

# What Works in Student Retention?

Fourth National Survey

## Community Colleges Report\*

ACT 2010

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

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

A copy of the survey instrument to which all colleges and universities in this study responded can be found in Appendix B of this report. The survey was mailed to the Chief Academic Affairs Officers at 949 community colleges, ≈28% of the total 3,360 surveys mailed. A total of 1,104 responses were received, of which 305 (≈32%) were from community colleges. 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 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."

**Section I: Background Information**

- Over half of all community college respondents (59.5%) indicated a person on their campus was responsible for the coordination of retention programs, while 40.5% 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 was selected by 26% of the responding colleges, with lower to much lower percentages selecting any one of the other 12 position titles. Twenty-five percent of respondents selected no title.
- Three-quarters of the colleges reported offering at least some undergraduate credit hours through online instruction. Of all respondents, a little over a quarter (28%) offered approximately 5%-14.9% online; and a little under one-quarter (24%) offered 15%-29% online.
- From among the three transfer enhancement programs, the largest percentage of community colleges participated in articulation agreements with selected colleges (71%) or statewide (39%). About one-third also participated in a course applicability system statewide (36%) or with selected group or consortium of colleges (31%). Almost one-third (31%) participated in a statewide common course numbering system.

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

yes 59.5%  
no 40.5%

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

Chief Student Affairs Off	26.0%
Chief Academic Affairs Off/Dean	16.4%
Coordinator	13.6%
Chief Enrollment Officer	11.4%

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

5% or less	10.8%
5% - 14.9%	27.9%
15% - 29%	23.9%
30% or more	12.8%
don't know/ unavailable/ blank	24.6%

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

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

with selected colleges	10.5%
with a selected group or consortium of colleges	11.1%
system-wide	22.3%
statewide	30.5%
none of the above	35.4%

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

**B. Articulation agreements ...**

with selected colleges	70.5%
with selected group or consortium of colleges	18.7%
system-wide	25.2%
statewide	39.3%
none of the above	1.0%

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

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

with selected group or consortium of colleges	31.1%
system-wide	20.3%
statewide	36.1%
multi-state system	3.9%
none of the above	22.6%

\*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 work "blank."

- The median and mean first-year to second-year retention rate reported by community colleges was 56%. Over half (53%) of the community colleges reported not having a specific first-year to second-year retention rate goal, while almost a third (32%) reported they did. The median retention rate goal for the group was 65%. The largest percentage reported the timeframe for achieving their goal as being three years (32%), followed by a one-year timeframe (26%) and a five-year timeframe (14%).
- The median degree completion rate reported by community colleges was 23%; and the mean was 27%. Over half (55%) reported not having a specific degree-completion goal; about one-fourth (23%) indicated they did have a goal. The median degree-completion rate goal was 32%. The largest percentage of respondents having a degree-completion goal reported a three-year timeframe (37%) for achieving that goal followed by those reporting a five-year goal (19%).

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

Current retention rate	
N	282
Mean	56.0
25 <sup>th</sup> percentile	48.0
Median	56.0
75 <sup>th</sup> percentile	63.0

don't know/unavailable/  
blank

N	23
%	7.5%

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

no	52.5%
don't know/unavailable/ blank	15.4%
yes	32.1%

a. Retention rate goal?

N	93
Mean	63.6
25 <sup>th</sup> percentile	55.0
Median	65.0
75 <sup>th</sup> percentile	72.0

b. Timeframe for achieving that goal

no specific timeframe	7.5%
one year	25.8%
two years	10.8%
three years	32.3%
four years	8.6%
five years	14.0%
more than five years	1.1%

Q3. Assuming a 3-year timeframe for two-year institutions, what is your institution's current student degree-completion rate?

current degree completion rate

N	209
Mean	27.4
25 <sup>th</sup> percentile	15.0
Median	23.0
75 <sup>th</sup> percentile	34.7

don't know/unavailable/  
blank

N	96
%	31.5%

Q4. Does your institution have a specific goal for its student degree-completion rate (3-year graduation timeframe for two-year institutions)?

no	55.4%
don't know/unavailable/ blank	21.3%

yes 23.3%

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. Degree-completion goal

N	64
Mean	39.2
25 <sup>th</sup> percentile	20.0
Median	32.2
75 <sup>th</sup> percentile	59.0

b. Timeframe for achieving that goal

no specific timeframe	13.4%
one year	10.4%
two years	9.0%
three years	37.3%
four years	10.4%
five years	19.4%
more than five years	0.0%

### Section III: Factors Affecting Student Attrition at Your School

This section contained a list of 42 student and institutional characteristics or factors that can affect student attrition. Respondents were asked to rate the degree to which these factors affected attrition at their school on a five-point scale where 5=major effect, 3=moderate effect, and 1=little or no effect. All 42 items are listed, in numeric order, along with means for each in Appendix A, Table A1 following this report. Observation of the mean distribution was used to determine where reporting breaks were to be made.

Tables I and II contain the attrition factors with the highest and lowest means, respectively, for community colleges.

Table I: Attrition Factors with Highest Means (Community Colleges)

Item #	Item	Mean
2	level of student preparation for college-level work	4.27
31	student study skills	4.11
20	adequacy of personal financial resources	4.06
13	level of student commitment to earning a degree	4.00
21	level of student motivation to succeed	3.92

36	student family responsibilities	3.91
27	level of job demands on students	3.83
9	student low socio-economic status	3.81

Table II: Attrition Factors with Lowest Means (Community Colleges)

Item #	Item	Mean
18	commuting/living off-campus	2.49
22	student physical health issues	2.30
16	extracurricular programs	2.25
39	cultural activities	2.15
40	distance from students' permanent homes	2.10
35	rules and regulations governing student behavior	2.09
37	campus safety and security	1.95
25	residence hall facilities	1.51
26	programs to support students' transition to residence hall living	1.39

#### Section IV: On-Campus Retention Practices

A list of 94 programs, services, curricular offerings, and interventions, each of which may make a contribution to student retention, was presented in this section. For 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 community colleges.

Table III: Practices with Highest Incidence Rates (Community Colleges)

Item #	Item	Incidence Rates
64	faculty use of technology in teaching	96%
48	tutoring	95%
85	college-sponsored social activities	89%
24	mandated placement of students in courses based on test scores	89%
41	remedial/developmental coursework (required)	88%
36	individual career counseling	88%
65	faculty use of technology in communicating with students	87%
69	pre-enrollment financial aid advising	84%
63	assessing student performance	83%
87	student leadership development	82%
57	library orientation, workshop, and/or course	81%
62	instructional (teaching) techniques	80%
49	study skills course, program, or center	80%

Table IV: Practices with Lowest Incidence Rates (Community Colleges)

Item #	Item	Incidence Rates
92	residence hall programs	19%
75	programs for female students	18%
19	recognition/rewards for faculty academic advisors	13%
20	recognition/rewards for non-faculty academic advisors	12%
2	extended freshman orientation (non-credit)	12%
83	degree guarantee program	12%

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

Table V: Practices with Highest Means (Community Colleges)

Item #	Item	Mean
46	reading center/lab	4.14
43	comprehensive learning assistance center/lab	4.12
48	tutoring	4.11
24	mandated placement of students in courses based on test scores	4.11
41	remedial/developmental coursework (required)	4.08
12	increased number of academic advisors	4.01
45	writing center/lab	4.00
44	mathematics center/lab	3.99
76	programs for first-generation students	3.97
11	advising interventions with selected student populations	3.91
14	academic advising center	3.87
25	recommended placement of students in courses based on test scores	3.87
13	integration of advising with first-year transition programs	3.87
39	supplemental instruction	3.84
42	remedial/developmental coursework (recommended)	3.82

Table VI: Practices with Lowest Means (Community Colleges)

Item #	Item	Mean
77	programs for gay/lesbian/bisexual/transgender students	3.00
89	health and wellness course/program	3.00
92	residence hall programs	3.00
68	enhanced/modified faculty reward system	2.98
84	freshman interest groups (FIGS)	2.89
83	degree guarantee program	2.82
19	recognition/rewards for faculty academic advisors	2.65
20	recognition/rewards for non-faculty academic advisors	2.61
93	fraternities/sororities	2.40

Tables VII-IX contain the combination of practices that were highly rated by community college respondents with the incidence rates of those practices. Table VII contains the percentages of community colleges reporting highly rated practices with incidence rates  $\geq 62\%$ . There were no incidence rates between 52% and 62%. Table VIII contains the percentage of community colleges reporting highly rated practices with incidence rates between 36% and 52%. There were no practices with an incidence rate between 36% and 28%. Table IX contains the percentage of community colleges reporting practices with incidence rates between 5% and 31%. There were no practices with an incidence rate between 31% and 36%, and there were no incidence rates below 5%.

Table VII: Highly Rated Practices with High Incidence Rates (Community Colleges)

Item #	Item	Incidence Rate	Mean
43	comprehensive learning assistance center/lab	73%	4.12
48	tutoring	95%	4.11
24	mandated placement of students in courses based on test scores	89%	4.11
41	remedial/developmental coursework (required)	88%	4.08
45	writing center/lab	86%	4.00
44	mathematics center/lab	70%	3.99
11	advising interventions with special populations	73%	3.91
14	academic advising center	64%	3.87
39	supplemental instruction	62%	3.84

Table VIII: Highly Rated Practices with Moderate Incidence Rates (Community Colleges)

Item #	Item	Incidence Rate	Mean
46	reading center/lab	50%	4.14
12	increased number of academic advisors	36%	4.01
76	programs for first-generation students	39%	3.97
25	recommended placement of students in courses based on test scores	52%	3.87
13	integration of advising with first-year transition programs	36%	3.87
42	remedial/developmental coursework (recommended)	45%	3.82
79	programs for international students	44%	3.73
80	programs for racial/ethnic minority students	50%	3.69
5	freshman seminar/university 101 (credit)	52%	3.68
40	summer bridge program	37%	3.66



Table IX: Highly Rated Practices with Low Incidence Rates (Community Colleges)

Item #	Item	Incidence Rate	Mean
53	organized student study groups	28%	3.79
3	extended freshman orientation (credit)	28%	3.69
47	foreign language center/lab	24%	3.68
58	peer mentoring	31%	3.67
60	staff mentoring	20%	3.63
82	programs for other student sub-populations	5%	3.63

Table X contains data identifying practices that differentiate institutions in the top quartile of first-to-second-year retention rates for community college respondents from those in the bottom quartile. The top quartile included 66 colleges and the bottom quartile 67 colleges. Highly rated practices included in Table X were those with a mean  $\geq 3.6$  and a difference in incidence rate of  $\geq 10\%$  between top quartile and bottom quartile colleges. The top quartile and bottom quartile for all 94 items, in item number order, can be found in Appendix A, Table A3.

Table X: Highly Rated Practices Where Top Quartile Colleges Had Incidence Rates  $\geq 10$  Than Bottom Quartile Colleges (Community Colleges)

Item #	Item	Top Quartile	Bottom Quartile
46	reading center/lab	61%	48%
43	comprehensive learning assistance center/lab	81%	70%
12	increased number of academic advisors	44%	32%
13	integration of advising with first-year transition programs	43%	28%
41	remedial/developmental coursework (required)	51%	37%
69	pre-enrollment financial aid advising	93%	77%
26	diagnostic academic skills assessment	69%	41%
80	programs for racial/ethnic minorities	63%	41%
15	centers that integrate academic advising with career/life planning	61%	45%
60	staff mentoring	29%	18%

### Section V: Top Three Retention Practices

In this section, community college respondents 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 XI. Forty-three practices were chosen by 9% or fewer of the institutions; these items and the percentage choosing each can be found in Appendix A, Table A4. The remaining 42 practices were not identified by any of the colleges as among the top three.

Table XI: Three Practices Making the Greatest Contribution to Retention (Community Colleges)

Item #	Item	% Selecting as Among Top Three
24	mandated placement of students in courses based on test scores	36%
48	tutoring	22%
41	remedial/developmental coursework (required)	20%
43	comprehensive learning assistance center/lab	14%
14	academic advising center	12%
50	early warning system	12%
5	freshman seminar/university 101 (credit)	10%
1	summer orientation	10%
9	training for faculty academic advisors	10%

## Appendix A

### **Data for Community Colleges**

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

Table A4: Programs, Services, Curricular Offerings, and Interventions; Top Three Selected by Fewer than Ten Percent of Colleges; Listed by Percentage from Highest to Lowest

Table A1

Means for All Attrition Factors  
All Items in Item Number Order

**Community Colleges**

Item #	Item	Mean
1	student employment opportunities	3.21
2	level of student preparation for college-level work	4.27
3	relevancy of curricula	2.57
4	student access to needed courses in the appropriate sequence	2.64
5	student first-generation status	3.50
6	accuracy of information provided by academic advisors	2.85
7	availability of academic advisors	2.85
8	level of academic advisors' concern for students	2.90
9	student low socio-economic status	3.81
10	amount of financial aid available to students	3.63
11	student access to financial aid advising and information	3.20
12	ratio of loans to other forms of financial aid	2.75
13	level of student commitment to earning a degree	4.00
14	student-institution "fit"	2.80
15	level of certainty about career goals	3.54
16	extracurricular programs	2.25
17	student educational aspirations and goals	3.57
18	commuting/living off-campus	2.49
19	level of certainty about educational major	3.30
20	adequacy of personal financial resources	4.06
21	level of student motivation to succeed	3.92
22	student physical health issues	2.30
23	adequate academic/learning support services	3.04
24	level of emotional support from family, friends, and significant others	3.50
25	residence hall facilities	1.51
26	programs to support students' transition to residence hall living	1.39
27	level of job demands on students	3.83
28	quality of interaction between faculty and students	3.28
29	consistency of instructional quality	3.08
30	out-of-class interaction between students and faculty	2.86
31	student study skills	4.11
32	student engagement opportunities in the classroom (active learning)	3.35
33	quality of interaction between staff and students	3.05
34	student mental and emotional health issues	3.10
35	rules and regulations governing student behavior	2.09
36	student family responsibilities	3.91
37	campus safety and security	1.95
38	student peer group interaction	2.68
39	cultural activities	2.15
40	distance from students' permanent homes	2.10
41	level of intellectual stimulation or challenge for students	2.63
42	student personal coping skills	3.59

Table A2

Programs, Services, Curricular Offerings, Interventions  
Percent Using and Contribution Mean  
All Items in Item Number Order

## Community Colleges

Item #	Item	Incidence Rate	Mean
1	summer orientation	73%	3.33
2	extended freshman orientation (non-credit)	12%	3.51
3	extended freshman orientation (credit)	28%	3.69
4	freshman seminar/university 101 (non-credit)	7%	3.38
5	freshman seminar/university 101 (credit)	52%	3.68
6	living/learning communities (residential)	5%	3.14
7	learning communities (non-residential)	36%	3.22
8	parent/family orientation	46%	3.02
9	training for faculty academic advisors	70%	3.62
10	training for non-faculty academic advisors	66%	3.76
11	advising interventions with selected student populations	73%	3.91
12	increased number of academic advisors	36%	4.01
13	integration of advising with first-year transition programs	36%	3.87
14	academic advising center	64%	3.87
15	center(s) that integrates academic advising with career/life planning	49%	3.63
16	assessment of faculty academic advisors	26%	3.01
17	assessment of non-faculty academic advisors	37%	3.13
18	application of technology to advising	71%	3.29
19	recognition/rewards for faculty academic advisors	13%	2.65
20	recognition/rewards for non-faculty academic advisors	12%	2.61
21	specified student learning outcomes (syllabus) for advising	32%	3.29
22	online advising system	41%	3.22
23	campus-wide assessment/audit of advising	25%	3.15
24	mandated placement of students in courses based on test scores	89%	4.11
25	recommended placement of students in courses based on test scores	52%	3.87
26	diagnostic academic skills assessment	58%	3.71
27	outcomes assessment	65%	3.26
28	learning styles assessment	37%	3.26
29	values assessment	21%	3.19
30	interest assessment	46%	3.16
31	vocational aptitude assessment	36%	3.14
32	personality assessment	29%	3.01
33	career exploration workshops or courses	78%	3.23
34	internships	74%	3.59
35	cooperative education	54%	3.41
36	individual career counseling	88%	3.46
37	computer-assisted career guidance	76%	3.10

Item #	Item	Incidence Rate	Mean
38	job shadowing	29%	3.29
39	supplemental instruction	62%	3.84
40	summer bridge program	37%	3.66
41	remedial/developmental coursework (required)	88%	4.08
42	remedial/developmental coursework (recommended)	45%	3.82
43	comprehensive learning assistance center/lab	73%	4.12
44	mathematics center/lab	70%	3.99
45	writing center/lab	70%	4.00
46	reading center/lab	50%	4.14
47	foreign language center/lab	24%	3.68
48	tutoring	95%	4.11
49	study skills course, program, or center	80%	3.75
50	early warning system	68%	3.59
51	mid-term progress reports	48%	3.43
52	performance contracts for students in academic difficulty	35%	3.54
53	organized student study groups	28%	3.79
54	service learning program	45%	3.05
55	ESL program	63%	3.45
56	online learning support	66%	3.43
57	library orientation, workshop, and/or course	81%	3.19
58	peer mentoring	31%	3.67
59	faculty mentoring	33%	3.51
60	staff mentoring	20%	3.63
61	community member mentoring	8%	3.42
62	instructional (teaching) techniques	80%	3.62
63	assessing student performance	83%	3.58
64	faculty use of technology in teaching	96%	3.64
65	faculty use of technology in communicating with students	87%	3.66
66	writing across the curriculum	43%	3.40
67	interdisciplinary courses	47%	3.19
68	enhanced/modified faculty reward system	20%	2.98
69	pre-enrollment financial aid advising	84%	3.71
70	workshops in money management	41%	3.04
71	short-term loans	48%	3.45
72	programs for adult students	31%	3.53
73	programs for commuter students	20%	3.47
74	programs for ESL students	40%	3.60
75	programs for female students	18%	3.58
76	programs for first-generation students	39%	3.97
77	programs for gay/lesbian/bisexual/transgender students	24%	3.00
78	programs for honor students	69%	3.57
79	programs for international students	44%	3.73
80	programs for racial/ethnic minority students	50%	3.69
81	programs for veterans	50%	3.49
82	programs for other student sub-populations	5%	3.63
83	degree guarantee program	12%	2.82
84	freshman interest groups (FIGS)	3%	2.89
85	college-sponsored social activities	89%	3.10

Item #	Item	Incidence Rate	Mean
86	diversity information/training	54%	3.12
87	student leadership development	82%	3.43
88	time management course/program	50%	3.38
89	health and wellness course/program	59%	3.00
90	personal coping skills course/program	38%	3.31
91	motivation and goal setting workshop/program	41%	3.40
92	residence hall programs	19%	3.00
93	fraternities/sororities	4%	2.40
94	required on-campus housing for freshmen	4%	3.08

Table A3

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

**Community Colleges**

Item #	Item	Top Quartile	Bottom Quartile
1	summer orientation	3.566	3.213
2	extended freshman orientation (non-credit)	3.750	3.000
3	extended freshman orientation (credit)	3.889	3.522
4	freshman seminar/university 101 (non-credit)	3.333	3.500
5	freshman seminar/university 101 (credit)	3.784	3.615
6	living/learning communities (residential)	3.200	3.000
7	learning communities (non-residential)	3.200	3.115
8	parent/family orientation	3.429	2.450
9	training for faculty academic advisors	3.740	3.400
10	training for non-faculty academic advisors	3.778	3.674
11	advising interventions with selected student populations	4.109	3.800
12	increased number of academic advisors	4.161	4.045
13	integration of advising with first-year transition programs	4.107	3.722
14	academic advising center	4.085	3.795
15	center(s) that integrates academic advising with career/life planning	3.674	3.625
16	assessment of faculty academic advisors	3.227	3.063
17	assessment of non-faculty academic advisors	3.300	3.091
18	application of technology to advising	3.471	3.262
19	recognition/rewards for faculty academic advisors	3.231	1.800
20	recognition/rewards for non-faculty academic advisors	2.923	2.000
21	specified student learning outcomes (syllabus) for advising	3.654	2.625
22	online advising system	3.300	3.167
23	campus-wide assessment/audit of advising	3.238	3.000
24	mandated placement of students in courses based on test scores	4.274	3.852
25	recommended placement of students in courses based on test scores	4.220	3.538
26	diagnostic academic skills assessment	3.935	3.444
27	outcomes assessment	3.522	3.075
28	learning styles assessment	3.286	3.300
29	values assessment	3.125	3.182
30	interest assessment	3.231	3.042
31	vocational aptitude assessment	3.161	3.048
32	personality assessment	3.107	2.692
33	career exploration workshops or courses	3.429	2.946
34	internships	3.821	3.375
35	cooperative education	3.571	3.108
36	individual career counseling	3.780	3.241
37	computer-assisted career guidance	3.315	2.857
38	job shadowing	3.429	3.200



Item #	Item	Top Quartile	Bottom Quartile
39	supplemental instruction	4.000	3.707
40	summer bridge program	3.563	3.577
41	remedial/developmental coursework (required)	4.288	3.810
42	remedial/developmental coursework (recommended)	4.000	3.600
43	comprehensive learning assistance center/lab	4.375	3.900
44	mathematics center/lab	4.226	3.756
45	writing center/lab	4.204	3.787
46	reading center/lab	4.302	4.065
47	foreign language center/lab	3.950	3.786
48	tutoring	4.323	4.016
49	study skills course, program, or center	4.000	3.673
50	early warning system	3.880	3.587
51	mid-term progress reports	3.513	3.708
52	performance contracts for students in academic difficulty	3.692	3.333
53	organized student study groups	3.850	3.733
54	service learning program	2.914	3.114
55	ESL program	3.442	3.436
56	online learning support	3.457	3.196
57	library orientation, workshop, and/or course	3.169	3.176
58	peer mentoring	3.783	3.444
59	faculty mentoring	3.607	3.650
60	staff mentoring	3.750	3.909
61	community member mentoring	3.462	3.500
62	instructional (teaching) techniques	3.868	3.558
63	assessing student performance	3.789	3.558
64	faculty use of technology in teaching	3.754	3.641
65	faculty use of technology in communicating with students	3.712	3.517
66	writing across the curriculum	3.500	3.414
67	interdisciplinary courses	3.455	2.912
68	enhanced/modified faculty reward system	2.941	2.846
69	pre-enrollment financial aid advising	3.873	3.679
70	workshops in money management	3.214	3.000
71	short-term loans	3.541	3.484
72	programs for adult students	3.724	3.643
73	programs for commuter students	3.800	3.800
74	programs for ESL students	3.639	3.875
75	programs for female students	3.789	3.900
76	programs for first-generation students	4.133	4.037
77	programs for gay/lesbian/bisexual/transgender students	3.368	2.563
78	programs for honor students	3.771	3.675
79	programs for international students	4.029	3.759
80	programs for racial/ethnic minority students	3.907	3.778
81	programs for veterans	3.622	3.514
82	programs for other student sub-populations	3.333	4.500
83	degree guarantee program	2.222	2.857
84	freshman interest groups (FIGS)	3.000	3.500
85	college-sponsored social activities	3.288	3.033

Item #	Item	Top Quartile	Bottom Quartile
86	diversity information/training	3.368	2.921
87	student leadership development	3.467	3.404
88	time management course/program	3.514	3.257
89	health and wellness course/program	2.930	3.061
90	personal coping skills course/program	3.321	3.240
91	motivation and goal setting workshop/program	3.548	3.310
92	residence hall programs	3.214	3.182
93	fraternities/sororities	1.667	2.500
94	required on-campus housing for freshmen	2.667	3.200

Table A4

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

**Community Colleges**

Item #	Item	% Selecting as One of Top Three Practices
62	instructional (teaching) techniques	8%
11	advising interventions with selected student populations	8%
69	pre-enrollment financial aid advising	8%
44	mathematics center/lab	7%
10	training for non-faculty academic advisors	6%
12	increased number of academic advisors	6%
25	recommended placement of students in courses based on test scores	6%
49	study skills course, program, or center	6%
64	faculty use of technology in teaching	5%
3	extended freshman orientation (credit)	5%
34	internships	5%
65	faculty use of technology in communicating with students	5%
13	integration of advising with first-year transition programs	4%
39	supplemental instruction	4%
7	learning communities (non-residential)	3%
56	online learning support	3%
59	faculty mentoring	3%
76	programs for first-generation students	3%
2	extended freshman orientation (non-credit)	2%
26	diagnostic academic skills assessment	2%
42	remedial/developmental coursework (recommended)	2%
58	peer mentoring	2%
36	individual career counseling	2%
40	summer bridge program	2%
87	student leadership development	2%
15	center(s) that integrates academic advising with career/life planning	2%
63	assessing student performance	2%
80	programs for racial/ethnic minority students	2%
85	college-sponsored social activities	2%
30	interest assessment	1%
51	mid-term progress reports	1%
57	library orientation, workshop, and/or course	1%
71	short-term loans	1%
4	freshman seminar/university 101 (non-credit)	1%
21	specified student learning outcomes (syllabus) for advising	1%
27	outcomes assessment	1%
28	learning styles assessment	1%
33	career exploration workshops or courses	1%
35	cooperative education	1%
45	writing center/lab	1%

Item #	Item	% Selecting as One of Top Three Practices
52	performance contracts for students in academic difficulty	1%
53	organized student study groups	1%
90	personal coping skills course/program	1%

## 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 <small>Little or no Contribution to retention</small>
<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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