

What Works in Student Retention?

Fourth National Survey

Report for All
Colleges and Universities*

ACT 2010

*Minor revisions were made to selected data in Sections I and II as of July 1, 2010.

TABLE of CONTENTS

Introduction	1
ACT's Earlier Retention Studies	1
ACT's 2010 What Works in Student Retention Study.....	3
Executive Summary for All Institutions	3
The Study's Methodology	3
Instrument	3
Database	4
Six-Phase Mailed and Telephone Administration	4
Population	5
Response Rates by Institution	5
Findings.....	6
Section I: Background Information	6
Section II: Retention and Degree-Completion Rates	8

This report is the culmination of a two-year project directed by a four-member planning team.
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ACT's 2010
What Works in Student Retention Study

Report for All Institutions
(Community Colleges, Private Four-Year Colleges and Universities,
and Public Four-Year Colleges and Universities)

Introduction

Over the past three and one-half decades, ACT has dedicated itself to conducting research that collects information from colleges and universities that will help them identify and better understand the impact of various practices on college student retention and persistence to degree-completion. Selected examples of those efforts include the following.

- *College Student Retention and Graduation Rates (1983-2006)*. Beginning in 1983, ACT collected institutional data on first-to-second-year retention and on degree completion rates through its *Institutional Data Questionnaire (IDQ)* – an annual survey of 2,500-2,800 colleges and universities in the U.S. Since 1983, ACT has each year compiled data from the IDQ and published *The ACT National Dropout and Degree Completion Tables*. These tables can be accessed at www.act.org/research/policymakers/reports/graduation.html.
- *Six National Surveys on Academic Advising Practices*. Beginning in 1979, ACT, in collaboration with the National Academic Advising Association (NACADA), has conducted six national studies of campus practices in academic advising. The latest of these, *The Status of Academic Advising: Findings from the ACT Sixth National Survey*, is published in the NACADA monograph series. That monograph can be ordered through the NACADA website: www.nacada.ksu.edu.
- *The Role of Academic and Non-Academic Factors in Improving College Retention* (Lotkowski, Robbins, and Noeth, 2004). This policy report provides information from ACT's major technical study on the influence of non-academic factors, alone and combined with academic factors, on student performance and retention at four-year colleges and universities. The report highlights examples of successful retention practices. This report can be accessed at www.act.org/research/policymakers/pdf/college_retention.pdf.
- Four national retention studies: *What Works in Student Retention* (1980, 1987, 2004, and 2010).

ACT's Earlier Retention Studies (1980, 1987, 2004)

What Works in Student Retention (Beal and Noel, 1980). This first study was a joint project of ACT and the National Center for Higher Education Management Systems (NCHEMS). Staff from the two organizations developed and piloted the instrument that was sent to 2,459 two-year and four-year colleges and universities and achieved a response rate of 40.2%. (This report is no longer available.) As one part of the study, the authors collected information about 17 student characteristics and 10 institutional characteristics that contributed to attrition and retention. In addition, respondents were asked to select from a list of 20 action programs that had been identified as having potential for improving retention. Conclusions in the final report cited the following three action program areas as critical to retention.

- *Academic stimulation and assistance*: challenge in and support for academic performance
- *Personal future building*: the identification and clarification of student goals and directions.

- *Involvement experiences*: student participation/interaction with a wide variety of programs and services on the campus.

What Works in Student Retention in State Colleges and Universities (Coward, 1987). ACT and the American Association of State Colleges and Universities (AASCU) collaborated in a content replication of the 1980 study and produced a monograph. (This report is no longer available.) The survey population comprised only the 370 AASCU members. When asked about new strategies employed to improve retention since 1980, the following practices were cited by more than 50% of the colleges.

- Improvement/redevelopment of the academic advising program
- Special orientation program
- Establishment of early warning systems
- Curricular innovations in credit programs

What Works in Student Retention (Habley and McClanahan, 2004). ACT conducted the 2004 study, which can be found at www.act.org/research/policymakers/reports/retain.html. The research team conducted an extensive review of literature and determined that since the previous study in 1987 a substantial number of new practices had been identified and undertaken in an effort to increase retention rates, rendering the former survey instrument outdated. Therefore, a substantial effort was made to develop an instrument that would include items addressing both the historical and the newer practices and that the items would address both the prevalence and the impact of their effect on student retention. In addition, the set of items assessing the institution's perceptions of the institutional and student factors affecting attrition was also reviewed and revised. Primary findings from the study included the following.

- Institutions were far more likely to attribute attrition to student characteristics than to institutional characteristics.
- Respondents from all colleges in the study reported retention practices responsible for the greatest contribution to retention fell into three main categories.
 1. First-year programs
 2. Academic advising
 3. Learning support

When asked to identify the three campus retention practices that had the greatest impact on student retention, all survey respondents identified at least one of the following.

- Freshman seminar/university 101 for credit
- Tutoring program
- Advising interventions with selected student populations
- Mandated course placement testing program
- Comprehensive learning assistance center/lab

What Works in Student Retention Study

Conducted in the spring of 2009, ACT's most recent retention research sought to find answers to questions about retention that might shed light on how to decrease the gap between college enrollment and degree completion – a problem that has not diminished over the years. Some of the questions for which answers were sought included: Do retention practices vary based on institutional differences such as type, affiliation, and minority enrollment rate? What practices are implemented by institutions with the highest retention rates? Which practices do institutions deem to be the most effective in their retention efforts? What antecedents do institutions believe are attributable to the student and which to the institution in the case of student attrition?

This study, as those in the past, was designed to ask Chief Academic Affairs Officers and others in similar positions to provide their thoughts concerning two primary matters: college student attrition and retention. These individuals interact daily with students, fellow administrators, and others on their campuses dedicated to improving retention and graduation rates. While questions are asked about current retention and graduation rates, as well as future goals for both, the primary purpose of ACT's surveys has been to assess these individuals' perceptions of specific causes of attrition and of the many factors that may affect retention.

Presented in this report is information about the study's methodology, including the instrument, contact database, administration, population, and response rates. Data analyzed for the study included that returned from individuals at community colleges, private four-year colleges, and public four-year colleges. Data from the surveys returned by vocational/technical schools, online schools, and other types of schools are not included because there were too few responses in any of these categories for meaningful analyses. Findings from the survey for only Section I (background information) and Section II (retention and degree-completion information and rates) are reported. Findings specific to attrition and retention factors are addressed in the executive summary for each of the three types of colleges and universities listed earlier.

Executive Summary for All Institutions

The Study's Methodology

The *Instrument* (Appendix A) developed for the study was, in many ways, similar to that used in the 2004 study. However, changes were made to the earlier instrument, reflecting lessons learned as data from the 2004 study were analyzed – that is, identifying, in hindsight, elements such as asking more and/or different questions that might have provided beneficial information. Changes to and additional items also reflected topics related to attrition and retention that had surfaced in the literature and practice since development of the 2004 instrument.

The 2009 instrument comprised seven sections.

Section I: Background items included on-campus designation of an individual responsible for retention, position title, % of online instruction, and participation in transfer-enhancement programs.

Section II: Retention and student degree-completion items included specific percentages of first-year to second-year retention rates and student degree-completion rates along with institutional goals and timeframes for increasing retention and student degree-completion rates.

Section III: Comprised 42 student and institutional characteristics or factors that can affect student attrition. Respondents were asked to indicate if each factor had a major (5), moderate (3), or little or no (1) effect on student attrition on their campus.

Section IV: Comprised 94 factors (e.g., programs, services, interventions, etc.) and two “other” options that if offered/available at the institution were to be rated on the degree to which they contributed to retention. Respondents were asked to indicate if each practice had a major (5), moderate (3), or little or no (1) contribution to retention on their campus.

Section V: Respondents were asked to select the three items in Section IV having the greatest effect on student retention at their institution and to list those in rank order.

Section VI: Permission to follow up and follow-up information.

Section VII: Comments

The Database for the initial mailing was ACT’s Institutional Data Questionnaire (IDQ), which contains information for nearly 3,700 postsecondary institutions all of which have at least some information on file. These institutions include most traditional two-year and four-year colleges and universities as well as smaller numbers of technical, business, online and other specialized schools. To maintain current records, ACT annually mails the IDQ to all institutions to which students have requested their ACT scores be sent, conducts intensive follow-up activities, contacts non-responding institutions by telephone to obtain certain key data elements, and replaces dated information from non-responding institutions with information obtained from the federal IPEDS database. Following the third mailing and during the telephone administration phase of this project, staff went online to institution’s websites, to the Higher Education Directory, and to other sources to determine if they could locate contact information more likely to yield a response from those institutions from which no response had been received.

A Six-Phase Mailed and Telephone Administration was used in this project. Five mailings and one telephone contact were originally planned. To achieve a higher response rate, a sixth mailing was added. Returned, completed surveys were entered into the tracking system on a daily basis, ensuring that anyone who had responded would not receive further contacts, although in some instances a mailed contact and completed survey crossed in the mail, and the respondent did receive a notice following their response. Following is the contact schedule and the materials included in each for the mailed administration.

1. First Contact (Mail): The first mailing (N=3,426), sent on 03/11/09, was a pre-notification letter and postage-paid return postcard. This mailing was addressed to the Chief Academic Affairs Officer at each institution in the population. The letter contained a brief explanation of the project, notice that a survey would be sent, and a request that if the survey should be mailed to someone other than themselves and/or to a different address, the correct information be written on the postcard and the postcard returned to ACT. The information on any postcard returned was entered into the database, replacing the previous contact information. From this mailing, 21 were returned as undeliverable; 40 colleges were identified as closed; and five were colleges with no undergraduate program, leaving an effective N of 3,360.
2. Second Contact (Mail): The second mailing (N=3,360), sent on 04/07/09, was a packet of materials, addressed to the name in the record for each institution, comprising a cover letter, survey instrument, and postage-paid return envelope.
3. Third Contact (Mail): The third mailing (N=3,360), sent on 4/14/09, was a reminder postcard addressed to the name in the record for each institution in the database following the second mailing from which no completed instrument had been received.

4. Fourth Contact (Mail): The fourth mailing (N=3,259), sent on 4/24/09, was a packet of materials comprising a cover letter, survey instrument, and postage-paid return envelope addressed to the name in the record for each institution for which no response had been received.
5. Fifth Contact (Telephone): Following the fourth mailing, ACT's telecenter was provided with the names and phone numbers of individuals at institutions from which no response had been received. They began calling these individuals and sent a letter, survey instrument, and postage-paid return envelope to all of those who agreed to complete and return the survey.
6. Sixth Contact: The fifth mailing (N=2,694), sent on 6/24/09, was sent to the president of each institution from which no completed survey instrument had been received. The packet contained a letter (explaining the nature of the study and a request that he/she forward the survey to the appropriate person for completion), a survey instrument, and a postage-paid return envelope.

The *Population* (N=3,360) comprised Chief Academic Affairs Officers at 240 voc-tech schools, 949 public community colleges, 97 private two-year colleges, 598 public four-year colleges/universities, 1,318 private four-year colleges/universities, and 158 schools that could not be identified as any of the previous types mentioned at the outset of the study. Of the first mailing, sent to 3,426 institutions, 45 were returned as undeliverable, leaving an effective population of 3,360. These data can be found in Table I.

Private four-year institutions were clearly the largest subgroup in the population (n=1,318, ≈39% of the total group), followed by community colleges (n=949, ≈28% of the total group). Together, the private four-year and public community colleges made up almost 70% of the population. While the total group comprised approximately 18% public four-year institutions, only seven percent were voc-techs, and less than three percent were private two-year institutions. Almost 8.5% of the institutions were not identified by type at the time of the mailings. These data can be found in Table I.

Table I: Number and Percent of Institutions in First Mailing by Institution Type

Institution Type	Number in Population	Percent of Population
Unknown	158	8.45%
Technical	240	7.14%
Community College	949	28.24%
Private Two-Yr	97	2.89%
Private Four-Yr	1318	39.23%
Public Four-Yr	598	17.80%
Total	3360	100.00%

Response Rates by Institution Type are presented in Tables II and III. While public four-year colleges had the highest response rate (≈43%) for type of school, private four-year colleges and universities clearly had the largest number of responding institutions (n=440, ≈40% of the total group). The next largest responding group was the community colleges (n=305, ≈28% of the total group).

Table II: Response Rates by Types of College and University

Type of College/ University	Number of Surveys Mailed	Number of Surveys Returned Completed	29.17%
Technical	240	70	29.17%
Community College	949	305	32.14%
Private 2-Yr	97	31	31.96%
Private 4-Yr	1318	440	33.38%
Public 4-Yr	598	258	43.14%
Unknown*	158	n/a	n/a
Total	3360	1104	32.86%

*Following return of the completed surveys, each school that was unidentified by type at the time of mailing was located on the web, in the 2009 Higher Education Directory, or in a similar source and identified by type before further analyses were conducted. Therefore, there were no institutions of "unknown" type for the analyses portion of the study.

Table III: Response Rates by Type of College/University

Institution Type*	Number of Surveys Returned Completed	Percent of All Completed Surveys by Type of School
Technical	70	6.34%
Community College	305	27.62%
Private Two-Yr	31	2.81%
Private Four-Yr	440	39.86%
Public Four-Yr	258	23.37%
Total	1104	100.0%

*Following return of the completed surveys, each school that was unidentified by type at the time of mailing was located on the web, in the 2009 Higher Education Directory, or in a similar source and identified by type before further analyses were conducted. Therefore, there were no institutions of "unknown" type for the analyses portion of the study.

Findings

Following are findings for the three types of colleges and universities for which an adequate number of responses were received: community colleges, private four-year colleges, and public four-year colleges. There were not enough respondents for vocational/technical schools or for private two-year schools for meaningful analyses. Presented in this report are findings for only Section I (Background Information) and Section II (Retention and Degree-Completion Rates). Findings for Sections III (Factors Affecting Student Attrition at Your School), IV (On-Campus Retention Practices), and V (Top Three Retention Practices) can be found in the Executive Summary for each of the three types of schools.

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 word "blank."

1 Is there a person on you campus who is responsible for the coordination of retention programs?

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
Yes	59.5%	70.2%	69.4%
No	40.5%	29.8%	30.6%

2 What title most closely approximates that of the individual? (Check only one.) Following are the most frequently selected titles. Those selected by fewer than 10% are indicated with a dash (-). All but two of the other titles were selected by fewer than 1% of all respondents. Two-hundred and eighty-two respondents did not select any one of the response options.

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
Director	-	18.6%	16.5%
Chief Student Affairs Officer	26.0%	13.4%	-
Chief Enrollment Officer	11.4%	19.9%	10.8%
CAAO/Dean	16.4%	14.7%	-
Coordinator	13.6%	-	-
Asst/Assoc Provost	-	-	27.3%
Provost	-	-	11.4%

3 Approximately what percentage of your undergraduate credit hours is offered through online instruction?

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
1. 5% or less	10.8%	57.1%	39.2%
2. 5%-14.9%	27.9%	8.4%	18.2%
3. 15%-29%	23.9%	4.3%	6.6%
4. 30% or more	12.8%	5.2%	3.5%
5. don't know/ blank	24.6%	25.0%	32.6%

4 Check all of the transfer enhancement programs below in which your institution participates. (Multiple responses are possible. Percentages do not sum to 100%.)

4A Common Course Numbering System

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
with selected colleges	10.5%	9.6%	8.1%
with selected group or consortium of colleges	11.1%	5.5%	6.6%
system-wide	22.3%	4.1%	19.8%
statewide	30.5%	6.1%	19.0%
none of the above	35.4%	68.9%	50.4%

4B Articulation Agreements	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
with selected colleges	70.5%	70.0%	57.4%
with selected group or consortium of colleges	18.7%	18.2%	23.3%
system-wide	25.2%	2.5%	26.7%
statewide	39.3%	7.7%	27.5%
none of the above	1.0%	12.7%	1.2%

4C Course Applicability System	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
with selected group or consortium of colleges	31.1%	33.0%	29.5%
system-wide	20.3%	3.4%	26.4%
statewide	36.1%	7.7%	35.7%
multi-state system	3.9%	4.8%	8.9%
none of the above	22.6%	44.1%	14.3%

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 word "blank."

1a Current first-year to second-year retention rate	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
N	282	421	256
Mean	56.0	73.4	74.3
25 th percentile	48.0	65.0	68.0
Median	56.0	75.0	74.8
75 th percentile	63.0	82.0	82.0

1b Don't know/unavailable/ blank	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
N	23	19	2
%	7.5	4.3	0.8

2 Specific goal for first-year to second-year retention rate:	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
no	52.5%	30.2%	27.5%
don't know/unavail- able/not reported	15.4%	16.1%	6.2%
yes	32.1%	53.6%	66.3%

If yes to item 2,

		<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
2a	Retention goal:			
	N	93	232	170
	Mean	63.6	80.3	78.8
	25 th percentile	55.0	75.0	73.0
	Median	65.0	80.0	80.0
		72.0	85.0	85.0

2b Timeframe for achieving retention goal:

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
no specific timeframe	7.5%	20.0%	14.1%
one year	25.8%	12.2%	9.4%
two years	10.8%	21.7%	13.5%
three years	32.3%	18.7%	20.6%
four years	8.6%	5.7%	11.2%
five years	14.0%	19.1%	27.7%
more than five years	1.1%	2.6%	3.0%

3a Current student degree-completion rate (3-yr for 2-yr schools and 6-yr for 4-yr schools)

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
N	209	359	236
Mean	27.4	57.8	50.1
25 th percentile	15.0	45.0	38.0
Median	23.0	57.0	48.5
75 th percentile	34.7	70.0	60.0

3b Don't know/unavailable/blank

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
N	96	81	22
%	31.5%	18.4%	8.5%

4 Student degree-completion goal (3-yr for two-yr schools and 6-yr for four-yr schools)

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
4a no	55.4%	40.7%	35.3%
4b don't know/unavailable/blank	21.3%	23.9 %	12.0%
4c yes	23.3%	35.5%	52.7 %

If yes to item 4,

4d Specific goal for degree-completion rate

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
N	64	157	128
Mean	39.2	66.2	56.0
25 th percentile	20.0	60.0	49.2
Median	32.2	65.0	52.0
75 th percentile	59.0	75.0	65.0

4d. Timeframe for achieving degree-completion rate goal:

	<u>Comm College</u>	<u>Private Four-Yr</u>	<u>Public Four-Yr</u>
no specific timeframe	13.4%	15.5%	10.0%
one year	10.4%	9.0%	2.3%
two years	9.0%	7.7%	9.9%
three years	37.3%	15.5%	19.1%
four years	10.4%	11.0%	12.2%
five years	19.4%	31.6%	35.1%
more than five years	0.0%	9.7%	11.5%

Appendix A

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.)

- | | |
|---|--|
| <input type="checkbox"/> Chief Executive/President | <input type="checkbox"/> Chief Enrollment Management Officer |
| <input type="checkbox"/> Provost | <input type="checkbox"/> Associate/Assistant Enrollment Management Officer |
| <input type="checkbox"/> Associate/Assistant Provost | <input type="checkbox"/> Director |
| <input type="checkbox"/> Chief Academic Affairs Officer/Campus Dean | <input type="checkbox"/> Associate/Assistant Director |
| <input type="checkbox"/> Associate/Assistant Academic Affairs Officer | <input type="checkbox"/> Coordinator |
| <input type="checkbox"/> Chief Student Affairs Officer | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Associate/Assistant Student Affairs Officer | |

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
 Statewide
 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

- | | |
|--|---|
| <input type="checkbox"/> No specific timeframe | <input type="checkbox"/> Five years |
| <input type="checkbox"/> One year | <input type="checkbox"/> More than five years |
| <input type="checkbox"/> Two years | |
| <input type="checkbox"/> Three years | |
| <input type="checkbox"/> 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

- | | |
|--|---|
| <input type="checkbox"/> No specific timeframe | <input type="checkbox"/> Five years |
| <input type="checkbox"/> One year | <input type="checkbox"/> More than five years |
| <input type="checkbox"/> Two years | |
| <input type="checkbox"/> Three years | |
| <input type="checkbox"/> Four 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?

Major Effect on attrition at your school						Major Effect on attrition at your school											
Moderate Effect on attrition at your school					Moderate Effect on attrition at your school					Little or No Effect on attrition at your school							
Little or No Effect on attrition at your school					Little or No Effect on attrition at your school						Little or No Effect on attrition at your school						
5	4	3	2	1	Factors	5	4	3	2	1	Factors	5	4	3	2	1	Factors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. student employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22. student physical health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23. adequate academic/learning support services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. level of student preparation for college-level work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24. level of emotional support from family, friends, and significant others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25. residence hall facilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. relevancy of curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26. programs to support students' transition to residence hall living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27. level of job demands on students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. student access to needed courses in the appropriate sequence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28. quality of interaction between faculty and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29. consistency of instructional quality
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. student first-generation status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30. out-of-class interaction between students and faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31. student study skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. accuracy of information provided by academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32. student engagement opportunities in the classroom (active learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33. quality of interaction between staff and students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. availability of academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	34. student mental or emotional health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35. rules and regulations governing student behavior
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. level of academic advisors' concern for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36. student family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37. campus safety and security
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. student low socio-economic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38. student peer group interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39. cultural activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. amount of financial aid available to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40. distance from students' permanent homes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41. level of intellectual stimulation or challenge for students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11. student access to financial aid advising and information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42. student personal coping skills						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12. ratio of loans to other forms of financial aid												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13. level of student commitment to earning a degree												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14. student-institution "fit"												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15. level of certainty about career goals												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16. extracurricular programs												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17. student educational aspirations and goals												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18. commuting/living off-campus												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19. level of certainty about educational major												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20. adequacy of personal financial resources												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. level of student motivation to succeed												

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.

Programs, Services, Curricular Offerings, Interventions	Offered at Your Institution?		Major Contribution to retention				
	No	Yes <small>(Then, what degree of contribution to campus retention?)</small>	5	4	3	2	1
First-Year Transition							
1. summer orientation	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. extended freshman orientation (non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. extended freshman orientation (credit)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. freshman seminar/university 101 (non-credit)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. freshman seminar/university 101 (credit)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. living/learning communities (residential)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. learning communities (non-residential)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. parent/family orientation	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Advising							
9. training for faculty academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. training for non-faculty academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. advising interventions with selected student populations	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. increased number of academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. integration of advising with first-year transition programs	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. academic advising center	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. center(s) that integrates academic advising with career/life planning	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. assessment of faculty academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. assessment of non-faculty academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. application of technology to advising	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. recognition/rewards for faculty academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. recognition/rewards for non-faculty academic advisors	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. specified student learning outcomes (syllabus) for advising	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. online advising system	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. campus-wide assessment/audit of advising	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment							
24. mandated placement of students in courses based on test scores	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. recommended placement of students in courses based on test scores	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. diagnostic academic skills assessment	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. outcomes assessment	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. learning styles assessment	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. values assessment	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. interest assessment	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. vocational aptitude assessment	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. personality assessment	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programs, Services, Curricular Offerings, Interventions	Offered at Your Institution?		Major Contribution to retention				
	No	Yes (Then, what degree of contribution to campus retention?)	5	4	3	2	1 Little or no Contribution to retention
Career Planning and Placement							
33. career exploration workshops or courses	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. internships	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. cooperative education	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. individual career counseling	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. computer-assisted career guidance	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. job shadowing	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Assistance/Academic Support							
39. supplemental instruction	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. summer bridge program	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. remedial/developmental coursework (required)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. remedial/developmental coursework (recommended)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. comprehensive learning assistance center/lab	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. mathematics center/lab	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. writing center/lab	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. reading center/lab	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. foreign language center/lab	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. tutoring	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. study skills course, program, or center	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. early warning system	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. mid-term progress reports	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. performance contracts for students in academic difficulty	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. organized student study groups	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. service learning program	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. ESL program	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. online learning support	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. library orientation, workshop, and/or course	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring							
58. peer mentoring	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. faculty mentoring	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. staff mentoring	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. community member mentoring	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Development							
62. instructional (teaching) techniques	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. assessing student performance	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. faculty use of technology in teaching	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. faculty use of technology in communicating with students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. writing across the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. interdisciplinary courses	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. enhanced/modified faculty reward system	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Programs, Services, Curricular Offerings, Interventions	Offered at Your Institution?		Major Contribution to retention				
	No	Yes (Then, what degree of contribution to campus retention?)	5	4	3	2	1 Little or no Contribution to retention
Financial Aid							
69. pre-enrollment financial aid advising	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. workshops in money management	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. short-term loans	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-curricular Services/Programs for Specific Student Sub-populations							
72. adult students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. commuter students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. ESL students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. female students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. first-generation students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. gay/lesbian/bisexual/transgender students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. honor students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. international students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. racial/ethnic minority students	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. veterans	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. other (Specify.) _____ →				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Activities/Programs							
83. degree guarantee program	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. freshman interest groups (FIGS)	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. college-sponsored social activities	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. diversity information/training	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. student leadership development	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. time management course/program	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. health and wellness course/program	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. personal coping skills course/program	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. motivation and goal setting workshop/program	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. residence hall programs	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. fraternities/sororities	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. required on-campus housing for freshmen	<input type="checkbox"/>	<input type="checkbox"/>	→	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Programs, Services, Curricular Offerings, Interventions that contribute to retention at your school (Please specify.)							
95. _____ →				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. _____ →				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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.

Item # _____ Text _____

Item # _____ Text _____

Item # _____ Text _____

Item # _____ Text _____

Item # _____ Text _____

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.)

ACT[®]

FIFTY YEARS 1959|2009