

<b>Protocol Section</b>	<b>Protocol Query</b>	<b>Relationship to Study Objective</b>	<b>Follow-up Lines of Inquiry</b>	<b>For feature staff</b>	<b>For mid-level leaders</b>	<b>For campus-wide leaders</b>	<b>For students</b>	<b>For faculty</b>	<b>For open fora</b>
Pre-Visit Information Request	Overall organization chart	Intentionality Integration of Effort							
Pre-Visit Information Request	Org. elements with explicit responsibility for retention & graduation	Intentionality Integration of Effort							
Pre-Visit Information Request	Org. changes since 1996	Intentionality Leadership							
Pre-Visit Information Request	Retention and graduation process chart	Intentionality Integration Intervention with Students Leadership							
Pre-Visit Information Request	Mission statement and changes since 1996	Intentionality							
Pre-Visit Information Request	Strategic planning docs that address retention and graduation	Intentionality Integration of Efforts							



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Responses to queries	2.) Is there a particular unit on campus with particularly effective retention-graduation features?	Leadership Information Driven Processes	<ul style="list-style-type: none"> <li>Is there a department or school that achieves more than others on campus?</li> <li>How and why are their efforts different?</li> <li>Do they have better information systems?</li> <li>Is the culture and/or expectations different within that unit?</li> <li></li> </ul>	X	X	X		X	
Responses to queries	3.) Unsuccessful initiatives to improve retention-graduation?	Leadership Information Driven Processes Campus Culture	<ul style="list-style-type: none"> <li>How did the leadership behave when lack of success was evident?</li> <li>What criteria were used to determine success/failure? Were those criteria in place at the beginning of the effort?</li> <li>What efforts were made to adjust/recast the unsuccessful initiative?</li> <li>What happened to those leading the initiative?</li> </ul>	X	X	X	X	X	
Responses to queries	4.) Profile of undergraduates	Information Driven Processes	<ul style="list-style-type: none"> <li>Other than first-time full-time students reported to the federal government, what sub-groups of students do you track (e.g. part-time, transfers, by major, by gender, by age, by socio-economic status at entry, etc.)?</li> </ul>	X		X			

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Responses to queries	5.) Routinely used data driven policy or decision making processes	Intentionality Information Driven Processes Campus Culture	<ul style="list-style-type: none"> <li>Are mid-term grades filed for undergraduates? Is there any follow-up intervention with students in academic difficulty?</li> <li>When informed by this information, how are recommendations to change policy or practice received?</li> <li>What operational adjustments have been made following a review of the data? Who initiated them?</li> </ul>	X	X			X	X
Responses to queries	6.) Faculty member involvement	Integration Campus Culture	<ul style="list-style-type: none"> <li>Is faculty trained to assess student abilities to succeed or fail? What kinds of training.</li> <li>Is faculty encouraged to recommend academic advisement for failing students?</li> <li>Are they evaluated or rewarded for doing so?</li> <li>Do faculty web sites or syllabi invite students experiencing difficulty to seek assistance/advice?</li> </ul>		X	X	X	X	
Responses to queries	7.) Where does responsibility lay for retention-graduation efforts?	Intentionality Integration Campus Culture	<ul style="list-style-type: none"> <li>Is there a specific office or group of people who are accountable for good results? If so, how are they held accountable/rewarded?</li> <li>Is there a general sense on campus that this is everyone's job? If so, how do people interpret/implement that on a practical level?</li> </ul>	X	X	X	X	X	X
				X	X	X	X	X	X

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Responses to queries	Web site exploration	Leadership Integration Campus Culture	<ul style="list-style-type: none"> <li>Is the institution's web site set up for static delivery of information or interactive addressing of r-g issues?</li> <li>Do school, departmental or faculty web sites echo policy statement concerns about r-g?</li> <li>How user friendly is the web site around r-g related issues?</li> </ul>	X	X		X	X	
Campus visit activities	Evidence of pervasiveness	Leadership Intentionality Integration Campus Culture	<ul style="list-style-type: none"> <li>What is the level of awareness and/or buy-in by academic and student service personnel?</li> <li>Do departmental support staffs know about or contribute to r-g goal achievement?</li> <li>Who is generally thought to have responsibility for r-g outcomes?</li> <li>What problems have arisen that affect integration of the features identified by the campus?</li> </ul>		X	X		X	
Campus visit activities	Leadership contributions (formal and informal)	Leadership Campus Culture	<ul style="list-style-type: none"> <li>How, when, where, how often do formal leaders talk about r-g issues?</li> <li>Are others noted on campus for their interest in r-g issues? If so, what do they do and how do they do it? How do others perceive these activities?</li> <li>How do non-leaders view/react to leader efforts to emphasize/act on r-g outcomes?</li> </ul>	X	X	X	X	X	X

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Campus visit activities	Is the campus a learning organization re: retention-graduation issues?	Integration  Campus Culture	<ul style="list-style-type: none"> <li>How is r-g information assessed? Who assesses it?</li> <li>What happens when r-g information is distributed on campus?</li> <li>Do faculty/staff feel empowered to act to help improve r-g outcomes?</li> <li>Can people cite examples of how the organization or individuals have changed their behavior after assessing r-g information?</li> </ul>	X X X X	X X X X	X X  X		X X X X	
Campus visit activities	Are retention-graduation initiatives reflected in the campus culture?	Leadership  Intentionality  Integration  Campus Culture	<ul style="list-style-type: none"> <li>Is there cooperation among/between different organizational units on r-g initiatives? Between those who fall in different reporting lines? How, historically, did integration occur?</li> <li>What formal or informal r-g related processes seem to make a difference on this campus?</li> <li>Are individuals not involved directly in r-g efforts critical or supportive of the resource allocations made to support those efforts?</li> <li>Are there unique aspects of campus context that influence r-g (e.g. location, community resources, campus history, etc.). How do those influences operate?</li> </ul>	X    X	X  X  X	X  X  X		X  X X X	  X  X

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Campus visit activities	Sustaining success – practices and plans	Leadership Intentionality	<ul style="list-style-type: none"> <li>• What practices seem to make a difference?</li> <li>• How are those practices encouraged/supported by leaders?</li> <li>• Is r-g improvement viewed as a short term or long term set of activities? Why?</li> <li>• How high on the campus agenda is r-g improvement effort?</li> </ul>	X	X	X	X	X	