


# Compiling and Interpreting Enrollment Management Data

Kevin Crockett, President & CEO

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Kevin Crockett, President & CEO  
February 26, 2009




### Enrollment management paradigm

- A systematic, holistic, and integrated approach to achieving enrollment goals by exerting more control over those institutional factors that shape the size and characteristics of the student body
- It encompasses all activities associated with attracting and retaining students including marketing, recruitment, financial aid, orientation, student life, advising, and instruction
- It involves examining institutional mission, program and service offerings, organizational structure, and resource allocation
- **The enrollment management process relies heavily on the use of pertinent data and information for informed decision-making**

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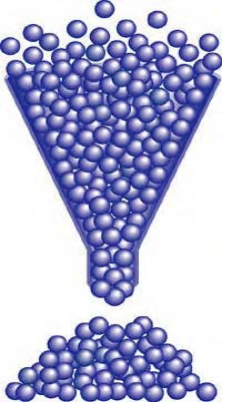
Make no mistake, if you are an enrollment manager you are in the data and information business



### Marketing and recruitment data



The dynamics of the enrollment funnel are changing rapidly

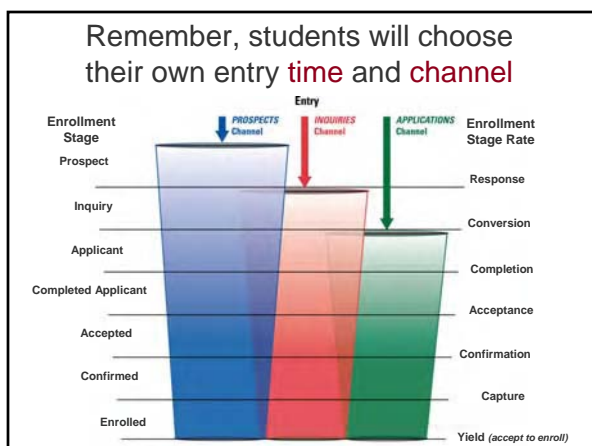
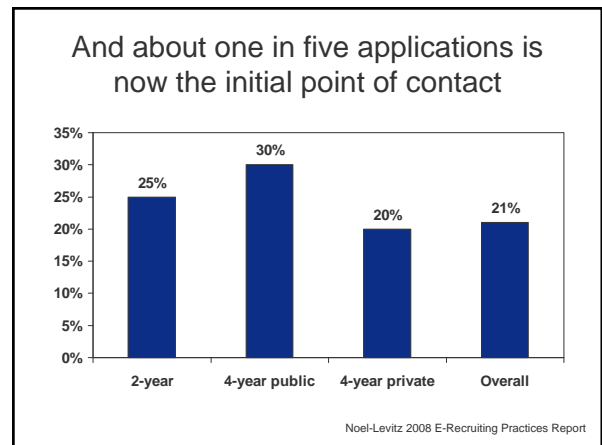
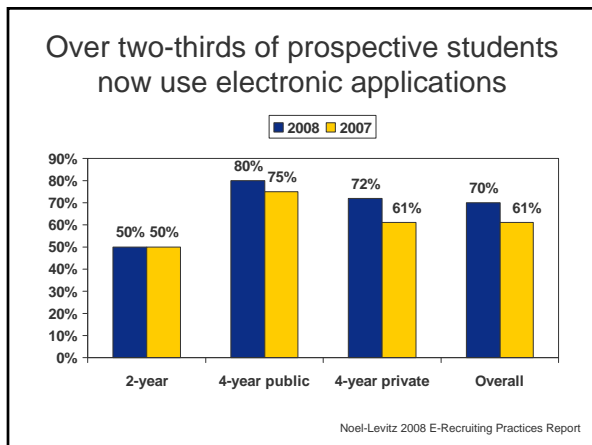
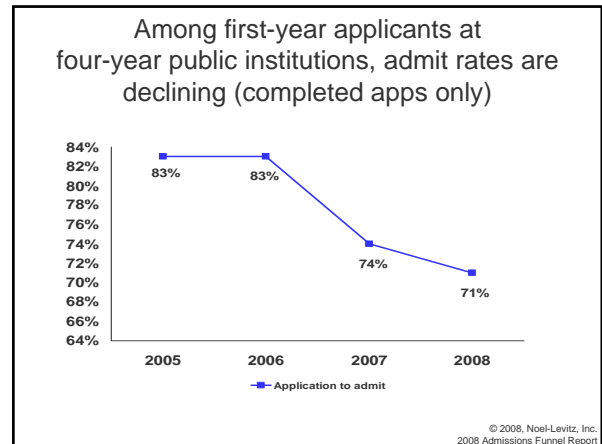
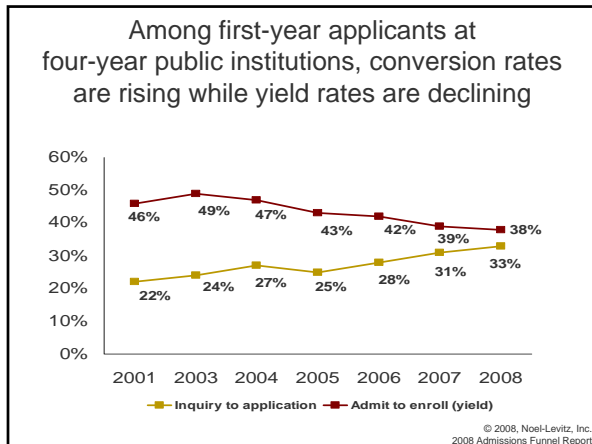


Unfortunately, normative data on two-year institutions remains elusive



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Will high school students give colleges a valid E-mail address? When?

Yes!

- 84%

When?

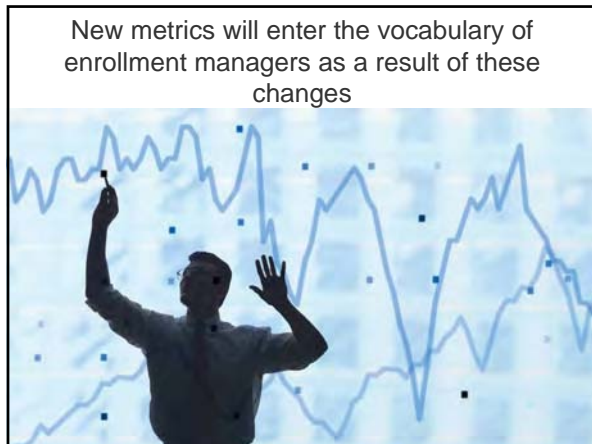
- As an inquiry 34%
- As an applicant 38%
- After acceptance 15%
- After my final decision 12%

**Secret Shoppers**

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E-Expectations Class of 2007 Report: Building an E-Recruitment Network

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New metrics will enter the vocabulary of enrollment managers as a result of these changes

### Prospect Enrollment Rate (PER)

The percentage of your enrolled population that appears in your prospect pool. For example, if you enrolled 500 freshmen and 350 of those students appeared on your prospect list(s), your PER would be 70 percent (350/500). With a few exceptions, we believe most schools should seek 50-75 percent coverage.

### This institution canvassed 181 enrolled students out of 337 (54%)

Prospect Pool Contribution by Source and Number Available from NRCCUA <i>(duplicate records removed)</i>						
Source	Count in Prospect File	Enrolled in Prospect File	Count In Entire NRCCUA database	Net New Names Contributed	Enrolled in NRCCUA database	Net New Names Contributed
NRCCUA	78,845	88	78,845	NA	88	NA
PSAT	149,807	88	49,960	99,847	38	50
CBSS	25,536	5	10,109	15,427	4	1
<b>Total</b>	<b>254,186</b>	<b>181</b>	<b>138,914</b>	<b>115,274</b>	<b>130</b>	<b>51</b>

### Prospect Progression Rate (PPR)

The PPR is the percentage of prospects who have progressed to various stages of the enrollment funnel. For example, if you had 100,000 records on a particular prospect list and 1,000 became applicants, the PPR from prospect to applicant would be 1%.

The foundation of all reporting is a basic comparative admissions funnel report

FRESHMAN FUNNEL									
STAGE	FALL 2009 GOAL	FALL 2009 YTD	FALL 2008 YTD	FALL 2007 YTD	FALL 2008 FINAL	FALL 2007 FINAL	FALL 2006 FINAL	FALL 2005 FINAL	FALL 2004 FINAL
Inquiries	27,650	21,785	25,068	19,949	25,553	20,396	16,412	17,314	
Conversion Rate	5.3%	2.1%	2.3%	2.4%	4.8%	5.6%	7.2%	6.1%	
Applications	1,457	447	672	479	1,174	1,116	1,177	1,065	
Acceptance Rate	72.5%	40.9%	35.1%	47.6%	76.2%	74.9%	70.9%	78.9%	
Accepts	1056	183	201	228	895	836	834	827	
Yield Rate	38.7%	4.9%	6.0%	9.2%	41.3%	42.8%	38.1%	38.3%	
Confirmations	409	9	12	21	370	358	326	325	
Capture Rate	92.9%	TBD	TBD	TBD	93.2%	91.3%	91.1%	93.5%	
Paid Enrollees	389	TBD	TBD	TBD	345	327	297	304	
Admit to Enroll Rate	36.0%	TBD	TBD	TBD	38.5%	39.1%	35.6%	36.8%	

TRANSFER FUNNEL									
STAGE	FALL 2009 GOAL	FALL 2009 YTD	FALL 2008 YTD	FALL 2007 YTD	FALL 2008 FINAL	FALL 2007 FINAL	FALL 2006 FINAL	FALL 2005 FINAL	FALL 2004 FINAL
Inquiries	750	84	69	1,978	130	2,113	302	2,631	
Conversion Rate	26.7%	23.8%	37.7%	1.2%	131.5%	8.6%	49.7%	7.0%	
Applications	200	20	26	24	171	181	150	176	
Acceptance Rate	65.0%	30.0%	23.1%	37.5%	65.5%	66.3%	76.0%	64.8%	
Accepts	130	6	6	9	112	120	114	114	
Yield Rate	61.5%	33.3%	0.0%	0.0%	57.1%	60.8%	60.5%	58.8%	
Confirmations	80	2	0	0	64	73	69	67	
Capture Rate	87.5%	TBD	TBD	TBD	87.5%	87.7%	85.5%	80.6%	
Paid Enrollees	70	TBD	TBD	TBD	65	64	59	54	
Admit to Enroll Rate	53.8%	TBD	TBD	TBD	50.0%	53.3%	51.8%	47.4%	

Are you evaluating key aspects of your marketing and recruitment program?



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### Sample intended major report

2006 AND 2007 FIRST YEAR INQUIRIES BY ACADEMIC INTEREST

ACADEMIC INTEREST	INQUIRY		APPLICANT		ACCEPTED		PAID DEPOSIT		ENROLLED					
	2006	%DIFF	2006	%DIFF	2006	%DIFF	2006	%DIFF	2006	%DIFF				
Pre-Medical	1,176	1,566	107	798	4.4	362	409	172	134	101	-1.8	107	106	-0.1
Pre-Healthcare/Pre-Dental	13	2	48	2	100	0	0	0	0	0	0	0	0	0
Pre-Nursing	1,313	1,762	284	1,022	1,363	273	246	268	83	101	76	-24.8	71	-16.9
Pre-Occupational Therapy	13	27	107	0	4	0	0	0	0	0	0	0	0	0
Pre-Engineering	3	0	460	2	0	0	0	0	0	0	0	0	0	0
Pre-Pharmacy	252	375	163	42	33	107	23	10	-23.6	9	0	-33.3	4	0
Pre-Physical Therapy	152	127	113	19	94	104.2	13	20	100.0	4	0	100.0	4	3
Pre-Social Work	81	111	449	80	117	44.3	29	50	50.4	64	121	-44.7	13	0
Pre-Veterinary Medicine	142	201	137	32	45	40.9	13	10	20.0	3	7	-44.4	7	2
Professional Writing	28	17	12	14	17	70.9	0	0	0	3	3	-66.7	2	1
Public Policy	2,214	2,544	43	1,008	1,349	128	367	93	101	101	-107	129	101	-10.1
Public Administration	4	3	298	107	0	0	0	29	0	11	0	0	0	0
Public Relations	13	10	61	13	7	46.2	10	3	-76.0	4	3	-63.3	1	-80.0
Real Estate	27	17	-119	4	4	-20.0	1	1	200.0	0	2	0	2	0
Recreation	4	2	1812	0	10	10.0	1	4	200.0	0	3	0	3	0
Religion	423	503	662	110	107	40.9	70	101	44.3	63	60	34.4	17	33
Business	3	10	100.0	3	4	100.0	3	3	200.0	1	0	-100.0	0	-100.0
Science	152	617	1412	40	61	48.8	28	61	40.0	62	10	30.0	9	10.0
Science & E	4	1	-18.7	4	1	-16.7	1	1	200.0	0	0	0	0	0
Sign Language Interpreting	3	3	0	1	1	0	1	1	0	1	0	0	1	0
Speech & Oral Language Studies	1	3	200.0	1	1	200.0	0	2	0	0	0	0	0	0
Social Studies	4	2	-50.0	0	1	0	1	0	0	0	0	0	0	0
Social Studies & E	3	2	-66.7	3	3	100.0	3	1	0	0	0	0	0	0
Social Studies & E & E	1	0	-100.0	1	1	100.0	1	1	100.0	1	1	100.0	1	100.0
Social Work	149	92	-38.3	15	13	-13.3	9	7	-22.2	1	0	-100.0	0	0
Sociology	179	463	189.9	61	82	144.4	28	34	21.4	11	11	21.0	0	-10.0

### Sample inquiry source analysis

Source	Inqs	Apps	Conv. %	Depts	Yield
Campus Visit	171	50	29.2%	15	8.8%
High School	568	58	10.2%	14	2.5%
College Fair	3,886	250	6.4%	65	1.7%
Phone Call	355	67	18.9%	18	5.1%
Mail Inq	133	16	12.0%	1	0.8%
Athletic Ref.	92	3	3.3%	2	2.2%
PSAT Search	1,965	69	3.5%	17	0.9%
Student Ref.	192	21	10.9%	12	6.2%
ACT Scores	575	97	16.9%	35	6.1%
SAT Scores	150	29	19.3%	8	5.3%
CC Adv.	789	36	4.6%	10	1.3%
College Outlook	140	1	0.7%	0	0.0%
Web	1,251	154	12.3%	51	4.1%

### Sample student search analysis

Market	Names Purchased	Inqs	Resp %	Apps	Conv %	Enrolled	Yield %
IL - '08	20,388	2,186	10.7%	68	3.1%	16	.7%
Market 1	998	124	12.4%	3	2.4%	0	0.0%
Market 2	1,804	170	9.4%	4	2.3%	0	0.0%
Market 3	2,324	266	11.4%	5	1.9%	0	0.0%
IL - '07	20,191	2,175	10.8%	55	2.5%	12	.5%
Market 1	1,085	100	9.2%	2	2.0%	0	0.0%
Market 2	1,776	144	8.1%	4	2.8%	0	0.0%
Market 3	2,276	226	9.9%	3	1.3%	1	.4%

### Evaluating high school visits (any contact)

2006 AND 2007 FIRST YEAR HIGH SCHOOL VISITS BY STATE

STATE	INQUIRY		APPLICANT		ACCEPTED		PAID DEPOSIT		ENROLLED						
	2006	%DIFF	2006	%DIFF	2006	%DIFF	2006	%DIFF	2006	%DIFF					
Alabama	1	0	0	0	0	0	0	0	0	0					
Arizona	24	5	-39.2	4	1	-75.0	2	1	-66.7	1	0	-100.0	1	0	-100.0
Arkansas	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
California	61	40	-34.5	22	14	-36.4	12	10	-16.7	5	3	-40.0	4	2	-50.0
Colorado	47	18	-19.1	12	13	8.3	11	7	-36.4	5	3	-40.0	3	3	0.0
Florida	28	7	-75.0	4	3	-25.0	2	0	0	1	1	0	1	1	0.0
Georgia	11	23	127.3	8	5	-37.5	2	3	57.1	4	2	-50.0	4	2	-50.0
Iowa	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Illinois	5	12	140.0	3	0	-100.0	1	5	400.0	1	4	300.0	1	3	200.0
Indiana	14	1	-92.9	0	1	0	1	0	0	0	0	0	0	0	
Kansas	29	29	0.0	9	19	111.1	8	14	75.0	7	10	42.9	4	7	75.0
Kentucky	23	16	-30.4	1	4	300.0	0	3	0	0	0	0	0	0	
Louisiana	41	46	11.1	13	9	-30.8	4	5	18.7	1	1	0	1	0	
Maine	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Massachusetts	7	3	-57.1	2	1	-50.0	0	0	0	0	0	0	0	0	
Ohio	9	7	-22.2	3	0	-100.0	3	0	-100.0	1	0	-100.0	1	0	-100.0
Oklahoma	49	26	-46.9	15	14	-6.7	10	9	-10.0	6	4	-33.3	4	2	-50.0
Pennsylvania	1	1	0	1	1	100.0	0	0	0	0	0	0	0	0	
Tennessee	42	25	-40.5	18	12	-33.3	14	10	-28.6	5	6	20.0	3	4	33.3
Texas	2,377	2,600	9.2	1,175	1,127	112.9	492	565	114.8	335	351	104.5	251	240	-4.4
XX Foreign Residents	3	2	-33.3	2	1	-50.0	0	1	0	1	0	0	1	0	
GRAND TOTAL	2,842	2,917	-2.5	1,291	1,432	111.0	789	836	6.7	491	476	-3.0	279	284	-1.6

### Tracking student contacts

2007 FIRST YEAR BY NUMBER OF CONTACTS

NUMBER OF CONTACTS	INQUIRIES	APPS	CONVERSION RATE(%)	ADMITTS	ACCEPT RATE(%)	DEPOSITS	ENROLLED	DEF-ADM YR1(%)	ENR-ADM YR2(%)	ENR-ENQ YR3(%)
00 Contacts	17	1	1.4	0	0.0	0	0	0	0	0.0
01 Contact	72,997	676	0.9	49	7.2	1	1	2.0	2.0	0.0
02 Contacts	23,923	2,519	10.5	346	13.7	14	9	4.0	2.6	0.0
03 Contacts	9,713	4,158	42.1	784	19.0	47	30	6.0	3.8	0.3
04 Contacts	6,431	4,292	66.7	1,348	31.4	140	102	10.4	7.6	1.6
05 Contacts	4,741	3,787	79.9	1,699	42.5	254	179	15.8	11.1	3.8
06 Contacts	3,341	2,948	88.2	1,559	52.9	344	249	22.1	18.0	7.5
07 Contacts	2,323	2,323	100.0	1,370	59.0	405	301	29.8	22.0	11.9
08 Contacts	1,814	1,721	95.0	1,217	70.7	438	309	17.4	27.9	18.7
09 Contacts	1,322	1,278	96.7	959	75.0	447	347	44.6	36.2	28.2
10 Contacts	945	928	98.2	751	80.9	378	288	50.3	39.7	31.5
11 Contacts	699	683	97.7	572	83.3	333	250	38.2	43.7	35.8
12 Contacts	412	448	99.1	393	87.7	237	189	60.3	48.1	41.8
13 Contacts	305	300	98.4	269	89.7	182	148	67.7	55.0	48.3
14 Contacts	176	176	100.0	167	92.0	118	96	72.8	59.3	54.5
15 or more Contacts	304	300	98.7	280	93.3	217	194	77.5	69.3	63.8
GRAND TOTAL	129,174	126,114	20.4	12,693	49.0	8,179	5,968	28.4	21.1	17.1

### Evaluating your student contact team

FIRST YEAR INQUIRIES BY TELECOUNSELOR QUALIFYING SCORE

TELECOUNSELOR QUALIFYING SCORE	INQUIRY		APPLICANT		ACCEPTED		PAID DEPOSIT		ENROLLED	
	2006	%DIFF	2006	%DIFF	2006	%DIFF	2006	%DIFF	2006	%DIFF
Liberty to Apply	12,851	6,959	54.2	4,511	64.5	1,375	1,201	14.9	26.6	9.4
Liberty to Enroll	705	578	82.0	430	74.4	229	182	53.3	42.3	25.8
Needs More Information	3,206	1,035	32.3	626	60.5	137	91	21.9	14.5	2.8
No Longer Interested	4,125	483	11.8	213	45.9	22	15	10.3	7.0	0.4
GRAND TOTAL	20,871	9,057	43.4	5,784	63.4	1,963	1,489	31.9	25.7	7.1

TELECOUNSELOR QUALIFYING SCORE	INQUIRY		APPLICANT		ACCEPTED		PAID DEPOSIT		ENROLLED						
	2006	%DIFF	2006	%DIFF	2006	%DIFF	2006	%DIFF	2006	%DIFF					
Liberty to Apply	820	705	-14.0	707	578	-18.2	546	430	-21.2	157	229	-35.9	289	182	-37.0
Liberty to Enroll	11,014	12,853	18.5	8,969	6,959	-9.3	4,053	4,511	11.4	1,799	1,375	-23.3	1,220	1,201	-1.6
Needs More Information	2,040	3,206	57.2	411	1,035	60.4	326	626	92.3	121	137	13.2	80	91	13.1
No Longer Interested	3,249	4,125	27.0	304											

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### Evaluating campus visit programs



### Campus visitors by state

STATE	INQUIRY		-APPLICANT-		-ACCEPTED-		-PAID DEPOSIT-		-ENROLLED-							
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007						
North Carolina	10	17	70.0	6	14	113.3	6	14	113.3	3	4	33.3	3	2	0.0	
North Dakota																
Ohio	17	17	8.0	10	11	-13.4	17	11	-8.3	9	6	-11.1	4	7	75.0	
South Carolina	2	2	68.0	1	2	100.0	1	2	100.0	0	1	0	1	0	1	
New Jersey	6	9	33.3	5	6	20.0	5	5	0.0	4	2	-50.0	3	2	-33.3	
New Mexico	24	17	-29.1	14	14	0.0	12	11	-8.3	9	5	-44.4	7	4	-42.9	
Nevada	3	5	66.7	2	4	100.0	2	4	100.0	2	0	-100	2	0	-100	
New York	1	4	200.0	2	3	50.0	2	2	0.0	2	0	-100	2	0	-100	
Other	14	17	7.1	11	10	-9.1	9	9	12.5	6	9	33.3	4	8	100.0	
Oklahoma	79	57	-27.7	59	53	-11.6	45	45	0.0	25	29	16.0	14	18	28.6	
Oregon	6	6	80	4	2	-50.0	2	1	-50.0	0	0	0	0	0	0	
Pennsylvania	11	7	-36.4	8	2	-75.0	7	2	-71.4	4	0	-100	2	0	-100	
Rhode Island	1	1	0.0	1	0	-100	1	0	-100	1	0	-100	0	0	0	
South Carolina	2	7	250.0	2	6	200.0	1	4	300.0	6	3	-50.0	6	3	-50.0	
South Dakota	1	2	100.0	1	0	-100	1	0	-100	0	0	0	0	0	0	
Tennessee	44	52	113.6	30	34	133.3	27	17.4	17	18	111	13	13	100		
Texas	1,242	1,502	121.0	835	1,390	1,650	94	1,369	1,447	42	871	706	-12.1	831	901	-11.1
Utah	2	1	-50.0	2	1	-50.0	1	1	0.0	1	0	-100	1	0	-100	
Virginia	23	30	130.0	15	18	20.0	12	17	41.7	8	6	-25.0	1	4	20.0	
Wisconsin	1	2	100.0	1	2	100.0	1	1	0.0	1	0	-100	1	0	-100	
Washington	4	12	300.0	6	10	66.7	5	6	20.0	3	4	33.3	3	4	33.3	
Wisconsin	9	8	-11.1	7	7	0.0	7	7	0.0	4	3	-25.0	3	2	-33.3	
West Virginia	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	
Wyoming	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	
32-Element Institutions	14	29	141	10	12	20.0	6	11	83.3	4	2	-50.0	4	1	83.3	
32-50th Century Locations	7	12	71.4	6	13	85.7	4	6	50.0	3	3	0.0	3	3	0.0	

### And specific campus visit programs (open houses in this case)

FIRST YEAR PREMIERE ATTENDEES AND INQUIRIES BY PREMIERE

ENROLLMENT YEAR	2006 AND 2007 FIRST YEAR PREMIERE ATTENDEES										
	INQUIRIES	APPLICANTS	CONV. RATE(%)	ADMITS	ACCEPT RATE(%)	DEPOSITS	ENROLLED	DEF-ADM YR1(%)	ENR-ADM YR2(%)	ENR-INO YR3(%)	
2006	3,535	2,787	78.8	2,235	80.2	1,584	1,176	70.0	52.6	33.1	
2007	3,376	2,891	79.7	2,116	78.6	1,290	1,049	61.0	49.6	31.1	

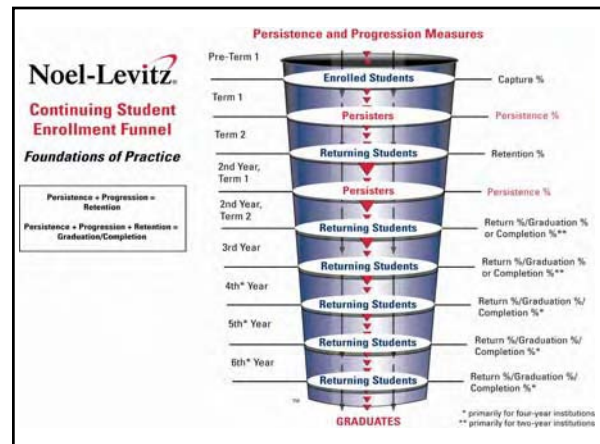
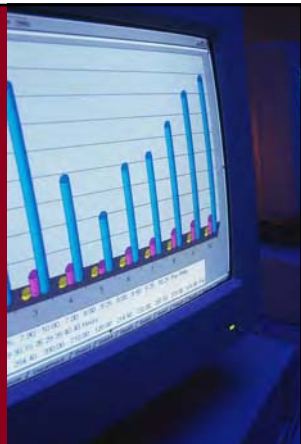
  

PREMIERE	INQUIRY		-APPLICANT-		-ACCEPTED-		-PAID DEPOSIT-		-ENROLLED-			
	2006	2007	%DIFF	2006	2007	%DIFF	2006	2007	%DIFF	2006	2007	%DIFF
Attended more than 1	129	116	-10.1	120	110	-8.3	110	102	-7.3	99	90	-9.1
Fall Premiere	1,393	1,107	-20.5	1,130	858	-24.1	808	595	-31.5	568	294	-48.2
Spring Premiere	993	1,120	12.8	740	883	19.3	395	744	23.0	410	488	17.3
Winter Premiere	1,020	1,033	1.3	797	840	5.4	662	675	2.0	481	418	-13.1
GRAND TOTAL	3,333	3,376	1.3	2,787	2,891	3.4	2,232	2,219	-0.3	1,584	1,290	-17.3

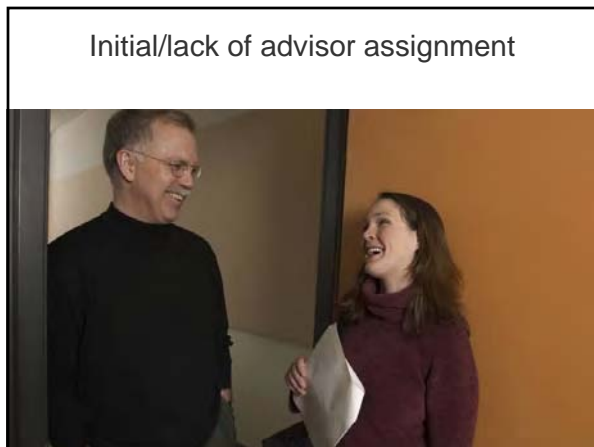
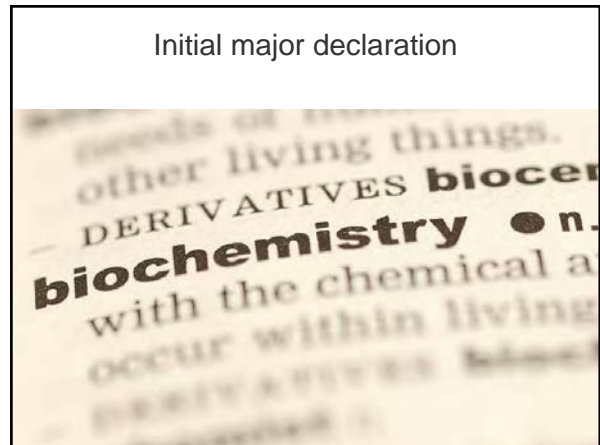
### Final thoughts on building your admissions reporting package

- Track and report on all stages of the funnel
- Identify KPI's to set your reporting agenda
- Make sure you are measuring your key marketing and recruitment strategies
- Always link the data to student behaviors and outcomes
- Don't forget to build an agenda for market research and scanning secondary data sources (not covered in this presentation)

### Retention data




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Pre-term activity evaluations  
(orientation, campus visits)

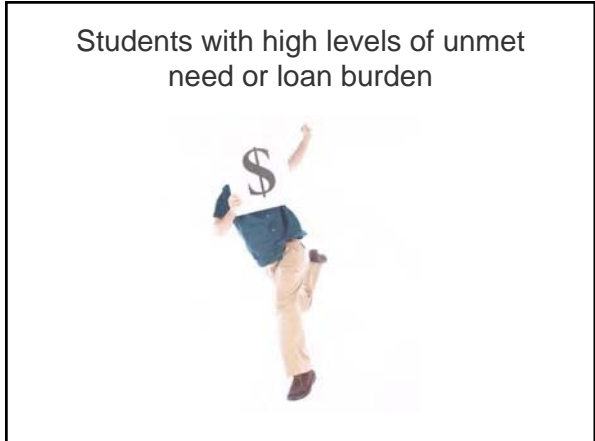
A photograph showing three students walking away from the camera on a paved path on a university campus. Two students in the foreground are wearing backpacks and shorts, while a third student is further ahead. The background shows a modern building with large windows.

Developmental placements

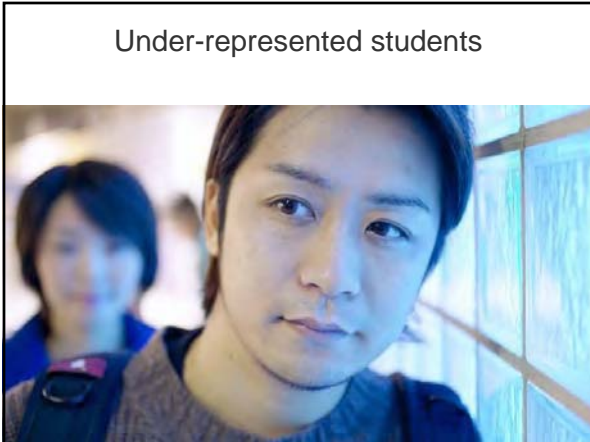

A chalkboard diagram of a right-angled triangle with legs of length 3 and 4, and a hypotenuse of length 5. The hypotenuse is labeled "h or c (hypotenuse)" in pink chalk. A small square at the vertex between the legs indicates a right angle.A black and white photograph of a young woman with dark hair, looking down at a stack of books she is holding in her arms. She is wearing a dark, long-sleeved shirt.

Undecided majors

Students with high levels of unmet need or loan burden

A photograph of a person from behind, wearing a white t-shirt with a large dollar sign (\$) on the back. They are wearing blue shorts and orange pants, and appear to be in a state of distress or struggle.

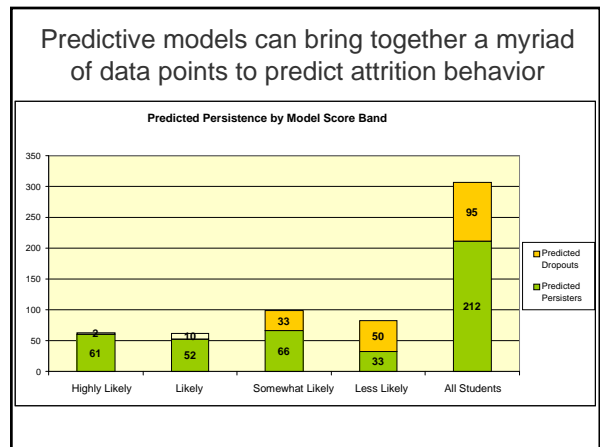
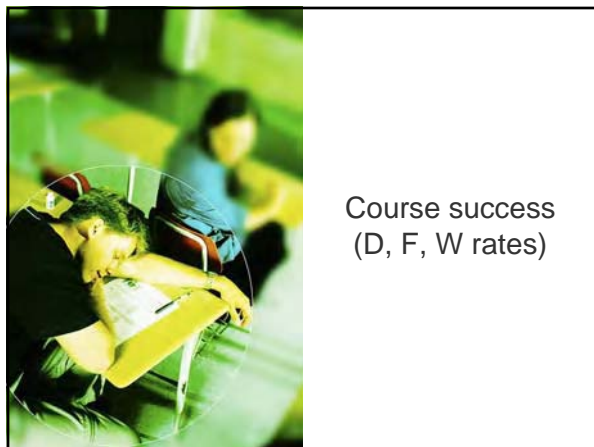
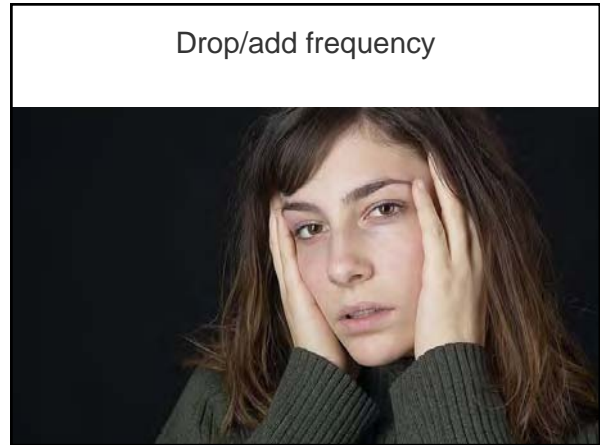
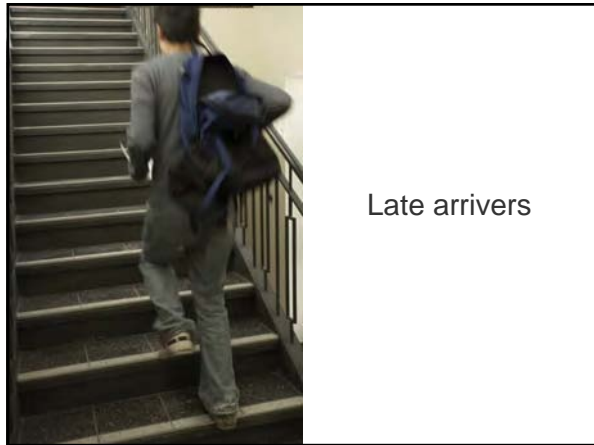
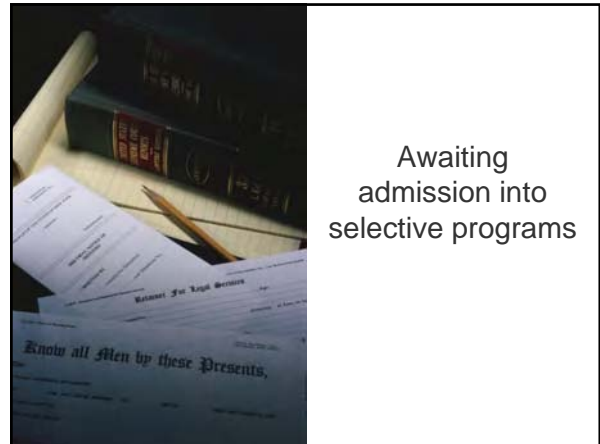
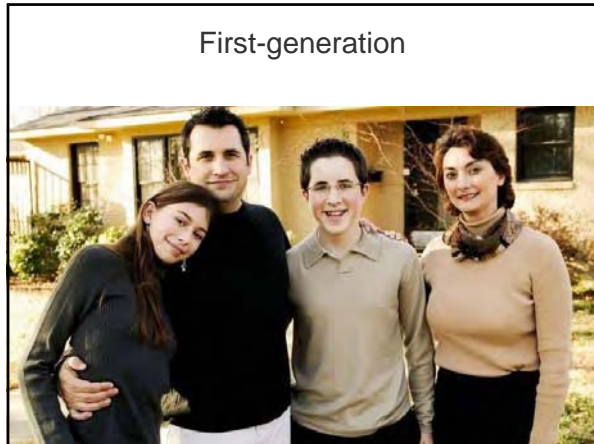
Under-represented students

A close-up photograph of a young man with dark hair, looking directly at the camera with a neutral expression. He is wearing a blue jacket. In the background, another person is visible but out of focus.A photograph of an elderly woman with short white hair, smiling as she sits at a desk and works on a laptop. She is wearing a white button-down shirt and light-colored pants.

Non-traditional

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# Compiling and Interpreting Enrollment Management Data

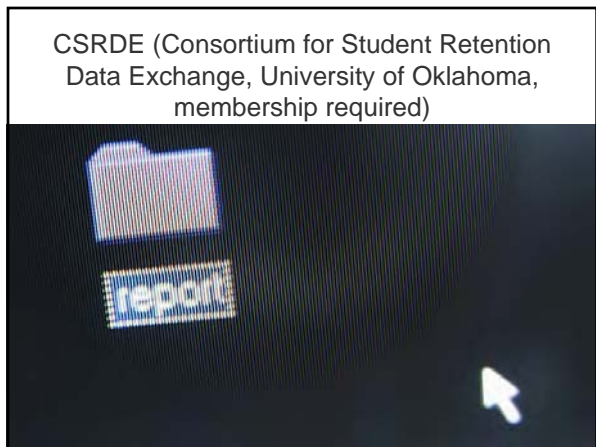
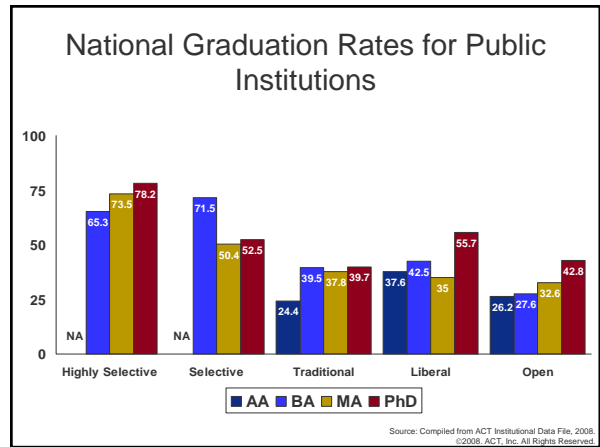
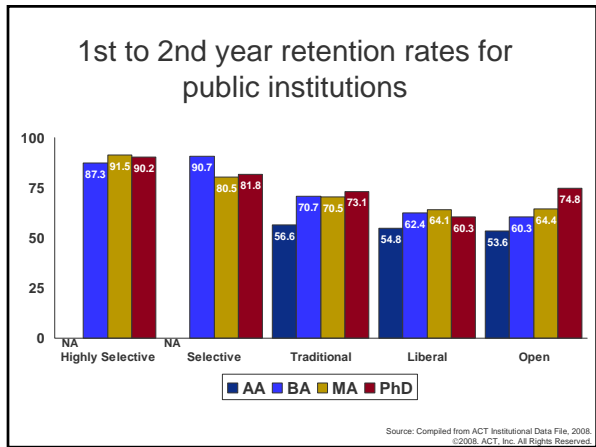
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ACT categorizes schools by admissions selectivity

SELECTIVITY LEVEL	ACT	SAT
Highly Selective	25–30	1710–2000
Selective	21–26	1470–1770
Traditional	18–24	1290–1650
Liberal	17–22	1230–1530
Open	16–21	1170–1480

Source: Compiled from ACT Institutional Data File, 2008. ©2008, ACT, Inc. All Rights Reserved.

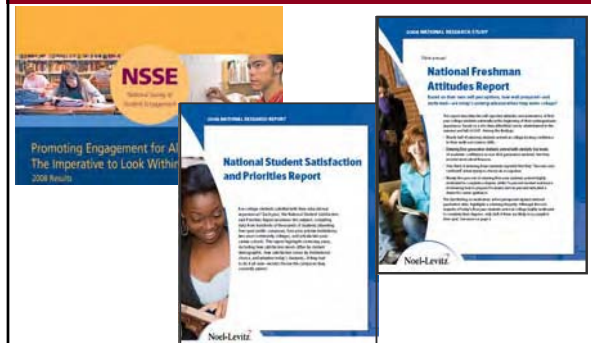


In addition to basic retention data tracking you should also collect attitudinal and behavioral data via survey instruments

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### Institutional and student assessments to consider



### What is important to students at four-year publics and how satisfied are they?

**2008 Scales: four-year public institutions (students)**

Scale	Importance Mean	Satisfaction Mean	Performance Gap
Academic Advising	6.33	5.25	1.08
Instructional Effectiveness	6.32	5.26	1.06
Safety and Security	6.30	4.53	1.77
Registration Effectiveness	6.20	4.98	1.22
Recruitment and Financial Aid	6.13	4.83	1.30
Concern for the Individual	6.11	4.99	1.12
Campus Climate	6.10	5.08	1.02
Student Centeredness	6.08	5.12	0.96
Campus Support Services	6.04	5.30	0.74
Service Excellence	6.01	4.95	1.06
Campus Life	5.70	4.89	0.81
Responsiveness to Diverse Populations	—	5.10	—

(7 = very important/very satisfied 1 = not important/not satisfied at all)

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The 2008 National Student Satisfaction and Priorities Report

### And how about two-year institutions?

**2008 Scales: community, junior, and technical colleges (students)**

Scale	Importance Mean	Satisfaction Mean	Performance Gap
Instructional Effectiveness	6.16	5.38	0.78
Registration Effectiveness	6.14	5.39	0.75
Academic Advising/Counseling	6.11	5.19	0.92
Concern for the Individual	6.07	5.21	0.86
Academic Services	6.03	5.42	0.61
Admissions and Financial Aid	6.01	5.10	0.91
Safety and Security	5.98	4.97	1.01
Student Centeredness	5.96	5.34	0.62
Campus Climate	5.95	5.27	0.68
Service Excellence	5.94	5.23	0.71
Campus Support Services	5.44	4.94	0.50
Responsiveness to Diverse Populations	—	5.43	—

(7 = very important/very satisfied 1 = not important/not satisfied at all)

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### Most students bring strong desire to finish despite low completion rates

Consistent with earlier Noel-Levitz studies, entering first-year students in fall 2007 were overwhelmingly positive about continuing and completing their education, as shown below. Here again it was clear that first-generation students perceived themselves similarly to non-first-generation students.

Selected survey item	Percent of first-generation students in agreement	Percent of non-first-generation students in agreement	OVERALL national percentages
<b>Desire to finish college</b>			
I have a very strong desire to continue my education, and I am quite determined to finish a degree.	84.5%	85.0%	84.9%
I am very strongly dedicated to finishing college—no matter what obstacles get in my way.	83.9%	83.9%	83.9%
I am deeply committed to my educational goals, and I'm fully prepared to make the effort and sacrifices that will be needed to attain them.	80.2%	89.0%	89.3%

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### Many students desire assistance right from the start

Respondents indicated high levels of receptivity to assistance from a variety of campus services, as indicated below:

Selected survey item	Percent of first-generation students in agreement	Percent of non-first-generation students in agreement	OVERALL national percentages
<b>Receptivity to assistance</b>			
I would like to receive some instruction in the most effective ways to take college exams.	77.0%	72.9%	74.0%
I would like some help selecting an educational plan that will prepare me to get a good job.	67.0%	65.1%	65.8%
I would like to receive tutoring in one or more of my courses.	44.7%	39.5%	41.0%

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2008 National Freshmen Attitudes Report

### Nearly half of entering students lack confidence in their math and science skills

Respondents were asked to indicate their level of agreement with specific statements. The following statements focused on the students' confidence in the areas of math and science.

Selected survey item	Percent of first-generation students in agreement	Percent of non-first-generation students in agreement	OVERALL national percentages
<b>Math and science confidence</b>			
I have a hard time understanding and solving complex math problems.	49.0%	44.5%	45.7%
Math has always been a challenge for me.	45.8%	41.6%	42.8%
I have a very good grasp of the scientific ideas I've studied in school.	42.9%	50.0%	47.9%

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### First-generation students also arrive lacking academic confidence

It is interesting to note that the self-perceptions of first-generation students and those of non-first-generation students are not all that dissimilar in the areas of math and science confidence shown in the first table on the preceding page.

In addition, in the areas of verbal confidence shown below, first-generation students again tended to rate their confidence at levels that were similar to those of non-first-generation students:

Selected survey item	Percent of first-generation students in agreement	Percent of non-first-generation students in agreement	OVERALL national percentages
<b>Verbal confidence</b>			
In English classes, I've had difficulty analyzing an author's style and theme.	32.3%	28.0%	29.2%
I pick up new vocabulary words quickly, and I find it easy to use them in my speech and writing.	51.3%	54.8%	53.9%
I am very good at figuring out the deeper meaning of a short story or novel.	50.2%	54.7%	53.4%
I have difficulty organizing my ideas in a paper, and I tend to make a lot of punctuation and grammar mistakes.	39.6%	31.1%	33.5%

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2008 National Freshmen Attitudes Report

### Assessment data should drive your student success interventions



Discussion and Questions

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