National Student Satisfaction and Priorities Report

Special report on four-year private colleges and universities

Tracking student satisfaction and priorities is an important task for many college campuses, especially in challenging economic times when resources can't 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.

Four-year private institutions provide education to a large percentage of students enrolled in higher education but are often under extra scrutiny for their higher tuitions. The cost to attend a four-year private college or university often creates higher expectations for the educational experience. What are the priorities for students at four-year private institutions nationally, 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 four-year private institutions?

This report will examine the self-reported satisfaction and priorities of students enrolled at four-year private institutions and provides an assessment of student views on the quality of life and learning at these campuses.

Noel-Levitz

The 2011 study

The 2011 National Student Satisfaction and Priorities Report presents the response to the Noel-Levitz Student Satisfaction Inventory™ (SSI) from more than 804,000 students at 1,130 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 fall 2008 through spring 2011. 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 experience of more than 305,000 students at 468 four-year private colleges and universities. These four-year private findings stand out:

· Four-year private institutions come in slightly behind community colleges in overall satisfaction levels, but ahead of four-year public colleges and universities and two-year career and private schools.

· Sixty-three percent of students at four-year private institutions indicate that their current institution was their first choice, a key indicator of student satisfaction.

· First-year students are more satisfied than upper-class students with their overall college experience.

· Students are generally satisfied with instruction and advising at four-year private institutions, but indicate that there is room for improvement in tuition paid being worthwhile and with financial aid services.

· Future employment opportunities are the number-one enrollment factor for the majority of student subpopulations, with a few interesting exceptions.

· Performance gaps between importance and satisfaction scores declined steadily between 2005-2006 and 2009-2010, before increasing slightly in 2010-2011.

This Noel-Levitz Satisfaction and Priorities Report focuses on the four-year private data set from 2011. The 2010 report focused on the community college results; the 2012 report will focus on career and private schools; and four-year public institutions will be the focus in 2013.
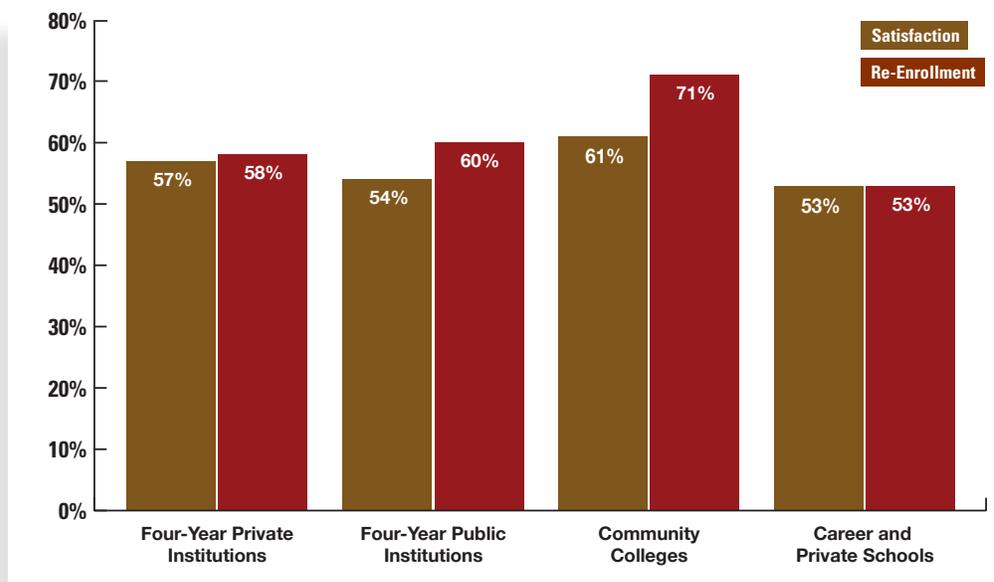
The survey instrument

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 indicate that they are satisfied or very satisfied with their overall experience at their college or university. At four-year private and public schools and community colleges, a slightly higher percentage of students indicate that they would probably or definitely re-enroll at the school if they had to do it over again. (At career schools, the percentage of satisfied and likelihood to re-enroll are the same.)

Percentage of Students Who Were Satisfied With Overall College Experience and Who Would Re-enroll at Current Institutions

Legend:
- Satisfaction
- Re-Enrollment

Institution	Satisfaction	Re-Enrollment
Four-Year Private Institutions	57%	58%
Four-Year Public Institutions	54%	60%
Community Colleges	61%	71%
Career and Private Schools	53%	53%

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 four-year private institutions

Four-year private institutions reflect satisfaction percentages slightly behind community colleges, with a greater discrepancy with the re-enrollment percentages. Community colleges have historically reflected the highest responses for these items, possibly because of the lower tuition and expenses for a two-year education, creating a greater sense of perceived value. Expectations are higher at four-year private campuses where the financial investment is considerably greater. Students may be questioning whether the quality of services and personal attention is commensurate with the much greater cost of attending.

The perceptions of students at four-year private institutions are important for leaders at community colleges to monitor since their students may be transferring to these colleges and universities in the future. Leaders at four-year public universities and career and private schools may be competing with four-year private institutions for students, so it is also important for them to monitor the satisfaction levels at this type of institution.

Let's take a closer look at the students at four-year private colleges and universities to determine what factors may be at play.

Institutional choice and student satisfaction

Institutional choice is a key indicator in student satisfaction. Students who attend an institution that was their first choice tend to have higher student satisfaction levels.

Among students at four-year private institutions, 63 percent reported that they were attending their first-choice institutions. The highest first-choice rate was 70 percent at community colleges. Four-year public institutions also reflect 63 percent first-choice students, while career school students indicate 62 percent are at their first-choice institution.

Four-Year Private Institutional Choice Satisfaction
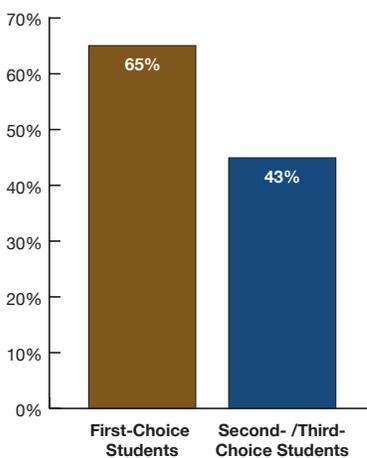
At four-year private institutions, 65 percent of first-choice students indicate that they are satisfied or very satisfied with their experience, while only 43 percent of second- /third-choice students indicate that they are satisfied. Because college choice is such a strong indicator of student satisfaction, campuses may want to survey their own students for college choice. If students indicate that their current campus was their second or third choice, campuses should make an effort to reach out to those students and make them feel like they still made the right college choice.

Which four-year private subpopulations reflect higher satisfaction?

A review of the satisfaction percentages reflect the mindset of the subpopulations on today's four-year private campuses. 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.

The variations in responses by sub-populations illustrate the importance of surveying different student segments. What may be perceived as a strength by one group may be seen as a challenge by another. Campuses need to understand those variations so that they can serve their entire student population better.

Satisfaction 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	Freshmen	✔
	Upper-class students	
Current residence	Living on campus	✔
	Living off campus	
Employment	Employed part-time on campus	✔
	Employed part-time off campus	
	Not employed	

These observations hold true with satisfaction trends over the past several years. Adult students reflect higher satisfaction than traditional-age students. Females are consistently more satisfied than male students. White students are more satisfied with their experience then students of color, which is true across institution types, though students of color have generally higher satisfaction scores at community colleges than they do at four-year institutions. Not surprisingly, students with higher grade point averages are more satisfied with their educational experience. First-year students reflect higher satisfaction than upper-class students, perhaps because they have been well taken care of their first year and have fewer experiences with which to base their perceptions. Students living on campus may form stronger bonds with the campus, which are reflected with higher satisfaction; similar stronger connections may be formed for students who are employed part-time on campus.

Strengths and challenges at four-year private institutions

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 low satisfaction.

For purposes of this report, items are clustered into categories. These categories are not necessarily reflective of 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 which 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 using their satisfaction survey results actively to guide decision making tend to see improved satisfaction scores for their students, as well as improved retention on their campus (2011 Satisfaction-Priorities Client Survey).

Instructional effectiveness and academic advising

This combined category measures students' academic experiences, the curriculum, the campus's overriding commitment to academic excellence, and the students' interaction with academic advisors.

Student Satisfaction With Instructional Effectiveness and Academic Advising

Category	Strength	Challenge
The content of courses within my major is valuable.	✔	
The quality of instruction in most classes is excellent.	✔	
Faculty are usually available to students outside of class.	✔	
My academic advisor is available when I need help.	✔	
My academic advisor is knowledgeable about requirements my major.	✔	
There are sufficient courses within my program of study available each term.		✔

Students at four-year private colleges and universities gave positive reviews on the overall instructional experience. The academic experience is highly important to students, and academic-related items make up the majority of the items identified as strengths for students.

However, the item "The quality of instruction in most classes is excellent" is not recognized as a strength for freshmen, students with a GPA of 2.99 or below, and students who identify the institution as their second or third choice. First-year students may not be getting the best faculty members for the courses they are required to take, or may be adjusting from their high school expectations to the new expectations of college instruction. Students with lower GPAs may be finding it difficult to learn from their current faculty members and may be looking for additional opportunities to learn the material. Students who do not perceive themselves to be at their first-choice institution are often more critical overall of their experience, and the perception of the quality of the classroom experience may be a key area of dissatisfaction.

Freshmen identify two additional instruction-related challenges: "Faculty provide timely feedback" and "I receive ongoing feedback about progress toward academic goals." Four-year private institutions have opportunities to improve their timely and regular feedback to students, especially first-year students who may be having difficulty transitioning to the academic rigor of college courses.

While academic advising is a strength for most students at four-year private institutions, academic advisors being available is not recognized with high importance/high satisfaction for students who are not employed, students of color, students with a GPA of 2.99 or less, or for freshman and sophomore students.

Academic and registration services

These items relate to the services that support the academic experiences for students.

Student Satisfaction With Academic and Registration Services

Category	Strength	Challenge
The campus provides online access to services I need.	✔	
I am able to register for classes I need with few conflicts.		✔

While students feel that four-year private institutions are performing well with providing online access to needed services, there is room for improvement with the ability to register for classes with few conflicts. This is an item that annually appears as a challenge for all types of institutions. Institutions need to work with students to determine the types of conflicts they are experiencing and to discover the best resolutions to these conflicts. For instance, are more course offerings needed, especially within certain programs? Are more evening or daytime sections needed for core courses that fill up quickly? Are online or weekend offerings appropriate? Access to classes is critical for students to be able to complete their degree in a timely manner.

It is interesting to note that students living on campus do not identify online access to services as a strength, possibly because it is not as important to them since they may be able to access what they need easily on campus.

For freshmen, the accessibility of computer labs is considered a strength. This may be more of high priority area for first-year students who did not come to campus with their own laptop and no longer have access to the family home computer.

Financial aid services

These items reflect students' experiences with financial aid services.

Student Satisfaction With Financial Aid Services

Category	Strength	Challenge
Financial aid awards are announced in time to be helpful in college planning.		✔
This institution helps me identify resources to finance my education.		✔

These items are universally viewed as challenges by all demographic subpopulations. With the typically higher tuition fees for four-year private institutions, the need for financial aid services is even more critical. These are high priority areas for students that require additional attention from leaders at four-year colleges. Often the perceptions students have in these financial aid areas can be addressed through improved communication regarding deadlines, requirements, and activities that are the students' responsibilities. Colleges and universities can also assist students by identifying additional financial resources that may be available to them through scholarships and loans.

Campus climate

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

Campus climate has a strong correlation with overall satisfaction.

Student Satisfaction With Campus Climate

Category	Strength	Challenge
The campus staff are caring and helpful.	✔	
Students are made to feel welcome here.	✔	
Tuition paid is a worthwhile investment.		✔

Students identify the campus staff and the feeling of being welcome as areas of high importance and high satisfaction. This is true across all demographic subpopulations, except for students who indicate that they are at an institution that was their second or third choice, who are likely to feel less welcome or satisfied.

The perception that the tuition paid is a worthwhile investment is viewed as a challenge across all demographic subpopulations at four-year private institutions. Students at four-year public institutions also list this item as a challenge. While the rising cost of attending private institutions 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 the tuition dollars. Colleges and universities often promote the success of their alumni, the opportunities that are available to currently enrolled students, and the quality of the overall academic experience to help shift the perception of the tuition value.

This is also an important message to communicate to parents of traditional-age students at four-year private institutions, since they are often financially responsible. In the results of the 2011 Noel-Levitz National Parent Satisfaction and Priorities Report, reflecting the responses to the Parent Satisfaction Inventory of more than 6,200 parents of currently enrolled students at 19 institutions, "Tuition paid is a worthwhile investment" is also identified as a top challenge item.

An additional challenge of "I seldom get the run-around" is identified by students who are seniors and by students who are 25 years of age and older. These students may have a variety of experiences to base their responses on and may have higher expectations for quality service delivery.

Campus life

These items reflect students' experiences with campus life.

Student Satisfaction With Campus Life

Category	Strength	Challenge
The campus is safe and secure for all students.	✔	
On the whole, the campus is well-maintained.	✔	

The sense that the campus is safe and secure and the feeling that the campus is well-maintained are the only two items that are identified as campus life strengths by all subpopulations. Otherwise, there are a variety of perceptions in this category.

"The living conditions in the residence hall are comfortable" is identified as a challenge by students living on campus, students who are employed part-time on campus, and freshmen. It is not surprising that this item is a priority for students who are living in the residence halls and by first-year students who are often required to live on campus. Students who are employed part-time on campus may include residence hall advisors who are also more likely to place high expectations on the quality of the residence halls.

Students living on and off campus identified the security staff responding quickly to calls for assistance as a challenge. This was another item identified by students who are employed part-time on campus. While students feel generally safe on four-year private campuses, they still want to be assured that the security staff will respond quickly when needed. Of course, campuses may need to work with students to determine what really is an "emergency." For example, students may think being locked out of their car is an emergency, which may not have the same sense of urgency for security staff as some type of physical incident on campus.

"Student activity fees are put to good use" is identified as a challenge by students employed part-time on campus. One possible reason this may be identified as a challenge is their relationship as part-time employees of the institution may make these students more aware of the use of activity fees.

Adequate selection of food in the cafeteria is identified as a challenge by students living on campus; this item is likely a priority area for these students who may not have as many off-campus eating options.

Trends over the past five years at four-year private institutions

The scale scores also provide an opportunity to monitor trends over time. In a snapshot over the past five academic years, the following trends are observed, as reflected in the complete table found in the appendix on page 15:

- Importance scores—generally trending up over all five years.
- Satisfaction scores—following the same upward trend for four out of five years, with a leveling off in 2010-2011.
- Performance gaps—Trending down for four out of five years, with a slight increase in 2010-2011.

It is possible that the current economic pressures are having an impact on the ability of four-year private institutions to meet student expectations, causing the slight rise in performance gaps in the most recent year. Trends over multiple years are further analyzed in the Noel-Levitz study of 15-Year Satisfaction Trends at Four-year Private Institutions, published in July 2011.

Enrollment factors at four-year private colleges and universities

The Student Satisfaction Inventory also captures importance scores on eight items which factor into students' decisions to enroll. These items include, in rank order of importance for students at four-year private colleges and universities:

Enrollment Factors: Four-Year Private Colleges and Universities*

Rank	Enrollment Factor	Importance Score
1	Future career opportunities	6.32
2	Financial assistance	6.23
3	Academic reputation	6.18
4	Cost	6.04
5	Campus visits	5.53
6	Distance from campus	5.37
7	Information on the campus Web site	5.30
8	Personal recommendations	4.98

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

The rank order of these enrollment factors for different subpopulations is interesting to consider.

Ranking of Top Four Enrollment Factors for Subpopulations: Table One

Factor in Decision to Enroll	1st Choice	2nd/3rd Cloice	Female	Male	Freshman	Sophomore	Junior	Senior
Future career opportunities	1	1	1	1	1	1	1	1
Financial assistance	3	2	2	2	2	2	2	2
Academic reputation	2	4	3	3	3	3	3	3
Cost	4	3	4	4	4	4	4	4

Ranking of Top Four Enrollment Factors for Subpopulations: Table Two

Factor in Decision to Enroll	Caucasian/ White	Students of Color	Employed Part-Time Off Campus	Employed Part-Time On Campus	Not Employed
Future career opportunities	1	1	1	2	1
Financial assistance	2	2	2	1	3
Academic reputation	3	3	3	3	2
Cost	4	4	4	4	4

While many campuses are addressing similar issues, colleges are encouraged to survey their own students to determine the specific priorities at their own institution. Targeted efforts on the areas of priority for your own students are most likely to have a positive impact on satisfaction and retention.

Ranking of Top Four Enrollment Factors for Subpopulations: Table Three

Factor in Decision to Enroll	GPA 2.99 and Below	GPA 3.0 and Above	Students Living On Campus	Students Living Off Campus	24 and Younger	25 and Older
Future career opportunities	1	1	2	1	1	1
Financial assistance	2	2	1	3	2	3
Academic reputation	3	3	3	2	3	2
Cost	4	4	4	4	4	4

While these findings outline significant issues from the 2011 National Student Satisfaction-Priorities Report, they are just some of the results. For additional results for four-year public institutions, community colleges, and two-year career schools, visit www. noellevitz. com/ Benchmark.

While future career opportunities is the number-one enrollment factor for the majority of the populations, financial assistance is number-one for students working part-time on campus and students living on campus. Financial assistance slips from rank two to rank three for students who indicate the institution is their first choice, which indicates that if students are placing a high priority on the academic reputation of the institution and really want to attend a particular college or university, then the financial aid package may not be as critical to them. Financial assistance is also ranked third, behind academic reputation, for students not employed, students living off campus and students 25 years of age and older. Cost has a higher ranking for students who perceive themselves to be at their second- or third-choice 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 and fulfilling their institutional missions.

As noted earlier, based on feedback from colleges regularly assessing student satisfaction, they are seeing improvement in retention. In addition, a 2009 study, *Linking Student Satisfaction and Retention*, published by Noel-Levitz, reflects a link between student satisfaction and retention specifically at four-year institutions. This study is available to download at www.noellevitz.com/retentionlink.

Four-year private colleges and universities should assess their students' satisfaction regularly and develop a plan to actively respond to the identified priorities as part of a continuous quality improvement commitment. 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.

Appendix I. List of Schools

Abilene Christian University, TX
Alaska Christian College, AK
Alaska Pacific University, AK
Albany College of Pharmacy, NY
Albertus Magnus College, CT
Albion College, MI
Alderson Broaddus College, WV
Allegheny Wesleyan College, OH
Alvernia University, PA
Alverno College, WI
American Academy of Art, IL
American Indian College, AZ
Appalachian Bible College, WV
Asbury College, KY
Ashford University, IA
Ashland University, OH
Assumption College, MA
Augsburg College, MN
Aurora University, IL
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
Baptist Bible College & Seminary, PA
Baptist Bible College, MO
Baptist College of Health, TN
Becker College - Worcester, MA
Bennett College for Women, NC
Bentley University, MA
Berry College, GA
Bethany University, CA
Bethel College, KS
Bethel College, IN
Bethel University, MN
Bethune Cookman University, FL
Biola University, CA
Blessing-Rieman College of Nursing, IL
Booth University College, MB
Briar Cliff University, IA
Brooks Institute, CA
Bryan College, TN
Bryan LGH College, NE
Bryn Athyn College, PA
Caldwell College, NJ
California Baptist University, CA
California Lutheran University, CA
Calvary Bible College, MO
Carlow University, PA
Carolina Bible College, NC
Carroll College - Montana, MT
Cedar Crest College, PA
Centenary College of Louisiana, LA
Central Bible College, MO
Central Christian College of Bible, MO
Champlain College, VT
Chapman University, CA
Charleston Southern University, SC
Claflin University, SC
Clark Atlanta University, GA
Clarkson College, NE
Clarkson University, NY
Cleveland Institute of Art, OH
Colby-Sawyer College, NH
College for Creative Studies, MI
College of Biblical Studies, TX
College of Mount St. Joseph, OH
College of Notre Dame, MD
Colorado Christian University, CO
Columbia College Chicago, IL
Columbia International, SC
Columbus College of Art & Design, OH
Concordia College, NY

Concordia University Ann Arbor, MI
Concordia University Chicago, IL
Concordia University Texas, TX
Concordia University, St. Paul, MN
Corban University, OR
Corcoran College of Art, DC
Cornerstone University, MI
Cornish College of the Arts, WA
Covenant College, GA
Cox College, MO
Crossroads College, MN
Crown College, MN
Dakota Wesleyan University, SD
Dallas Christian College, TX
Davis & Elkins College, WV
Davis College, NY
DeVry College of New York, NY
DeVry DVUC - Naperville, IL
DeVry Institute of Technology, AB
DeVry University - Addison, IL
DeVry University - Alpharetta, GA
DeVry University - Chicago, IL
DeVry University - Columbus, OH
DeVry University - Crystal, VA
DeVry University - Decatur, GA
DeVry University - Federal, WA
DeVry University - Fremont, CA
DeVry University - Fresno, CA
DeVry University - Ft. Washington, PA
DeVry University - Houston, TX
DeVry University - Irving, TX
DeVry University - Kansas City, MO
DeVry University - Long Beach, CA
DeVry University - Miramar, FL
DeVry University - North
    Brunswick, NJ
DeVry University - Orlando, FL
DeVry University - Phoenix, AZ
DeVry University - Pomona, CA
DeVry University - Sacramento, CA
DeVry University - Sherman Oak, CA
DeVry University - Tinley Park, IL
DeVry University - Westminster, CO
Delaware Valley College, PA
Divine Word College, IA
Dominican College of Blauvelt, NY
Dominican University of California, CA
Eastern Mennonite University, VA
Eastern University, PA
Elmira College, NY
Embry-Riddle Aeronautical
    University, FL
Emmanuel College, MA
Emmanuel College, GA
Emmaus Bible College, IA
Emory & Henry College, VA
Erskine College, SC
Eston College, AB
Evangel University, MO
Everglades University, FL
Faith Baptist Bible College &
    Seminary, IA
Flagler College, FL
Florida Christian College, FL
Florida Hospital College, FL
Franklin College, IN
Franklin College, Switzerland
Franklin Pierce University, NH
Free Will Baptist Bible College, TN
Fresno Pacific University, CA
Friends University, KS
Gardner-Webb University, NC
Geneva College, PA
George Fox University, OR
Georgetown College, KY
God's Bible School & College, OH
Gordon College, MA
Goshen College, IN
Grace Bible College, MI

Grace College and Seminary, IN
Grace University, NE
Graceland University, IA
Green Mountain College, VT
Greenville College, IL
Gwynedd-Mercy College, PA
Haigazian University,
Hamline University, MN
Harrington College of Design, IL
Hastings College, NE
Heritage Christian University, AL
Hesser College, NH
Hesston College, KS
Hobe Sound Bible College, FL
Hood College, MD
Hope International University, CA
Houghton College, NY
Houston Baptist University, TX
Huntington University, IN
Indiana Institute of Technology, IN
Indiana Wesleyan University, IN
Jamestown College, ND
John Brown University, AR
Johnson C. Smith University, NC
Judson College, AL
Judson University, IL
Juniata College, PA
Kansas Wesleyan University, KS
Kendall College, IL
Kettering College of Medical Arts, OH
Kettering University, MI
Keuka College, NY
King College, TN
Kuyper College, MI
Lake Erie College, OH
Lancaster Bible College, PA
Lawrence Technological University, MI
LeTourneau University, TX
Lebanon Valley College, PA
Lee University, TN
Lees-McRae College, NC
Lenoir-Rhyne University, NC
Lewis University, IL
Liberty University, VA
Lincoln Christian University, IL
Lincoln College - Normal, IL
Lincoln Memorial University, TN
Linfield College, OR
Lipscomb University, TN
Loyola University New Orleans, LA
Lyon College, AR
Maharishi University of
    Management, IA
Malone University, OH
Manchester College, IN
Manhattan Christian College, KS
Manhattan College, NY
Maranatha Baptist Bible College, WI
Marian University, WI
Martin Methodist College, TN
Marymount College, CA
Maryville College, TN
Massachusetts College of
    Pharmacy, MA
Menlo College, CA
Mercy College, NY
Messiah College, PA
Methodist University, NC
Miami International University of Art, FL
Mid-America Christian University, OK
MidAmerica Nazarene University, KS
Midwest University, MO
Midwestern Baptist Theological
    Seminary, MO
Miles College, AL
Milligan College, TN
Millikin University, IL
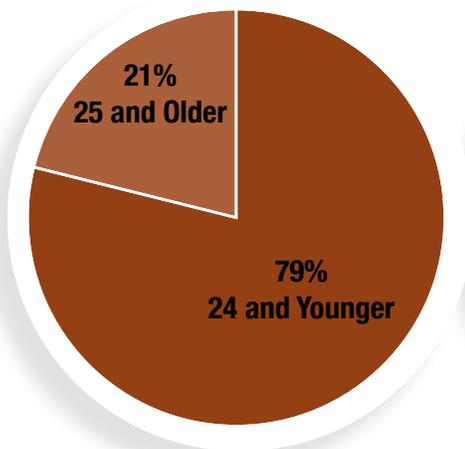Milwaukee Institute of Art & Design, WI
Milwaukee School of Engineering, WI

Mississippi College, MS
Missouri Baptist University, MO
Molloy College, NY
Montreat College, NC
Moody Bible Institute, IL
Mount Ida College, MA
Mount Mercy University, IA
Mount Saint Mary College, NY
Mount Union College, OH
Multnomah University, OR
Nebraska Christian College, NE
Nebraska Methodist College, NE
Nebraska Wesleyan University, NE
Neumann University, PA
New Hope Christian College, OR
New York Institute of Technology, NY
Niagara University, NY
North Central University, MN
Northeastern University, MA
Northland College, WI
Northwest Christian University, OR
Northwest Nazarene University, ID
Northwest University, WA
Northwestern College, IA
Northwestern College, MN
Norwich University, VT
Notre Dame de Namur University, CA
Nyack College, NY
Oak Hills Christian College, MN
Oakwood University, AL
Ohio Christian University, OH
Oklahoma Christian University, OK
Oklahoma Wesleyan University, OK
Oral Roberts University, OK
Otis College of Art and Design, CA
Our Lady of Holy Cross College, LA
Our Lady of the Lake College, LA
Ozark Christian College, MO
Pacific Lutheran University, WA
Pacific North West College of Art, OR
Pacific Rim Christian College, HI
Pacific Union College, CA
Paine College, GA
Palm Beach Atlantic University, FL
Patrick Henry College, VA
Patten University, CA
Paul Smith's College, NY
Peace College, NC
Pfeiffer University, NC
Philadelphia University, PA
Point Park University, PA
Post University, CT
Prescott College, AZ
Providence Christian College, CA
Providence College, ON
Providence College, RI
Queens University, NC
Quincy University, IL
Quinnipiac University, CT
Randolph-Macon College, VA
Reinhardt College, GA
Rhodes College, TN
Rider University, NJ
Robert Morris University, PA
Roberts Wesleyan College, NY
Rochester Institute of Tech, NY
Rockhurst University, MO
Rocky Mountain College, MT
Roosevelt University, IL
Rosedale Bible College, OH
Sage Graduate School, NY
Saint Francis Medical Center, IL
Saint Joseph College, CT
Saint Louis Christian College, MO
Saint Martin's University, WA
Saint Norbert College, WI
San Diego Christian College, CA
San Francisco Art Institute, CA
Savannah College Art & Design, GA
Schreiner University, TX
Shaw University, NC
Shepherd University, CA
Siena College, NY
Silver Lake College, WI

Simmons College, MA
Simpson College, IA
Simpson University, CA
Somerset Christian College, NJ
South Florida Bible College, FL
Southeastern Bible College, AL
Southeastern University, FL
Southern Adventist University, TN
Southern Nazarene University, OK
Southern Virginia University, VA
Southwestern Adventist University, TX
Southwestern Assemblies of God, TX
Southwestern Baptist Theological
    Seminary, TX
Southwestern Christian University, OK
Southwestern College, KS
Spartan College of Aeronautics, OK
Spring Arbor University, MI
St. Ambrose University, IA
St. Edward's University, TX
St. Francis College, NY
St. John Fisher College, NY
St. John's University, NY
Sterling College, KS
Stetson University, FL
Stevenson University, MD
Stonehill College, MA
Sullivan University, KY
Tabor College, KS
Taylor University, IN
Texas College, TX
Texas Wesleyan University, TX
The American College of Greece
The Art Institute of Atlanta, GA
The Art Institute of Atlanta -
    Decatur, GA
The Art Institute of Austin, TX
The Art Institute of Boston, MA
The Art Institute of California -
    Hollywood, CA
The Art Institute of California -
    Inland Empire, CA
The Art Institute of California -
    Los Angeles, CA
The Art Institute of California -
    Orange County, CA
The Art Institute of California -
    Sacramento, CA
The Art Institute of California -
    San Diego, CA
The Art Institute of California-
    San Francisco, CA
The Art Institute of California -
    Sunnyvale, CA
The Art Institute of Charleston, SC
The Art Institute of Charlotte, NC
The Art Institute of Colorado, CO
The Art Institute of Dallas, TX
The Art Institute of Ft. Lauderdale, FL
The Art Institute of Ft. Worth, TX
The Art Institute of Houston, TX
The Art Institute of Houston-North, TX
The Art Institute of Indianapolis, IN
The Art Institute of Jacksonville, FL
The Art Institute of Las Vegas, NV
The Art Institute of Michigan, MI
The Art Institute of New York City, NY
The Art Institute of Ohio, OH
The Art Institute of Philadelphia, PA
The Art Institute of Phoenix, AZ
The Art Institute of Pittsburg, PA
The Art Institute of Portland, OR
The Art Institute of Raleigh, NC
The Art Institute of Salt Lake, UT
The Art Institute of San Antonio, TX
The Art Institute of Seattle, WA
The Art Institute of Tampa, FL
The Art Institute of Tennessee, TN
The Art Institute of Tucson, AZ
The Art Institute of Virginia, VA
The Art Institute of Washington, VA
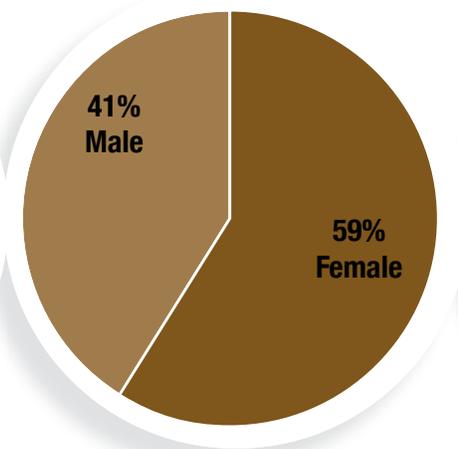The Art Institute of Washington -
    Northern Virginia, VA

The Art Institute of York -
    Pennsylvania, PA
The Art Institutes International, MN
The Art Institutes - Kansas City, KS
The Illinois Institute of Art, IL
The International University, Austria
The King's College, NY
The Master's College & Seminary, CA
The New England Institute of Art, MA
The University of Findlay, OH
The University of Scranton, PA
Thiel College, PA
Toccoa Falls College, GA
Tougaloo College, MS
Touro College, NY
Touro College Los Angeles, CA
Trevecca Nazarene University, TN
Trinity International University, IL
Tusculum College, TN
Union College, NE
Union College, KY
Union University, TN
University of Charleston, WV
University of Dallas, TX
University of Mary, ND
University of Mary Hardin-Baylor, TX
University of Mobile, AL
University of New England, ME
University of Saint Francis, IN
University of San Francisco, CA
University of Sioux Falls, SD
University of St Francis, IL
University of Tampa, FL
University of the Incarnate Word, TX
University of the Sciences, PA
Upper Iowa University, IA
Urbana University, OH
Utica College, NY
Vanguard University of Southern
    California, CA
Vennard College, IA
Virginia Wesleyan College, VA
Viterbo University, WI
Walla Walla University, WA
Warner Pacific College, OR
Warner University, FL
Warren Wilson College, NC
Wartburg College, IA
Washington Baptist University, VA
Washington Bible College, MD
Washington College, MD
Waynesburg University, PA
Wesley College, DE
West Virginia Wesleyan College, WV
Westwood College - ATL, GA
Westwood College - ATM, GA
Westwood College - CHD, IL
Westwood College - CHL, IL
Westwood College - CHOA, IL
Westwood College - CHR, IL
Westwood College - DLD, TX
Westwood College - DLF, TX
Westwood College - DNN, CO
Westwood College - DNS, CO
Westwood College - HNS, TX
Westwood College - LAA, CA
Westwood College - LAI, CA
Westwood College - LAL, CA
Westwood College - LAW, CA
Westwood College - VAA, VA
Westwood College - VAB, VA
Whittier College, CA
Whitworth University, WA
Widener University, PA
Wilkes University, PA
William Jessup University, CA
William Jewell College, MO
William Penn University, IA
Williams Baptist College, AR
Wilson College, PA
Worcester Polytechnic Institute, MA
York College, NE

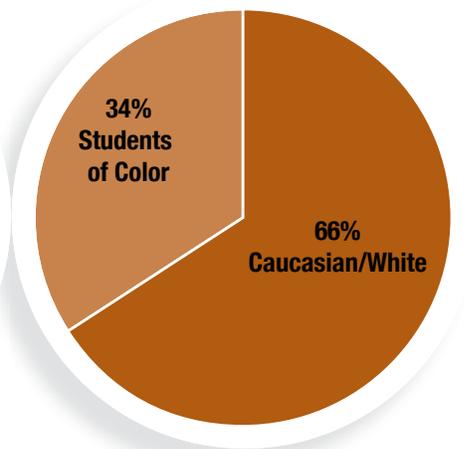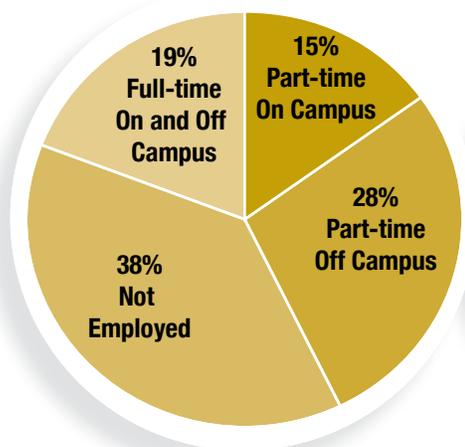# Appendix II. Demographics for Four-Year Private Institutions

Age

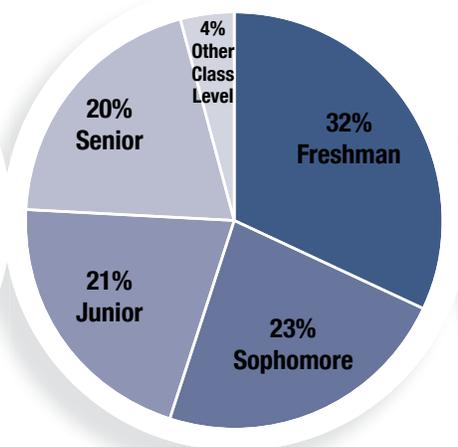- 21% 25 and Older
- 79% 24 and Younger

Gender

- 41% Male
- 59% Female

Ethnicity/Race

- 34% Students of Color
- 66% Caucasian/White

Employment

- 15% Part-time On Campus
- 19% Full-time On and Off Campus
- 28% Part-time Off Campus
- 38% Not Employed

Class Level

- 4% Other Class Level
- 32% Freshman
- 20% Senior
- 21% Junior
- 23% Sophomore

Current GPA

- 44% 2.99 or Below
- 66% 3.0 or Above

Current Residence

- 39% Living On Campus
- 61% Living Off Campus

Institutional Choice
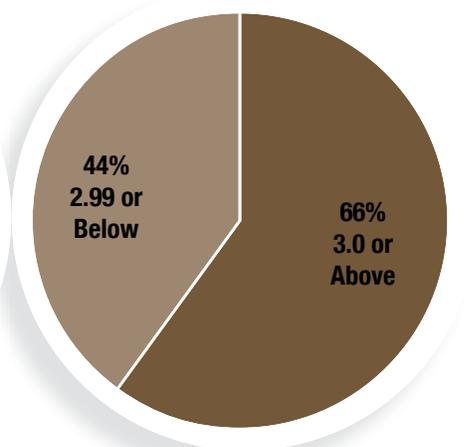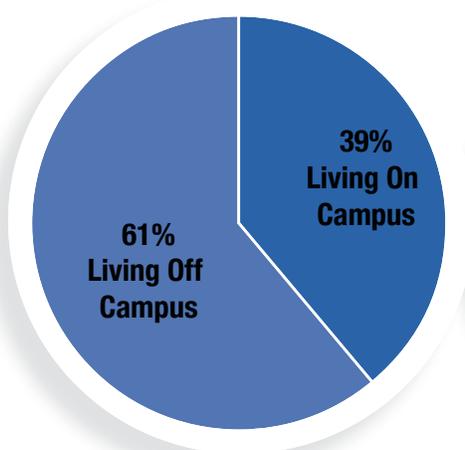
- 10% Third Choice
- 27% Second Choice
- 63% First Choice
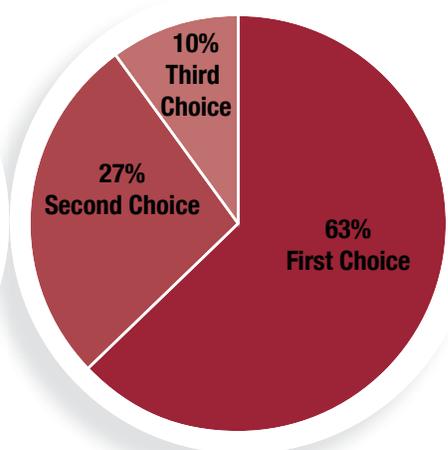
Appendix III. Five-Year Trends at Four-Year Private Institutions

Scale	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Academic Advising					
Importance	6.29	6.30	6.31	6.32	6.35
Satisfaction	5.32	5.36	5.42	5.47	5.47
Performance Gap	0.97	0.94	0.89	0.85	0.88
Campus Climate					
Importance	6.14	6.17	6.17	6.18	6.20
Satisfaction	5.19	5.22	5.29	5.30	5.28
Performance Gap	0.95	0.95	0.88	0.88	0.92
Campus Life					
Importance	5.71	5.74	5.73	5.75	5.78
Satisfaction	4.79	4.83	4.88	4.94	4.92
Performance Gap	0.92	0.91	0.85	0.81	0.86
Campus Support Services					
Importance	6.03	6.01	6.07	6.03	6.09
Satisfaction	5.29	5.33	5.38	5.39	5.42
Performance Gap	0.74	0.68	0.69	0.64	0.67
Concern for the Individual					
Importance	6.14	6.17	6.16	6.17	6.19
Satisfaction	5.16	5.21	5.25	5.28	5.25
Performance Gap	0.98	0.96	0.91	0.89	0.94
Instructional Effectiveness					
Importance	6.32	6.35	6.35	6.36	6.37
Satisfaction	5.33	5.38	5.42	5.44	5.43
Performance Gap	0.99	0.97	0.93	0.92	0.94
Recruitment and Financial Aid					
Importance	6.16	6.17	6.22	6.19	6.22
Satisfaction	4.96	4.99	5.05	5.07	5.06
Performance Gap	1.20	1.18	1.17	1.12	1.16
Registration Effectiveness					
Importance	6.17	6.17	6.20	6.17	6.22
Satisfaction	5.03	5.06	5.13	5.12	5.14
Performance Gap	1.14	1.11	1.07	1.05	1.08
Safety and Security					
Importance	6.17	6.19	6.18	6.17	6.22
Satisfaction	4.84	4.81	4.95	4.93	4.90
Performance Gap	1.33	1.38	1.23	1.24	1.32
Service Excellence					
Importance	6.00	6.02	6.04	6.02	6.07
Satisfaction	5.05	5.09	5.16	5.16	5.16
Performance Gap	0.95	0.93	0.88	0.86	0.91
Student Centeredness					
Importance	6.16	6.19	6.20	6.20	6.23
Satisfaction	5.28	5.31	5.37	5.37	5.37
Performance Gap	0.88	0.88	0.83	0.83	0.86

Student records: n = 81,280 for 2006-2007; n = 96,730 for 2007-2008; n = 75,518 for 2008-2009; n = 97,625 for 2009-2010; n = 83,918 for 2010-2011

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 Julie Bryant, Noel-Levitz associate vice-president of retention solutions, at 1-800-876-1117 or julie-bryant@noellevitz.com.

A word about Noel-Levitz

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· Student retention

· Staff and advisor development

· Student success

· Marketing and recruitment

· Financial aid services

· Research and communications

· Institutional effectiveness

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For more information, contact:

Noel-Levitz, Inc.
2350 Oakdale Boulevard
Coralville, Iowa 52241-9702

Phone: 800-876-1117
Fax: 319-626-8388
E-mail: ContactUs@noellevitz.com

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