

What Works in Student Retention?

Fourth National Survey

Community Colleges with
Twenty Percent or More
Hispanic Students Enrolled*

ACT, 2010

* Revisions were made to data in tables V, VI, and A2 as of November 9th, 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 Hispanic Students Enrolled

This report presents the findings for community colleges 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, and public four-year colleges/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 a total of 3,360 colleges and universities. A total of 1,104 responses were received of which 37 were community colleges with Hispanic enrollments $\geq 20\%$. Findings for these 37 are presented in this report.

Section I: Background Information

The full base of respondents and computed percentages were based on the number of individuals responding to each item unless otherwise noted with the inclusion of the word "blank," in which case blanks were included in the total number of respondents for the item.

- Forty-one percent of all community colleges with $\geq 20\%$ Hispanic student enrollment indicated a person on their campus was responsible for the coordination of retention programs, while 54% indicated there was no person responsible for such coordination. The position titles for these individuals varied widely. From among the 13 positions listed, Chief Student Affairs Officer, Assistant/Associate Student Affairs Officer, and Director were most frequently selected by 8% each.
- Sixty-five percent of the colleges offered at least some undergraduate credit hours through online instruction. Of the total group offering online instruction, over one-third (38%) offered 15% or more of their total undergraduate hours online.
- From among the three transfer enhancement programs, the largest percentage of these schools participated in articulation agreements with selected colleges (68%). Over one-third of the schools also participated in a common course numbering system statewide (38%). About one-third participated in a course applicability system with a selected group or consortium of colleges (32%) or statewide (27%).

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

yes	40.5%
no	54.1%
no response	5.4%

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

Chief Student Affairs Off	8.1%
Director	8.1%
Asst/Assoc Student Affairs Officer	8.1%

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

0%	5.4%
1% - 5%	13.5%
6% - 14%	27.0%
15% - 29%	18.9%
30% - 100%	5.4%
don't know/ unavailable/ blank	29.7%

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

A. Common course numbering system...

with selected colleges	16.2%
with a selected group or consortium of colleges	5.4%
system-wide	5.4%
statewide	37.8%
none of the above	35.1%

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

B. Articulation agreements...

with selected colleges	67.6%
with selected group or consortium of colleges	16.2%
system-wide	13.5%
statewide	24.3%
none of the above	0.0%

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

C. Course applicability system...

with selected group or consortium of colleges	32.4%
system-wide	16.2%
statewide	27.0%
multi-state system	0.0%
none of the above	29.7%

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

Section II: Retention and Degree-Completion Rates

The full base of respondents and computed percentages were based on the number of individuals responding to each item unless otherwise noted with the inclusion of the word "blank," 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 schools with $\geq 20\%$ Hispanic enrollment were 59% and 56%, respectively. Well over half (62%) of the schools reported not having a specific first-year to second-year retention rate goal, while 19% reported they did. Both the mean and median retention rate goal for the group was 70%.
- Fifty-seven percent of the schools reported not having a specific degree-completion goal. The median degree-completion rate goal was 34%, and the mean was 41%. The largest percentage of respondents having a degree completion goal reported a one-year timeframe (8%).

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

N	27
Mean	58.6
25 th percentile	50.0
Median	56.0
75 th percentile	63.0

don't know/unavailable/
blank

N	7
%	18.9

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

N	23
Mean	30.2
25 th percentile	9.3
Median	21.0
75 th percentile	42.0

don't know/unavailable/
blank

N	7
%	18.9

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

- a. no 62.2%
- b. don't know/unavailable/
blank 18.9%
- c. yes 18.9%

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	7
Mean	69.8
25 th percentile	58.6
Median	70.0
75 th percentile	76.0

e. Timeframe for achieving that goal

no specific timeframe	5.4%
one year	8.1%
two years	0.0%
three years	5.4%
four years	0.0%
five years	0.0%
more than five years	0.0%
no response	81.1%

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

- a. no 56.8%
- b. don't know/unavailable/
blank 27.0%
- c. yes 16.2%

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

d. Degree-completion goal

N	6
Mean	40.7
25 th percentile	7.0
Median	33.9
75 th percentile	70.0

e. Timeframe for achieving that goal

no specific timeframe	2.7%
one year	8.1%
two years	0.0%
three years	5.4%
four years	0.0%
five years	0.0%
more than five years	0.0%
no response	83.8%

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 two-yearr)

Item #	Item	Mean
2	level of student preparation for college-level work	4.33
31	student study skills	4.28
20	adequacy of personal financial resources	4.11
36	student family responsibilities	4.11
9	student low socio-economic status	4.08
21	level of student motivation to succeed	4.00
27	level of job demands on students	3.94
10	amount of financial aid available to students	3.86
24	level of emotional support from family, friends, and significant others	3.83
13	level of student commitment to earning a degree	3.83

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

Item #	Item	Mean
39	cultural activities	2.25
35	rules and regulations governing student behavior	2.19
16	extracurricular programs	2.14
22	student physical health issues	2.11
40	distance from students' permanent homes	2.03
37	campus safety and security	2.00
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 for those schools with a Hispanic enrollment $\geq 20\%$.

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

Item #	Item	Incidence Rates
11	advising interventions with selected student populations	95%
36	individual career counseling	95%
48	tutoring	92%
64	faculty use of technology in teaching	92%
49	study skills course, program, or center	89%
14	academic advising center	86%
33	career exploration workshops or courses	86%
57	library orientation, workshop, and/or course	86%
62	instructional (teaching) techniques	86%
85	college-sponsored social activities	84%
24	mandated placement of students in courses based on test scores	81%
41	remedial/developmental coursework (required)	81%
63	assessing student performance	81%
65	faculty use of technology in communicating with students	81%
37	computer-assisted career guidance	78%
44	mathematics center/lab	78%
45	writing center/lab	78%
43	comprehensive learning assistance center/lab	76%
69	pre-enrollment financial aid advising	76%
78	programs for honor students	76%
87	student leadership development	76%

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

Item #	Item	Incidence Rates
4	freshman seminar/university 101 (non-credit)	11%
61	community member mentoring	11%
73	programs for commuter students	11%
82	programs for other student sub-populations	11%
75	programs for female students	5%
77	programs for gay/lesbian/bisexual/transgender students	5%
84	freshman interest groups (FIGS)	5%
93	fraternities/sororities	5%
94	required on-campus housing for freshmen	3%
6	living/learning communities (residential)	0%

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 two-year)

Item #	Item	Mean
48	tutoring	4.24
39	supplemental instruction	4.22
24	mandated placement of students in courses based on test scores	4.14
41	remedial/developmental coursework (required)	4.13
72	adult students	4.13
44	mathematics center/lab	4.04
4	freshman seminar/university 101 (non-credit)	4.00
12	increased number of academic advisors	4.00
25	recommended placement of students in courses based on test scores	4.00
60	staff mentoring	4.00
76	first-generation students	4.00
80	racial/ethnic minority students	4.00

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

Item #	Item	Mean
32	personality assessment	3.07
86	diversity information/training	3.05
61	community member mentoring	3.00
68	enhanced/modified faculty reward system	3.00
75	female students	3.00
93	fraternities/sororities	3.00
84	freshman interest groups (FIGS)	2.00
94	required on-campus housing for freshmen	2.00

Tables VII-IX contain the combination of practices that were highly rated by community colleges with $\geq 20\%$ enrolled Hispanic students with the incidence rates of those practices. Table VII contains the percentages of those colleges that reported highly rated practices with incidence rates $\geq 73\%$. Table VIII contains the percentage of colleges/universities reporting highly rated practices with incidence rates between 35% and 65%. Table IX contains the percentage of institutions reporting practices with incidence rates between 11% and 22%.

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

Item #	Item	Incidence Rate	Mean
48	tutoring	92%	4.24
39	supplemental instruction	73%	4.22
24	mandated placement of students in courses based on test scores	81%	4.14
41	remedial/developmental coursework (required)	81%	4.13
44	mathematics center/lab	78%	4.04
14	academic advising center	86%	3.97
43	comprehensive learning assistance center/lab	76%	3.96
45	writing center/lab	78%	3.96

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

Item #	Item	Incidence Rate	Mean
25	recommended placement of students in courses based on test scores	65%	4.00
12	increased number of academic advisors	43%	4.00
80	programs for racial/ethnic minority students	41%	4.00
76	programs for first-generation students	35%	4.00
46	reading center/lab	62%	3.95

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

Item #	Item	Incidence Rate	Mean
72	programs for adult students	22%	4.13
60	staff mentoring	19%	4.00
4	freshman seminar/university 101 (non-credit)	11%	4.00
82	programs for other student sub-populations	11%	4.00

Section V: Top Three Retention Practices Section V: Top Three Retention Practices

In Section V, colleges with enrollments of $\geq 20\%$ Hispanic students 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 10% or more of the institutions as among the top three; those nine practices are shown in Table X. Two of the generic “Other” practices were most frequently chosen (by 32% and 29%). Those practices chosen by 9% or fewer of the institutions can be found in Appendix A, Table A3.

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

Item #	Item	% Selecting as Among Top Three
24	mandated placement of students in courses based on test scores	32%
48	tutoring	29%
41	remedial/developmental coursework (required)	18%
50	early warning system	18%
10	training for non-faculty academic advisors	14%
43	comprehensive learning assistance center/lab	14%
44	mathematics center/lab	14%
5	freshman seminar/university 101 (credit)	11%
9	training for faculty academic advisors	11%

Appendix A

**Data for
Community Colleges 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
Colleges with $\geq 20\%$ Hispanic Student Enrollment

Item #	Item	Mean
1	student employment opportunities	3.17
2	level of student preparation for college-level work	4.33
3	relevancy of curricula	2.66
4	student access to needed courses in the appropriate sequence	2.83
5	student first-generation status	3.67
6	accuracy of information provided by academic advisors	3.06
7	availability of academic advisors	2.97
8	level of academic advisors' concern for students	2.83
9	student low socio-economic status	4.08
10	amount of financial aid available to students	3.86
11	student access to financial aid advising and information	3.50
12	ratio of loans to other forms of financial aid	2.91
13	level of student commitment to earning a degree	3.83
14	student-institution "fit"	2.89
15	level of certainty about career goals	3.47
16	extracurricular programs	2.14
17	student educational aspirations and goals	3.63
18	commuting/living off-campus	2.53
19	level of certainty about educational major	3.44
20	adequacy of personal financial resources	4.11
21	level of student motivation to succeed	4.00
22	student physical health issues	2.11
23	adequate academic/learning support services	3.31
24	level of emotional support from family, friends, and significant others	3.83
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	3.94
28	quality of interaction between faculty and students	3.42
29	consistency of instructional quality	3.22
30	out-of-class interaction between students and faculty	2.83
31	student study skills	4.28
32	student engagement opportunities in the classroom (active learning)	3.67
33	quality of interaction between staff and students	3.25
34	student mental and emotional health issues	3.08
35	rules and regulations governing student behavior	2.19
36	student family responsibilities	4.11
37	campus safety and security	2.00
38	student peer group interaction	2.94
39	cultural activities	2.25
40	distance from students' permanent homes	2.03
41	level of intellectual stimulation or challenge for students	2.75
42	student personal coping skills	3.58

Table A2

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

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

Item #	Item	Incidence Rate	Mean
1	summer orientation	70%	3.39
2	extended freshman orientation (non-credit)	16%	3.33
3	extended freshman orientation (credit)	32%	3.67
4	freshman seminar/university 101 (non-credit)	11%	4.00
5	freshman seminar/university 101 (credit)	51%	3.74
6	living/learning communities (residential)	0%	
7	learning communities (non-residential)	46%	3.65
8	parent/family orientation	30%	3.46
9	training for faculty academic advisors	68%	3.84
10	training for non-faculty academic advisors	70%	3.73
11	advising interventions with selected student populations	95%	3.83
12	increased number of academic advisors	43%	4.00
13	integration of advising with first-year transition programs	54%	3.85
14	academic advising center	86%	3.97
15	center(s) that integrates academic advising with career/life planning	59%	3.82
16	assessment of faculty academic advisors	32%	3.17
17	assessment of non-faculty academic advisors	35%	3.39
18	application of technology to advising	68%	3.52
19	recognition/rewards for faculty academic advisors	22%	3.57
20	recognition/rewards for non-faculty academic advisors	19%	3.29
21	specified student learning outcomes (syllabus) for advising	38%	3.57
22	online advising system	43%	3.07
23	campus-wide assessment/audit of advising	38%	3.29
24	mandated placement of students in courses based on test scores	81%	4.14
25	recommended placement of students in courses based on test scores	65%	4.00
26	diagnostic academic skills assessment	59%	3.48
27	outcomes assessment	51%	3.39
28	learning styles assessment	54%	3.30
29	values assessment	24%	3.44
30	interest assessment	51%	3.53
31	vocational aptitude assessment	38%	3.57
32	personality assessment	41%	3.07
33	career exploration workshops or courses	86%	3.56
34	internships	68%	3.42
35	cooperative education	54%	3.35
36	individual career counseling	95%	3.53
37	computer-assisted career guidance	78%	3.38

Item #	Item	Incidence Rate	Mean
38	job shadowing	27%	3.20
39	supplemental instruction	73%	4.22
40	summer bridge program	65%	3.79
41	remedial/developmental coursework (required)	81%	4.13
42	remedial/developmental coursework (recommended)	51%	3.42
43	comprehensive learning assistance center/lab	76%	3.96
44	mathematics center/lab	78%	4.04
45	writing center/lab	78%	3.96
46	reading center/lab	62%	3.95
47	foreign language center/lab	46%	3.38
48	tutoring	92%	4.24
49	study skills course, program, or center	89%	3.76
50	early warning system	73%	3.76
51	mid-term progress reports	38%	3.83
52	performance contracts for students in academic difficulty	49%	3.50
53	organized student study groups	32%	3.50
54	service learning program	38%	3.08
55	ESL program	73%	3.56
56	online learning support	68%	3.39
57	library orientation, workshop, and/or course	86%	3.39
58	peer mentoring	30%	3.70
59	faculty mentoring	32%	3.50
60	staff mentoring	19%	4.00
61	community member mentoring	11%	3.00
62	instructional (teaching) techniques	86%	3.70
63	assessing student performance	81%	3.54
64	faculty use of technology in teaching	92%	3.49
65	faculty use of technology in communicating with students	81%	3.38
66	writing across the curriculum	51%	3.53
67	interdisciplinary courses	54%	3.20
68	enhanced/modified faculty reward system	30%	3.00
69	pre-enrollment financial aid advising	76%	3.36
70	workshops in money management	49%	3.17
71	short-term loans	59%	3.27
72	programs for adult students	22%	4.13
73	programs for commuter students	11%	3.25
74	programs for ESL students	35%	3.69
75	programs for female students	5%	3.00
76	programs for first-generation students	35%	4.00
77	programs for gay/lesbian/bisexual/transgender students	5%	4.50
78	programs for honor students	76%	3.50
79	programs for international students	43%	3.56
80	programs for racial/ethnic minority students	41%	4.00
81	programs for veterans	46%	3.65
82	programs for other student sub-populations	11%	4.00
83	degree guarantee program	24%	3.33
84	freshman interest groups (FIGS)	5%	2.00
85	college-sponsored social activities	84%	3.10

Item #	Item	Incidence Rate	Mean
86	diversity information/training	51%	3.05
87	student leadership development	76%	3.60
88	time management course/program	59%	3.62
89	health and wellness course/program	59%	3.24
90	personal coping skills course/program	46%	3.67
91	motivation and goal setting workshop/program	49%	3.59
92	residence hall programs	14%	3.20
93	fraternities/sororities	5%	3.00
94	required on-campus housing for freshmen	3%	2.00

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
Colleges with $\geq 20\%$ Hispanic Student Enrollment

Item #	Item	% Selecting as One of Top Three Practices
2	extended freshman orientation (non-credit)	7%
7	learning communities (non-residential)	7%
39	supplemental instruction	7%
49	study skills course, program, or center	7%
62	instructional (teaching) techniques	7%
95	Other	7%
1	summer orientation	4%
4	freshman seminar/university 101 (non-credit)	4%
12	increased number of academic advisors	4%
15	center(s) that integrates academic advising with career/life planning	4%
19	recognition/rewards for faculty academic advisors	4%
23	campus-wide assessment/audit of advising	4%
26	diagnostic academic skills assessment	4%
28	learning styles assessment	4%
40	summer bridge program	4%
53	organized student study groups	4%
58	peer mentoring	4%
64	faculty use of technology in teaching	4%
65	faculty use of technology in communicating with students	4%
69	pre-enrollment financial aid advising	4%
76	first-generation students	4%
80	racial/ethnic minority students	4%
85	college-sponsored social activities	4%
88	time management course/program	4%
90	personal coping skills course/program	4%
3	extended freshman orientation (credit)	0%
6	living/learning communities (residential)	0%
8	parent/family orientation	0%
11	advising interventions with selected student populations	0%
13	integration of advising with first-year transition programs	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%
21	specified student learning outcomes (syllabus) for advising	0%
22	online advising system	0%
27	outcomes 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%
34	internships	0%

35	cooperative education	0%
36	individual career counseling	0%
37	computer-assisted career guidance	0%
38	job shadowing	0%
42	remedial/developmental coursework (recommended)	0%
45	writing center/lab	0%
46	reading center/lab	0%
47	foreign language center/lab	0%
51	mid-term progress reports	0%
52	performance contracts for students in academic difficulty	0%
54	service learning program	0%
55	ESL program	0%
56	online learning support	0%
57	library orientation, workshop, and/or course	0%
59	faculty mentoring	0%
60	staff mentoring	0%
61	community member mentoring	0%
63	assessing student performance	0%
66	writing across the curriculum	0%
67	interdisciplinary courses	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%
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%
81	programs for veterans	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%
87	student leadership development	0%
89	health and wellness course/program	0%
91	motivation and goal setting workshop/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"/>	1. student employment opportunities	<input type="checkbox"/>	22. student physical health issues								
<input type="checkbox"/>	2. level of student preparation for college-level work	<input type="checkbox"/>	23. adequate academic/learning support services								
<input type="checkbox"/>	3. relevancy of curricula	<input type="checkbox"/>	24. level of emotional support from family, friends, and significant others								
<input type="checkbox"/>	4. student access to needed courses in the appropriate sequence	<input type="checkbox"/>	25. residence hall facilities								
<input type="checkbox"/>	5. student first-generation status	<input type="checkbox"/>	26. programs to support students' transition to residence hall living								
<input type="checkbox"/>	6. accuracy of information provided by academic advisors	<input type="checkbox"/>	27. level of job demands on students								
<input type="checkbox"/>	7. availability of academic advisors	<input type="checkbox"/>	28. quality of interaction between faculty and students								
<input type="checkbox"/>	8. level of academic advisors' concern for students	<input type="checkbox"/>	29. consistency of instructional quality								
<input type="checkbox"/>	9. student low socio-economic status	<input type="checkbox"/>	30. out-of-class interaction between students and faculty								
<input type="checkbox"/>	10. amount of financial aid available to students	<input type="checkbox"/>	31. student study skills								
<input type="checkbox"/>	11. student access to financial aid advising and information	<input type="checkbox"/>	32. student engagement opportunities in the classroom (active learning)								
<input type="checkbox"/>	12. ratio of loans to other forms of financial aid	<input type="checkbox"/>	33. quality of interaction between staff and students								
<input type="checkbox"/>	13. level of student commitment to earning a degree	<input type="checkbox"/>	34. student mental or emotional health issues								
<input type="checkbox"/>	14. student-institution "fit"	<input type="checkbox"/>	35. rules and regulations governing student behavior								
<input type="checkbox"/>	15. level of certainty about career goals	<input type="checkbox"/>	36. student family responsibilities								
<input type="checkbox"/>	16. extracurricular programs	<input type="checkbox"/>	37. campus safety and security								
<input type="checkbox"/>	17. student educational aspirations and goals	<input type="checkbox"/>	38. student peer group interaction								
<input type="checkbox"/>	18. commuting/living off-campus	<input type="checkbox"/>	39. cultural activities								
<input type="checkbox"/>	19. level of certainty about educational major	<input type="checkbox"/>	40. distance from students' permanent homes								
<input type="checkbox"/>	20. adequacy of personal financial resources	<input type="checkbox"/>	41. level of intellectual stimulation or challenge for students								
<input type="checkbox"/>	21. level of student motivation to succeed	<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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