

APR-Retention Focus 2026

Start of Block: University Retention One Year After Entry

Q1.1 All responses below should focus exclusively on first-time, full-time (FTFT) undergraduate students, based on university retention one-year after entry, as shown in the Annual Program Review dashboard. **2026–27 Annual Program Review Timeline** **Program Reports:**
June 12 – July 14 College/School Reports: July 28 – September 8 College/School
Meetings: September 15 – October 20 University Report: December – January

End of Block: University Retention One Year After Entry

Start of Block: Major Information

Q2.1 Please share details on the major for which you will provide information.

College Name

Major Name

▼ Antoinette Westphal COMAD ... Thomas R. Kline School of Law ~ Law

Q2.2 Please share your details.

Name _____

Email Address (abc123@drexel.edu)

End of Block: Major Information

Start of Block: One-Year University Retention Snapshot

Q3.1 Using the APR dashboard's university retention metric one year after entry, briefly summarize the current retention pattern for this major.

End of Block: One-Year University Retention Snapshot

Start of Block: Key Points of University Departure Within the First Year



Q4.1 Select up to two points at which students most commonly leave the university within one year of entry. **(Select up to 2)**

- Before the end of the first fall term
- Before the end of the second term
- Before the end of the third term
- By the end of the first academic year
- After an academic warning or probation
- After difficulty in introductory or gateway courses
- No pattern observed
- Other (specify) _____

End of Block: Key Points of University Departure Within the First Year

Start of Block: Primary Drivers of University Non-Retention in the First Year



Q5.1 Select up to three contributors to students not being retained at the university within one year after entry. **(Select up to 3)**

- Academic preparation or transition challenges
- Difficulty in introductory or gateway courses
- Course sequencing or credit load challenges
- Financial challenges
- Advising, registration, or navigation challenges
- Belonging or campus connection challenges
- Work or family responsibilities
- Unclear academic goals
- Unclear career goals
- Transfer to another institution
- Other (specify) _____

End of Block: Primary Drivers of University Non-Retention in the First Year

Start of Block: Courses with the Greatest Impact on One-Year University Retention

Q6.1 Identify which courses most affect whether students are retained at the university one year after entry. **(Select all that apply)**

- First-year introductory courses
- Gateway or prerequisite courses
- Math, writing, or other foundational courses
- No specific courses identified

Page Break

Q6.2 List up to 3 courses and briefly note the concern (for example, high D/F/W rates, withdrawals, or barriers to first-year progression).

End of Block: Courses with the Greatest Impact on One-Year University Retention

Start of Block: Student Subgroups with Lower One-Year University Retention

Q7.1 Select all student groups experiencing lower retention at the university within one year after entry. **(Select all that apply)**

- First-generation students
 - Students with lower academic preparation
 - Pell-eligible students
 - Students on academic warning or probation
 - Students with major work or family responsibilities
 - No subgroup difference observed
 - Other subgroup (specify)
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End of Block: Student Subgroups with Lower One-Year University Retention

Start of Block: Actions Taken Last Year to Improve One-Year University Retention

Q8.1 Select actions taken in the past year to improve retention at the university level within one year after entry. **(Select all that apply)**

- Changed first-year courses or curriculum
- Changed advising, onboarding, or outreach
- Added academic support for first-year students
- Made faculty or instructional changes in first-year courses
- Expanded belonging, engagement, or connection efforts
- Expanded financial support or basic-needs help
- No retention-focused action taken
- Other (specify) _____

Page Break

Q8.2 Describe the most effective action.

End of Block: Actions Taken Last Year to Improve One-Year University Retention

Start of Block: Early-Warning Indicators and Data Gaps for One-Year University Retention

Q9.1 Where would earlier or more targeted data improve efforts to retain students at the university one year after entry? **(Select all that apply)**

- Earlier academic alerts in the first term
- Earlier course-level risk indicators in the first year
- Earlier advising, registration, or attendance signals
- Better data on non-academic barriers
- Current data is sufficient
- Other (specify) _____

End of Block: Early-Warning Indicators and Data Gaps for One-Year University Retention

Start of Block: Partnership Support Needed to Improve One-Year University Retention



Q10.1 Select up to three partnership supports that are critical to improve retention at the university level one year after entry. **(Select up to 3)**

- First-year academic advising
- Tutoring or academic support services
- First-year experience or transition programs
- Student success coaching
- Teaching and learning support for first-year courses
- Financial aid, basic-needs, or student support services
- Data or analytics support
- Other (specify) _____

End of Block: Partnership Support Needed to Improve One-Year University Retention

Start of Block: Required Action for the Coming Year

Q11.1 Identify one specific action the program commits to implementing in the coming academic year to improve retention.

End of Block: Required Action for the Coming Year

Start of Block: Anticipated Impact on One-Year University Retention

Q12.1 Briefly describe how this action is expected to improve retention at the university level one year after entry for students in this major.

End of Block: Anticipated Impact on One-Year University Retention

Start of Block: Process Improvement

Q13.1 Do you have any suggestions for improvements to the process?

End of Block: Process Improvement

Start of Block: Additional Submission

Q14.1 Would you like to provide responses for another major?

Yes

No

End of Block: Additional Submission
