

Retention Practices Classifications and Definitions

Best Practices (B)

- Reflect at least three of the five CCSSE benchmarks, (with priority given to the first three categories): active and collaborative learning, student-faculty interaction, support for learners, student effort, and academic challenge
- Are solutions-oriented and/or reflect risk taking
- Intentionally promote relationships (including partnerships with external and/or internal groups)
- Are student-centered
- Encourage faculty and/or staff development
- Set high standards and expectations
- Demonstrate overall program success
- Are “proven,” usually over two full years
- Demonstrate a high level of excellence or achievement
- Provide proof of being data-driven

Good Practices (G)

- Reflect at least two of the five CCSSE benchmarks, (with priority given to the first three categories): active and collaborative learning, student-faculty interaction, support for learners, student effort, and academic challenge
- Are solutions-oriented and/or reflect risk taking
- Either intentionally promote relationships (including partnerships with external and/or internal groups) or have a reasonable possibility of doing so
- Are student-centered
- Encourage faculty and/or staff development
- Set high standards and expectations
- Demonstrate overall program success
- Are “proven,” usually over a minimum of 1 to 1-1/2 years
- Preliminary results against baseline data (for programs of shorter duration) demonstrate a potentially high level of excellence or achievement
- Provide proof of being data-driven.

Emerging Practices (E)

- Reflect at least two of the five CCSSE benchmarks, but tend to focus more specifically on student effort and support for learners
- Are foremost solutions-oriented and student-centered
- Are of shorter duration (usually a pilot or just one or two semesters, e.g., orientation, summer, bridge” or other “new” programs aimed at first-time-in-college or high school students)
- Data is extremely preliminary or “positively” anecdotal
- Show strong promise of being a “good” or eventually “best” practice
- Should clearly demonstrate that they are data-driven

Developing Practices (D)

- Reflect at least one of the five CCSSE benchmarks, but tend to focus more specifically on student effort and support for learners
- Are foremost solutions-oriented and student-centered
- Have been in effect for any time frame, but often are relatively new (e.g. less than two semesters)

- Data is limited, inconclusive, or not presented

Ideas (I)

- Is student-centered but lacks a clear solutions orientation
- Program description does not clearly explain the specific issue or problem being addressed
- Data, if presented, is limited, inconclusive, unquantifiable, and/or in direct contradiction to the stated program results desired