

2014 National Research Report

National Student Satisfaction and Priorities Report

The current state of college student satisfaction at four-year institutions, two-year public colleges, and career and private institutions

This national report examines the satisfaction and priorities of more than 600,000 college students across the United States. The report details what students identified as their biggest issues with their college experience, as well as positive trends in student satisfaction. Topics include:

- Factors that influenced student enrollment
- The value of college tuition
- Student satisfaction with financial aid and billing
- Faculty feedback, fairness, and availability
- The class registration process
- Campus safety
- Staff helpfulness
- Whether students feel welcome on campus

For additional findings by campus type as well as nontraditional students, visit www.noellevitz.com/Benchmark

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Campuses can use this report to understand the current frustrations of college students.



How satisfied are today's college students?

Is college worth it?

As college costs have escalated, this question has become a hot topic. Major publications have said that, in current conditions, “the time and money spent on college is often wasted” (Leef, 2013).

Even more alarming, college enrollment among 16-24 year olds has declined to the lowest level in two decades (Casselman, 2014). Enrollment growth has nearly stopped at four-year institutions and has declined at two-year institutions (National Student Clearinghouse, 2013). All of this appears to have caused a crisis in confidence in higher education—and among students themselves.

However, when looking at the value of a college degree, the data still show very positive benefits. For instance, the “pay gap” between those with a four-year degree compared to those with a high school diploma continues to grow. This trend has occurred despite higher numbers of college graduates entering the workforce (Leonhardt, 2014). So while there may be a perception among some that college is not worth it, there are also data that show a clear economic benefit.

Why college student satisfaction assessment is important

This comparison illustrates the importance of assessing student satisfaction. Every day, college students make value judgments not just about their overall educational experience, but the elements that contribute to it as well. Financial aid policies, academic advising, the ability to register for classes, faculty interaction, campus culture and climate—these and many other factors contribute to overall student satisfaction. Furthermore, recent research from Noel-Levitz suggests that schools with higher graduation levels also have higher student satisfaction levels (Bryant & Bodfish, 2014).

How campuses can use this report to improve the student experience

This report examines the national student satisfaction levels of students across all institution types: four-year privates, four-year publics, two-year institutions, and career schools. The findings on the following pages cover a number of key areas of the college experience, highlighting challenges for campuses as well as positive results.

Campuses can use this report to understand the current frustrations of college students and identify ways to address perception issues among students. This report identifies the top concerns of students by educational sector, while also offering recommendations for addressing those concerns.

If your campus regularly assesses student satisfaction with a standardized instrument, the reports also provide a national benchmark for comparison against your own internal satisfaction assessment data. 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 institutional missions.

About the study and the survey instrument

This study features data from nearly 600,000 students nationwide who completed the Student Satisfaction Inventory™ (SSI) from Noel-Levitz between the fall of 2011 and the spring of 2014:

- **Four-year private:** 275,167 students from 348 institutions
- **Four-year public:** 93,921 students from 92 institutions
- **Community colleges:** 185,186 students from 208 institutions
- **Career schools:** 41,367 students from 80 institutions
- **Total:** 595,641 students from 728 institutions

The SSI measures the satisfaction and priorities of students across 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 the SSI 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.

Overall college satisfaction

Before diving into student satisfaction on specific topics, how do students feel about their college experience overall? Two student responses answer that question. First, students rated whether they were satisfied with their college experience so far. They were also asked, if they had to do it all over again, would they re-enroll at their current institution?

Table 1: How many students are satisfied overall?

Satisfaction and re-enrollment responses	Four-year private	Four-year public	Community college	Career school
Satisfied with overall college experience	58%	56%	63%	62%
Would re-enroll at current institution	58%	61%	71%	61%

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These numbers provide a bottom-line summary of how students rate their institutions. Overall satisfaction and re-enrollment numbers have held steady or slightly improved compared to those in the *2013 National Student Satisfaction and Priorities Report*. However, there are still many who were not satisfied or would not re-enroll at their current institution if they had to do their college experience all over again.

Enrollment factors and influences on college choice

Why did students choose their institution? Students noted which factors influenced their enrollment.

Table 2: Factors that contributed to student enrollment

Enrollment factor	Four-year private	Four-year public	Community college	Career school
Financial aid	82%	78%	78%	85%
Academic reputation	79%	74%	71%	82%
Cost	77%	83%	84%	79%
Personalized attention prior to enrollment	65%	58%	59%	78%
Geographic setting	60%	63%	63%	67%
Size of institution	59%	56%	52%	65%
Campus appearance	59%	58%	53%	70%
Recommendations from family/friends	45%	47%	47%	62%
Opportunity to play sports	30%	28%	25%	—
Future employment opportunities*	—	—	—	88%

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Financial aid and cost were the top enrollment factors for all institutions except career schools.

* Note that “Future employment opportunities” was only listed as an option for students at career institutions, as the primary purpose of these institutions is to prepare students for specific careers.

Financial aid and cost were the top enrollment factors—aid at four-year privates, cost at public institutions. Academic reputation was also a high factor, but not the highest for any institution. For career schools, future employment opportunities topped all factors. Financial aid was also very high at career schools, but students at these institutions care the most about the ability to land a job after completion.

While it is not surprising that financial aid and cost weigh heavily on the decision to attend a campus, ideally academic reputation would be the top factor. Having academic reputation come after price considerations can make a campus more vulnerable if it has to raise tuition or lower aid, because net price may override academic considerations in choosing a campus. Campuses should look for opportunities to increase their academic reputation, and also to promote the existing quality of their academic offerings, faculty, and educational value. Promoting academic value can also help with student retention.

How to read the results on the following tables

Students in this survey answered numerous items about their college experience, providing two ratings:

- **Important to students** shows the percentage of students who said the item was important or very important with a rating of a six or seven on the SSI’s seven-point scale for importance.
- **Student satisfaction** shows the percentage of students who said they were satisfied or very satisfied with a rating of a six or seven on the SSI’s seven-point scale for satisfaction.
- **Gap** is the difference between the importance score and the satisfaction score.

Strengths and challenges are also highlighted in the tables.

- **Strengths** are items with high importance, high satisfaction, and a low gap. These are items in **green**.
- **Challenges** are items with high importance, low satisfaction, and a high gap. These are items in **red**.

Items that were between a strength and challenge are in black. *Note that strengths and challenges are relative to the institution type.* What may be listed as a challenge or strength for one campus type may not be a strength or challenge for another, even if the importance, satisfaction, and gap scores are identical.

Four priority issues for college students

1) Many students at four-year institutions do not think tuition paid was a worthwhile investment.

The SSI addresses the topic of the value of college by asking students to rate their importance and satisfaction with the statement, "Tuition paid is a worthwhile investment."

Table 3: Tuition and student satisfaction

Survey items/student ratings	Four-year private	Four-year public	Community college*	Career school*
Tuition paid is a worthwhile investment.				
Important to students	88%	86%	90%	90%
Student satisfaction	45%	52%	70%	64%
Gap	43%	34%	20%	26%

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* Note: This item for two-year and career institutions was taken from the shorter SSI Form B, which had a different number of participating students and institutions. All other results in this report are from the SSI Form A.

Four-year private institutions in particular showed a large gap between performance and satisfaction, the third-highest gap of any item across all institution types. Four-year publics also did not perform well here. However, community colleges did well, with a relatively small gap for an item of this importance.

✓ **Takeaway: Convey the value of your educational offerings systematically**

Campuses need to be more aware than ever of the "sticker shock" their attendance costs may pose to students, as well as the growing concern of student debt to attend college. Campuses need to get out in front of these concerns, not only with prospective students, but also to promote persistence among current students. Consider strategies such as:

- Tracking and publishing employment outcomes for graduates.
- Tracking and publishing graduate/professional school placement rates for undergraduates at four-year institutions or transfer rates for two-year college students to four-year institutions.
- Inviting alumni on campus to share their successes in person.
- Using social media to highlight student successes, educational quality, and other value.
- Conducting price sensitivity research to assess how students feel about your cost to attend.

2) Students express significant dissatisfaction with the financial aid awarding process and tuition payment options.

Students answered a number of items on financial aid, and nearly all had significant satisfaction gaps between the importance and satisfaction scores. Students at four-year institutions also expressed dissatisfaction with billing policies.

Strengths and challenges are relative to the institution type; a challenge for one may not be for another, even if the scores are identical.

Table 4: Financial aid and billing policies and student satisfaction

Survey items/student ratings	Four-year private	Four-year public	Community college	Career school
Adequate financial aid is available for most students.				
Important to students	86%	84%	83%	87%
Student satisfaction	45%	46%	58%	62%
Gap	41%	38%	25%	25%
Financial aid awards are announced to students in time to be helpful in college planning.				
Important to students	82%	82%	79%	79%
Student satisfaction	48%	47%	49%	49%
Gap	34%	35%	30%	30%
Financial aid counselors are helpful.				
Important to students	82%	80%	80%	86%
Student satisfaction	50%	46%	52%	62%
Gap	32%	34%	28%	24%
Billing policies are reasonable.				
Important to students	78%	78%	79%	81%
Student satisfaction	39%	42%	59%	56%
Gap	39%	36%	20%	25%

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As mentioned before, financial aid was one of the top factors in influencing student enrollment according to respondents. It can also be a significant factor in whether students decide to continue their education and persist at a campus. While there may never be enough financial aid in the minds of students, the policies and procedures around the delivery of financial aid can greatly influence their satisfaction. Dissatisfaction over billing procedures can also impact student enrollment, especially if they perceive the process as a hassle.

✓ **Takeaway: Make sure financial aid awarding and bill payment are efficient, convenient, and transparent**

Campuses can take a number of steps to make financial aid and billing processes more accessible and understandable to students and their families, such as:

- Be transparent and clear in your financial aid communications. Break down complex information into easier sections (for example, using bullets instead of bulky paragraphs of text and avoiding technical jargon or confusing abbreviations).
- Have adequate staff and systems to handle financial aid queries at key times in the term.
- Offer a variety of payment plans and communicate their availability throughout the year.
- Focus on customer service training of front-line staff and remind them of the important role they play regarding initial and continued student enrollment. An attitude of cooperation can go a long way toward satisfying students even when they are stressed over finances.

3) Nearly half of students at four-year institutions want less bias and more timely feedback from faculty.

Faculty interactions are the pivotal point of the student academic experience. For students at four-year institutions, a large number expressed dissatisfaction on items related to their experience with faculty.

Table 5: Student attitudes about faculty interactions and feedback

Survey items/student ratings	Four-year private	Four-year public	Community college	Career school
Faculty are fair and unbiased in their treatment of individual students.				
Important to students	86%	84%	84%	86%
Student satisfaction	57%	54%	61%	61%
Gap	29%	30%	23%	25%
Faculty provide timely feedback about student progress in a course.				
Important to students	85%	84%	83%	85%
Student satisfaction	51%	47%	56%	62%
Gap	34%	37%	27%	23%
Faculty take into consideration student differences as they teach a course.				
Important to students	80%	78%	78%	82%
Student satisfaction	50%	45%	53%	58%
Gap	30%	33%	25%	24%

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The question of bias in the first item of Table 5 could stem from grading, but depending on the academic area, it may also have political, cultural, or other ramifications. The third item about considering student differences further suggests students want to be recognized more as individuals by faculty.

Timely feedback is also crucial to student retention, both for informing the student of progress and for alerting campuses to students who need assistance to persist.

The issue of timely feedback could be partly one of managing student expectations. Many students have grown up in a culture of immediate contact, feedback, and information. They may not understand why they cannot get instantaneous feedback from faculty, so it is important to communicate timelines for posting grades and faculty feedback. Timely feedback is also crucial to student retention, both for informing the student of progress and for alerting campuses to students who need assistance to persist. The high importance scores and performance gaps for this issue suggest it is one campuses need to address systematically.

✓ **Takeaway: Establish systems for timely feedback and early student intervention**

Expectations for timely feedback point to a range of issues about how students take charge of their academic success and how campuses handle student interventions in a timely, proactive manner. What can campuses do to improve both student satisfaction in this area as well as student persistence?

- Set expectations for when and how tests and student work will be evaluated.
- Encourage students to take responsibility for their own academic success by being proactive about seeking assistance from campus academic resources before they run into difficulties.
- Have a system in place for academic early alert, so that faculty, students, advisors, and student retention personnel can connect with students who need assistance early in the term.

4) Half of all students at four-year institutions and 40 percent of those at two-year colleges are not satisfied with class registration.

Class registration was a significant source of frustration for students, especially at four-year institutions. Many students at two-year institutions also expressed dissatisfaction regarding when classes were offered.

Table 6: Satisfaction about class registration and major requirements

Survey items/student ratings	Four-year private	Four-year public	Community college	Career school
I am able to register for classes I need with few conflicts.				
Important to students	90%	89%	87%	83%
Student satisfaction	53%	50%	60%	63%
Gap	37%	39%	27%	20%
Classes are scheduled at times that are convenient for me (community college/career only).				
Important to students	—	—	88%	89%
Student satisfaction	—	—	61%	73%
Gap	—	—	27%	16%

TM

Career institutions appear to be doing the best in this area, as they had relatively small satisfaction gaps for class conflicts and did well in terms of offering classes at convenient times. The results are more challenging for two-year institutions. Community colleges usually promote convenience of classes as a benefit, but many students at two-year institutions do not agree that they can register for classes easily or that their classes are offered at convenient times.

Course availability issues can lead to time-to-degree challenges for students.

The high importance numbers show how much registration matters to students. In fact, some students have even developed their own mobile apps to help them register for classes when they have trouble (Kaminer, 2014). Course availability issues can lead to time-to-degree challenges, as students register for courses they may not need to fill a schedule, or may take terms (or even years) off waiting for courses to be offered again. There may be too many courses they need in the same time slots in a term. They may feel that the times the courses are offered don't fit with their schedules (whether because a class is too early, too late, or not available online). The sequencing and availability of pre-requisite courses can also be factors.

✓ **Takeaway: Analyze class demand to understand and adjust class availability**

Which classes fill most quickly and at what times? Which classes have wait lists or are consistently filled near capacity? Try pulling data from your online registration systems to examine these numbers and identify conflicts. It's also helpful to research whether your institution is losing students to similar online courses from competing institutions—that can also illuminate the extent of the problem.

Every program should have a published idealized course sequence that accurately reflects the terms in which courses are offered. Be sure to communicate course availability to students early for courses that are not offered every term or that are parts of sequences required for majors. That will allow students to plan accordingly and not be surprised if a required course is not offered. Establishing an educational plan for each student can also help to resolve some of the issues related to registration.

Career services: Room for improvement

For all institution types, career services narrowly missed being considered a challenge. The items have high importance scores, and although the performance gaps are smaller than the challenges previously mentioned, all campus types could stand to improve student satisfaction in this area.

Table 7: Student satisfaction with career services

Survey items/student ratings	Four-year private	Four-year public	Community college	Career school
There are adequate services to help me decide upon a career.				
Important to students	83%	81%	78%	82%
Student satisfaction	54%	50%	53%	60%
Gap	29%	31%	25%	22%
The career services office provides students with the help they need to get a job (community college/career only).				
Important to students	—	—	73%	83%
Student satisfaction	—	—	46%	56%
Gap	—	—	27%	27%

TM

✓ **Takeaway: Promote career services opportunities early in your first-year experience courses**

Try getting a jumpstart on connecting students to career services by promoting internships and experiential learning opportunities. Connecting students to information, internships, and work experience in their desired fields is a must for student satisfaction, and these opportunities show how students will be able to apply their programs of study after they complete their education.

Four positive trends with college student satisfaction

1) Most students are satisfied with academic quality and faculty expertise.

When it comes to perceived academic quality and the ability to grow intellectually, institutions of all types are excelling in students' minds. This is especially good news considering that these items received some of the highest importance scores from students.

Table 8: Student satisfaction about academic quality

Survey items/student ratings	Four-year private	Four-year public	Community college	Career school
I am able to experience intellectual growth here.				
Important to students	89%	86%	86%	88%
Student satisfaction	67%	63%	70%	70%
Gap	22%	23%	16%	18%
The quality of instruction I receive in most of my classes is excellent.				
Important to students	90%	88%	88%	89%
Student satisfaction	62%	56%	63%	66%
Gap	28%	32%	25%	23%
Nearly all of the faculty are knowledgeable in their field.				
Important to students	91%	89%	86%	87%
Student satisfaction	73%	68%	69%	70%
Gap	18%	21%	17%	17%
Faculty are usually available after class and during office hours.				
Important to students	85%	84%	82%	84%
Student satisfaction	67%	65%	66%	66%
Gap	18%	19%	16%	18%

TM

The quality of instruction at four-year public institutions was the only challenge item from this group. This could be due to class sizes, which tend to be larger for this sector, or perhaps classes being taught by teaching assistants or adjuncts.

✓ **Takeaway: Offer opportunities for collaborative engagement with faculty, and celebrate the quality of your faculty**

How do your faculty communicate course material and interact with students? Providing collaborative learning opportunities is a very effective way to connect students with faculty, increase student engagement, and demonstrate the quality of your faculty members and academic offerings.

In addition, celebrate and communicate the successes of your faculty in order to show students their expertise. Be sure to provide information on any publications, awards, or achievements faculty receive. For classes taught by teaching assistants or adjuncts, communicate the quality of the department and reassure students of the expertise of these instructors. Extra communication conveys departmental involvement, which can improve confidence in instructional quality.

2) Students generally feel their campuses are safe.

A feeling of safety on campus allows students to focus on the educational experience rather than being distracted by feeling vulnerable. The following results show that campuses are doing well in that regard.

Table 9: Campus safety and student satisfaction

Survey items/student ratings	Four-year private	Four-year public	Community college	Career school
The campus is safe and secure for all students.				
Important to students	87%	86%	85%	86%
Student satisfaction	68%	61%	68%	67%
Gap	19%	25%	17%	19%

TM

Four-year public institutions were the one sector lagging behind in this area in terms of the performance gap. This is also an area where there was a notable difference in responses from male and female students, as females reported that they were less satisfied.

✓ **Takeaway: Take a systematic approach to safety measures and safety education among students**

This item is perhaps the one that can be colored the most by perception, as it can take only one incident to undo the feeling that a campus is safe. It is also an area where the feeling of being safe can vary by student population. Your institution can demonstrate that it takes student safety seriously through measures such as having clear safety reporting mechanisms, conducting safety training for students, and reviewing safety policies periodically.

For traditional students, convey these measures to parents and guardians as well. Surveys of parent priorities and satisfaction have shown that the safety of their children is an even greater priority to parents of currently enrolled students.

3) Students in most sectors feel campus staff are caring and helpful.

Campus staff contribute greatly to student satisfaction regarding the overall campus climate. Students generally reported satisfaction in this area, although the four-year public sector was behind the other sectors in terms of satisfaction.

Table 10: Student satisfaction about campus staff

Survey items/student ratings	Four-year private	Four-year public	Community college	Career school
Campus staff are caring and helpful.				
Important to students	86%	82%	78%	85%
Student satisfaction	63%	53%	61%	65%
Gap	23%	29%	17%	20%

TM

Students at four-year privates and career schools expressed high satisfaction in this area, and while students at four-year publics and community colleges were also generally satisfied with their interactions with campus staff, this item is not listed near the top of general strengths.

✓ **Takeaway: Promote positive interactions with staff through training**

Colleges and universities should maintain an emphasis on expecting positive interactions between their staff and students. Staff training and communication should emphasize that the individual care a student receives can make the difference in their decision to stay or leave the institution.

4) Students feel welcome on their campuses.

Students answered a pair of items about the overall campus climate. These responses give an indication of how students feel on campus. This is an important measure because, as Dr. Laurie Schreiner (2009) concluded in her study on student satisfaction and retention, students are more likely to have higher overall satisfaction and be retained if they are satisfied with the campus climate.

Table 11: Student satisfaction and the campus experience

Survey items/student ratings	Four-year private	Four-year public	Community college	Career school
Students are made to feel welcome on this campus.				
Important to students	84%	81%	81%	86%
Student satisfaction	64%	59%	65%	69%
Gap	20%	22%	16%	17%
It is an enjoyable experience to be a student on this campus.				
Important to students	87%	83%	80%	86%
Student satisfaction	60%	57%	63%	65%
Gap	27%	26%	17%	21%

TM

In general, these scores reflect positively on all sectors. Community colleges in particular have done an exceptional job in this area, with very low performance gaps and high satisfaction. Four-year publics have the greatest opportunity for improvement but still had good satisfaction scores, while more than 60 percent of students in the other sectors expressed satisfaction in these two important areas.

✓ **Takeaway: A positive campus climate requires systematic teamwork and personal interactions with students**

Making students feel welcome and creating an enjoyable experience is the result of a combination of efforts on campus, including a focus on personal interactions between students and campus personnel, as well as general systems and procedures that work smoothly. Staff attitudes, faculty interactions, campus policies, and many of the other items indicated in this report factor into the overall enjoyment of being a college student at your campus.

Five additional conclusions and suggestions for improving student satisfaction

1) Satisfaction assessment is a way to keep tabs on the priorities of students and to create an environment where improvement matters.

As Table 3 illustrates, campuses in every sector face a crisis in confidence in the “worth” of a college education. A large number of students do not see their tuition as a worthwhile investment. Assessing their satisfaction and using it to guide improvements can not only strengthen the student experience, but also show the concern the campus has for students.

2) Measurement is necessary for action.

Michael Porter of the Harvard Business School famously said, “What gets measured gets done.” In addition, Noel-Levitz has told campuses that what gets done should also be measured, so that progress can be tracked. That’s why many campuses measure student satisfaction either annually or every other year in order to both identify priorities and track progress toward meeting benchmarks for student satisfaction.

3) Student satisfaction assessment can set the retention agenda and provide crucial data for accreditation and strategic planning.

Dr. Laurie Schreiner’s (2009) study of satisfaction and retention found that student satisfaction is the greatest known predictive variable in student retention. Likewise, campuses with higher graduation rates tend to have higher student satisfaction. Satisfied students are more likely to have a worthwhile college experience and continue that experience through educational completion. Use satisfaction data to pinpoint areas of concern for student persistence and devise targeted retention strategies.

Accreditation agencies also ask for student satisfaction data as a metric for demonstrating institutional improvement. If a campus measures priorities as well, the combination and identification of performance gaps can help an institution discover its top priorities for planning and action.

4) Communication with students can combat perception issues.

Media coverage and common misperceptions can undermine student satisfaction about the college experience—that it’s not worth the money, that campuses are not safe, and so on. It’s crucial for campuses to take charge of communicating with students about campus strengths and the commitment to improvement. This is often one of the biggest opportunities campuses have to increase the perception of their value and overall experience.

5) Satisfaction has benefits beyond serving your current students.

Satisfied students are likely to become satisfied alumni, which can help with fundraising and other types of support as your graduates become champions of your campus. In addition, social media has dramatically increased the word-of-mouth effect for current students. Their satisfaction can be communicated to family, friends, and others, elevating your institution in the eyes of many prospective students.

See full results for each college sector in the addendums

Available at www.noellevitz.com/Benchmark

This national report highlights key findings, but you can find the full list of satisfaction measurements for your campus type in the National Student Satisfaction and Priorities Report addendums. There is an addendum for each sector:

- Four-year private colleges and universities
- Four-year public colleges and universities
- Two-year community, junior, and technical colleges
- Career and private schools

There are also reports available for:

- Adult students
- Online learners

Additional student satisfaction studies available at www.noellevitz.com/Benchmark

The Relationship of Student Satisfaction to Key Indicators for Colleges and Universities, a 2014 national report

Linking Student Satisfaction and Retention, a study by Dr. Laurie Schreiner

The Value of Student Satisfaction Assessment at For-Profit Higher Education Institutions, a study by Dr. David Edens

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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 email ContactUs@noellevitz.com.

About Noel-Levitz

A trusted partner to higher education, Noel-Levitz helps systems and campuses reach and exceed their goals for enrollment, marketing, and student success. Over the past three decades, the higher education professionals at Noel-Levitz have consulted directly with more than 3,000 colleges and universities nationwide in the areas of:

- Student retention
- Staff and advisor development
- Student success
- Marketing and recruitment
- Financial aid services
- Research and communications
- Institutional effectiveness

Noel-Levitz has developed an array of proven tools and software programs; diagnostic tools and instruments; and customized consultations, workshops, and national conferences. With the Satisfaction-Priorities Surveys (including the Student Satisfaction Inventory), the firm brings together its many years of research and campus-based experience to enable you to get to the heart of your campus agenda.

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