

# Retention Questionnaire

For each of the questions below, please indicate the relative amount of responsibility the student and the university have for the issue presented in the question. Numbers across each question will typically add to 100%, although they do not have to (other factors, outside of student and university, may be operating). Please do not write your name or any other identifying information on this sheet—your responses are anonymous and confidential. Only group scores will be reported from this data. If you are unsure about your response, please leave that question blank. Your participation will help us better understand retention issues from multiple perspectives—that is, how do campus leaders perceive the student and university responsibilities for retention?

For each question, write a number in each box (even if the percentage of responsibility is 0, please write in 0). The total of the two columns for each question should not exceed 100%. Thank you for your help.

Answer each question beginning with the following: “Who is responsible for....”	Please put a number in each box representing percentage responsibility by each party.	
	University	Student
Example: student success in core courses	10	90
a student’s ability to relate to others		
a student understanding what is gained from an education		
a student’s maturity		
the development of reading skills		
motivating friends/peers to support the student’s education		
motivating the student		
a student’s ability to think and reason		
facilitating family support for the student to get an education		
a student gaining admission to the university		
a student’s knowledge of how to use the library		
a student’s mental health		
teaching the student time management skills		
determining the amount of time a student devotes to school		
a student’s physical health		
a student’s writing skills		
a student’s ability to find and use campus resources		
note-taking skills		
a student taking only core courses during the first semester		
a student’s test-taking skills and strategies		
instilling a love of learning		
information about career options		
a student’s ability to analyze and draw conclusions from data		
a student’s memorization ability		
the development of effective oral communication skills		
students getting along with a diverse group of people		
providing good academic advising		
providing quality food services		
maintaining a student health services facility		
the availability of residence halls and apartments		
financial aid		
organizing and hosting campus social activities		
course registration		
student employment opportunities		
the control of binge drinking		
the success of an honors program		
cultural programs and activities for students		
day care		
a student’s belief that ‘BSU is the right place’		
the overall preparedness of the student to succeed at the university level		
the affordability of textbooks		
providing faculty who are genuinely interested in students		

<b>“Who is responsible for...”</b>	<b>University</b>	<b>Student</b>
good teaching		
helpful staff members		
providing faculty who are genuinely interested in research		
a student’s intention to graduate with a degree from BSU		
poor teaching		
opportunities for out-of-class projects for students		
rudeness experienced on campus		
a student’s first semester grade point average		
a student feeling lost or alone on campus		
a student’s plan to transfer from BSU to another school		
the high school GPA required for admission		
extracurricular activities		
upgrading job skills at school		
cluster programs for students		
a first year orientation course for students		
conflict between demands of job and college		
making tuition and fees affordable		
a student’s desire to take a break from college studies		
class scheduling problems		
a student’s acceptance of a full-time job		
unexpected expenses that may be encountered by students		
a student’s family responsibilities that become too great		
inadequate student study habits		
the quality of instruction		
a student’s low grades		
an orientation program for students		
a student’s inability to receive financial aid		
a student’s major not being offered		
a student’s ability to budget and manage money correctly		
the overall size of the institution		
the number of conversations a student has with the faculty		
the number of credits a student attempts the first semester		
the selection of a major		
the formation of student study groups		
good career advising for students		
student success in core courses		
the retention of students from semester to semester		
providing remediation to unprepared or underprepared students		
tutorial programs for students		
overall student success		

Quick Demographics					
Please circle your primary BSU status:		Faculty	Staff	Administration	Student
Gender (please circle):		Male	Female	Number of years attended BSU: _____	
Race (circle all that apply):			American Indian/Alaska Native Asian American/Pacific Islander Black/African American Hispanic White/Caucasian		

What have we missed? Please add your comments in the space below.