

# *Determining the Effect of Benchmarks on Retention and Graduation Rates*

A application of ACT subject benchmarks

# ACT's 2004 Crisis at the Core

- ACT estimated 29 percent who took the ACT Assessment and did not meet any of the three (English, Math, Science) benchmarks (28% in 2011)
- When students meet or exceed the three initial ACT College Readiness Benchmarks 83% returned the following Fall term
- As many as 49 percent of the ACT-tested high school graduates could make substantial improvements in college readiness while they were still in high school
- Of the ACT-tested high school graduates, 22 percent met or exceeded all three College Readiness Benchmarks (in 2011, 25% all four)

# UVU & Benchmarking

## Questions

- Will national findings apply to a mixed mission institution
- Does the use of benchmarks improve 1-year retention
- Do students meeting benchmarks have better graduation rates at 100% and 150% for their expected degree
- Do the differences apply across degree types

## Methods

- Used Tableau dashboard to examine differences
- Baseline set for students meeting no benchmarks
- Used different year grouping and degree levels
- Used both national & state based benchmarks

[https://viz.uen.org/t/uvu/views/ACT\\_Benchmark/Dashboard](https://viz.uen.org/t/uvu/views/ACT_Benchmark/Dashboard)

# Results & Findings

- ✓ Benchmarks have an meaningful impact on 1-year retention
- ✓ The impact of benchmarks show even larger impact on both 100% and 150% graduation rates
- ✓ The effects are seen on both associate and bachelor level degrees
- ✓ Similar results are evident when national and state developed benchmarks are used
- ✓ Implications for use in high school advisement of students in course taking to impact future college success is clear
- ✓ Math and Science benchmarks have the largest impacts
- ✓ Reading normally outperforms English as a benchmark
- ✓ Overall Math has the most impact on both retention and graduation



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