Are college students satisfied with their educational experiences? Each year, the National Student Satisfaction and Priorities Report examines this subject, compiling data from hundreds of thousands of students attending four-year public campuses, four-year private institutions, two-year community colleges, and private two-year career schools. This report highlights some key areas, including how satisfaction levels differ by student demographic, how satisfaction varies by institutional choice, and whether today’s students—if they had to do it all over—would choose the campuses they currently attend.
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For more results classified by institution type, visit
www.noellevitz.com/benchmark2008
Do campuses have resources they can afford to waste?
The answer to that question may seem like an obvious, resounding “no.” Yet many college campuses waste precious resources by not knowing what their top priorities should be.

Tracking student satisfaction and priorities plays a critical role in using those resources 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 greatest attention and make decisions that will have the greatest impact on the student experience.

However, there is no one student population on any campus. Different genders, ethnicities, class levels, and other subpopulations will often express varying satisfaction levels, even if they have had similar college experiences. Understanding the differences among these populations can help institutions enact initiatives and allocate resources that will strengthen satisfaction among these diverse groups.

The 2008 National Student Satisfaction and Priorities Report explores these issues and presents a national snapshot of students’ opinions about their educations, across different demographic groups and institution types. In particular, the report shows whether students’ expectations are being met and whether they feel their educations have been worthwhile.

The 2008 study: Discovering national trends and opportunities for improvement

The 2008 National Student Satisfaction and Priorities Report presents the responses to the Noel-Levitz Student Satisfaction Inventory™ (SSI) from more than 602,000 students at nearly 800 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 2005 through the spring of 2008.

The most recent results reveal some opportunities to improve the experiences of specific populations. In particular, these findings stand out:

- Greater satisfaction among students at community colleges than other institutions.
- The variation of satisfaction based on whether the institution was the first, second, or third choice of the student.
- Much lower levels of satisfaction among African American and Asian American students attending four-year institutions.
- Higher levels of satisfaction among female students than male students across all institution types.
- Lower satisfaction from students attending institutions in the East.
Satisfaction and likelihood to re-enroll: The overall results

The table below shows the composite scores of all students by institution type. In this report, “likelihood to re-enroll” does not necessarily mean that students answering negatively do not intend to return to their institutions. Instead, it really addresses this question: If students had to repeat their educations, would they enroll again at their institutions? In other words, do they feel that attending their chosen institutions has been worth it? This response shows whether the academic offerings and student experiences provided by these institutions are the best fit for the students they have enrolled.

<table>
<thead>
<tr>
<th>Overall scores</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year public</td>
<td>54%</td>
<td>60%</td>
</tr>
<tr>
<td>Four-year private</td>
<td>54%</td>
<td>57%</td>
</tr>
<tr>
<td>Two-year community colleges</td>
<td>60%</td>
<td>69%</td>
</tr>
<tr>
<td>Two-year career and private schools</td>
<td>56%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Two-year community and technical colleges show the highest percentage of satisfied students and the largest percentage of likelihood to re-enroll scores. Career schools then have the next highest percentage of overall satisfaction, with a very similar percentage of likelihood to re-enroll. Students at four-year private institutions reflect 54% satisfaction, but only a 57% likelihood to re-enroll, while students at four-year publics have similar satisfaction levels (54%), but have a higher likelihood to re-enroll result (60%).

It’s possible that price may play a key role in these overall results. Given that community college students usually have made a much smaller financial investment than students at four-year institutions, they may be more inclined to feel that their education was “worth it.”

Institutional choice: A key element in satisfaction

The data from four-year and two-year institutions show that institutional choice is a very significant factor in forecasting students’ satisfaction and how likely they are to remain at their institutions. Regardless of the institution type, students who enroll at their first-choice institution express greater satisfaction and likelihood to re-enroll.

<table>
<thead>
<tr>
<th>Four-year public</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>First choice</td>
<td>62%</td>
<td>71%</td>
</tr>
<tr>
<td>Second choice</td>
<td>46%</td>
<td>49%</td>
</tr>
<tr>
<td>Third choice</td>
<td>26%</td>
<td>24%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four-year private</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>First choice</td>
<td>62%</td>
<td>67%</td>
</tr>
<tr>
<td>Second choice</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Third choice</td>
<td>28%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Comparing the first-choice group and third-choice group, there are significant differences in satisfaction and re-enrollment across all institution types, with a 34-43% difference in satisfaction ratings and a 42-49% difference in likelihood to re-enroll. Students attending career and private schools who are also attending their third-choice institution report the lowest satisfaction and likelihood to re-enroll. These large differences should raise concerns to all institutions and encourage them to look into areas where these students are less satisfied. Every institution will have a significant number of students who did not choose that school as their first choice. It is especially critical for campuses to find ways to make these students feel welcome and comfortable, for they are likely to start out less satisfied than students in the first-choice group.

### 2007 first-year students: College choice also impacts satisfaction

The following data are from a subset of students who were first-year students in fall 2007. This group of students was targeted specifically because their institutional choice perception is still relatively fresh in their minds.

This segment of the data focuses on 24,104 first-year students from 163 institutions completing the Student Satisfaction Inventory in the fall of 2007. Included are 9,737 first-year students from 90 four-year private institutions; 1,223 first-year students from 13 four-year public institutions; 9,956 first-year students from 39 two-year public institutions; and 3,188 first-year students from 21 career and private institutions.¹

<table>
<thead>
<tr>
<th>Two-year community colleges</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>First choice</td>
<td>68%</td>
<td>79%</td>
</tr>
<tr>
<td>Second choice</td>
<td>50%</td>
<td>58%</td>
</tr>
<tr>
<td>Third choice</td>
<td>29%</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-year career and private schools</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>First choice</td>
<td>67%</td>
<td>70%</td>
</tr>
<tr>
<td>Second choice</td>
<td>47%</td>
<td>46%</td>
</tr>
<tr>
<td>Third choice</td>
<td>24%</td>
<td>21%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four-year public</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>First choice</td>
<td>64%</td>
<td>76%</td>
</tr>
<tr>
<td>Second choice</td>
<td>54%</td>
<td>58%</td>
</tr>
<tr>
<td>Third choice</td>
<td>31%</td>
<td>27%</td>
</tr>
</tbody>
</table>

¹ Note: for this portion of the study, we are referencing data from schools using the shorter Form B Career and Private School version, because the majority of the activity was on this survey version during that time period.
Students report a 33-39% difference in satisfaction and a 43-50% difference in likelihood to re-enroll based on whether they are attending their first-choice or third-choice institution.

<table>
<thead>
<tr>
<th>Four-year private</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>First choice</td>
<td>68%</td>
<td>74%</td>
</tr>
<tr>
<td>Second choice</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>Third choice</td>
<td>29%</td>
<td>27%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-year community colleges</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>First choice</td>
<td>68%</td>
<td>79%</td>
</tr>
<tr>
<td>Second choice</td>
<td>52%</td>
<td>59%</td>
</tr>
<tr>
<td>Third choice</td>
<td>32%</td>
<td>29%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-year career and private schools</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>First choice</td>
<td>72%</td>
<td>71%</td>
</tr>
<tr>
<td>Second choice</td>
<td>56%</td>
<td>52%</td>
</tr>
<tr>
<td>Third choice</td>
<td>34%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Overall, there is a significant difference in how first-year students feel about their institutions based on institutional choice. Students at all institution types report a 10-16% difference in satisfaction and an 18-20% difference in likelihood to re-enroll based on whether they are attending their first-choice or second-choice institution. On an even greater note, students report a 33-39% difference in satisfaction and a 43-50% difference in likelihood to re-enroll based on whether they are attending their first-choice or third-choice institution.

The changes in satisfaction and likelihood to re-enroll between students attending their third-choice institution versus their first-choice institution are large among the four-year institutions. Students attending four-year private institutions show a 39% satisfaction drop, while students at four-year public institutions report a 49% difference in likelihood to re-enroll. Students attending their third-choice community colleges and career and private institutions have similar differences in satisfaction and likelihood to re-enroll than their peers attending their first-choice institution, with differences in satisfaction of 36% at community colleges and 38% at career schools. The largest drop in likelihood to re-enroll is 50% at community colleges. Additionally, across the board, students at two-year institutions report higher satisfaction and a higher likelihood to re-enroll than students at four-year institutions. Students attending their first-choice career and private school report the highest percent of students satisfied (72%) and students attending their first-choice community college report the greatest likelihood to re-enroll (79%).

These results should remind institutions to position themselves as the best fit for students they are recruiting, and to show students why this institution is their best choice. When students believe they are where they want to be for college, they are more likely to be satisfied and to want to return to the institution. Colleges can also proactively work to impact perceptions of students who may have originally considered the institution to be their second or third choice—but may have selected it because of location, affordability, or other factors—to show students why this school is the best fit or option for them. That change in perception can have a strong influence on students’ overall educational experiences.
Ethnicity reports: Lower satisfaction among African American and Asian students

The ethnicity reports across each institution type show some interesting differences in how students of different ethnicities feel about their respective institutions. There are quite a few similarities among four-year institutions and community colleges:

<table>
<thead>
<tr>
<th>Four-year public</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasians</td>
<td>58%</td>
<td>65%</td>
</tr>
<tr>
<td>African Americans</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>Asians</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>Hispanics</td>
<td>57%</td>
<td>63%</td>
</tr>
<tr>
<td>American Indians/Native Americans</td>
<td>52%</td>
<td>62%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four-year private</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasians</td>
<td>58%</td>
<td>62%</td>
</tr>
<tr>
<td>African Americans</td>
<td>44%</td>
<td>47%</td>
</tr>
<tr>
<td>Asians</td>
<td>40%</td>
<td>43%</td>
</tr>
<tr>
<td>Hispanics</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>American Indians/Native Americans</td>
<td>47%</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-year community colleges</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasians</td>
<td>62%</td>
<td>72%</td>
</tr>
<tr>
<td>African Americans</td>
<td>58%</td>
<td>65%</td>
</tr>
<tr>
<td>Asians</td>
<td>46%</td>
<td>57%</td>
</tr>
<tr>
<td>Hispanics</td>
<td>61%</td>
<td>71%</td>
</tr>
<tr>
<td>American Indians/Native Americans</td>
<td>62%</td>
<td>71%</td>
</tr>
</tbody>
</table>

Caucasian and Hispanic students at four-year institutions report higher satisfaction and likelihood to re-enroll scores compared to other ethnic groups. These institutions also show a more somber trend: the prevalence of dissatisfaction and a much lower likelihood to re-enroll among Asian students. Asian students have satisfaction and likelihood to enroll scores that are almost 20% lower than those of Caucasian students. Despite the fact that Asian students do not make up a large part of the national student population, this raises some concerns for schools about which areas are not meeting the needs of Asian students.

Another interesting trend is the levels of satisfaction and likelihood to re-enroll of African American students in community colleges compared with African American students at four-year institutions. African American students who attend community colleges have similar satisfaction and likelihood to re-enroll scores as Caucasian students. This is not the case at four-year institutions, where African American students express 14% less satisfaction at private institutions and 20% less at public institutions compared to Caucasian students. This lower satisfaction contributes to lower likelihood to re-enroll results as well, with African American students reporting 15% less likelihood to re-enroll at private institutions and 22% less at public institutions.

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Perhaps the most interesting part of the ethnicity report is the data differences from two-year career and private schools compared to the other three institution types.

<table>
<thead>
<tr>
<th>Two-year career and private schools</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasians</td>
<td>59%</td>
<td>62%</td>
</tr>
<tr>
<td>African Americans</td>
<td>55%</td>
<td>54%</td>
</tr>
<tr>
<td>Asians</td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td>Hispanics</td>
<td>64%</td>
<td>64%</td>
</tr>
<tr>
<td>American Indians/Native Americans</td>
<td>60%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Unlike the other institution types, there is only a small difference among the different ethnicities at career schools in terms of satisfaction ratings and likelihood to re-enroll. Whereas Caucasian students at all three other institution types report the greatest satisfaction ratings, Hispanic students at career institutions report the highest satisfaction rating and the greatest likelihood to return (both at 64%).

Similarly, Asian students are not the least satisfied students at career institutions as they are at the other three institution types. At career institutions, African American students have the lowest satisfaction ratings (55%) and likelihood to re-enroll (54%).

What has caused African American and Asian students to express such lower satisfaction? Again, the issue may be one of best fit. Do these students feel like they made the right choices, that they selected the institutions that provide the best experiences for them? There’s also the possibility that African American and Asian students are less prone to feel that their educations are worth the effort. In 2007, Noel-Levitz found that 22% of African American students and 26% of Asian students did not feel their educations were “worth the time, money, and effort,” compared to 15% of white students who felt that way. While the reasons may vary, the data indicate that campuses should be considering these questions very seriously and assessing their own campus populations for answers.

**GPA reports: Academic success breeds satisfaction**

<table>
<thead>
<tr>
<th>Four-year public</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 and above</td>
<td>58%</td>
<td>64%</td>
</tr>
<tr>
<td>2.99 and below</td>
<td>46%</td>
<td>54%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four-year private</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 and above</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>2.99 and below</td>
<td>44%</td>
<td>48%</td>
</tr>
</tbody>
</table>

---

Overall, students who report a GPA of 3.0 or above show higher rates of satisfaction and likelihood to re-enroll. There is an 11-14% difference in satisfaction ratings and a 9-12% difference in likelihood to re-enroll between students with a GPA of 3.0 or higher and students with a GPA of 2.99 or lower across all institutions. Clearly, student performance factors significantly into satisfaction and especially in likelihood to re-enroll.

While that finding may seem unsurprising, many campuses do not do all they can to ensure the academic success of their students. Tutoring, advising, and course placement—helping students take courses where they will succeed—will foster greater achievement. Likewise, having early alert and first-year programs can identify students who need assistance and help them get started on the right track.

### Class level reports: Declining likelihood of re-enrolling at private institutions

<table>
<thead>
<tr>
<th>Four-year public</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>52%</td>
<td>60%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>53%</td>
<td>60%</td>
</tr>
<tr>
<td>Juniors</td>
<td>53%</td>
<td>60%</td>
</tr>
<tr>
<td>Seniors</td>
<td>55%</td>
<td>59%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-year community colleges</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>60%</td>
<td>69%</td>
</tr>
<tr>
<td>Second year</td>
<td>60%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Class level does not appear to make a significant difference in satisfaction ratings and likelihood to re-enroll at four-year public institutions and community colleges.

<table>
<thead>
<tr>
<th>Four-year private</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>56%</td>
<td>62%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>53%</td>
<td>57%</td>
</tr>
<tr>
<td>Juniors</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td>Seniors</td>
<td>53%</td>
<td>52%</td>
</tr>
</tbody>
</table>
Community colleges: Greater satisfaction with the pursuit of a degree

With community colleges, the data show that students pursuing an associate’s degree have slightly higher satisfaction rates and a greater likelihood to re-enroll than students who are planning to transfer from their campuses:

<table>
<thead>
<tr>
<th>Pursuing associate’s degree</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>64%</td>
<td>73%</td>
</tr>
<tr>
<td>Males</td>
<td>55%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Female students at community colleges and four-year institutions report higher levels of satisfaction and likelihood to re-enroll.

As they advance in class levels, students at four-year private schools and two-year private institutions show declining satisfaction levels and even sharper decreases in likelihood to re-enroll. With both institution types, students show a change of 10% or more in likelihood to re-enroll between the entering and ending class levels. Satisfaction levels also dip by 10% between first-year and second-year students at two-year career and private campuses.

What factors lead to these satisfaction and re-enrollment differences as students get further into their college experiences, especially at career schools where both categories go through such a great decline in only one year? As students advance in their careers, they begin to feel the pressure of graduating. Post-college life—with its pressure to find a job, pay off any educational debts, and put one’s education to use—weigh heavier as graduation approaches. Students who have likely paid much more for their educations at private institutions are probably under more financial pressure and may be less likely to feel their educations were worth the effort as they reach their final years. These perceptions may impact graduating students’ willingness to give back financially to the institution as alumni.

Four-year private campuses may want to focus additional efforts on improving satisfaction levels of upper-class students by focusing on the value of the education and by insuring career placement.

Gender reports: Greater satisfaction levels from female students

<table>
<thead>
<tr>
<th>Four-year public</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>57%</td>
<td>63%</td>
</tr>
<tr>
<td>Males</td>
<td>49%</td>
<td>57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four-year private</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>57%</td>
<td>60%</td>
</tr>
<tr>
<td>Males</td>
<td>49%</td>
<td>53%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-year community colleges</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>64%</td>
<td>73%</td>
</tr>
<tr>
<td>Males</td>
<td>55%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Female students at community colleges and four-year institutions report higher levels of satisfaction and likelihood to re-enroll.
The only notable difference is that the female students at career schools show no significant difference when compared to male students. This raises questions about female students at career schools. Are their expectations not as high as females at the other three institution types? Are males more satisfied at career institutions? Are career schools doing a better job of serving male students? Four-year campuses and community colleges may wish to research any differences between the genders and see if there is a way to ensure equal satisfaction levels among male and female students.

### Region reports: Geographic differences in satisfaction

<table>
<thead>
<tr>
<th>Region</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four-year public</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>Southern</td>
<td>55%</td>
<td>61%</td>
</tr>
<tr>
<td>Midwestern</td>
<td>55%</td>
<td>62%</td>
</tr>
<tr>
<td>Western</td>
<td>55%</td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four-year private</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>49%</td>
<td>52%</td>
</tr>
<tr>
<td>Southern</td>
<td>52%</td>
<td>56%</td>
</tr>
<tr>
<td>Midwestern</td>
<td>58%</td>
<td>61%</td>
</tr>
<tr>
<td>Western</td>
<td>53%</td>
<td>57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two-year community colleges</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern</td>
<td>57%</td>
<td>65%</td>
</tr>
<tr>
<td>Southern</td>
<td>61%</td>
<td>70%</td>
</tr>
<tr>
<td>Midwestern</td>
<td>60%</td>
<td>69%</td>
</tr>
<tr>
<td>Western</td>
<td>59%</td>
<td>71%</td>
</tr>
</tbody>
</table>

The data show geographic region plays a role in determining student satisfaction and likelihood to re-enroll. Among four-year institutions and community colleges, students at Eastern institutions consistently report the lowest satisfaction and likelihood to re-enroll. Four-year public institutions and community colleges in the Southern, Midwestern, and Western regions have similar scores, while students at Midwestern four-year private institutions report higher satisfaction and likelihood to re-enroll than the other regions.

### States involved in the region reports:

- **Eastern Region**: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, New Jersey, Maryland, Delaware, District of Columbia
- **Southern Region**: Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas, Oklahoma, Texas
- **Midwestern Region**: Ohio, Indiana, Michigan, Illinois, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas
- **Western Region**: Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Idaho, Washington, Oregon, California, Nevada, Alaska, Hawaii
These results only reflect the location of the school, not the geographic origin of the students. However, campuses need to be aware of these location factors. Assessing satisfaction in an Eastern region, or benchmarking satisfaction against institutions from the same region, can provide a good indication of how a campus stacks up against its competitors.

<table>
<thead>
<tr>
<th>Two-year career and private schools</th>
<th>Percent satisfied</th>
<th>Likelihood to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td>Southern</td>
<td>58%</td>
<td>56%</td>
</tr>
<tr>
<td>Midwestern</td>
<td>50%</td>
<td>52%</td>
</tr>
<tr>
<td>Western</td>
<td>63%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Data from career institutions offer a much different conclusion. Whereas Midwestern four-year private institutions rate highest in satisfaction and likelihood to re-enroll, Midwestern career schools rate the lowest, with 13% less satisfaction and likelihood to re-enroll compared to institutions in the West. Among career schools, institutions in the West stand out with a 63% satisfaction rating and a 66% likelihood to re-enroll.

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

While these findings outline significant issues from the 2008 National Student Satisfaction-Priorities Report, they are just some of the results. The complete results, categorized by institution type, are available at www.noellevitz.com/benchmark2008. These national reports examine issues such as student priorities, enrollment factors, and strengths and challenges for different institutional types. The reports for four-year institutions and two-year community colleges also include national data from campus personnel in comparison to the student results, identifying where issues are viewed similarly or differently across campus constituencies.

Furthermore, regular, systematic assessment should be an ongoing initiative at campuses. Individual campus results capture the truly unique experience of each campus, while also pointing out strengths and challenges of a specific campus. Strengths are defined as areas of high importance and high satisfaction and are benefits which can be promoted to prospective and current students. Challenges are areas of high importance and low satisfaction which identify the highest priorities for a campus for improvement and show where resources should be allocated. 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.
Appendix—2008 National Student Satisfaction Study Demographic Data

Four-Year Public Colleges and Universities
96,901 student records—101 institutions

Gender
- 61% Female
- 39% Male

Ethnicity/Race
- 67% Caucasian/White
- 14% African American
- 7% Hispanic
- 4% Asian or Pacific Islander
- 3% Other race
- 4% Prefer not to respond
- 1% American Indian/Native American

Institutional Choice
- 63% 1st choice
- 26% 2nd choice
- 12% 3rd choice or lower

Class Level
- 27% Freshman
- 18% Sophomore
- 22% Junior
- 25% Senior
- 7% Other class level
- <1% Special student

Current GPA
- 31% 3.0-3.49
- 22% 2.5-2.99
- 10% 2.0-2.49
- 6% 1.99 or below
- 2% No credits earned
- 6% 3.5 or above
- 2% <1%

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Appendix—2008 National Student Satisfaction Study Demographic Data

Four-Year Private Colleges and Universities
279,575 student records—395 institutions

Gender
- 56% Female
- 44% Male

Ethnicity/Race
- 64% Caucasian/White
- 11% African American
- 9% Hispanic
- 6% Asian or Pacific Islander
- 4% Other race
- <1% Prefer not to respond

Institutional Choice
- 63% 1st choice
- 26% 2nd choice
- 10% 3rd choice or lower

Class Level
- 31% Freshman
- 23% Sophomore
- 21% Junior
- 20% Senior
- 4% Graduate/Professional
- 1% Other class level/special student

Current GPA
- 32% 3.5 or above
- 31% 3.0-3.49
- 19% 2.5-2.99
- 8% 2.0-2.49
- 8% 1.99 or below
- 2% No credits earned
- 6% 1st choice
- 26% 2nd choice
- 10% 3rd choice or lower

American Indian/Native American
- 6% Prefer not to respond
- 4% Other race

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Appendix—2008 National Student Satisfaction Study Demographic Data

Community, Junior, and Technical Colleges
198,833 student records—244 institutions

Gender
- 60% Female
- 40% Male

Ethnicity/Race
- 64% Caucasian/White
- 12% African American
- 11% Hispanic
- 4% Asian or Pacific Islander
- 2% American Indian/Native American
- 3% Other race
- 5% Prefer not to respond
- 2% Other educational goal

Institutional Choice
- 69% 1st choice
- 22% 2nd choice
- 9% 3rd choice or lower

Class Level
- 49% 1 year or less
- 32% 2 years
- 12% 3 years
- 7% 4 years or more

Current GPA
- 14% 3.5 or above
- 28% 3.0-3.49
- 19% 2.5-2.99
- 10% 2.0-2.49
- 2% 1.99 or below
- 2% No credits earned

Educational Goal
- 49% Associate degree
- 27% Transfer to another institution
- 24% Other educational goal
- 3% Other race
Appendix—2008 National Student Satisfaction Study Demographic Data

Career and Private Schools
26,875 student records—57 institutions

- Gender: 26% Male, 74% Female
- Ethnicity/Race:
  - Caucasian/White: 51%
  - African American: 23%
  - Hispanic: 11%
  - Asian or Pacific Islander: 3%
  - Other race: 6%
  - Prefer not to respond: 2%
  - American Indian/Native American: 2%
- Class Level:
  - 1 year or less: 72%
  - 2 years: 21%
  - 3 years: 4%
  - 4 years or more: 3%
- Institutional Choice:
  - 1st choice: 62%
  - 2nd choice: 29%
  - 3rd choice or lower: 9%
- Current GPA:
  - 1.0-1.99 or below: 14%
  - 2.0-2.49: 27%
  - 2.5-2.99: 13%
  - 3.0-3.49: 13%
  - 3.5 or above: 38%
  - No credits earned: 62%

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Appendix—2008 Student Satisfaction Inventory Participants

**Four-year Publics**

Adams State College, CO  
Alcorn State University, MS  
Arkansas Tech University, AR  
Auburn University at Montgomery, AL  
Bemidji State University, MN  
Black Hills State University, SD  
California State University - Monterey, CA  
California State University - Northridge, CA  
California State University - Sacramento, CA  
Central Michigan University, MI  
Clemson University, SC  
Coppin State University, MD  
Dakota State University, SD  
Dickinson State University, ND  
East Stroudsburg University of Pennsylvania, PA  
Eastern Michigan University, MI  
Edinboro University of Pennsylvania, PA  
Edison College, FL  
Fairmont State University, WV  
Fayetteville State University, NC  
Florida A&M University, FL  
Florida Gulf Coast University, FL  
Indiana University East, IN  
Indiana-Purdue University, Fort Wayne, IN  
Institute of American Indian Arts, NM  
Kent State University, Main Campus, OH  
Kent State University, Stark, OH  
Lincoln University, DE  
Maine Maritime Academy, ME  
Massachusetts Maritime Academy, MA  
Maryville State University, ND  
Millersville University of Pennsylvania, PA  
Minnesota State University, Mankato, MN  
Mint State University, ND  
Mississippi State University, MS  
Montana State University, MT  
Montana Tech of The University of Montana, MT  
Montclair State University, NJ  
New Mexico Highlands University, NM  
New Mexico Military Institute, NM  
New Mexico State University, Main Campus, NM  
North Dakota State University, ND  
North Georgia College & State University, GA  
Northern Illinois University, IL  
Northwest Missouri State University, MO  
Oglala Lakota College, SD  
Ohio University, Chillicothe, OH  
Ohio University, Eastern, OH  
Ohio University, Lancaster, OH  
Ohio University, Pickerington, OH  
Ohio University, Proctorville, OH  
Ohio University, Southern, OH  
Ohio University, Zanesville, OH  
Oklahoma State University - Tulsa, OK  
Oregon Institute of Technology, OR  
Penn State Harrisburg, PA  
Rowan University, NJ  
Rutgers State University, New Brunswick, NJ  
Salcusby University, MD  
Shawnee State University, OH  
Shepherd University, WV  
South Carolina State University, SC  
South Dakota School of Mines & Technology, SD  
Southeastern Oklahoma State University, OK  
Southern University and A&M College, LA  
Stephen F. Austin State University, TX  
SUNY College at Plattsburgh, NY  
SUNY College of Tech at Alfred, NY  
Texas A & M University - Corpus Christi, TX  
Texas Woman’s University, TX  
University of Alabama at Birmingham, AL  
University of Alaska - Anchorage, AK  
University of Alaska - Fairbanks, AK  
University of Alaska - Juneau, AK  
University of Central Missouri, MO  
University of Cincinnati, Main Campus, OH  
University of Illinois Springfield, IL  
University of Louisville, KY  
University of Maryland Eastern Shore, MD  
University of Michigan - Flint, MI  
University of Missouri - Kansas City, MO  
University of Montana Western, MT  
University of Nebraska, NE  
University of Nevada, Las Vegas, NV  
University of North Dakota, Main Campus, ND  
University of North Texas, TX  
University of Pittsburgh, Johnstown, PA  
University of Puerto Rico, PR  
University of South Carolina, SC  
University of Southern Mississippi, MS  
University of Texas - Pan American, TX  
University of Texas Permian Basin, TX  
University of the Virgin Islands, VI  
University of Wisconsin - River Falls, WI  
University of Wyoming, WY  
Valley City State University, ND  
Webber State University, UT  
West Texas A&M University, TX  
West Virginia University at Morgantown, WV  
Wright State University, Main Campus, OH

**Four-year Privates**

Abilene Christian University, TX  
Alaska Pacific University, AK  
Albany College of Pharmacy, Union University, NY  
Alderson Broaddus College, WV  
Allenhurst Wesleyan College, OH  
American Academy of Art, IL  
American Indian College of the Assemblies of God, AZ  
American International College, MA  
Anderson University, IN  
Aquinas College, MI  
Arcadia University, PA  
Ashbury College, KY  
Ashford University, IA  
Assumption College, MA  
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  
Ball State University, IN  
Baptist Bible College, MO  
Baptist College of Health, TN  
Baylor University, TX  
Belhaven College, MS  
Benedictine College, KS  
Bennett College for Women, NC  
Berea College, KY  
Berklee College of Music, MA  
Berry College, GA  
Bethel College, IN  
Bethel University, MN  
Bethune-Cookman University, FL  
Biola University, CA  
Blessing-Rieman College of Nursing, IL  
Bluffton College, OH  
Briar Cliff University, IA  
Brooks College, CA  
Bryant College, TN  
Bryan LGH College, NE  
Caldwell College, NJ  
Calvin College, MI  
Calvin College, IA  
Carroll College, WI  
Carroll College - Montana, MT  
Cedar Crest College, PA  
Cedarville University, OH  
Centenary College, LA  
Central Bible College, MO  
Central Christian College of the Bible, MO  
Champlain College, VT  
Chapman University, CA  
Claremont Graduate University, CA  
Clearwater Christian College, FL  
Coe College, IA  
Colby-Sawyer College, NH  
College for Creative Studies, MI  
College of Mount St Joseph, OH  
College of Notre Dame, MD  
Columbia College Chicago, IL  
Columbia International, SC  
Columbia Union College, MO  
Concordia University Chicago, IL  
Concordia University, St. Paul, MN  
Concordia University-Nebraska, NE  
Corban College, OR  
Cornerstone University, MI  
Cotney College, MO  
Covenant College, GA  
Cox College of Nursing, MO  
Crutchon College, OK  
Crossroads Bible College, IN  
Crow College, MN  
Curry College, MA  
Dallas Baptist University, TX  
Dana College, NE  
Davis College, NY  
DeVry University - Advantage, IL  
DeVry University - Alpharetta, GA  
DeVry University - Calgary, AB  
DeVry University - Chicago, IL  
DeVry University - Columbus, OH  
DeVry University - Crystal, VA  
DeVry University - Dallas, TX  
DeVry University - Decatur, GA  
DeVry University - DuPage, IL  
DeVry University - Federal, WA  
DeVry University - Fremont, CA  
DeVry University - Fort Washington, PA  
DeVry University - Houston, TX  
DeVry University - Kansas City, MO  
DeVry University - Long Beach, CA  
DeVry University - Miramar, FL  
DeVry University - New York, NY  
DeVry University - North Brunswick, NJ  
DeVry University - Orlando, FL  
DeVry University - Phoenix, AZ  
DeVry University - Pomona, CA  
DeVry University - Sherman Oaks, CA  
DeVry University - Tinley Park, IL  
DeVry University - Winterset Hills, CA  
DeVry University - Westminster, CO  
Dillard University, LA  
Dominican College of Blauvelt, NY  
Dominican University of California, CA  
Eastern Menomonie University, VA  
Eastern College, PA  
Edgewood College, WI  
Elizabethtown College, PA  
Elmira College, NY  
Emory-Riddle Aeronautical University, FL  
Emmanuel College, GA  
Emmanuel College, MA  
Emmanuel College, IA  
Erskine College, SC  
Everglades University, FL  
Faulkner University, AL  
Florida Hospital College, FL  
Florida Southern College, FL  
Franciscan University Steubenville, OH  
Franklin College, Switzerland  
Franklin University College, OH  
Fresno Pacific University, CA  
Gencva College, PA  
George Fox University, OR  
Georgetown College, KY  
Gordon College, MA  
Grace Bible College, MI  
Grace College and Seminary, IN  
Grace University, NE  
Graceland University, IA  
Green Mountain College, VT  
Greenville College, IL  
Hartwick College, NY  
Hastings College, NE  
Heidelberg College, OH  
Heritage of Mount St Joseph, OH  
Heritage Christian University, AL  
Hesser College, NH  
Hilhswade College, MI  
Hobart Sound Bible College, FL  
Hope International University, CA  
Houghton College, NY  
Houston Baptist University, TX  
Howard Payne University, TX  
Huntington University, IN  
Illinois Institute of Art, IL  
Indiana Wesleyan University, IN  
Institute of Computer Technology College, CA  
Jamestown College, ND  
John Brown University, AR  
John Carroll University, OH  
Johns Hopkins University, MD  
Johnson & Wales University, FL  
Johnson Smith College, NC  
Judson College, AL  
Judson University, IL  
Keuka College, NY  
Kuyer College, MI  
Laboratory Institute of Merchandising, NY  
Lancaster Bible College, PA  
Lawrence Technological University, MI  
Lee University, TN  
Lees-Martine College, NC  
LeTourneau University, TX  
Lewis University, IL  
Lincoln College, IL  
Lipscomb University, TN  
Loyola University New Orleans, LA  
Lynchburg College, VA  
Lyon College, AR  
Madonna University, MI  
Maharishi University of Management, IA

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Northeastern Junior College, CO
Northeast Wisconsin Technical College, WI
Northeast Community College, NE
Jefferson Community College, OH
Johnson County Community College, KS
Kansas City Kansas Area Technical School, KS
Kansas City Kansas Community College, KS
Kansas State University, Salina, KS
Kennebec Valley Technical College, ME
Kilann Community College, SD
Labette Community College, KS
Lake Land College, IL
Lake Region State College, ND
Lake Superior College, MN
Lakeland College, AB
Lakeshore Technical College, WI
Lamar State College - Port Arthur, TX
Lanier Technical College, GA
Laredo College, TX
Latter-Day Saints Business, UT
Lincoln College, IL
Lincoln Land Community College, IL
Lord Fairfax Community College, VA
Los Rios Community College, CA
Luzerne County Community College, PA
Madison Area Technical College, WI
Madisonville Community College, KY
Manatee Community College, FL
Manhattan Technical College, KS
Marion Technical College, OH
Martin University, IN
Mid Michigan Community College, MI
Mid-South Community College, AR
Mid-State Technical College, WI
Minnesota West Community and Technical College, MN
Minot State University - Bottineau, ND
Mission College, CA
Montana State University - Billings, MT
Montana State University - Great Falls College of Technology, MT
Montana Tech of The University of Montana, MT
Montclair Community College, NJ
Montgomery County Community College, PA
Morraine Park Technical College, WI
Mountain View College, TX
Muscatine Community College, IA
Muskegon Community College, MI
Nassau Community College, NY
Neosho County Community College, KS
New Mexico State University - Alamogordo, NM
North Central Missouri College, MO
North Dakota State College of Science, ND
North Lake College, TX
North Metro Technical College, GA
Northeast Community College, NE
Northeast Kansas Technical College, KS
Northeast Texas Community College, TX
Northeast Wisconsin Technical College, WI
Northeastern Junior College, CO
Northern Maine Community College, ME
Northland Community and Technical College, MN
University of Alaska - Rural College, AK
University of Alaska - Sitka, AK
University of Alaska - Tanana, AK
University of Hawaii Hilo Community College, HI
University of Montana - Helena College, MT
Warren County Community College, NJ
Washington County Community College, ME
Waubonsee Community College, IL
Waukesha County Technical College, WI
Wayne County Community College, MI
West Georgia Technical College, GA
West Virginia University at Parkersburg, WV
Western Dakota Technical Institute, SD
Western Iowa Technical College, IA
Western Nevada College, NV
Western Technical College, WI
Western Wyoming Community College, WY
Wichita Area Technical College, KS
Williamson Free School of Mechanical Trades, PA
Williamson State College, ND
Wisconsin Indianhead Technical College, WI
Wright State University - Main Campus, OH
York County Community College, ME

Hudson County Community College, NJ
Illinois Central College, IL
Illinois Valley Community College, IL
Independence Community College, KS
Inver Hills Community College, MN
Iowa Western Community College, IA
Jackson Community College, MI
Jefferson Community College, OH
Johnson County Community College, KS
Kansas City Kansas Area Technical School, KS
Kansas City Kansas Community College, KS
Kansas State University, Salina, KS
Kennebec Valley Technical College, ME
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Labette Community College, KS
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Laredo College, TX
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Lincoln Land Community College, IL
Lord Fairfax Community College, VA
Los Rios Community College, CA
Luzerne County Community College, PA
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Madisonville Community College, KY
Manatee Community College, FL
Manhattan Technical College, KS
Marion Technical College, OH
Martin University, IN
Mid Michigan Community College, MI
Mid-South Community College, AR
Mid-State Technical College, WI
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Montana State University - Great Falls College of Technology, MT
Montana Tech of The University of Montana, MT
Montclair Community College, NJ
Montgomery County Community College, PA
Morraine Park Technical College, WI
Mountain View College, TX
Muscatine Community College, IA
Muskegon Community College, MI
Nassau Community College, NY
Neosho County Community College, KS
New Mexico State University - Alamogordo, NM
North Central Missouri College, MO
North Dakota State College of Science, ND
North Lake College, TX
North Metro Technical College, GA
Northeast Community College, NE
Northeast Kansas Technical College, KS
Northeast Texas Community College, TX
Northeast Wisconsin Technical College, WI
Northeastern Junior College, CO
Northern Maine Community College, ME
Northland Community and Technical College, MN

Northwest Technical College, MN
Northwestern Technical College, GA
Odessa College, TX
Ogden Tech Technical College, GA
Oklahoma State University - Okmulgee, OK
Ozarka Technical College, AR
Palo Alto College, TX
Palo Verde College, CA
Pennsylvania Highlands Community College, PA
Phoenix College, AZ
Pierpoint Community and Technical College of Fairmont State University, WV
Pikes Peak Community College, CO
Pitt Community College, NC
Portland Community College, OR
Pratt Community College, KS
Pulaski Technical College, AR
Reading Area Community College, PA
Richland College, TX
Richland Community College, IL
Rio Hondo College, CA
Rochester Community and Technical College, MN
Rogers Community College, OR
Saginaw Chippewa Tribal College, MI
San Antonio College, TX
San Juan College, NM
Sandersonville Technical College, GA
Santa Fe Community College, NM
Savannah Technical College, GA
Schoolcraft College, MI
Scott Community College, IA
Scottsdale Community College, AZ
Seminole Community College, FL
Seward County Community College, KS
Sitting Bull College, ND
Skyline College, CA
South Arkansas Community College, AR
South Central College, MN
South Plains College, TX
Southern Maine Community College, ME
Southwest Kansas Technical College, KS
Southwest Tennessee Community College, TN
Southwestern Indian Polytechnic Institute, NM
Spartanburg Technical College, SC
Spartok Falls Community College, WA
St. Lake’s College, MO
State Fair Community College, MO
Taco Community College, WA
Terra Community College, OH
Texas State Technical College - Harlingen, TX
Texas State Technical College West Texas, TX
The Christ College of Nursing, OH
The Restaurant School, PA
Trenton State Technical College, AL
Tri-County Technical College, SC
University of Akron - Wayne College, OH
University of Alaska - Bristol Bay, AK
University of Alaska - Chukchi, AK
University of Alaska - Interior/Aleutians, AK
University of Alaska - Kenai/Kachemak, AK
University of Alaska - Ketchikan, AK
University of Alaska - Kodiak, AK
University of Alaska - Kuskokwim, AK
University of Alaska - Mat-Su, AK
University of Alaska - NorthWest, AK

University of Alaska - Rural College, AK
University of Alaska - Sitka, AK
University of Alaska - Tanana, AK
University of Hawaii Hilo Community College, HI
University of Montana - Helena College, MT
Warren County Community College, NJ
Washington County Community College, ME
Waubonsee Community College, IL
Waukesha County Technical College, WI
Wayne County Community College, MI
West Georgia Technical College, GA
West Virginia University at Parkersburg, WV
Western Dakota Technical Institute, SD
Western Iowa Technical College, IA
Western Nevada Community College, NV
Western Technical College, WI
Western Wyoming Community College, WY
Wichita Area Technical College, KS
Williamson Free School of Mechanical Trades, PA
Williamson State College, ND
Wisconsin Indianhead Technical College, WI
Wright State University - Main Campus, OH
York County Community College, ME

Career and Private Schools
Alliance Business Academy, India
Brown College, MN
Brown Mackie College - Hopkinsville, KY
Brown Mackie College - Louisville, KY
Brown Mackie College - Akron, OH
Brown Mackie College - Kansas, KS
Brown Mackie College - Merrillville, IN
Brown Mackie College - Tucson, AZ
Brown Mackie College - Atlanta, GA
Brown Mackie College - Dallas, TX
Brown Mackie College - Cincinnati, OH
Brown Mackie College - Findlay, OH
Brown Mackie College - Ft. Wayne, IN
Brown Mackie College - Miami, FL
Brown Mackie College - Michigan, IN
Brown Mackie College - Moline, IL
Brown Mackie College - North Canton, OH
Brown Mackie College - Northern Kentucky, KY
Brown Mackie College - South Bend, IN
Brown Mackie College - Salina, KS
Concordia Seminary, MO
Concordia Theological - Ft. Wayne, IN
Daymar College - Albany, NY
Daymar College - Louisville, KY
Daymar College - Newport, KY
Daymar College - Owensboro, KY
Draughons Junior College - Bowling Green, KY
Draughons Junior College - Clarksville, TN
Draughons Junior College - Clinton, KY
Draughons Junior College - Murfreesboro, TN

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Questions? Want additional information?

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.

About Noel-Levitz

Noel-Levitz is a nationally recognized consulting firm that specializes in strategic planning for enrollment and student success in higher education. Each year, higher education executives from throughout the U.S. meet regularly with Noel-Levitz to accomplish their goals for student recruitment, marketing, student retention, and strategic enrollment management.

Since 1973, Noel-Levitz has partnered with nearly 2,000 colleges and universities throughout North America. The firm offers consulting, custom research, benchmark data, innovative tools and technologies, side-by-side plan development and execution, and resources for professional development. Noel-Levitz has several offices across the U.S. For more information, visit www.noellevitz.com.