

# What Works in Student Retention?

Fourth National Survey

Four-Year Colleges & Universities  
with Twenty Percent or More  
Hispanic Students Enrolled

ACT, 2010

## Table of Contents

Four-Year Colleges and Universities with Twenty Percent or More Hispanic Students Enrolled .....	1
Section I: Background Information .....	1
Section II: Retention and Degree-Completion Rates .....	2
Section III: Factors Affecting Student Attrition at Your School .....	3
Section IV: On-Campus Retention Practices .....	4
Section V: Top Three Retention Practices .....	7

Appendix A

Appendix B

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

**Four-Year Colleges and Universities with  
Twenty Percent or More Hispanic Students Enrolled**

This report presents the findings for colleges and universities with twenty percent or more Hispanic 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, public four-year colleges/universities, and colleges/universities with  $\geq 20$  Black students enrolled. 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 a total of 3,360 colleges and universities. A total of 1,104 responses were received of which 33 were four-year colleges or universities with Hispanic enrollments  $\geq 20\%$ . Findings for these schools are presented in this report.

**Section I: Background Information**

In sections I and II of this report, 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.

- Seventy-nine percent of all four-year colleges or universities with  $\geq 20\%$  Hispanic student enrollment indicated a person on their campus was responsible for the coordination of retention programs, while 21% indicated there was no person responsible for such coordination. The position titles for these individuals varied widely. From among the 13 positions listed, Assistant/Associate Provost/ Chief Academic Affairs Officer/Dean, and Chief Enrollment Officer were most frequently selected by 12% each.
- Forty-nine percent of the colleges offered at least some undergraduate credit hours through online instruction. Of the total group offering online instruction, 19% offered 15% or more of their total undergraduate hours online.
- From among the three transfer enhancement programs, the largest percentage of all schools participated in articulation agreements with selected colleges (64%). Over one-third of the schools also participated in a common course numbering system statewide (36%) and in a course applicability system with a selected group or consortium of colleges (39%).

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

yes	78.8%
no	21.2%
no response	0.0%

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

Asst/Assoc Provost	12.1%
Chief Acad Aff Off/Dean	12.1%
Chief Enrollment Officer	12.1%

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

0%	18.0%
1% - 5%	27.3%
6% - 14%	12.1%
15% - 29%	0.0%
30% - 100%	9.1%
don't know/ unavailable/ blank	33.3%

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

**A. Common course numbering system...**

with selected colleges	15.2%
with a selected group or consortium of colleges	6.1%
system-wide	12.1%
statewide	36.4%
none of the above	36.4%

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

**B. Articulation agreements...**

with selected colleges	63.6%
with selected group or consortium of colleges	39.4%
system-wide	24.2%
statewide	15.2%
none of the above	3.0%

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

**C. Course applicability system...**

with selected group or consortium of colleges	39.4%
system-wide	18.2%
statewide	21.2%
multi-state system	6.1%
none of the above	21.2%

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

**Section II: Retention and Degree-Completion Rates**

In sections I and II of this report, 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.

- The median and mean first-year to second-year retention rate reported by four-year schools with ≥ 20% Hispanic enrollment was 75% and 71%, respectively. About one-fourth (27%) of the schools reported not having a specific first-year to second-year retention rate goal, while 61% reported they did. The median retention rate goal for the group was 88%. The largest percentage reported the timeframe for achieving their goal as being two years (21%). Fifteen percent reported having no specific timeframe.
- The median degree completion rate reported by these schools was 44%, and the mean was 48%. Forty-six percent reported not having a specific degree-completion goal. The median degree-completion rate goal was 50%, and the mean was 52%. The largest percentage of respondents having a degree completion goal reported a five-year timeframe (12%).

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

N	31
Mean	71.6
25 <sup>th</sup> percentile	63.0
Median	75.0
75 <sup>th</sup> percentile	81.0

don't know/unavailable/  
blank

N	1
%	3.0

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

a. no	27.3%
b. don't know/unavailable/ blank	3.0%
c. yes	60.6%

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	21
Mean	78.0
25 <sup>th</sup> percentile	74.0
Median	80.0
75 <sup>th</sup> percentile	82.0

e. Timeframe for achieving that goal

no specific timeframe	15.2%
one year	0.0%
two years	21.2%
three years	12.1%
four years	3.0%
five years	12.1%
more than five years	0.0%
no response	36.4%

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

N	25
Mean	48.2
25 <sup>th</sup> percentile	37.0
Median	44.1
75 <sup>th</sup> percentile	61.0

don't know/unavailable/  
blank

N	7
%	21.2

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

a. no	45.5%
b. don't know/unavailable blank	21.2%
c. yes	33.3%

If yes: The goal for the student degree-completion (% of students who will be retained – not percent increase) and the schedule for achieving that goal are:

d. Degree-completion goal

N	10
Mean	52.0
25 <sup>th</sup> percentile	38.0
Median	50.0
75 <sup>th</sup> percentile	68.0

e. Timeframe for achieving that goal

no specific timeframe	9.1%
one year	0.0%
two years	3.0%
three years	6.1%
four years	6.1%
five years	12.1%
more than five years	0.0%
no response	63.6%

### 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 colleges with a Hispanic student enrollment  $\geq 20\%$ .

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

Item #	Item	Mean
20	adequacy of personal financial resources	4.19
2	level of student preparation for college-level work	4.03
10	amount of financial aid available to students	4.00
31	student study skills	3.81
9	student low socio-economic status	3.75
27	level of job demands on students	3.63

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

Item #	Item	Mean
40	distance from students' permanent homes	2.55
16	extracurricular programs	2.44
39	cultural activities	2.38
25	residence hall facilities	2.31
26	programs to support students' transition to residence hall living	2.13
35	rules and regulations governing student behavior	2.10
22	student physical health issues	1.97
37	campus safety and security	1.94

#### 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 for those schools with a Hispanic enrollment  $\geq 20\%$ .

Table III: Practices with the Highest Incidence Rates ( $\geq 20\%$  Hispanic four-year)

Item #	Item	Incidence Rates
34	internships	97%
48	tutoring	94%
64	faculty use of technology in teaching	94%
11	advising interventions with selected student populations	88%
24	mandated placement of students in courses based on test scores	88%

65	faculty use of technology in communicating with students	85%
36	individual career counseling	85%
85	college-sponsored social activities	85%
33	career exploration workshops or courses	85%
45	writing center/lab	82%
41	remedial/developmental coursework (required)	82%
49	study skills course, program, or center	82%
63	assessing student performance	82%
57	library orientation, workshop, and/or course	82%
87	student leadership development	79%
69	pre-enrollment financial aid advising	79%
92	residence hall programs	79%
14	academic advising center	76%
10	training for non-faculty academic advisors	76%
1	summer orientation	76%
26	diagnostic academic skills assessment	76%

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

Item #	Item	Incidence Rates
3	extended freshman orientation (credit)	18%
23	campus-wide assessment/audit of advising	18%
84	freshman interest groups (FIGS)	18%
82	programs for other student sub-populations	9%
83	degree guarantee program	9%
61	community member mentoring	6%

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

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

Item #	Item	Mean
46	reading center/lab	4.25
7	learning communities (non-residential)	4.09
76	programs for first-generation students	4.09
3	extended freshman orientation (credit)	4.00
23	campus-wide assessment/audit of advising	4.00
94	required on-campus housing for freshmen	4.00
14	academic advising center	3.96
50	early warning system	3.86
43	comprehensive learning assistance center/lab	3.86
11	advising interventions with selected student populations	3.82
71	short-term loans	3.80

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

Item #	Item	Mean
2	extended freshman orientation (non-credit)	2.75
57	library orientation, workshop, and/or course	2.73
86	diversity information/training	2.62
27	outcomes assessment	2.60
70	workshops in money management	2.58
31	vocational aptitude assessment	2.57
32	personality assessment	2.50

Tables VII-IX contain the combination of practices that were highly rated by colleges with  $\geq 20\%$  enrolled Black students with the incidence rates of those practices. Table VII contains the percentages of those colleges that reported highly rated practices with incidence rates  $\geq 76\%$ . Table VIII contains the percentage of colleges/universities reporting highly rated practices with incidence rates between 33% and 67%. Table IX contains the percentage of institutions reporting practices with incidence rates between 18% and 24%.

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

Item #	Item	Incidence Rate	Mean
14	academic advising center	76%	3.96
11	advising interventions with selected student populations	88%	3.86



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

Item #	Item	Incidence Rate	Mean
76	programs for first-generation students	39%	4.09
7	learning communities (non-residential)	33%	4.09
94	required on-campus housing for freshmen	33%	4.00
50	early warning system	67%	3.86
43	comprehensive learning assistance center/lab	67%	3.86
71	short-term loans	64%	3.80

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

Item #	Item	Incidence Rate	Mean
46	reading center/lab	24%	4.25
3	extended freshman orientation (credit)	18%	4.00
23	campus-wide assessment/audit of advising	18%	4.00

### Section V: Top Three Retention Practices

In Section V, 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 nine practices were chosen by 0% or more of the institutions as among the top three; those nine practices are shown in Table X. Forty-one practices were chosen between 1% and 9% of the Hispanic institutions, and 42 practices were not chosen by any Hispanic institution.

Table X: Three Practices Making the Greatest Contribution to Retention ( $\geq 20\%$  Hispanic four-yr)

Item #	Item	Percent in Top Three
5	freshman seminar/university 101 (credit)	26%
50	early warning system	22%
14	academic advising center	19%
39	supplemental instruction	19%
11	advising interventions with selected student populations	15%
24	mandated placement of students in courses based on test scores	11%
43	comprehensive learning assistance center/lab	11%
59	faculty mentoring	11%
7	learning communities (non-residential)	11%

Appendix A

**Data for  
Four-Year Colleges/Universities with  $\geq 20\%$  Hispanic 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  
 Four-Year Colleges/Universities with  $\geq 20\%$  Hispanic Student Enrollment

Item #	Item	Mean
1	student employment opportunities	3.06
2	level of student preparation for college-level work	4.03
3	relevancy of curricula	2.77
4	student access to needed courses in the appropriate sequence	2.91
5	student first-generation status	3.38
6	accuracy of information provided by academic advisors	3.16
7	availability of academic advisors	3.19
8	level of academic advisors' concern for students	2.97
9	student low socio-economic status	3.75
10	amount of financial aid available to students	4.00
11	student access to financial aid advising and information	3.19
12	ratio of loans to other forms of financial aid	3.19
13	level of student commitment to earning a degree	3.35
14	student-institution "fit"	3.06
15	level of certainty about career goals	3.16
16	extracurricular programs	2.44
17	student educational aspirations and goals	3.13
18	commuting/living off-campus	2.84
19	level of certainty about educational major	2.84
20	adequacy of personal financial resources	4.19
21	level of student motivation to succeed	3.42
22	student physical health issues	1.97
23	adequate academic/learning support services	3.22
24	level of emotional support from family, friends, and significant others	3.39
25	residence hall facilities	2.31
26	programs to support students' transition to residence hall living	2.13
27	level of job demands on students	3.63
28	quality of interaction between faculty and students	3.47
29	consistency of instructional quality	3.19
30	out-of-class interaction between students and faculty	2.78
31	student study skills	3.81
32	student engagement opportunities in the classroom (active learning)	3.00
33	quality of interaction between staff and students	2.84
34	student mental and emotional health issues	2.68
35	rules and regulations governing student behavior	2.10
36	student family responsibilities	3.44
37	campus safety and security	1.94
38	student peer group interaction	2.66
39	cultural activities	2.38
40	distance from students' permanent homes	2.55
41	level of intellectual stimulation or challenge for students	2.94
42	student personal coping skills	3.29

Table A2

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

All Items in Item Number Order  
Four-Year Colleges/Universities with  $\geq 20\%$  Hispanic Student Enrollment

Item #	Item	Incidence Rate	Mean
1	summer orientation	76%	3.42
2	extended freshman orientation (non-credit)	30%	2.75
3	extended freshman orientation (credit)	18%	4.00
4	freshman seminar/university 101 (non-credit)	24%	2.86
5	freshman seminar/university 101 (credit)	73%	3.61
6	living/learning communities (residential)	48%	3.27
7	learning communities (non-residential)	33%	4.09
8	parent/family orientation	70%	3.25
9	training for faculty academic advisors	70%	3.59
10	training for non-faculty academic advisors	76%	3.63
11	advising interventions with selected student populations	88%	3.82
12	increased number of academic advisors	58%	3.74
13	integration of advising with first-year transition programs	52%	3.71
14	academic advising center	76%	3.96
15	center(s) that integrates academic advising with career/life planning	30%	3.00
16	assessment of faculty academic advisors	27%	3.00
17	assessment of non-faculty academic advisors	52%	3.19
18	application of technology to advising	73%	2.83
19	recognition/rewards for faculty academic advisors	33%	2.80
20	recognition/rewards for non-faculty academic advisors	33%	2.91
21	specified student learning outcomes (syllabus) for advising	27%	2.89
22	online advising system	30%	3.70
23	campus-wide assessment/audit of advising	18%	4.00
24	mandated placement of students in courses based on test scores	88%	3.57
25	recommended placement of students in courses based on test scores	48%	3.33
26	diagnostic academic skills assessment	76%	3.36
27	outcomes assessment	70%	2.60
28	learning styles assessment	45%	2.85
29	values assessment	27%	3.00
30	interest assessment	45%	2.85
31	vocational aptitude assessment	24%	2.57
32	personality assessment	33%	2.50
33	career exploration workshops or courses	85%	2.81
34	internships	97%	3.61
35	cooperative education	33%	3.27
36	individual career counseling	85%	3.35
37	computer-assisted career guidance	70%	3.00

Item #	Item	Incidence Rate	Mean
38	job shadowing	27%	3.33
39	supplemental instruction	70%	3.78
40	summer bridge program	61%	3.67
41	remedial/developmental coursework (required)	82%	3.65
42	remedial/developmental coursework (recommended)	33%	3.55
43	comprehensive learning assistance center/lab	67%	3.86
44	mathematics center/lab	64%	3.68
45	writing center/lab	82%	3.70
46	reading center/lab	24%	4.25
47	foreign language center/lab	33%	3.75
48	tutoring	94%	3.77
49	study skills course, program, or center	82%	3.35
50	early warning system	67%	3.86
51	mid-term progress reports	52%	3.56
52	performance contracts for students in academic difficulty	61%	3.53
53	organized student study groups	33%	3.55
54	service learning program	67%	2.95
55	ESL program	52%	2.88
56	online learning support	61%	2.95
57	library orientation, workshop, and/or course	82%	2.73
58	peer mentoring	73%	3.30
59	faculty mentoring	55%	3.71
60	staff mentoring	33%	3.17
61	community member mentoring	6%	3.00
62	instructional (teaching) techniques	73%	3.32
63	assessing student performance	82%	3.32
64	faculty use of technology in teaching	94%	3.21
65	faculty use of technology in communicating with students	85%	3.52
66	writing across the curriculum	64%	3.29
67	interdisciplinary courses	73%	3.22
68	enhanced/modified faculty reward system	36%	2.92
69	pre-enrollment financial aid advising	79%	3.43
70	workshops in money management	39%	2.58
71	short-term loans	64%	3.80
72	programs for adult students	36%	3.64
73	programs for commuter students	42%	3.00
74	programs for ESL students	42%	3.00
75	programs for female students	30%	3.44
76	programs for first-generation students	39%	4.09
77	programs for gay/lesbian/bisexual/transgender students	45%	3.07
78	programs for honor students	61%	3.47
79	programs for international students	67%	3.68
80	programs for racial/ethnic minority students	55%	3.71
81	programs for veterans	36%	3.25
82	programs for other student sub-populations	9%	3.50
83	degree guarantee program	9%	3.33
84	freshman interest groups (FIGS)	18%	2.83
85	college-sponsored social activities	85%	2.96

Item #	Item	Incidence Rate	Mean
86	diversity information/training	67%	2.62
87	student leadership development	79%	3.64
88	time management course/program	67%	3.05
89	health and wellness course/program	58%	2.88
90	personal coping skills course/program	48%	2.86
91	motivation and goal setting workshop/program	45%	3.00
92	residence hall programs	79%	3.00
93	fraternities/sororities	55%	3.00
94	required on-campus housing for freshmen	33%	4.00

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  
Four-Year Colleges/Universities with  $\geq 20\%$  Hispanic Student Enrollment

Item #	Item	% Selecting as One of Top Three Practices
1	summer orientation	7%
9	training for faculty academic advisors	7%
13	integration of advising with first-year transition programs	7%
41	remedial/developmental coursework (required)	7%
44	mathematics center/lab	7%
48	tutoring	7%
58	peer mentoring	7%
62	instructional (teaching) techniques	7%
67	interdisciplinary courses	7%
69	pre-enrollment financial aid advising	7%
94	required on-campus housing for freshmen	7%
3	extended freshman orientation (credit)	4%
8	parent/family orientation	4%
10	training for non-faculty academic advisors	4%
12	increased number of academic advisors	4%
18	application of technology to advising	4%
21	specified student learning outcomes (syllabus) for advising	4%
25	recommended placement of students in courses based on test scores	4%
34	internships	4%
40	summer bridge program	4%
42	remedial/developmental coursework (recommended)	4%
49	study skills course, program, or center	4%
52	performance contracts for students in academic difficulty	4%
53	organized student study groups	4%
56	online learning support	4%
63	assessing student performance	4%
64	faculty use of technology in teaching	4%
65	faculty use of technology in communicating with students	4%
73	programs for commuter students	4%
2	extended freshman orientation (non-credit)	0%
4	freshman seminar/university 101 (non-credit)	0%
6	living/learning communities (residential)	0%
15	center(s) that integrates academic advising with career/life planning	0%
16	assessment of faculty academic advisors	0%
17	assessment of non-faculty academic advisors	0%
19	recognition/rewards for faculty academic advisors	0%
20	recognition/rewards for non-faculty academic advisors	0%
22	online advising system	0%
23	campus-wide assessment/audit of advising	0%
26	diagnostic academic skills assessment	0%

Item #	Item	% Selecting as One of Top Three Practices
27	outcomes assessment	0%
28	learning styles assessment	0%
29	values assessment	0%
30	interest assessment	0%
31	vocational aptitude assessment	0%
32	personality assessment	0%
33	career exploration workshops or courses	0%
35	cooperative education	0%
36	individual career counseling	0%
37	computer-assisted career guidance	0%
38	job shadowing	0%
45	writing center/lab	0%
46	reading center/lab	0%
47	foreign language center/lab	0%
51	mid-term progress reports	0%
54	service learning program	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%
71	short-term loans	0%
72	programs for adult students	0%
74	programs for ESL students	0%
75	programs for female students	0%
76	programs for first-generation students	0%
77	programs for gay/lesbian/bisexual/transgender students	0%
78	programs for honor students	0%
79	programs for international students	0%
80	programs for racial/ethnic minority students	0%
81	programs for veterans	0%
82	programs for other student sub-populations	0%
83	degree guarantee program	0%
84	freshman interest groups (FIGS)	0%
85	college-sponsored social activities	0%
86	diversity information/training	0%
87	student leadership development	0%
88	time management course/program	0%
89	health and wellness course/program	0%
90	personal coping skills course/program	0%
91	motivation and goal setting workshop/program	0%
92	residence hall programs	0%
93	fraternities/sororities	0%



## Appendix B

### What Works in Student Retention

#### Instrument

# What Works in Student Retention?

## Fourth National Survey

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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 4<sup>th</sup> National Survey on Retention, will make a significant contribution to a better understanding of retention practices.

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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"/>	
<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
<b>First-Year Transition</b>							
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"/>
<b>Academic Advising</b>							
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"/>
<b>Assessment</b>							
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
<b>Career Planning and Placement</b>							
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"/>
<b>Learning Assistance/Academic Support</b>							
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"/>
<b>Mentoring</b>							
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"/>
<b>Faculty Development</b>							
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
<b>Financial Aid</b>							
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"/>
<b>Co-curricular Services/Programs for Specific Student Sub-populations</b>							
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"/>
<b>Other Activities/Programs</b>							
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"/>
<b>Other Programs, Services, Curricular Offerings, Interventions that contribute to retention at your school (Please specify.)</b>							
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 \_\_\_\_\_

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**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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