

# What Works in Student Retention?

Fourth National Survey

## Private Four-Year Colleges and Universities Report\*

Note: If you access this report after 07/01/2010, data in Table A3, Appendix A have been corrected.

### 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

**Private Four-Year Colleges**

This report presents the findings for private four-year 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 1,318 private four-year colleges and universities ≈40% of the total 3,360 surveys mailed. Responses were received from 440 of the private college and university group, resulting in a response rate of ≈33% for that group. Overall, private four-year colleges and universities represented ≈40% of the total responding group.

**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 work "blank."

- Seventy percent of private four-year colleges indicated a person on their campus was responsible for the coordination of retention programs while slightly less than a third (30%) indicated there was no person with this responsibility. From among the 13 positions listed, four positions were selected by between 10% and 20% of the group: Chief Enrollment Officer (20%), Director (19%), Chief Academic Affairs Officer/Dean (15%), and Chief Student Affairs Officer (13%).
- Over half (57%) of the private four-year colleges offered less than 5% of their classes online. Eighteen percent or fewer of the colleges reported offering over 5% of their classes online.
- From among the three transfer enhancement programs, the largest percentage of four-year private colleges participated in articulation agreements with selected colleges (70%). The most frequently mentioned transfer enhancement programs were articulation agreements with selected colleges (70%), course applicability system with selected group or consortium of colleges (33%), and articulation agreements with selected group or consortium of colleges (18%).

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

yes 70.2%  
no 29.8%

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

Chief Enrollment Officer	19.9%
Director	18.6%
CAAO/Dean	14.7%
Chief Student Affairs Officer	13.4%

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

less than 5%	57.1%
5% - 14.9%	8.4%
15% - 29%	4.3%
≥ 30%	5.2%
don't know/ unavailable/blank	25.0%

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

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

with selected colleges	9.6%
with selected group or consortium of colleges	5.5%
system-wide	4.1%
statewide	6.1%
none of the above	68.9%

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

**B. Articulation agreements...**

with selected colleges	70.0%
with selected group or consortium of colleges	18.2%
system-wide	2.5%
statewide	7.7%
none of the above	12.7%

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

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

with selected group or consortium of colleges	33.0%
system-wide	3.4%
statewide	7.7%
multistate system	4.8%
none of the above	44.1%

\*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 first-year to second-year retention rate reported by private four-year college was 75%, and the mean was 73%. Over one-half (54%) of the private four-year colleges and universities reported having a specific goal for their first-year to second-year retention rate; almost a third (30%) reported not having a specific goal. The median retention goal for the group was 80%. Of those reporting a goal, about one-fifth each reported a goal of two years, three years or five years, or no specific timeframe.
- The median degree-completion rate for the group was 57%, and the mean was 58%. Over one-third (36%) of the private four-year colleges and universities had a specific student degree-completion rate goal; 42% did not have a goal. The median degree-completion goal was 65%. The largest percentage of respondents having a degree-completion goal reported a five-year timeframe (32%) for achieving that goal; no specific timeframe and a three-year timeframe were each reported by 16% of the respondents.

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

current retention rate	
N	421
Mean	73.4
25 <sup>th</sup> percentile	65.0
Median	75.0
75 <sup>th</sup> percentile	82.0

don't know/unavailable/ blank	
N	19
%	4.3%

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

no	30.2
don't know/unavailable/not reported	16.1%
yes	53.6%

a. If yes, what is your percent retained goal?

N	232
Mean	80.3
25 <sup>th</sup> percentile	75.0
Median	80.0
75 <sup>th</sup> percentile	85.0

b. Timeframe for achieving that goal

no specific timeframe	20.0%
one year	12.2%
two years	21.7%
three years	18.7%
four years	5.7%
five years	19.1%
more than five years	2.6%

Q3. Assuming a 6-year timeframe for four-year institutions, what is your institution's current student degree-completion rate?

current degree-completion rate

N	359
Mean	57.8
25 <sup>th</sup> percentile	45.0
Median	57.0
75 <sup>th</sup> percentile	70.0

don't know/unavailable/  
blank

N	81
%	18.4

Q4. Does your institution have a specific goal for its student degree-completion rate (6-year timeframe for four-year institutions)?

no	40.7%
don't know/unavailable/ blank	23.9%
yes	35.5%

a. If yes, what is your degree-completion rate goal?

N	157
Mean	66.2
25 <sup>th</sup> percentile	60.0
Median	65.0
75 <sup>th</sup> percentile	75.0

b. Timeframe for achieving that goal?

no specific timeframe	15.5%
one year	9.0%
two years	7.7%
three years	15.5%
four years	11.0%
five years	31.6%
more than five years	9.7%

### 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 each of 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. 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 private four-year colleges and universities.

Table I: Attrition Factors with Highest Means (Private Four-Year Colleges)

Item #	Item	Mean
20	adequacy of personal financial resources	3.86
10	amount of financial aid available to students	3.71
2	level of student preparation for college-level work	3.58
21	level of student motivation to succeed	3.43
31	student study skills	3.43
14	student-institution "fit"	3.42
13	level of student commitment to earning a degree	3.23
12	ratio of loans to other forms of financial aid	3.17

Table II: Attrition Factors with Lowest Means (Private Four-Year Colleges)

Item #	Item	Mean
38	student peer group interaction	2.59
30	out-of-class interaction between students and faculty	2.58
6	accuracy of information provided by academic advisors	2.49
1	student employment opportunities	2.45
40	distance from students' permanent homes	2.42
7	availability of academic advisors	2.41
16	extracurricular programs	2.38
25	residence hall facilities	2.38
35	rules and regulations governing student behavior	2.32
4	student access to needed courses in the appropriate sequence	2.27
18	commuting/living off-campus	2.23
22	student physical health issues	2.14
26	programs to support students' transition to residence hall living	2.06
39	cultural activities	2.04
37	campus safety and security	1.73

#### 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 the remainder of this section, 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/delivering a retention 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 to which the practice contributed 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 means and incidence rates in Appendix A, Table A2.

Tables III and IV contain the retention practices reported by the largest percentages of respondents as being either major contributors or minor contributors, respectively, to retention for private four-year colleges and universities.

Table III: Practices with Highest Incidence Rates (Private Four-Year Colleges)

Item #	Item	Incidence Rate
34	internships	93%
64	faculty use of technology in teaching	90%
48	tutoring	90%
85	college-sponsored social activities	89%
36	individual career counseling	85%
65	faculty use of technology in communicating with students	84%
69	pre-enrollment financial aid advising	84%
92	residence hall programs	83%
87	student leadership development	82%

51	mid-term progress reports	81%
57	library orientation, workshop, and/or course	81%

Table IV: Practices with Lowest Incidence Rates (Private Four-Year Colleges)

Item #	Item	Incidence Rate
81	programs for veterans	18%
68	enhanced/modified faculty reward system	18%
19	recognition/rewards for faculty academic advisors	17%
7	learning communities (non-residential)	15%
20	recognition/rewards for non-faculty academic advisors	12%
4	freshman seminar/university 101 (non-credit)	10%
61	community member mentoring	10%
84	freshman interest groups (FIGS)	9%
83	degree guarantee program	5%
82	programs for other student sub-populations	3%

Reported in Tables V and VI are the retention practices with the highest and lowest means for private four-year colleges.

Table V: Practices with Highest Means (Private Four-Year Colleges)

Item #	Item	Mean
14	academic advising center	3.93
11	advising interventions with selected student populations	3.93
12	increased number of academic advisors	3.87
46	reading center/lab	3.86
43	comprehensive learning assistance center/lab	3.84
13	integration of advising with first-year transition programs	3.83
76	programs for first-generation students	3.80
50	early warning system	3.77
48	tutoring	3.75
69	pre-enrollment financial aid advising	3.74
3	extended freshman orientation (credit)	3.73
59	faculty mentoring	3.68

Table VI: Practices with Lowest Means Ratings (Private Four-Year Colleges)

Item #	Item	Mean
68	enhanced/modified faculty reward system	2.88
20	recognition/rewards for non-faculty academic advisors	2.88
29	values assessment	2.88
89	health and wellness course/program	2.86
31	vocational aptitude assessment	2.83
57	library orientation, workshop, and/or course	2.74
19	recognition/rewards for faculty academic advisors	2.72
32	personality assessment	2.67

Tables VII-IX combine the practices that are highly rated by private four-year college and university respondents with the incidence rates of those practices. Findings for all items in item number order can be found in Appendix A, Table A3.

Table VII contains the percentages of private four-year colleges reporting highly rated practices with incidence rates  $\geq 58\%$ . There were no percentages between 54% and 53%. Table VIII contains the percentages of private four-year colleges reporting highly rated practices with incidence rates between 35% and 54%. There were no percentages between 31% and 35%. Table IX contains items for which 31% or fewer colleges reported high means.

Table VII: Highly Rated Practices with High Incidence Rates (Private Four-Year Colleges)

Item #	Item	Incidence Rate	Mean
11	advising interventions with selected student populations	70%	3.93
43	comprehensive learning assistance center/lab	58%	3.84
50	early warning system	78%	3.77
48	tutoring	90%	3.75
69	pre-enrollment financial aid advising	84%	3.74
5	freshman seminar/university 101 (credit)	58%	3.67
34	internships	93%	3.67
1	summer orientation	67%	3.66
94	required on-campus housing for freshmen	58%	3.63
58	peer mentoring	58%	3.63
78	programs for honor students	59%	3.62
51	mid-term progress reports	81%	3.60

Table VIII: Highly Rated Practices with Moderate Incidence Rates (Private Four-Year Colleges)

Item #	Item	Incidence Rate	Mean
14	academic advising center	39%	3.93
13	integration of advising with first-year transition programs	51%	3.83
59	faculty mentoring	51%	3.68
10	training for non-faculty academic advisors	46%	3.64
60	staff mentoring	35%	3.56
44	mathematics center/lab	49%	3.55
39	supplemental instruction	54%	3.51
80	programs for racial/ethnic minority students	47%	3.49

Table IX: Highly Rated Practices with Low Incidence Rates (Private Four-Year Colleges)

Item #	Item	Incidence Rate	Mean
46	reading center/lab	23%	3.86
76	programs for first-generation students	21%	3.80
3	extended freshman orientation (credit)	23%	3.73
82	programs for other student sub-populations	3%	3.67
15	center(s) that integrates academic advising with career/life planning	29%	3.60
40	summer bridge program	24%	3.58
35	cooperative education	23%	3.52
83	degree guarantee program	5%	3.47



7	learning communities (non-residential)	15%	3.45
4	freshman seminar/university 101 (non-credit)	10%	3.44
72	programs for adult students	31%	3.42
84	freshman interest groups (FIGS)	9%	3.42

Table X contains data identifying practices that differentiate institutions in the top quartile of first-to-second-year retention rates for all private four-year college respondents from those in the bottom quartile of first-to-second-year retention rates. The top quartile included 101 colleges/universities and the bottom quartile included 107 colleges/universities. 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 the top quartile and bottom quartile of colleges and universities. The top quartile and bottom quartile for all 92 items, in item number order, can be found in Appendix A, Table A3.

Table X: Highly Rated Practices Where Top Quartile Colleges/Universities Had Incidence Rates  $\geq 10$  than Bottom Quartile Colleges/Universities (Private Four-Year Colleges and Universities)

Item #	Intervention	Top Quartile	Bottom Quartile
14	academic advising center	46%	33%
11	advising interventions with selected student populations	78%	66%
13	integration of advising with first-year transition programs	53%	43%
48	tutoring	96%	86%
59	faculty mentoring	60%	43%
94	required on-campus housing for freshmen	73%	45%
58	peer mentoring	74%	45%
78	programs for honors students	59%	45%

## Section V: Top Three Retention Practices

In this section, private four-year 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 seven practices were chosen by 10% or more of the institutions as among the top three, and these can be found in Table XI below. Sixty-one 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 26 practices were not identified by any of the colleges as among the top three.

Table XI: Three Practices Making the Greatest Contribution to Retention (Private Four-Year Colleges and Universities).

Item #	Item	% Selecting as Among Top Three
50	early warning system	21%
5	freshman seminar/university 101 (credit)	20%
11	advising interventions with selected student populations	13%
59	faculty mentoring	13%
48	tutoring	13%
1	summer orientation	12%
34	internships	12%

## Appendix A

### **Data for Private Four-Year Colleges and Universities**

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

Table A2: Contribution Means and Percents 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

**Private Four-Year Colleges and Universities**

Item #	Item	Mean
1	student employment opportunities	2.45
2	level of student preparation for college-level work	3.58
3	relevancy of curricula	2.62
4	student access to needed courses in the appropriate sequence	2.27
5	student first-generation status	2.80
6	accuracy of information provided by academic advisors	2.49
7	availability of academic advisors	2.41
8	level of academic advisors' concern for students	2.67
9	student low socio-economic status	3.09
10	amount of financial aid available to students	3.71
11	student access to financial aid advising and information	2.75
12	ratio of loans to other forms of financial aid	3.17
13	level of student commitment to earning a degree	3.23
14	student-institution "fit"	3.42
15	level of certainty about career goals	2.95
16	extracurricular programs	2.38
17	student educational aspirations and goals	3.06
18	commuting/living off-campus	2.23
19	level of certainty about educational major	2.79
20	adequacy of personal financial resources	3.86
21	level of student motivation to succeed	3.43
22	student physical health issues	2.14
23	adequate academic/learning support services	2.61
24	level of emotional support from family, friends, and significant others	2.95
25	residence hall facilities	2.38
26	programs to support students' transition to residence hall living	2.06
27	level of job demands on students	2.78
28	quality of interaction between faculty and students	2.85
29	consistency of instructional quality	2.71
30	out-of-class interaction between students and faculty	2.58
31	student study skills	3.43
32	student engagement opportunities in the classroom (active learning)	2.79
33	quality of interaction between staff and students	2.62
34	student mental and emotional health issues	2.89
35	rules and regulations governing student behavior	2.32
36	student family responsibilities	2.76

Item #	Item	Mean
37	campus safety and security	1.73
38	student peer group interaction	2.59
39	cultural activities	2.04
40	distance from students' permanent homes	2.42
41	level of intellectual stimulation or challenge for students	2.70
42	student personal coping skills	3.16

Table A2

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

**Private Four-Year Colleges and Universities**

Item #	Item	Incidence Rate	Mean
1	summer orientation	67%	3.66
2	extended freshman orientation (non-credit)	34%	3.47
3	extended freshman orientation (credit)	23%	3.73
4	freshman seminar/university 101 (non-credit)	10%	3.44
5	freshman seminar/university 101 (credit)	58%	3.67
6	living/learning communities (residential)	36%	3.38
7	learning communities (non-residential)	15%	3.45
8	parent/family orientation	74%	3.15
9	training for faculty academic advisors	74%	3.39
10	training for non-faculty academic advisors	46%	3.64
11	advising interventions with selected student populations	70%	3.93
12	increased number of academic advisors	31%	3.87
13	integration of advising with first-year transition programs	51%	3.83
14	academic advising center	39%	3.93
15	center(s) that integrates academic advising with career/life planning	29%	3.60
16	assessment of faculty academic advisors	33%	2.91
17	assessment of non-faculty academic advisors	23%	3.13
18	application of technology to advising	57%	2.99
19	recognition/rewards for faculty academic advisors	17%	2.72
20	recognition/rewards for non-faculty academic advisors	12%	2.88
21	specified student learning outcomes (syllabus) for advising	26%	3.22
22	online advising system	28%	3.03
23	campus-wide assessment/audit of advising	24%	3.03
24	mandated placement of students in courses based on test scores	69%	3.42
25	recommended placement of students in courses based on test scores	55%	3.32
26	diagnostic academic skills assessment	47%	3.27
27	outcomes assessment	63%	3.01
28	learning styles assessment	34%	2.92
29	values assessment	26%	2.88
30	interest assessment	40%	2.90
31	vocational aptitude assessment	25%	2.83
32	personality assessment	32%	2.67
33	career exploration workshops or courses	76%	3.10
34	internships	93%	3.67
35	cooperative education	23%	3.52
36	individual career counseling	85%	3.30
37	computer-assisted career guidance	51%	2.92
38	job shadowing	39%	3.12
39	supplemental instruction	54%	3.51
40	summer bridge program	24%	3.58

Item #	Item	Incidence Rate	Mean
41	remedial/developmental coursework (required)	58%	3.55
42	remedial/developmental coursework (recommended)	38%	3.40
43	comprehensive learning assistance center/lab	58%	3.84
44	mathematics center/lab	49%	3.55
45	writing center/lab	73%	3.54
46	reading center/lab	23%	3.86
47	foreign language center/lab	26%	2.95
48	tutoring	90%	3.75
49	study skills course, program, or center	65%	3.53
50	early warning system	78%	3.77
51	mid-term progress reports	81%	3.60
52	performance contracts for students in academic difficulty	54%	3.43
53	organized student study groups	36%	3.40
54	service learning program	54%	3.23
55	ESL program	30%	3.01
56	online learning support	25%	3.07
57	library orientation, workshop, and/or course	81%	2.74
58	peer mentoring	58%	3.63
59	faculty mentoring	51%	3.68
60	staff mentoring	35%	3.56
61	community member mentoring	10%	3.14
62	instructional (teaching) techniques	74%	3.28
63	assessing student performance	75%	3.25
64	faculty use of technology in teaching	90%	3.20
65	faculty use of technology in communicating with students	84%	3.33
66	writing across the curriculum	56%	3.19
67	interdisciplinary courses	70%	3.05
68	enhanced/modified faculty reward system	18%	2.88
69	pre-enrollment financial aid advising	84%	3.74
70	workshops in money management	36%	2.95
71	short-term loans	38%	3.33
72	adult students	31%	3.42
73	commuter students	35%	3.11
74	ESL students	28%	3.31
75	female students	25%	3.23
76	first-generation students	21%	3.80
77	gay/lesbian/bisexual/transgender students	27%	2.98
78	honor students	59%	3.62
79	international students	58%	3.45
80	racial/ethnic minority students	47%	3.49
81	programs for veterans	18%	3.16
82	programs for other student sub-populations	3%	3.67
83	degree guarantee program	5%	3.47
84	freshman interest groups (FIGS)	9%	3.42
85	college-sponsored social activities	89%	3.45
86	diversity information/training	54%	2.90
87	student leadership development	82%	3.48
88	time management course/program	50%	3.20

Item #	Item	Incidence Rate	Mean
89	health and wellness course/program	64%	2.86
90	personal coping skills course/program	37%	3.15
91	motivation and goal setting workshop/program	35%	3.14
92	residence hall programs	83%	3.42
93	fraternities/sororities	37%	3.47
94	required on-campus housing for freshmen	58%	3.63

Table A3\*

Contribution Means for High Performing and Low Performing Institutions  
All Items in Item Number Order

**Private Four-Year Colleges and Universities**

Item #	Item	Top Quartile	Bottom Quartile
1	summer orientation	3.597	3.359
2	extended freshman orientation (non-credit)	3.390	3.200
3	extended freshman orientation (credit)	3.474	3.714
4	freshman seminar/university 101 (non-credit)	3.667	3.273
5	freshman seminar/university 101 (credit)	3.792	3.379
6	living/learning communities (residential)	3.151	3.714
7	learning communities (non-residential)	3.579	2.917
8	parent/family orientation	2.975	3.242
9	training for faculty academic advisors	3.286	3.405
10	training for non-faculty academic advisors	3.423	3.780
11	advising interventions with selected student populations	3.937	3.792
12	increased number of academic advisors	3.618	3.943
13	integration of advising with first-year transition programs	3.741	3.745
14	academic advising center	3.891	3.833
15	center(s) that integrates academic advising with career/life planning	3.680	3.733
16	assessment of faculty academic advisors	2.656	3.027
17	assessment of non-faculty academic advisors	2.889	3.273
18	application of technology to advising	2.894	3.087
19	recognition/rewards for faculty academic advisors	2.429	3.000
20	recognition/rewards for non-faculty academic advisors	2.737	3.000
21	specified student learning outcomes (syllabus) for advising	3.316	3.321
22	online advising system	2.793	3.200
23	campus-wide assessment/audit of advising	2.939	3.100
24	mandated placement of students in courses based on test scores	3.255	3.558
25	recommended placement of students in courses based on test scores	3.148	3.360
26	diagnostic academic skills assessment	3.222	3.426
27	outcomes assessment	2.899	3.096
28	learning styles assessment	3.053	2.763
29	values assessment	2.900	3.000
30	interest assessment	2.809	3.132
31	vocational aptitude assessment	2.818	2.700
32	personality assessment	2.488	2.857
33	career exploration workshops or courses	3.073	3.243
34	internships	3.656	3.677
35	cooperative education	3.542	3.533
36	individual career counseling	3.299	3.356
37	computer-assisted career guidance	2.821	3.081

\*Data in this table were revised as of July 1, 2010.



Item #	Item	Top Quartile	Bottom Quartile
38	job shadowing	3.039	3.333
39	supplemental instruction	3.679	3.614
40	summer bridge program	3.621	3.538
41	remedial/developmental coursework (required)	3.432	3.627
42	remedial/developmental coursework (recommended)	3.382	3.326
43	comprehensive learning assistance center/lab	3.786	3.984
44	mathematics center/lab	3.260	3.841
45	writing center/lab	3.294	3.657
46	reading center/lab	3.632	3.852
47	foreign language center/lab	2.868	2.833
48	tutoring	3.635	3.830
49	study skills course, program, or center	3.569	3.393
50	early warning system	3.842	3.718
51	mid-term progress reports	3.577	3.624
52	performance contracts for students in academic difficulty	3.574	3.393
53	organized student study groups	3.551	3.571
54	service learning program	3.356	3.391
55	ESL program	3.188	2.556
56	online learning support	3.130	3.133
57	library orientation, workshop, and/or course	2.678	2.730
58	peer mentoring	3.581	3.620
59	faculty mentoring	3.787	3.702
60	staff mentoring	3.318	3.897
61	community member mentoring	3.000	3.167
62	instructional (teaching) techniques	3.238	3.416
63	assessing student performance	3.224	3.325
64	faculty use of technology in teaching	3.086	3.330
65	faculty use of technology in communicating with students	3.083	3.409
66	writing across the curriculum	3.115	3.396
67	interdisciplinary courses	3.063	3.073
68	enhanced/modified faculty reward system	2.615	3.214
69	pre-enrollment financial aid advising	3.547	3.888
70	workshops in money management	2.933	3.048
71	short-term loans	3.277	3.519
72	adult students	3.375	3.852
73	commuter students	2.921	3.259
74	ESL students	3.394	3.450
75	female students	2.902	3.722
76	first-generation students	3.550	4.056
77	gay/lesbian/bisexual/transgender students	2.896	3.000
78	honor students	3.695	3.438
79	international students	3.474	3.263
80	racial/ethnic minority students	3.529	3.333
81	programs for veterans	3.263	3.462
82	programs for other student sub-populations	3.667	4.000
83	degree guarantee program	3.667	3.000
84	freshman interest groups (FIGS)	3.625	3.000

\*Data in this table were revised as of July 1, 2010.

Item #	Item	Top Quartile	Bottom Quartile
85	college-sponsored social activities	3.290	3.560
86	diversity information/training	2.842	3.138
87	student leadership development	3.278	3.551
88	time management course/program	3.339	3.184
89	health and wellness course/program	2.836	2.911
90	personal coping skills course/program	3.250	3.129
91	motivation and goal setting workshop/program	3.000	3.206
92	residence hall programs	3.356	3.481
93	fraternities/sororities	3.489	3.714
94	required on-campus housing for freshmen	3.757	3.500

\*Data in this table were revised as of July 1, 2010.

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

**Private Four-Year Colleges and Universities**

Item #	Item	% Selecting as One of Top Three Practices
69	pre-enrollment financial aid advising	9%
14	academic advising center	9%
58	peer mentoring	7%
24	mandated placement of students in courses based on test scores	7%
2	extended freshman orientation (non-credit)	6%
9	training for faculty academic advisors	6%
85	college-sponsored social activities	6%
62	instructional (teaching) techniques	6%
41	remedial/developmental coursework (required)	5%
3	extended freshman orientation (credit)	5%
87	student leadership development	5%
94	required on-campus housing for freshmen	5%
10	training for non-faculty academic advisors	4%
39	supplemental instruction	4%
51	mid-term progress reports	4%
92	residence hall programs	4%
93	fraternities/sororities	3%
36	individual career counseling	3%
54	service learning program	3%
60	staff mentoring	3%
78	programs for honor students	3%
4	freshman seminar/university 101 (non-credit)	2%
6	living/learning communities (residential)	2%
8	parent/family orientation	2%
12	increased number of academic advisors	2%
7	learning communities (non-residential)	2%
15	center(s) that integrates academic advising with career/life planning	2%
45	writing center/lab	2%
49	study skills course, program, or center	2%
63	assessing student performance	2%
64	faculty use of technology in teaching	2%
33	career exploration workshops or courses	2%
42	remedial/developmental coursework (recommended)	2%

Item #	Item	% Selecting as One of Top Three Practices
52	performance contracts for students in academic difficulty	2%
65	faculty use of technology in communicating with students	2%
67	interdisciplinary courses	2%
25	recommended placement of students in courses based on test scores	1%
27	outcomes assessment	1%
40	summer bridge program	1%
44	mathematics center/lab	1%
80	programs for racial/ethnic minority students	1%
16	assessment of faculty academic advisors	1%
21	specified student learning outcomes (syllabus) for advising	1%
76	programs for first-generation students	1%
20	recognition/rewards for non-faculty academic advisors	1%
35	cooperative education	1%
56	online learning support	1%
72	programs for adult students	1%
18	application of technology to advising	1%
22	online advising system	1%
23	campus-wide assessment/audit of advising	1%
26	diagnostic academic skills assessment	1%
30	interest assessment	1%
32	personality assessment	1%
38	job shadowing	1%
55	ESL program	1%
57	library orientation, workshop, and/or course	1%
66	writing across the curriculum	1%
71	short-term loans	1%
73	programs for commuter students	1%
79	programs for international students	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
- Systemwide
- State-wide
- None of the above
- B. Articulation agreements
- With selected college(s)
- With selected group or consortium of colleges
- System-wide
- Statewide
- None of the above
- C. A course applicability system (any system that informs students on the applicability of credits earned at other institutions)
- With selected group or consortium of colleges
- System-wide
- Statewide
- Multi-state
- None of the above

## SECTION II: RETENTION AND DEGREE-COMPLETION RATES

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

\_\_\_\_\_ % (percent retained)  Don't know/Unavailable

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

- No (Skip to Question 3.)  Don't know/Unavailable (Skip to Question 3.)

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

a. \_\_\_\_\_ % (percent retained goal)

b. Timeframe for achieving that goal

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

3. Assuming a 6-year timeframe for four-year institutions and a 3-year timeframe for two-year institutions, what is your institution's **current student degree-completion rate**?

\_\_\_\_\_ % (degree-completion rate)  Don't know/Unavailable

4. Does your institution have a **specific goal** for its **student degree-completion rate** (6-year graduation timeframe for four-year institutions or 3-year graduation timeframe for two-year institutions)?

- No (Skip to Section III.)  Don't know/Unavailable (Skip to Section III.)

Yes → If yes: The goal for the student degree completion rate (% of students who complete degrees – not percent increase) and the schedule for achieving that goal are:

a. \_\_\_\_\_ % (degree-completion rate goal)

b. Timeframe for achieving that goal

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

## SECTION III: FACTORS AFFECTING STUDENT ATTRITION AT YOUR SCHOOL

This section contains a list of student and institutional characteristics or factors that can affect attrition.  
**To what degree does each factor affect attrition at your school?**

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



## SECTION IV: ON-CAMPUS RETENTION PRACTICES

Listed below is a series of programs, services, curricular offerings, and interventions that may make a contribution to retention on your campus.

**First indicate if the practice is or is not offered at your school.**

**Then, if a practice is offered, indicate the degree to which you think it contributes to retention at your school.**

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

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

		Offered at Your Institution?		Major Contribution to retention				
		No	Yes (Then, what degree of contribution to campus retention?)	5	4	3	2	1
Programs, Services, Curricular Offerings, Interventions				Moderate Contribution to retention				
				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 \_\_\_\_\_

**SECTION VII: COMMENTS**

If you would like to share information or comments that would enlighten our understanding of retention problems and/or solutions at your school, please write them in the space below.

**Thank you!**

(Please return your completed survey in the enclosed envelope. If you no longer have the envelope, please mail your completed survey to ACT, Inc.; Survey Research Services 47; PO Box 168; Iowa City, IA 52243.)

**ACT**<sup>®</sup>

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