

What Works in Student Retention?

Fourth National Survey

Community Colleges with
Twenty Percent or More
Black Students Enrolled

ACT, 2010

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This report is the culmination of a two-year project directed by a four-member planning team. Inquiries may be directed to any member of the team.

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ACT's What Works in Student Retention
2010 Study

**Community Colleges with
Twenty Percent or More Black Students Enrolled**

This report presents the findings for community colleges with twenty percent or more Black students enrolled 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 3,360 colleges and universities. A total of 1,104 responses were received of which 83 were from community colleges enrolling $\geq 20\%$ Black students. Findings for those 83 community colleges are presented in this report.

Section I: Background Information

In Section I, 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," in which case blanks were included in the total number of respondents for the item.

- About half (52%) of the respondents for these community colleges indicated there was a person on their campus responsible for retention efforts, while 46% indicated there was not. Very few picked any one of the 13 titles listed for these individuals; the highest percentage, 10%, selected either Chief Academic Affairs Officer/Dean or Chief Student Affairs Officer.
- About three-quarters (73%) of the colleges offered at least some undergraduate credit hours through online instruction. Of the total group offering online instruction, about half (46%) offered 15% or more of their total undergraduate hours online.
- Articulation agreements were most frequently reported as the transfer enhancement programs in which the colleges participated with 66% having such agreements with selected colleges, 36% having such agreements statewide, and 35% having such agreements system-wide.

Next most commonly reported were transfer enhancement programs through course applicability systems. These colleges reported 33% statewide, 28% with a selected group or consortium of colleges, and 24% system-wide.

Less commonly selected was the common course numbering system with 36% selecting system-wide and 34% selecting statewide.

Q1. Is there a person on your campus who is responsible for the coordination of retention programs?

yes	51.8%
no	45.8%
no response	2.4%

Q2. What title most closely approximates that of the individual?

Chief Acad Aff Officer/Dean	9.6%
Chief Student Affairs Officer	9.6%

Q3. Approximately what percentage of your undergraduate credit hours is offered through online instruction?

0%	6.0%
1% - 5%	16.9%
6% - 14%	22.9%
15% - 29%	15.7%
30% - 100%	18.1%
don't know/ unavailable/ blank	20.5%

Q4. Check all* of the transfer enhancement programs below in which your institution participates.

A. Common course numbering system...

with selected colleges	7.2%
with a selected group or consortium of colleges	8.4%
system-wide	36.1%
statewide	33.7%
none of the above	22.9%

* Multiple responses are possible. Percentages do not sum to 100%.

B. Articulation agreements...

with selected colleges	66.3%
with selected group or consortium of colleges	16.9%
system-wide	34.9%
statewide	36.1%
none of the above	1.2%

*Multiple responses possible. Percentages do not sum to 100%.

C. Course applicability system...

with selected group or consortium of colleges	27.7%
system-wide	24.1%
statewide	32.5%
multi-state system	2.4%
none of the above	27.7%

*Multiple responses possible. Percentages do not sum to 100%.

Section II: Retention and Degree-Completion Rates

In Section II, 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," in which case blanks were included in the total number of respondents for the item.

- Of the 64 colleges providing a response concerning their school's current first-year to second-year retention rate, the median was 53 and the mean was 56.
- Forty-five percent of 79 schools responding reported not having a goal for first-year to second-year retention rate, while 40% did. The mean and median retention rates were quite similar at 66% and 65%, respectively. The timeframes most frequently selected for achieving the retention goals were three years (11%) and one year (10%).
- Using a three-year timeframe for community colleges, the mean degree completion rate was 32%, while the median was 25%. Fifty-one percent of the 77 schools responding to this item did not have a specific goal for their student degree-completion rate, while 25% did. For those that did have a goal, the mean was 43% and the median was 34%. The most frequently selected timeframe was three years, selected by only 6% of the respondents; all other timeframes were selected by 5% or fewer of the respondents.

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

N	64
Mean	56.4
25 th percentile	48.0
Median	53.1
75 th percentile	65.0

don't know/unavailable/
blank

N	19
%	22.9%

Q3. Assuming a three-year timeframe for two-year institutions, what is your institution's current student degree-completion rate?

N	61
Mean	31.7
25 th percentile	13.0
Median	25.0
75 th percentile	45.0

don't know/unavailable/
blank

N	22
%	26.5%

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

- a. no 44.6%
- b. don't know/unavailable/
blank 15.7%
- c. yes 39.8%

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:

d. Retention rate goal

N	32
Mean	66.2
25 th percentile	60.0
Median	65.0
75 th percentile	75.0

e. Timeframe for achieving that goal

no specific timeframe	1.2%
one year	9.6%
two years	2.4%
three years	10.8%
four years	4.8%
five years	8.4%
more than five years	0.0%
no response	62.7%

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

- a. no 50.6%
- b. don't know/unavailable/
blank 24.1%
- c. yes 25.3%

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:

d. Degree-completion goal

N	20
Mean	42.8
25 th percentile	24.5
Median	34.0
75 th percentile	62.5

e. Timeframe for achieving that goal

no specific timeframe	2.4%
one year	3.6%
two years	4.8%
three years	6.0%
four years	3.6%
five years	4.8%
more than five years	0.0%
no response	74.7%

Section III: Factors Affecting Student Attrition at Your School

Section III contained a list of 42 student and institutional characteristics or factors that can affect student 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 following this report. Observation of the mean distribution was used to determine where reporting breaks were to be made.

Tables I and II contain the attrition factors with the highest and lowest means, respectively, for community colleges enrolling $\geq 20\%$ Black students.

Table I: Attrition Factors with Highest Means ($\geq 20\%$ Black two-year)

Item #	Item	Mean
20	adequacy of personal financial resources	4.22
2	level of student preparation for college-level work	4.09
31	student study skills	4.00
9	student low socio-economic status	3.98
10	amount of financial aid available to students	3.91
36	student family responsibilities	3.88
27	level of job demands on students	3.82
13	level of student commitment to earning a degree	3.81
21	level of student motivation to succeed	3.71

Table II: Attrition Factors with Lowest Means ($\geq 20\%$ Black two-year)

Item #	Item	Mean
22	student physical health issues	2.22
35	rules and regulations governing student behavior	2.19
39	cultural activities	2.11
16	extracurricular programs	2.10
37	campus safety and security	2.00
40	distance from students' permanent homes	1.99
25	residence hall facilities	1.31
26	programs to support students' transition to residence hall living	1.23

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 Section IV. For this report, these will be referred to as "practices." Observation of the mean distribution was used to determine where reporting breaks were to be made. The incidence rate is the percent of campuses offering or providing a given practice.

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 of contribution the practice made 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 incidence rates and means for each in Appendix A, Table A2.

Tables III and IV contain results on the institution practices with the highest and lowest incidence rates reported by respondents from community colleges with $\geq 20\%$ Black students.

Table III: Practices with Highest Incidence Rates ($\geq 20\%$ Black two-year)

Item #	Item	Incidence Rates
24	mandated placement of students in courses based on test scores	93%
64	faculty use of technology in teaching	90%
41	remedial/developmental coursework (required)	89%
48	tutoring	88%
85	college-sponsored social activities	87%
65	faculty use of technology in communicating with students	82%
36	individual career counseling	80%
69	pre-enrollment financial aid advising	80%
63	assessing student performance	78%
87	student leadership development	78%
57	library orientation, workshop, and/or course	77%
9	training for faculty academic advisors	73%
49	study skills course, program, or center	73%
62	instructional (teaching) techniques	70%

Table IV: Practices with Lowest Incidence Rates ($\geq 20\%$ Black two-year)

Item #	Item	Incidence Rates
82	programs for other student sub-populations	8%
93	fraternities/sororities	6%
94	required on-campus housing for freshmen	4%
6	living/learning communities (residential)	4%
84	freshman interest groups (FIGS)	2%

Listed in Tables V and VI are the retention practices with the highest and lowest means, respectively.

Table V: Practices with Highest Means ($\geq 20\%$ Black two-year)

Item #	Item	Mean
46	reading center/lab	4.15
43	comprehensive learning assistance center/lab	4.13
25	recommended placement of students in courses based on test scores	4.11
24	mandated placement of students in courses based on test scores	4.11
48	tutoring	4.06
45	writing center/lab	4.02
4	freshman seminar/university 101 (non-credit)	4.00
41	remedial/developmental coursework (required)	4.00
47	foreign language center/lab	3.96
44	mathematics center/lab	3.95
14	academic advising center	3.95
39	supplemental instruction	3.92
79	programs for international students	3.89
58	peer mentoring	3.88
17	assessment of non-faculty academic advisors	3.87
49	study skills course, program, or center	3.85
13	integration of advising with first-year transition programs	3.83
52	performance contracts for students in academic difficulty	3.83
10	training for non-faculty academic advisors	3.83
69	pre-enrollment financial aid advising	3.81
26	diagnostic academic skills assessment	3.81
76	programs for first-generation students	3.80
78	programs for honor students	3.80
34	internships	3.79

Table VI: Practices with Lowest Means ($\geq 20\%$ Black two-year)

Item #	Item	Mean
6	living/learning communities (residential)	3.00
82	programs for other student sub-populations	3.00
93	fraternities/sororities	3.00
70	workshops in money management	2.92
92	residence hall programs	2.91
77	programs for gay/lesbian/bisexual/transgender students	2.83
83	degree guarantee program	2.79
84	freshman interest groups (FIGS)	2.50

Tables VII-IX contain the combination of practices that were highly rated by colleges with $\geq 20\%$ enrolled Black students along with the incidence rates of those practices. Table VII contains the percentages of those colleges that reported highly rated practices with incidence rates $\geq 80\%$. Table VIII contains the percentage of community colleges reporting highly rated practices with incidence rates between 30% and 66%. Table IX contains the percentage of institutions reporting practices with incidence rates between 10% and 22%.

Table VII: Highly Rated Practices with High Incidence Rates ($\geq 20\%$ Black two-year)

Item #	Item	Incidence Rate	Mean
24	mandated placement of students in courses based on test scores	93%	4.11
48	tutoring	88%	4.06
41	remedial/developmental coursework (required)	89%	4.00
49	study skills course, program, or center	73%	3.85
69	pre-enrollment financial aid advising	80%	3.81

Table VIII: Highly Rated Practices with Moderate Incidence Rates ($\geq 20\%$ Black two-year)

Item #	Item	Incidence Rate	Mean
46	reading center/lab	49%	4.15
43	comprehensive learning assistance center/lab	66%	4.13
25	recommended placement of students in courses based on test scores	45%	4.11
45	writing center/lab	55%	4.02
44	mathematics center/lab	55%	3.95
14	academic advising center	52%	3.95
39	supplemental instruction	59%	3.92
79	programs for international students	36%	3.89
58	peer mentoring	31%	3.88
13	integration of advising with first-year transition programs	30%	3.83
52	performance contracts for students in academic difficulty	30%	3.83
10	training for non-faculty academic advisors	49%	3.83
26	diagnostic academic skills assessment	65%	3.81
76	programs for first-generation students	30%	3.80
78	programs for honor students	55%	3.80

Table IX: Highly Rated Practices with Low Incidence Rates ($\geq 20\%$ Black two-year)

Item #	Item	Incidence Rate	Mean
4	freshman seminar/university 101 (non-credit)	10%	4.00
17	assessment of non-faculty academic advisors	22%	3.87

Section V: Top Three Retention Practices

In Section V, community colleges were asked to review the pool of 94 practices presented in Section IV and identify the three that made the greatest contribution to retention on their campus. Only seven specified practices were chosen by 10% or more of the institutions as among the top three; those seven practices are shown in Table X. Those practices selected by fewer than 10% of colleges are presented in Appendix A, Table A3.

Table X: Three Practices Making the Greatest Contribution to Retention ($\geq 20\%$ Black two-year)

Item #	Item	Percent in Top Three
24	mandated placement of students in courses based on test scores	40%
41	remedial/developmental coursework (required)	27%
48	tutoring	17%
9	training for faculty academic advisors	14%
50	early warning system	13%
69	pre-enrollment financial aid advising	11%
5	freshman seminar/university 101 (credit)	10%
14	academic advising center	10%
43	comprehensive learning assistance center/lab	10%

Appendix A

Data for Two-Year Community Colleges with $\geq 20\%$ Black Student Enrollment

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

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

Table A3: Programs, Services, Curricular Offerings, and Interventions; Top Three Selected by Fewer than Ten Percent of Colleges; Listed by Percentage from Highest to Lowest

Table A1

Means for All Attrition Factors

All Items in Item Number Order
Community Colleges with $\geq 20\%$ Black Student Enrollment

Item #	Item	Mean
1	student employment opportunities	3.47
2	level of student preparation for college-level work	4.09
3	relevancy of curricula	2.54
4	student access to needed courses in the appropriate sequence	2.53
5	student first-generation status	3.39
6	accuracy of information provided by academic advisors	2.81
7	availability of academic advisors	2.65
8	level of academic advisors' concern for students	2.94
9	student low socio-economic status	3.98
10	amount of financial aid available to students	3.91
11	student access to financial aid advising and information	3.26
12	ratio of loans to other forms of financial aid	2.53
13	level of student commitment to earning a degree	3.81
14	student-institution "fit"	2.69
15	level of certainty about career goals	3.29
16	extracurricular programs	2.10
17	student educational aspirations and goals	3.31
18	commuting/living off-campus	2.38
19	level of certainty about educational major	3.05
20	adequacy of personal financial resources	4.22
21	level of student motivation to succeed	3.71
22	student physical health issues	2.22
23	adequate academic/learning support services	2.93
24	level of emotional support from family, friends, and significant others	3.38
25	residence hall facilities	1.31
26	programs to support students' transition to residence hall living	1.23
27	level of job demands on students	3.82
28	quality of interaction between faculty and students	3.06
29	consistency of instructional quality	2.96
30	out-of-class interaction between students and faculty	2.76
31	student study skills	4.00
32	student engagement opportunities in the classroom (active learning)	3.36
33	quality of interaction between staff and students	3.05
34	student mental and emotional health issues	2.84
35	rules and regulations governing student behavior	2.19
36	student family responsibilities	3.88
37	campus safety and security	2.00
38	student peer group interaction	2.51
39	cultural activities	2.11
40	distance from students' permanent homes	1.99
41	level of intellectual stimulation or challenge for students	2.63
42	student personal coping skills	3.33

Table A2

Programs, Services, Curricular Offerings, Interventions
Percent Using and Contribution Mean

All Items in Item Number Order
Community Colleges with $\geq 20\%$ Black Student Enrollment

Item #	Item	Incidence Rate	Mean
1	summer orientation	64%	3.2
2	extended freshman orientation (non-credit)	14%	3.5
3	extended freshman orientation (credit)	36%	3.6
4	freshman seminar/university 101 (non-credit)	10%	4.0
5	freshman seminar/university 101 (credit)	48%	3.6
6	living/learning communities (residential)	4%	3.0
7	learning communities (non-residential)	35%	3.6
8	parent/family orientation	27%	3.5
9	training for faculty academic advisors	73%	3.7
10	training for non-faculty academic advisors	49%	3.8
11	advising interventions with selected student populations	64%	3.8
12	increased number of academic advisors	41%	3.8
13	integration of advising with first-year transition programs	30%	3.8
14	academic advising center	52%	4.0
15	center(s) that integrates academic advising with career/life planning	36%	3.7
16	assessment of faculty academic advisors	28%	3.4
17	assessment of non-faculty academic advisors	22%	3.9
18	application of technology to advising	61%	3.5
19	recognition/rewards for faculty academic advisors	17%	3.3
20	recognition/rewards for non-faculty academic advisors	11%	3.3
21	specified student learning outcomes (syllabus) for advising	25%	3.8
22	online advising system	29%	3.7
23	campus-wide assessment/audit of advising	24%	3.4
24	mandated placement of students in courses based on test scores	93%	4.1
25	recommended placement of students in courses based on test scores	45%	4.1
26	diagnostic academic skills assessment	65%	3.8
27	outcomes assessment	66%	3.5
28	learning styles assessment	36%	3.3
29	values assessment	25%	3.6
30	interest assessment	46%	3.3
31	vocational aptitude assessment	36%	3.1
32	personality assessment	30%	3.2
33	career exploration workshops or courses	69%	3.4
34	internships	65%	3.8
35	cooperative education	49%	3.8

Item #	Item	Incidence Rate	Mean
36	individual career counseling	80%	3.5
37	computer-assisted career guidance	60%	3.1
38	job shadowing	22%	3.6
39	supplemental instruction	59%	3.9
40	summer bridge program	27%	3.6
41	remedial/developmental coursework (required)	89%	4.0
42	remedial/developmental coursework (recommended)	42%	3.7
43	comprehensive learning assistance center/lab	66%	4.1
44	mathematics center/lab	55%	4.0
45	writing center/lab	55%	4.0
46	reading center/lab	49%	4.2
47	foreign language center/lab	29%	4.0
48	tutoring	88%	4.1
49	study skills course, program, or center	73%	3.9
50	early warning system	59%	3.7
51	mid-term progress reports	52%	3.6
52	performance contracts for students in academic difficulty	30%	3.8
53	organized student study groups	29%	3.6
54	service learning program	41%	3.2
55	ESL program	53%	3.6
56	online learning support	54%	3.5
57	library orientation, workshop, and/or course	77%	3.3
58	peer mentoring	31%	3.9
59	faculty mentoring	42%	3.4
60	staff mentoring	23%	3.3
61	community member mentoring	12%	3.7
62	instructional (teaching) techniques	70%	3.7
63	assessing student performance	78%	3.6
64	faculty use of technology in teaching	90%	3.5
65	faculty use of technology in communicating with students	82%	3.7
66	writing across the curriculum	43%	3.4
67	interdisciplinary courses	39%	3.4
68	enhanced/modified faculty reward system	20%	3.1
69	pre-enrollment financial aid advising	80%	3.8
70	workshops in money management	46%	2.9
71	short-term loans	36%	3.5
72	programs for adult students	29%	3.5
73	programs for commuter students	22%	3.5
74	programs for ESL students	34%	3.6
75	programs for female students	25%	3.6
76	programs for first-generation students	30%	3.8
77	programs for gay/lesbian/bisexual/transgender students	16%	2.8
78	programs for honor students	55%	3.8
79	programs for international students	36%	3.9
80	programs for racial/ethnic minority students	49%	3.7
81	programs for veterans	53%	3.5
82	programs for other student sub-populations	8%	3.0
83	degree guarantee program	17%	2.8

Item #	Item	Incidence Rate	Mean
84	freshman interest groups (FIGS)	2%	2.5
85	college-sponsored social activities	87%	3.1
86	diversity information/training	78%	3.4
87	student leadership development	47%	3.4
88	time management course/program	52%	3.1
89	health and wellness course/program	33%	3.6
90	personal coping skills course/program	42%	3.6
91	motivation and goal setting workshop/program	13%	2.9
92	residence hall programs	6%	3.0
93	fraternities/sororities	4%	3.3
94	required on-campus housing for freshmen	4%	3.2

Table A3

Programs, Services, Curricular Offerings, and Interventions
Top Three Selected by Fewer than Ten Percent of Colleges

Listed by Percentage from Highest to Lowest
Community Colleges with $\geq 20\%$ Black Student Enrollment

Item #	Item	% Selecting as One of Top Three Practices
1	summer orientation	8%
11	advising interventions with selected student populations	6%
36	individual career counseling	6%
44	mathematics center/lab	6%
49	study skills course, program, or center	6%
64	faculty use of technology in teaching	6%
95	other	6%
2	extended freshman orientation (non-credit)	5%
3	extended freshman orientation (credit)	5%
10	training for non-faculty academic advisors	5%
59	faculty mentoring	5%
62	instructional (teaching) techniques	5%
71	short-term loans	5%
13	integration of advising with first-year transition programs	3%
21	specified student learning outcomes (syllabus) for advising	3%
25	recommended placement of students in courses based on test scores	3%
34	internships	3%
35	cooperative education	3%
58	peer mentoring	3%
85	college-sponsored social activities	3%
96	other	3%
7	learning communities (non-residential)	2%
8	parent/family orientation	2%
12	increased number of academic advisors	2%
15	center(s) that integrates academic advising with career/life planning	2%
19	recognition/rewards for faculty academic advisors	2%
26	diagnostic academic skills assessment	2%
27	outcomes assessment	2%
30	interest assessment	2%
32	personality assessment	2%
33	career exploration workshops or courses	2%
39	supplemental instruction	2%
45	writing center/lab	2%
52	performance contracts for students in academic difficulty	2%
54	service learning program	2%
56	online learning support	2%
63	assessing student performance	2%
65	faculty use of technology in communicating with students	2%

67	interdisciplinary courses	2%
76	programs for first-generation students	2%
80	programs for racial/ethnic minority students	2%
81	programs for veterans	2%
87	student leadership development	2%
90	personal coping skills course/program	2%
91	motivation and goal setting workshop/program	2%
4	freshman seminar/university 101 (non-credit)	0%
6	living/learning communities (residential)	0%
16	assessment of faculty academic advisors	0%
17	assessment of non-faculty academic advisors	0%
18	application of technology to advising	0%
20	recognition/rewards for non-faculty academic advisors	0%
22	online advising system	0%
23	campus-wide assessment/audit of advising	0%
28	learning styles assessment	0%
29	values assessment	0%
31	vocational aptitude assessment	0%
37	computer-assisted career guidance	0%
38	job shadowing	0%
40	summer bridge program	0%
42	remedial/developmental coursework (recommended)	0%
46	reading center/lab	0%
47	foreign language center/lab	0%
51	mid-term progress reports	0%
53	organized student study groups	0%
55	ESL program	0%
57	library orientation, workshop, and/or course	0%
60	staff mentoring	0%
61	community member mentoring	0%
66	writing across the curriculum	0%
68	enhanced/modified faculty reward system	0%
70	workshops in money management	0%
72	programs for adult students	0%
73	programs for commuter students	0%
74	programs for ESL students	0%
75	programs for female students	0%
77	programs for gay/lesbian/bisexual/transgender students	0%
78	programs for honor students	0%
79	programs for international students	0%
82	programs for other student sub-populations	0%
83	degree guarantee program	0%
84	freshman interest groups (FIGS)	0%
86	diversity information/training	0%
88	time management course/program	0%
89	health and wellness course/program	0%
92	residence hall programs	0%
93	fraternities/sororities	0%
94	required on-campus housing for freshmen	0%

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.)

- | | |
|---|--|
| <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?

	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"/>	2. level of student preparation for college-level work		<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"/>	3. relevancy of curricula		<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"/>	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"/>	25. residence hall facilities
	<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"/>	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"/>	6. accuracy of information provided by academic advisors		<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"/>	7. availability of academic advisors		<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"/>	8. level of academic advisors' concern for 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"/>	9. student low socio-economic 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"/>	10. amount of financial aid available to students		<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"/>	11. student access to financial aid advising and information		<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"/>	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"/>	33. quality of interaction between staff and students
	<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"/>	34. student mental or emotional health issues
	<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"/>	35. rules and regulations governing student behavior
	<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"/>	36. student family responsibilities
	<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"/>	37. campus safety and security
	<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"/>	38. student peer group interaction
	<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"/>	39. cultural activities
	<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"/>	40. distance from students' permanent homes
	<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"/>	41. level of intellectual stimulation or challenge for students
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21. level of student motivation to succeed		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42. student personal coping skills

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 _____

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.)

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