What Works in Student Retention?

Fourth National Survey

Public Four-Year Colleges and Universities Report*

ACT 2010

*Minor revisions were made to selected data in Sections I and II as of July 1, 2010.
Public Four-Year Colleges and Universities

This report presents the findings for public four-year colleges and universities that participated in ACT’s 2010 What Works in Student Retention survey. The report contains information pertinent to only these institutions. For more information concerning the history of ACT’s involvement in retention research; various aspects of the study’s methodology (e.g., database, administration, etc.); response rates by type of institution; findings for background information; and retention and degree-completion rates for other types of institutions, the reader is directed to the Report for All Colleges and Universities. In that report the reader will find data for community colleges, private four-year colleges and universities, and public four-year colleges and universities. More in-depth information can be found for each of these types of institutions in their respective executive summaries.

A copy of the survey instrument to which all colleges and universities in this study responded can be found in Appendix B of this report. The survey was mailed to the Chief Academic Affairs Officers at 598 public four-year colleges and universities, ≈18% of the total 3,360 surveys mailed. Responses were received from 258 of the public four-year colleges and universities, resulting in a response rate of ≈8%. Overall, public four-year colleges and universities represented ≈23% of the total responding group.

Section I: Background Information

The full base of respondents and computed percentages were based on the number of individuals responding to each item unless otherwise noted with the inclusion of the work “blank.”

- Just over two-thirds (69%) of the responding public four-year colleges and universities indicated a person on their campus was responsible for coordination of retention programs, while 31% indicated there was no person responsible for such coordination. By far, the largest percentage selected Assistant/Associate Provost (27%) as the title most closely approximating that for the individual. Close to 20% selected no title.

- Over a third of the schools (39%) offered 5% or less of their instructional courses online, and 25% offered between 5% and 29% online. Only 3.5% offered 30% or more of their courses online.

- From among the three transfer enhancement programs, by far the largest percentage of public four-year colleges participated in articulation agreements with selected colleges (57%) and with other groups: selected group or consortium of colleges (23%), system-wide (27%), and statewide (28%). They were also more likely to participate in course applicability systems statewide (36%), with a selected group or consortium of colleges (30%), and system-wide (26%) than they were to do so with selected colleges.

Q1: Is there a person on your campus who is responsible for the coordination of retention programs?
   Yes: 69.4%
   No: 30.6%

Q2: What title most closely approximates that of the individual?
   Assistant/Associate Provost  27.3%
   Director  16.5%
   Provost  11.4%
   Chief Enrollment Officer  10.8%
   Chief Student Affairs Officer  8.6%

Q3: Approximately what percentage of undergraduate credit hours is offered through online instruction?
   5% or less  39.2%
   5% - 14.9%  18.2%
   15% - 29%  6.6%
   ≥ 30%  3.5%
   Don’t know/ unavailable/ blank  32.6%
Section II: Retention and Degree-Completion Rates

The full base of respondents and computed percentages were based on the number of individuals responding to each item unless otherwise noted with the inclusion of the work “blank.”

- The median first-year to second-year retention rate was 75% for public four-year colleges and universities with a mean of 74%. Two-thirds (66%) of these schools reported having a specific goal for their first-year to second-year retention. The median retention goal was 80%. Achievement of that goal in a five-year timeframe was reported by the largest percentage of respondents (28%) followed by achieving the goal in a three-year timeframe (21%).

- The median degree-completion rate was 49% for the group; the mean completion rate was 50%. A little over half (53%) of the public four-year colleges and universities had a specific student degree-completion goal as opposed to the 35% that did not. The median degree completion goal was 52%. Achievement of that goal in a five-year timeframe was reported by the largest percentage of respondents (35%), with goals of three years reported by 19%, and four years and more than five years by 12%.

Q1. What is your institution’s current first-year to second-year retention rate for first-time, full-time students?

<table>
<thead>
<tr>
<th>current retention rate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>256</td>
</tr>
<tr>
<td>Mean</td>
<td>74.3</td>
</tr>
<tr>
<td>25th percentile</td>
<td>68.0</td>
</tr>
<tr>
<td>Median</td>
<td>74.8</td>
</tr>
<tr>
<td>75th percentile</td>
<td>82.0</td>
</tr>
</tbody>
</table>

Q2. Does your institution have a specific goal for its first-year to second-year retention rate?

<table>
<thead>
<tr>
<th>Goal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>27.5%</td>
</tr>
<tr>
<td>don’t know/unavailable/blank</td>
<td>6.2%</td>
</tr>
<tr>
<td>yes</td>
<td>66.3%</td>
</tr>
</tbody>
</table>

a. Retention rate goal?

<table>
<thead>
<tr>
<th>Goal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>170</td>
</tr>
<tr>
<td>Mean</td>
<td>78.8</td>
</tr>
<tr>
<td>25th percentile</td>
<td>73.0</td>
</tr>
<tr>
<td>Median</td>
<td>80.0</td>
</tr>
<tr>
<td>75th percentile</td>
<td>85.0</td>
</tr>
</tbody>
</table>
b. Timeframe for achieving that goal

- no specific timeframe: 14.1%
- one year: 9.4%
- two years: 13.5%
- three years: 20.6%
- four years: 11.2%
- five years: 27.7%
- more than five years: 3.0%

Q4. Does your institution have a specific goal for its student degree-completion rate (6-year timeframe for four-year institutions)?

- no: 35.3%
- don’t know/unavailable/blank: 12.0%
- yes: 52.7%

a. If yes, what is your degree completion rate goal?

- N: 128
- Mean: 56.0
- 25th percentile: 49.2
- Median: 52.0
- 75th percentile: 65.0

b. Timeframe for achieving that goal?

- no specific timeframe: 10.0%
- one year: 2.3%
- two years: 9.9%
- three years: 19.1%
- four years: 12.2%
- five years: 35.1%
- more than five years: 11.5%

Section III: Factors Affecting Student Attrition at Your School

This section contained a list of 42 student and institutional characteristics or factors that can affect attrition. Respondents were asked to rate the degree to which these factors affected attrition at their school on a five-point scale where 5=major effect, 3=moderate effect, and 1=little or no effect. All 42 items are listed, in numeric order, along with means for each in Appendix A, Table A1. Tables I and II contain the attrition factors with the highest and lowest means, respectively, for public four-year colleges and universities.

Table I: Attrition Factors with Highest Means (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>level of student preparation for college-level work</td>
<td>3.90</td>
</tr>
<tr>
<td>20</td>
<td>adequacy of personal financial resources</td>
<td>3.90</td>
</tr>
<tr>
<td>31</td>
<td>student study skills</td>
<td>3.80</td>
</tr>
<tr>
<td>10</td>
<td>amount of financial aid available to students</td>
<td>3.65</td>
</tr>
<tr>
<td>21</td>
<td>level of student motivation to succeed</td>
<td>3.64</td>
</tr>
<tr>
<td>13</td>
<td>level of student commitment to earning a degree</td>
<td>3.56</td>
</tr>
<tr>
<td>27</td>
<td>level of job demands on students</td>
<td>3.52</td>
</tr>
<tr>
<td>9</td>
<td>student low socio-economic status</td>
<td>3.49</td>
</tr>
<tr>
<td>17</td>
<td>student educational aspirations and goals</td>
<td>3.36</td>
</tr>
<tr>
<td>42</td>
<td>student personal coping skills</td>
<td>3.34</td>
</tr>
</tbody>
</table>
Table II: Attrition Factors with Lowest Means (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>relevancy of curricula</td>
<td>2.59</td>
</tr>
<tr>
<td>40</td>
<td>distance from students’ permanent homes</td>
<td>2.59</td>
</tr>
<tr>
<td>16</td>
<td>extracurricular programs</td>
<td>2.48</td>
</tr>
<tr>
<td>25</td>
<td>residence hall facilities</td>
<td>2.46</td>
</tr>
<tr>
<td>39</td>
<td>cultural activities</td>
<td>2.36</td>
</tr>
<tr>
<td>26</td>
<td>programs to support students’ transition to residence hall living</td>
<td>2.30</td>
</tr>
<tr>
<td>22</td>
<td>student physical health issues</td>
<td>2.16</td>
</tr>
<tr>
<td>35</td>
<td>rules and regulations governing student behavior</td>
<td>2.10</td>
</tr>
<tr>
<td>37</td>
<td>campus safety and security</td>
<td>1.95</td>
</tr>
</tbody>
</table>

Section IV: On-Campus Retention Practices

A list of 94 programs, services, curricular offerings, and interventions, each of which may make a contribution to student retention, was presented in this section. For the remainder of this section, these will be referred to as “practices.” Observation of the mean distribution was used, for each set of items, to determine where reporting breaks were to be made.

Respondents were first asked to indicate if the practice was offered at their college. If the practice was offered, they were asked to then indicate the degree to which the practice contributed to retention on their campus using a five-point scale where 5=major contribution, 3=moderate contribution, and 1=little or no contribution. All 94 items are listed, in numeric order, along with means and incidence rates for each in Appendix A, Table A2.

The incidence rate is the percentage of campuses offering/delivering/providing a given practice. Tables III and IV contain the retention practices reported by the largest percentages of respondents as being either major contributors or minor contributors, respectively, to retention for public four-year colleges and universities.

Table III: Practices with Highest Incidence Rates (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Incidence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>internships</td>
<td>97%</td>
</tr>
<tr>
<td>48</td>
<td>tutoring</td>
<td>97%</td>
</tr>
<tr>
<td>64</td>
<td>faculty use of technology in teaching</td>
<td>95%</td>
</tr>
<tr>
<td>1</td>
<td>summer orientation</td>
<td>93%</td>
</tr>
<tr>
<td>36</td>
<td>individual career counseling</td>
<td>93%</td>
</tr>
<tr>
<td>87</td>
<td>student leadership development</td>
<td>91%</td>
</tr>
<tr>
<td>85</td>
<td>college-sponsored social activities</td>
<td>90%</td>
</tr>
<tr>
<td>46</td>
<td>writing center/lab</td>
<td>90%</td>
</tr>
<tr>
<td>33</td>
<td>career exploration workshops or courses</td>
<td>89%</td>
</tr>
<tr>
<td>11</td>
<td>advising interventions with selected student populations</td>
<td>88%</td>
</tr>
<tr>
<td>65</td>
<td>faculty use of technology in communicating with students</td>
<td>88%</td>
</tr>
<tr>
<td>92</td>
<td>residence hall programs</td>
<td>88%</td>
</tr>
<tr>
<td>78</td>
<td>programs for honor students</td>
<td>86%</td>
</tr>
<tr>
<td>57</td>
<td>library orientation, workshop, and/or course</td>
<td>84%</td>
</tr>
<tr>
<td>62</td>
<td>instructional (teaching) techniques</td>
<td>84%</td>
</tr>
</tbody>
</table>
Table IV: Practices with the Lowest Incidence Rates (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Incidence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>vocational aptitude assessment</td>
<td>29%</td>
</tr>
<tr>
<td>46</td>
<td>reading center/lab</td>
<td>28%</td>
</tr>
<tr>
<td>84</td>
<td>freshman interest groups (FIGS)</td>
<td>27%</td>
</tr>
<tr>
<td>16</td>
<td>assessment of faculty academic advisors</td>
<td>26%</td>
</tr>
<tr>
<td>3</td>
<td>extended freshman orientation (credit)</td>
<td>24%</td>
</tr>
<tr>
<td>29</td>
<td>values assessment</td>
<td>22%</td>
</tr>
<tr>
<td>61</td>
<td>community member mentoring</td>
<td>14%</td>
</tr>
<tr>
<td>83</td>
<td>degree guarantee program</td>
<td>12%</td>
</tr>
<tr>
<td>82</td>
<td>other student sub-populations</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>freshman seminar/university 101 (non-credit)</td>
<td>9%</td>
</tr>
</tbody>
</table>

Reported in Tables V and VI are the retention practices with the highest and lowest means for public four-year colleges. Highest means were those at 3.80 or higher and lowest means were those at 2.93 or lower.

Table V: Practices with Highest Means (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>academic advising center</td>
<td>3.98</td>
</tr>
<tr>
<td>12</td>
<td>increased number of academic advisors</td>
<td>3.98</td>
</tr>
<tr>
<td>11</td>
<td>advising interventions with selected student populations</td>
<td>3.93</td>
</tr>
<tr>
<td>43</td>
<td>comprehensive learning assistance center/lab</td>
<td>3.92</td>
</tr>
<tr>
<td>39</td>
<td>supplemental instruction</td>
<td>3.91</td>
</tr>
<tr>
<td>76</td>
<td>programs for first-generation students</td>
<td>3.90</td>
</tr>
<tr>
<td>94</td>
<td>required on-campus housing for freshmen</td>
<td>3.86</td>
</tr>
<tr>
<td>45</td>
<td>reading center/lab</td>
<td>3.86</td>
</tr>
<tr>
<td>48</td>
<td>tutoring</td>
<td>3.84</td>
</tr>
<tr>
<td>40</td>
<td>summer bridge program</td>
<td>3.83</td>
</tr>
<tr>
<td>3</td>
<td>extended freshman orientation (credit)</td>
<td>3.82</td>
</tr>
<tr>
<td>78</td>
<td>programs for honor students</td>
<td>3.81</td>
</tr>
<tr>
<td>13</td>
<td>integration of advising with first-year transition programs</td>
<td>3.80</td>
</tr>
</tbody>
</table>

Table VI: Practices with Lowest Means (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>interest assessment</td>
<td>2.93</td>
</tr>
<tr>
<td>16</td>
<td>assessment of faculty academic advisors</td>
<td>2.93</td>
</tr>
<tr>
<td>57</td>
<td>library orientation, workshop, and/or course</td>
<td>2.92</td>
</tr>
<tr>
<td>83</td>
<td>degree guarantee program</td>
<td>2.90</td>
</tr>
<tr>
<td>Item</td>
<td>Item</td>
<td>Incidence Rate</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>11</td>
<td>advising interventions with selected student populations</td>
<td>88%</td>
</tr>
<tr>
<td>48</td>
<td>tutoring</td>
<td>97%</td>
</tr>
<tr>
<td>78</td>
<td>programs for honors students</td>
<td>86%</td>
</tr>
<tr>
<td>44</td>
<td>mathematics center/lab</td>
<td>78%</td>
</tr>
<tr>
<td>5</td>
<td>freshman seminar/university 101 (credit)</td>
<td>76%</td>
</tr>
<tr>
<td>49</td>
<td>study skills course, program, or center</td>
<td>79%</td>
</tr>
<tr>
<td>24</td>
<td>mandated placement of students in courses based on test scores</td>
<td>83%</td>
</tr>
</tbody>
</table>

Table VIII: Highly Rated Practices with Moderate Incidence Rates (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
<th>Incidence Rate</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>academic advising center</td>
<td>74%</td>
<td>3.98</td>
</tr>
<tr>
<td>43</td>
<td>comprehensive learning assistance center/lab</td>
<td>66%</td>
<td>3.92</td>
</tr>
<tr>
<td>39</td>
<td>supplemental instruction</td>
<td>72%</td>
<td>3.91</td>
</tr>
<tr>
<td>94</td>
<td>required on-campus housing for freshmen</td>
<td>48%</td>
<td>3.86</td>
</tr>
<tr>
<td>40</td>
<td>summer bridge program</td>
<td>60%</td>
<td>3.83</td>
</tr>
<tr>
<td>13</td>
<td>integration of academic advising with first-year transition programs</td>
<td>60%</td>
<td>3.80</td>
</tr>
</tbody>
</table>

Table IX: Highly Rated Practices with Low Incidence Rates (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
<th>Incidence Rate</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>increased number of academic advisors</td>
<td>38%</td>
<td>3.98</td>
</tr>
<tr>
<td>76</td>
<td>program for first generation students</td>
<td>43%</td>
<td>3.90</td>
</tr>
<tr>
<td>46</td>
<td>reading center/lab</td>
<td>28%</td>
<td>3.86</td>
</tr>
<tr>
<td>3</td>
<td>extended freshman orientation (credit)</td>
<td>24%</td>
<td>3.82</td>
</tr>
<tr>
<td>60</td>
<td>staff mentoring</td>
<td>35%</td>
<td>3.62</td>
</tr>
</tbody>
</table>
Table X contains a list of practices that differentiate institutions in the top quartile of first-to-second-year retention rate for all public four-year college and university respondents from those in the bottom quartile of first-to-second-year retention rates by retention practices. The top quartile included 66 institutions and the bottom quartile included 67 institutions. Highly rated practices included in Table X were those with a mean $\geq 3.6$ and a difference in incidence rate of $\geq 10\%$ between top quartile and bottom quartile institutions. The top quartile and bottom quartile for all 94 items, in item number order, can be found in Appendix A, Table A3.

Table X: Highly Rated Practices where Top Quartile Colleges Had Incidence Rates $\geq 10\%$ than Bottom Quartile Colleges (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Top Quartile</th>
<th>Bottom Quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>increased number of academic advisors</td>
<td>43%</td>
<td>30%</td>
</tr>
<tr>
<td>11</td>
<td>advising interventions with selected student populations</td>
<td>96%</td>
<td>82%</td>
</tr>
<tr>
<td>39</td>
<td>supplemental instruction</td>
<td>75%</td>
<td>64%</td>
</tr>
<tr>
<td>40</td>
<td>summer bridge program</td>
<td>75%</td>
<td>49%</td>
</tr>
<tr>
<td>78</td>
<td>program for honors students</td>
<td>91%</td>
<td>73%</td>
</tr>
<tr>
<td>13</td>
<td>integration of advising with first-year transition programs</td>
<td>72%</td>
<td>48%</td>
</tr>
<tr>
<td>10</td>
<td>training for non-faculty academic advisors</td>
<td>84%</td>
<td>67%</td>
</tr>
<tr>
<td>59</td>
<td>faculty mentoring</td>
<td>74%</td>
<td>45%</td>
</tr>
<tr>
<td>6</td>
<td>living/learning communities (residential)</td>
<td>84%</td>
<td>42%</td>
</tr>
<tr>
<td>79</td>
<td>program for international students</td>
<td>87%</td>
<td>60%</td>
</tr>
<tr>
<td>60</td>
<td>staff mentoring</td>
<td>57%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Section V: Top Three Retention Practices

In this section, public four-year college respondents were asked to review the pool of 94 practices and identify the three that made the greatest contribution to retention on their campus. Table XI contains the percentage of institutions that selected a practice as one of the top three; only nine practices were chosen by 10% or more of the institutions as among the top three. Forty-four practices were chosen by 9% or fewer of the institutions as among the top three; these items and the percentage choosing each can be found in Appendix A, Table A4. The remaining 41 practices were not identified by any of the colleges as one of the three top practices having an effect on retention.

Table XI: Three Practices Making the Greatest Contribution to Retention (Public Four-Year Colleges and Universities)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>% Selecting as Among Top Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item #</td>
<td>Item</td>
<td>% Selecting as Among Top Three</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>advising interventions with selected student populations</td>
<td>14%</td>
</tr>
<tr>
<td>24</td>
<td>mandated placement of students in courses based on test scores</td>
<td>13%</td>
</tr>
<tr>
<td>14</td>
<td>academic advising center</td>
<td>12%</td>
</tr>
<tr>
<td>1</td>
<td>summer orientation</td>
<td>11%</td>
</tr>
<tr>
<td>50</td>
<td>early warning system</td>
<td>10%</td>
</tr>
</tbody>
</table>
Appendix A

Data for Public Four-Year Colleges and Universities

Table A1: Means for All Attrition Factors; All Items by Item Number Order

Table A2: Contribution Means and Percents Using for all Programs, Services, Curricular Offerings, and Interventions; All Items by Item Number Order

Table A3: Differentials between Top Retention Quartile and Bottom Retention Quartile Colleges; All Items in Item Number Order

Table A4: Programs, Services, Curricular Offerings, and Interventions; Top Three Selected by Fewer than Ten Percent of Colleges; Listed by Percentage from Highest to Lowest
<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Mean</th>
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<tbody>
<tr>
<td>1</td>
<td>student employment opportunities</td>
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</tr>
<tr>
<td>2</td>
<td>level of student preparation for college-level work</td>
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</tr>
<tr>
<td>3</td>
<td>relevancy of curricula</td>
<td>2.59</td>
</tr>
<tr>
<td>4</td>
<td>student access to needed courses in the appropriate sequence</td>
<td>2.76</td>
</tr>
<tr>
<td>5</td>
<td>student first-generation status</td>
<td>3.32</td>
</tr>
<tr>
<td>6</td>
<td>accuracy of information provided by academic advisors</td>
<td>2.79</td>
</tr>
<tr>
<td>7</td>
<td>availability of academic advisors</td>
<td>2.84</td>
</tr>
<tr>
<td>8</td>
<td>level of academic advisors’ concern for students</td>
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</tr>
<tr>
<td>9</td>
<td>student low socio-economic status</td>
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<tr>
<td>10</td>
<td>amount of financial aid available to students</td>
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<tr>
<td>11</td>
<td>student access to financial aid advising and information</td>
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</tr>
<tr>
<td>12</td>
<td>ratio of loans to other forms of financial aid</td>
<td>3.08</td>
</tr>
<tr>
<td>13</td>
<td>level of student commitment to earning a degree</td>
<td>3.56</td>
</tr>
<tr>
<td>14</td>
<td>student-institution “fit”</td>
<td>3.08</td>
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<tr>
<td>15</td>
<td>level of certainty about career goals</td>
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<td>16</td>
<td>extracurricular programs</td>
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<td>17</td>
<td>student educational aspirations and goals</td>
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<td>18</td>
<td>commuting/living off-campus</td>
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<td>19</td>
<td>level of certainty about educational major</td>
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<td>20</td>
<td>adequacy of personal financial resources</td>
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<td>21</td>
<td>level of student motivation to succeed</td>
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<td>22</td>
<td>student physical health issues</td>
<td>2.16</td>
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<tr>
<td>23</td>
<td>adequate academic/learning support services</td>
<td>2.88</td>
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<tr>
<td>24</td>
<td>level of emotional support from family, friends, and significant others</td>
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<td>25</td>
<td>residence hall facilities</td>
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<td>26</td>
<td>programs to support students’ transition to residence hall living</td>
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<td>27</td>
<td>level of job demands on students</td>
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<td>28</td>
<td>quality of interaction between faculty and students</td>
<td>3.16</td>
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<td>29</td>
<td>consistency of instructional quality</td>
<td>2.86</td>
</tr>
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<td>30</td>
<td>out-of-class interaction between students and faculty</td>
<td>2.85</td>
</tr>
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<td>31</td>
<td>student study skills</td>
<td>3.80</td>
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<tr>
<td>32</td>
<td>student engagement opportunities in the classroom (active learning)</td>
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<td>quality of interaction between staff and students</td>
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<td>34</td>
<td>student mental or emotional health issues</td>
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</tr>
<tr>
<td>35</td>
<td>rules and regulations governing student behavior</td>
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</tr>
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<td>36</td>
<td>student family responsibilities</td>
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<td>37</td>
<td>campus safety and security</td>
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<td>38</td>
<td>student peer group interaction</td>
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</tr>
<tr>
<td>39</td>
<td>cultural activities</td>
<td>2.36</td>
</tr>
<tr>
<td>40</td>
<td>distance from students’ permanent homes</td>
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<tr>
<td>41</td>
<td>level of intellectual stimulation or challenge for students</td>
<td>2.76</td>
</tr>
<tr>
<td>42</td>
<td>student personal coping skills</td>
<td>3.34</td>
</tr>
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</table>
Table A2
Programs, Services, Curricular Offerings, Interventions
Percent Using and Contribution Means
All Items in Item Number Order

Public Four-Year Colleges and Universities

<table>
<thead>
<tr>
<th>Item #</th>
<th>Retention Interventions</th>
<th>Incidence Rate</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>summer orientation</td>
<td>93%</td>
<td>3.61</td>
</tr>
<tr>
<td>2</td>
<td>extended freshman orientation (non-credit)</td>
<td>33%</td>
<td>3.57</td>
</tr>
<tr>
<td>3</td>
<td>extended freshman orientation (credit)</td>
<td>24%</td>
<td>3.82</td>
</tr>
<tr>
<td>4</td>
<td>freshman seminar/university 101 (non-credit)</td>
<td>9%</td>
<td>3.38</td>
</tr>
<tr>
<td>5</td>
<td>freshman seminar/university 101 (credit)</td>
<td>76%</td>
<td>3.74</td>
</tr>
<tr>
<td>6</td>
<td>living/learning communities (residential)</td>
<td>62%</td>
<td>3.67</td>
</tr>
<tr>
<td>7</td>
<td>learning communities (non-residential)</td>
<td>44%</td>
<td>3.56</td>
</tr>
<tr>
<td>8</td>
<td>parent/family orientation</td>
<td>84%</td>
<td>3.15</td>
</tr>
<tr>
<td>9</td>
<td>training for faculty academic advisors</td>
<td>74%</td>
<td>3.46</td>
</tr>
<tr>
<td>10</td>
<td>training for non-faculty academic advisors</td>
<td>74%</td>
<td>3.70</td>
</tr>
<tr>
<td>11</td>
<td>advising interventions with selected student populations</td>
<td>88%</td>
<td>3.93</td>
</tr>
<tr>
<td>12</td>
<td>increased number of academic advisors</td>
<td>38%</td>
<td>3.98</td>
</tr>
<tr>
<td>13</td>
<td>integration of advising with first-year transition programs</td>
<td>60%</td>
<td>3.80</td>
</tr>
<tr>
<td>14</td>
<td>academic advising center</td>
<td>74%</td>
<td>3.98</td>
</tr>
<tr>
<td>15</td>
<td>center(s) that integrates academic advising with career/life planning</td>
<td>34%</td>
<td>3.56</td>
</tr>
<tr>
<td>16</td>
<td>assessment of faculty academic advisors</td>
<td>26%</td>
<td>2.93</td>
</tr>
<tr>
<td>17</td>
<td>assessment of non-faculty academic advisors</td>
<td>49%</td>
<td>3.16</td>
</tr>
<tr>
<td>18</td>
<td>application of technology to advising</td>
<td>72%</td>
<td>3.30</td>
</tr>
<tr>
<td>19</td>
<td>recognition/rewards for faculty academic advisors</td>
<td>38%</td>
<td>2.78</td>
</tr>
<tr>
<td>20</td>
<td>recognition/rewards for non-faculty academic advisors</td>
<td>34%</td>
<td>2.85</td>
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<tr>
<td>21</td>
<td>specified student learning outcomes (syllabus) for advising</td>
<td>31%</td>
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<td>22</td>
<td>online advising system</td>
<td>34%</td>
<td>3.39</td>
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<tr>
<td>23</td>
<td>campus-wide assessment/audit of advising</td>
<td>33%</td>
<td>3.08</td>
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<tr>
<td>24</td>
<td>mandated placement of students in courses based on test scores</td>
<td>83%</td>
<td>3.71</td>
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<td>25</td>
<td>recommended placement of students in courses based on test scores</td>
<td>58%</td>
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<td>26</td>
<td>diagnostic academic skills assessment</td>
<td>50%</td>
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<tr>
<td>27</td>
<td>outcomes assessment</td>
<td>70%</td>
<td>2.97</td>
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<td>learning styles assessment</td>
<td>37%</td>
<td>2.89</td>
</tr>
<tr>
<td>29</td>
<td>values assessment</td>
<td>22%</td>
<td>2.84</td>
</tr>
<tr>
<td>30</td>
<td>interest assessment</td>
<td>42%</td>
<td>2.93</td>
</tr>
<tr>
<td>31</td>
<td>vocational aptitude assessment</td>
<td>29%</td>
<td>2.89</td>
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<tr>
<td>32</td>
<td>personality assessment</td>
<td>34%</td>
<td>2.64</td>
</tr>
<tr>
<td>33</td>
<td>career exploration workshops or courses</td>
<td>89%</td>
<td>3.11</td>
</tr>
<tr>
<td>34</td>
<td>internships</td>
<td>97%</td>
<td>3.70</td>
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<tr>
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<td>cooperative education</td>
<td>52%</td>
<td>3.52</td>
</tr>
<tr>
<td>36</td>
<td>individual career counseling</td>
<td>93%</td>
<td>3.34</td>
</tr>
<tr>
<td>37</td>
<td>computer-assisted career guidance</td>
<td>79%</td>
<td>2.96</td>
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<tr>
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<td>job shadowing</td>
<td>42%</td>
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<td>Item #</td>
<td>Retention Interventions</td>
<td>Incidence Rate</td>
<td>Mean</td>
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<td>--------</td>
<td>------------------------------------------------------------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>39</td>
<td>supplemental instruction</td>
<td>72%</td>
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<td>40</td>
<td>summer bridge program</td>
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<td>3.83</td>
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<tr>
<td>41</td>
<td>remedial/developmental coursework (required)</td>
<td>76%</td>
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</tr>
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<td>42</td>
<td>remedial/developmental coursework (recommended)</td>
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<td>comprehensive learning assistance center/lab</td>
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<td>mathematics center/lab</td>
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<tr>
<td>45</td>
<td>writing center/lab</td>
<td>90%</td>
<td>3.72</td>
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<tr>
<td>46</td>
<td>reading center/lab</td>
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<tr>
<td>47</td>
<td>foreign language center/lab</td>
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<td>tutoring</td>
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<td>49</td>
<td>study skills course, program, or center</td>
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<td>early warning system</td>
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<td>mid-term progress reports</td>
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<td>performance contracts for students in academic difficulty</td>
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<td>organized student study groups</td>
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<td>ESL program</td>
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<td>online learning support</td>
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<td>library orientation, workshop, and/or course</td>
<td>84%</td>
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<td>peer mentoring</td>
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<td>faculty mentoring</td>
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<td>staff mentoring</td>
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<td>instructional (teaching) techniques</td>
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<tr>
<td>63</td>
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<td>64</td>
<td>faculty use of technology in teaching</td>
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<td>faculty use of technology in communicating with students</td>
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<td>interdisciplinary courses</td>
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<td>enhanced/modified faculty reward system</td>
<td>31%</td>
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<td>pre-enrollment financial aid advising</td>
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<td>3.49</td>
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<tr>
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<td>workshops in money management</td>
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<td>short-term loans</td>
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<td>programs for adult students</td>
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<td>programs for commuter students</td>
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<td>programs for ESL students</td>
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<td>programs for female students</td>
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<td>programs for first-generation students</td>
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<td>programs for gay/lesbian/bisexual/transgender students</td>
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<td>programs for honor students</td>
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<td>programs for international students</td>
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<td>programs for racial/ethnic minority students</td>
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<td>programs for veterans</td>
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<td>degree guarantee program</td>
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<td>90%</td>
<td>3.28</td>
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<tr>
<td>86</td>
<td>diversity information/training</td>
<td>74%</td>
<td>2.98</td>
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<tr>
<td>87</td>
<td>student leadership development</td>
<td>91%</td>
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<tr>
<td>88</td>
<td>time management course/program</td>
<td>64%</td>
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<tr>
<td>Item #</td>
<td>Retention Interventions</td>
<td>Incidence Rate</td>
<td>Mean</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td>89</td>
<td>health and wellness course/program</td>
<td>77%</td>
<td>2.96</td>
</tr>
<tr>
<td>90</td>
<td>personal coping skills course/program</td>
<td>50%</td>
<td>3.07</td>
</tr>
<tr>
<td>91</td>
<td>motivation and goal setting workshop/program</td>
<td>47%</td>
<td>3.19</td>
</tr>
<tr>
<td>92</td>
<td>residence hall programs</td>
<td>88%</td>
<td>3.50</td>
</tr>
<tr>
<td>93</td>
<td>fraternities/sororities</td>
<td>77%</td>
<td>3.12</td>
</tr>
<tr>
<td>94</td>
<td>required on-campus housing for freshmen</td>
<td>48%</td>
<td>3.86</td>
</tr>
</tbody>
</table>
### Table A3

Programs, Services, Curricular Offerings, and Interventions  
Differentials between High Performing and Low Performing Colleges  
All Items in Item Number Order

#### Public Four-Year Colleges and Universities

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item</th>
<th>Top Quartile</th>
<th>Bottom Quartile</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>summer orientation</td>
<td>3.85</td>
<td>3.58</td>
</tr>
<tr>
<td>2</td>
<td>extended freshman orientation (non-credit)</td>
<td>3.59</td>
<td>3.62</td>
</tr>
<tr>
<td>3</td>
<td>extended freshman orientation (credit)</td>
<td>4.19</td>
<td>4.06</td>
</tr>
<tr>
<td>4</td>
<td>freshman seminar/university 101 (non-credit)</td>
<td>3.57</td>
<td>3.17</td>
</tr>
<tr>
<td>5</td>
<td>freshman seminar/university 101 (credit)</td>
<td>3.74</td>
<td>3.69</td>
</tr>
<tr>
<td>6</td>
<td>living/learning communities (residential)</td>
<td>3.93</td>
<td>3.41</td>
</tr>
<tr>
<td>7</td>
<td>learning communities (non-residential)</td>
<td>3.51</td>
<td>3.71</td>
</tr>
<tr>
<td>8</td>
<td>parent/family orientation</td>
<td>3.21</td>
<td>3.21</td>
</tr>
<tr>
<td>9</td>
<td>training for faculty academic advisors</td>
<td>3.43</td>
<td>3.53</td>
</tr>
<tr>
<td>10</td>
<td>training for non-faculty academic advisors</td>
<td>3.72</td>
<td>3.71</td>
</tr>
<tr>
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<td>advising interventions with selected student populations</td>
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Table A4

Programs, Services, Curricular Offerings, and Interventions
Top Three Selected by Fewer than Ten Percent of Colleges
Listed by Percentage from Highest to Lowest

Public Four-Year Colleges and Universities

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<td>required on-campus housing for freshmen</td>
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<td>programs for honor students</td>
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<td>44</td>
<td>mathematics center/lab</td>
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<td>mid-term progress reports</td>
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<td>internships</td>
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<td>study skills course, program, or center</td>
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<td>residence hall programs</td>
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<td>center(s) that integrates academic advising with career/life planning</td>
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<td>service learning program</td>
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<td>freshman interest groups (FIGS)</td>
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<td>vocational aptitude assessment</td>
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Appendix B

What Works in Student Retention

Instrument
What Works in Student Retention?

Fourth National Survey

This study reiterates ACT’s on-going commitment to help colleges and universities better understand the impact of campus practices on college student retention and persistence to degree attainment. Throughout the last three decades, ACT has conducted a number of research studies relevant to college student success. Postsecondary educators use the results from these research efforts to enhance the quality of programs leading to student success. These projects include, among others, the following.

- Three National Surveys on Retention: *What Works in Student Retention?*
- Six National Surveys on Academic Advising Practices
- Annual Report on National Retention and Persistence to Degree Rates

Your participation in this effort, the 4th National Survey on Retention, will make a significant contribution to a better understanding of retention practices.

Directions: Please complete each set of items on this survey, and then return your completed survey in the envelope provided or mail it to: ACT, Inc.; Survey Research Services 47; PO Box 168; Iowa City, IA 52243.
SECTION I: BACKGROUND INFORMATION

1. Is there a person on your campus who is responsible for the coordination of retention programs?
   - [ ] Yes
   - [ ] No (Skip to Question 3.)

2. What title most closely approximates that of the individual? (Check only one.)
   - [ ] Chief Executive/President
   - [ ] Chief Enrollment Management Officer
   - [ ] Chief Academic Affairs Officer/Campus Dean
   - [ ] Chief Student Affairs Officer
   - [ ] Provost
   - [ ] Associate/Assistant Provost
   - [ ] Associate/Assistant Academic Affairs Officer
   - [ ] Associate/Assistant Student Affairs Officer
   - [ ] Director
   - [ ] Associate/Assistant Director
   - [ ] Coordinator
   - [ ] Specialist

3. Approximately what percentage of your undergraduate credit hours is offered through online instruction?
   - [ ] ________ %
   - [ ] Don’t know/Unavailable

4. Check all of the transfer-enhancement programs below in which your institution participates.
   - [ ] A. Common course numbering system
     - [ ] With selected college(s)
     - [ ] With selected group or consortium of colleges
     - [ ] System-wide
     - [ ] Statewide
     - [ ] None of the above
   - [ ] B. Articulation agreements
     - [ ] With selected college(s)
     - [ ] With selected group or consortium of colleges
     - [ ] System-wide
     - [ ] Statewide
     - [ ] None of the above
   - [ ] C. A course applicability system (any system that informs students on the applicability of credits earned at other institutions)
     - [ ] With selected group or consortium of colleges
     - [ ] System-wide
     - [ ] Multi-state
     - [ ] None of the above

SECTION II: RETENTION AND DEGREE-COMPLETION RATES

1. What is your institution’s current first-year to second-year retention rate (for first-time, full-time students)?
   - [ ] ________ % (percent retained)
   - [ ] Don’t know/Unavailable

2. Does your institution have a specific goal for its first-year to second-year retention rate?
   - [ ] No (Skip to Question 3.)
   - [ ] Don’t know/Unavailable (Skip to Question 3.)
   - [ ] Yes ➔ If yes: The goal for the student retention rate (% of students who will be retained – not percent increase) and the schedule for achieving that goal are:
     a. ________ % (percent retained goal)
     b. Timeframe for achieving that goal
       - [ ] No specific timeframe
       - [ ] One year
       - [ ] Two years
       - [ ] Three years
       - [ ] Four years

3. Assuming a 6-year timeframe for four-year institutions and a 3-year timeframe for two-year institutions, what is your institution’s current student degree-completion rate?
   - [ ] ________ % (degree-completion rate)
   - [ ] Don’t know/Unavailable

4. Does your institution have a specific goal for its student degree-completion rate (6-year graduation timeframe for four-year institutions or 3-year graduation timeframe for two-year institutions)?
   - [ ] No (Skip to Section III.)
   - [ ] Don’t know/Unavailable (Skip to Section III.)
   - [ ] Yes ➔ If yes: The goal for the student degree completion rate (% of students who complete degrees – not percent increase) and the schedule for achieving that goal are:
     a. ________ % (degree-completion rate goal)
     b. Timeframe for achieving that goal
       - [ ] No specific timeframe
       - [ ] One year
       - [ ] Two years
       - [ ] Three years
       - [ ] Four years
       - [ ] Five years
       - [ ] More than five years

5. One year
6. Two years
7. Three years
8. Four years
9. Five years
10. More than five years
### SECTION III: FACTORS AFFECTING STUDENT ATTRITION AT YOUR SCHOOL

This section contains a list of student and institutional characteristics or factors that can affect attrition. To what degree does each factor affect attrition at your school?

<table>
<thead>
<tr>
<th>Factors</th>
<th>Major Effect</th>
<th>Moderate Effect</th>
<th>Little or No Effect</th>
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</thead>
<tbody>
<tr>
<td>1. Student employment opportunities</td>
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<tr>
<td>2. Level of student preparation for college-level work</td>
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<td>3. Relevancy of curricula</td>
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<td>4. Student access to needed courses in the appropriate sequence</td>
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<td>5. Student first-generation status</td>
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<td>6. Accuracy of information provided by academic advisors</td>
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<td>7. Availability of academic advisors</td>
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<td>8. Level of academic advisors’ concern for students</td>
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<td>9. Student low socio-economic status</td>
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<td>10. Amount of financial aid available to students</td>
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<td>11. Student access to financial aid advising and information</td>
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<td>12. Ratio of loans to other forms of financial aid</td>
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<td>13. Level of student commitment to earning a degree</td>
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<td>14. Student-institution “fit”</td>
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<td>15. Level of certainty about career goals</td>
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<td>16. Extracurricular programs</td>
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<td>17. Student educational aspirations and goals</td>
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<td>18. Commuting/living off-campus</td>
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<td>19. Level of certainty about educational major</td>
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<td>20. Adequacy of personal financial resources</td>
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<td>21. Level of student motivation to succeed</td>
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<td>22. Student physical health issues</td>
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<td>23. Adequate academic/learning support services</td>
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<td>24. Level of emotional support from family, friends, and significant others</td>
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<td>25. Residence hall facilities</td>
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<td>26. Programs to support students’ transition to residence hall living</td>
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<td>27. Level of job demands on students</td>
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<td>28. Quality of interaction between faculty and students</td>
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<td>29. Consistency of instructional quality</td>
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<td>30. Out-of-class interaction between students and faculty</td>
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<td>31. Student study skills</td>
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<td>32. Student engagement opportunities in the classroom (active learning)</td>
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<td>33. Quality of interaction between staff and students</td>
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<td>34. Student mental or emotional health issues</td>
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<td>35. Rules and regulations governing student behavior</td>
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<td>36. Student family responsibilities</td>
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<td>37. Campus safety and security</td>
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<td>38. Student peer group interaction</td>
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<td>39. Cultural activities</td>
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<td>40. Distance from students’ permanent homes</td>
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<td>41. Level of intellectual stimulation or challenge for students</td>
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<td>42. Student personal coping skills</td>
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</table>
## SECTION IV: ON-CAMPUS RETENTION PRACTICES

Listed below is a series of programs, services, curricular offerings, and interventions that may make a contribution to retention on your campus. First indicate if the practice is or is not offered at your school. Then, if a practice is offered, indicate the degree to which you think it contributes to retention at your school.

<table>
<thead>
<tr>
<th>Programs, Services, Curricular Offerings, Interventions</th>
<th>Offered at Your Institution?</th>
<th>Major Contribution to retention</th>
<th>Moderate Contribution to retention</th>
<th>Little or no Contribution to retention</th>
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<tbody>
<tr>
<td></td>
<td>No</td>
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<td></td>
<td>Yes</td>
<td>(Then, what degree of contribution to campus retention?)</td>
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<tr>
<td><strong>First-Year Transition</strong></td>
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<tr>
<td>1. summer orientation</td>
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<tr>
<td>2. extended freshman orientation (non-credit)</td>
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<tr>
<td>3. extended freshman orientation (credit)</td>
<td>☐</td>
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<tr>
<td>4. freshman seminar/university 101 (non-credit)</td>
<td>☐</td>
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<td>5. freshman seminar/university 101 (credit)</td>
<td>☐</td>
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<td>6. living/learning communities (residential)</td>
<td>☐</td>
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<td>7. learning communities (non-residential)</td>
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<td>8. parent/family orientation</td>
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<td><strong>Academic Advising</strong></td>
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<td>9. training for faculty academic advisors</td>
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<tr>
<td>10. training for non-faculty academic advisors</td>
<td>☐</td>
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<tr>
<td>11. advising interventions with selected student populations</td>
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<td>12. increased number of academic advisors</td>
<td>☐</td>
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<tr>
<td>13. integration of advising with first-year transition programs</td>
<td>☐</td>
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<td>14. academic advising center</td>
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<td>15. center(s) that integrates academic advising with career/life planning</td>
<td>☐</td>
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<td>16. assessment of faculty academic advisors</td>
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<tr>
<td>17. assessment of non-faculty academic advisors</td>
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<td>18. application of technology to advising</td>
<td>☐</td>
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<td>19. recognition/rewards for faculty academic advisors</td>
<td>☐</td>
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<td>20. recognition/rewards for non-faculty academic advisors</td>
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<td>21. specified student learning outcomes (syllabus) for advising</td>
<td>☐</td>
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<td>22. online advising system</td>
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<td>23. campus-wide assessment/audit of advising</td>
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<td><strong>Assessment</strong></td>
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<td>24. mandated placement of students in courses based on test scores</td>
<td>☐</td>
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<td>25. recommended placement of students in courses based on test scores</td>
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<td>26. diagnostic academic skills assessment</td>
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<td>27. outcomes assessment</td>
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<td>28. learning styles assessment</td>
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<td>29. values assessment</td>
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<td>30. interest assessment</td>
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<td>31. vocational aptitude assessment</td>
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<td>32. personality assessment</td>
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<tr>
<td>Programs, Services, Curricular Offerings, Interventions</td>
<td>Offered at Your Institution?</td>
<td>Major Contribution to retention</td>
<td>Moderate Contribution to retention</td>
<td>Little or no Contribution to retention</td>
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<td>No</td>
<td>Yes (Then, what degree of contribution to campus retention?)</td>
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<td>Career Planning and Placement</td>
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<td>33. career exploration workshops or courses</td>
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<td>34. internships</td>
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<td>35. cooperative education</td>
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<td>36. individual career counseling</td>
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<td>37. computer-assisted career guidance</td>
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<td>38. job shadowing</td>
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<td>Learning Assistance/Academic Support</td>
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<td>39. supplemental instruction</td>
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<td>41. remedial/developmental coursework (required)</td>
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<td>42. remedial/developmental coursework (recommended)</td>
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<td>43. comprehensive learning assistance center/lab</td>
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<td>44. mathematics center/lab</td>
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<td>45. writing center/lab</td>
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<td>46. reading center/lab</td>
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<td>47. foreign language center/lab</td>
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<td>48. tutoring</td>
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<td>49. study skills course, program, or center</td>
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<td>50. early warning system</td>
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<td>51. mid-term progress reports</td>
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<td>52. performance contracts for students in academic difficulty</td>
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<td>53. organized student study groups</td>
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<td>54. service learning program</td>
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<td>56. online learning support</td>
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<td>57. library orientation, workshop, and/or course</td>
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<td>Mentoring</td>
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<td>58. peer mentoring</td>
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<td>61. community member mentoring</td>
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<td>Faculty Development</td>
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<td>62. instructional (teaching) techniques</td>
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<td>63. assessing student performance</td>
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<td>64. faculty use of technology in teaching</td>
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<td>65. faculty use of technology in communicating with students</td>
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<td>66. writing across the curriculum</td>
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<td>67. interdisciplinary courses</td>
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<td>68. enhanced/modified faculty reward system</td>
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<tr>
<td>Programs, Services, Curricular Offerings, Interventions</td>
<td>Offered at Your Institution?</td>
<td>Major Contribution to retention</td>
<td>Moderate Contribution to retention</td>
<td>Little or no Contribution to retention</td>
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<td></td>
<td>Yes</td>
<td>(Then, what degree of contribution to campus retention?)</td>
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<td>Financial Aid</td>
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<td>69. pre-enrollment financial aid advising</td>
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<td>70. workshops in money management</td>
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<td>71. short-term loans</td>
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<td>Co-curricular Services/Programs for Specific Student Sub-populations</td>
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<td>72. adult students</td>
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<td>73. commuter students</td>
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<td>74. ESL students</td>
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<td>75. female students</td>
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<td>76. first-generation students</td>
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<td>77. gay/lesbian/bisexual/transgender students</td>
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<td>78. honor students</td>
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<td>81. veterans</td>
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<td>82. other (Specify.)</td>
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<td>Other Activities/Programs</td>
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<td>83. degree guarantee program</td>
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<td>84. freshman interest groups (FIGS)</td>
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<td>85. college-sponsored social activities</td>
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<td>86. diversity information/training</td>
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<td>87. student leadership development</td>
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<td>88. time management course/program</td>
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<td>89. health and wellness course/program</td>
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<td>90. personal coping skills course/program</td>
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<td>91. motivation and goal setting workshop/program</td>
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<td>92. residence hall programs</td>
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<td>93. fraternities/sororities</td>
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<td>94. required on-campus housing for freshmen</td>
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<td>Other Programs, Services, Curricular Offerings, Interventions that contribute to retention at your school (Please specify.)</td>
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SECTION V

From the 96 items in Section IV (beginning on page 3), write the item number and text for the 1 to 3 items among the 96 that have the greatest positive impact on retention at your school.

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<tr>
<th>Item #</th>
<th>Text</th>
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SECTION VI

We will prepare a report containing the results of this survey. Would you agree to a brief follow-up survey or phone call should we identify your retention program for inclusion?

☐ Yes    ☐ No

If yes, please provide the following information.

Name __________________________

Job Title __________________________

Mailing Address __________________________

Phone __________________________

Email __________________________

SECTION VII: COMMENTS

If you would like to share information or comments that would enlighten our understanding of retention problems and/or solutions at your school, please write them in the space below.

Thank you!

(Please return your completed survey in the enclosed envelope. If you no longer have the envelope, please mail your completed survey to ACT, Inc.; Survey Research Services 47; PO Box 168; Iowa City, IA 52243.)