

2012 National Research Report

National Student Satisfaction and Priorities Report

Special report on career and private schools

Tracking student satisfaction and priorities is an important task for many college campuses, especially in challenging economic times when resources cannot afford to be wasted. When campuses understand the priorities of their students, resources can be used efficiently and effectively. Student satisfaction is a key component of student life and learning, a gauge of whether an institution is providing an experience that students deem worthwhile. By simultaneously assessing satisfaction and priorities, campuses can determine which areas demand their attention and make decisions that will have the greatest impact on the student experience.

Career and private schools provide educational opportunities to a growing number of students, often serving diverse populations, including students of color and non-traditional students. In recent years, this higher education sector has been under additional scrutiny by accreditation agencies and the U.S. government. But what do the students enrolled at these colleges think of their experience? What are the priorities on a national level for career school students, and where are the schools meeting or failing to meet these expectations? What campus experiences have room for improvement and what initiatives need to be targeted to particular subpopulations at career and private schools?

This report examines the self-reported satisfaction and priorities of students enrolled at career and private schools, providing an assessment of student views on the quality of life and learning at these campuses.



The 2012 study

The 2012 *National Student Satisfaction and Priorities Report* presents the responses to the Noel-Levitz Student Satisfaction Inventory™ (SSI) from more than 870,000 students at 1,143 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 2009 through the spring of 2012. These results include the combination of data from institutions using both the original Form A version of the SSI as well as the shorter Form B version.

This year's study presents the overall satisfaction levels across institutional types, with a special emphasis on the experiences of more than 181,000 students at 315 two-year career and private schools. The following career school findings stand out:

- Career and private schools were tied with four-year public institutions for having the lowest overall satisfaction scores (54 percent), behind four-year private institutions and community colleges.
- When asked, if they had to do it all over again, would they re-enroll at their current institutions, only 54 percent of career school students said yes, the lowest percentage across the four institution types.
- Sixty-three percent of students at career schools indicated that their current institution was their first choice, a key indicator of student satisfaction.
- Male students were more satisfied than female students with their overall career school experience; at other institution types, females were consistently more satisfied.
- Students were generally satisfied with advising at career schools, but there were mixed perceptions across the demographic subgroups regarding the overall quality of instruction.
- Career school students indicated that there is room for improvement with tuition being a worthwhile investment and the identification of financial resources for their educations.
- Across the board, future enrollment opportunities were the number-one enrollment factor, followed closely by the availability of financial aid.
- Performance gaps between importance and satisfaction scores declined in four out of five years between 2007-2008 and 2011-2012, with 2009-2010 being the one exception.

This report focuses on the career and private school data set from 2012. The 2011 report focused on four-year private colleges and universities, while the 2010 report focused on the community college results; the 2013 report will focus on four-year public institutions.



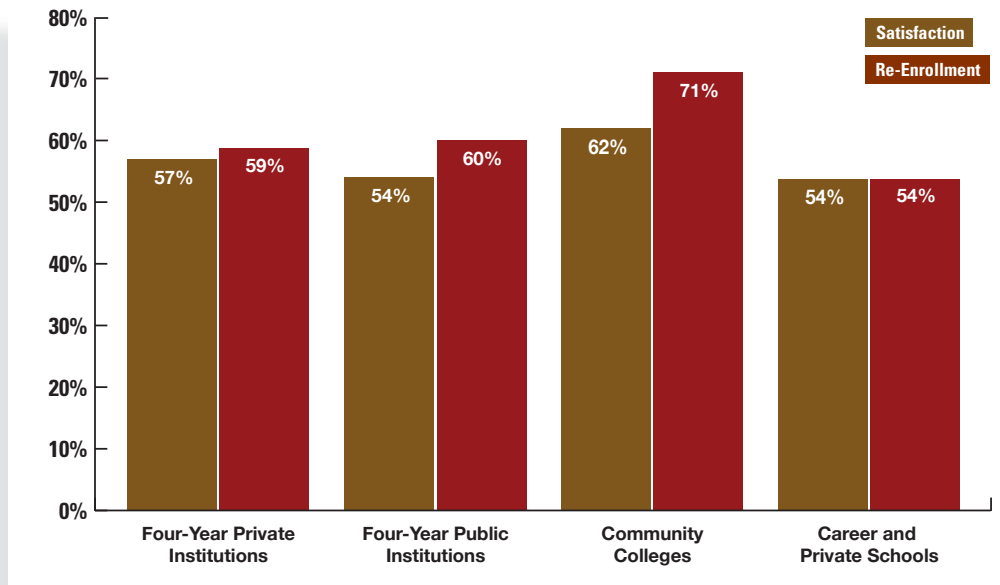
The survey instrument

The Student Satisfaction Inventory measures the satisfaction and priorities of students on a wide range of issues related to college life and learning. The results allow campuses to identify areas of strength, where students report high satisfaction in areas of high priority, and campus challenges, where students indicate low satisfaction in areas of high priority. The instrument has high reliability and validity, and more than 2,400 campuses have administered it since its release in 1994. It has versions specific to four-year colleges and universities, community colleges, and two-year career and private schools to better capture the experiences of students at these types of institutions. The SSI is part of the Satisfaction-Priorities Survey Suite, which includes surveys for campus personnel, adult students, online learners, and parents of currently enrolled students.

Satisfaction and likelihood to re-enroll: The overall results

More than half of students at each of the four institution types indicated they were satisfied or very satisfied with their overall experience at their institution. At four-year private and public schools and community colleges, a slightly higher percentage of students indicated that they would probably or definitely re-enroll at the school if they had it to do over again. (At career schools, overall satisfaction and likelihood to re-enroll percentages were the same).

Percentage of students who were satisfied with overall college experience and who would re-enroll at current institutions



How these results were measured

While the Student Satisfaction Inventory surveys a whole range of campus items, the general satisfaction results in this report are based on two summary items at the end of the survey.

Rate your overall satisfaction with your experience here thus far.

1. Not satisfied at all
2. Not very satisfied
3. Somewhat dissatisfied
4. Neutral
5. Somewhat satisfied
6. Satisfied
7. Very satisfied

The percentage indicated in this report reflects students who answered 6 (satisfied) or 7 (very satisfied).

All in all, if you had it to do over again, would you re-enroll here?

1. Definitely not
2. Probably not
3. Maybe not
4. I don't know
5. Maybe yes
6. Probably yes
7. Definitely yes

The percentage indicated in this report reflects students who answered 6 (probably yes) or 7 (definitely yes).

A closer look at satisfaction levels for career and private schools

Career and private schools reflect satisfaction percentages lower than community colleges, with an even greater discrepancy reflected in the re-enrollment percentages. Community colleges have historically had the highest responses for these items, possibly because the lower tuition and expenses for these institutions create a greater sense of perceived value. The overall satisfaction levels at career schools are equal to the satisfaction scores at four-year public institutions, and slightly below the satisfaction levels at four-year private institutions. However, in both cases, the likelihood to re-enroll for students at career schools is lower than students at four-year institutions. This may be as a result of the overall perceived value for students at career schools.

Leaders at community colleges may want to monitor the perceptions of students at career and private institutions because community college students may be considering these institutions as local alternatives for their education. Leaders at four-year public and private institutions may also be competing with career schools for students in particular programs or among nontraditional populations, so it is also important for these leaders to monitor career school satisfaction levels.

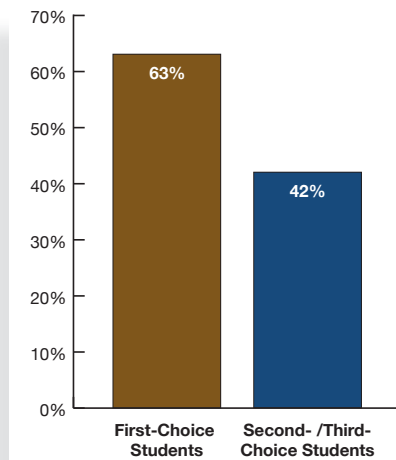
Let's take a closer look at students attending two-year career and private schools to determine what factors may be at play for overall satisfaction.

Institutional choice and student satisfaction

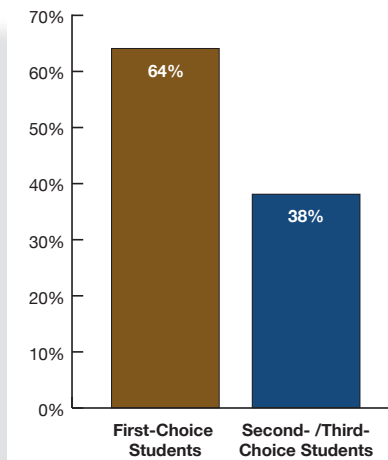
Institutional choice is a key indicator in student satisfaction. Students attending their first-choice institutions tend to have higher student satisfaction levels.

Among students at career and private schools, 63 percent reported that their current institution was their first choice, compared to 70 percent at community colleges, 64 percent at four-year private institutions, and 62 percent at four-year public institutions.

Career and Private School Institutional Choice Satisfaction



Career and Private School Institutional Choice Re-Enrollment



At career and private schools, 63 percent of first-choice students indicated they were satisfied or very satisfied with their experiences, while only 42 percent of second-/third-choice students indicated that they were satisfied. The re-enrollment perceptions reflect an even larger disparity, with 64 percent of first-choice students saying they would definitely or probably re-enroll, compared to only 38 percent of those students at their second or third choice. Because college choice is such a strong indicator of student satisfaction and perceived likelihood to re-enroll, colleges may want to survey their own students for college choice. If students indicate that their current school was their second or third choice, campuses should make an effort to reach out to those students with targeted messages to make them feel like they still made the right college choice.

Which career and private subpopulations report higher satisfaction and a likelihood to re-enroll?

The variations in responses by sub-populations illustrate the importance of surveying different student segments.

A review of the satisfaction and likelihood percentages reflects the mindset of the subpopulations at today's career and private schools. The leadership at these institutions can use this analysis to better understand the perceptions of their student populations and see the potential impact on the overall campus satisfaction levels if one subpopulation is overrepresented in the survey or on the campus.

Satisfaction/re-enrollment likelihood by student subpopulation

Category	Subpopulation	Higher Satisfaction
Age	24 and younger	
	25 and older	✓
Gender	Female	
	Male	✓
Ethnicity/race	Caucasian/White	✓
	Students of color	
GPA	3.0 and above	✓
	2.99 or below	
Class level	First year	✓
	Second year	
Employment	Employed full-time off campus	
	Employed part-time off campus	
	Not employed	✓
Enrollment status	Full-time enrollment	✓
	Part-time enrollment	
Educational goal	Diploma/certificate	
	Associate degree	✓

Interesting observations:

- While the overall satisfaction levels were comparable for both age groups, students age 25 and older indicated a significantly higher likelihood to re-enroll if they had it to do over again. This may indicate that nontraditional students have a greater sense of "fit" at career schools.
- Typically, female students reflect significantly higher levels of satisfaction and likelihood to re-enroll at four-year and two-year institutions. Despite females making up 77 percent of the total career school population represented in this data set, males at career schools were more satisfied and much more likely to re-enroll if they had to do it over again.
- There was no significant difference in the overall satisfaction levels for Caucasian students as compared with students of color, but Caucasians were significantly more likely to re-enroll. Students of color were the majority with 58 percent of the total student population in this data set.
- Students with higher GPAs were significantly more satisfied and likely to re-enroll than students with lower GPAs. This comparison has some of the greatest differences in perception of experience and is consistent with observations made at other institution types.

- Compared to second-year students, first-year students were more satisfied and much more likely to indicate that they would re-enroll (56 percent). Only 48 percent of second-year students indicated they would re-enroll, which is a concerning figure as students prepare to graduate from these institutions.
- Students who were not employed were significantly more satisfied and likely to re-enroll than students who were employed full-time or part-time off campus. This suggests students who are not working may be more focused on their current school experience and how it will assist them with future employment opportunities.
- Students enrolled full-time at career schools were slightly more satisfied and more likely to re-enroll than students enrolled part-time. This difference may be somewhat influenced by the non-employed students who were enrolled full-time.
- Students with an educational goal of an associate degree reported significantly higher satisfaction and likelihood to re-enroll as compared with students with a diploma or certificate degree goal. The higher degree goal may reflect corresponding satisfaction levels.

Strengths and challenges at career and private schools

The individual items on the Student Satisfaction Inventory reveal areas of relative strength and challenge. Strengths are identified as high importance and high satisfaction areas, while challenges are defined as items with high importance and lower satisfaction.

For purposes of this report, items are clustered into categories. These categories do not necessarily reflect the scales in the standard SSI reports. The strengths and challenges are reflected within these cluster areas, allowing for analysis on general areas of interest. This report reflects the areas of strength and challenge that are consistent across the majority of the subpopulations, along with items of unique strength or challenge.

Campuses use the strength and challenge indicators to help guide their decision making. Strengths provide an opportunity for celebration and positive reinforcement on campus. Challenges provide opportunities to focus resources and dialogue around students' top concerns. Campuses that are actively using their satisfaction survey results to guide decision making tend to see improved satisfaction scores for their students as well as improved retention on their campus (2012 Satisfaction-Priorities Client Survey).

Defining strengths and challenges

Strengths are items in the top half of importance and the upper quartile of satisfaction. Challenges are items in the top half of importance and the bottom quartile of satisfaction, or in the top half of importance and the top quartile of the performance gap. The performance gap is calculated by subtracting the satisfaction score from the importance score. The larger the gap, the greater the discrepancy between what matters to students and how the institution is performing. The smaller the gap, the better the institution is doing at meeting students' expectations.

Instructional effectiveness and academic advising

This combined category measures students' academic experiences and their interactions with academic advisors.

Student satisfaction with instructional effectiveness and academic advising

Category	Strength	Challenge
My academic advisor is knowledgeable about my program requirements.	✓	
My academic advisor is available when I need help.	✓	
I receive ongoing feedback about progress toward my goals.		✓
Faculty are fair and unbiased in their treatment of individual students.		✓
The equipment in the lab facilities is kept up to date.		✓

Students at career and private colleges gave positive reviews on two key areas of their advising experience, but indicated that there was room for improvement with receiving ongoing feedback on progress toward their goals. It is interesting to note that no instruction-related items were considered strengths to the population as a whole.

The item on faculty being fair and unbiased as well as the item on receiving ongoing feedback have been identified as challenge areas at other institution types. It has also been observed that students in healthcare programs, which make up a large portion of the career school offerings, are especially critical of faculty fairness, perhaps because of the number of clinical reviews and lab assignments. Along those same lines, there is also room for improvement at career schools regarding the equipment in the various lab facilities, which provide a critical support element to the classroom instruction.

Two instructional-related items were considered strengths by several subpopulations, as this chart illustrates.

Instructional effectiveness: Subpopulation comparisons

Among key populations, career schools were meeting student expectations related to instruction.

Category	The quality of instruction in most classes is excellent.	Most classes deal with practical experiences and applications.
Males	Strength	
Females		Strength
25 and older	Strength	
Students of color	Strength	
Caucasian/White		Strength
Institution was first choice		Strength
GPA 3.0 and above	Strength	Strength
First-year students	Strength	Strength
Employed full-time	Strength	
Not employed	Strength	Strength
Part-time enrollment	Strength	Strength
Morning enrollment		Strength
Evening enrollment	Strength	
Diploma/certificate	Strength	Strength

Among some key populations, career schools were meeting student expectations in the areas of quality instruction and providing practical experiences in the classroom. There are additional opportunities for career schools to expand on these perceptions with the broader population.

Admissions and financial aid services

These items reflect students' experiences with the admissions process and financial aid services.

Student satisfaction with admissions and financial aid services

Category	Strength	Challenge
Financial aid counseling is available if I need it.	✓	
Admissions staff provide personalized attention prior to enrollment.	✓	
This institution helps me identify resources to finance my education.		✓

While personalized attention prior to enrollment is considered a strength for the data set as a whole, four subpopulations *did not* indicate it as a strength: Males; second-year students; associate degree students; and Caucasian/White students. This was because this item was not considered a top priority for these students, not because they were not satisfied with their experience.

Career schools are doing a good job of providing financial aid counseling and making students aware of its availability, but there is room for improvement in identifying potential resources for funding the education for students. These resources may include outside scholarship opportunities, as well as school-supported financial aid. This item was universally identified as a challenge across all populations.

Campus climate

These items measure the extent to which the institution provides experiences that promote a sense of campus pride and belonging.

Student satisfaction with campus climate

Category	Strength	Challenge
The school is safe and secure for all students.	✓	
Students are made to feel welcome here.	✓	
Tuition paid is a worthwhile investment.		✓

Campus climate has a strong correlation with overall satisfaction.

Only first-year students and diploma/certificate students did not indicate that the campus being safe and secure was a strength. In both cases, the items were right on the border of having high enough satisfaction scores to qualify as a strength.

It is interesting to note that ALL subpopulations indicated that “Students are made to feel welcome here” was a strength. This reflects a feeling of inclusiveness that career and private schools are offering their populations.

The perception that “Tuition paid is a worthwhile investment” is viewed as a challenge across all demographic subpopulations at career and private schools. This item is also typically identified as a challenge for students at four-year private and public institutions. While the rising cost of attending any private institution is certainly a factor, this issue can also be one of perception, and campuses can work to address this perception of the return on investment for tuition. This may become a more standard practice with expectations regarding gainful employment. To help shift the perception of tuition value, institutions often promote the success of their alumni, the opportunities that are available to currently enrolled students, and the quality of the overall academic experience.

Registration services

These items relate to the registration processes for students.

Student satisfaction with registration services

Category	Strength	Challenge
Classes are scheduled at times that are convenient for me.	✓	
There are sufficient courses within my program of study available each term.	✓	
Registration processes and procedures are convenient.	✓	

Students 25 years of age and older as well as students employed full-time did not indicate that the availability of courses each term is a strength. Again, these items almost scored well enough to be strengths. These two populations may have extra pressures to find course options with the addition of home and work responsibilities. Male students and students with GPAs over 3.0 also did not rate this item as a strength. Males also disagreed that registration processes being convenient was a strength. Otherwise, the rest of the subpopulations were in agreement.

Career and private schools are delivering on the class access issue based on the general perceptions of their students. This is an area where they excel as compared with four-year and two-year public institutions.

Trends over the past five years at career and private schools

The scale scores provide an opportunity to monitor trends over time. A complete table of five-year trend data can be found in the appendix on page 15. The following trends have been compiled as a snapshot over the past five academic years:

- Importance scores—Generally trending up over all five years.
- Satisfaction scores—Following the same upward trend for four out of five years, with a slight dip in 2009-2010.
- Performance gaps—Trending down for four out of five years, with a slight jump in the 2009-2010 academic year (matching the decrease in satisfaction scores that year).

With performance gaps all under 1.0 for the most current academic year, career and private schools are improving and appear to be meeting the expectations of their students. Trends over multiple years are further analyzed in the Noel-Levitz study of *15-Year Satisfaction Trends at Career and Private Institutions*, published in July 2011 and available at www.noellevitz.com/15year.

Enrollment factors at career and private schools

The Student Satisfaction Inventory also captures importance scores on eight items that factor into the students' decisions to enroll. The following chart lists these items in rank order of importance for students at career and private schools:

Enrollment factors: Career and private schools*

Rank	Enrollment Factor	Importance Score
1	Future career opportunities	6.59
2	Financial assistance	6.49
3	Academic reputation	6.38
4	Cost	6.29
5	Distance from campus	6.18
6	Campus visits	6.15
7	Information on the campus Web site	6.03
8	Personal recommendations	5.92

* Importance scores are based on a scale of 1 to 7, with 7 being high.

All factors had some level of importance, but students certainly had their eye to the future with the emphasis on career opportunities. Financial assistance remained an important factor as well, as noted earlier with the high expectations on financial aid services. Rounding out the top three was academic reputation, which continues to carry a lot of weight for career school students. The rank order of these eight items was consistent across all of the demographic subpopulations.

Noel-Levitz published additional reports focusing on enrollment factors for traditional students and nontraditional students in 2012 which are available at www.noellevitz.com/Factors2012.

Future career opportunities is the number-one factor in the decision to enroll.

While many campuses are addressing similar issues, colleges are encouraged to survey their own students to determine the specific priorities at their own institution.

Closing ideas: Assessment and benchmarking often show the way to greater institutional success

National satisfaction-priorities benchmarks offer a broad picture of what is happening at campuses. However, they have the greatest value when combined with regular, systematic campus assessment. Individual campus results capture the truly unique experience of each campus, while also pointing out strengths and challenges of a specific campus. These internal benchmarks offer the greatest assessment of the student experience at your campus. Data from these assessments can provide bottom-line perceptions and specific details on what should be the most pressing campus priorities. Each campus can dig into their own results further, analyzing demographic subgroups and devising initiatives that will improve the student experience for every student subpopulation.

By using a combination of national benchmarks and individual assessment data, campuses can focus their resources and initiatives more precisely, improving student life and learning as well as fulfilling their institutional missions.

Career and private schools should assess their students' satisfaction regularly and develop a plan to actively respond to the identified priorities as part of a continuous commitment to improving quality. The process includes surveying students, reviewing and sharing the results, responding to the data with new initiatives, and closing the feedback loop by communicating what has been accomplished. This process should continue on an annual or every-other-year cycle.

While these findings outline significant issues from the *2012 National Student Satisfaction-Priorities Report*, they are just some of the results. For additional results for four-year private institutions, four-year public institutions, and community colleges, visit www.noellevitz.com/Benchmark.

Appendix I. List of schools

Allied Medical-Forty Fort, PA	Brown Mackie College-Salina, KS	Empire Beauty-Bloomfield, NJ
All-State Career School-Baltimore, MD	Brown Mackie College-San Antonio, TX	Empire Beauty-Bloomington, MN
All-State Career School-Essington, PA	Brown Mackie College-South Bend, IN	Empire Beauty-Bordentown, NJ
All-State Career School-Pittsburgh, PA	Brown Mackie College-St. Louis, MO	Empire Beauty-Boston, MA
American InterContinental University-Atlanta, GA	Brown Mackie College-Tucson, AZ	Empire Beauty-Brooklyn, NY
American InterContinental University-Houston, TX	Brown Mackie College-Tulsa, OK	Empire Beauty-C. Tucson, AZ
American InterContinental University-London, England	Bryant & Stratton-Albany, NY	Empire Beauty-Caribou, ME
American InterContinental University-South Florida, FL	Bryant & Stratton-Amherst, NY	Empire Beauty-CC Philadelphia, PA
Anthem Career College-Memphis, TN	Bryant & Stratton-Bayshore, WI	Empire Beauty-Chandler, AZ
Anthem Career College-Nashville, TN	Bryant & Stratton-Buffalo, NY	Empire Beauty-Charlotte, NC
Anthem College-Atlanta, GA	Bryant & Stratton-Cleveland, OH	Empire Beauty-Cherry Hill, NJ
Anthem College-Dallas, TX	Bryant & Stratton-Eastlake, OH	Empire Beauty-Cincinnati, OH
Anthem College-Denver, CO	Bryant & Stratton-Greece, NY	Empire Beauty-Concord, NC
Anthem College-Fenton, MO	Bryant & Stratton-Hampton, VA	Empire Beauty-Dunwoody, GA
Anthem College-Kansas City, MO	Bryant & Stratton-Henrietta, NY	Empire Beauty-Durham, NC
Anthem College-Maryland Heights, MO	Bryant & Stratton-Milwaukee, WI	Empire Beauty-East Greensboro, NC
Anthem College-Milwaukee, WI	Bryant & Stratton-Orchard Park, NY	Empire Beauty-Eden Prairie, MN
Anthem College-Minnesota, MN	Bryant & Stratton-Parma, OH	Empire Beauty-Elizabethtown, KY
Anthem College-Orlando, FL	Bryant & Stratton-Richmond, VA	Empire Beauty-Exton, PA
Anthem College-Phoenix, AZ	Bryant & Stratton-Syracuse North, NY	Empire Beauty-Flagstaff, AZ
Anthem College-Portland, OR	Bryant & Stratton-Syracuse, NY	Empire Beauty-Florence, KY
Anthem College-Sacramento, CA	Bryant & Stratton-Virginia Beach, VA	Empire Beauty-Framingham, MA
Anthem Institute-Cherry Hill, NJ	Bryant & Stratton-Wauwatosa, WI	Empire Beauty-Grand Rapids, MI
Anthem Institute-Jersey City, NJ	Calvary Bible Institute, DC	Empire Beauty-Green Bay, WI
Anthem Institute-Las Vegas, NV	Central Florida College-Largo, FL	Empire Beauty-Gwinnett, GA
Anthem Institute-Manhattan, NJ	Central Florida College-Winter, FL	Empire Beauty-Hanover Park, IL
Anthem Institute-North Brunswick, NJ	City College of Altamonte, FL	Empire Beauty-Harrisburg, PA
Anthem Institute-Parsippany, NJ	City College of Ft. Lauderdale, FL	Empire Beauty-Hyannis, MA
Anthem Institute-Springfield, PA	City College of Gainesville, FL	Empire Beauty-Indianapolis, IN
Berdan Institute, NJ	City College of Hollywood, CA	Empire Beauty-Jackson, TN
Bon Secours Memorial College, VA	City College of Miami, FL	Empire Beauty-Jersey City, NJ
Brown College, MN	Concordia Seminary, MO	Empire Beauty-Kennesaw, GA
Brown Mackie College-Akron, OH	Concordia Theological-Fort Wayne, IN	Empire Beauty-Lakewood, CO
Brown Mackie College-Albuquerque, NM	Daymar College-Albany, NY	Empire Beauty-Lancaster, PA
Brown Mackie College-Atlanta, GA	Daymar College-Bellevue, KY	Empire Beauty-Lauderhill, FL
Brown Mackie College-Birmingham, AL	Daymar College-Bowling Green, KY	Empire Beauty-Laurel Springs, NJ
Brown Mackie College-Boise, ID	Daymar College-Chillicothe, OH	Empire Beauty-Lebanon, PA
Brown Mackie College-Cincinnati, OH	Daymar College-Clinton, KY	Empire Beauty-Lehigh Valley, PA
Brown Mackie College-Findlay, OH	Daymar College-Jackson, OH	Empire Beauty-Lisle, IL
Brown Mackie College-Fort Wayne, IN	Daymar College-Lancaster, OH	Empire Beauty-Littleton, CO
Brown Mackie College-Greenville, SC	Daymar College-Louisville East, KY	Empire Beauty-Louisville/Chenowet, KY
Brown Mackie College-Hopkinsville, KY	Daymar College-Louisville South, KY	Empire Beauty-Louisville/Dixie, KY
Brown Mackie College-Indianapolis, IN	Daymar College-Madisonville, KY	Empire Beauty-Louisville/Highland, KY
Brown Mackie College-Kansas City, KS	Daymar College-New Boston, OH	Empire Beauty-Louisville/Hurstbough, KY
Brown Mackie College-Louisville, KY	Daymar College-Owensboro, KY	Empire Beauty-Lowell, MA
Brown Mackie College-Merrill, IN	Daymar College-Paducah, KY	Empire Beauty-Madison, WI
Brown Mackie College-Miami, FL	Daymar College-Rockport, IN	Empire Beauty-Malden, MA
Brown Mackie College-Miami, FL	Daymar College-Russellville, KY	Empire Beauty-Manhattan, NY
Brown Mackie College-Michigan, IN	Daymar College-Scottsville, KY	Empire Beauty-Manitowoc, WI
Brown Mackie College-North Canton, OH	Daymar Institute-Clarksville, TN	Empire Beauty-Matthews, NC
Brown Mackie College-Northern Kentucky, KY	Daymar Institute-Murfreesboro, TN	Empire Beauty-Memphis/Coleman, TN
Brown Mackie College-Oklahoma City, OK	Daymar Institute-Nashville, TN	Empire Beauty-Memphis/Colonial, TN
Brown Mackie College-Phoenix, AZ	Denver School of Nursing, CO	Empire Beauty-Memphis/Highland, TN
Brown Mackie College-Quad Cities, IA	Ecotech Institute, CO	Empire Beauty-Midlothian, VA
	Empire Beauty-Appleton, WI	Empire Beauty-Milwaukee, WI
	Empire Beauty-Arlington Heights, IL	Empire Beauty-Monroeville, PA
	Empire Beauty-Arvada, CO	Empire Beauty-Morrow, GA
	Empire Beauty-Aurora, CO	Empire Beauty-N. Tucson, AZ
	Empire Beauty-Avondale, AZ	Empire Beauty-Nashville, TN
	Empire Beauty-Bangor, ME	

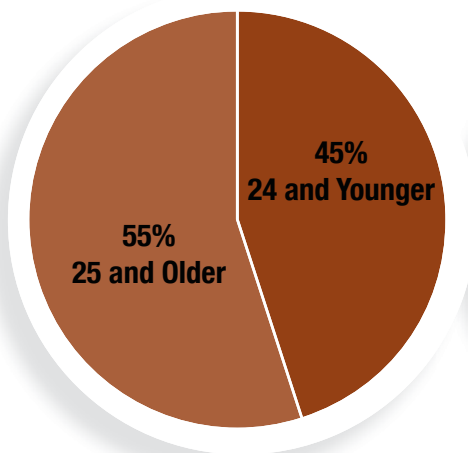
Empire Beauty-NE Philadelphia, PA
Empire Beauty-North Hills, PA
Empire Beauty-NW Phoenix, AZ
Empire Beauty-Ocean Township, NJ
Empire Beauty-Owings Mills, MD
Empire Beauty-Paradise Valley, AZ
Empire Beauty-Paramus, NJ
Empire Beauty-Peekskill, NY
Empire Beauty-Pineville, NC
Empire Beauty-Portage, MI
Empire Beauty-Portland, ME
Empire Beauty-Pottsville, PA
Empire Beauty-Prescott, AZ
Empire Beauty-Providence, RI
Empire Beauty-Queens, NY
Empire Beauty-Reading, PA
Empire Beauty-Richmond, VA
Empire Beauty-Savannah, GA
Empire Beauty-Shamokin Dam, PA
Empire Beauty-Speedway, IN
Empire Beauty-Spring Lake Park, MN
Empire Beauty-Springfield, PA
Empire Beauty-St. Paul, MN
Empire Beauty-Standale, MI
Empire Beauty-State College, PA
Empire Beauty-Thornton, CO
Empire Beauty-Union, NJ
Empire Beauty-Waltham, MA
Empire Beauty-Warminster, PA
Empire Beauty-Warwick, RI
Empire Beauty-Waterville, ME
Empire Beauty-West Greensboro, NC
Empire Beauty-West Mifflin, PA
Empire Beauty-West Palm Beach, FL
Empire Beauty-Williamsport, PA
Empire Beauty-Winston-Salem, NC
Empire Beauty-Wyoming Valley, PA
Empire Beauty-York, PA
Florida Career Institute-Mulberry, FL
Fortis College-Cincinnati, OH
Fortis College-Columbus, OH
Fortis College-Cuyahoga Falls, OH
Fortis College-Dayton, OH
Fortis College-Dothan, AL
Fortis College-Foley, AL
Fortis College-Indianapolis, IN
Fortis College-Landover, MD
Fortis College-Mobile, AL
Fortis College-Montgomery, AL
Fortis College-Norfolk, MD
Fortis College-Orange Park, FL
Fortis College-Phoenix, AZ

Fortis College-Ravenna, OH
Fortis College-Richmond, VA
Fortis College-Salt Lake City, UT
Fortis College-School of
Cosmetology, AL
Fortis Institute-Jacksonville, FL
Fortis Institute-Pensacola, OH
Fortis Institute-Scranton, PA
Fremont College, CA
Golf Academy of America-Orlando, FL
Golf Academy of America-Phoenix, AZ
Golf Academy of America-
San Diego, CA
Golf Academy of America-The
Carolinas, SC
Heald College-Concord, CA
Heald College-Fresno, CA
Heald College-Hayward, CA
Heald College-Honolulu, HI
Heald College-Modesto, CA
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
Lakeview College of Nursing, IL
Laurel Business Institute, PA
Lincoln College of New England, CT
Medix College-Smyrna, GA
Medix School-Towson, MD
Medix School-West, MD
MedVance Institute-Baton Rouge, LA
MedVance Institute-Cookeville, TN
MedVance Institute-Fort Lauderdale, FL
MedVance Institute-Grand Prairie, TX
MedVance Institute-Houston South, TX
MedVance Institute-Miami, FL
MedVance Institute-Nashville, TN
MedVance Institute-Palm Spring, FL
MedVance Institute-Stuart, FL
MedVance-Houston North, TX
Mercy College of Ohio, OH
Morrison University, NV
New School of Architecture and
Design, CA
Pacific College of Oriental Medicine, CA
Pima Medical Institute-
Albuquerque, NM
Pima Medical Institute-Chula Vista, CA

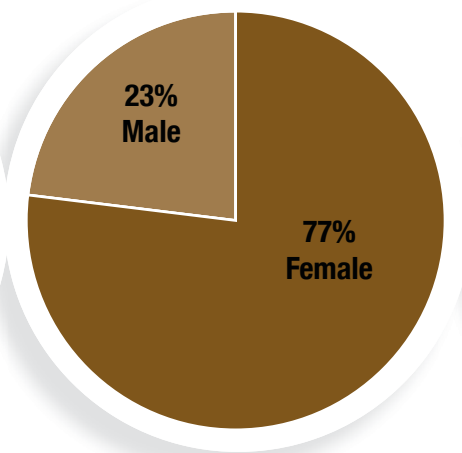
Pima Medical Institute-
Colorado Springs, CO
Pima Medical Institute-Denver, CO
Pima Medical Institute-Houston, TX
Pima Medical Institute-
Las Vegas, NV
Pima Medical Institute-Mesa, AZ
Pima Medical Institute-Renton, WA
Pima Medical Institute-Seattle, WA
Pima Medical Institute-South
Denver, CO
Pima Medical Institute-Tucson, AZ
Plaza College, NY
Salter College, MA
St. Paul's School of Nursing, NY
Sullivan University, KY
Taylor Business Institute, IL
Technical Career Institute-Miami, FL
Technical Career Institutes, NY
The Bryman School of Arizona, AZ
The Christ College of Nursing, OH
The College of Westchester, NY
The Restaurant School, PA
Tri-State Business Institute-Erie, PA
Tri-State Institute-Birmingham, AL
Utica School of Commerce, NY
Virginia College School of Business
and Health, TN
Virginia College-Augusta, GA
Virginia College-Austin, TX
Virginia College-Baton Rouge, LA
Virginia College-Biloxi, AL
Virginia College-Birmingham, VA
Virginia College-Charleston, SC
Virginia College-Columbia, SC
Virginia College-Columbus, OH
Virginia College-Greenville, SC
Virginia College-Huntsville, AL
Virginia College-Jackson, MS
Virginia College-Jacksonville, FL
Virginia College-Macon, GA
Virginia College-Mobile, AL
Virginia College-Montgomery, AL
Virginia College-Pensacola, AL
Virginia College-Richmond, VA
Virginia College-Savannah, VA
Virginia College-Spartanburg, SC
Watkins College of Art, Design &
Film, TN

Appendix II. Demographics for career and private schools

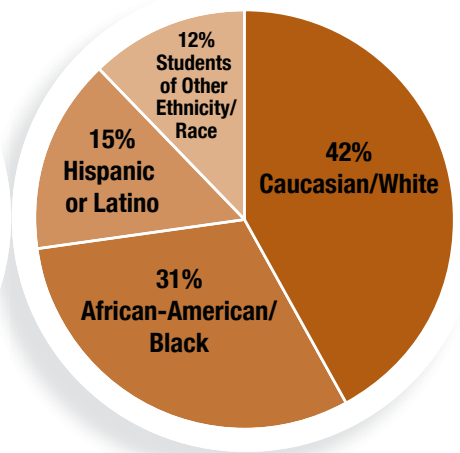
Age



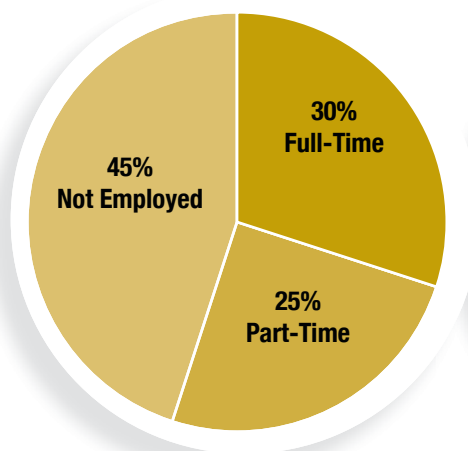
Gender



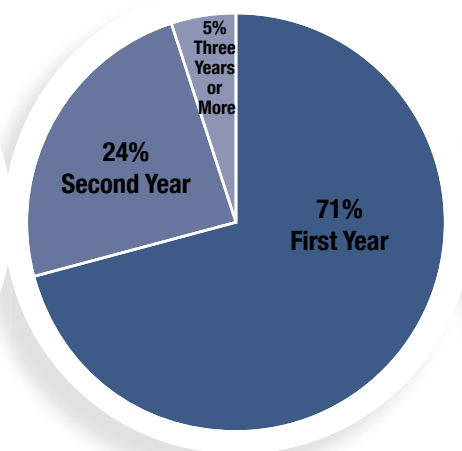
Ethnicity/Race



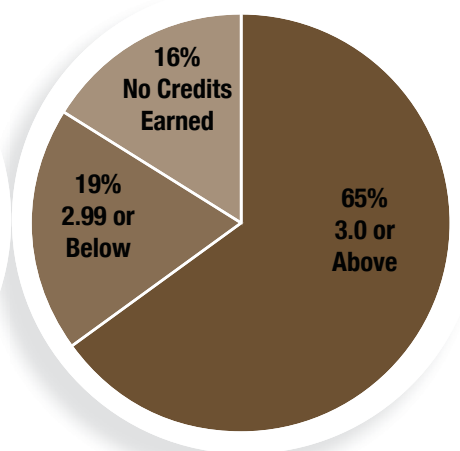
Employment



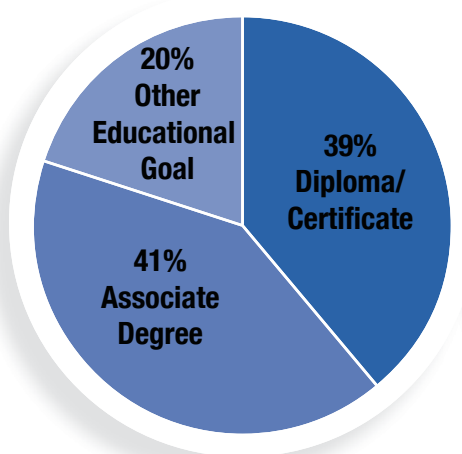
Class Level



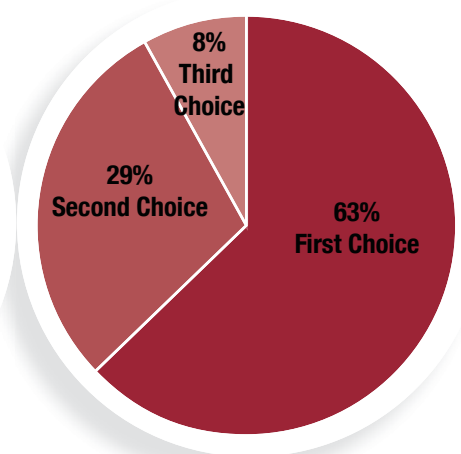
Current GPA



Educational Goal



Institutional Choice



Appendix III. Five-year trends at career and private schools

Scale	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Academic Advising Counseling					
Importance	6.12	6.20	6.21	6.27	6.30
Satisfaction	5.00	5.21	5.09	5.27	5.47
Performance Gap	1.12	0.99	1.12	1.00	0.83
Academic Services					
Importance	6.05	6.11	5.99	6.09	6.24
Satisfaction	4.94	5.11	4.78	5.05	5.45
Performance Gap	1.11	1.00	1.21	1.04	0.79
Admissions and Financial Aid					
Importance	6.15	6.23	6.22	6.27	6.30
Satisfaction	4.94	5.20	5.10	5.25	5.41
Performance Gap	1.21	1.03	1.12	1.02	0.89
Campus Climate					
Importance	6.11	6.17	6.19	6.24	6.27
Satisfaction	5.03	5.28	4.99	5.19	5.49
Performance Gap	1.08	0.89	1.20	1.05	0.78
Campus Support Services					
Importance	5.53	5.62	5.65	5.76	5.79
Satisfaction	4.59	4.79	4.60	4.82	5.06
Performance Gap	0.94	0.83	1.05	0.94	0.73
Concern for the Individual					
Importance	6.16	6.23	6.23	6.28	6.32
Satisfaction	4.99	5.23	5.00	5.19	5.46
Performance Gap	1.17	1.00	1.23	1.09	0.86
Instructional Effectiveness					
Importance	6.22	6.28	6.26	6.32	6.37
Satisfaction	5.17	5.39	5.14	5.33	5.59
Performance Gap	1.05	0.89	1.12	0.99	0.78
Registration Effectiveness					
Importance	6.12	6.19	6.14	6.21	6.27
Satisfaction	5.12	5.36	5.17	5.34	5.56
Performance Gap	1.00	0.83	0.97	0.87	0.71
Safety and Security					
Importance	5.92	6.01	5.99	6.06	6.12
Satisfaction	4.64	4.82	4.71	4.95	5.25
Performance Gap	1.28	1.19	1.28	1.11	0.87
Service Excellence					
Importance	6.05	6.10	6.09	6.15	6.21
Satisfaction	5.01	5.21	4.93	5.13	5.43
Performance Gap	1.04	0.89	1.16	1.02	0.78
Student Centeredness					
Importance	6.12	6.19	6.20	6.26	6.29
Satisfaction	5.14	5.40	5.12	5.31	5.60
Performance Gap	0.98	0.79	1.08	0.95	0.69

Student records: n=8,155 for 2007-2008; n=13,311 for 2008-2009; n=35,346 for 2009-2010; n=45,479 for 2010-2011; n=18,724 for 2011-2012

Questions about this report?

We hope you have found this report to be helpful and informative. If you have questions or would like more information about the findings, please contact Noel-Levitz at 1-800-876-1117 or e-mail ContactUs@noellevitz.com.

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