

Statistically Speaking...

During the Spring and Summer 2003 quarters, Institutional Research conducted the Noel-Levitz Student Satisfaction Inventory with a sample of in-school full-time undergraduate students. Students were given a \$15 credit on their NU Husky card as incentive to participate in the survey. Over 1,300 completed surveys were collected resulting in a 29% response rate. The purpose of the survey was to benchmark students' opinions on the importance and satisfaction of various campus services. Data from the over 70 survey items are grouped into twelve categories representing broad composite scales.

Executive Summary

Respondents indicated that the top three factors affecting their decision to enroll at NU were academic reputation, geographic setting, and financial aid. Almost 60% of respondents said that NU was their first choice. Students seem satisfied with their NU experience thus far and nearly 71% indicated they would enroll at NU if they had it to do over again. Survey results suggest that NU's strengths (areas rated with high importance and high satisfaction) are concentrated in Instructional Effectiveness, Facilities and Support Services, and Co-op. Thirty-six percent of respondents indicate they are not satisfied that activity fees are put to good use. Students' expectations of Co-op are high and overall they indicated their satisfaction with the program. Sixty-eight percent are satisfied that Co-op has enhanced classroom learning, and 77% are satisfied that Co-op has helped clarify career goals. However, 43% are unsatisfied when asked about feeling connected to the campus while on Co-op. When asked about an option of a four-year degree track, most students (43%) indicated their preference for the current 5-year option with three Co-ops

Respondent Characteristics

College	n	%
Arts & Sciences	344	26%
Engineering/SET	270	20%
Business	240	18%
Bouve	214	16%
Criminal Justice	134	10%
Computer Science	117	9%
unknown	1319	100%

Class Year	n	%
Freshman	295	22%
Sophomore	309	23%
Middler	183	14%
Junior	300	23%
Senior	246	18%
unknown	1333	100%

Gender	n	%
Male	621	46%
Female	715	54%
unknown	16	100%

Current Residence	n	%
Residence Hall	665	50%
Rent off campus	439	33%
Parent's home	183	14%
Other	48	4%
unknown	1335	100%

Classification	n	%
In-state	632	47%
Out-of-state	641	48%
International	60	5%
unknown	1333	100%

About the Noel-Levitz Student Satisfaction Inventory *

The Noel-Levitz Student Satisfaction Inventory (SSI) is a national survey that has been in existence for the last 10 years. The questionnaire contains over 70 items that collectively gather information on every aspect of the college experience. Using a seven-point scale, each survey item asks students to rate the level of importance they give to each item as well as their level of satisfaction that the item is being met. Results present three scores for each item: mean importance; mean satisfaction; the difference between importance and satisfaction, or the performance gap.

Similar survey items are grouped together to create twelve composite scales for the institution. These scales provide the institution with an overview, or broad picture of their students' opinions. The twelve composite scales are:

Academic Advising assesses the comprehensiveness of the institution's academic advising program.

Campus Climate assesses the extent to which the institution provides experiences that promote a sense of campus pride and feelings of belonging.

Campus Life assesses the effectiveness of student life programs covering issues ranging from athletics to residence life.

Campus Support Services assesses the quality of the institution's support programs and services used by students to make their educational experiences more meaningful and productive.

Concern for the Individual assesses your institution's commitment to treating each student as an individual.

Instructional Effectiveness assesses the student's academic experience, the curriculum, and the campus's overriding commitment to academic excellence.

Recruitment and Financial Aid assesses the institution's ability to enroll students in an effective manner.

Registration Effectiveness assesses issues associated with registration and billing.

Responsiveness to Diverse Populations assesses the institution's commitment to specific groups of students (e.g., under-represented populations, commuters, etc.).

Safety and Security assesses the institution's responsiveness to student's personal safety and security on campus.

Service Excellence assesses the perceived attitude of staff toward students.

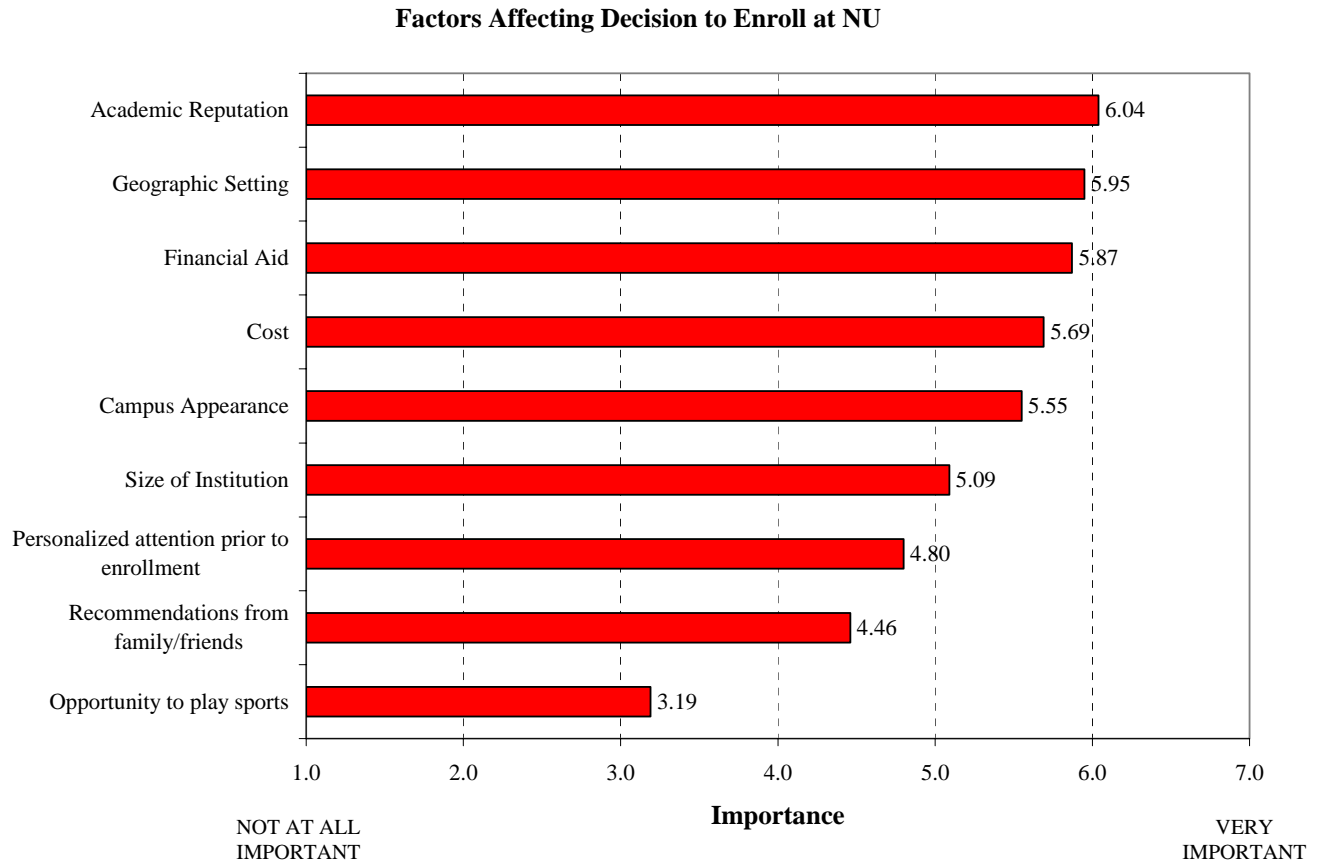
Student Centeredness assesses the campus's efforts to convey to students that they are important to the institution.

* Excerpts from the 2003 National Student Satisfaction Report, Noel-Levitz

Choosing to Enroll at Northeastern

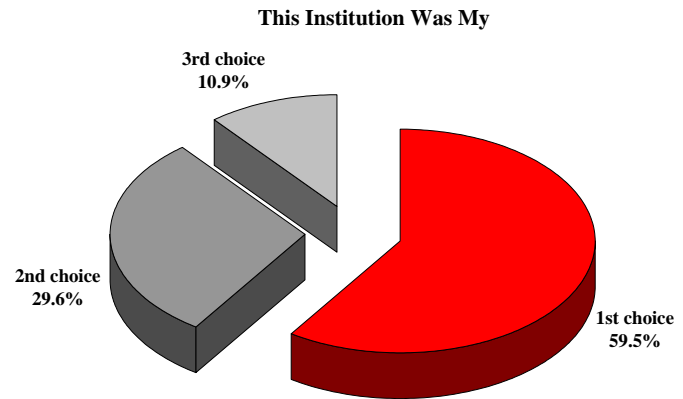
Factors Affecting Decision to Enroll at Northeastern

Students were asked how important various factors were to their decision to enroll at Northeastern. The top three factors that influenced enrollment were Academic Reputation, Geographic Setting and Financial Aid.



College Choice

More than half of respondents indicated that when they entered NU it was their first choice of institutions. Noel-Levitz trend data indicates that nationally, 64% of respondents indicate that their institution was their first choice.

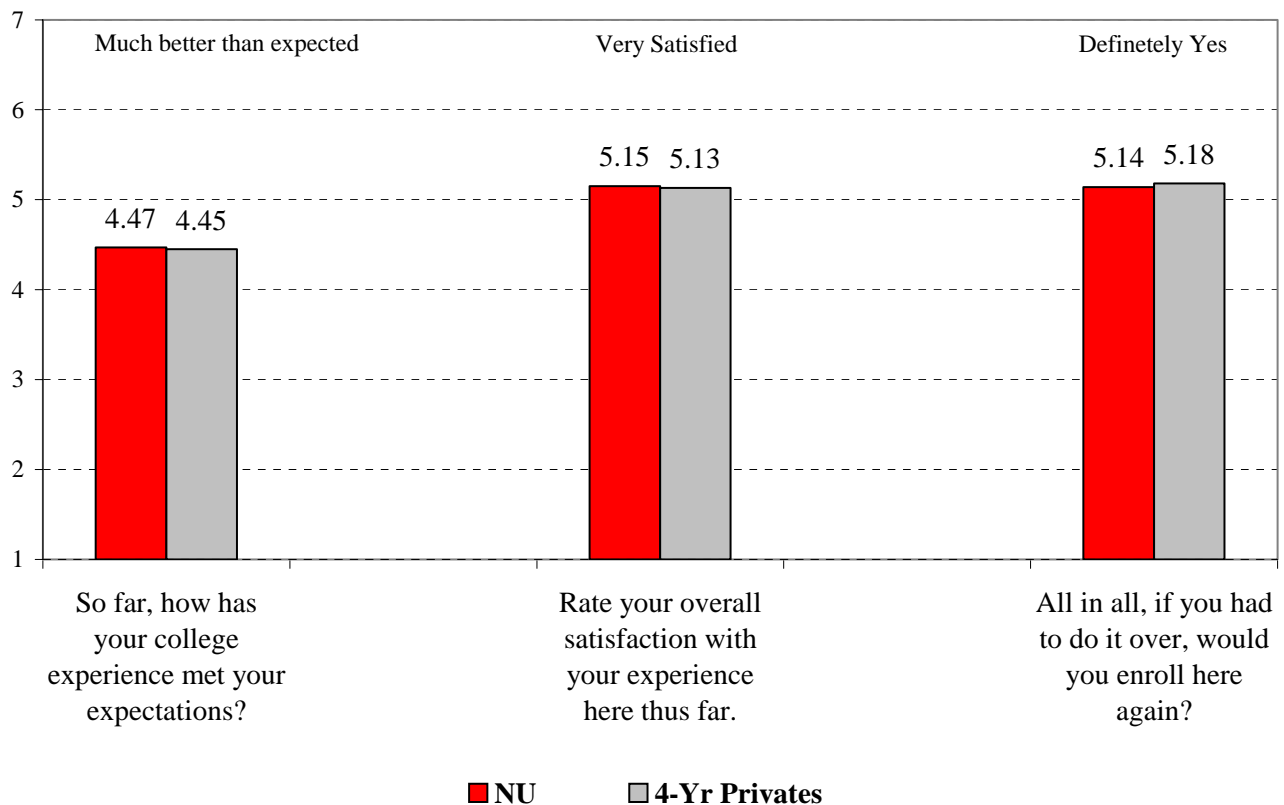


Results Overview

Rating the NU Experience

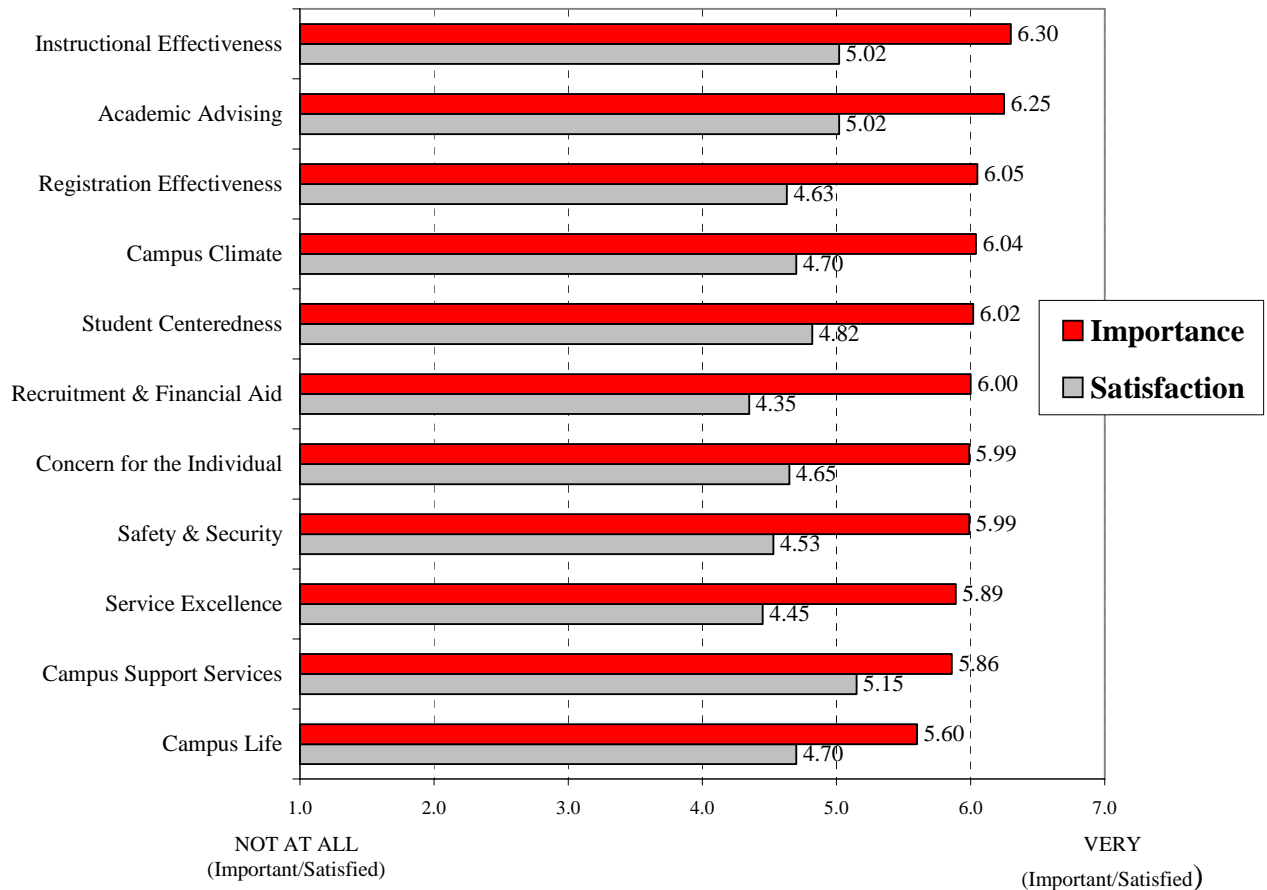
The Noel-Levitz survey includes three broad questions that can be used as an overall measure of students' experiences: Has your college experience met your expectations, Rate your overall satisfaction with your experience, Would you enroll here if you had it to do over again. The responses from NU students are positive with mean scores from these measures above the midpoint of the scale. The NU scores are relatively the same as those for the national group of 4-Year Private institutions.

The NU Experience



How Well Are We Meeting Our Students' Expectations?

The inventory composite scales provide us with a “global” perspective of our students’ responses. The chart below displays the overall importance ratings compared to overall satisfaction ratings. It reflects how well we are meeting students’ expectations. The difference between importance and satisfaction is called the performance gap. Noel-Levitz notes that a large performance gap (e.g., 1.5) indicates areas where student expectations are not being met. However, the definition of a large performance gap may vary by institution. Except for one scale, Recruitment & Financial Aid, NU's performance gaps fall below the 1.5 threshold.



What is Important to NU Students ~ NU Strengths and Challenges

Survey items receiving the highest importance ratings can be grouped into two categories: strengths and challenges. Noel-Levitz defines strengths as items where the importance rating is above the midpoint and the satisfaction rating is in the upper quartile. Strengths are areas with high importance and high satisfaction. Challenges faced by the institution are defined as items where the importance rating is above the midpoint and the performance gap is in the upper quartile. Challenges are areas with high importance and low satisfaction. Using these guidelines, NU's data presents 20 institutional strengths and 16 institutional challenges.

As you review the following pages you will note that Northeastern has both a large number of strengths and challenges within two of the composite scales. Specifically, this occurs in the *Instructional Effectiveness* and *Campus Climate* composite scales. While we exhibit strength in these areas, the challenges work to pull the overall satisfaction score down for these composites. Our overall scores on these two composite scales have remained relatively unchanged in student importance and satisfaction compared to 1999.

There was also an individual survey item, *The content of the courses within my major is valuable*, that met the criteria for being both a strength and a challenge. Noel-Levitz tells us that this will occasionally happen. They suggest that such items be handled as challenges, noting that while the satisfaction scores are high with the item, it is an area that should be monitored by the institution because of the size of the performance gap.

Northeastern's Areas of Strength

Northeastern's 20 strengths are presented in the following table. It is notable that the highest concentration of strengths falls within the *Instructional Effectiveness* composite scale. Other composite scales with multiple areas of strength are *Academic Advising* and *Campus Climate*. Interestingly, five of the 20 strengths come from customized questions that Northeastern added to the survey. Of these five items, three highlight Co-op.

Three of the 20 strengths represent a variety of composite scales, and three of them do not fall within any of the Noel-Levitz scales. Overall, however, these six strengths seem to focus on facilities and support services.

Northeastern's Strengths (high importance/high satisfaction)
Instructional Effectiveness:
✓ <i>Nearly all of the faculty are knowledgeable in their field.</i>
✓ <i>There is a good variety of courses provided on this campus.</i>
✓ <i>I am able to experience intellectual growth here.</i>
✓ <i>Faculty are usually available after class and during office hours.</i>
✓ <i>Faculty are fair and unbiased in their treatment of individual students.⁺</i>
Academic Advising:
✓ <i>My academic advisor is approachable.</i>
✓ <i>My academic advisor is knowledgeable about requirements in my major.</i>
✓ <i>Major requirements are clear and reasonable.</i>
Campus Climate:
✓ <i>The campus is safe and secure for all students.⁺</i>
✓ <i>It is an enjoyable experience to be a student on this campus.⁺</i>
✓ <i>This institution has a good reputation within the community.</i>
Co-op:
✓ <i>My experiences on Co-op have helped me clarify my career goals.</i>
✓ <i>My experiences on Co-op have enhanced my classroom learning.</i>
✓ <i>The quality of the Co-op program makes the need for a fifth year of study worthwhile.</i>
Facilities & Support Services:
✓ <i>Computer labs are adequate and accessible.</i>
✓ <i>On the whole, the campus is well maintained.</i>
✓ <i>Library resources and services are adequate.</i>
✓ <i>The features of the web-based My NEU Portal are sufficiently helpful in meeting my need for connecting to student service information.</i>
✓ <i>The classrooms at the University provide a good environment for learning</i>
✓ <i>Class change (drop/add) policies are reasonable.</i>

⁺ Survey item appears in more than one composite scale.

Institutional Challenges

A total of sixteen institutional challenges were identified for Northeastern; they are listed in the table below. While these areas represent challenges, it should be noted that:

- ❖ Northeastern has made significant gains in satisfaction for the items *Living conditions in the residence halls are comfortable*, and *Graduate teaching assistants are competent as classroom instructors* compared to 1999 data.
- ❖ Northeastern's satisfaction score for the item *Security staff respond quickly in emergencies* is significantly higher than that of our peers while importance scores are relatively the same.
- ❖ Noel-Levitz trend analysis indicates that nationwide it is typical to see a low satisfaction rating for the item *Tuition paid is a worthwhile investment*.

Northeastern's Challenges (high importance/low satisfaction)

Instructional Effectiveness:

- ✓ *The content of the courses within my major is valuable.*
- ✓ *The instruction in my major field is excellent.*
- ✓ *The quality of instruction I receive in most of my classes is excellent.*
- ✓ *Faculty provide timely feedback about student progress in a course.*
- ✓ *Graduate teaching assistants are competent as classroom instructors.*

Campus Climate:

- ✓ *Tuition paid is a worthwhile investment.*
- ✓ *I seldom get the "run-around" when seeking information on this campus.⁺*
- ✓ *This institution shows concern for students as individuals.⁺*

Recruitment and Financial Aid:

- ✓ *Adequate financial aid is available for most students.*
- ✓ *Financial aid awards are announced to students in time to be helpful in college planning.*
- ✓ *Financial aid counselors are helpful.*

Registration Effectiveness:

- ✓ *I am able to register for classes I need with few conflicts.*
- ✓ *Billing policies are reasonable.*

Campus Life:

- ✓ *Living conditions in the residence halls are comfortable.*

Safety and Security:

- ✓ *Security staff respond quickly in emergencies.*

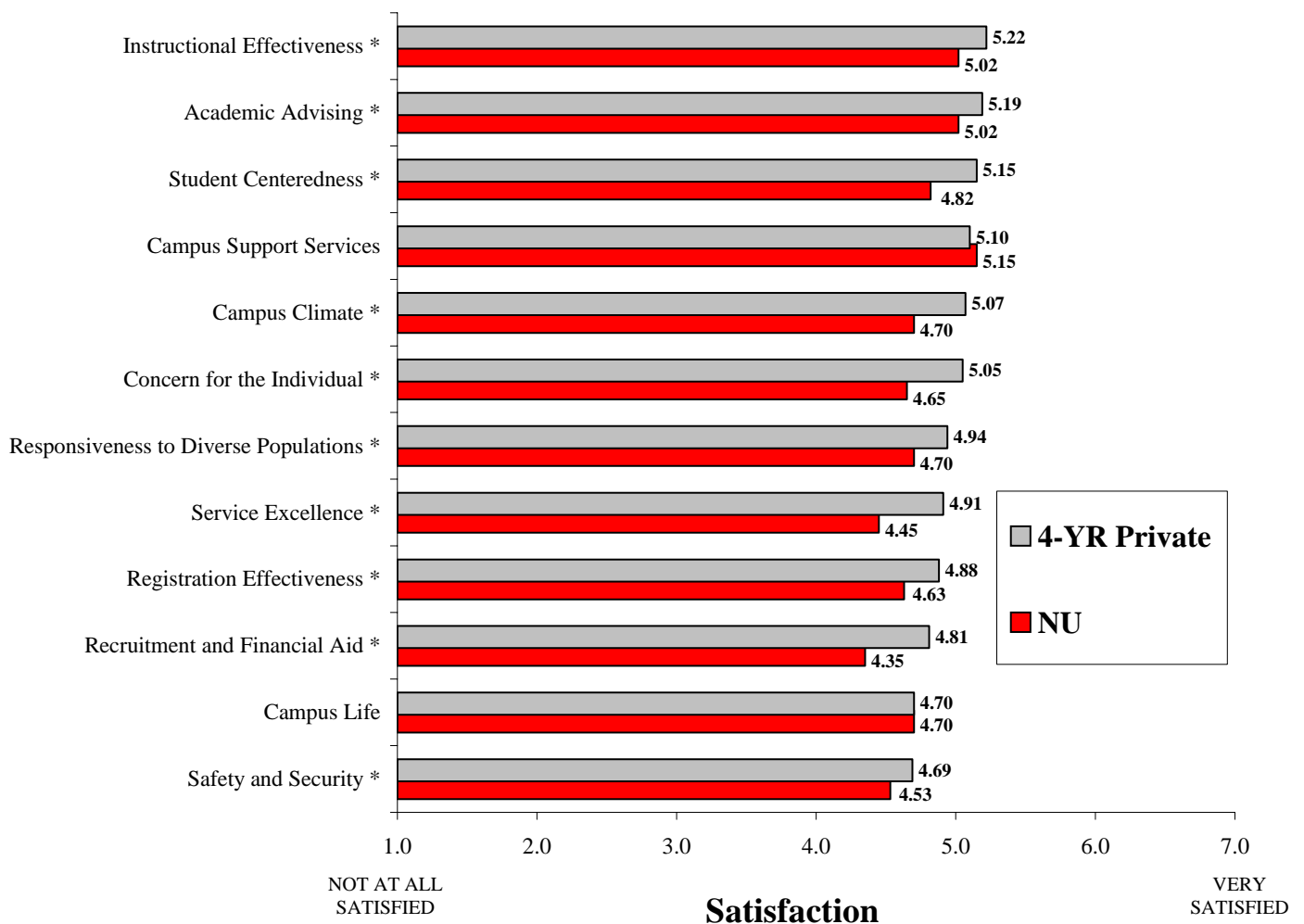
⁺ Survey item appears in more than one composite scale.

Peer Comparison

Overall Satisfaction

Survey responses from NU students are compared to national data. Specifically, our responses are compared to those of students in 4-year private institutions. It is important to note that Noel-Levitz trend data indicate that students in the East typically have lower satisfaction than the national group. Also, urban students exhibit lower satisfaction.

Inventory composite scales for satisfaction are shown below for NU and for the peer group. In all but two of the composite scales, NU respondents were significantly less satisfied than those at the 4-year peer institutions. While not significant, it is noteworthy that NU respondents are more satisfied with *Campus Support Services* than are their peers.



* Differences statistically significant at the .001 level

Items Receiving Higher Satisfaction Scores Compared to Peers

While the overall composite scales indicate that NU respondents are less satisfied than their peers at 4-year private institutions, there is positive news. A closer look at individual survey items reveals several areas of strength, specifically in the *Campus Life* and *Campus Support Services* categories. The table below displays areas where NU respondents are more satisfied than their peers.

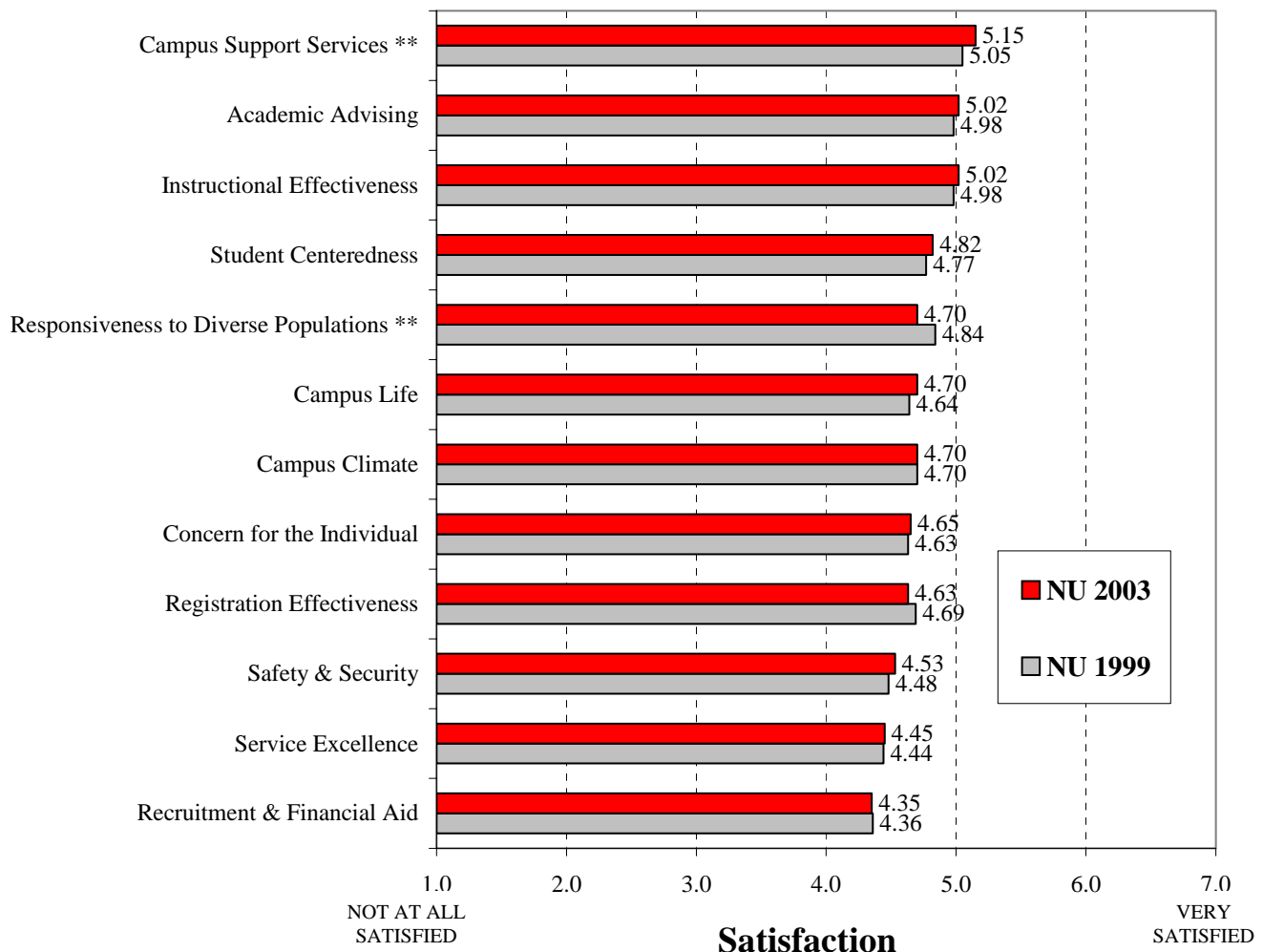
Mean Satisfaction ~ NU vs. 4-year Private Institutions			
Composite Scale Category and Survey Item	NU	Peers	dif
Academic Advising:			
<i>My academic advisor is knowledgeable about requirements in my major.</i>	5.47	5.36	.11 *
Campus Climate:			
<i>It is an enjoyable experience to be a student on this campus.</i> ⁺	5.25	5.18	.07
<i>Freedom of expression is protected on campus.</i> ⁺	5.04	4.97	.07
Campus Life:			
<i>The student center is a comfortable place for students to spend their leisure time.</i>	5.53	4.77	.76 ***
<i>A variety of intramural activities are offered.</i>	4.97	4.65	.32 ***
<i>There is an adequate selection of food available in the cafeteria.</i>	4.77	4.01	.76 ***
<i>Residence hall regulations are reasonable.</i>	4.60	4.54	.06
Campus Support Services:			
<i>On the whole, the campus is well maintained.</i>	5.86	5.46	.40 ***
<i>Library resources and services are adequate.</i>	5.51	5.03	.48 ***
<i>Library staff is helpful and approachable.</i> ⁺	5.41	5.32	.09 *
<i>Computer labs are adequate and accessible.</i>	5.15	5.12	.03
<i>There are adequate services to help me decide upon a career.</i>	4.98	4.91	.07
Instructional Effectiveness:			
<i>There is a good variety of courses provided on this campus.</i>	5.43	5.05	.38 ***
<i>Faculty are fair and unbiased in their treatment of individual students</i> ⁺	5.10	5.09	.01
Registration Effectiveness:			
<i>Class change (drop/add) policies are reasonable.</i>	5.23	5.13	.10 *
Safety and Security:			
<i>Security staff respond quickly in emergencies</i>	4.82	4.66	.16 **
⁺ Item appears on more than one composite scale. * difference statistically significant at the .05 level ** difference statistically significant at the .01 level *** difference statistically significant at the .001 level			

Northeastern 2003 Compared to 1999

Results from this latest satisfaction survey have been compared to results from the 1999 administration of the survey. In both years, a similar number of completed surveys were obtained. In several respects the respondent profile from each year is similar. Specifically, there is a similar breakdown by gender, state of residence and current residence, and ethnicity. However, the distribution by college is not available for the 1999 data. Also, the distribution of class level varies between the two years of data. The 1999 distribution has a large number of freshmen and a low number of middler students. Noel-Levitz trend data indicate that freshmen are usually happier and more satisfied than upperclassmen.

Comparison of Satisfaction

Overall satisfaction for the twelve composite scales is shown in the following chart for 1999 and 2003. The 2003 respondents were statistically more satisfied in the area of *Campus Support Services* than their 1999 counterparts. In the *Responsiveness to Diverse Populations* scale, there was a statistically significant decline in student satisfaction from 1999.

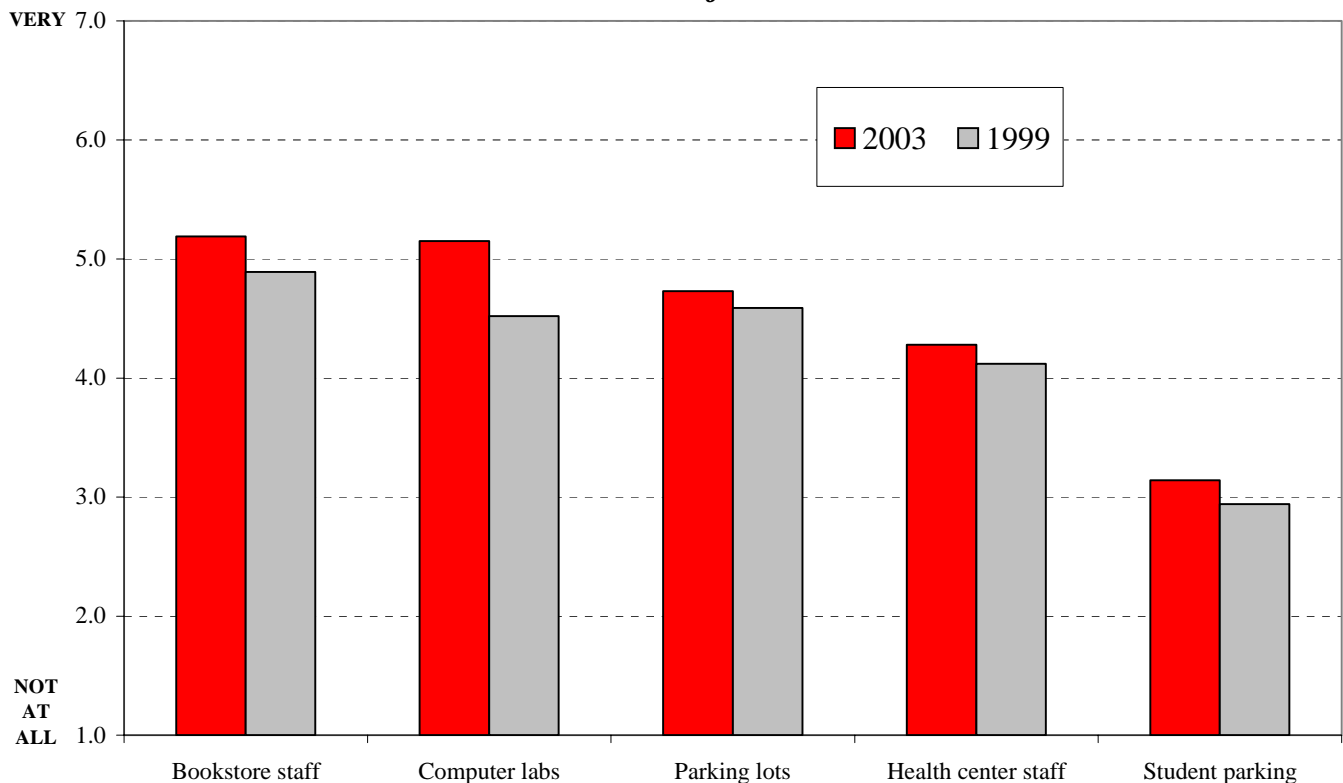


** Differences statistically significant at the .01 level

Improvements Since 1999

NU has made gains, as measured by student satisfaction, in a number of areas. The following charts present individual survey items where there is a statistically significant increase in student satisfaction from 1999.

Gains in Support Services, Safety, Service Excellence Mean Satisfaction

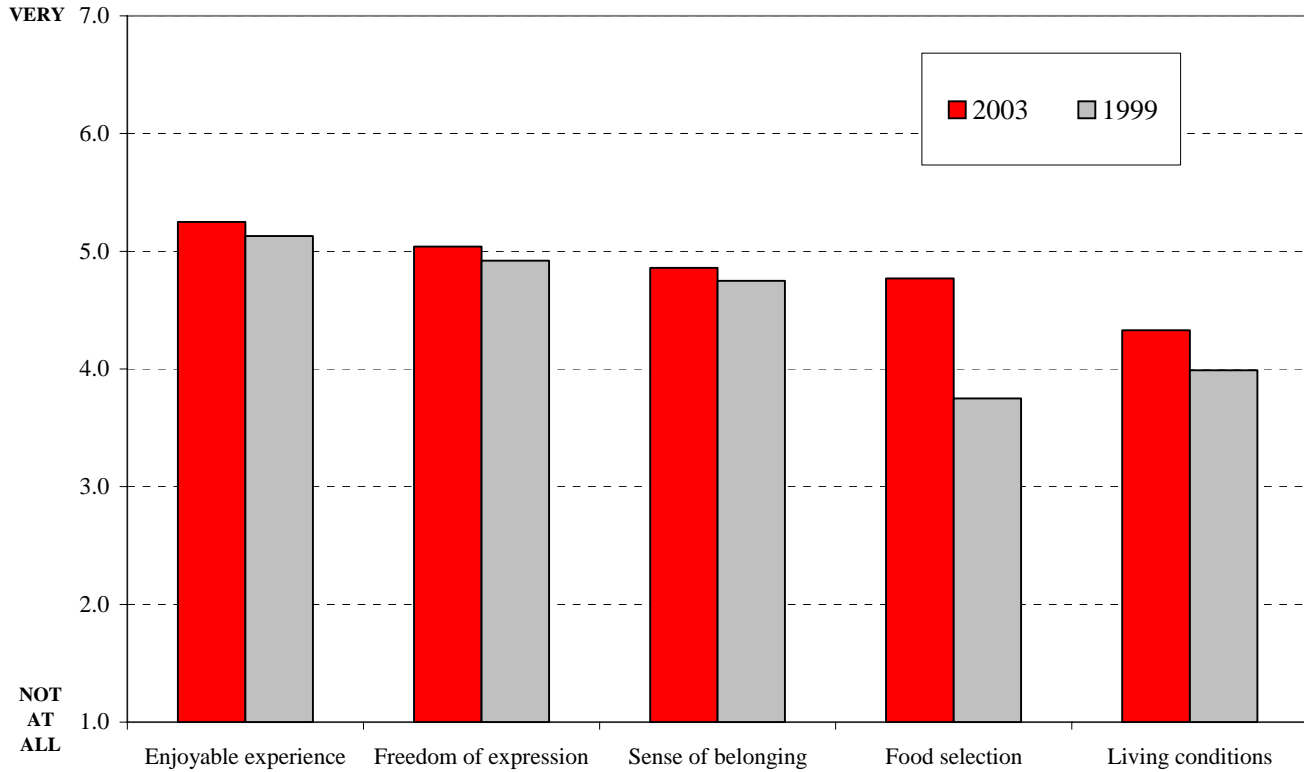


Gains in Support Services, Safety, and Service Mean Satisfaction ~ 2003 vs. 1999				
Survey Item	Composite Scale	2003	1999	dif
Bookstore staff are helpful.	Campus Support Services	5.19	4.89	.30***
Computer labs are adequate and accessible.	Campus Support Services	5.15	4.52	.63***
Parking lots are well lighted and secure.	Safety and Security	4.73	4.59	.14*
The staff in the health center are competent.	Service Excellence.	4.28	4.12	.16*
The amount of student parking on campus is adequate.	Safety and Security	3.14	2.94	.20**

* difference statistically significant at the .05 level
 ** difference statistically significant at the .01 level
 *** difference statistically significant at the .001 level

Improvements Since 1999 (continued)

Gains in Campus Life, Climate, Student Centeredness
Mean Satisfaction

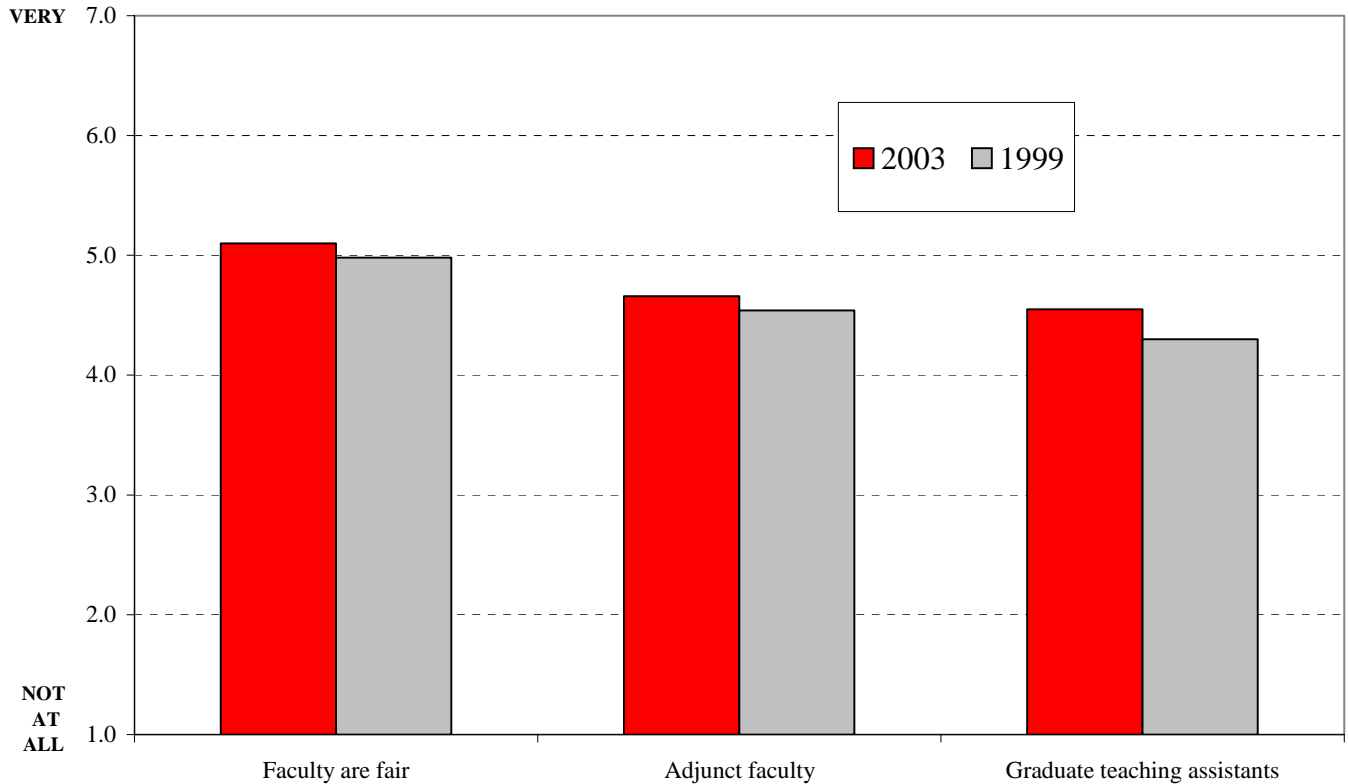


Gains in Campus Life, Climate, and Student Centeredness Mean Satisfaction ~ 2003 vs. 1999				
Survey Item	Composite Scale	2003	1999	dif
It is an enjoyable experience to be a student on this campus.	Campus Climate/ Student Centeredness	5.25	5.13	.12*
Freedom of expression is protected on campus.	Campus Climate/ Campus Life	5.04	4.92	.12*
Most students feel a sense of belonging here.	Campus Climate/ Student Centeredness	4.86	4.75	.11*
There is an adequate selection of food available in the cafeteria.	Campus Life	4.77	3.75	1.02***
Living conditions in the residence halls are comfortable	Campus Life	4.33	3.99	.34***

* difference statistically significant at the .05 level
 ** difference statistically significant at the .01 level
 *** difference statistically significant at the .001 level

Improvements Since 1999 (continued)

**Gains in Instructional Effectiveness, Concern for the Individual
Mean Satisfaction**



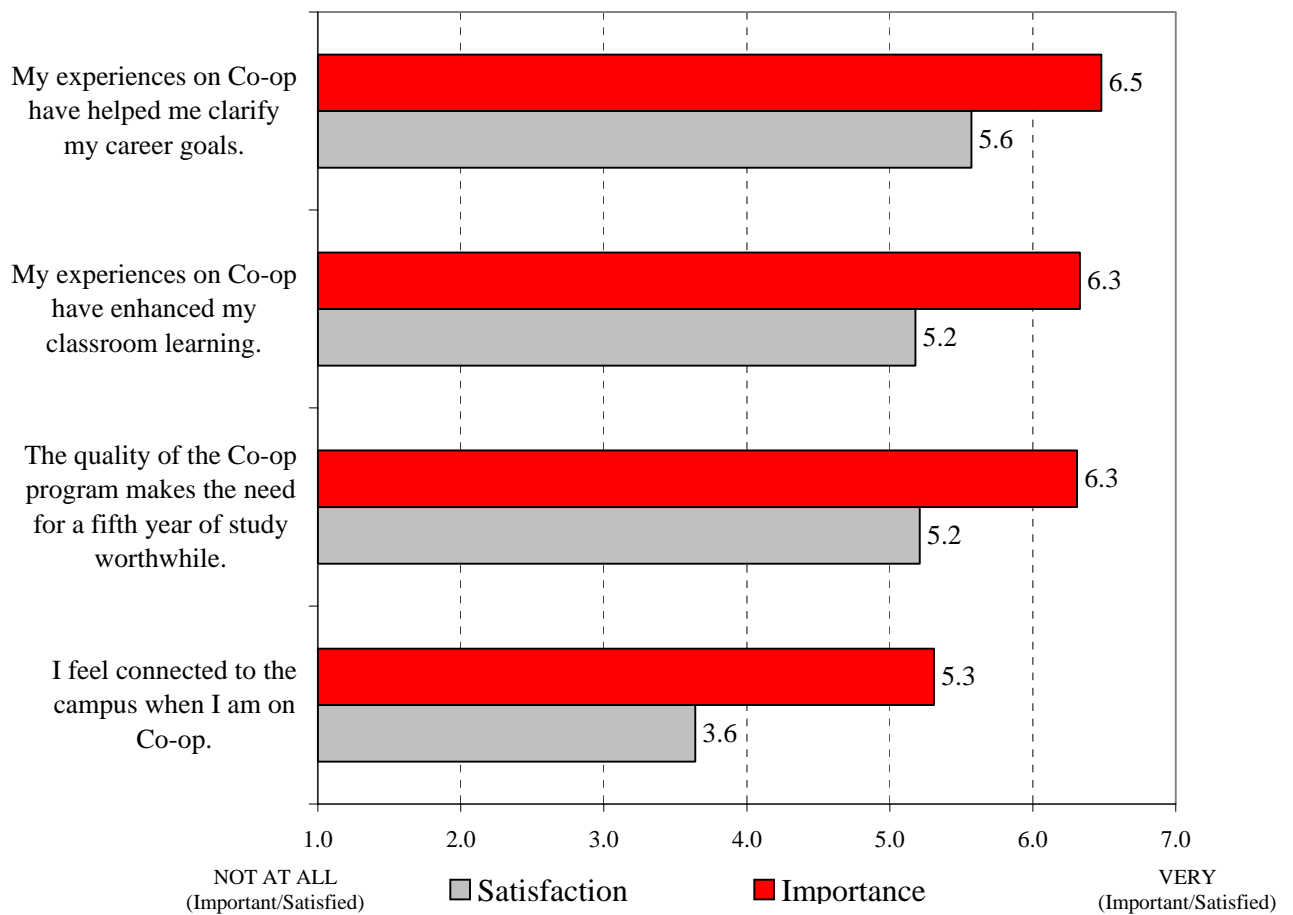
Gains in Instructional Effectiveness, Concern for the Individual Mean Satisfaction ~ 2003 vs. 1999				
Survey Item	Composite Scale	2003	1999	dif
Faculty are fair and unbiased in their treatment of individual students.	Concern for the Individual/Instructional Effectiveness	5.10	4.98	.12*
Adjunct faculty are competent as classroom instructors.	Instructional Effectiveness	4.66	4.54	.12*
Graduate teaching assistants are competent as classroom instructors.	Instructional Effectiveness	4.55	4.30	.25***
* difference statistically significant at the .05 level ** difference statistically significant at the .01 level *** difference statistically significant at the .001 level				

Northeastern Specific Questions

Using the same 7-point scale (1=Not at all, 7=Very), students were asked to rate the importance and their level of satisfaction with a variety of NU's programs and services.

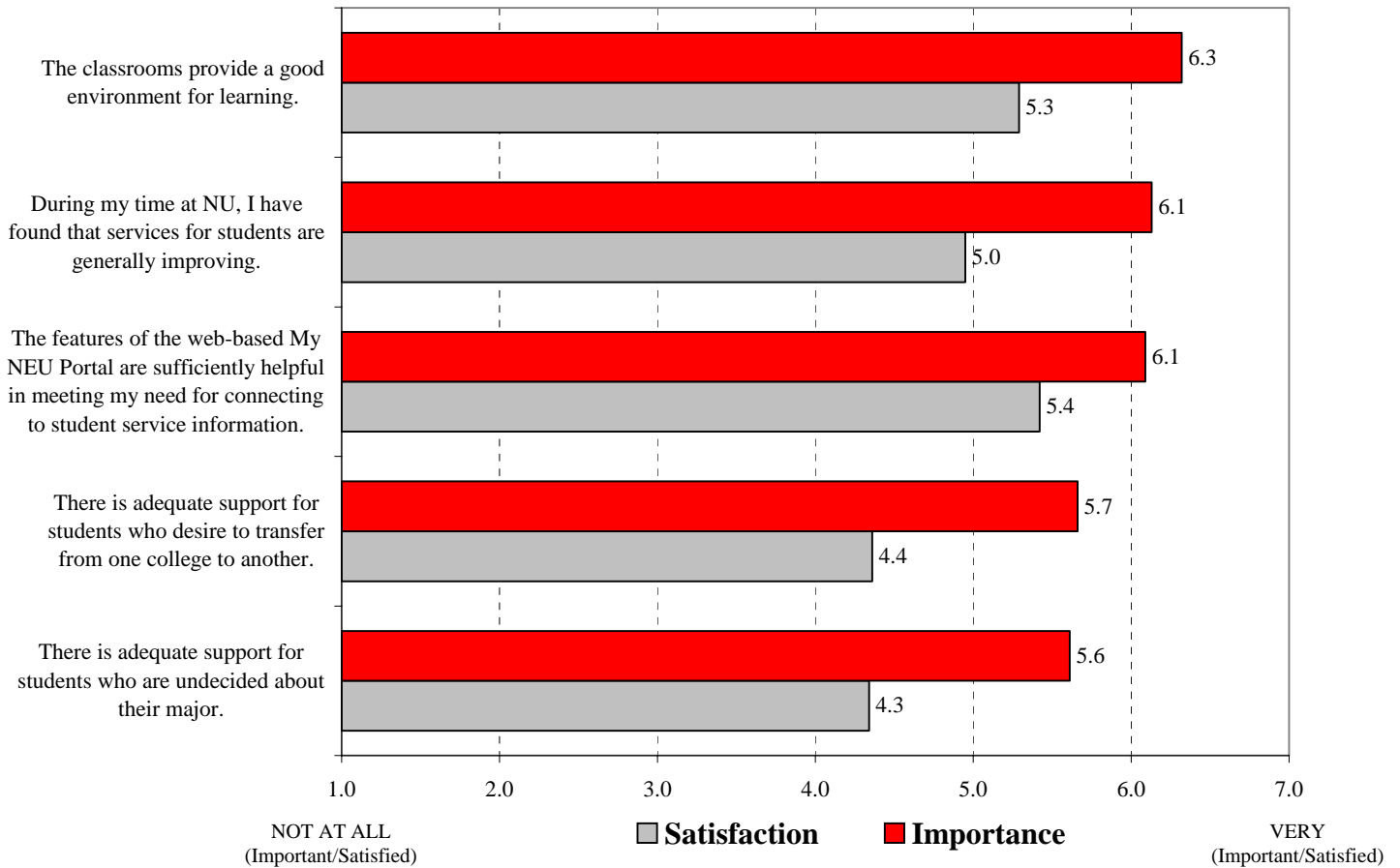
Co-op Program

In general, students have high expectations when it comes to Co-op. They were most satisfied with Co-op experiences helping to clarify career goals. When it comes to feeling connected to the campus while on Co-op, students voiced low satisfaction. In fact, there was nearly a two-point gap between importance and satisfaction for this survey item.



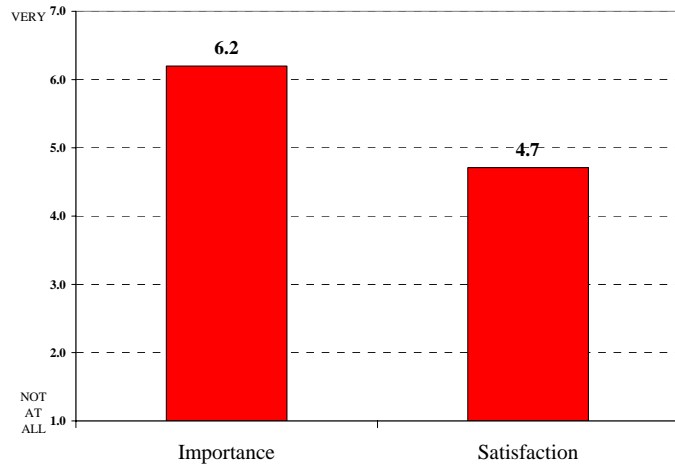
Support Services and Facilities

Students rated the Importance and their level of Satisfaction with various NU support services and facilities. The largest gaps between Importance and Satisfaction are found in two areas of student support. Specifically, transferring from one college to another, and support for students who are undecided about their major.



Semester Conversion

Students were asked if they have received sufficient information regarding the University's planned conversion from the quarter system to the semester system beginning in the fall of 2003. This item was rated with a high importance.



Program Length

Given the following options, students were asked to indicate their preference if the University were to offer a four-year degree track, along with the existing five-year program (quarter). Most students would prefer to stay with the five-year option with three Co-op experiences.

Program Options	N	%
<i>I would most likely prefer to stay with the current five-year option with three Co-ops.</i>	554	43.2%
<i>I would most likely prefer an accelerated four-year option with two terms on Co-op and additional study during the summer.</i>	297	23.1
<i>I would most likely prefer a four-year option that would involve Co-op only during the summer months.</i>	250	19.5
<i>I'm not sure if I would be interested in a four-year option or not.</i>	101	7.9
<i>I would most likely prefer a four-year option by using advance placement credits and taking overloads during the regular terms.</i>	49	3.8
<i>I would most likely prefer a four-year option that does not include Co-op.</i>	33	2.6
TOTAL	1,284	100%

APPENDIX ~ STUDENT SATISFACTION INVENTORY ITEM SUMMARY

IMPORTANCE				SATISFACTION		
NOT IMPORTANT TO SOMEWHAT UNIMPORTANT	SOMEWHAT IMPORTANT TO VERY IMPORTANT			NOT SATISFIED TO SOMEWHAT DISSATISFIED	SOMEWHAT SATISFIED TO VERY SATISFIED	
%	%	%		%	%	%
8%	10%	83%	Most students feel a sense of belonging here.	17%	17%	66%
3%	5%	92%	The campus staff are caring and helpful.	19%	15%	66%
3%	7%	90%	Faculty care about me as an individual.	21%	16%	62%
3%	11%	86%	Admissions staff are knowledgeable.	16%	30%	53%
4%	9%	87%	Financial aid counselors are helpful.	28%	26%	45%
2%	3%	96%	My academic advisor is approachable.	19%	10%	71%
2%	4%	95%	The campus is safe and secure for all students.	12%	12%	76%
1%	3%	96%	The content of the courses within my major is valuable.	14%	8%	78%
13%	22%	65%	A variety of intramural activities are offered.	9%	31%	60%
3%	12%	85%	Administrators are approachable to students.	18%	27%	55%
3%	9%	88%	Billing policies are reasonable.	37%	24%	39%
3%	8%	89%	Financial aid awards are announced to students in time to be helpful in college planning.	32%	23%	46%
5%	14%	82%	Library staff are helpful and approachable.	7%	18%	76%
2%	5%	93%	My academic advisor is concerned about my success as an individual.	21%	15%	65%
3%	10%	86%	The staff in the health services area are competent.	29%	25%	46%
1%	2%	97%	The instruction in my major field is excellent.	17%	11%	73%
2%	6%	92%	Adequate financial aid is available for most students.	42%	18%	41%
2%	6%	93%	Library resources and services are adequate.	7%	12%	82%
3%	12%	86%	My academic advisor helps me set goals to work toward.	26%	25%	49%
4%	14%	82%	The business office is open during hours which are convenient for most students.	21%	28%	51%
11%	13%	76%	The amount of student parking space on campus is adequate.	57%	23%	20%
4%	14%	82%	Counseling staff care about students as individuals.	15%	36%	49%
4%	8%	88%	Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	31%	18%	51%
13%	21%	66%	The intercollegiate athletic programs contribute to a strong sense of school spirit.	30%	32%	37%
1%	5%	94%	Faculty are fair and unbiased in their treatment of individual students.	15%	15%	71%
2%	5%	94%	Computer labs are adequate and accessible.	16%	10%	74%
2%	10%	88%	The personnel involved in registration are helpful.	18%	23%	59%
5%	10%	86%	Parking lots are well-lighted and secure.	18%	22%	60%
1%	5%	94%	It is an enjoyable experience to be a student on this campus.	14%	11%	76%
6%	18%	76%	Residence hall staff are concerned about me as an individual.	24%	31%	46%
9%	22%	69%	Males and females have equal opportunities to participate in intercollegiate athletics.	6%	35%	59%
5%	15%	80%	Tutoring services are readily available.	10%	29%	61%
2%	3%	96%	My academic advisor is knowledgeable about requirements in my major.	13%	9%	78%
1%	2%	97%	I am able to register for classes I need with few conflicts.	26%	9%	65%
1%	8%	91%	The assessment and course placement procedures are reasonable.	13%	21%	66%
2%	11%	87%	Security staff respond quickly in emergencies.	13%	34%	54%
5%	11%	85%	I feel a sense of pride about my campus.	16%	17%	67%
5%	10%	85%	There is an adequate selection of food available in the cafeteria.	23%	15%	62%
1%	4%	95%	I am able to experience intellectual growth here.	10%	8%	82%
5%	14%	81%	Residence hall regulations are reasonable.	21%	23%	56%
1%	5%	94%	There is a commitment to academic excellence on this campus.	14%	13%	74%
10%	17%	73%	There are a sufficient number of weekend activities for students.	28%	30%	42%
4%	18%	79%	requests.	17%	35%	49%
2%	11%	87%	Academic support services adequately meet the needs of students.	14%	28%	58%
2%	5%	93%	Students are made to feel welcome on this campus.	14%	14%	73%
5%	11%	85%	I can easily get involved in campus organizations.	13%	19%	68%
2%	5%	94%	Faculty provide timely feedback about student progress in a course.	21%	15%	64%
4%	12%	85%	practices.	19%	28%	53%
2%	6%	92%	There are adequate services to help me decide upon a career.	17%	16%	67%
2%	8%	90%	Class change (drop/add) policies are reasonable.	11%	15%	74%
3%	6%	90%	This institution has a good reputation within the community.	10%	15%	74%
4%	10%	87%	The student center is a comfortable place for students to spend their leisure time.	9%	10%	81%
3%	7%	89%	Faculty take into consideration student differences as they teach a course.	21%	21%	58%
9%	15%	76%	Bookstore staff are helpful.	9%	21%	70%
2%	4%	95%	Major requirements are clear and reasonable.	15%	10%	75%
11%	18%	71%	The student handbook provides helpful information about campus life.	12%	29%	59%
2%	6%	93%	I seldom get the 'run-around' when seeking information on this campus.	54%	14%	33%

APPENDIX ~ STUDENT SATISFACTION INVENTORY ITEM SUMMARY

IMPORTANCE				SATISFACTION		
NOT IMPORTANT TO SOMEWHAT UNIMPORTANT	NEUTRAL	SOMEWHAT IMPORTANT TO VERY IMPORTANT		NOT SATISFIED TO SOMEWHAT DISSATISFIED	NEUTRAL	SOMEWHAT SATISFIED TO VERY SATISFIED
1%	2%	97%	The quality of instruction I receive in most of my classes is excellent.	21%	12%	68%
2%	5%	93%	This institution shows concern for students as individuals.	30%	19%	52%
5%	10%	85%	I generally know what's happening on campus.	29%	21%	50%
3%	10%	87%	Adjunct faculty are competent as classroom instructors.	20%	21%	59%
7%	14%	79%	There is a strong commitment to racial harmony on this campus.	13%	27%	61%
4%	14%	82%	Student disciplinary procedures are fair.	18%	30%	52%
6%	12%	83%	New student orientation services help students adjust to college.	18%	24%	59%
2%	3%	95%	Faculty are usually available after class and during office hours.	11%	9%	80%
2%	4%	95%	Tuition paid is a worthwhile investment.	42%	14%	44%
4%	9%	87%	Freedom of expression is protected on campus.	12%	22%	67%
1%	2%	97%	Nearly all of the faculty are knowledgeable in their field.	12%	8%	80%
1%	3%	96%	There is a good variety of courses provided on this campus.	12%	8%	80%
2%	7%	91%	Graduate teaching assistants are competent as classroom instructors.	24%	17%	58%
3%	10%	87%	Channels for expressing student complaints are readily available.	30%	25%	45%
3%	5%	93%	On the whole, the campus is well-maintained.	5%	7%	88%
4%	9%	87%	Student activities fees are put to good use.	36%	19%	45%
-	-	-	Satisfaction that campus demonstrates commitment to Part-time students	8%	49%	44%
-	-	-	Satisfaction that campus demonstrates commitment to Evening students	6%	50%	44%
-	-	-	Satisfaction that campus demonstrates commitment to Older, returning learners	7%	52%	41%
-	-	-	Satisfaction that campus demonstrates commitment to Under-represented populations	13%	38%	50%
-	-	-	Satisfaction that campus demonstrates commitment to Commuters	15%	27%	58%
-	-	-	Satisfaction that campus demonstrates commitment to Students with disabilities	9%	37%	54%
11%	9%	80%	Importance of cost in decision to enroll	-	-	-
11%	7%	82%	Importance of financial aid in decision to enroll	-	-	-
3%	5%	92%	Importance of academic reputation in decision to enroll	-	-	-
14%	15%	71%	Importance of size of institution in decision to enroll	-	-	-
51%	25%	24%	Importance of opportunity to play sports in decision to enroll	-	-	-
23%	23%	55%	Importance of recommendations from family/friends in decision to enroll	-	-	-
5%	5%	90%	Importance of geographic setting in decision to enroll	-	-	-
9%	8%	83%	Importance of campus appearance in decision to enroll	-	-	-
19%	21%	61%	Importance of personalized attention prior to enrollment in decision to enroll	-	-	-

NORTHEASTERN'S CUSTOMIZED QUESTIONS

IMPORTANCE				SATISFACTION		
NOT IMPORTANT TO SOMEWHAT UNIMPORTANT	NEUTRAL	SOMEWHAT IMPORTANT TO VERY IMPORTANT		NOT SATISFIED TO SOMEWHAT DISSATISFIED	NEUTRAL	SOMEWHAT SATISFIED TO VERY SATISFIED
10%	17%	73%	I feel connected to the campus when I am on Co-op.	43%	27%	30%
3%	6%	92%	The quality of the Co-op program makes the need for a fifth year of study worthwhile.	18%	12%	70%
3%	7%	91%	The features of the web-based My NEU Portal are sufficiently helpful in meeting my need for connecting to student service information.	10%	13%	78%
1%	3%	96%	The classrooms at the University provide a good environment for learning.	12%	9%	79%
5%	20%	75%	There is adequate support for students who desire to transfer from one college to another.	23%	35%	42%
5%	22%	73%	There is adequate support for students who are undecided about their major.	20%	42%	39%
1%	7%	92%	During my time at Northeastern, I have found that services for students are generally improving.	15%	18%	67%
3%	6%	91%	I am receiving sufficient information regarding the University's planned conversion from the quarter system to the semester system beginning in the fall of 2003.	25%	14%	61%
1%	8%	91%	My experiences on Co-op have enhanced my classroom learning.	17%	14%	68%
1%	6%	93%	My experiences on Co-op have helped me clarify my career goals.	11%	13%	77%