

2012 Research Report

National Parent Satisfaction and Priorities Report

Results from the new Parent Satisfaction Inventory™

- **Why parents are a critical group to survey to impact retention**
- **Parents' priorities for their children's college experiences**
- **Parent perspectives on institutional strengths and challenges**
- **Comparison of parent perceptions with student perceptions**
- **Data from more than 9,700 parents at 25 four-year institutions that participated in the first three years of the survey's availability**



To quickly find the priorities of parents, see pages 6-10.



The 2012 National Parent Satisfaction and Priorities Report

Results from the new Parent Satisfaction Inventory™

Introduction and Overview

The role of parent satisfaction in student retention

For decades, colleges and universities have placed a priority on assessing student satisfaction. The data from these assessments regularly feed into the planning activities for campus leadership. Student perceptions of what a campus is doing well and what it can improve assist campuses with focusing their time, effort, and resources. More and more campuses are also using student satisfaction data to provide guidance on the topics to communicate with their students. College and university leaders also highlight the areas where their institutions are performing well to build additional goodwill. In addition, they use the data to address possible misconceptions and communicate areas of improvement so that students know the institution is being responsive.

Recent attention in higher education has focused on parental involvement in the college experience of their children. There are many references to “helicopter parents” who hover closely to their children throughout their college years, often contacting student affairs personnel, advisors, and faculty to discuss issues pertaining to the student/child. These concerned parents can be found across all socioeconomic sectors. Recent research also shows that the majority of college-bound high school students research colleges with their parents.¹

Campuses are responding to this increased involvement of parents. Colleges report that they are establishing parent liaisons, forming parent councils, and developing parent communication plans to support the current environment of parent involvement. Campus leaders are realizing that parents can be another advocate for the college when it comes to retention. If students seek guidance from their parents with deciding to stay or leave the college, campuses want parents to advocate staying rather than coming home. The right information from the college throughout the academic year can assist with reinforcing this message. Many campuses already form relationships with parents during the recruitment process. Now it is a matter of extending those relationships after the student has initially enrolled and during each year they return.

Campuses indicate that there is increased attention on capturing parent e-mail addresses either as part of the recruitment process or during orientation sessions. The management of the parent e-mails varies on campuses, with some colleges having this responsibility reside with the alumni/development office, while others are managing it as part of student affairs.

Data from parents on their perceptions of their children’s student experiences can help campuses identify what needs to be communicated with parents throughout the school year. Areas of institutional strength can be celebrated; areas of misconception can be clarified; and areas of challenge can be addressed for the benefit of students and the parent perspective. Parents and supporting family members want to know that the tuition they have invested in a college is a worthwhile investment and that the college is responsive to individual students and families.

¹ See for instance Noel-Levitz (2011). The online expectations of prospective college students and their parents. Coralville, Iowa: Author. Retrieved from www.noellevitz.com/expectations.

Parents want to know that the tuition they have invested in a college is a worthwhile investment.

The study

The *2012 National Parent Satisfaction and Priorities Report* presents the responses to the new Noel-Levitz Parent Satisfaction Inventory™ (PSI) which were gathered in the first three years of the instrument's availability. The report reflects data from 9,753 parents/guardians from 25 four-year colleges and universities. Twenty-two of the institutions are four-year private schools and three are four-year publics. (For a list of the participating institutions, please see the appendix.) The results were captured between November 2009 and May 2012. Since this is a small data set, these results may not be representative of parents nationally, but the data do provide a starting point for understanding the priorities of parents.

The instrument

The Noel-Levitz Parent Satisfaction Survey was developed to complement the Noel-Levitz Student Satisfaction Inventory™ (SSI) four-year college and university version. The items on the Parent Satisfaction Inventory are parallel in language to the SSI. For example, on the SSI the statement is: "I am able to register for classes with few conflicts." On the PSI, the statement reads, "My child is able to register for classes he/she needs with few conflicts." This approach is similar to the combination of the SSI with the Institutional Priorities Survey™ (IPS) for campus faculty, administration, staff, and other personnel. The combination of perspectives provides the best overall view for campus leadership to be able to target campus initiatives and communication activities to respond to identified issues. Campuses are encouraged to target resources based on the challenges identified primarily by students, but also to add perceptions from campus personnel and parents to fully address the situation.

The Parent Satisfaction Inventory is available for online Web administrations with e-mail invitations and reminder messages sent on behalf of the college. The instrument captures 54 items rated for importance and satisfaction, 10 items which are available for the campus to define, 10 items on factors in the decision for the child to enroll, three summary items, and 19 demographic items which cover both the parent/guardian and the child/student. There is also room for two campus-defined demographic items. These may include items such as participation in parent weekends or the use of the parent liaison. In addition, an open comment section is provided.

Importance—Satisfaction—Performance Gap

Similar to the other Noel-Levitz Satisfaction-Priorities Surveys, the Parent Satisfaction Inventory asks parents/guardians to respond to statements of expectation with an importance rating and a satisfaction rating. These ratings use a scale of 1 to 7, with 7 indicating high satisfaction or importance. The parent 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 parent expectations; a smaller performance gap indicates that the institution is doing a relatively good job of meeting expectations. Negative performance gaps indicate the institution is exceeding parent expectations (these are rare and are more likely to be found on items of low importance).

This report provides a variety of ways to review the results.

Reviewing the 2012 data

The *2012 National Parent Satisfaction and Priorities Report* includes the following data analyses:

- **A demographic overview of parents and their students.**
- **The scales in order of importance.** The scales represent the individual items on the survey which have been clustered together conceptually and statistically, following the structure of the Student Satisfaction Inventory scales. (For a complete description of each scale, please see the appendix.)
- **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 a large performance gap. This section identifies parents' key priorities for improvement as well as the top areas for positive feedback.
- **Comparison of parent and student perceptions.** For greater perspective, the perceptions of the students at the same participating institutions are compared with the parent perceptions to identify where students and parents may see the campus experience similarly or differently. This provides campuses with more direction on next steps for communication opportunities.
- **A review of enrollment factors in order of importance.** This section helps institutions consider what parents perceive as the top influencers in students' decisions to enroll.
- **Summary scores.** These scores reveal the percentage responses to the summary items on the survey.

A note about reviewing the data

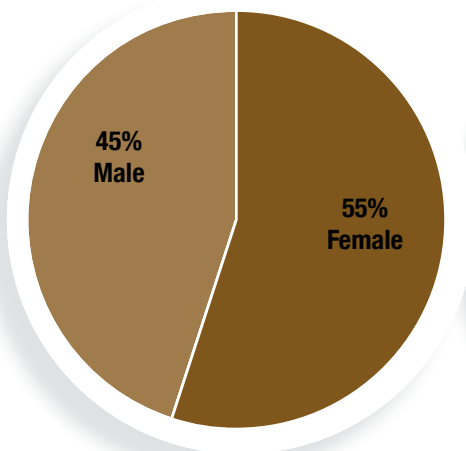
While reviewing national results is vital for understanding the higher education marketplace, identification of individual institutional strengths and challenges is best done through data collected from the parents connected with those campuses. This is especially true with preliminary national results from a small study. Campus leaders can best identify their institution's unique strengths and challenges from the perceptions of the parents of their own students.

The Results

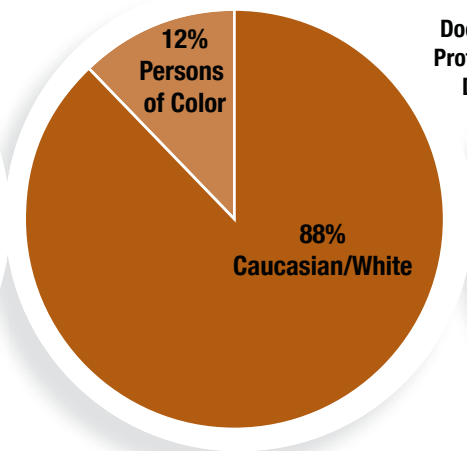
The demographics

A review of the demographics for the parents in this study provide the context for reviewing their responses. Keep in mind that the majority of the institutions participating in the study were four-year private institutions. Here are a few highlights:

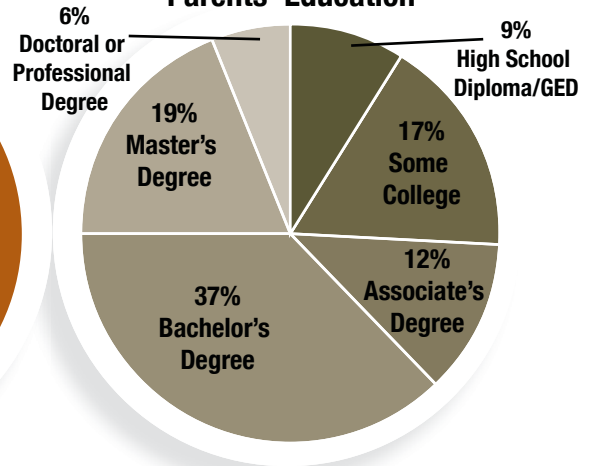
Parents' Gender



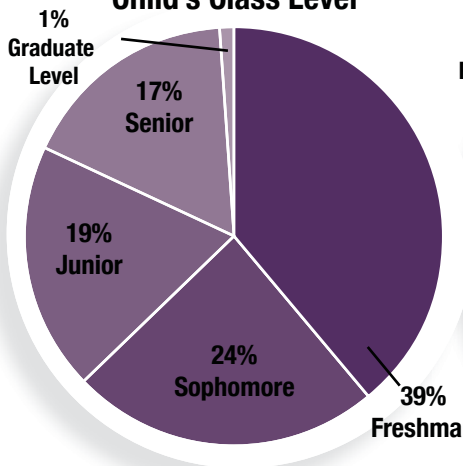
Parents' Ethnicity



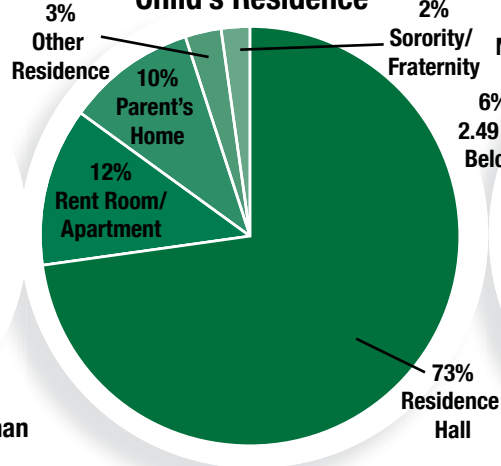
Parents' Education



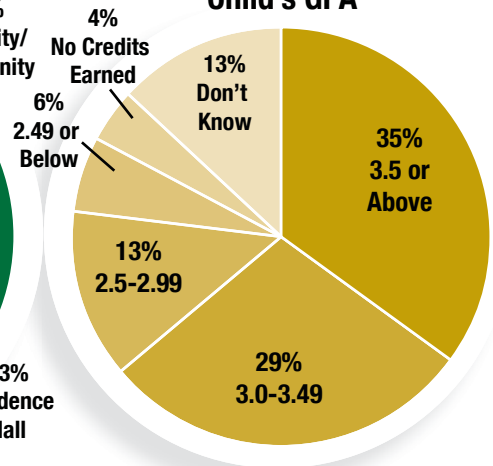
Child's Class Level



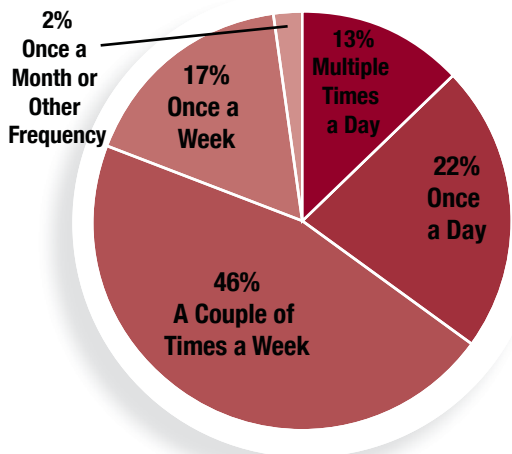
Child's Residence



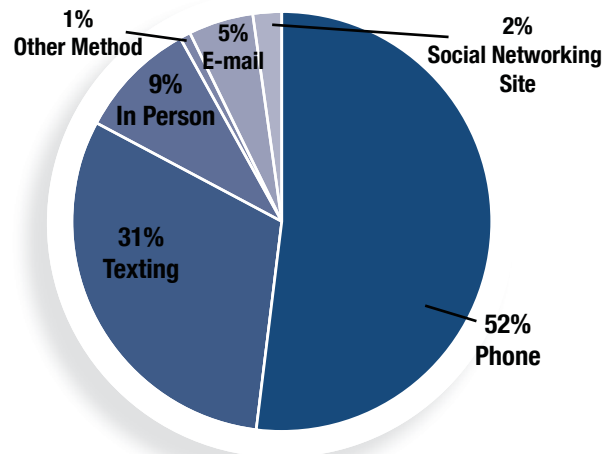
Child's GPA



Parent/Child Communication Frequency



Primary Communication Method



The scales

The scale view of the data provides the big picture perspective and a better understanding of the areas that matter most to parents. The following table summarizes the importance, satisfaction, and performance gaps for the 11 areas (scales) for parents completing the survey. The scales are listed in order of importance.

Parents: National results by scale:

Scale	Importance	Satisfaction	Performance Gap
Concern for the individual	6.69	5.83	0.86
Instructional effectiveness	6.68	5.97	0.71
Academic advising effectiveness	6.66	5.74	0.92
Campus climate	6.55	6.00	0.55
Recruitment and financial aid effectiveness	6.55	5.75	0.80
Service excellence	6.49	5.75	0.74
Safety and security	6.46	5.59	0.87
Student centeredness	6.45	6.06	0.39
Registration effectiveness	6.42	5.78	0.64
Campus support services	6.37	5.82	0.55
Campus life	6.27	5.46	0.81

As a point of reference, the data from the Student Satisfaction Inventory results for these same participating campuses is referenced in the following scale rank comparison (note that the student data is not consistent with the published national four-year private and public SSI data since it is limited to the student responses from these same participating institutions which used the PSI):

National results by scale: ranking comparison, parents with students:

Scale	Parent (PSI) Rank in Importance	Student (SSI) Rank in Importance
Concern for the individual	1	4 (tie)
Instructional effectiveness	2	1 (tie)
Academic advising effectiveness	3	1 (tie)
Campus climate	4 (tie)	6
Recruitment and financial aid effectiveness	4 (tie)	7
Service excellence	6	9
Safety and security	7	3
Student centeredness	8	4 (tie)
Registration effectiveness	9	8
Campus support services	10	10
Campus life	11	11

Parents and students at these institutions had similar priorities.

Parents and students placed similar priority on instruction and advising near the top and registration effectiveness, campus support services, and campus life near the bottom. (Nationally, registration effectiveness is rated as more important by students than at these institutions.) Parents placed slightly more emphasis on the concern for the individual area, campus climate, recruitment/financial aid, as well as service excellence. While at the scale level, students place a higher priority on safety and security than did parents; this was primarily because of the contributing influence of parking availability. Parents had a strong focus on the overall safety of students and on the responsiveness of security personnel, but were not as concerned about the availability of parking for students.

Strengths

Individual items on the survey were analyzed to determine strengths (high importance and high satisfaction). Institutions participating in this study indicated their intention to compare these parent-identified strengths with student-identified strengths and to incorporate these areas into positive communications with parents in order to reinforce these perceptions. *Strengths are defined as those items above the midpoint in importance and in the top quartile of satisfaction.*

The following strengths were identified by the parents completing the survey (in order of importance):

- The campus is safe and secure.
- The content of courses within my child's major is valuable.
- There is a commitment to academic excellence on this campus.
- Nearly all faculty are knowledgeable in their field.
- My child is able to experience intellectual growth at this institution.
- I am confident my child will be successful academically at this institution.

- It is an enjoyable experience for my child to be a student on this campus.
- If needed, my child can readily access medical care, either on campus or in the community.
- Major requirements are clear and reasonable.
- There is a good variety of courses provided on this campus.
- This institution has a good reputation within the community.

These results demonstrate parents' satisfaction with Institutional Effectiveness, as well as with some Campus Climate items. Seeing so many strengths among academic-related items is encouraging and affirms that, at least for these institutions, parents believe that the colleges are fulfilling their missions of educating their children. But as the following challenges illustrate, there are also perceptions that conflict with these areas of strength.

Challenges

Survey items were analyzed to determine key challenges (high importance and low satisfaction). These are critical areas to address with parents in order to help to improve the relationship between the institution and the family members and to assist with improving student retention. Keep in mind that each individual institution will have its own list of challenges from the parent perspective. Also note that these top issues are based on perception, but perception is reality in the minds of the individuals. Shared information and regular communication can assist with shifting perceptions in the minds of family members.

In this study, parents had high expectations in the following areas, but felt that the institution was not meeting expectations here. Areas of dissatisfaction were prioritized by their importance score, indicating those areas that mattered most to parents. *Challenges are defined as being above the midpoint in importance and in the bottom quartile of satisfaction or the top quartile of performance gaps (while still being above the midpoint in importance).*

The following, listed in order of importance, are the challenges identified by the parents:

- The instruction in my child's major is excellent.
- Security staff respond quickly in emergencies.
- Academic advisors are concerned about my child's success as an individual.
- Academic advisors are knowledgeable about requirements for majors within their areas.
- Tuition paid is a worthwhile investment.
- Adequate financial aid is available for my child.
- My child is able to register for classes he/she needs with few conflicts.
- Financial aid counselors are helpful.
- Academic advisors help my child to set goals to work toward.

This list of challenges shows that parents are concerned about a variety of areas. While parents perceive academic/institutional quality as a strength, they cited academic advising areas as a challenge. This signals that these campuses should communicate their advising strengths to parents more clearly, while also investigating ways to strengthen advising on campus. Likewise, while parents seem quite satisfied with the content of courses and variety of offerings, they are concerned with the quality of the instruction. Their citation of the value of tuition spotlights another opportunity where better communication could turn this into a strength. Campuses can also do more to address the availability of financial assistance with families. Parents and students also identify similar concerns related to course access through registration, which is often reflecting an interest in students being able to complete their degree in a timely manner by getting into the classes they need when they need them. While there is a perception of the campus being generally safe as a strength, a security-related issue appears on the list of challenges for parents: security staff responding quickly. This may be an area for improvement or a possible topic for orientation sessions.

Comparing parent and student strength and challenge perceptions

Comparing the lists of strengths and challenges from parents and students for the participating institutions, the following overlaps appear:

Parents: Strength comparison:

Strengths	Parents	Students
Campus is safe	Strength	
Content of courses	Strength	Strength
Commitment to academic excellence	Strength	Strength
Faculty are knowledgeable	Strength	Strength
Experience intellectual growth	Strength	Strength
Confident child will succeed	Strength	N/A*
Enjoyable experience to be a student	Strength	
Child can access medical care	Strength	N/A*
Major requirements are clear	Strength	Strength
Good variety of courses	Strength	
Institution has a good reputation	Strength	Strength

* The N/A indicates items that do not appear on the SSI. The blanks indicate that the item didn't appear as either a strength or a challenge for the students.

Parents: Challenges comparison:

Challenges	Parents	Students
<i>Instruction in child's major is excellent</i>	Challenge	<i>Strength</i>
Security staff respond quickly	Challenge	Challenge
<i>Academic advisors concerned about success as individuals</i>	Challenge	<i>Strength</i>
<i>Academic advisor is knowledgeable</i>	Challenge	<i>Strength</i>
Tuition paid is worthwhile	Challenge	Challenge
Adequate financial aid is available	Challenge	Challenge
Able to register for classes	Challenge	Challenge
Financial aid counselors are helpful	Challenge	Challenge
Advisors help set goals to work toward	Challenge	

Several items overlap on the perceived strengths for parents and students, as do five challenge items. However, parents have identified two areas of challenge within the advising realm which are perceived strengths for students. This is an opportunity to better communicate around the advising services on these campuses and to assist parents with understanding the quality of the advising being provided. Campuses may want to expand discussions during orientation regarding advising services as well as send out additional communications around re-enrollment periods when advising activities may be of greatest interest. In addition, an instruction item is viewed as a challenge for parents and a strength for students, which also offers opportunities for communication.

Interesting observations on the parent responses

The parents in this study indicate high importance scores overall and relatively high satisfaction scores. A few items of note:

- **Most important item:** The campus is safe and secure.
- **Least important item:** The amount of student parking space on campus is adequate.
- **Highest satisfaction item:** This institution has a good reputation within the community.
- **Lowest satisfaction item:** The amount of student parking space on this campus is adequate.
- **Smallest performance gap:** Our family is made to feel welcome on this campus.
- **Largest performance gap:** Adequate financial aid is available for my child.

Enrollment factors

Institutions should be aware of the factors that influence their students' decisions to enroll at the college or university, and another piece of this puzzle is the perceptions of the parents. This information can be used in targeted recruitment activities. In this study, the enrollment factors indicated in descending order of importance for parents were as follows:

Enrollment factors for parents:

Rank	Item	Importance
1	Future employment opportunities	6.56
2	Academic reputation	6.55
3	Financial aid	6.42
4	Cost	6.35
5	Personalized attention prior to enrollment	6.07
6	Campus appearance	5.90
7	Size of institution	5.56
8	Geographic setting	5.33
9	Recommendations from family/friends	5.32
10	Opportunity to play sports	4.29

Enrollment factors comparison between parents and students:

Item	Rank for Parents	Rank for Students
Future employment	1	N/A*
Academic reputation	2	2
Financial aid	3	1
Cost	4	3
Personalized attention	5	4
Campus appearance	6	7
Size of institution	7	6
Geographic setting	8	5
Recommendations from family/friends	9	8
Opportunity to play sports	10	9

Note: The importance rankings are on a scale of 1 to 7, with 7 being high importance.

The rank ordering of the enrollment factors is very similar between the parents and the students at these same institutions, with the exception of the geographic setting, which is more important to the students than it was to the parents.

* The future employment opportunities factor is not included on the Student Satisfaction Inventory, Form A version.

Overall, parents indicate high levels of satisfaction.

Summary scores

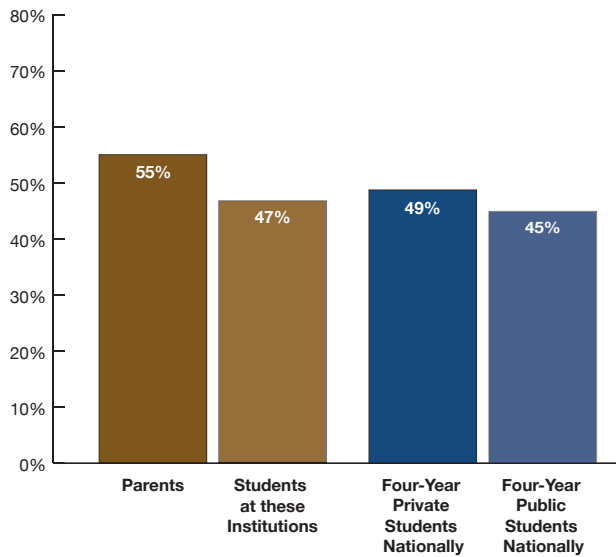
Near the end of the survey, parents were asked to respond on a scale of 1 to 7 to three summary items:

- 1) So far, how has your child's college experience met your expectations?
- 2) Rate your overall satisfaction with your child's experience here thus far.
- 3) If you had it to do over again, would you want your child to enroll here?

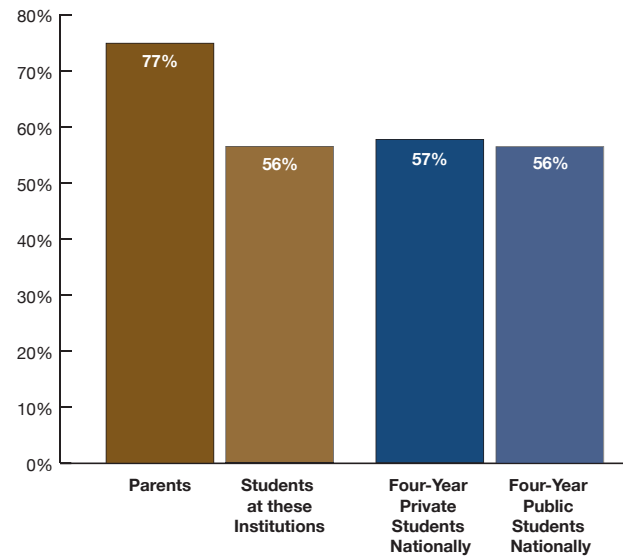
The responses reflected below include the indications of exceeding expectations for question number one (answers 5, 6 and 7); satisfied or very satisfied for question number two (answers 6 and 7); and definitely or probably yes for question number three (answers 6 and 7).

The results of the 2012 study of 25 institutions, as compared with the student perceptions from these same institutions, and students nationally at four-year private and public institutions are as follows:

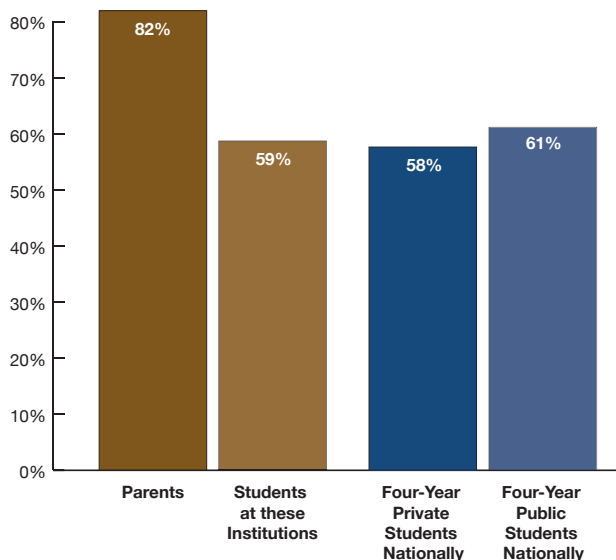
College experience exceeded expectations:



Satisfied or very satisfied with overall college experience:



Would re-enroll at the institution:



Overall, parents indicate high levels of satisfaction and confidence that their students made the right college choice. The campuses utilizing the PSI have the opportunity to continue to build on this good will to emphasize the positive experience that students are having and to develop stronger bonds between the parents and the college.

What does this mean for your campus?

Survey your students and the parents of your students. Effective institutions survey all of their constituencies regularly, compare their data to their past performance, and then actively respond through new initiatives and communication efforts to the identified challenges. It is important to be aware of the national trends for a broader perspective, but the perception of your own students and their parents are the most meaningful for your decision making.

Five next steps to working with parents:

1. Establish a parent liaison on your campus.
2. Capture e-mail addresses from the parents of your students.
3. Create parent portals on your Web site with relevant information of interest to parents.
4. Communicate regularly with parents during the academic year through a variety of methods.
5. Survey your students' parents to determine the priority issues for your campus.

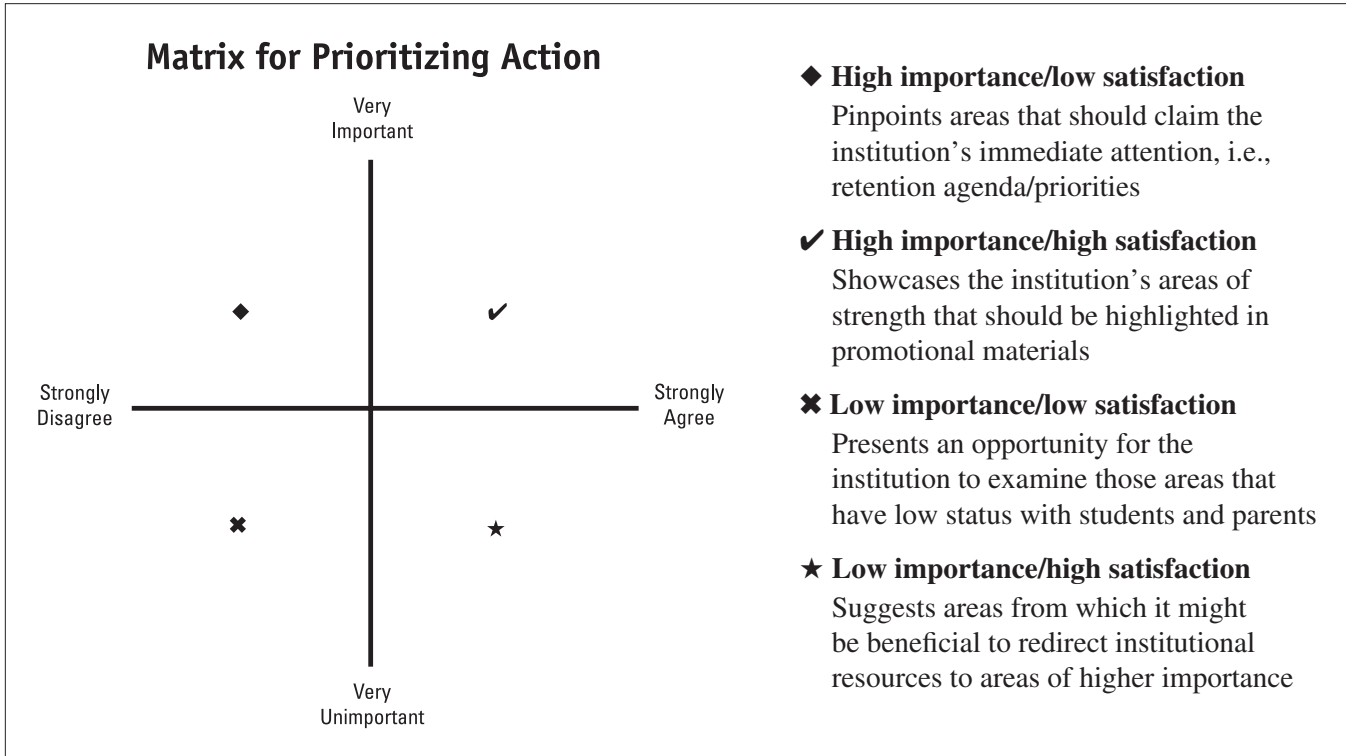
Note: Additional information on the satisfaction levels and priorities of students nationally are included in national satisfaction and priorities reports published annually by Noel-Levitz. These reports are available on the Noel-Levitz Web site. Visit: www.noellevitz.com/Benchmark

Appendix I. The Scales

The items on the Parent Satisfaction Inventory follow the scale structure of the Student Satisfaction Inventory. Some items appear on more than one scale. Six items do not appear on any of the scales. The scales and their descriptions are as follows:

- **Academic advising effectiveness:** assesses the comprehensiveness of your academic advising program based on the perceptions of the parents. Academic advisors are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.
- **Campus climate:** assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging, as perceived by parents regarding their child's experiences. This scale also assesses the effectiveness of your institution's channels of communication.
- **Campus life:** assesses the effectiveness of student life programs offered by your institution as identified by the parents. This scale covers issues from student activities to residence life, as well as campus policies and procedures to determine perceptions of students' rights and responsibilities.
- **Campus support services:** assesses services students utilize to achieve their academic goals, as perceived by parents. These services include the library, computer labs, tutoring, and career services.
- **Concern for the individual:** assesses your institution's commitment to treating each student as an individual, as identified by parents. Those groups who deal with students on a personal level (e.g., faculty, advisors) are included in this assessment.
- **Instructional effectiveness:** assesses the academic experience, the curriculum, and the campus' overriding commitment to academic excellence, as perceived by parents. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings.
- **Recruitment and financial aid effectiveness:** assesses your institution's ability to enroll students in an effective manner, as identified by parents. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness of financial aid availability.
- **Registration effectiveness:** assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible, as perceived by parents.
- **Safety and security:** assesses your institution's responsiveness to students' personal safety and security on your campus, as perceived by parents. This scale measures the effectiveness of security personnel and campus facilities.
- **Service excellence:** assesses the perceived attitude of your staff, especially front-line staff toward students, as identified by parents. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.
- **Student centeredness:** assesses your campus' efforts to convey to students and families that they are important to your institution. This scale measures the extent to which parents feel that students are welcome and valued.

Appendix II. Matrix for Prioritizing Action



Appendix III. Sample Items

Level of importance...									...Level of satisfaction								
1 - not important at all				5 - somewhat important					1 - not satisfied at all				5 - somewhat satisfied				
2 - not very important				6 - important					2 - not very satisfied				6 - satisfied				
3 - somewhat unimportant				7 - very important					3 - somewhat dissatisfied				7 - very satisfied				
4 - neutral				N/A - do not know/not applicable					4 - neutral				N/A - do not know/not applicable				
1	2	3	4	5	6	7	N/A		1	2	3	4	5	6	7	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. The campus staff are caring and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Faculty care about my child as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Admissions staff are knowledgeable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Financial aid counselors are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. The campus is safe and secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. The content of the courses within my child's major is valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Appendix IV. Institutional Participants

Arcadia University, PA
 Bethel University, MN
 Capital University, OH
 Coe College, IA
 Colby-Sawyer College, NH
 Covenant College, GA
 Emmanuel College, GA
 Fayetteville State University, NC
 Geneva College, PA
 Georgetown College, KY
 Juniata College, PA
 Liberty University, VA
 Lipscomb University, TN
 Malone University, OH
 McPherson College, KS
 Montclair State University, NJ
 North Central University, MN
 Robert Morris University, PA
 Simpson University, CA
 Southern Adventist University, TN
 Southern Nazarene University, OK
 St. Ambrose University, IA
 University of North Dakota Main, ND
 University of San Francisco, CA
 Widener University, PA

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.

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 more than 2,700 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; diagnostic tools and instruments; Web-based training programs; and customized consultations, workshops, and national conferences. With the Satisfaction-Priorities Surveys, including the new Parent Satisfaction Inventory, 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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