



National Student Satisfaction and Priorities Report

- **Students' priorities for their campus experience**
- **Priorities of campus faculty, administration, and staff**
- **Institutional strengths and challenges as identified by students and staff**
- **Influences on decisions to enroll**
- **Data from more than 860 institutions; more than 675,000 students; and 32,000 faculty, administrators, and staff**



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About Noel-Levitz...

Since 1973, more than 25 systems and 1,700 individual campuses nationally have invited Noel-Levitz to collaborate on enrollment projects at the two-year, undergraduate, and graduate and professional levels.

The 2005 National Satisfaction and Priorities Report

Introduction and Overview

The importance of student satisfaction assessment

The landscape of higher education is changing rapidly: rising costs, increasingly diverse student populations, low retention and graduation rates, and diminished funding. Higher education leaders must respond effectively to these critical challenges while at the same time responding to increased calls for accountability, expectations to do more with less, the need to be more strategic and informed, and discovering how to tie planning, budgeting, and performance together. Under these circumstances, assessment becomes an imperative rather than a luxury.

Student satisfaction measurement is a core element of any comprehensive institutional assessment plan, serving as a formal “needs assessment.” Satisfaction assessment enables institutions to strategically and tactically target areas most in need of immediate improvement. It facilitates the development of planning and intervention priorities, and it helps institutions examine student transactions with all major aspects of their experience, including academic, co-curricular, general services, etc.

Student satisfaction assessment is an integral part of the assessment regularly conducted by higher education institutions. College and university leaders must understand how satisfied students are with their educational experience—both inside and outside of the classroom—in order to best serve those students. By collecting satisfaction data from students on a regular basis, campuses are able to determine where they are best serving students and where there are areas for improvement.

Satisfied students are more likely to be successful students. Research indicates that institutions with more satisfied students have higher graduation rates, lower loan default rates, and higher alumni giving. Satisfaction with an institution includes a combination of academic factors as well as areas related to student life. An institution needs to identify all of the issues that are relevant to students. These include their interaction with faculty, as well as the service they receive from staff and administrators; the physical resources on campus; the policies that are in place; and their overall feeling of being welcome on campus.

Satisfaction assessment is further refined by capturing students’ level of importance (or expectation). Importance ratings provide institutions with valuable data on the areas that matter most to students. With this view, institutions can celebrate their strengths—those areas that have high satisfaction AND high importance. Institutions can also focus their improvement efforts on areas where satisfaction is low AND importance is high, and not be distracted by low satisfaction areas that may not matter to students. As examples, students often report dissatisfaction with student activity fees and food service in the cafeteria, but on most campuses, these are also areas of relatively low importance to students. Other items such as access for classes, quality advising, and adequate financial aid are often more critical issues for students.

The importance of fit

Campus leaders realize the importance of congruence or “fit” between what students expect from their educational experience and their satisfaction with what they perceive as the reality of that experience. Research indicates that the greater the fit between expectations and reality, the greater the likelihood for persistence, student success, and stability. The opposite effect also applies: with greater incongruence or a lack of fit comes higher attrition, poor performance, and fluctuation.

Understanding this fit between what students expect and what they experience is a primary benefit of satisfaction assessment. Importance indicators add another layer of understanding. The level of importance students place on a particular item indicates the level of expectation they assign to this area, and it also indicates the amount of value they associate with this item. Often an institution communicates value or the expectations that students should place on an area by the way they market or position themselves in a particular area. An institution can then better identify the fit between the student body and the institution when performance gaps are captured through the combination of satisfaction and importance data. A smaller performance gap indicates a better fit; a larger gap indicates more incongruence and an area of concern.

Responding is the key

Conducting satisfaction assessment is a way to show students that the institution cares about their perceptions and their educational experience, but an even more significant way that an institution can show that it cares is by actively responding to student-identified issues. Once data has been collected, actively reviewed, and shared throughout the campus, then initiatives can be identified to respond to student concerns. Data on the shelf has no power; data actively used to drive decision-making can have the power to improve the success of the institution.

In the complex environment of today’s higher education world, conducting satisfaction assessment is a way to insure the vitality of the institution. Regular satisfaction assessment and active response to the issues shows the institutional stakeholders good stewardship of scarce resources in an optimal way. This practice inspires trust among the stakeholders, including students, parents, boards of trustees, and even state legislatures.

Research indicates that the greater the fit between expectations and reality, the greater the likelihood for persistence, student success, and stability.

It is also appropriate to note that satisfaction assessment should be a systematic process on campus, not be a one-time event. Shifts in satisfaction and expectations that are tracked over time can identify where institutions are responding appropriately and what new issues are current priorities. Data that is timely and relevant will make the highest impact. Student characteristics and perceptions can change frequently, and campus leaders will want to understand these changes in order to meet the transforming needs and circumstances of the student body.

Students are not the only constituency on campus

To further understand the institutional climate, many institutions expand their assessment to include campus personnel (faculty, staff members, and administrators). This assessment focuses on the perceptions of the campus personnel on the student experience (not their satisfaction with their own employment) and can help institutions identify what issues are viewed similarly and differently for students and campus personnel. This data can better inform the next steps an institution takes. Is everyone ready to move forward to make an improvement on an issue? Is further dialogue needed to discuss differing perceptions on the priority of an issue that is viewed differently by separate segments of the campus? These areas can be identified with the combination of assessments.

A note about reviewing the national data:

While reviewing national results is vital for understanding the higher education marketplace, identification of individual institutional strengths and challenges is best done through data collected on those campuses. Campus leaders can identify their institution’s unique strengths and challenges from the perceptions of their students and campus personnel.

The Study

The 2005 National Satisfaction and Priorities Report presents the responses to the Noel-Levitz Student Satisfaction Inventory™ (SSI) of more than 675,000 students from more than 860 four-year and two-year, public, and private institutions across North America. The results include student responses over a three-year academic time period, from the fall of 2002 through the spring of 2005. The added perspective of campus personnel is incorporated with the responses of more than 32,000 faculty, staff, and administrators from 220 institutions to the Noel-Levitz Institutional Priorities Survey™ (IPS) during the same time frame. (For further descriptions regarding these two instruments, please see the appendix).

Importance—Satisfaction— Performance Gap

On the SSI, students respond to statements of expectation with an importance rating and a satisfaction rating. These ratings are on a 1 to 7 scale, with 7 being high. The student responses are averaged to produce an importance score and a satisfaction score for each item. A performance gap is calculated by subtracting the satisfaction score from the importance score. A larger performance gap indicates that the institution is not meeting student expectations; a smaller performance gap indicates that the institution is doing a relatively good job of meeting expectations. Negative performance gaps indicate that an institution is exceeding student expectations; negative gaps are rare and are more likely to be found on items of low importance to students.

Reviewing the 2005 Data

The 2005 National Satisfaction and Priorities Report includes an “Executive Summary” with an overview of the strengths and challenges identified across institution types and a section with “Common Responses and Practices” which suggests possible responses to the global issues. The report is then segmented by type of institution. There are separate report segments for each of the following institution types:

- Four-year private colleges and universities
- Four-year public colleges and universities
- Community, junior, and technical colleges
- Career and private colleges

In each report segment, the following data are reviewed:

- **The scales in order of importance** (the scales represent the individual items on the survey which have been clustered together conceptually and statistically. For a complete description of each scale, please see the appendix). The scales are presented for both the student responses and those of the campus personnel and a comparison of priorities will be presented, including a separate analysis with unique priorities isolated for faculty, administration, and staff.
- **Strengths and challenges.** Strengths are identified as areas of high importance and high satisfaction. Challenges are defined as areas of high importance and low satisfaction and/or large performance gap. This section identifies students’ key priorities for improvement as well as the top areas for celebration.
- **A comparison between the strengths and challenges identified by students and those identified by campus personnel.** This provides an overview of the areas that were viewed similarly on campus and which areas are perceived differently. A look at the unique responses of faculty, administration and staff is also included.
- **A review of enrollment factors in order of importance.** This section helps institutions consider the top influencers in a students’ decision to enroll at an institution.

NOTE: Campus personnel data are only available for four-year private, four-year public, and community colleges. This data is not currently available for career and private colleges.

Executive Summary

Individual campuses experience unique areas of strength and challenge which may not match the national standards (norms) in all areas. To best impact retention and recruitment at an individual college, an assessment of student satisfaction should be conducted on campus to identify the specific areas to promote and celebrate as well as those that need additional improvement and resources.

Students have a range of choices for their educational experience. In a broad sense, students can select from a four-year private institution, a four-year public institution, a two-year community, junior or technical college, or a career and private school. Within these broad categories are hundreds of specific college choices for students. Many factors contribute to the students' decision-making process including academic offerings, size and location, tuition, and financial aid availability. Each institution type offers a unique experience for students.

As identified through this study, some strengths and challenges cross institutional types. There are also unique strengths and challenges by type of institution. This summary view provides a broad overview of student satisfaction in higher education today.

Keep in mind that this is a study of more than 675,000 students from more than 860 institutions across North America. Individual campuses experience unique areas of strength and challenge which may not match the national standards (norms) in all areas. To best impact retention and recruitment at an individual college, an assessment of student satisfaction should be conducted on campus to identify the specific areas to promote and celebrate as well as those that need additional improvement and resources. These campus-specific data can be compared to the national norms to provide context. Campuses can track actual improvements by looking at their institutional satisfaction data from year to year.

Unique strengths and challenges, identified by institution type in this study, may uniquely appear for a couple of reasons:

- 1) The area is valued with a higher level of importance by students at that type of institution.
- 2) It is perceived with higher or lower levels of satisfaction at that type of institution.
- 3) It is a unique item to the version of the survey for that type of institution.

The data are presented in tables for an easy review of the results. For additional analysis of context and possible responses to these top strengths and challenges, please see the section of the report entitled, "Common Responses and Practices."

Please note when reviewing the following tables that an indication of "Neither" means that students at this institution type did not indicate the item as either a strength or as a challenge. An indication of "N/A" is shown if the item does not appear on that institution type survey version.

Strengths

The study identified several areas where all four institutions types performed well. These were areas of high importance to students as well as high satisfaction. Students had high expectations in these areas, but they also indicated that institutions were meeting their expectations. The areas of strength at four-year private, four-year public, two-year public, and career and private schools include:

Strengths for all institution types:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
I am able to experience intellectual growth.	STRENGTH	STRENGTH	STRENGTH	STRENGTH
My academic advisor is approachable.	STRENGTH	STRENGTH	STRENGTH	STRENGTH
The campus is safe and secure for all students.	STRENGTH	STRENGTH	STRENGTH	STRENGTH
The campus is well-maintained.	STRENGTH	STRENGTH	STRENGTH	STRENGTH
It is an enjoyable experience to be a student on this campus.	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Faculty are available after class and during office hours.	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Major or program requirements are clear and reasonable.	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Nearly all faculty are knowledgeable in their fields.	STRENGTH	STRENGTH	STRENGTH	STRENGTH
The quality of instruction in most classes is excellent.	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Students are made to feel welcome here.	STRENGTH	STRENGTH	STRENGTH	STRENGTH

Strengths at four-year institutions, both public and private:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
This institution has a good reputation in the community.	STRENGTH	STRENGTH	Neither	Neither
The content of courses within major is valuable.	STRENGTH	STRENGTH	N/A	N/A
The instruction in my major field is excellent.	STRENGTH	STRENGTH	N/A	N/A

Strength for all institution types except two-year publics:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
My academic advisor is knowledgeable about major /program requirements.	STRENGTH	STRENGTH	Neither	STRENGTH

Strength for all institution types except career schools:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
Computer labs are adequate and accessible.	STRENGTH	STRENGTH	STRENGTH	Neither

Strengths for four-year publics and two-year publics:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
Class change (drop/add) policies are reasonable.	Neither	STRENGTH	STRENGTH	Neither
Library resources and services are adequate.	Neither	STRENGTH	STRENGTH	Neither

Strength for all institutions types except four-year privates:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
Good variety of courses provided on campus	CHALLENGE	STRENGTH	STRENGTH	STRENGTH

Strength at 4 yr private and career schools:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
Campus staff are caring and helpful.	STRENGTH	Neither	Neither	STRENGTH

Unique strengths for two-year publics:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
Policies and procedures regarding registration are clear and well-publicized.	N/A	N/A	STRENGTH	Neither
The quality of instruction in vocational/technical programs is excellent.	N/A	N/A	STRENGTH	N/A

Unique strengths for four-year privates:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
Faculty care about me as individual.	STRENGTH	Neither	Neither	Neither
There is a commitment to academic excellence at this institution.	STRENGTH	Neither	Neither	Neither

Unique strengths for career schools (area is challenge for two-year publics):

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
Administrators are approachable.	Neither	Neither	Neither	STRENGTH
Nearly all classes deal with practical experiences.	N/A	N/A	Neither	STRENGTH
Classes scheduled at convenient times.	N/A	N/A	CHALLENGE	STRENGTH
Quality of instruction in academic programs.	N/A	N/A	N/A	STRENGTH

Challenges

Some challenges crossed over institutional types. These were areas of high priority to students where institutions were not meeting student expectations.

Students at four-year private, four-year public and two-year public all identified the following areas at top priorities for improvement:

Challenge for all institution types:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
Adequate financial aid is available for most students.	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE

Challenges for four-year private, four-year publics and two-year publics:

Item Students	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private
I am able to register for classes with few conflicts.	CHALLENGE	CHALLENGE	CHALLENGE	Neither
I seldom get "run-around" when seeking information on this campus.	CHALLENGE	CHALLENGE	CHALLENGE	Neither

Challenge for four-year publics, two-year publics, and career schools:

Item Students	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private
The institution shows concern for students as individuals.	Neither	CHALLENGE	CHALLENGE	CHALLENGE

Challenge for four-year privates, two-year publics, and career schools:

Item Students	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private
Financial aid counselors are helpful.	CHALLENGE	Neither	CHALLENGE	CHALLENGE

Challenges for four-year private and publics:

Item Students	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private
Tuition paid is a worthwhile investment.	CHALLENGE	CHALLENGE	N/A	N/A
Billing policies are reasonable.	CHALLENGE	CHALLENGE	Neither	Neither
Faculty provide timely feedback about student progress in a course.	CHALLENGE	CHALLENGE	Neither	Neither
Financial aid awards announced in time to be helpful in college planning.	CHALLENGE	CHALLENGE	Neither	Neither
Security staff respond quickly in emergencies	CHALLENGE	CHALLENGE	Neither	Neither
Faculty are fair and unbiased in treatment of individual students.	CHALLENGE	CHALLENGE	Neither	Neither

Challenges for two-year publics and career schools:

Item Students	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private
Academic advisors are concerned about student as individual.	Neither	Neither	CHALLENGE	CHALLENGE
Students notified early in the term if they are doing poorly in class.	Neither	Neither	CHALLENGE	CHALLENGE
School does what it can to help me reach my educational goals.	N/A	N/A	CHALLENGE	CHALLENGE

Challenges for four-year and two-year publics:

Item Students	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private
Amount of student parking is adequate	Neither	CHALLENGE	CHALLENGE	Neither
Parking lots are well-lighted and secure	Neither	CHALLENGE	CHALLENGE	Neither

Challenge for four-year private and career schools:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
There are adequate services to help me decide upon a career.	CHALLENGE	Neither	Neither	CHALLENGE

Unique challenges for four-year privates:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
There is a good variety of courses provided on this campus.	CHALLENGE	STRENGTH	STRENGTH	STRENGTH

Unique challenges for two-year publics:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
My academic advisor is knowledgeable regarding transfer requirements.	N/A	N/A	CHALLENGE	Neither
Faculty are understanding of students unique life circumstances.	N/A	N/A	CHALLENGE	Neither
Classes are scheduled at times that are convenient.	N/A	N/A	CHALLENGE	STRENGTH

Unique challenges for career schools:

Item	4 yr Private Students	4 yr Public Students	Comm. Coll. Students	Career/Private Students
Equipment in the lab facilities is kept up to date.	N/A	N/A	Neither	CHALLENGE

Institutions need to commit to a continuous quality improvement model where they are actively assessing the issues with data collection, enhancing the qualitative information through focus groups and discussions on campus, identification of initiatives in response to the top priorities, implementation of the improvements, and reassessment to see shifts in satisfaction.

Concluding thoughts:

Every institution type has important areas that need additional improvement. Institutions need to commit to a continuous quality improvement model where they are actively assessing the issues with data collection, enhancing the qualitative information through focus groups and discussions on campus, identification of initiatives in response to the top priorities, implementation of the improvements, and reassessment to see shifts in satisfaction. Only through active response to the challenges can institutions hope to improve student satisfaction, student success and ultimately student retention.

For suggestions on ways to respond to the critical challenges, please refer to the section: “Common Responses and Practices.”

For information on the perceptions of campus personnel (faculty, administration and staff) on strengths and challenges at each type of institution, please review the subsequent reports segmented by institution type. Details on factors contributing to students’ decision to enroll are also included in these reports.

A Word About Noel-Levitz

A trusted partner to higher education, Noel-Levitz helps systems and campuses reach and exceed their goals for enrollment, marketing, and student success. Over the past three decades, the higher education professionals at Noel-Levitz have consulted directly with over 1,700 colleges and universities nationwide in the areas of:

- Student retention
- Staff and advisor development
- Student success
- Marketing and recruitment
- Financial aid services
- Research and communications
- Institutional effectiveness

Noel-Levitz has developed an array of proven tools and software programs, diagnostics tools and instruments, video-based training programs, and customized consultations, workshops and national conferences. With the Satisfaction-Priorities Surveys (including the Student Satisfaction Inventory and the Institutional Priorities Survey) the firm brings together its many years of research and campus-based experience to enable you to get to the heart of your campus agenda.

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The 2005 National Satisfaction and Priorities Report

Four-Year Private Colleges and Universities

The Source of the Data

The student population for the four-year private colleges and universities includes 267,140 students from 389 institutions surveyed with the Noel-Levitz Student Satisfaction Inventory™ between the fall of 2002 and the spring of 2005.

The campus personnel population includes 15,744 faculty, staff, and administrators from 106 institutions surveyed with the Noel-Levitz Institutional Priorities Survey™ during the same timeframe.

Reviewing the Data

Brief highlights regarding the data findings are offered in each section of this report. For a broader view of why assessment is critical in today's higher education environment, see the

Introduction and Overview. For a perspective on how the experiences of students compare across institution types, please review the Executive Summary. For additional context and suggestions for responses to the critical challenges and ways to enhance the strengths, please see the section on Common Responses and Practices.

The Scales

The best place to begin is by looking at the big picture and understanding the areas on campus that matter most to students. The following table summarizes the importance, satisfaction, and performance gaps for 12 areas (scales) for students at four-year private colleges and universities. The scales are listed in order of importance. This table is followed by the scale scores for campus personnel at four-year privates.

A list of the participating institutions is included in the appendix.

2005 Scales: four-year private institutions (students)

Scale	Importance Mean	Satisfaction Mean	Performance Gap Mean
Instructional Effectiveness	6.31	5.26	1.05
Academic Advising	6.25	5.23	1.02
Safety and Security	6.17	4.66	1.51
Registration Effectiveness	6.14	4.93	1.21
Recruitment and Financial Aid	6.13	4.86	1.27
Student Centeredness	6.13	5.19	0.94
Concern for the Individual	6.12	5.08	1.04
Campus Climate	6.12	5.10	1.02
Campus Support Services	5.99	5.18	0.81
Service Excellence	5.98	4.95	1.03
Campus Life	5.67	4.73	0.94
Responsiveness to Diverse Populations	—	4.97	—

(7 = very important/very satisfied 1 = not important/not satisfied at all)

Overall, satisfaction levels are increasing at four-year private institutions.

2005 Scales: four-year private institutions (campus personnel)

Scale	Importance Mean	Agreement Mean	Performance Gap Mean
Concern for the Individual	6.61	5.75	0.86
Recruitment and Financial Aid	6.56	5.28	1.28
Instructional Effectiveness	6.56	5.67	0.89
Campus Climate	6.52	5.63	0.89
Student Centeredness	6.50	5.78	0.72
Academic Advising	6.50	5.62	0.88
Service Excellence	6.44	5.42	1.02

Continued

Campus personnel scales continued

Campus Support Services	6.38	5.36	1.02
Safety and Security	6.37	5.07	1.30
Registration Effectiveness	6.27	5.35	0.92
Campus Life	6.12	5.19	0.93
Responsiveness to Diverse Populations	—	5.25	—

(7 = very important/strongly agree 1 = not important/strongly disagree)

When reviewing perceptions of students and campus personnel, it is helpful to identify which areas the two groups valued differently. This can best be seen by comparing rank order of the importance scores. Scales were ranked 1 to 11, with 1 indicating the highest rank in importance.

Scale	SSI Rank	IPS Rank
Instructional Effectiveness	1	2 tie
Academic Advising	2	5 tie
Safety and Security	3	9
Registration Effectiveness	4	10
Recruitment and Financial Aid	5 tie	2 tie
Student Centeredness	5 tie	5 tie
Concern for the Individual	7 tie	1
Campus Climate	7 tie	4
Campus Support Services	9	8
Service Excellence	10	7
Campus Life	11	11

Students place a much higher value on Registration and Safety and Security than do campus personnel.

At four-year private institutions in this study, students placed a much higher value on Academic Advising, Safety and Security, and Registration Effectiveness than did campus personnel. On the other hand, campus personnel put a greater emphasis on Concern for the Individual, Campus Climate, and Service Excellence. They also indicated a higher importance for the area of Recruitment and Financial Aid. The areas of Instructional Effectiveness, Student Centeredness, Campus Support Services, and Campus Life had similar importance rankings.

A slightly different picture emerges when looking at responses by position segments (faculty, administration, and staff) compared to personnel as a whole and students. Faculty placed a higher priority on Instructional Effectiveness than did administrators and staff. Student Centeredness and Recruitment and Financial Aid were more highly ranked by staff and administrators than faculty. Other areas were viewed similarly.

Scale comparison by position

Scale	Students	Campus Personnel (Faculty, Admin., and Staff Combined)	Campus Personnel		
			Admin. Only	Faculty Only	Staff Only
Instruction	1	2 tie	4 tie	2	5
Academic Advising	2	5 tie	6	5	6
Safety and Security	3	9	9	9	8
Registration	4	10	10	10	10
Recruitment and Financial Aid	5 tie	2 tie	2	3 tie	1
Student Centeredness	5 tie	5 tie	3	6	3 tie
Concern for the Individual	7 tie	1	1	1	2
Campus Climate	7 tie	4	4 tie	3 tie	3 tie
Campus Support Services	9	8	8	8	9
Service Excellence	10	7	7	7	7
Campus Life	11	11	11	11	11

Different perspectives are identified when the data are further segmented by campus position.

Strengths and Challenges

Strengths

Individual items on the inventory were analyzed to determine institutional strengths (high importance and high satisfaction). Institutions often incorporate their strengths into their marketing activities, recruiting materials, internal and external public relations opportunities, as well as provide positive feedback for campus personnel and students. *Strengths are defined as those items above the mid-point in importance and in the top quartile of satisfaction.*

The following strengths were identified by students at four-year private colleges and universities. Strengths are listed in order of importance.

- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- Nearly all of the faculty are knowledgeable in their field.
- The quality of instruction I receive in most of my classes is excellent.
- My academic advisor is knowledgeable about requirements in my major.
- I am able to experience intellectual growth here.
- The campus is safe and secure for all students.
- It is an enjoyable experience to be a student on this campus.
- Major requirements are clear and reasonable.
- My academic advisor is approachable.
- There is a commitment to academic excellence on this campus.
- The campus staff are caring and helpful.
- Faculty are usually available after class and during office hours.
- Computer labs are adequate and accessible.
- Students are made to feel welcome on this campus.
- On the whole, the campus is well-maintained.
- Faculty care about me as an individual.
- This institution has a good reputation within the community.

Many of the strengths identified by students at four-year private institutions nationally focused on the quality of instruction and faculty, as well as the content of courses and the commitment to academic excellence on campus. Advising was

also a strength, especially regarding advisors' knowledge of major requirements and being approachable to students. Students generally felt safe on four-year private campuses and they felt welcome. Helpfulness of campus staff was another area of strength. Computer labs being adequate and accessible is a new addition to the strengths list this year.

Challenges

Inventory items were also analyzed to determine key challenges (high importance and low satisfaction). Campuses that have surveyed themselves often look at these crucial areas to address to improve retention. In this study, students had high expectations regarding these areas, but institutions nationally were failing to meet those expectations. Areas of dissatisfaction were prioritized by importance score, indicating those areas that mattered most to students. *Challenges are defined as being above the mid-point in importance and in the bottom quartile of satisfaction and/or the top quartile of performance gaps.*

Following, listed in order of importance, are the top challenges identified by students at four-year private colleges and universities.

- I am able to register for classes I need with few conflicts.
- Tuition paid is a worthwhile investment.
- Adequate financial aid is available for most students.
- There is a good variety of courses provided on this campus.
- Faculty are fair and unbiased in their treatment of individual students.
- Faculty provide timely feedback about student progress in a course.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Security staff respond quickly in emergencies.
- Financial aid counselors are helpful.
- There are adequate services to help me decide upon a career.
- I seldom get the "run-around" when seeking information on this campus.
- Billing policies are reasonable.

Access to classes through registration was the number-one challenge to students at four-year private institutions, followed closely by the item regarding tuition paid is a worthwhile investment. The tuition issue may be a perception of value for

Institutions often incorporate their strengths into their marketing activities, recruiting materials, internal and external public relations opportunities, as well as provide positive feedback for campus personnel and students.

Students at four-year private institutions nationally identified more strengths than challenges in their educational experience.

When an individual campus has an area viewed differently by various constituencies, the campus has an opportunity to discuss the issue as it relates to faculty, administration, and staff while emphasizing how students felt.

tuition dollars. The three financial aid issues (amount, timeliness, and helpful counselors) were also top priorities for students, as was the item related to billing policies. Nationally, these challenges all relate to issues of affordability for a four-year private education. Other top priorities not meeting student expectations included the variety of courses and the lack of timely feedback by faculty. Students were also looking for strong support from colleges and universities in career services; they wanted a connection between their tuition investment and their future employment opportunities. Campus run-around and timely security responses also continued to be issues on four-year private campuses.

Comparing Strengths and Challenges as Identified by Campus Personnel

Strengths

The following areas were identified as strengths by students *and* by campus personnel at four-year private institutions. When viewed at the big picture level, both constituents of the campus community agreed that institutions were performing well in these areas:

- The content of the courses within major is valuable.
- The instruction in the major fields is excellent.
- Nearly all faculty are knowledgeable in their field.
- The quality of instruction in most classes is excellent.
- Students are able to experience intellectual growth here.
- Major requirements are clear and reasonable.
- There is a commitment to academic excellence on this campus.
- The campus staff are caring and helpful.
- Students are made to feel welcome on campus.
- The institution has a good reputation within the community.
- Faculty care about students as individuals.

There was strong agreement on many instruction-related issues, on the helpfulness of campus staff, and on the way students were made to feel welcome.

Challenges

The following areas were identified as challenges at four-year private institutions by students and campus personnel. These items focus on financial aid challenges and the responsiveness of security personnel.

- Adequate financial aid is available for most students.
- Financial aid awards are announced in time to be helpful.
- Financial aid counselors are helpful.
- Security staff respond quickly in emergencies.

Issues viewed differently by students and campus personnel

The picture becomes interesting when we look at issues that were viewed differently by students and campus personnel.

In this study, students viewed campus safety and security as a strength, while campus personnel indicated that it was a challenge. When an individual campus has an area viewed differently by various constituencies, the campus has an opportunity to discuss the issue as it relates to faculty, administration, and staff while emphasizing how students felt.

Tuition paid is a worthwhile investment, identified as a top challenge by students, was viewed as a strength by campus personnel. This discordance provides an opportunity to further explore how campuses can communicate the value of the tuition dollars to students and can also open up some dialogue with faculty, administration, and staff regarding students' keen awareness of tuition issues.

The following table provides a deeper analysis of strengths and challenges as indicated by students, by campus personnel, and segmented by administration, faculty, and staff. Once again, some areas were viewed differently by separate segments on campus.

Strengths and challenges by campus segments

Four-year private items	Students	Campus Personnel Combined	Admin. Only	Faculty Only	Staff Only
Nearly all faculty are knowledgeable	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Able to experience intellectual growth	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Major requirements are clear and reasonable	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Commitment to academic excellence on campus	STRENGTH	STRENGTH	STRENGTH	CHALLENGE	STRENGTH
Campus staff are caring and helpful	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Students are made to feel welcome	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Institution has a good reputation in community	STRENGTH	STRENGTH	STRENGTH	Neither	STRENGTH
Faculty care about me as individual	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Instruction in major field is excellent	STRENGTH	STRENGTH	Neither	STRENGTH	Neither
Quality of instruction in most classes	STRENGTH	STRENGTH	Neither	Neither	STRENGTH
Content of courses within major is valuable	STRENGTH	STRENGTH	Neither	STRENGTH	Neither
Enjoyable experience to be a student on this campus	STRENGTH	Neither	Neither	Neither	Neither
Faculty are available after class / during office hours	STRENGTH	Neither	Neither	Neither	Neither
Campus is well-maintained	STRENGTH	Neither	Neither	Neither	Neither
Computer labs are adequate/accessible	STRENGTH	Neither	Neither	Neither	Neither
Advisor is knowledgeable about major requirements	STRENGTH	Neither	CHALLENGE	STRENGTH	Neither
Academic advisor is approachable	STRENGTH	Neither	CHALLENGE	STRENGTH	Neither
Campus is safe and secure	STRENGTH	CHALLENGE	STRENGTH	CHALLENGE	CHALLENGE
Tuition paid is worthwhile	CHALLENGE	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Financial aid awards are announced in time to be helpful	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE
Security staff respond quickly in emergencies	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE
Financial aid counselors are helpful	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE
Adequate financial aid is available for students	CHALLENGE	CHALLENGE	CHALLENGE	Neither	CHALLENGE
Able to register for classes with few conflicts	CHALLENGE	Neither	Neither	Neither	Neither
Good variety of courses provided on campus	CHALLENGE	Neither	Neither	Neither	Neither
Faculty provide timely feedback re: student progress	CHALLENGE	Neither	Neither	Neither	Neither
Adequate services to help students re: careers	CHALLENGE	Neither	Neither	Neither	Neither
Students seldom get "run-around" when seeking info	CHALLENGE	Neither	Neither	Neither	Neither
Billing policies are reasonable	CHALLENGE	Neither	Neither	Neither	Neither
Faculty are fair and unbiased in treatment of students	CHALLENGE	Neither	CHALLENGE	STRENGTH	CHALLENGE

Administration, faculty, and staff have unique perspectives on the student experience.

Continued

Nationally, institutions' commitment to academic excellence was identified as a strength by all segments except faculty which indicated it as a challenge area.

Four-year private items	Students	Campus Personnel Combined	Admin. Only	Faculty Only	Staff Only
Institution shows concern for students as individual	Neither	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Advisors are concerned about students as individuals	Neither	STRENGTH	Neither	STRENGTH	Neither
Personnel involved in registration are helpful	Neither	Neither	Neither	Neither	STRENGTH
Admissions staff are knowledgeable	Neither	CHALLENGE	STRENGTH	CHALLENGE	STRENGTH
Admissions counselors accurately portray campus	Neither	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE
Library resources/services adequate	Neither	CHALLENGE	Neither	CHALLENGE	Neither

Some areas of note in this table:

- Nationally, institutions' commitment to academic excellence was identified as a strength by all segments except faculty which indicated it as a challenge area.
- The perception that the campus is safe and secure was seen as a strength by both students and administrators, while faculty and staff indicated that it was a challenge.
- Fair and unbiased faculty was considered a challenge by students, administrators, and staff, while faculty viewed it as a strength.
- Two challenges were uniquely identified by faculty members only: admission staff are knowledgeable and library resources and services are adequate. Administrators and staff identified the admissions staff knowledge as a strength. Neither of these items were of critical importance to students.

Rank	Item	Importance
1	Academic reputation	6.13
2	Financial aid	6.11
3	Cost	5.86
4	Personalized attention prior to enrollment	5.53
5	Size of institution	5.37
6	Campus appearance	5.32
7	Geographic setting	5.30
8	Recommendations from family/friends	4.79
9	Opportunity to play sports	3.52

Enrollment factors provide valuable insight on student motivation to attend an institution.

The previous table reflects the mean average of the importance score, based on a 1 to 7 scale, with 7 being high.

Enrollment Factors

Institutions should be aware of the factors which influence their students' decisions to enroll at the college or university. Institutions often use this type of information to shape their recruitment activities. In this study, the enrollment factors indicated in descending order of importance for students at four-year private colleges and universities were as follows:

In this study, students at four-year private institutions placed a high value on academic reputation and the personalized attention provided prior to enrollment. Affordability also had an influence as represented by the value placed on financial aid and overall cost of the institution.

Once again, it is interesting to note the differing perspectives of campus personnel and students:

Enrollment factors comparison by position

Item	Student Rank	Campus Personnel Rank	Student Importance	Campus Personnel Importance
Academic reputation	1	3 tie	6.13	5.93
Financial aid	2	1	6.11	6.30
Cost	3	3 tie	5.86	5.93
Personalized attention prior to enrollment	4	2	5.53	6.08
Size of institution	5	6	5.37	5.61
Campus appearance	6	8	5.32	5.40
Geographic setting	7	7	5.30	5.48
Recommendations from family/friends	8	5	4.79	5.65
Opportunity to play sports	9	9	3.52	4.10

Faculty, administration, and staff gave slightly greater value to financial aid and personalized attention prior to enrollment than students. Recommendations from family and friends were also given greater emphasis by campus personnel. In this study, campus personnel as a group did not recognize the value that students placed on the academic reputation of the institution when they consider enrolling at an institution.

What does this mean for your campus?

Survey your students and campus personnel. Effective institutions survey their constituencies regularly, compare their data to their past performance, and then actively respond to the challenges. Also,

- Be aware of national trends for a broader perspective.
- Review the other sections of the national report to compare results with other institution types and to learn how campuses are responding in critical areas.

In this study, campus personnel as a group did not recognize the value that students placed on the academic reputation of the institution when they consider enrolling at an institution.

The 2005 National Satisfaction and Priorities Report

Four-Year Public Colleges and Universities

The Source of the Data

The student population for the four-year public colleges and universities includes 104,324 students from 103 institutions surveyed with the Noel-Levitz Student Satisfaction Inventory™ between the fall of 2002 and the spring of 2005.

The campus personnel population includes 3,789 faculty, staff, and administrators from 17 institutions surveyed with the Noel-Levitz Institutional Priorities Survey™ during the same timeframe.

Reviewing the Data

Brief highlights regarding the data findings are offered in each section of this report. For a broader view of why assessment is critical in today's higher education environment, see the Introduction and Overview. For a perspective on

how the experiences of students compare across institution types, please review the Executive Summary. For additional context and suggestions for responses to the critical challenges and ways to enhance the strengths, please see Common Responses and Practices.

The Scales

The best place to begin is by looking at the big picture and understanding the areas on campus that matter most to students. The following table summarizes the importance, satisfaction, and performance gaps for the 12 areas (scales) for four-year public colleges and universities. The scales are listed in order of importance. This table is followed by the scale scores for campus personnel at four-year publics.

A list of the participating institutions is included in the appendix.

2005 Scales: four-year public institutions (students)

Scale	Importance Mean	Satisfaction Mean	Performance Gap Mean
Academic Advising	6.28	5.16	1.12
Instructional Effectiveness	6.28	5.18	1.10
Safety and Security	6.25	4.46	1.79
Registration Effectiveness	6.14	4.90	1.24
Concern for the Individual	6.05	4.89	1.16
Recruitment and Financial Aid	6.04	4.76	1.28
Campus Climate	6.03	5.01	1.02
Student Centeredness	6.02	5.03	0.99
Campus Support Services	5.98	5.21	0.77
Service Excellence	5.94	4.86	1.08
Campus Life	5.59	4.77	0.81
Responsiveness to Diverse Populations	—	5.02	—

(7 = very important/very satisfied 1 = not important/not satisfied at all)

Satisfaction levels continue to increase over time at four-year public institutions.

2005 Scales: four-year public institutions (campus personnel)

Scale	Importance Mean	Agreement Mean	Performance Gap Mean
Instructional Effectiveness	6.51	5.30	1.21
Concern for the Individual	6.51	5.15	1.36
Academic Advising	6.48	5.19	1.29
Campus Climate	6.43	5.15	1.28
Recruitment and Financial Aid	6.41	4.73	1.68
Service Excellence	6.39	4.83	1.56
Campus Support Services	6.35	5.10	1.25

Continued

Campus personnel scales continued

Student Centeredness	6.35	5.12	1.23
Safety and Security	6.32	4.76	1.56
Registration Effectiveness	6.21	4.91	1.30
Campus Life	5.99	4.85	1.4
Responsiveness to Diverse Populations	—	5.02	—

(7 = very important/strongly agree 1 = not important/strongly disagree)

When reviewing the perceptions of students and campus personnel, it is helpful to identify which areas the two groups value differently. This can best be seen by comparing rank order of the importance scores. Scales were ranked 1 to 11, with 1 indicating the highest rank in importance.

Scale	SSI Rank	IPS Rank
Instructional Effectiveness	1 tie	1 tie
Academic Advising	1 tie	3
Safety and Security	3	9
Registration Effectiveness	4	10
Concern for the Individual	5	1 tie
Recruitment and Financial Aid	6	5
Campus Climate	7	4
Student Centeredness	8	7 tie
Campus Support Services	9	7 tie
Service Excellence	10	6
Campus Life	11	11

Students place a much higher value on Registration and Safety and Security than do campus personnel.

At four-year public institutions in this study, students placed a much higher value on Safety and Security and Registration Effectiveness than did campus personnel. Students also placed a slightly higher emphasis on Academic Advising. On the other hand, campus personnel put a greater emphasis on Concern for the Individual, Service Excellence and Campus Climate. The areas of Instructional Effectiveness, Recruitment and Financial Aid, Student Centeredness, Campus Support Services, and Campus Life had similar importance rankings.

A slightly different picture emerges when looking at responses by position segments (faculty, administration, and staff) compared to personnel as a whole and students. Academic Advising and Recruitment and Financial Aid were identified as a higher priority by staff than by administrators and faculty. Staff indicated higher importance to Safety and Security than administrators and faculty, but not as high as students. Administrators and faculty gave higher value to Concern for the Individual than did staff. Faculty identified Campus Support Services and Service Excellence with higher importance than administrators and staff. Other areas were viewed similarly.

Scale comparison by position

Scale	Students	Campus Personnel (Faculty, Admin., and Staff Combined)			
		Admin. Only	Faculty Only	Staff Only	
Instruction	1 tie	1 tie	2	2	2 tie
Academic Advising	1 tie	3	4	3	1
Safety and Security	3	9	8	9	7 tie
Registration	4	10	10	10	10
Concern for the Individual	5	1 tie	1	1	4
Recruitment and Financial Aid	6	5	3	7	2 tie
Campus Climate	7	4	5	4	5
Student Centeredness	8	7 tie	6	8	7 tie
Campus Support Services	9	7 tie	9	5 tie	9
Service Excellence	10	6	7	5 tie	6
Campus Life	11	11	11	11	11

Different perspectives are identified when the data are further segmented by campus position.

Strengths and Challenges

Strengths

Individual items on the inventory were analyzed to determine institutional strengths (high importance and high satisfaction). Institutions often incorporate their strengths into their marketing activities, recruiting materials, internal and external public relations opportunities, as well as provide positive feedback to campus personnel and students. *Strengths are defined as those items above the mid-point in importance and in the top quartile of satisfaction.*

Following are the top strengths as identified by students at four-year public colleges and universities. Strengths are listed in order of importance.

- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- The quality of instruction I receive in most of my classes is excellent.
- The campus is safe and secure for all students.
- My academic advisor is approachable.
- There is a good variety of courses provided on this campus.
- Major requirements are clear and reasonable.
- I am able to experience intellectual growth here.
- Faculty are usually available after class and during office hours.
- Computer labs are adequate and accessible.
- It is an enjoyable experience to be a student on this campus.
- On the whole, the campus is well-maintained.
- Library resources and services are adequate.
- Students are made to feel welcome on this campus.
- Class change (drop/add) policies are reasonable.
- This institution has a good reputation within the community.

Many of the strengths identified by students at four-year public institutions nationally focused on the quality of the instruction and the faculty, as well as the content and variety of courses. Advising was also a strength, especially regarding advisors' knowledge of major requirements and

being approachable to students. Students generally felt safe on four-year public campuses, and they also felt welcome. The accessibility and adequateness of computer labs and library resources and services were also considered strengths.

Challenges

Inventory items were analyzed to determine key challenges (high importance and low satisfaction). These are the crucial areas to address to improve retention (each institution will have its own list of challenges). Nationally, students had high expectations in these areas, but institutions failed to meet those expectations. Areas of dissatisfaction were prioritized by their importance score, indicating those areas that mattered most to students. *Challenges are defined as being above the mid-point in importance and in the bottom quartile of satisfaction and/or the top quartile of performance gaps.*

Following, listed in order of importance, are the top challenges as identified by students at four-year public colleges and universities:

- I am able to register for classes I need with few conflicts.
- Tuition paid is a worthwhile investment.
- Faculty are fair and unbiased in their treatment of individual students.
- The amount of student parking space on campus is adequate.
- Adequate financial aid is available for most students.
- Faculty provide timely feedback about student progress in a course.
- Security staff respond quickly in emergencies.
- This institution shows concern for students as individuals.
- Parking lots are well-lighted and secure.
- I seldom get the "run-around" when seeking information on this campus.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Billing policies are reasonable.

Nationally, access to classes through registration was the number-one challenge to students at four-year public institutions, followed closely by the item regarding tuition paid is a worthwhile investment. The tuition issue may be a perception of value for tuition dollars. Two financial aid issues (amount and timeliness) were also top priorities for students, as was the item related to

Institutions often incorporate their strengths into their marketing activities, recruiting materials, internal and external public relations opportunities, as well as provide positive feedback to campus personnel and students.

More strengths than challenges were identified by students at four-year public institutions nationally.

“Tuition paid is a worthwhile investment,” which was identified as a top challenge by students, was viewed as a strength by campus personnel at four-year public institutions.

billing policies. These challenges were not just issues for four-year private institutions. Students were also concerned with the affordability of a four-year public education. Other top priorities included the amount of student parking (often more critical at commuter and larger institutions) and security of parking lots. Faculty’s lack of timely feedback and the perception of students being treated fairly were also concerns. Campus run-around and timely security responses continued to be issues on four-year public campuses.

Comparing Strengths and Challenges as Identified by Campus Personnel

Strengths

The following areas were identified as strengths by students *and* by campus personnel at four-year public institutions. When viewed at the big picture level, both constituents of the campus community agreed that institutions were performing well in these areas.

- Content of courses with each major is valuable.
- Academic advisor is knowledgeable about requirements for majors within their area.
- Nearly all faculty are knowledgeable in their field.
- Campus is safe and secure for all students.
- There is a good variety of courses provided on this campus.
- Major requirements are clear and reasonable.
- Students are able to experience intellectual growth here.
- Instruction in the major field is excellent.
- The institution has a good reputation within the community.

In this study, there was strong agreement on some instruction-related issues, the variety of courses, and the perception that students are able to experience intellectual growth. There was also agreement on feeling safe and secure on campus as well as the way students were made to feel welcome.

Challenges

The following areas were identified as challenges at four-year public institutions by students and campus personnel:

- Faculty are fair and unbiased in treatment of students.
- Financial aid awards are announced in time to be helpful.

These items focus on two very different areas: faculty’s treatment of students and the timeliness of financial aid awards.

Issues viewed differently by students and campus personnel

The picture becomes more interesting when we look at the issues that were viewed differently by students and campus personnel. In this study, students viewed the quality of instruction in the major field and in most classes as excellent while campus personnel indicated room for improvement. Students also identified the academic advisor being approachable as a strength while campus personnel saw it as a challenge. These items present an opportunity for campuses to discuss instructional and advising issues as identified by faculty, administration, and staff.

Tuition paid is a worthwhile investment, which was identified as a top challenge by students, was viewed as a strength by campus personnel at four-year public institutions. This discordance provides an opportunity to further explore how campuses can communicate the value of the tuition dollars to students and can also open up some dialogue with faculty, administration, and staff regarding students’ keen awareness of tuition issues.

Students were concerned about the responsiveness of security personnel during emergencies while campus personnel were generally satisfied with this area. Identifying specific examples of security problems on campus will better inform the details of this issue.

The following table provides a deeper analysis of strengths and challenges as indicated by students and campus personnel as a whole, and segmented by administration, faculty, and staff. Once again, some areas were viewed differently by separate segments on campus.

Strengths and challenges by campus segments

Four-year public items	Students	Campus Personnel Combined	Admin. Only	Faculty Only	Staff Only
Content of courses within major is valuable	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Nearly all faculty are knowledgeable	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Campus is safe and secure	STRENGTH	STRENGTH	STRENGTH	CHALLENGE	STRENGTH
Able to experience intellectual growth here	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Institution has a good reputation in community	STRENGTH	STRENGTH	STRENGTH	Neither	STRENGTH
Advisor is knowledgeable about major requirements	STRENGTH	STRENGTH	CHALLENGE	STRENGTH	CHALLENGE
Good variety of courses provided on campus	STRENGTH	STRENGTH	Neither	Neither	STRENGTH
Major requirements are clear and reasonable	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Students are made to feel welcome	STRENGTH	Neither	Neither	Neither	STRENGTH
Computer labs are adequate and accessible	STRENGTH	Neither	Neither	Neither	STRENGTH
Library resources and services are adequate	STRENGTH	Neither	STRENGTH	CHALLENGE	STRENGTH
Faculty are available after class/ during office hours	STRENGTH	Neither	Neither	STRENGTH	Neither
Enjoyable experience to be a student on this campus	STRENGTH	Neither	Neither	Neither	Neither
Campus is well-maintained	STRENGTH	Neither	Neither	Neither	Neither
Class change (drop/add) policies are reasonable	STRENGTH	Neither	Neither	Neither	Neither
Commitment to academic excellence on campus	Neither	Neither	STRENGTH	CHALLENGE	STRENGTH
Instruction in the major field is excellent	STRENGTH	STRENGTH	Neither	STRENGTH	Neither
Quality of instruction in most classes	STRENGTH	CHALLENGE	Neither	STRENGTH	Neither
Academic advisor is approachable	STRENGTH	CHALLENGE	CHALLENGE	STRENGTH	CHALLENGE
Tuition paid is a worthwhile investment	CHALLENGE	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Security staff respond quickly in emergencies	CHALLENGE	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Able to register for classes with few conflicts	CHALLENGE	Neither	Neither	Neither	Neither
Amount of student parking is adequate	CHALLENGE	Neither	Neither	Neither	Neither
Adequate financial aid is available for students	CHALLENGE	Neither	Neither	Neither	Neither
Institution shows concern for students as individuals	CHALLENGE	Neither	Neither	Neither	Neither
Parking lots are well-lighted and secure	CHALLENGE	Neither	Neither	Neither	Neither
Billing policies are reasonable	CHALLENGE	Neither	Neither	Neither	Neither
Faculty provide timely feedback re: student progress	CHALLENGE	Neither	CHALLENGE	STRENGTH	Neither

Administration, faculty, and staff have unique perspectives on the student experience.

Continued

Faculty providing timely feedback to students was identified as a challenge by students and administrators while faculty considered it a strength. Similarly, faculty being fair and unbiased was considered a challenge by students, administrators, and staff while faculty viewed it as a strength.

Four-year public items	Students	Campus Personnel Combined	Admin. Only	Faculty Only	Staff Only
Students seldom get "run-around" when seeking info	CHALLENGE	Neither	CHALLENGE	Neither	Neither
Faculty are fair and unbiased in treatment of students	CHALLENGE	CHALLENGE	CHALLENGE	STRENGTH	CHALLENGE
Financial aid awards are announced in time to be helpful	CHALLENGE	CHALLENGE	CHALLENGE	Neither	CHALLENGE
Campus staff are caring and helpful	Neither	STRENGTH	Neither	Neither	STRENGTH
Faculty care about students as individuals	Neither	Neither	Neither	STRENGTH	Neither
Advisors care about students as individuals	Neither	Neither	CHALLENGE	STRENGTH	CHALLENGE
Academic support services adequately meet needs	Neither	CHALLENGE	CHALLENGE	Neither	Neither
Admissions staff are knowledgeable	Neither	CHALLENGE	Neither	CHALLENGE	Neither
Financial aid counselors are helpful	Neither	CHALLENGE	CHALLENGE	Neither	CHALLENGE

Areas of note in this table:

- Library resources and services were considered a strength by students and staff, but a challenge by faculty.
- Faculty providing timely feedback to students was identified as a challenge by students and administrators while faculty considered it a strength. Similarly, faculty being fair and unbiased was considered a challenge by students, administrators, and staff while faculty viewed it as a strength. These items provide opportunities to discuss the differences in perceptions on faculty-student interactions.
- Security staff respond quickly in emergencies is considered a challenge by students and a strength to administrators, faculty, and staff. Faculty identify the campus being safe and secure as a challenge, while students, administrators, and staff all consider it a strength.
- Advisors being knowledgeable is considered a strength by students and faculty, but a challenge by administrators and staff.
- Several issues were not identified by students as top priorities, but were identified by campus personnel segments: Advisors concerned about individual success identified by administrators and staff; academic support services adequately meeting student needs by administrators; admission staff being knowledgeable; and financial aid counselors being helpful.

Enrollment Factors

Institutions should be aware of the factors which influence their students' decisions to enroll at the college or university. Institutions often use this type of information to shape their recruitment activities. In this study, the enrollment factors indicated in descending order of importance for students at four-year public colleges and universities were as follows:

Rank	Item	Importance
1	Cost	6.06
2	Academic reputation	5.80
3	Financial aid	5.77
4	Geographic setting	5.36
5	Size of institution	5.19
6	Campus appearance	5.13
7	Personalized attention prior to enrollment	5.05
8	Recommendations from family/friends	4.65
9	Opportunity to play sports	3.37

This table reflects the mean average of the importance score, based on a 1 to 7 scale, with 7 being high.

In this study, students at four-year public institutions placed a high value primarily on the cost of the institution. Academic reputation and financial aid rounded out the top three influential factors. Geographic setting (often considered to be location) was the next contributing factor.

Students at four-year public institutions placed less priority on the size of the institution and on personalized attention prior to enrollment than students at four-year private institutions.

Once again, it is interesting to note the differing perspective of campus personnel and students:

Enrollment factors comparison by position

Item	Student Rank	Campus Personnel Rank	Student Importance	Campus Personnel Importance
Cost	1	1	6.06	6.22
Academic reputation	2	3	5.80	5.73
Financial aid	3	2	5.77	6.04
Geographic setting	4	5	5.36	5.51
Size of institution	5	7	5.19	5.29
Campus appearance	6	8	5.13	4.96
Personalized attention prior to enrollment	7	4	5.05	5.63
Recommendations from family/friends	8	6	4.65	5.48
Opportunity to play sports	9	9	3.37	3.97

In this study, faculty, administration, and staff gave slightly greater value to financial aid, personalized attention prior to enrollment, and recommendations from family and friends than did students.

What does this mean for your campus?

Survey your students and campus personnel. Effective institutions survey their constituencies regularly, compare their data to their past performance, and then actively respond to the challenges. Also,

- Be aware of national trends for a broader perspective.
- Review the other sections of the national report to compare results with other institution types and to learn how campuses are responding in critical areas.

Students at four-year public institutions placed less priority on the size of the institution and on personalized attention prior to enrollment than students at four-year private institutions.

Enrollment factors provide valuable insight on student motivation to attend an institution.

The 2005 National Satisfaction and Priorities Report

Community, Junior, and Technical Colleges

The Source of the Data

The student population for the community, junior, and technical colleges includes 248,307 students from 272 institutions surveyed with the Noel-Levitz Student Satisfaction Inventory™ between the fall of 2002 and the spring of 2005.

The campus personnel population includes 12,969 faculty, staff, and administrators from 97 institutions surveyed with the Noel-Levitz Institutional Priorities Survey™ during the same timeframe.

Reviewing These Data

Brief highlights regarding the data findings are offered in each section of this report. For a broader view of why assessment is critical in today's higher education environment, see the Introduction and Overview. For a perspective on how the experiences of students compare across

institution types, please review the Executive Summary. For additional context and suggestions for responses to the critical challenges and ways to enhance the strengths, please see Common Practices and Responses.

The Scales

The best place to begin is by looking at the big picture and understanding the areas on campus that matter most to students. The following table summarizes the importance, satisfaction, and performance gaps for the 12 areas (scales) for community, junior, and technical colleges nationally. The scales are listed in order of importance. This table is followed by the scale scores for campus personnel at two-year public institutions.

A list of the participating institutions is included in the appendix.

2005 Scales: community, junior, and technical colleges (students)

Scale	Importance Mean	Satisfaction Mean	Performance Gap Mean
Instructional Effectiveness	6.15	5.33	0.82
Registration Effectiveness	6.13	5.32	0.81
Academic Advising/Counseling	6.10	5.13	0.97
Concern for the Individual	6.05	5.15	0.90
Academic Services	6.00	5.34	0.66
Admissions and Financial Aid	5.99	5.03	0.96
Safety and Security	5.96	4.84	1.12
Campus Climate	5.92	5.21	0.71
Student Centeredness	5.92	5.28	0.64
Service Excellence	5.91	5.16	0.75
Campus Support Services	5.42	4.88	0.54
Responsiveness to Diverse Populations	—	5.39	—

(7 = very important/very satisfied 1 = not important/not satisfied at all)

Community colleges continue to see improving satisfaction levels.

2005 Scales: community, junior, and technical colleges (campus personnel)

Scale	Importance Mean	Agreement Mean	Performance Gap Mean
Concern for the Individual	6.53	5.61	0.92
Instructional Effectiveness	6.51	5.74	0.77
Campus Climate	6.46	5.53	0.93
Academic Advising/Counseling	6.46	5.41	1.05
Admissions and Financial Aid	6.45	5.34	1.11
Student Centeredness	6.45	5.60	0.85

Continued

Campus personnel scales continued

Safety and Security	6.44	5.06	1.38
Academic Services	6.44	5.49	0.95
Service Excellence	6.40	5.35	1.05
Registration Effectiveness	6.35	5.43	0.92
Campus Support Services	6.11	5.16	0.95
Responsiveness to Diverse Populations	—	5.68	—

(7 = very important/strongly agree 1 = not important/strongly disagree)

When reviewing perceptions of students and campus personnel, it is helpful to identify the areas the two groups value differently. This can best be seen by comparing rank order of the importance scores. Scales were ranked 1 to 11, with 1 indicating the highest rank in importance.

Scale	SSI Rank	IPS Rank
Instructional Effectiveness	1	2
Registration Effectiveness	2	10
Academic Advising/Counseling	3	4
Concern for the Individual	4	1
Academic Services	5	8
Admissions and Financial Aid	6	5 tie
Safety and Security	7	7
Campus Climate	8 tie	3
Student Centeredness	8 tie	5 tie
Service Excellence	10	9
Campus Support Services	11	11

Students place a much higher value on Registration than do campus personnel.

At community colleges in this study, students placed a higher value on Registration Effectiveness than did campus personnel. Students also placed a slightly higher emphasis on Academic Services. On the other hand, campus personnel placed a greater emphasis on Concern for the Individual and Campus Climate, as well as Student Centeredness. The areas of Instructional Effectiveness, Academic Advising/Counseling, Admissions and Financial Aid, Safety and Security, Service Excellence, and Campus Support Services had similar importance rankings.

A slightly different picture emerges when looking at responses by position segments (faculty, administration, and staff) compared to personnel as a whole and students. Faculty and staff placed a higher priority on Academic Advising and Safety and Security than did administrators. Faculty placed a greater emphasis on Academic Services than did administrators and staff. Both administrators and staff gave higher importance to Admissions and Financial Aid and Student Centeredness than did faculty members.

Scale comparison by position

Scale	Students	Campus Personnel (Faculty, Admin., and Staff Combined)			
		Admin. Only	Faculty Only	Staff Only	
Instruction	1	2	3	2	3 tie
Registration	2	10	10	10	10
Academic Advising	3	4	6	4 tie	3 tie
Concern for the Individual	4	1	1	1	1 tie
Academic Services	5	8	9	4 tie	8
Admissions and Financial Aid	6	5 tie	2	8	1 tie
Safety and Security	7	7	8	6 tie	3 tie
Campus Climate	8 tie	3	4	3	7
Student Centeredness	8 tie	5 tie	5	6 tie	3 tie
Service Excellence	10	9	7	9	9
Campus Support Services	11	11	11	11	11

Different perspectives are identified when the data are further segmented by campus position.

Strengths and Challenges

Strengths

The individual items on the inventory were analyzed to determine strengths (high importance and high satisfaction). Institutions often incorporate their strengths into their marketing activities, recruiting materials, internal and external public relations opportunities, as well as provide positive feedback for campus personnel and students. *Strengths are defined as being above the mid-point in importance and in the top quartile of satisfaction.*

The following are the top strengths as identified by students at community, junior and technical colleges. Strengths are listed in order of importance.

- The quality of instruction I receive in most of my classes is excellent.
- Nearly all of the faculty are knowledgeable in their fields.
- There is a good variety of courses provided on this campus.
- I am able to experience intellectual growth here.
- The campus is safe and secure for all students.
- Program requirements are clear and reasonable.
- My academic advisor is approachable.
- Faculty are usually available after class and during office hours.
- Computer labs are adequate and accessible.
- Policies and procedures regarding registration and course selection are clear and well-publicized.
- On the whole, the campus is well-maintained.
- Library resources and services are adequate.
- Students are made to feel welcome on this campus.
- It is an enjoyable experience to be a student on this campus.
- Class change (drop/add) policies are reasonable.
- The quality of instruction in the vocational/technical programs is excellent.

Many of the strengths identified by students at community colleges focused on the quality of instruction and on faculty. Community college students were satisfied with the variety of courses offered. Policies and procedures for registration and dropping/adding classes were

also well received by community college students. Students felt generally safe on two-year campuses and they also felt welcome. The accessibility and adequateness of computer labs and the library resources and services were also considered strengths. Community college students had positive perceptions of the quality of the vocational/technical programs.

Challenges

Inventory items were analyzed to determine key challenges (high importance and low satisfaction). These are the crucial areas to address to improve retention (each institution will have its own list of challenges). Nationally, students have high expectations in these areas, but institutions failed to meet those expectations. Areas of dissatisfaction were prioritized by importance score indicating those areas that mattered most to students. *Challenges are defined as being above the mid-point in importance and in the bottom quartile of satisfaction and/or the top quartile of performance gaps.*

Following, listed in order of importance, are the top challenges as identified by students at community, junior, and technical colleges.

- Classes are scheduled at times that are convenient for me.
- I am able to register for classes I need with few conflicts.
- Adequate financial aid is available for most students.
- The amount of student parking space on campus is adequate.
- This school does whatever it can to help me reach my educational goals.
- Students are notified early in the term if they are doing poorly in a class.
- My academic advisor is knowledgeable about the transfer requirements of other schools.
- The college shows concern for students as individuals.
- Parking lots are well-lighted and secure.
- Faculty are understanding of students' unique life circumstances.
- My academic advisor is concerned about my success as an individual.
- I seldom get the "run-around" when seeking information on this campus.
- Financial aid counselors are helpful.

Students at community colleges nationally identified more strengths than challenges.

Continued

Access to classes through registration and classes offered at convenient times were the two greatest challenges for students at community colleges.

Access to classes through registration and classes offered at convenient times were the two greatest challenges for students at community colleges. Advising was another critical area for students at two-year institutions as was knowledge of academic advisors in the areas of program requirements and transfer requirements. Students want institutions to help them meet their educational goals and want their advisors to be concerned about them as individuals. Other concerns included parking (a critical issue at commuter campuses where parking becomes a matter of access), security of those parking lots, adequate financial aid, and campus run-around.

Comparing Strengths and Challenges as Identified by Campus Personnel

Strengths

The following areas were identified as strengths by students *and* by campus personnel at community, junior, and technical colleges. When viewed at the big picture level, both constituents of the campus community agreed that institutions were performing well in these areas.

- Quality of instruction in most classes is excellent.
- Nearly all faculty are knowledgeable in their field.
- There is a good variety of courses provided on this campus.
- Students are able to experience intellectual growth here.
- Program requirements are clear and reasonable.
- Students are made to feel welcome on campus.

In this study, there was strong agreement on some instruction-related issues, on variety of courses, and on the perception that students are able to experience intellectual growth. There was also agreement on the program requirements being clear and reasonable and the way students were made to feel welcome at the institution.

Challenges

The following item was identified as a challenge at community, junior, and technical colleges by students and campus personnel:

- Students seldom get the “run-around” when seeking information on this campus.

Campus run-around is the only item commonly identified as a challenge by personnel and students.

Issues viewed differently by students and personnel

The picture becomes more interesting when we look at issues that were viewed differently by students and campus personnel:

In this study, students viewed campus safety and security as a strength, while campus personnel indicated that area as a challenge. This presents an opportunity for the campus to discuss safety issues as they relate to faculty, administration, and staff while emphasizing the fact that students feel generally secure on campus. Another item students viewed as a strength was the advisor being approachable while campus personnel identified it as challenge. This area also provides an opportunity for dialogue on campus.

The one area that students identified as a challenge and campus personnel indicated as a strength was the perception that the school does what it can to help students reach their educational goals. This is a difficult area to understand, but is important for campuses to discuss and to consider how they fully communicate their mission and provide quality service to students.

The following table provides a deeper analysis of strengths and challenges indicated by students, by campus personnel as a whole, and segmented by administration, faculty, and staff. Once again, some areas were viewed differently by separate segments on campus.

Strengths and challenges by campus segments

Community college items	Students	Campus Personnel Combined	Admin. Only	Faculty Only	Staff Only
Nearly all faculty are knowledgeable	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Able to experience intellectual growth	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Program requirements are clear and reasonable	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Students made to feel welcome here	STRENGTH	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Quality of instruction in most classes is excellent	STRENGTH	STRENGTH	STRENGTH	STRENGTH	Neither
Good variety of courses provided on campus	STRENGTH	STRENGTH	Neither	STRENGTH	STRENGTH
Computer labs are adequate and accessible	STRENGTH	Neither	STRENGTH	Neither	STRENGTH
Faculty available after class/during office hours	STRENGTH	Neither	Neither	Neither	Neither
Policies/procedures re: registration are clear	STRENGTH	Neither	Neither	Neither	Neither
Library resources and services are adequate	STRENGTH	Neither	Neither	Neither	Neither
Campus is well-maintained	STRENGTH	Neither	Neither	Neither	Neither
Enjoyable experience to be a student on this campus	STRENGTH	Neither	Neither	Neither	Neither
Class change (drop/add) policies are reasonable	STRENGTH	Neither	Neither	Neither	Neither
Quality of instruction in voc/tech programs	STRENGTH	Neither	Neither	Neither	Neither
Campus is safe and secure	STRENGTH	CHALLENGE	Neither	CHALLENGE	CHALLENGE
Academic advisor is approachable	STRENGTH	CHALLENGE	CHALLENGE	STRENGTH	CHALLENGE
School does what it can to help me reach educ. goals	CHALLENGE	STRENGTH	STRENGTH	Neither	Neither
College shows concerns for students as individuals	CHALLENGE	Neither	STRENGTH	Neither	Neither
Classes scheduled at times that are convenient	CHALLENGE	Neither	Neither	Neither	Neither
Able to register for classes with few conflicts	CHALLENGE	Neither	Neither	Neither	Neither
Amount of student parking is adequate	CHALLENGE	Neither	Neither	Neither	Neither
Adequate financial aid is available for students	CHALLENGE	Neither	Neither	Neither	Neither
Students notified early if doing poorly in class	CHALLENGE	Neither	Neither	Neither	Neither
Parking lots well-lighted and secure	CHALLENGE	Neither	Neither	Neither	CHALLENGE
Academic advisor knows transfer requirements	CHALLENGE	Neither	Neither	Neither	Neither
Faculty understanding /students unique circumstances	CHALLENGE	Neither	Neither	Neither	Neither
Advisor concerned about student as individual	CHALLENGE	Neither	Neither	Neither	Neither
Financial aid counselors helpful	CHALLENGE	Neither	Neither	Neither	Neither

Administration, faculty, and staff have unique perspectives on the student experience.

Continued

Helpfulness of personnel in registration was identified as a strength by staff but as a challenge by faculty.

Community college items	Students	Campus Personnel Combined	Admin. Only	Faculty Only	Staff Only
Students seldom get “run-around” when seeking info	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE
Academic advisor knows program requirements	Neither	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE
Faculty care about students as individuals	Neither	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Institution has a good reputation in the community	Neither	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Campus staff are caring and helpful	Neither	STRENGTH	STRENGTH	STRENGTH	STRENGTH
Counseling staff care about students as individuals	Neither	STRENGTH	STRENGTH	STRENGTH	Neither
Faculty are fair and unbiased in treatment of students	Neither	STRENGTH	CHALLENGE	STRENGTH	CHALLENGE
Faculty provide timely feedback re: student progress	Neither	STRENGTH	CHALLENGE	STRENGTH	Neither
Admissions staff are knowledgeable	Neither	Neither	Neither	CHALLENGE	STRENGTH
Financial aid awards are announced in time to be helpful	Neither	Neither	CHALLENGE	Neither	CHALLENGE
Personnel involved in registration are helpful	Neither	CHALLENGE	Neither	CHALLENGE	STRENGTH
Equipment in the lab facilities kept up to date	Neither	CHALLENGE	Neither	CHALLENGE	Neither
Security staff respond quickly in emergencies	Neither	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE

Some areas of note in this table:

- Academic advisors being approachable was identified as a strength by students and faculty, but as a challenge by administrators and staff.
- Parking lots being well-lit and secure was identified as a challenge by students and staff, but not by administrators and faculty.
- Two issues not highlighted by students as either strengths or challenges were perceived differently by campus personnel: Faculty being fair and unbiased and faculty providing timely feedback were identified as strengths by faculty members but as challenges by administrators and staff. These items provide opportunities to discuss differences in perceptions.
- Helpfulness of personnel in registration was identified as a strength by staff but as a challenge by faculty.

Enrollment Factors

Institutions should be aware of the factors which influence their students’ decisions to enroll at the college. Institutions often use this type of information to shape their marketing activities. In this study, the enrollment factors indicated in descending order of importance for students at community, junior, and technical colleges were as follows:

Rank	Item	Importance
1	Cost	6.19
2	Financial aid	5.82
3	Academic reputation	5.73
4	Geographic setting	5.35
5	Personalized attention prior to enrollment	5.28
6	Size of institution	5.13
7	Campus appearance	5.12
8	Recommendations from family/friends	4.78
9	Opportunity to play sports	3.43

The previous table reflects the mean average of the importance score, based on a 1 to 7 scale, with 7 being high.

In this study, students at community colleges placed a high value on the cost of the institution. Financial aid and academic reputation round out the top three influential factors. Geographic setting (often considered to be location) is the

next contributing factor. Students at community colleges also valued the personalized attention that they received prior to enrollment.

Once again, it is interesting to note the differing perspective of campus personnel and students:

Students at community colleges also valued the personalized attention that they received prior to enrollment.

Enrollment factors comparison by position

Item	Student Rank	Campus Personnel Rank	Student Importance	Campus Personnel Importance
Cost	1	1	6.19	6.41
Financial aid	2	2	5.82	6.32
Academic reputation	3	5	5.73	5.65
Geographic setting	4	3	5.35	5.79
Personalized attention prior to enrollment	5	4	5.28	5.66
Size of institution	6	7	5.13	5.14
Campus appearance	7	8	5.12	4.99
Recommendations from family/friends	8	6	4.78	5.46
Opportunity to play sports	9	9	3.43	2.95

Enrollment factors provide valuable insight on student motivation to attend an institution.

Students and campus personnel indicated similar rankings for enrollment factors. The one notable exception is that campus personnel placed a higher value on recommendations from family and friends than did students, and a lower value on academic reputation.

What does this mean for your campus?

Survey your students and campus personnel. Effective institutions survey their constituencies regularly, compare their data to their past performance, and then actively respond to the challenges. Also,

- Be aware of national trends for a broader perspective.
- Review the other sections of the national report to compare results with other institution types and to learn how campuses are responding in critical areas.

The 2005 National Satisfaction Report

Career and Private Schools

The Source of the Data

The student population for the career and private schools includes 56,043 students from 96 institutions surveyed with the Noel-Levitz Student Satisfaction Inventory™ between the fall of 2002 and the spring of 2005.

Data for campus personnel are not available for this institutional segment.

Reviewing These Data

Brief highlights regarding the data findings are offered in each section of this report. For a broader view of why assessment is critical in today's higher education environment, see the Introduction and Overview. For a perspective on how the experiences of students compare across institution types, please review the Executive

Summary. For additional context and suggestions for responses to the critical challenges and ways to enhance the strengths, please see Common Responses and Practices.

The Scales

The best place to begin is by looking at the big picture and understanding the areas on campus that matter most to students. The following table summarizes the importance, satisfaction, and performance gaps findings for 12 areas (scales) for students at two-year career and private schools. The scales are listed in order of importance.

A list of the participating institutions is included in the appendix.

2005 Scales: career and private schools (students)

Scale	Importance Mean	Satisfaction Mean	Performance Gap Mean
Instructional Effectiveness	6.27	5.31	0.96
Concern for the Individual	6.21	5.17	1.04
Admissions and Financial Aid	6.21	5.06	1.15
Academic Advising/Counseling	6.19	5.12	1.07
Registration Effectiveness	6.19	5.24	0.95
Student Centeredness	6.16	5.32	0.84
Campus Climate	6.16	5.22	0.94
Academic Services	6.12	5.08	1.04
Service Excellence	6.09	5.13	0.96
Safety and Security	5.99	4.73	1.26
Campus Support Services	5.64	4.73	0.91
Responsiveness to Diverse Populations	—	5.28	—

(7 = very important/very satisfied 1 = not important/not satisfied at all)

Satisfaction levels at career and private schools improved this year after years of decline.

Strengths and Challenges

Strengths

Individual items on the inventory were analyzed to determine strengths (high importance and high satisfaction). Institutions often incorporate their strengths into their marketing activities, recruiting materials, internal and external public relations opportunities, as well as use the information to provide positive feedback to campus personnel and students. *Strengths are defined as being above the mid-point in importance and in the top quartile of satisfaction.*

The following are the top strengths as identified by students at career and private schools. Strengths are listed in order of importance.

- The quality of instruction I receive in most of my classes is excellent.
- Classes are scheduled at times that are convenient for me.
- The quality of instruction in the academic programs is excellent.
- Nearly all of the faculty are knowledgeable in their fields.
- I am able to experience intellectual growth here.
- The school is safe and secure for all students.
- My academic advisor is knowledgeable about my program requirements.
- Students are made to feel welcome at this school.
- Program requirements are clear and reasonable.
- It is an enjoyable experience to be a student at this school.
- On the whole, the school is well-maintained.
- There is a good variety of courses provided at this school.
- My academic advisor is approachable.
- Nearly all classes deal with practical experiences and applications.
- Faculty are usually available after class and during office hours.
- The school staff are caring and helpful.
- Administrators are approachable to students.

Strengths identified by students at career and private schools in this study focused on quality of instruction, faculty, and variety of courses. The scheduling of classes at convenient time was also a strength. Students felt generally safe on campus and also felt welcome. Career school students indicated that advisors are approachable and

knowledgeable about program requirements. There was also a positive perception of school staff and administrators.

Challenges

The data were analyzed to determine key challenges (high importance and low satisfaction). These are the crucial areas to address to improve retention (each institution will have its own list of challenges). Nationally, students have high expectations in these areas, but institutions failed to meet those expectations. Areas of dissatisfaction were prioritized by importance scores, indicating areas that mattered most to students. *Challenges are defined as being above the mid-point in importance and in the bottom quartile of satisfaction and/or the top quartile of performance gaps.*

Following, listed in order of importance, are the top challenges identified by students at career and private schools.

- Adequate financial aid is available for most students.
- This school does whatever it can to help me reach my educational goals.
- Financial aid counselors are helpful.
- The equipment in the lab facilities is kept up to date.
- The school shows concern for students as individuals.
- The career services office provides students with the help they need to get a job.
- Students are notified early in the term if they are doing poorly in class.
- My academic advisor is concerned about my success as an individual.

Nationally, career and private school students placed a high priority on up-to-date equipment in lab facilities and help reaching their educational goals. Financial aid availability and the helpfulness of counselors are two new challenges for career schools this year. Another issue highlighted in this study was notifying students early in the term if they are doing poorly. Items related to concern for the individual were also identified as challenges including advisors' concern for individuals. Another high priority areas was the assistance available from the career services office.

Strengths identified by students at career and private schools in this study focused on quality of instruction, faculty, and variety of courses.

An issue highlighted in this study was notifying students early in the term if they are doing poorly.

Enrollment Factors

Institutions should be aware of the factors which influence their students' decisions to enroll at the college. Institutions often use this type of information to shape their recruitment activities. In this study, the enrollment factors indicated in descending order of importance for students at career colleges were as follows:

Rank	Item	Importance
1	Future employment opportunities	6.48
2	Financial aid	6.32
3	Academic reputation	6.18
4	Cost	6.09
5	Personalized attention prior to enrollment	5.99
6	Appearance of school	5.68
7	Geographic setting	5.66
8	Size of institution	5.56
9	Recommendations from family/friends	5.35

The table reflects the mean average of the importance score, based on a 1 to 7 scale, with 7 being high.

In this study, students at career and private schools placed a high value on future employment opportunities. This is a unique item on the career and private school version of the survey. Financial aid was also a critical factor for students at career schools, followed by academic reputation which was more important than the cost of the institution.

What does this mean for your campus?

Survey your students. Effective institutions survey their constituencies regularly, compare their data to their past performance, and then actively respond to the challenges. Also,

- Be aware of national trends for a broader perspective.
- Review the other sections of the national report to compare results with other institution types and to learn how campuses are responding in critical areas.

Enrollment factors provide valuable insight on student motivation to attend an institution.

In this study, students at career and private schools placed a high value on future employment opportunities. This is a unique item on the career and private school version of the survey.

Common Approaches to Utilizing Strength and Challenge Data on Your Campus

As Noel-Levitz consultants work with hundreds of individual institutions and review data across institution types, we have seen successful approaches to using strength and challenge data. The following commentary is based on patterns and trends from the national data. When individual institutions identify similar issues on their campuses through self-assessment, retention and planning committees may find these approaches helpful to explore.

Strengths

Institutional strengths are the first areas highlighted through the results from the Student Satisfaction Inventory. These are the areas of high importance and high satisfaction to students.

Identification of institutional strengths is a powerful component of the assessment process that should not be overlooked. Knowing and sharing institutional strengths can further deepen the excellent service being provided to students in these highly regarded areas.

Strengths should be communicated and celebrated. Everyone on campus should be aware of the areas that are highly valued by students, and where the institution is also performing well. An institution's strengths provide positive feedback to the campus constituencies on what is working effectively. There is also the potential to model the positive activities in one area of strength in order to emulate it in another area which may have less positive perceptions.

Institutional strengths also provide excellent guidance for areas to feature in promotional materials. If an institution is performing well in highly valued areas, it will want to recruit students who value the same things; the institution has a higher likelihood of satisfying new students in these areas since it is satisfying currently enrolled students. Strengths should be highlighted in viewbooks, on the college Web site, in parent and

alumni newsletters, and in other direct mail pieces to prospective students. Citing a nationally normed satisfaction instrument provides credibility to the claims, and builds trust between the institution and the prospective students and their families.

An institution can also highlight its strengths to the local and national media with press releases in order to build a more positive reputation within the community.

In general, most campuses are performing well in areas such as quality of instruction, the knowledge and availability of faculty, students' ability to experience intellectual growth on campus, and the sense of being generally safe and secure. Other strengths include major/program requirements being clear and reasonable, the approachability of academic advisors, and the campus being well-maintained. Students also identify the sense that it is an enjoyable experience to be a student on campus and the feeling of being welcome as two additional areas where most institutions are performing well.

Institutions may also want to further highlight those areas that are unique strengths to their particular institution, as compared with the national data, or by their type of institution. These unique strengths help to distinguish the institution from the competition.

For details on the strengths specific to institution type, please refer to the Executive Summary or the appropriate institution specific sections in the current Noel-Levitz National Satisfaction-Priorities Report.

When sharing the satisfaction assessment results, an institution should always lead with the positive—the strengths—before beginning the process of identifying the challenges which require more attention and resources.

When sharing the satisfaction assessment results, an institution should always lead with the positive—the strengths—before beginning the process of identifying the challenges which require more attention and resources.

Continued

Challenges

Most institutions conduct student satisfaction assessment in order to identify areas for campus improvement. These areas are highlighted by the identification of challenges on the Student Satisfaction Inventory.

Challenges are the areas that students care the most about, which they also feel can be further improved upon by the campus. These areas need to be discussed, explored, prioritized, and responded to.

Involving students and the appropriate campus personnel in discussions about these challenges is a critical step. Focus group discussions can enlighten all involved regarding the current processes and procedures and the overall perceptions of the students. The topics for discussion should be the top challenges identified by students. Key questions for focus groups include:

- What is the situation?
- What has been specifically experienced?
- What do you suggest to improve the situation?

The feedback in these discussion groups can provide the direction that the institution needs in order to resolve and improve the situations. Campus leadership should be careful about assuming they know what students mean when a particular issue is identified. Focus group discussions guided by satisfaction assessment data can provide powerful insights. The institution can have confidence that they are discussing the areas that matter most to the majority of the students, while the focus groups address specific issues, as opposed to becoming general gripe sessions.

Colleges and universities can approach potential responses to the data in three primary ways:

1. Changing perceptions through information and communication.
2. Implementing easy and quick actions that resolve the issues.
3. Planning for long-term, strategic adjustments in the delivery of the service.

With areas two and three, it is still important to incorporate communication into the responses, so that students are appropriately informed of any immediate resolution, or can be made aware of the issues that require more time and resources.

Specifically consider the top challenges identified by students

The challenges identified by students in the national data results and those identified through our work with hundreds of individual institutions provide information on the most critical concerns for higher education today. Institutions must proactively respond to these top issues in order to make improvements in student success and retention. Some key interventions and possible considerations to address these concerns successfully are provided here.

For details on the challenges specific to institution type, please refer to the Executive Summary or the appropriate institution specific sections in the current Noel-Levitz National Satisfaction-Priorities Report.

Top challenges:

Students are able to register for classes with few conflicts.

The ability to register for classes with few conflicts remains one of the top student concerns across institutional types. These may be conflicts with their work and personal life, conflicts with course availability in any given term, conflicts with classes only being offered at a particular time slot, or conflicts with pre-requisites. Campuses must take a hard look at their course offerings and whether they are doing enough to assist students with getting the classes they need when they need them. The availability of courses really becomes one of access for students and if they are not able to access the classes they need, they may not be able to accomplish their educational goal in a timely and affordable fashion.

Possible solutions include providing additional sections of popular classes; offering classes online; adjusting the timing of particular classes to accommodate evening and weekend schedules; using Web scheduling procedures to assist the registration process; keeping advisors well informed of the registration procedures; and providing the best recommendations for accessing key courses.

Feedback in discussion groups can provide the direction that the institution needs in order to resolve and improve the situations.

Different perspectives are identified when the data are further segmented by campus position.

Tuition paid is a worthwhile investment.

The issue of whether tuition is a worthwhile investment is a critical one. Four-year as well as two-year institutions must examine the value they provide and how they communicate this value to students. In times of continuing financial pressures, where institutions are continually expected to do more with less, it is unlikely that tuition dollars will decline any time soon. But institutions can improve satisfaction with this item by delivering on institutional promises, by being good stewards of the limited resources, and by focusing on providing student-centered services. Institutions can also foster good will by communicating the ways that the institution is serving the students and by articulating the multiple ways that students benefit from their investment of tuition dollars. A key benefit is the outcome of a degree from the college or university. Institutions should work to re-recruit their students by sharing the stories of successful graduates and with details on the earning potential with a successful degree completion.

Adequate financial aid is available for students; Financial aid awards are announced in time to be helpful in college planning; Billing policies are reasonable; Financial aid counselors are helpful.

These four issues are often interrelated. While it is true that higher education may never be able to provide enough financial aid (just like there is never enough parking), campuses can still make improvements with their financial aid services and billing policies. These are consistent issues at four-year institutions where the price tag for a degree is often higher, but they are also growing issues among two-year institutions. Colleges and universities need to examine how they are assisting students with locating information regarding financial aid; how they are providing access to potential resources of financial assistance; when and how they are communicating financial awards, and the potential impact these procedures have on students' decision-making timelines. Institutions must be flexible and proactive with the timing of financial aid announcements and with billing policies, in order to better assist students with these critical activities. Institutions need to consider if their billing policies are student-centered and reasonable considering the other policies that may be in place at the institution.

Financial aid counselors need to know that they are valued by students, and the institution needs to provide appropriate customer-service training in this area, along with informed policies and procedures to assist the critical financial aid process. Financial aid counselors are often primary points of contact between students and the institution during the decision-making process for coming to and/or returning to the campus. Are the financial aid counselors aware of the powerful influence they have on the overall experience of the students? Are they supported in serving students by appropriate policies and training? What can be done to improve the service delivery in this area even if the institution is unable to identify additional financial resources for supporting students?

Often an outside audit of the financial aid services can provide assistance in identifying the problem areas and procedures that are hindering the student experience. New approaches to awarding financial aid can accomplish institutional goals while improving the student experience.

Student seldom get the “run-around” when seeking information on this campus.

The perception of campus “run-around” is pervasive at most institutions and is not just an issue at large universities. It is also a concern that is frequently identified by campus personnel. This challenge provides an opportunity for campuses to examine their policies and procedures for accomplishing routine tasks, such as registering for classes, declaring majors, transferring into or out of the institution, accessing financial aid, paying bills or purchasing books. Do the policies and procedures make sense and are they student-centered instead of staff-centered? Are students adequately informed of the policies and procedures? Are they aware of whom to contact with questions? Do the people that are frequently asked questions have the correct answers? Keep in mind that run-around doesn't just mean physically having the student go from place to place on campus. Run-around can also occur on the phone or within a particular department. Customer-service training can help address run-around challenges; so can breaking down silos on campus so that different departments working together more freely. Providing easy access to FAQs (frequently asked questions) in a campus publication or on the Web site can also enhance information sharing.

While it is true that higher education may never be able to provide enough financial aid (just like there is never enough parking), campuses can still make improvements with their financial aid services and billing policies.

Interaction with faculty is a key concern among students at both four-year and two-year institutions.

The institution shows concern for students as individuals.

This item is not typically a critical issue for students at four-year private institutions, but is often a concern to students at the three other types of institutions. Even at large institutions, students expect to be treated as an individual and to feel that the institution is concerned about the individual student's best interests. This can be addressed through positive interactions between campus personnel and students, as well as through policies that are focused on serving the student. When students are paying their tuition dollars, they want to know that they matter to the institution.

Faculty provide timely feedback about student progress in a course; Faculty are fair and unbiased in their treatment of individual students; Students notified early in the term if they are doing poorly; Faculty are understanding of students' unique life circumstances

Interaction with faculty is a key concern among students at both four-year and two-year institutions. Based on anecdotal information, students want to do well in their courses, in order to make the most of their tuition dollars, and they are looking to faculty to provide timely feedback on their performance. This feedback can take the form of something simple like a quiz early in the term or it could be one-on-one communication between the faculty member and the student (in person or via e-mail) about what is expected. Students also want to know early in the term if they are not meeting those faculty expectations and what they need to do to adjust their performance. Faculty need to foster opportunities for regular interaction with their students in order to promote student success. These opportunities for increased communication also improve the faculty's understanding of students' unique circumstances and can help to improve the faculty-student interaction. This helps students meet expectations and promotes faculty satisfaction with the performance of students in the classroom.

Primarily at two-year institutions, students want faculty to understand the demands for time that the student may be facing outside of the classroom with work and family.

The issue of faculty being fair and unbiased can mean different things to different students. It is best understood with focus groups on campus to discuss the issue and to identify specific examples that are concerning to students. It is often an indication of concerns related to grading procedures, and this

issue can play out differently across various programs or disciplines. For example, programs or classes with more subjective grading may create greater dissatisfaction among students who don't feel that they have been treated fairly in the grading process. Along with focus group discussions, reviewing student experiences in different programs on campus can shed light on the heart of the issue.

The amount of student parking is adequate; Parking lots are well-lighted and secure.

Commuter institutions often face greater expectations on parking availability and security. This is an issue that colleges and universities often believe students have unrealistic expectations with, and therefore the institutions may not be fully responding to the challenge. One alternative is for institutions to work to improve satisfaction by exploring options for changing perceptions with information and parking alternatives, such as public transportation. Dialogue regarding the problem can also be useful so that students know that the administration is hearing their concerns.

Often a parking problem may be intensified by temporary construction on campus. Campuses need to realize the potential disruption construction may have to campus parking and be sure to communicate with students regarding the temporary nature of the situation and on parking alternatives to help maintain satisfaction.

Another contributor to parking issues is the scheduling of classes. When classes are all offered at the same times on campus, not only do students experience conflicts with course scheduling, they often encounter parking issues as well. By making adjustments to class offerings, institutions may also alleviate parking problems.

Parking problems become truly significant when students may be dropping classes because they are unable to get to class in time as a result of not finding parking spots. Institutions need to be willing to address the situation head on and recognize if it is a priority to their student body. Students may not ever be fully satisfied with parking but by giving the concern the proper attention, institutions can help improve the perception of parking on campus.

The issue regarding parking lots being well-lighted and secure is often more critical to female students and evening students.

Campuses need to be cognizant of the issue for this population in particular and respond accordingly. Often the resolution can be as simple as installing additional lighting, removing large shrubbery near walkways or providing visible security during evening hours.

Security staff respond quickly in emergencies.

This is another area that students, and campus personnel, are often critical of, but when it is indicated as highly important to students, it must be further explored by the institution. It may be time to revisit security contracts or to increase the security presence on campus, especially during evening hours. This issue often becomes more important to students if there has been a recent security breach on campus; even a relatively minor situation can increase student concerns related to security response. Communications regarding the campus security staff's availability, typical response time, ways security staff can be contacted, ways that security officers provide service, etc. can be useful in changing student perceptions. When this item is indicated as a challenge, it is important to communicate to the security staff that they are valued by students and that there are high expectations in the performance in this area.

Academic advisor concerned about student as an individual.

The item related to the advisor being concerned about students as individuals is more frequently seen as an issue at two-year schools and may stem in part from the various types of academic advising structures in place at community, junior and technical colleges. Anecdotally there are reports of professional counseling systems that are often expected to serve hundreds of students in short periods of time. This type of structure can make it very challenging to develop the strong advisor to student relationship that can have a positive impact on student retention. Institutions should examine their advising structures and determine if they are functioning to best serve students. A priority should be placed on opportunities to have faculty members serve as advisors for students and policies should be put in place to build one-on-one interactions between the advisor and student on a regular basis throughout the school year. Institutions should consider if the advising being provided on their campus is truly enabling opportunities for mentoring and guid-

ance or simply a process to sign off on a registration card. Colleges and universities with strong advising programs are more likely to retain students.

Consulting services and advising development programs and are available to assist institutions with improving the advising they are providing to students.

Academic advisors are knowledgeable regarding major/program requirements; Academic advisors are knowledgeable regarding transfer requirements.

Students need to know who their advisors are and they want advisors to know them personally. Students need to feel comfortable approaching their advisors and seeking advice. And ultimately, they want their advisors to be knowledgeable about the information that students are seeking. Students want to be taking the right classes at the right time to accomplish their degree goals. Do advisors have access to the most current major/program requirements? Do they provide proper recommendations on pre-requisites and appropriate class levels for students? Do advisors make the right suggestions on when classes with limited course offerings should be taken so that students can accomplish their goals? Is the institution providing proper training for advisors to know where and how to access this information for students? These are all questions that institutions need to consider when the knowledge of the advisor regarding major or program requirements is identified as a challenge.

At two-year institutions, advisor knowledge on transfer requirements takes on a greater significance when students have a goal of two years at the community college before transferring to a four-year institution to complete their bachelor's degree. Students want to be sure that they are investing their time and effort into classes that will be sure to successfully transfer with them. Is the institution partnering with four-year institutions to adequately identify the transfer requirements? Is the information fully communicated to advisors and students? Are advisors being trained on this information and updated regularly on changes? These issues need to be further explored when this item is identified as a challenge.

This issue [security] often becomes more important to students if there has been a recent security breach on campus; even a relatively minor situation can increase student concerns related to security response.

Continued

This school does what it can to help students reach their educational goal.

This item is unique to the two-year version of the survey and may be a difficult one to fully understand. It is often tied to the advising provided and to the perception that students have on how the institution is serving them in all aspects of the educational experience. When presented with this challenge, institutions may want to consider how they are delivering on quality service to students and how they are communicating with students before, during and after they are enrolled at the institution. Are processes streamlined and student-centered? Have students been asked to indicate their educational goal and develop a plan to accomplish that goal? Are students kept informed of their progress toward their educational goal and what else they must accomplish? Focus group discussion on campus can assist with informing the college on what this issue means to students and with identifying potential responses.

There is a good variety of courses provided on this campus.

This is more likely to be an issue at four-year private colleges. It also frequently identified as a concern at smaller colleges and/or those offering only focused programs of study. The challenge may be related to true variety of courses or it may be one of general course availability in any given term. Often course offerings are influenced by the number of classrooms available or by the number of faculty on staff. One approach is to attempt to add available facilities or hire additional faculty to broaden the variety of courses. Another approach may be to consider creating the appropriate expectations for students prior to enrollment regarding what the institution has to offer in terms of depth and quality in courses rather than breadth of choices. (Note: the variety of courses is generally considered a strength by students at four-year and two-year public institutions as well as career and private schools).

Classes are scheduled at times that are convenient.

This is a unique item for the two-year version of the survey and is a unique challenge for community colleges. (This item is considered a strength for career and private schools). Offering classes at convenient times may be part of the mission of a two-year institution, but with the multiple demands

on the time of two-year students, it is still a challenge to serve students in this way. What is considered a convenient time for students is going to vary from student to student, but similar to the issue on registering for classes with few conflicts, institutions need to consider when they are offering classes and determine if these times are student-centered or faculty-centered. Students at two-year institutions are often juggling multiple home and work responsibilities as well as attending classes and the campus must be flexible in course offerings in order to satisfy and best serve students in this area. Institutions need to continue the dialogue with students to determine what the best alternatives are for convenient class times.

There are adequate services to help me decide upon a career. (On the career school version, the item reads: The career services office provides students with the help they need to get a job).

This item is primarily a concern to students at four-year private institution where students are looking for more of a connection between their tuition dollar and the ultimate outcome of a career. It is also an issue for students at career and private schools where students are looking specifically for job placement assistance. Students are looking to institutions to assist them in this endeavor to obtain a career. This challenge provides opportunities for institutions to explore the career services they are currently offering. Have adequate resources been allocated for career services? Are students aware of the services that are available from the college? Is the career services office offering timely and relevant programs for students at all class levels? Is the office providing opportunities to connect majors and programs to relevant career choices? Is the office active in job placement services? Focus group discussions can be helpful in identifying the services students are seeking and to determine how the career services office can better serve students. Institutions should keep in mind that successful graduates with successful careers can be a significant resource to the college in the future.

Institutions need to consider when they are offering classes and determine if these times are student-centered or faculty-centered.

Another approach to the data:

In order for an item to be a strength, it must have both high importance and high satisfaction to students. The typical approach to quality improvement is to improve the delivery of the service, so students have higher levels of satisfaction. But an institution may also want to consider its actions in order to influence the value that students place on a particular area. Often, what the institution values is what the student learns to value. For some campuses, academic advising has not been a priority. Research indicates that advising is a critical link between the institution and the student and can be a powerful vehicle for improving student success and retention. However, if an institution has not clearly indicated to students that advising should be valued and should have high importance/high expectations, students may not rate it as very important. Examples of institutions that don't value advising include those who do not require advisors to work with students to build schedules; those who don't emphasize mentoring opportunities; those who don't provide enough advisors to meet with all students on a regular basis; and those who don't incorporate some level of faculty advising into the process. An institution may determine that the approach they need to take is two-fold: place a higher expectation and value on an area internally, as well as improve the delivery of the service to students.

Considering the combination of student and campus personnel priorities:

Looking at the combination of data from student and campus personnel surveys provides the opportunity to identify issues that are viewed similarly and differently by these two populations on campus.

The identification of strengths and challenges falls into four basic categories:

- *Strengths and challenges that are identified by both students and campus personnel.* These are areas that everyone views the same. These strengths are areas which everyone can celebrate and these challenges are areas where the institution has the green light to move forward with initiatives because everyone is on board with knowing it is a concern. You have support from all segments of the campus population to make changes.

- Areas identified by students as strengths but defined as challenges by faculty, administration and staff. These areas provide an opportunity for share with your campus personnel that they are actually performing well based on the perceptions of the students. An institution may want to explore further why campus personnel believe the areas are challenges, but not much time or effort should be spent in this area since students already feel it is a strength for the campus.
- Areas defined by students as challenges, but identified as strengths by campus personnel. These are another area which provide an opportunity for dialogue since they are viewed differently by campus constituencies. The emphasis should be on the fact that students see it as a challenge and additional efforts need to be made to improve the experience for the students. More effort will need to be made to build support in this area since campus personnel already view it as a strength and it may take more for them to understand that the students are experiencing something different.
- Areas that are identified as a strength or challenge by one group and not the other. These areas present opportunities for further discussion and education about why certain areas more valued by one group than the other, or why satisfaction levels may be higher or lower in one segment than the other. Areas that are viewed as challenges by campus personnel, but not by students, should be explored to determine if improvements need to be made on behalf of faculty, administration and staff. However, the challenges identified by students should be the primary focus of significant resource allocation so that the institution maintains a student-centered focus.

Looking at the combination of data from student and campus personnel surveys provides the opportunity to identify issues that are viewed similarly and differently by these two populations on campus.

The 2005 National Satisfaction and Priorities Report

Appendix I. The Scales

The items on the Student Satisfaction Inventory have been analyzed statistically and conceptually to create scales. The scales provide composite scores that allow for an overview of the data. The scales are as follows:

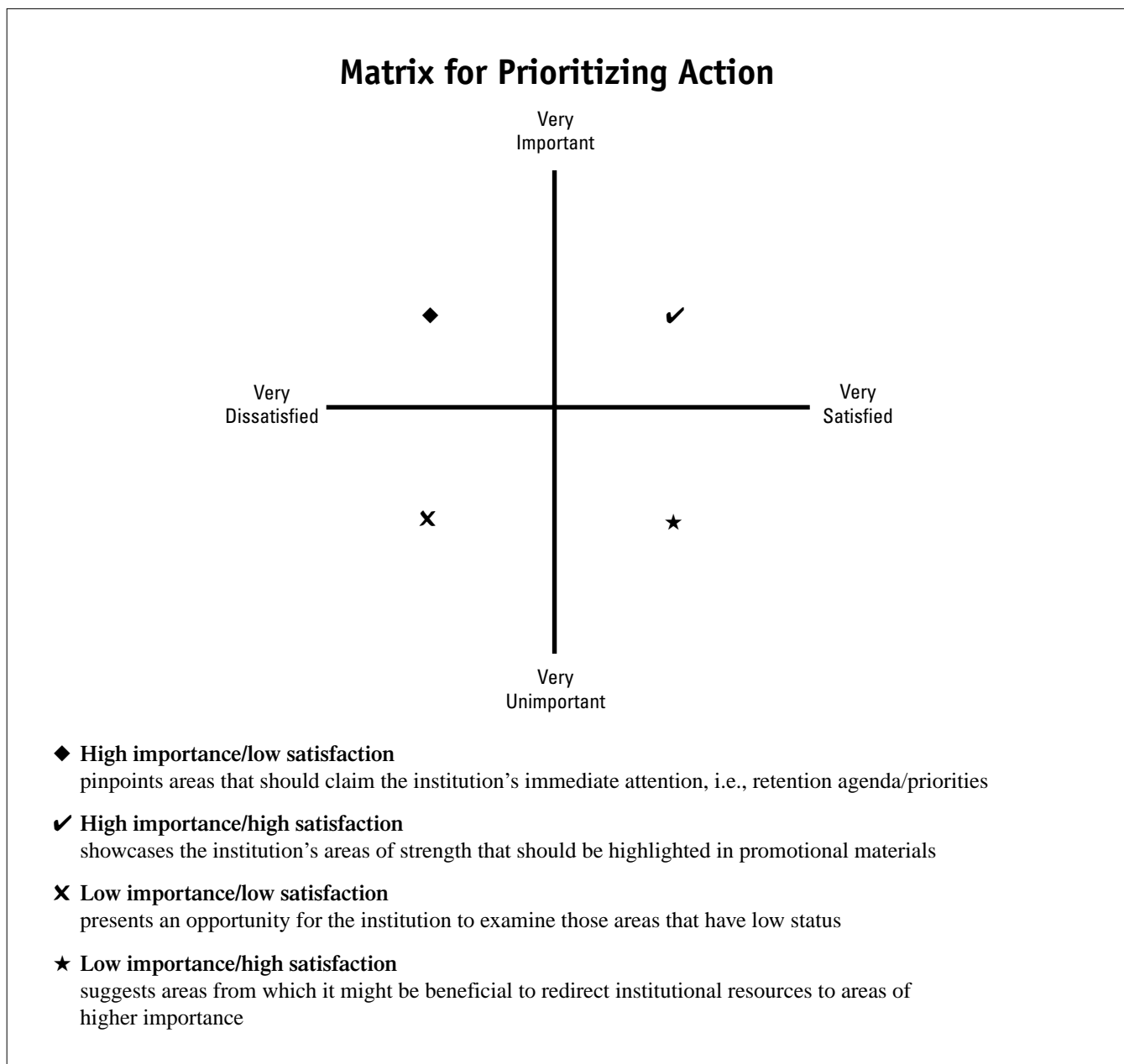
- **Academic Advising Effectiveness** (*four-year schools*) and **Academic Advising and Counseling Effectiveness** (*two-year and career/private schools*) assess the comprehensiveness of the academic advising program, evaluating advisors' knowledge, competence, approachability, and personal concern for students.
- **Academic Services** (*two-year and career/private schools*) assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.
- **Campus Climate** measures the extent to which the institution provides experiences that promote a sense of campus pride and belonging.
- **Campus Life** (*four-year schools*) assesses the effectiveness of student life programs offered by the institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perceptions of their rights and responsibilities.
- **Campus Support Services** assesses the quality of support programs and services.
- **Concern for the Individual** assesses the institution's commitment to treating each student as an individual. Included in this assessment are those groups who frequently deal with students on a personal level (i.e., faculty, advisors, counselors, residence hall staff, etc.).
- **Instructional Effectiveness** measures students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence.
- **Recruitment and Financial Aid Effectiveness** (*four-year schools*) and **Admissions and Financial Aid Effectiveness** (*two-year and career/private schools*) measure the extent to which admissions counselors are competent and knowledgeable, along with students' perceptions of the effectiveness and availability of financial aid programs.
- **Registration Effectiveness** assesses issues associated with registration and billing and the extent to which the registration process is smooth and effective.
- **Responsiveness to Diverse Populations** assesses the institution's commitment to specific groups of students enrolled at the institution (e.g., under-represented populations; students with disabilities; commuters, part-time students; and older, returning learners). Please note that this scale captures only a satisfaction score.
- **Safety and Security** measures the institution's responsiveness to students' personal safety and security on the campus.
- **Service Excellence** measures the areas of campus where quality service and personal concern for students are rated most and least favorably.
- **Student Centeredness** measures the institution's attitude toward students and the extent to which they feel welcome and valued.

Appendix II. Sample Items

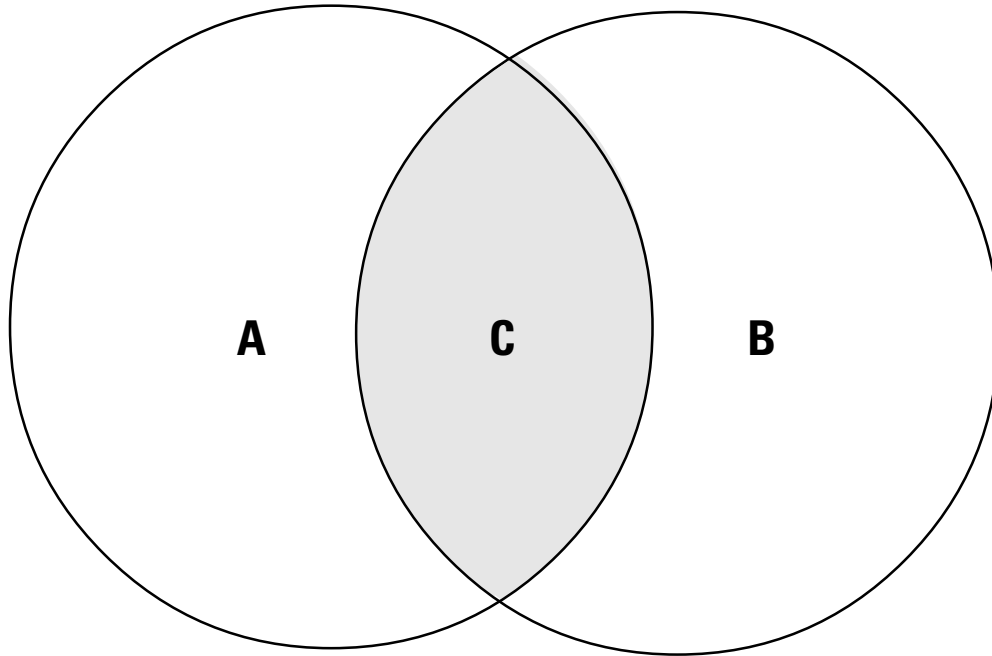
Importance to me... 1 = not important at all 2 = not very important 3 = somewhat unimportant 4 = neutral 5 = somewhat important 6 = important 7 = very important	Sample Student Satisfaction Inventory Items	...My level of satisfaction 1 = not satisfied at all 2 = not very satisfied 3 = somewhat dissatisfied 4 = neutral 5 = somewhat satisfied 6 = satisfied 7 = very satisfied
① ≠ ③ ④ ∞ ± ≤	Students are made to feel welcome here.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	Faculty care about me as an individual.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	The campus is safe and secure for all students.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	The personnel involved in registration are helpful.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	My academic advisor is approachable.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	Adequate financial aid is available for most students.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	The content of the courses within my major is valuable. <i>(four-year version only)</i>	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	Internships or practical experiences are provided in each degree/certificate program. <i>(two-year version only)</i>	① ≠ ③ ④ ∞ ± ≤

Importance to me... 1 = not important at all 2 = not very important 3 = somewhat unimportant 4 = neutral 5 = somewhat important 6 = important 7 = very important	Sample Institutional Priorities Survey Items	...My level of agreement 1 = strongly disagree 2 = disagree 3 = somewhat disagree 4 = neutral 5 = somewhat agree 6 = agree 7 = strongly agree
① ≠ ③ ④ ∞ ± ≤	Students are made to feel welcome here.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	Faculty care about students as individuals.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	The campus is safe and secure for all students.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	The personnel involved in registration are helpful.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	Academic advisors are approachable.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	Adequate financial aid is available for most students.	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	The content of the courses within each major is valuable. <i>(four-year version only)</i>	① ≠ ③ ④ ∞ ± ≤
① ≠ ③ ④ ∞ ± ≤	Internships or practical experiences are provided in each degree/certificate program. <i>(two-year version only)</i>	① ≠ ③ ④ ∞ ± ≤

Appendix III. Matrix for Prioritizing Action



Appendix IV. Identifying Common Strengths and Priorities



The areas of greatest institutional strength

- A. Items of highest importance/highest satisfaction (student satisfaction data)
- B. Items of highest importance/highest agreement (campus personnel data)
- C. Intersect of A & B = areas of greatest strength

The areas of highest institutional priority

- A. Items of highest importance/lowest satisfaction (student satisfaction data)
- B. Items of highest importance/lowest agreement (campus personnel data)
- C. Intersect of A & B = areas of highest priority

Appendix V. Institutional Participants

Four-Year Privates (Student Satisfaction Inventory)

Abilene Christian University, TX
Alaska Pacific University, AK
Albertus Magnus College, CT
Albion College, MI
Alderson Broaddus College, WV
Allegheny Wesleyan College, OH
American Indian College, AZ
American International College, GA
Anderson College, SC
Anderson University, IN
Aquinas College, MI
Arcadia University, PA
Asbury College, KY
Augsburg College, MN
Aurora University, IL
Averett University, VA
Azusa Pacific University, CA
Baker College of Allen Park, MI
Baker College of Auburn Hills, MI
Baker College of Cadillac, MI
Baker College of Cass City, MI
Baker College of Clinton Township, MI
Baker College of Flint, MI
Baker College of Jackson, MI
Baker College of Muskegon, MI
Baker College of Owosso, MI
Baker College of Port Huron, MI
Baker University, KS
Baldwin-Wallace College, OH
Baptist Bible College, MO
Baptist Memorial College, TN
Barber-Scotia College, NC
Baylor University, TX
Belhaven College, MS
Benedictine University, IL
Bennett College, NC
Bentley College, MA
Berea College, KY
Berry College, GA
Bethany College, CA
Bethany College, KS
Bethel College, IN
Bethel University, MN
Biola University, CA
Blessing-Rieman College of Nursing, IL
Bluefield College, VA
Bradley Academy for the Visual, PA
Brandeis University, MA
Brenau University, GA
Briar Cliff University, IA
Brooks Institute of Photography, CA
Bryan College, TN
Bryant College, RI
Buena Vista University, IA
California Baptist University, CA
California Design College, CA
California Lutheran University, CA
Calvary Bible College, MO
Calvin College, MI
Canadian Bible College, SK
Canisius College, NY
Capital Bible Seminary, MD
Carroll College, WI
Carroll College - Montana, MT
Carson-Newman College, TN
Cazenovia College, NY
Cedar Crest College, PA
Cedarville University, OH
Centenary College, NJ
Central Bible College, MO
Central Christian College of Bible, MO
Chaminade University of Honolulu, HI
Champlain College, VT
Chapman University, CA
Charleston Southern University, SC
Cincinnati Bible College & Seminary, OH
Claflin University, SC
Clark Atlanta University, GA
College of Notre Dame, MD
College for Creative Studies, MI
College of Mount St Joseph, OH
Colorado Christian University, CO
Columbia College Chicago, IL
Columbia International, SC
Columbia Union College, MD
Columbus College of Art & Design, OH
Concordia College, NY
Concordia University, NE
Concordia University, WI
Concordia University, St. Paul, MN
Cornerstone University, MI
Covenant College, GA
Cox College of Nursing, MO
Crossroads College, MN
Crown College, MN
Cumberland University, TN
Curry College, MA
Dakota Wesleyan University, SD
Dana College, NE
Davis & Elkins College, WV
DeVry University - Addison/DuPage, IL
DeVry University - Alpharetta, GA
DeVry University - Colorado Springs, CO
DeVry University - Calgary, AB
DeVry University - Columbus, OH
DeVry University - Crystal, VA
DeVry University - Dallas, TX
DeVry University - Decatur, GA
DeVry University - Denver, CO
DeVry University - Federal, WA
DeVry University - Fremont, CA
DeVry University - Ft. Washington, PA
DeVry University - Houston, TX
DeVry University - Kansas City, MO
DeVry University - Long Beach, CA
DeVry University - Miramar, FL
DeVry University - Mississauga, ON
DeVry University - N. Brunswick, NJ
DeVry University - New York, NY
DeVry University - Oak Brook, IL
DeVry University - Orlando, FL
DeVry University - Phoenix, AZ
DeVry University - Pomona, CA
DeVry University - Tinley Park, IL
DeVry University - West Hills, CA
Defiance College, OH
Dickinson College, PA
Dillard University, LA
Doane College, NE
Drake University, IA
Eastern Mennonite University, VA
Eastern University, PA
Edward Waters College, FL
Elmira College, NY
Embry-Riddle Aeronautical University, FL
Emmanuel College, GA
Emory & Henry College, VA
Erskine College, SC
Evangel University, MO
Faith Baptist Bible College & Seminary, IA
Faulkner University, AL
Florida Hospital College of Health, FL
Franklin College, IN
Franklin College Switzerland
Fresno Pacific University, CA
Geneva College, PA
George Fox University, OR
Georgetown College, KY
Gordon College, MA
Goshen College, IN
Grace Bible College, MI
Grace College and Seminary, IN
Grace University, NE
Graceland University, IA
Grand Canyon University, AZ
Green Mountain College, VT
Greenville College, IL
Hannibal-La Grange College, MO
Harrington College of Design, IL
Hartwick College, NY
Hastings College, NE
Hawaii Pacific University, HI
Heritage Bible College, NC
Heritage Christian University, AL
Hillsdale College, MI
Hobe Sound Bible College, FL
Hood College, MD
Hope International University, CA
Houghton College, NY
Houston Baptist University, TX
Howard University, DC
Huntington College, IN
Illinois College, IL
Illinois Institute Technology, IL
Illinois Institute of Art, IL
Indiana Institute of Technology, IN
Indiana Wesleyan University, IN
Jacksonville University, FL
John Brown University, AR
Johnson & Wales University, FL
Johnson C. Smith University, NC
Judson College, AL
Judson College, IL
Kansas Wesleyan University, KS
Kettering College of Medical Arts, OH
Keuka College, NY

Keystone College, PA
 King College, TN
 LaGrange College, GA
 Lab Institute of Merchandising, NY
 Lakeview College of Nursing, IL
 Lawrence Technological University, MI
 LeTourneau University, TX
 Lee University, TN
 Lees-McRae College, NC
 Les Roches Marbella, Spain
 Lewis University, IL
 Lincoln Christian College, IL
 Lincoln College, IL
 Lipscomb University, TN
 Livingstone College, NC
 Loyola University, LA
 Loyola University Chicago, IL
 Lynchburg College, VA
 Lyon College, AR
 Madonna University, MI
 Maharishi University of Management, IA
 Malone College, OH
 Manchester College, IN
 Manhattan Christian College, KS
 Maranatha Baptist Bible College, WI
 Marquette University, WI
 Martin Methodist College, TN
 Mary Baldwin College, VA
 Marygrove College, MI
 Maryland Institute College of Art, MD
 Marymount College, CA
 Marymount Manhattan College, NY
 Marymount University, VA
 Maryville College, TN
 Marywood University, PA
 Memphis College of Art, TN
 Menlo College, CA
 Mercy College, NY
 Merrimack College, MA
 Messiah College, PA
 Miami International University of Art, FL
 Mid-America Christian University, OK
 MidAmerica Nazarene University, KS
 Midwest Theological Seminary, MO
 Midwestern Baptist Theological Seminary, MO
 Milligan College, TN
 Milwaukee School of Engineering, WI
 Missouri Baptist University, MO
 Molloy College, NY
 Montreat College, NC
 Mount Ida College, MA
 Mount Vernon Nazarene University, OH
 Mt. Carmel Col of Nursing, OH
 Muhlenberg College, PA
 Nazarene University College, AB
 Nazareth College, NY
 Nebraska Wesleyan University, NE
 Neumann College, PA
 Niagara University, NY
 North Central University, MN
 North Park University, IL
 Northeastern University, MA
 Northern Caribbean University, Jamaica
 Northwest Christian College, OR
 Northwest College of Assemblies of God, WA
 Northwest Nazarene University, ID
 Northwestern College, MN
 Norwich University, VT
 Nyack College, NY
 Oakwood College, AL
 Ohio Wesleyan University, OH
 Oklahoma Christian University, OK
 Oral Roberts University, OK
 Otis College of Art and Design, CA
 Our Lady of the Lake College, LA
 Our Lady of the Lake University, TX
 Pacific Lutheran University, WA
 Pacific Union College, CA
 Palm Beach Atlantic University, FL
 Palmer College of Chiropractic, CA
 Palmer College of Chiropractic, IA
 Palmer College of Chiropractic, FL
 Patten University, CA
 Paul Smith's College, NY
 Peace College, NC
 Pillsbury Baptist Bible College, MN
 Point Park College, PA
 Practical Bible College, NY
 Presbyterian College, SC
 Providence College, RI
 Quincy University, IL
 Quinnipiac University, CT
 Randolph-Macon College, VA
 Reformed Bible College, MI
 Reinhardt College, GA
 Rider University, NJ
 Robert Morris University, PA
 Roberts Wesleyan College, NY
 Rochester College, MI
 Rochester Institute of Technology, NY
 Rockhurst University, MO
 Roosevelt University, IL
 Rutgers State University - New Brunswick, NJ
 Saint John's University, NY
 Saint Joseph's College, IN
 Saint Martin's College, WA
 Saint Mary-Of-The-Woods College, IN
 Saint Peter's College, NJ
 Samuel Merritt College, CA
 Savannah College Art & Design, GA
 Schreiner University, TX
 Seton Hall University, NJ
 Shorter College, GA
 Simmons College, MA
 Simpson College, CA
 Simpson College, IA
 Southern Adventist University, TN
 Southern Wesleyan College, SC
 Southwest Baptist University, MO
 Southwest College of Naturopathic Medicine, AZ
 Southwestern Adventist University, TX
 Southwestern Assemblies of God, TX
 Southwestern College, KS
 Spring Arbor University, MI
 Spring Hill College, AL
 St. Ambrose University, IA
 St. Catharine College, KY
 St. Edward's University, TX
 St. John Fisher College, NY
 St. Thomas Aquinas College, NY
 St. Thomas University, FL
 Sterling College, KS
 Stonehill College, MA
 Sullivan University, KY
 Tabor College, KS
 Taylor University, IN
 Taylor University, Fort Wayne, IN
 Tennessee Temple University, TN
 Texas Wesleyan University, TX
 The Art Institute of Atlanta, GA
 The Art Institute of California - Los Angeles, CA
 The Art Institute of California - Orange County, CA
 The Art Institute of California - San Diego, CA
 The Art Institute of California - San Francisco, CA
 The Art Institute of Charlotte, NC
 The Art Institute of Colorado, CO
 The Art Institute of Dallas, TX
 The Art Institute of Houston, TX
 The Art Institute of Las Vegas, NV
 The Art Institute of New York City, NY
 The Art Institute of Philadelphia, PA
 The Art Institute of Phoenix, AZ
 The Art Institute of Pittsburgh, PA
 The Art Institute of Portland, OR
 The Art Institute of Seattle, WA
 The Art Institute of Tampa, FL
 The Art Institute of Washington, VA
 The Art Institutes International, MN
 The College of St. Scholastica, MN
 The Illinois Institute of Art, IL
 The Master's College & Seminary, CA
 The New England Institute of Art, MA
 The University of Findlay, OH
 Thiel College, PA
 Tiffin University, OH
 Touro College, NY
 Trevecca Nazarene University, TN
 Trinity Christian College, IL
 Trinity International University, IL
 Trinity Western University, BC
 Tusculum College, TN
 Union College, KY
 Union College, NE
 Union University, TN
 University of Southern California, CA
 University of the Incarnate Word, TX
 Universidad Iberoamericana, Mexico
 University of Charleston, WV
 University of Hartford, CT
 University of New England, ME
 University of Scranton, PA
 University of Tampa, FL
 University of the Pacific, CA
 University of Saint Francis, IL
 University of Saint Francis, IN
 University of Sioux Falls, SD
 University of the Sciences, PA
 Upper Iowa University, IA
 Utica College, NY
 Valley Forge Christian College, PA
 Vanguard University of Southern California, CA
 Villa Julie College, MD
 Walla Walla College, WA
 Warner Southern College, FL
 Wentworth Institute of Technology, MA
 Wesleyan College, GA

West Virginia Wesleyan College, WV
Western Baptist College, OR
Westminster College, MO
Wheeling Jesuit University, WV
Wilkes University, PA
Williams Baptist College, AR
Wisconsin Lutheran College, WI

Four-Year Privates (Institutional Priorities Survey)

Abilene Christian University, TX
Andrews University, MI
Augsburg College, MN
Aurora University, IL
Baker College of Allen Park, MI
Baker College of Auburn Hills, MI
Baker College of Cadillac, MI
Baker College of Cass City, MI
Baker College of Clinton Township, MI
Baker College of Flint, MI
Baker College of Jackson, MI
Baker College of Muskegon, MI
Baker College of Owosso, MI
Baker College of Port Huron, MI
Berry College, GA
Bethany College, CA
Bethel University, MN
Brandeis University, MA
Brooks Institute of Photography, CA
Buena Vista University, IA
Canadian Mennonite University, MB
Capital Bible Seminary, MD
Cazenovia College, NY
Cedarville University, OH
Centenary College, NJ
Central Bible College, MO
Central Christian College of Bible, MO
Chapman University, CA
Claflin University, SC
Clark Atlanta University, GA
College for Creative Studies, MI
Columbia International, SC
Cornerstone University, MI
Covenant College, GA
Cox College of Nursing, MO
Crown College, MN
Curry College, MA
Dakota Wesleyan University, SD
Dallas Theological Seminary, TX
DeVry University - New York, NY
Dickinson College, PA
Doane College, NE
Evangel University, MO
Faulkner University, AL
Florida Hospital College of Health, FL
Fresno Pacific University, CA
Grace College and Seminary, IN
Grace University, NE
Grand Canyon University, AZ
Harrington College of Design, IL
Hartwick College, NY
Hawaii Pacific University, HI
Heritage Christian University, AL
Hillsdale College, MI

Hope International University, CA
Illinois College, IL
Illinois Institute of Technology, IL
Indiana Wesleyan University, IN
Jacksonville University, FL
Judson College, AL
Lab Institute of Merchandising, NY
Lewis University, IL
Lincoln Christian College, IL
Loyola University, LA
Lynchburg College, VA
Martin Methodist College, TN
Marymount College, CA
Marymount Manhattan College, NY
Methodist College, NC
Michigan Theological Seminary, MI
Milligan College, TN
Mount Vernon Nazarene University, OH
Muhlenberg College, PA
Nazarene University College, AB
Northwest Christian College, OR
Northwestern College, MN
Oakwood College, AL
Otis College of Art and Design, CA
Our Lady of the Lake University, TX
Pacific Union College, CA
Palm Beach Atlantic University, FL
Pillsbury Baptist Bible Col, MN
Practical Bible College, NY
Reinhardt College, GA
Rochester College, MI
Saint John's University, NY
Seton Hall University, NJ
Simmons College, MA
Simpson College, CA
Southern Wesleyan College, SC
Southwest College of Naturopathic
Medicine, AZ
Southwestern Assemblies of God, TX
Tabor College, KS
The Art Institute of Houston, TX
The College of St. Scholastica, MN
Tiffin University, OH
Trinity Christian College, IL
Union College, NE
Universidad Iberoamericana, Mexico
University of Saint Francis, IL
Utica College, NY
Vanguard University of Southern
California, CA
Warner Southern College, FL
West Virginia Wesleyan College, WV
Wheeling Jesuit University, WV
Williams Baptist College, AR

Four-Year Publics (Student Satisfaction Inventory)

Alcorn State University, MS
Appalachian State University, NC
Arkansas Tech University, AR
Auburn University at Montgomery, AL
Auburn University, AL
Black Hills State University, SD
Bluefield State College, WV

California State University - Fresno, CA
Central Michigan University, MI
Central Missouri State University, MO
Central State University, OH
Christopher Newport University, VA
Clemson University, SC
College of Charleston, SC
College of William and Mary, VA
Concord University, WV
Coppin State College, MD
Dakota State University, SD
Dickinson State University, ND
East Central University, OK
East Tennessee State University, TN
Eastern Oregon University, OR
Fairmont State College, WV
Fayetteville State University, NC
Fort Valley State University, GA
Georgia College & State University, GA
Grambling State University, LA
Haskell Indian Nations University, KS
Humboldt State University, CA
Indiana University of Pennsylvania, PA
Indiana-Purdue University Fort Wayne, IN
Kutztown University of Pennsylvania, PA
Lake Superior State University, MI
Lyndon State College, VT
Mankato State University, MN
Massachusetts Maritime Academy, MA
Mayville State University, ND
Metro State College Of Denver, CO
Minot State University, ND
Missouri Western State College, MO
Montana Tech (North Campus), MT
New Mexico Military Institute, NM
North Dakota State University, ND
Northeastern Illinois University, IL
Northern Kentucky University, KY
Northwest Missouri State University, MO
Oklahoma State University - Tulsa, OK
Oregon Institute of Technology, OR
Pennsylvania College of Technology, PA
Pennsylvania State University Capital
College, PA
Purdue University North Central Campus, IN
Rhode Island College, RI
Rowan University, NJ
Sam Houston State University, TX
Sheperd College, WV
South Carolina State University, SC
South Dakota School Mines & Technology, SD
Southern Arkansas University, AR
Southern Connecticut State University, CT
Southern University and A&M College, LA
Southern Utah University, UT
Southwest Minnesota State University, MN
Texas A & M University - Corpus Christi, TX
Texas A&M - College Station, TX
Texas Woman's University, TX
The American University of Rome, Italy
The Ohio State University Lima, OH
The University of Virginia's College at Wise, VA
University of Alabama at Birmingham, AL
University of Alaska - Anchorage, AK
University of Alaska - Fairbanks, AK
University of Alaska - Juneau, AK
University of Arizona, AZ

University of Arkansas Main Campus, AR
 University of Baltimore, MD
 University of Cincinnati Main Campus, OH
 University of Hawaii at Manoa, HI
 University of Michigan - Flint, MI
 University of Illinois at Springfield, IL
 University of Louisville, KY
 University of Missouri - St. Louis, MO
 University of Nevada - Las Vegas, NV
 University of North Alabama, AL
 University of North Dakota Main Campus, ND
 University of North Florida, FL
 University of North Texas, TX
 University of South Carolina - Coastal
 Carolina College, SC
 University of South Dakota, SD
 University of Texas Brownsville/Texas
 State College, TX
 University of Texas - Pan American, TX
 University of Texas Permian Basin, TX
 University of Texas at San Antonio, TX
 University of the Virgin Islands, U.S.V.I.
 University of Toledo, OH
 University of Wyoming, WY
 Valley City State University, ND
 Vermilion Community College, MN
 Virginia Commonwealth University, VA
 Weber State University, UT
 West Virginia University Institute of
 Technology, WV
 West Virginia University, WV
 Western New Mexico University, NM
 Wright State University, OH

Four-Year Publics (Institutional Priorities Survey)

Alcorn State University, MS
 Fairmont State College, WV
 Humboldt State University, CA
 Metro State College of Denver, CO
 Montana Tech (North Campus), MT
 New Mexico Military Institute, NM
 Rhode Island College, RI
 Southern Polytechnic State University, GA
 The Ohio State University Lima, OH
 US Coast Guard Academy, CT
 University of Alaska - Anchorage, AK
 University of Alaska - Fairbanks, AK
 University of Alaska - Juneau, AK
 University of Arizona, AZ
 University of Baltimore, MD
 West Virginia University, WV
 Western New Mexico University, NM

Community, Junior, and Technical Colleges (Student Satisfaction Inventory)

Aims Community College, CO
 Albuquerque TVI Community College, NM
 Alexandria Technical College, MN

Allen County Community College, KS
 American Institute of Business, IA
 Anne Arundel Community College, MD
 Appalachian Technical College, GA
 Athens Technical College, GA
 Augusta Technical College, GA
 Bakersfield College, CA
 Baltimore City Community College, MD
 Barton County Community College, MO
 Bay de Noc Community College, MI
 Bergen Community College, NJ
 Bismarck State College, ND
 Black Hawk College, IL
 Blackhawk Technical College, WI
 Brevard Community College, FL
 Brookdale Community College, NJ
 Brookhaven College, TX
 Bunker Hill Community College, MA
 Burlington County College, NJ
 Butler County Community College, KS
 Butler County Community College, PA
 Calhoun Community College, AL
 Camden County College, NJ
 Cape Cod Community College, MA
 Cedar Valley College, TX
 Central Florida Community College, FL
 Central Georgia Technical College, GA
 Central Maine Technical College, ME
 Central Texas College, TX
 Centralia College, WA
 Century College, MN
 Chatfield College, OH
 Chattahoochee Technical College, GA
 Chippewa Valley Technical College, WI
 Cincinnati State Technical, OH
 Clark College, WA
 Clark State Community College, OH
 Clatsop Community College, OR
 Cleveland State Community College, TN
 Clinton Community College, IA
 Cloud County Community College, KS
 Clovis Community College, NM
 Community College of Rhode Island, RI
 Coahoma Junior College, MS
 Coconino County Community College, AZ
 Coffeyville Community College, KS
 Colby Community College, KS
 College of Du Page, IL
 College of Eastern Utah, UT
 College of Lake County, IL
 College of the Siskiyous, CA
 College of the Mainland, TX
 Collin County Community College District, TX
 Columbus State Community College, OH
 Community & Technical College Shepherd, WV
 Community College of Vermont, VT
 Coosa Valley Technical College, GA
 County College of Morris, NJ
 Cowley County Community College, KS
 Cuyahoga Community College, OH
 Cypress College, CA
 Davidson County Community College, NC
 Delaware County Community College, PA
 Dodge City Community College, KS
 Dunwoody College of Technology, MN
 Dyersburg State Community College, TN

East Central Technical College, GA
 Eastern Idaho Tech College, ID
 Eastern Maine Technical College, ME
 Eastern New Mexico University - Roswell, NM
 Eastfield College, TX
 Edmonds Community College, WA
 El Centro College, TX
 El Paso Community College, TX
 Essex County College, NJ
 Estrella Mountain Community College, AZ
 Feather River Community College District, CA
 Flathead Valley Community College, MT
 Flint Hills Technical, KS
 Florence Darlington Technical College, SC
 Florida Community College Jacksonville, FL
 Fort Belknap College, MT
 Fort Peck Community College, MT
 Fort Scott Community College, KS
 Francis Tuttle Technology Center, OK
 Frederick Community College, MD
 Gateway Community College, AZ
 Gateway Technical College, WI
 Georgia Military College, GA
 Glen Oaks Community College, MI
 Glendale Community College, AZ
 Great Basin College, NV
 Gwinnett Technical College, GA
 Harford Community College, MD
 Heart of Georgia Technical College, GA
 Helena College of Technology, MT
 Henry Ford Community College, MI
 Highland Community College, KS
 Hillsborough Community College, FL
 Hinds Community College, MS
 Hopkinsville Community College, KY
 Hudson County Community College, NJ
 Illinois Eastern Community College
 Olney Central, IL
 Illinois Central College, IL
 Illinois Valley Community College, IL
 Independence Community College, KS
 Institute of Computer Technology, CA
 Inver Hills Community College, MN
 Iowa Western Community College, IA
 Jefferson Community College, OH
 Johnson County Community College, KS
 Kansas City Kansas Area Technical School, KS
 Kansas City Kansas Community College, KS
 Kaw Area Technical School, KS
 Kennebec Valley Technical College, ME
 Labette Community College, KS
 Lake Land College, IL
 Lake Region State College, ND
 Lake Superior College, MN
 Lakeshore Technical College, WI
 Lamar State College - Port Arthur, TX
 Lamar State College - Orange, TX
 Lansing Community College, MI
 Laramie County Community College, WY
 Laredo Community College, TX
 Latter-Day Saints Business College, UT
 Lincoln Land Community College, IL
 Little Priest Tribal College, NE
 Long Beach City College, CA
 Los Rios Community College, CA

Minnesota State Community & Technical College, MN
 Minnesota West Community and Technical College, MN
 Montana State University - Great Falls College of Technology, MT
 Madison Area Technical College, WI
 Madisonville Community College, KY
 Manatee Community College, FL
 Manhattan Technical College, KS
 Marion Technical College, OH
 Massachusetts Bay Community College, MA
 Mid Michigan Community College, MI
 Mid-South Community College, AR
 Mid-State Technical College, WI
 Minot State University - Bottineau, ND
 Mississippi County Community College, AR
 Mitchell Technical Institute, SD
 Montana Tech College-South, MT
 Montcalm Community College, MI
 Montgomery County Community College, PA
 Moraine Park Technical College, WI
 Morton College, IL
 Muscatine Community College, IA
 New Mexico State University - Alamogordo, NM
 Navarro College, TX
 Neosho County Community College, KS
 New England Institute of Technology, FL
 New Mexico Junior College, NM
 North Dakota State College of Science, ND
 North Georgia Technical College, GA
 North Hennepin Community Col, MN
 North Idaho College, ID
 North Lake College, TX
 North Shore Community College, MA
 Northeast Kansas Tech College, KS
 Northeast Texas Community College, TX
 Northeast Wisconsin Technical, WI
 Northeastern Junior College, CO
 Northern Maine Community College, ME
 Northern Marianas College, MP
 Northland Community College, MN
 Northwest Kansas Technical, KS
 Northwest Technical College, MN
 Northwestern Technical College, GA
 Norwalk Community College, CT
 Ocean County College, NJ
 Odessa College, TX
 Ogeechee Technical College, GA
 Ohio State University A&T Institute, OH
 Okefenokee Technical College, GA
 Oklahoma State University - Okmulgee, OK
 Oklahoma State University - Oklahoma City, OK
 Ouachita Technical College, AR
 Owens Community College, OH
 Paradise Valley Community College, AZ
 Pearl River Community College, MS
 Pennsylvania Highlands Community College, PA
 Phillips Community College, AR
 Piedmont Community College, NC
 Piedmont Technical College, SC
 Pikes Peak Community College, CO
 Pima County Community College District, AZ
 Pitt Community College, NC
 Portland Community College, OR
 Pratt Community College, KS
 Pulaski Technical College, AR

Quinsigamond Community College, MA
 Reading Area Community College, PA
 Richland College, TX
 Richland Community College, IL
 Rio Hondo College, CA
 Rochester Community and Technical College, MN
 Rogue Community College, OR
 Saddleback College, CA
 Saginaw Chippewa Tribal College, MI
 Saint Paul College, MN
 Salina Area Technical School, KS
 San Bernardino Valley College, CA
 San Juan College, NM
 Sandersville Technical College, GA
 Santa Fe Community College, FL
 Sauk Valley Community College, IL
 Savannah Technical College, GA
 Schoolcraft College, MI
 Scott Community College, IA
 Scottsdale Community College, AZ
 Seattle Central Community College, WA
 Seminole Community College, FL
 Seward County Community College, KS
 Shoreline Community College, WA
 Sitting Bull College, ND
 South Central Tech. College, MN
 South Plains College, TX
 Southern Maine Community College, ME
 Southwest Kansas Technical School, KS
 Southwestern College, CA
 Southwestern Community College, NC
 Spartanburg Technical College, SC
 St. Clair County Community College, MI
 State Fair Community College, MO
 Texas State Technical College - Harlingen, TX
 Texas State Technical College - Sweetwater, TX
 Taft College, CA
 Terra Community College, OH
 The Christ Hospital School, OH
 The College of the Bahamas, BH
 Trenholm State Technical College, AL
 Tusla Community College, OK
 University of Hawaii Kauai Community College, HI
 University of Alaska - Bristol Bay, AK
 University of Alaska - Chukchi, AK
 University of Alaska - Interior/Aleutians, AK
 University of Alaska - Kenai/Kachemak, AK
 University of Alaska - Kodiak, AK
 University of Alaska - Kuskokwim, AK
 University of Alaska - Mat-Su, AK
 University of Alaska - Northwest, AK
 University of Alaska - Sitka, AK
 University of Alaska - Tanana, AK
 University of Arkansas Community College at Morrilton, AR
 University of Akron-Wayne College, OH
 Universal Technology College, PR
 Victor Valley College, CA
 West Virginia University at Parkersburg, WV
 Warren County Community College, NJ
 Washington County Technical College, ME
 Waubensee Community College, IL
 West Georgia Technical College, GA
 Western Dakota Technical Institute, SD
 Western Nebraska Community College, NE
 Western Wisconsin Technical College, WI

Western Wyoming Community College, WY
 Wichita Area Technical College, KS
 Williamson Free School Mechanical Trades, PA
 Williston State College, ND
 Wilson Technical Community College, NC
 Wisconsin Indianhead Technical, WI
 Wright State University Lake Campus, OH
 York County Community College, ME

Community, Junior, and Technical Colleges (Institutional Priorities Survey)

Albuquerque TVI Community College, NM
 American Institute of Business, IA
 Appalachian Technical College, GA
 Augusta Technical College, GA
 Bakersfield College, CA
 Baltimore City Community College, MD
 Bergen Community College, NJ
 Black Hawk College, IL
 Burlington County College, NJ
 Calhoun Community College, AL
 Central Georgia Technical College, GA
 Central Texas College, TX
 Centralia College, WA
 College of the Mainland, TX
 Coosa Valley Technical College, GA
 County College of Morris, NJ
 Court Reporting Institute, TX
 Eastern Idaho Tech College, ID
 Edmonds Community College, WA
 El Paso Community College, TX
 Flathead Valley Community College, MT
 Florence Darlington Technical College, SC
 Gadsden State Community College, AL
 Gloucester County College, NJ
 Great Basin College, NV
 Gwinnett Technical College, GA
 Heart of Georgia Technical College, GA
 Hudson County Community College, NJ
 Illinois Eastern Community College Olney Central, IL
 Lake Superior College, MN
 Lamar State College - Port Arthur, TX
 Little Priest Tribal College, NE
 Minnesota State Community & Technical College, MN
 Madisonville Community College, KY
 Manatee Community College, FL
 Marion Technical College, OH
 McIntosh College, NH
 Mitchell Technical Institute, SD
 Montana Tech College-South, MT
 Montgomery County Community College, PA
 Morton College, IL
 North Hennepin Community Col, MN
 Northeast Kansas Technical College, KS
 Northland Community College, MN
 Northwest Technical College, MN
 Northwestern Technical College, GA
 Ocean County College, NJ
 Ogeechee Technical College, GA

Ouachita Technical College, AR
 Pearl River Community College, MS
 Pennsylvania Highlands CC, PA
 Piedmont Community College, NC
 Pima County Community College District, AZ
 Robeson Community College, NC
 Saginaw Chippewa Tribal College, MI
 Saint Paul College, MN
 Sandersville Technical College, GA
 Savannah Technical College, GA
 Schoolcraft College, MI
 Seattle Central Community College, WA
 Shoreline Community College, WA
 South Central Technical College, MN
 Southwestern Community College, NC
 Spartanburg Technical College, SC
 St. Luke's College, MO
 Trenholm State Technical College, AL
 University of Alaska - Bristol Bay, AK
 University of Alaska - Chukchi, AK
 University of Alaska - Interior/Aleutians, AK
 University of Alaska - Kenai/Kachemak, AK
 University of Alaska - Kodiak, AK
 University of Alaska - Kuskokwim, AK
 University of Alaska - Mat-Su, AK
 University of Alaska - Northwest, AK
 University of Alaska - Sitka, AK
 University of Alaska - Tanana, AK
 Universal Technology College, PR
 Warren County Community College, NJ
 Western Wyoming Community College, WY
 Westwood College - CHD, IL
 Westwood College - CHL, IL
 Westwood College - CHO, IL
 Westwood College - CHR, IL
 Westwood College - DLD, TX
 Westwood College - DLF, TX
 Westwood College - DNN, CO
 Westwood College - DNS, CO
 Westwood College - DNX, CO
 Westwood College - HNX, TX
 Westwood College - LAA, CA
 Westwood College - LAI, CA
 Westwood College - LAL, CA
 Westwood College - LAW, CA
 Westwood College - LAX, CA
 White Earth Tribal & Community College, MN
 Wichita Area Tech College, KS
 Wilson Technical Community College, NC

Career and Private Schools (Student Satisfaction Inventory)

Andover College, ME
 Bay State College, MA
 Benjamin Franklin Institute, MA
 Brown College, MN
 Chatfield College, OH
 Concordia Seminary, MO
 Concordia Theological - Ft. Wayne, IN
 Cooking & Hospitality Institute, IL
 Court Reporting Institute, TX
 Daymar College - Albany, NY

Daymar College - Louisville, KY
 Daymar College - Morgantown, KY
 Daymar College - Owensboro, KY
 Draughons Junior College - Bowling Green, KY
 Draughons Junior College - Clarksville, TN
 Draughons Junior College - Clinton, KY
 Draughons Junior College - Hopkinsville, KY
 Draughons Junior College - Murfreesboro, TN
 Draughons Junior College - Nashville, TN
 Harris School of Business, NJ
 Hawaii Business College, HI
 Heald College, Concord, CA
 Heald College, Fresno, CA
 Heald College, Hayward, CA
 Heald College, Honolulu, HI
 Heald College, Portland, OR
 Heald College, Roseville, CA
 Heald College, Sacramento, CA
 Heald College, Salinas, CA
 Heald College, San Francisco, CA
 Heald College, San Jose, CA
 Heald College, Stockton, CA
 Johnson & Wales University, SC
 Katharine Gibbs School - NY, NY
 Kendall College, IL
 Laurel Business Institute, PA
 Lincoln Tech Institute - Allentown, PA
 Lincoln Technical Institute, PA
 Lincoln Technical Institute, NJ
 Lincoln Technical Institute - Union, NJ
 McIntosh College, NH
 Mercy College of Northwest Ohio, OH
 Missouri College, MO
 Paducah Technical College, KY
 Pima Medical Institute - Albuquerque, NM
 Pima Medical Institute - Chula Vista, CA
 Pima Medical Institute - Colorado Springs, CO
 Pima Medical Institute - Denver, CO
 Pima Medical Institute - Las Vegas, NV
 Pima Medical Institute - Mesa, AZ
 Pima Medical Institute - Seattle, WA
 Pima Medical Institute - Tucson, AZ
 SUNY College at Brockport, NY
 Saint Francis Career College, CA
 Sanford-Brown College - Collinsville, IL
 Sanford-Brown College - Fenton, MO
 Sanford-Brown College - Hazelwood, MO
 Sanford-Brown College - North Kansas, KS
 Sanford-Brown College - St. Charles, MO
 Sanford-Brown Institute - Cleveland, OH
 Sanford-Brown Institute - Dallas, TX
 Sanford-Brown Institute - Houston, TX
 Sanford-Brown Institute - Houston North, TX
 St. Luke's College, MO
 The Art Institute of Phoenix, AZ
 The Cittone Institute - Edison, NJ
 The Cittone Institute - Laurel, PA
 The Cittone Institute - Northeast Philadelphia, PA
 The Cittone Institute - Paramus, PA
 The Cittone Institute - Philadelphia, PA
 The Cittone Institute - Plymouth, PA
 The College of Westchester, NY
 The Restaurant School, PA
 The Salter School, MA
 Universal Technology College, PR
 Virginia College, VA

Watkins College of Art & Design, TN
 Western School of Health, PA
 Western School of Health & Business, PA
 Westwood College - CHD, IL
 Westwood College - CHL, IL
 Westwood College - CHO, IL
 Westwood College - CHR, IL
 Westwood College - DLD, TX
 Westwood College - DLF, TX
 Westwood College - DNN, CO
 Westwood College - DNS, CO
 Westwood College - DNX, CO
 Westwood College - HNX, TX
 Westwood College - LAA, CA
 Westwood College - LAI, CA
 Westwood College - LAL, CA
 Westwood College - LAW, CA
 Westwood College - LAX, CA
 White Earth Tribal & Community College, MN



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Guelph, Ontario

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