2013 National Research Report

National Student Satisfaction and Priorities Report

Special report on four-year public colleges and universities

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

Four-year public colleges and universities have been under increasing scrutiny by state boards of regents and legislatures to improve the educational experience they provide while reducing their overall budgets. What do the students enrolled at these universities think of their experience? What are the priorities on a national level for four-year public students, and where are the colleges meeting or failing to meet these expectations? What campus experiences have room for improvement, and which initiatives need to be targeted to particular subpopulations at public institutions?

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

For additional findings for other campus types as well as nontraditional students, visit **www.noellevitz.com/Benchmark**

Noel-Levitz®

The 2013 study

This National Satisfaction and Priorities Report focuses on the four-year public data set from 2013.

The *2013 National Student Satisfaction and Priorities Report* presents the responses to the Noel-Levitz Student Satisfaction Inventory™ (SSI) from nearly 816,000 students at 1,098 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 2010 through spring 2013. These results include the combination of data from institutions using both the original Form A version of the SSI as well as the shorter Form B version.

This year's study presents the overall satisfaction levels across institutional types, with a special emphasis on the experiences of more than 112,000 students at 109 four-year public institutions. These four-year public findings stand out:

- Four-year public colleges and universities had the lowest overall satisfaction scores, behind four-year privates and career and private schools. Students at community colleges reported the highest levels of overall satisfaction.
- Fifty-nine percent of students at four-year publics said they would re-enroll at their current institutions if they had to do their college careers over again. This tied with those at four-year privates and was higher than students at career schools (57 percent), but lower than students at community colleges (71 percent).
- Sixty percent of students at four-year public institutions indicated that their current institution was their first choice, a key indicator of student satisfaction.
- Seniors at four-year public schools indicated the highest levels of overall satisfaction. This is counter to what has been observed historically at four-year private institutions, where freshmen typically have the highest levels of satisfaction.
- Students living off campus indicated higher levels of satisfaction than students living on campus at four-year public schools; the reverse was true for four-year privates.
- Students were generally satisfied with the content of courses and advisors being knowledgeable at four-year public colleges and universities, but there were mixed perceptions across the demographic subgroups regarding faculty providing timely feedback about academic progress.
- Students listed tuition being a worthwhile investment and financial aid awards being announced in a timely fashion as challenges—challenges shared with other institution types as well.
- Future career opportunities ranked as the number-one enrollment factor across the board for four-year public students, followed closely by the cost to attend the institution.
- Four-year public institutions have seen a decline in meeting student expectations over the past five years, with the most recent academic year reflecting some of the largest performance gaps in recent years.

This Noel-Levitz Satisfaction and Priorities Report focuses on the four-year public data set from 2013. The 2012 report focused on career and private schools. The 2011 report focused on four-year private colleges and universities, while the 2010 report focused on the community college results.

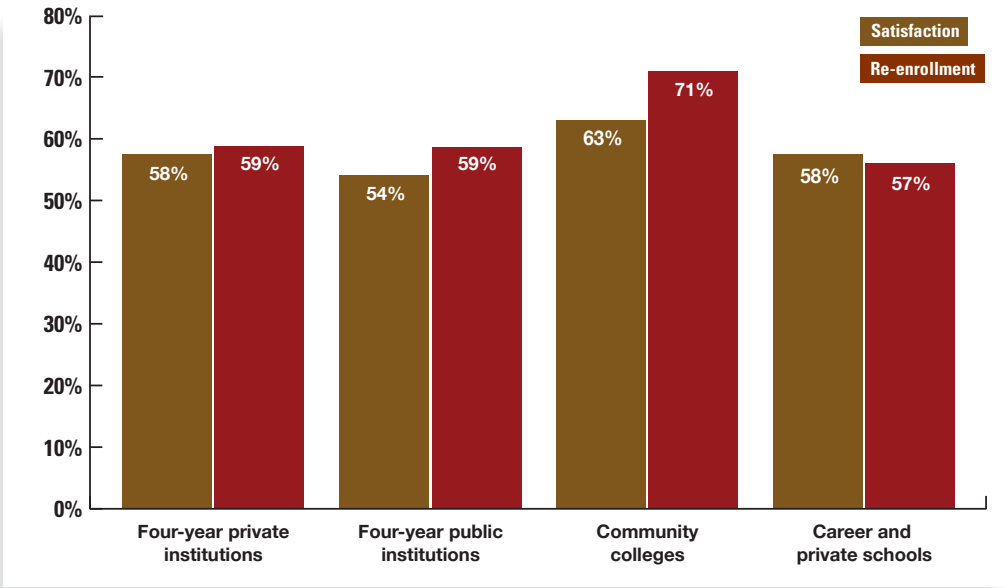
The survey instrument

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 2,600 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.

More than half of students are satisfied with their overall college experience

Four-year public institutions had the lowest satisfaction scores among the four institution types, while students at community colleges had the highest satisfaction scores and were the only group above 60 percent. Community colleges led the way as well in re-enrollment, which asks students if they would choose their current institution if they had to repeat their college careers.

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



How these results were measured

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

Rate your overall satisfaction with your experience here thus far.

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

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

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

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

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

Causes and implications for lower overall student satisfaction at four-year public institutions

Why are satisfaction scores the lowest for public institutions? Public campuses are typically larger institutions, and students at larger institutions often express lower satisfaction levels with their college experience. They may not receive the same level of individual attention and service that students receive at smaller institutions (especially four-year privates), which impact satisfaction levels. They are more expensive than community colleges, which can affect students' perception of the value of their education compared to the investment paid in tuition.

Leaders at community colleges should monitor the perceptions of students at four-year public institutions because their students may be transferring to four-year colleges and universities in the future. Leaders at four-year private colleges and career and private schools may be competing with the four-year public institutions for students, so it is also important for them to monitor the satisfaction levels at four-year publics as well.

Let's take a closer look at the students at four-year public institutions to determine what factors may be at play for overall satisfaction.

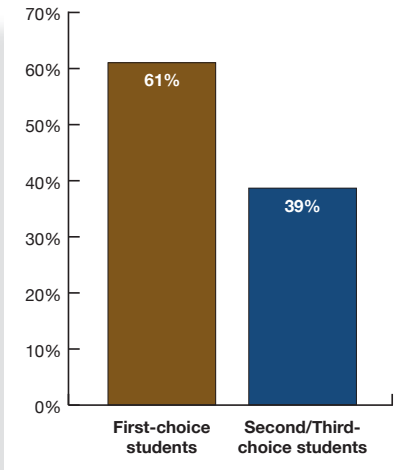
The important relationship between institutional choice and student satisfaction

Institutional choice is a key indicator in student satisfaction. When students attend an institution that was their first choice, they tend to have significantly higher levels of satisfaction.

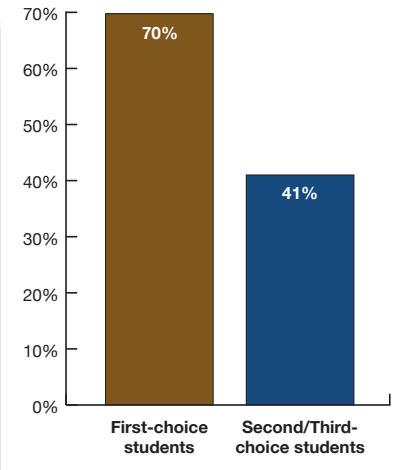
Among students at four-year public colleges and universities, 60 percent reported that they were attending their first-choice institution. This compares to 70 percent at community colleges, 63 percent at four-year privates, and 63 percent at career and private schools.

The following charts show just how much institutional choice appears to impact student satisfaction:

Institutional choice and student satisfaction at four-year publics



Institutional choice and re-enrollment at four-year publics



Because college choice is such a strong indicator of student satisfaction and perceived likelihood to re-enroll, colleges may want to survey their own students for college choice. If students indicate that their current school was their second or third choice, campuses should make an effort to reach out to those students with targeted messages to make them feel like they still made the right college choice.

Which four-year public subpopulations reflect higher satisfaction and re-enrollment likelihood?

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

Satisfaction/re-enrollment likelihood by student subpopulation

Category	Subpopulation	Higher satisfaction/ re-enrollment
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	
	Sophomores	
	Juniors	
	Seniors	✔
Enrollment status	Full-time enrollment	
	Part-time enrollment	✔
Current residence	Living on campus	
	Living off campus	✔

Non-traditional students are significantly more satisfied and likely to re-enroll than the traditional-age students.

Notable observations :

- Nontraditional students were significantly more satisfied and likely to re-enroll than traditional-age students. This follows national trends that have been observed in other satisfaction data sets.
- Female students at four-year publics also followed the national trend of being more satisfied than male students. (The exception to this was reported in last year's study of career schools which noted that male students were more satisfied at this institution type.)
- White/Caucasian students were significantly more satisfied and likely to enroll at four-year public institutions than are students of color.
- Students with higher GPAs were significantly more satisfied and likely to re-enroll than students with lower GPAs. It is not surprising that students who are performing better academically are also more satisfied with their experience. This is consistent with observations made at other institution types.
- Seniors at four-year public institutions reported the highest satisfaction levels compared to other class levels. This is counter to what has been observed historically at four-year private institutions, where freshmen typically have indicated the highest levels of satisfaction. In this study of four-year public schools, freshmen actually had the lowest satisfaction levels. The re-enrollment percentages were comparable for all four class levels, with no one subpopulation outscoring the others.

- Students who were employed full-time off campus indicated a significantly higher likelihood to re-enroll, but were not significantly more satisfied than students employed part-time off campus or not employed (so they are not reflected in the table above). This may be because these same students also reflected a higher percentage of being age 25 and older.
- The students who were enrolled part-time at four-year public institutions were significantly more satisfied and more likely to re-enroll than the students enrolled full-time. Again, this difference may be influenced by the nontraditional age aspect of this subpopulation.
- Students living off campus were significantly more satisfied and likely to re-enroll than students living on campus. In this case, the majority of this subpopulation were traditional age. The trend at four-year private institutions is for the students living on campus to be more satisfied.

Strengths and challenges at four-year public 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 lower satisfaction.

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

Campuses use the strength and challenge indicators to help guide their decision making. Strengths provide an opportunity for celebration and positive reinforcement on campus. Challenges provide opportunities to focus resources and dialogue around students' top concerns. Campuses that are actively using their satisfaction survey results to guide decision making tend to see improved satisfaction scores for their students as well as improved retention on their campus. (These trends were reported in the 2013 Satisfaction-Priorities Client Survey of campuses using Noel-Levitz instruments for satisfaction assessment.)

Defining strengths and challenges

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

Challenges for campus financial services

These items reflect students' perceptions of financial services at four-year public colleges and universities.

Student satisfaction with Financial Services

Category	Strength	Challenge
Billing policies are reasonable.		✔
Financial aid awards are announced in time to be helpful in college planning.		✔

These two items are procedural areas that need to be addressed by four-year public institutions. Better communication around current policies could help to address student perceptions in these areas.

One additional item was considered a challenge across multiple subpopulations:

Subpopulation	This institution helps me identify resources to finance my education.
25 and older	Challenge
Employed part-time	Challenge
Living off-campus	Challenge
Caucasian/White students	Challenge
Full-time enrollment	Challenge

Four-year public institutions may want to explore further how they are assisting students in these subpopulations with financial aid and consider the other financial pressures these student may be facing.

Instructional effectiveness, academic advising, and registration

This combined category measures students' academic experiences, their interaction with academic advisors, and their perceptions of the registration process.

Student satisfaction with Instructional Effectiveness, Academic Advising, and Registration

Category	Strength	Challenge
My academic advisor is knowledgeable about requirements in my major.	✔	
The content of the courses within my major is valuable.	✔	
Faculty are usually available to students outside of class (during office hours, by phone or by e-mail).	✔	
I receive ongoing feedback about progress toward my academic goals.		✔
There are sufficient courses within my program of study available each term.		✔
Registration processes are reasonable and convenient.		✔
I am able to register for classes I need with few conflicts.		✔

Students at four-year public institutions gave positive reviews on three key areas of their advising and instructional experience, but indicated that there was room for improvement with receiving ongoing feedback on progress toward their goals. Timely and ongoing feedback is an area of increasing concern among students today and should be a priority area for attention at public colleges and universities.

There are opportunities for four-year public schools to expand the positive perceptions on advising and quality of instruction.

Obtaining access to classes, the general registration processes, and the number of courses available were all considered challenges by students at four-year public institutions. There are opportunities here for exploring what these items mean to students on individual campuses and determining where the greatest need is for additional courses to meet the demand.

The following three advising and instructional-related items were considered strengths or challenges by several subpopulations.

Subpopulation	My academic advisor is available when I need help.	Faculty provide timely feedback about my academic progress.	The quality of instruction that I receive in most of my classes is excellent.
Males	Strength		
25 and older		Challenge	Strength
Students of color	Strength		
Institution was first choice		Challenge	
Employed full-time off campus		Challenge	Strength
Not employed	Strength		
Freshmen		Challenge	
Juniors	Strength		
Seniors			Strength
GPAs 2.99 and below	Strength		
Part-time enrollment		Challenge	Strength

Among some key populations, four-year public institutions were meeting student expectations in the areas of quality instruction and advisors being available. There are additional opportunities for four-year public schools to expand on these perceptions with the broader student population. The perception of timely feedback was especially critical for five subpopulations, notably students who consider the institution their first choice and also first-year students. This offers four-year public institutions the prospect of improving the delivery of this item for these students.

Views on value of tuition and campus "run-around" pose a challenge

The Campus Climate scale measures the extent to which the institution provides experiences that promote a sense of campus pride and belonging.

The perception that the tuition paid is a worthwhile investment was viewed as a challenge across most subpopulations at four-year public institutions.

Student satisfaction with Campus Climate

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

Students at four-year public institutions indicated that they feel generally safe and secure on their campus, which is a positive indicator for the overall campus climate. They also give high marks to the campus being well-maintained.

The perception that the tuition paid is a worthwhile investment was viewed as a challenge across most demographic subpopulations at four-year public institutions. This item is also typically identified as a challenge for students at four-year private institutions as well. While the rising cost of attending any higher education institution is certainly a factor, this issue can also be one of perception, and campuses can work to address this perception of the return on investment for the tuition dollars. To help shift the perception of tuition value, institutions often promote the success of their alumni, the opportunities that are available to students as currently enrolled students, and the quality of the overall academic experience.

Additional campus climate items had unique perceptions among subpopulations:

Subpopulation	Students are made to feel welcome here.	I seldom get the "run-around" when seeking information on this campus.	Students are free to express their ideas on campus.
Institution was first choice	Strength	Challenge	
25 and older		Challenge	
Employed full-time off campus		Challenge	
Not employed			Strength
Freshmen			Strength
Sophomores			Strength
Seniors	Strength	Challenge	
Living on campus	Strength		
Living off campus		Challenge	
GPAs 2.99 and below			Strength
GPAs 3.0 and above		Challenge	
Caucasian/White students		Challenge	
Part-time enrollment		Challenge	

While not rising to the top as a campuswide challenge item, it is interesting to observe the number of subpopulations that identified campus run-around as a priority issue. These students may have high expectations for service or may have more limited time on campus so therefore are more easily frustrated. Either way, this item is an area of opportunity for improvement for four-year public institutions.

Support services are seen mostly as a strength

These items relate to the support services for students.

Student satisfaction with Support Services

Category	Strength	Challenge
Computer labs are adequate and accessible.	✔	
This campus provides online access to services I need.	✔	

Students at four-year public colleges and universities reported high satisfaction with the availability of computers and access to online services, two areas with high importance as well. These are areas where four-year publics are meeting student expectations.

Subpopulation	Library resources and services are adequate.	Student activity fees are put to good use.
24 and younger		Challenge
25 and older	Strength	
GPAs of 2.99 or below	Strength	
Students of color	Strength	
Not employed	Strength	
Living on campus		Challenge

Four subpopulations had favorable perceptions on the library resources available at four-year public institutions, while two subpopulations reported student activity fees were an area of challenge. These varying perceptions again highlight the value of slicing the data to see where different groups of students are having different experiences on campus.

In general, four-year public institutions have seen a decline in meeting the expectations of their students.

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

The scale scores 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—holding steady during the first few years before dropping in recent years.
- Satisfaction scores—after a peak in 2011-2012, a definite drop in 2012-2013.
- Performance gaps—the inverse of the satisfaction trends, with a dip in 2011-2012 and a jump in 2012-2013.

In general, four-year public institutions have seen a decline in meeting the expectations of their students, with performance gaps in the most recent academic year among the highest in the past five years in most categories. One exception is safety and security, where a decline in importance scores has also reduced the performance gap. Trends over multiple years are further analyzed in the Noel-Levitz study of *15-Year Satisfaction Trends at Four-Year Public Institutions*, published in July 2011 (available at www.noellevitz.com/15Year).

Enrollment factors at four-year public institutions

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

Enrollment Factors: Four-year public institutions*

Rank	Enrollment Factor	Importance Score
1	Future career opportunities	6.32
2	Cost	6.28
3	Financial assistance	6.09
4	Academic reputation	6.05
5	Distance from campus	5.89
6	Information on the campus Web site	5.60
7	Campus visits	5.41
8	Personal recommendations	5.14

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

All factors have some level of importance, but students certainly had an eye to the future with the emphasis on career opportunities. Cost was the second highest factor, indicating the perceived value of a four-year public education. While four-year publics may be considered an affordable option in most cases, financial assistance remained an important factor as well. Rounding out the top four was academic reputation, which also had a high value for students at four-year public institutions.

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

National satisfaction-priorities benchmarks have the greatest value when combined with regular, systematic campus assessment.

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

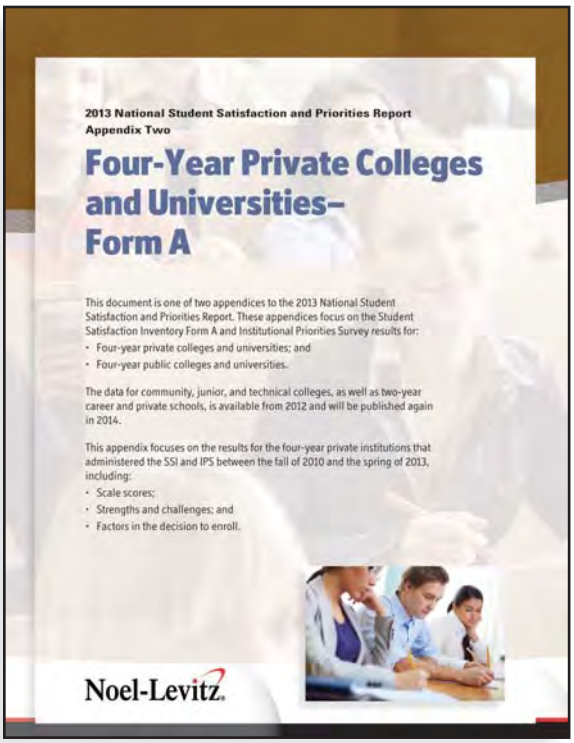
National satisfaction-priorities benchmarks offer a broad picture of what is happening at campuses. However, they have the greatest value when combined with regular, systematic campus assessment. Individual campus results capture the truly unique experience of each campus, while also pointing out strengths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

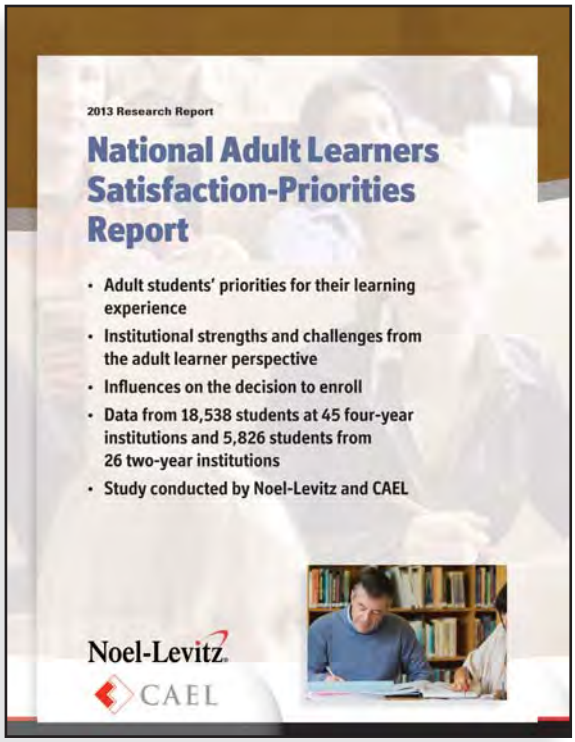
By using a combination of national benchmarks and individual assessment data, campuses can focus their resources and initiatives more precisely, improving student life and learning as well as fulfilling their institutional missions.

Four-year public 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 commitment to improving quality. The process includes surveying students, reviewing and sharing the results, responding to the data with new initiatives, and closing the feedback loop by communicating what has been accomplished. This process should continue on an annual or every-other-year cycle.

Read additional reports for other campus types and student populations

While these findings outline significant issues from the *2013 National Student Satisfaction-Priorities Report*, they are just some of the results. For additional results for four-year private institutions, community colleges, and career and private schools, visit www.noellevitz.com/Benchmark.



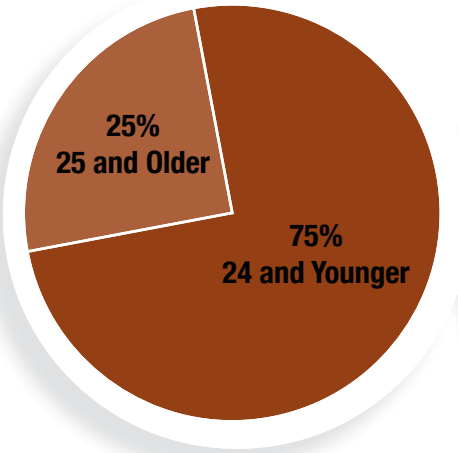


Appendix I. List of schools

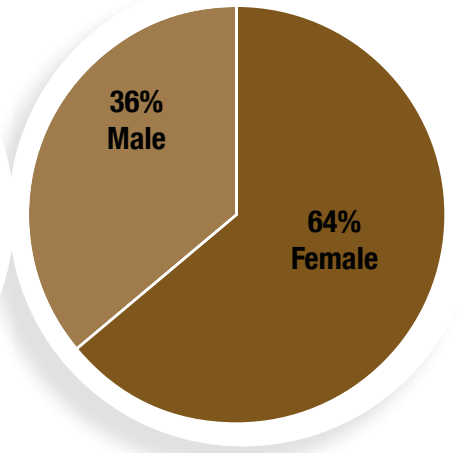
Alcorn State University, MS
Auburn University at Montgomery, AL
Bemidji State University, MN
Bowie State University, MD
Central Connecticut State University, CT
Chicago State University, IL
Colorado Mesa University, CO
Colorado State University-Pueblo, CO
CUNY Baruch College, NY
CUNY Brooklyn College, NY
CUNY College of Staten Island, NY
CUNY Herbert H. Lehman College, NY
CUNY Hunter College, NY
CUNY John Jay College of Criminal Justice, NY
CUNY Medgar Evers College, NY
CUNY New York City College of Technology, NY
CUNY Queens College, NY
CUNY School of Professional Studies, NY
CUNY The City College, NY
CUNY York College, NY
Dakota State University, SD
Delaware State University, DE
Dickinson State University, ND
East Central University, OK
Eastern Kentucky University, KY
Eastern Washington University, WA
Emporia State University, KS
Fayetteville State University, NC
Florida Gulf Coast University, FL
Grambling State University, LA
Indiana University East, IN
Indiana University Southeast, IN
Indiana University-Purdue University Fort Wayne, IN
Institute of American Indian Arts, NM
Jackson State University, MS
Kansas State University-Manhattan, KS
Longwood University, VA
Louisiana State University in Shreveport, LA
Maine Maritime Academy, ME
Massachusetts Maritime Academy, MA
Mayville State University, ND
Minnesota State University Moorhead, MN
Minnesota State University, Mankato, MN
Mississippi State University, MS
Missouri Southern State University, MO
Missouri Western State University, MO
Montana State University-Northern, MT
Montana Tech of the University of Montana-North, MT
Norfolk State University, VA
Northeastern Illinois University, IL
Northern New Mexico College, NM
Northwest Missouri State University, MO
Northwestern Oklahoma State University, OK
Oklahoma State University-Tulsa, OK
Salem State University, MA
Salisbury University, MD
Shepherd University, WV
South Carolina State University, SC
South Dakota School of Mines and Technology, SD
South Dakota State University, SD
Southeastern Oklahoma State University, OK
Southern Arkansas University, AR
Southern Utah University, UT
Stephen F. Austin State University, TX
Tarleton State University, TX
Texas A&M International University, TX
Texas A&M University-Corpus Christi, TX
Texas A&M University-Kingsville, TX
Texas Southern University, TX
Texas Woman's University, TX
The Ohio State University Newark, OH
The University of South Dakota, SD
The University of Texas at Brownsville and Texas Southmost College, TX
Troy University, AL
University of Alabama at Birmingham, AL
University of Alaska-Anchorage, AK
University of Buffalo-SUNY, NY
University of Central Missouri, MO
University of Cincinnati Main Campus, OH
University of Colorado Denver, CO
University of Illinois at Springfield, IL
University of Maryland Eastern Shore, MD
University of Michigan-Dearborn, MI
University of Michigan-Flint, MI
University of Minnesota Duluth, MN
University of Missouri-Kansas City, MO
University of Nebraska at Kearney, NE
University of Nevada, Las Vegas, NV
University of North Florida, FL
University of North Texas, TX
University of Pittsburgh at Greensburg, PA
University of Pittsburgh at Johnstown, PA
University of Pittsburgh at Titusville, PA
University of South Carolina Upstate, SC
University of Southern Mississippi, MS
University of Texas at Tyler, TX
University of Texas of the Permian Basin, TX
University of the Virgin Islands, VI
University of Wyoming, WY
Valdosta State University, GA
Valley City State University, ND
Virginia Commonwealth University, VA
Virginia Polytechnic Institute and State University, VA
Weber State University, UT
Western Michigan University, MI
Western New Mexico University, NM
Wright State University-Main Campus, OH
Youngstown State University, OH
Zayed University, UE

Appendix II. Demographics for four-year public institutions

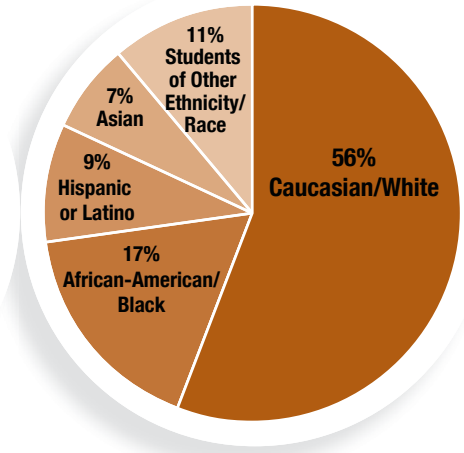
Age



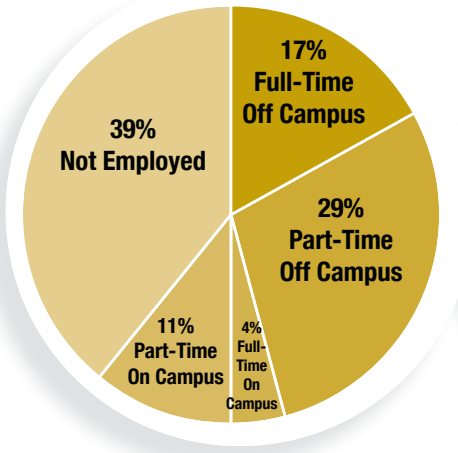
Gender



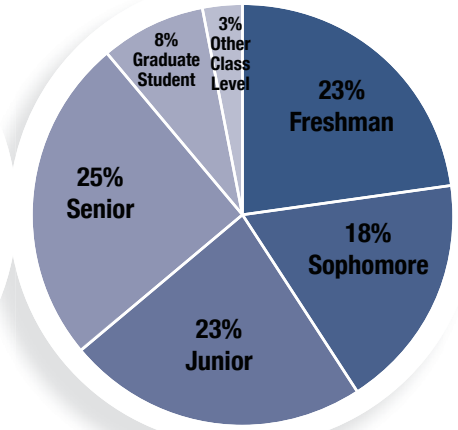
Ethnicity/Race



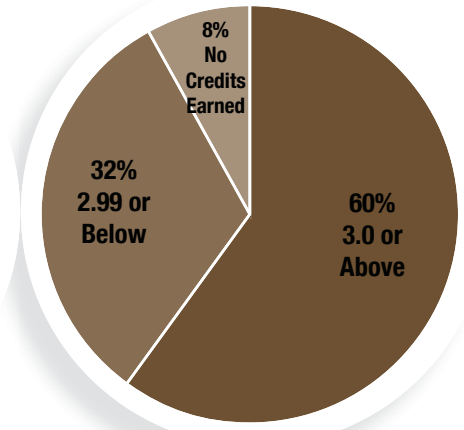
Employment



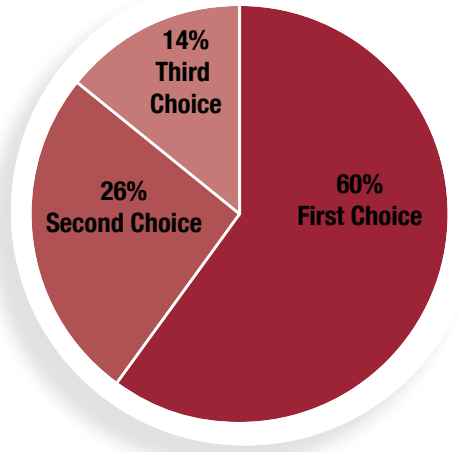
Class Level



Current GPA



Institutional Choice



Appendix III. Five-year trends at four-year public colleges and universities

Scale	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Academic Advising					
Importance	6.37	6.40	6.38	6.37	6.30
Satisfaction	5.41	5.35	5.35	5.49	5.21
Performance Gap	0.96	1.05	1.03	0.88	1.09
Campus Climate					
Importance	6.18	6.17	6.14	6.15	6.08
Satisfaction	5.22	5.23	5.15	5.28	5.06
Performance Gap	0.96	0.94	0.99	0.87	1.02
Campus Life					
Importance	5.82	5.79	5.75	5.77	5.71
Satisfaction	5.03	5.09	4.97	5.12	4.95
Performance Gap	0.79	0.70	0.78	0.65	0.76
Campus Support Services					
Importance	6.10	6.10	6.12	6.06	6.04
Satisfaction	5.38	5.44	5.40	5.50	5.30
Performance Gap	0.72	0.66	0.72	0.56	0.74
Concern for the Individual					
Importance	6.16	6.18	6.16	6.15	6.06
Satisfaction	5.12	5.12	5.09	5.21	4.96
Performance Gap	1.04	1.06	1.07	0.94	1.10
Instructional Effectiveness					
Importance	6.35	6.39	6.36	6.34	6.27
Satisfaction	5.35	5.39	5.34	5.41	5.23
Performance Gap	1.00	1.00	1.02	0.93	1.04
Recruitment and Financial Aid					
Importance	6.22	6.21	6.21	6.20	6.12
Satisfaction	4.98	4.98	4.95	5.11	4.87
Performance Gap	1.24	1.23	1.26	1.09	1.25
Registration Effectiveness					
Importance	6.24	6.25	6.25	6.22	6.17
Satisfaction	5.11	5.15	5.08	5.18	4.95
Performance Gap	1.13	1.10	1.17	1.04	1.22
Safety and Security					
Importance	6.33	6.32	6.31	6.26	6.10
Satisfaction	4.63	4.67	4.77	4.84	4.69
Performance Gap	1.70	1.65	1.54	1.42	1.41
Service Excellence					
Importance	6.08	6.09	6.07	6.05	5.99
Satisfaction	5.06	5.08	5.04	5.17	4.96
Performance Gap	1.02	1.01	1.03	0.88	1.03
Student Centeredness					
Importance	6.17	6.16	6.11	6.15	6.07
Satisfaction	5.27	5.25	5.14	5.29	5.05
Performance Gap	0.90	0.91	0.97	0.86	1.02

Student records: n = 19,658 for 2008-2009; n = 35,384 for 2009-2010; n = 30,333 for 2010-2011; n = 33,148 for 2011-2012; n = 24,415 for 2012-2013

Questions about this report?

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

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