their program after four terms.

Credit hours completed vs. credit hours attempted in term one

For selective four-year private institutions, credit hours completed during term one—and also during term two on the next page—were higher compared to the less-selective private institutions.

Table 7: FTIC Credit Hours Attempted vs. Credit Hours Completed in Term One, 2013-14 Academic Year, for Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS			TWO-YEAR PUBLIC INSTITUTIONS
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All
Credit hours attempted							
25th percentile	14.4	14.1	14.8	14.0	13.9	14.3	13.3
Median	15.0	14.7	15.3	14.5	14.4	14.6	13.7
75th percentile	15.5	15.0	15.8	15.0	15.4	14.8	14.4
Credit hours completed							
25th percentile	13.2	12.5	13.8	11.9	11.1	12.5	9.9
Median	13.9	13.4	14.4	12.9	12.0	13.2	10.8
75th percentile	14.7	14.0	14.9	13.6	13.2	13.8	12.3
Ratio of credit hours completed to credit hours attempted							
25th percentile	90.0%	86.0%	92.0%	85.0%	78.8%	88.0%	73.5%
Median	93.0%	92.0%	94.0%	88.0%	86.0%	91.0%	80.0%
75th percentile	95.0%	94.0%	96.0%	92.0%	90.3%	93.0%	84.0%

What the data show: As highlighted above in blue, the median ratio of credit hours completed to credit hours attempted ranged from 80 percent at two-year public institutions to 93 percent at four-year private institutions.

As the data in this report suggest, colleges and universities can plan more proactively using key leading performance indicators of retention that can be collected and assessed at mid-year and throughout the year.

Credit hours completed vs. credit hours attempted in term two

Table 8 below shows there were no significant differences in the FTIC median ratios of credit hours completed to attempted for all three sectors in the second term of the 2013-14 academic year when compared to the first-term ratios shown on Table 7 on the previous page. At four-year private institutions, however, students attempted more credit hours in the second term vs. the first term, regardless of institutional selectivity. In addition, two-year public institutions reported fewer credit hours attempted in the second term vs. the first term, with only 13.2 credit hours attempted in the second term (see corresponding figure below) vs. 13.7 credit hours attempted during term one (see corresponding figure in Table 7 on the previous page)—a drop of .5 credit hours.

Table 8: FTIC Credit Hours Attempted vs. Credit Hours Completed in Term Two, 2013-14 Academic Year, for Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS			TWO-YEAR PUBLIC INSTITUTIONS
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All
Credit hours attempted							
25th percentile	14.8	14.3	15.0	14.0	13.7	14.2	12.7
Median	15.3	14.9	15.5	14.6	14.4	14.6	13.2
75th percentile	15.8	15.6	16.2	15.1	15.2	15.0	14.1
Credit hours completed							
25th percentile	13.2	12.6	14.0	12.1	11.7	12.5	9.6
Median	14.1	13.3	14.7	13.2	13.1	13.3	10.5
75th percentile	15.0	14.1	15.3	13.7	13.5	13.8	11.8
Ratio of credit hours completed to credit hours attempted							
25th percentile	89.0%	86.5%	92.0%	85.0%	83.0%	88.8%	75.0%
Median	93.0%	91.0%	94.0%	89.0%	88.0%	90.0%	79.0%
75th percentile	95.0%	93.0%	96.0%	91.0%	91.0%	93.0%	83.8%
What the data show: Compared to term one, there were no significant differences for all three sectors in the second term of the 2013-14 academic year in the area of the median ratio of credit hours completed to credit hours attempted. However, there were differences in the number of credits hours attempted, as noted above.							

The findings in this report are generally consistent with the findings reported in earlier Ruffalo Noel Levitz studies of retention indicators, available at www.noellelvitz.com/BenchmarkReports.

Proportions of students on academic probation at end of terms one and two

The median proportion of FTIC students on academic probation at the end of terms one and two was lower for the more selective private institutions, but not noticeably different for the more selective public institutions compared to the less-selective institutions.

Table 9: Proportions of FTIC Students on Academic Probation at End of Term One vs. End of Term Two, 2013-14 Academic Year, for Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS			TWO-YEAR PUBLIC INSTITUTIONS
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All
Proportion of students on probation at end of term one, 2013-2014 academic year							
25th percentile	3.3%	7.0%	3.0%	2.0%	0.6%	6.0%	11.5%
Median	8.0%	11.0%	5.5%	12.0%	9.0%	12.0%	16.0%
75th percentile	13.8%	16.5%	9.8%	16.0%	15.5%	17.0%	23.3%
Proportion of students on probation at end of term two, 2013-2014 academic year							
25th percentile	3.3%	5.0%	3.0%	5.3%	3.5%	6.5%	8.8%
Median	6.0%	8.0%	4.5%	10.5%	11.0%	10.0%	14.5%
75th percentile	9.8%	11.0%	8.0%	13.8%	13.5%	13.5%	20.0%

What the data show: The median proportion of students on academic probation ranged up to 16 percent at the end of term one for two-year public institutions.

Find additional reports and resources at www.noellevitz.com/PapersandResearch.

Fall-to-fall retention overall

FTIC fall-to-fall retention benchmarks, shown below, are generally in line with rates published by other sources such as ACT. Note that these benchmarks were again highest for four-year institutions with higher selectivity.

Table 10: FTIC Fall-to-Fall Retention Rate Benchmarks from Fall 2013 to Fall 2014 for Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS			TWO-YEAR PUBLIC INSTITUTIONS
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All
25th percentile	69.0%	61.0%	76.0%	67.3%	65.0%	74.0%	52.0%
Median	77.0%	69.0%	80.0%	74.0%	68.0%	77.0%	56.0%
75th percentile	81.3%	77.0%	84.0%	79.8%	74.0%	83.0%	62.0%

What the data show: Median fall-to-fall retention rates for FTIC students ranged from 56 percent at two-year public institutions to 77 percent at four-year private institutions.

FTIC fall-to-fall retention for conditionally-admitted students

Similar to the findings above, the more selective four-year private institutions in this study had higher retention for conditionally-admitted students than did less-selective institutions.

Table 11: FTIC Fall-to-Fall Retention Rate Benchmarks from Fall 2013 to Fall 2014 for Conditionally-Admitted, Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS*	TWO-YEAR PUBLIC INSTITUTIONS**
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	All
25th percentile	49.0%	40.0%	60.3%	55.0%	NA
Median	63.0%	50.0%	70.0%	67.0%	NA
75th percentile	73.0%	66.0%	74.8%	72.0%	NA

What the data show: As might be expected, retention of conditionally-admitted FTIC undergraduates was lower than FTIC retention overall.

* No selectivity data are available for four-year public institutions due to the small number of these campuses that reported data.

** No retention data are available for conditionally-admitted students at two-year public institutions due to the small number of these campuses that reported retention data for this population.

Second-year student retention from fall of the second year to fall of year three

Table 12 shows second-year student retention rate benchmarks that build on the earlier persistence rate benchmarks for second-year students shown earlier on page 6, Table 5 and Table 6.

Table 12: Second-Year Student Fall-to-Fall Retention Rates from Fall 2013 to Fall 2014 for Full-Time, Degree-Seeking Undergraduates

	FOUR-YEAR PRIVATE INSTITUTIONS			FOUR-YEAR PUBLIC INSTITUTIONS		
	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity	All	Institutions With Lower Selectivity	Institutions With Higher Selectivity
25th percentile	81.0%	73.0%	85.0%	80.0%	68.0%	84.0%
Median	86.0%	81.5%	88.0%	83.0%	80.0%	87.0%
75th percentile	90.0%	85.0%	92.0%	87.8%	82.0%	91.0%

What the data show: Median fall-to-fall retention rates for second-year students from year two to year three, shown above, are higher than those of FTIC students from year one to year two shown earlier on page 10 (Table 10).

Appendix: How to get the most value from the benchmarks in this report

Below are some recommendations for using the benchmarks in this study. The recommendations are presented in two sections: Institutional goal setting and strategy development. For further information or discussion, consider arranging a complimentary telephone consultation with a Ruffalo Noel Levitz retention consultant.

Institutional goal setting

Collect and identify your key leading retention performance indicators

In this report, we have identified several performance indicators of retention which can guide your retention committee's planning efforts. Charge your retention committee with identifying the best indicators for your institution. The indicators may be the same as those in this report, or they may be different.

Place the benchmarks in this report alongside your institution's own data to identify strengths and challenges/opportunities, and to keep building more efficient and effective programs for student success and retention. For example, in cases where you see that your rate is significantly lower than a given median or 25th-percentile benchmark, you may find that you need to initiate new activities aimed at raising your rate. Or, in cases where you see that your rate is above a given median or 75th percentile benchmark, you may decide to build on that area as a particular strength of your programs.

Set goals and track your key leading performance indicators

After comparing your own data to the poll findings, we recommend that your retention committee consider establishing goals and tracking performance for your indicators, including measures of both persistence and progression. For example, if you are not already doing so, begin tracking persistence weekly from the first date of registration until your census date to better predict student behavior during this same interval in subsequent terms. Also, monitor students' continued progress by tracking and setting goals for rates of course completion and course success, the two leading indicators for progression.

Predict retention and graduation rates earlier—and their associated revenues

Using the available data and information that you know about your students, we encourage institutions to identify their expected retention rates well in advance of IPEDS submissions. The available data and information you examine should include, as a base, the information you know about your students at the time of admission, assessment data collected during the first semester and at mid-year, persistence behavior, and course completion and success rates. For assistance in calculating retention revenue, see our Retention Revenue Estimator at www.noellelvitz.com/Calculator. (An important, additional cost factor worth considering is the cost and course management complications of re-offering courses to students who do not complete them.)

Strategy development

Make early-alert and early-intervention a priority

Traditionally, early-alert and intervention programs have relied upon mid-term grades and/or referrals made by faculty and staff. At that point in the semester, it may be too late to intervene appropriately.

More effective early-alert plans can be developed using data known about the student at the time of admission, historical persistence patterns, early-in-the-first-term assessments, historical mid-year assessments, and historical course completion and success rates. For example, if you are serving a four-year private college and your conditionally-admitted students are not persisting at the benchmarks indicated in this report, then consider implementing early-alert and intervention strategies at the time of admission, not at mid-term.

Consider setting goals to meet or exceed the medians or the next percentiles (25th or 75th) that are above your institution's current rates.

Plan for academic recovery

The data in this report indicate that fewer students are placed on probation after term two compared to the end of term one. Effective programs which require students to participate in the development of their own academic recovery should be implemented at the end of term one. The programs can come in the form of courses, individual counseling, academic support, TRIO programs, or a combination of these services. If a student is not earning the required GPA to graduate at the end of term one, then immediate participation in such academic recovery programs must be expected.

Keep focusing on the first year, but also put some of your effort on the second year as well

Although the first year has been a historic focus of student retention programs, as this is where the greatest loss of students occurs, the findings show that significant losses of students also occur during the second year, so it is important to pay attention to both years. In addition, the data show that attrition continues during the second term of the first and second year, so it is important to provide ongoing and relevant student transition support beyond the first terms.

In addition, for all institutions, and especially among those with lower selectivity, more must be done to engage students during the second year. Assessing the needs of second-year students, developing “sophomore slump” strategies, re-orienting these students to available support services, and assisting second-year students with integrating career decisions and choosing a major are all important components of a successful overall retention program. Analyzing these data along with data on the amount of time students spend working, the number of classes they are enrolled in at other institutions, current GPA, and the amount of time they spend studying can inform appropriate strategy development and highlight potential impacts on student success.

Questions?

Want to discuss your retention strategy?

Please contact Tim Culver, Ruffalo Noel Levitz vice president of consulting services, at Tim.Culver@RuffaloNL.com or by calling 800.876.1117.

Thank you to
those who
participated.

Responding institutions

Representatives from 259 colleges and universities participated in a fall 2014 national electronic poll of student retention indicators from Ruffalo Noel Levitz. The poll was emailed to accredited, degree-granting institutions across the United States. Respondents included 146 four-year private institutions, 59 four-year public institutions, and 54 two-year public institutions. The poll was completed between October 30 and December 3, 2014. Below is a list of institutions that participated.

Four-year private institutions

Note: Any participating two-year private colleges are included among the four-year private institutions.

Abilene Christian University (TX)	Faith Baptist Bible College and Seminary (IA)	Pontifical Catholic University of Puerto Rico, The (PR)
Albertus Magnus College (CT)	Flagler College (FL)	Post University (CT)
Alderson Broaddus University (WV)	Fresno Pacific University (CA)	Randolph-Macon College (VA)
Alverno College (WI)	Gallaudet University (DC)	Rollins College (FL)
American International College (MA)	Geneva College (PA)	Saint Anselm College (NH)
Ancilla College (IN)	God's Bible School and College (OH)	Saint Joseph's University (PA)
Anna Maria College (MA)	Gonzaga University (WA)	Saint Mary's University of Minnesota (MN)
Assumption College (MA)	Greensboro College (NC)	Saint Vincent College (PA)
Augustana College (IL)	Hamline University (MN)	School of the Museum of Fine Arts-Boston (MA)
Augustana College (SD)	Hampden-Sydney College (VA)	Siena College (NY)
Aurora University (IL)	Henley-Putnam University (CA)	Southeastern University (FL)
Baldwin Wallace University (OH)	Hillsdale College (MI)	Spartanburg Methodist College (SC)
Baptist Bible College (MO)	Hiram College (OH)	Spring Arbor University (MI)
Bay Path University (MA)	Hope International University (CA)	St. Ambrose University (IA)
Berry College (GA)	John Brown University (AR)	St. Bonaventure University (NY)
Bethany Lutheran College (MN)	Judson University (IL)	St. Catherine University (MN)
Bethel College (IN)	King University (TN)	St. Mary's University (TX)
Bluefield College (VA)	King's College (PA)	St. Olaf College (MN)
Boston University (MA)	Knox College (IL)	Texas Lutheran University (TX)
Buena Vista University (IA)	Lee University (TN)	Texas Wesleyan University (TX)
Cabrini College (PA)	Limestone College (SC)	Toccoa Falls College (GA)
Calvin College (MI)	Lincoln Christian University (IL)	Trevecca Nazarene University (TN)
Capital University (OH)	Linfield College (OR)	United States Sports Academy (AL)
Cedar Crest College (PA)	Lipscomb University (TN)	University of Bridgeport (CT)
Cedarville University (OH)	Lyon College (AR)	University of Charleston (WV)
Central Methodist University (MO)	MacMurray College (IL)	University of Dayton (OH)
Chaminade University of Honolulu (HI)	Malone University (OH)	University of Detroit Mercy (MI)
Christ College of Nursing & Health Sciences, The (OH)	Manhattan Christian College (KS)	University of Indianapolis (IN)
Colby-Sawyer College (NH)	Manhattanville College (NY)	University of Mary (ND)
College of Biblical Studies-Houston (TX)	Maranatha Baptist University (WI)	University of New England (ME)
College of Our Lady of the Elms (MA)	Marian University (IN)	University of Pikeville (KY)
College of Saint Mary (NE)	Maryland Institute College of Art (MD)	University of Portland (OR)
College of Saint Rose, The (NY)	Marymount California University (CA)	University of Puget Sound (WA)
Concordia University, St. Paul (MN)	Marymount University (VA)	University of Saint Joseph (CT)
Crossroads College (MN)	Maryville College (TN)	University of Saint Mary (KS)
Crown College (MN)	McPherson College (KS)	Valparaiso University (IN)
Dillard University (LA)	Mercer University (GA)	Virginia Union University (VA)
Drake University (IA)	Messiah College (PA)	Warner University (FL)
East Texas Baptist University (TX)	Milligan College (TN)	Wesleyan College (GA)
Eastern Mennonite University (VA)	Millikin University (IL)	West Virginia Wesleyan College (WV)
Eastern University (PA)	Mount Mary University (WI)	Westminster College (UT)
Edgewood College (WI)	Mount Mercy University (IA)	Wheaton College (IL)
Emerson College (MA)	Niagara University (NY)	Whitworth University (WA)
	Notre Dame de Namur University (CA)	Willamette University (OR)
	Nyack College (NY)	William Penn University (IA)
	Pacific Lutheran University (WA)	
	Patrick Henry College (VA)	
	Philander Smith College (AR)	

Four-year public institutions

Bismarck State College (ND)
Bowling Green State University (OH)
California University of Pennsylvania (PA)
Cleveland State University (OH)
Colorado Mesa University (CO)
Dixie State University (UT)
Eastern Illinois University (IL)
Fitchburg State University (MA)
Georgia State University (GA)
Governors State University (IL)
Grand Valley State University (MI)
Indiana University-Purdue University Fort Wayne (IN)
Mayville State University (ND)
Miami University (OH)
Minot State University (ND)
Missouri Western State University (MO)
Montana Tech of The University of Montana (MT)
New Mexico State University Main Campus (NM)
Northern Kentucky University (KY)
Northern New Mexico College (NM)
Oklahoma State University Institute of Technology-Okmulgee (OK)
Old Dominion University (VA)
Pennsylvania College of Technology (PA)
Pittsburg State University (KS)
Plymouth State University (NH)
Radford University (VA)
Richard Stockton College of New Jersey, The (NJ)
Rowan University (NJ)
Rutgers The State University of New Jersey Newark Campus (NJ)
State College of Florida, Manatee-Sarasota (FL)
State University of New York at Stony Brook (NY)
State University of New York College at Cortland (NY)
State University of New York College at Old Westbury (NY)
Tennessee Technological University (TN)
Troy University (AL)
University of Alaska Fairbanks (AK)
University of Arkansas Main Campus (AR)
University of Central Arkansas (AR)
University of Central Florida (FL)
University of Central Oklahoma (OK)
University of Cincinnati-Blue Ash College (OH)
University of Colorado Denver|Anschutz Medical Campus (CO)
University of Delaware (DE)
University of Houston-Downtown (TX)
University of Maine (ME)
University of Minnesota-Crookston (MN)
University of Missouri-Kansas City (MO)
University of Missouri-Saint Louis (MO)
University of Nebraska at Kearney (NE)
University of Nebraska at Omaha (NE)
University of North Dakota (ND)
University of North Texas (TX)
University of Northern Iowa (IA)
University of Puerto Rico at Utuado (PR)
University of Texas at Arlington, The (TX)
University of Texas of the Permian Basin (TX)
University of Wisconsin-La Crosse (WI)
University of Wyoming (WY)
Wayne State College (NE)

Two-year public institutions

Aims Community College (CO)
Amarillo College (TX)
Arizona Western College (AZ)
Arkansas Northeastern College (AR)
Arkansas Tech University-Ozark Campus (AR)
Belmont College (OH)
Bunker Hill Community College (MA)
Cañada College (CA)
Central Maine Community College (ME)
Chandler-Gilbert Community College (AZ)
College of the Ouachitas (AR)
Columbia-Greene Community College (NY)
Crowder College (MO)
Dawson Community College (MT)
East Central College (MO)
Edison Community College (OH)
El Paso Community College (TX)
Flathead Valley Community College (MT)
Fort Scott Community College (KS)
Garrett College (MD)
Grand Rapids Community College (MI)
Hawkeye Community College (IA)
Helena College University of Montana (MT)
Horry-Georgetown Technical College (SC)
Iowa Western Community College (IA)
Kishwaukee College (IL)
Lurleen B. Wallace Community College (AL)
Luzerne County Community College (PA)
Madison Area Technical College (WI)
Marion Technical College (OH)
McHenry County College (IL)
Mesa Community College (AZ)
Mohawk Valley Community College (NY)
Neosho County Community College (KS)
North Shore Community College (MA)
Northeast Community College (NE)
Pennsylvania Highlands Community College (PA)
Raritan Valley Community College (NJ)
Rockland Community College (NY)
Sandhills Community College (NC)
Seward County Community College/Area
Technical School (KS)
South Plains College (TX)
South Suburban College of Cook County (IL)
Southern Arkansas University Tech (AR)
Southern Maine Community College (ME)
Southwestern Indian Polytechnic Institute (NM)
University of Arkansas Community College
at Batesville (AR)
Waubonsee Community College (IL)
Western Iowa Tech Community College (IA)
Western Texas College (TX)
Western Wyoming Community College (WY)
Williston State College (ND)
Wisconsin Indianhead Technical College (WI)
Zane State College (OH)

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Please watch for our next study of retention indicators in fall 2016.

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We hope you found this report to be helpful and informative. If you have questions or would like to discuss retention indicators with a consultant from Ruffalo Noel Levitz, please contact us at 800.876.1117 or email ContactUs@RuffaloNL.com. Our consultants are also available to come to your campus to present or discuss the report findings and to offer strategic retention management counsel.

About Ruffalo Noel Levitz and our higher education research

A trusted partner to higher education, Ruffalo Noel Levitz helps systems and campuses reach and exceed their goals for enrollment, marketing, and student success. Our consultants work side by side with campus executive teams to facilitate planning and to help implement the resulting plans, using data and research to guide decision making.

For more than 20 years, we have conducted national surveys to assist campuses with benchmarking their performance. This includes benchmarking marketing/recruitment and student success practices and outcomes, monitoring student and campus usage of the web and electronic communications, and comparing institutional budgets and policies. There is no charge or obligation for participating, and responses to all survey items are strictly confidential. Participants have the advantage of receiving the findings first, as soon as they become available.

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How to cite this report

Ruffalo Noel Levitz (2015). 2015 student retention indicators benchmark report for four-year and two-year institutions. Coralville, Iowa: Ruffalo Noel Levitz. Retrieved from www.noellevitz.com/BenchmarkReports.

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