

2008 MARKET RESEARCH FINDINGS

Surveys of Student Inquiries and Parents

*University of Northern Iowa
Cedar Falls, Iowa*

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RESEARCH FINDINGS

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Summary of Key Findings

As part of a larger research project for the University of Northern Iowa, Noel-Levitz conducted telephone surveys of a sample of undergraduate inquiries for fall 2009 admission and their parents. The surveys were designed to gather information about the college choice process, parental involvement, their understanding of key concepts (“friendly faculty,” “highly qualified faculty,” and “academic quality”), and their perceptions of the image of UNI and top competitors.

Key findings from these surveys include:

- Two of every three students have at least one parent who is “very involved” in helping their child develop a list of schools to consider. Yet parents were much more likely than students *not* to know which Iowa schools were best recognized for specific college-choice characteristics. Going forward, managing perceptions of UNI with these parents will be essential to effective recruitment marketing strategies for the university.
- More than 40 percent of all inquiring students plan to continue their education beyond a bachelor’s degree. Clearly documenting how UNI’s undergraduates succeed in graduate school will be important for this significant segment of the university’s market.
- Not only is Iowa a crowded market, with more colleges and universities per capita than most states, the typical student in UNI’s inquiry pool indicates that he or she will be applying to three or four colleges.
- Most students from UNI’s inquiry pool are considering state universities, and a strong majority (69%) would prefer to attend a state university. But Iowa residents were significantly less likely to prefer state universities (66%) than were non-residents (81%).
- With the current inquiry pool, Iowa State is a stronger competitor for UNI inquiries than the University of Iowa. One in five of UNI’s inquiries names Iowa State as first choice, although fewer parents have a preference for Iowa State. Roughly equal numbers of students list UNI and the University of Iowa as their first choice.
- When choosing a college, the four most important considerations for UNI’S inquiring students are:
 - Quality of the academic major they are interested in;
 - Professors who are excellent teachers;
 - Quality of academic resources and facilities; and

- Financial aid or scholarship assistance.
- In terms of brand image, UNI's inquiries tend to favor Iowa State on perceptions of quality of academic program (major), professors who are excellent teachers, and quality of academic resources and facilities. For UNI to compete effectively against Iowa State, the university will need to make a compelling case for having programs, faculty, and facilities that are the equal of, or surpass, those available at Iowa State.
- Iowa's private colleges were chosen most often as best known for friendly professors who readily meet with individual students and for small classes, while community colleges were best known for their low cost.
- The following items are among the *least* important considerations for both inquiring students and their parents, with less than 20 percent of students and parents rating these items as "very important" when choosing a college:
 - Opportunities for community service;
 - Small classes (although still "very important" to 30% of parents);
 - Opportunities for students to become campus leaders; and
 - Nationally known athletic programs.
- About a quarter of students and more than a third of parents often weren't able to choose which college or university was best known for specific characteristics that are important to them when choosing a school.
- "Students interact with highly qualified professors" was a characteristic of high importance that was not "owned" by any competing institution in terms of brand image. Because focus groups suggested this as a UNI strength, this message offers an opportunity for UNI to stake out a unique market position.
- Among inquiries and their parents, UNI has a high level of name recognition. Furthermore, students are not only likely to mention its location or campus as one of UNI's best features, but they are also highly likely to mention some aspect of the university's programs or classes as a best feature. Teacher education was most frequently recognized as a program that UNI offers by both students and parents.
- As further evidence of a solid reputation, UNI is much more likely to be perceived as a "first choice" school than as a "fall back" school by students and parents.
- In light of the high levels of awareness and position as a "first choice" school, it is not surprising that nearly half of all inquiries say they will apply to UNI. However, only a third of parents expect their child to apply to UNI, so the numbers reported by the students may overstate their actual level of interest.
- For students, "friendly professors" are likely to be those they regard as willing to help them and easy to talk to. Parents were more likely to describe such faculty in terms of their "patience," "willingness to listen," and as "caring" for their students. Both students and parents are most likely to value friendly professors because they believe they will help

students succeed in college. In other words, faculty relationships are not valued simply for the interaction, but because they are viewed as critical to academic success.

- For students “highly qualified faculty” are those who possess extensive experience and are specialists in their discipline. Parents also expect such faculty to possess extensive experience, but they are less likely than students to regard specialists in their discipline as “highly qualified.” Both students and parents are likely to value highly qualified faculty because they believe they will receive a better education in their major from such faculty along with better preparation for their career.
- More than four of every five students and parents say that feeling confident the student will be successful academically is “very important” to them when choosing a college. The “emotional component” of a student’s or parent’s college choice is a mixture of things, but the definition of “success” conveyed by UNI must include high-quality outcomes (return on investment) as well as an enjoyable college experience.
- Neither students nor parents have a simple definition of “academic quality” in spite of the fact that this is among the most important considerations for them when choosing a college. There is a cluster of concepts that seem to figure about equally in their definition of “academic quality”:
 - Exceptional knowledge/skill development;
 - Excellent teachers;
 - Continuous institutional focus on improvements to the student experience;
 - Ease of employment for graduates of the institution;
 - Excellent, up-to-date resources and facilities; and
 - Specific academic programs that have a reputation for excellence.
- In terms of the “image” of their preferred college choice, a majority of students prefer a school with “graduates that are highly successful in their chosen fields” rather than one that is located in a safe community or environment.
- On the other hand, a majority of parents prefer a school that “is a place that takes good students and helps them develop into whole persons” rather than one that takes great students and pushes them to succeed academically.
- A majority of both students and parents believe that “a college education should be primarily focused on getting [the student] ready for life after college” rather than that college should provide an “excellent experience . . . because it’s a once-in-a-lifetime occurrence.”
- Both students and parents are more likely to focus on the occupational *outcome* of a college education than on the “college experience.” But while students tend to focus on the specific field they are currently interested in, parents see the value of a college education that prepares their son or daughter for a variety of occupational choices.

Introduction and Methodology

Noel-Levitz conducted telephone surveys with a sample of the University of Northern Iowa's fall 2009 inquiries and parents of inquiries. Based on the following research objectives, we designed customized survey instruments for both populations in order to:

- Gather information on the college choice process and parental involvement;
- Identify the most important features and benefits that UNI's inquiries and their parents are looking for in a college or university;
- Explore what students and parents look for from interaction with faculty and their definitions of academic quality; and
- Measure the perceptions of UNI among inquiries and their parents as well as their perceptions of key competitors.

The telephone interviews were conducted between August 6, 2008 and August 17, 2008. UNI provided a list of its inquiries for fall 2009 admission. The list had 7,809 names of students with phone numbers. Of these numbers, 939 were for non-resident students. Quotas were established to secure a minimum of 50 interviews with non-resident students and 50 interviews with parents of non-resident students. The entire list was randomly divided into two lists, one for interviews with students and the other for interviews with parents.

As a result of these quotas, roughly three of every four of those interviewed were an Iowa residents. The final samples for both surveys were distributed as follows:

- Students: 179 Iowa residents; 53 non-residents
- Parents: 182 Iowa residents; 51 non-residents

Just over half (56%) of the students interviewed were female, while nearly three in four of the parents surveyed were female.

The following table summarizes the distribution of race/ethnicity for the students interviewed as well as for the children of the parents who were interviewed. The student sample was somewhat more diverse than the parent group.

To which of the following racial or ethnic groups do you (your child) belong?

Response	Percent of Students	Percent of Parents (describing their child)
Alaskan Native	0%	0%
American Indian	0%	0%
Asian	1%	0%
Black / African-American	7%	3%
Hispanic or Latino (including Puerto Rican)	3%	> 1%
Native Hawaiian or Pacific Islander	> 1%	0%
White / Caucasian	87%	93%
Multi-racial	1%	> 1%
Other	> 1%	0%
Don't Know/Refused	> 1%	0%

The following table summarizes the distribution of approximate household income reported by both students and parents. Students were twice as likely to either not know or decline to provide an estimate of their family's household income.

What is your family's (your) approximate annual household income?

Response	Students	Parents
Less than \$25,000	4%	3%
\$25,000 to under \$50,000	17%	12%
\$50,000 to under \$75,000	19%	19%
\$75,000 to under \$100,000	10%	20%
\$100,000 or more	11%	25%
Don't know or refused	40%	21%

About a quarter of the students have parents who have not had any college level education. This underscores the need for specific first-generation recruitment strategies such as college planning/financial aid workshops and scholarships.

What is the highest level of education completed by your . . .

Level of Education	Mother	Father
Elementary school	1%	0%
High school diploma or GED	24%	30%
Some college, but no degree	9%	12%
Associate's degree	13%	9%
Bachelor's degree	31%	27%
Master's degree	12%	8%
Doctoral or professional degree	2%	3%
Don't know	8%	9%

What is the highest level of you have completed? (Parents)

Level of Education	Percent
Elementary school	0%
High school diploma or GED	18%
Some college, but no degree	18%
Associate's degree	11%
Bachelor's degree	37%
Master's degree	9%
Doctoral or professional degree	2%
Don't know	5%

In the following report, we provide summary tables for each of the questions included in both surveys along with observations about the results.

College Plans and Preferences

We asked both students and parents to describe the degree of parental involvement in developing a list of schools to consider. Two out of every three students have at least one parent who is “very involved” in helping their son or daughter develop a list of schools. While we may presume that parents are reading whatever information a college is sending to their son or daughter, survey responses from parents to other questions asked in this survey indicate that a substantial portion of parents lack information on topics that they regard as important when choosing a college or university.

How involved are (your parents / you) in helping (you / your child) develop a list of schools to consider?

Degree of involvement	Students	Parents
Very Involved	63%	64%
Moderately involved	34%	35%
Not involved	3%	2%

Students were asked, “What is the highest degree you plan to pursue?” The majority of students (52%) in UNI’s market plan on a bachelor’s degree; however 43 percent are planning graduate studies. In contrast, less than a quarter of parents report that their son or daughter is planning on graduate study. Among parents, those who lived outside of Iowa were more likely to report that their children were going to pursue a master’s degree compared with Iowa parents

What is the highest degree you think you (your child) will pursue?

Degree	Students	Parents
Associate’s degree	3%	8%
Bachelor’s degree	52%	68%
Master’s degree	33%	17%
Doctoral or professional	10%	6%
Other	2%	1%

With a substantial group of students planning on graduate school, UNI should be able to showcase examples of bachelor’s degree recipients who go on for advanced study. Among students, those considering a master’s degree were more likely to view UNI as a “safety” school rather than as first choice – highlighting the need for this marketing strategy.

Students and parents were asked how many schools they (or their son/daughter) planned to apply to, including any to which they had already applied. The typical response from both students and their parents was between three and four schools. Out-of-state students planned to apply to more schools than Iowa students.

To how many schools are you (your child) planning to apply?

Number	Students	Parents
One	9%	10%
Two	10%	13%
Three	22%	27%
Four	20%	21%
Five	18%	7%
Six or more	13%	9%
Don't know	8%	13%

Parents and students were then asked to which types of school they (or their son/daughter) planned to apply as well as they type of school they preferred to attend. Four-year state universities were the most popular among both students and parents, with about three-fourths of students and parents indicating that they (or their son/daughter) planned to apply to a state school.

Which of the following types of schools are you (your child) seriously considering?

Type of school	Students	Parents
Four-year state university	76%	71%
Four-year private college or university	32%	44%
Two-year community college	15%	18%
Career or technical school	3%	2%
Don't know	0%	2%

(Note: Respondents could select more than one type of school when answering this question.)

Out-of-state students were much more likely to be considering a four-year state university (91% vs. 72%), while Iowa students were more willing to consider a two-year institution (18% vs. 4%). This reveals the competitive strength of Iowa's community colleges.

Which type of school would you prefer to attend? (Would you prefer your child to attend)?

Type of school	Students	Parents
Four-year state university	69%	43%
Four-year private college or university	21%	20%
Two-year community college	6%	10%
Career or technical school	0%	0%
Don't know	3%	26%

A strong majority of students (69%) prefer state universities. More parents prefer a state university than any of the other types; however nearly a quarter of the parents did not have an expressed preference of a type of school, indicating that they are perhaps either less definite in their preferences or perhaps are more willing to defer to the preferences of their sons or daughters.

Out-of-state students were significantly more likely to prefer state universities (81%) than were Iowa students (66%).

Respondents were then asked to list the private and community colleges with which they were most familiar.

With which private college in Iowa are you most familiar?

Iowa private college	Students	Parents
Wartburg College	11%	9%
Luther College	7%	8%
Drake University	4%	10%
Central College	6%	6%
Coe College	6%	2%
Loras College	3%	4%
Simpson College	2%	4%
Don't Know	32%	28%

Wartburg College was the private selected most often by students, but was identified by only 11 percent of the students. Parents most often mentioned Drake University, but again this school was mentioned by only 10 percent of parents. Almost a third of students and over a quarter of parents could not mention any Iowa private college or university. While Iowa is a state with an unusually large number of private colleges, a significant group of students in UNI's market (along with their parents) is not particularly focused on private institutions.

With which community college in Iowa are you most familiar?

Iowa community college	Students	Parents
Kirkwood Community College	14%	11%
Des Moines Area Community College	10%	13%
Hawkeye Community College	9%	7%
Iowa Central Community College	6%	3%
North Iowa Area Community College	5%	4%
Marshalltown Community College	3%	6%
Northwest Iowa Community College	3%	6%
Northeast Iowa Community College- Calmar	4%	3%
Don't know	26%	27%

Kirkwood and Des Moines Area top the list of community colleges most familiar to students and their parents. About a quarter of students and parents could not name a community college. Again, a substantial portion of UNI's market does not appear to be paying much attention to community college options, at least at this point in their college selection process.

Next, both students and parents were asked to indicate the schools that were their first choice if they (or their son/daughter) were to decide today. Not surprisingly, given the high visibility of state schools evidenced by the preceding results, Iowa State, UNI, and the University of Iowa were mentioned most often by students and parents.

If you had to decide today, which of the schools you are (your child is) considering would be your first choice.

School	Students	Parents
Iowa State University	22%	14%
University of Northern Iowa	14%	15%
University of Iowa	12%	7%
Kirkwood Community College	3%	2%
Central College	3%	2%
Luther College	1%	3%
Don't know	4%	19%
Other (not on list)	19%	19%

Students in UNI's market are considering multiple options for their higher education, with many focused on the other two main state universities. To reach this audience and their parents, the university will need to be more visible, build relationships with students and their parents early, and customize messages as much as possible to the student's program of interest.

Rating the Importance of College-choice Features

Both groups of respondents were presented with a series of 14 features of colleges and universities that are often part of the college decision-making process. They were asked to indicate how important each feature was to them (or their son/daughter) when selecting a school for consideration. Respondents were instructed to use a 5-point rating scale, from “very important” to “not important at all.”

For each of the following items, please rate how important this item is to you when choosing a college (when advising your child).

Feature	Students: Percent “very important” or “important”	Parents: Percent “very important” or “important”
Quality of the program you are interested in	95%	97%
Professors who are excellent teachers	93%	96%
Quality of academic resources and facilities	92%	92%
Financial aid or scholarship assistance	89%	85%
Job or graduate school opportunities for graduates	85%	82%
Safety on campus	83%	91%
Friendly professors who readily meet with individual students	83%	87%
Students interact directly with highly qualified professors	82%	89%
Cost of attending	78%	88%
Overall reputation of the school	77%	79%
Many opportunities for community service	49%	46%
School has small classes	47%	66%
It's easy for students to become campus leaders	41%	40%
School has nationally known athletic programs	41%	25%

For the students, these 14 items cluster into three groups. Of primary importance are:

- Quality of the program they are interested in;
- Professors who are excellent teachers;
- Quality of academic resources and facilities; and
- Financial aid or scholarship assistance.

These items are either “very important” or “important” to about nine out of every ten students, with at least six in ten saying they are “very important.”

Of secondary importance, but still quite high on the list of features to consider, are:

- Job or graduate school opportunities for graduates;
- Safety on campus;
- Friendly professors who meet readily with students;
- Students interact directly with highly qualified professors;
- Cost of attending; and
- Overall reputation of the school.

These are all either “very important” or “important” to at least three out of four students, but 50 percent or less rate them as “very important.” “Overall reputation of the school” may be somewhat less likely to be considered by these students than the others in this group, as less than 40 percent of the students rated this as “very important.”

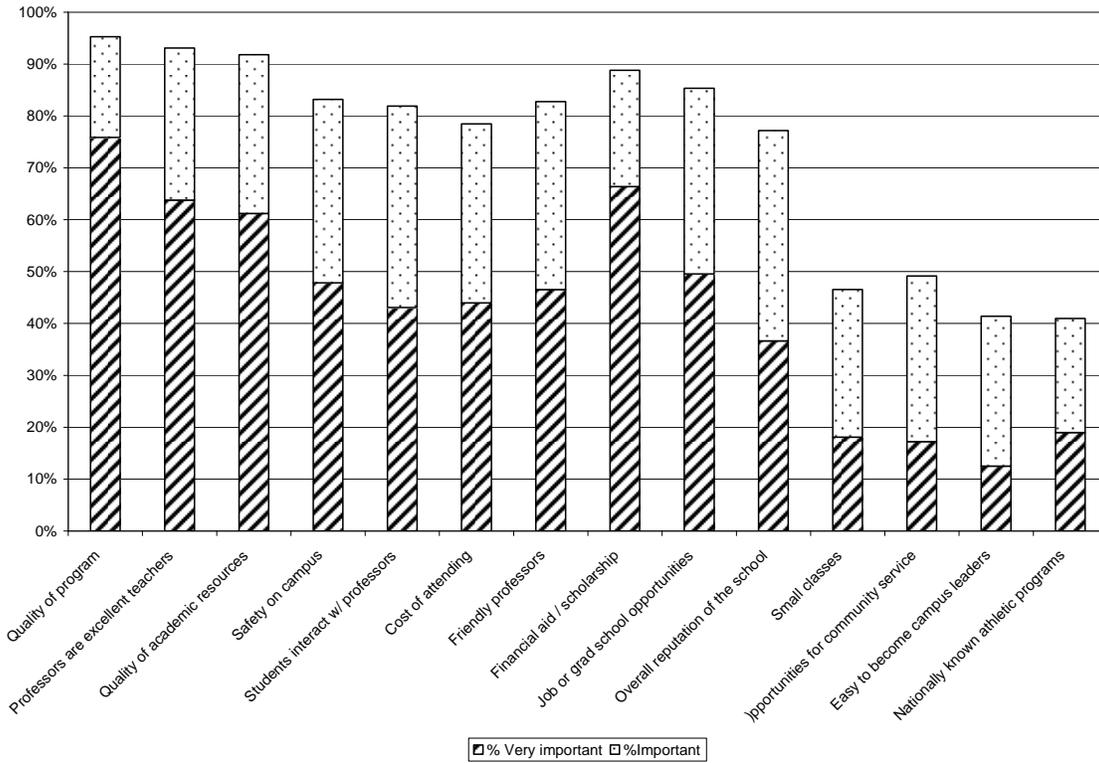
The remaining features are important to less than half of the students, with less than 20 percent rating these as “very important”:

- Many opportunities for community service;
- School has small classes;
- It's easy for students to become campus leaders; and
- School has nationally known athletic programs.

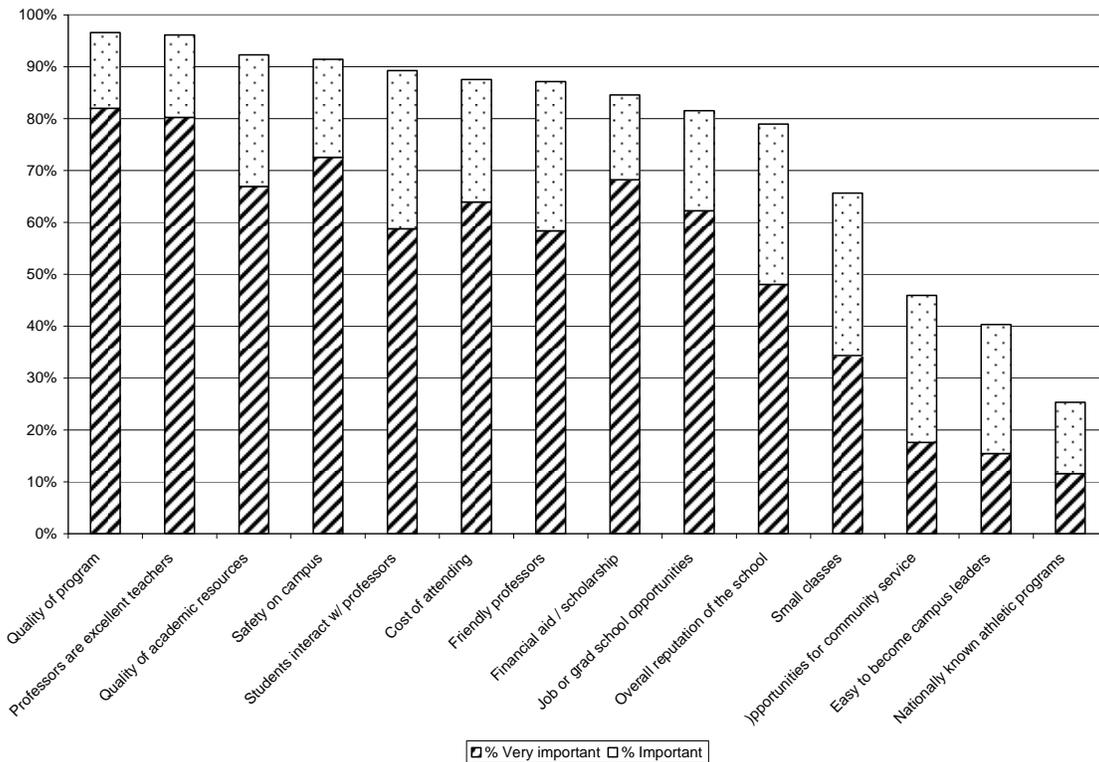
These features are either decisive for a just small segment of UNI’s market or are features viewed as optional if students judge that a school has high marks on more important features.

The following chart illustrates the percentages of students rating each item as “very important” and as “important.”

Importance of Features: Students



Importance of Features: Parents



Priorities for Parents of Inquiries

For parents, two items are of primary importance: quality of program and faculty who are excellent teachers. Next, there is a large cluster of items that are either “very important” or “important” to at least 80 percent of parents, but with (generally) less than 70 percent of parents indicating that they are “very important.” These items are:

- Safety on campus;
- Quality of academic resources;
- Financial aid / scholarship;
- Cost of attending;
- Job or grad school opportunities;
- Students interact w/ professors;
- Friendly professors; and
- Overall reputation of the school.

The remaining four items are decisive for a small segment of parents, or may tip the balance in a parent’s impression of one school in favor of the other when they judge both schools to be about the same on the preceding features. These features are:

- Small classes;
- Opportunities for community service;
- Easy to become campus leaders; and
- Nationally known athletic programs.

Small classes are probably going to be influential for more parents than are the remaining three features in this last group.

Key Differences by Market Segment

Some of these features will carry more or less influence among specific subgroups of UNI’s students (all differences noted are statistically significant):

- Cost of attending was rated higher in importance for students who were in households earning less than \$75,000 per year, as well as among those who considered UNI to be a “safety” school.
- Students who preferred a four-year private institution were more likely to rate the following higher in importance: overall reputation, small classes, professors who are excellent teachers, and financial aid or scholarship assistance.
- Students who had parents they reported as being “very involved” were more likely to rate these items higher in importance: quality of programs, job or graduate school opportunities, friendly professors who meet with students, and ease of becoming a student leader.
- Out-of-state students had higher importance ratings for quality of programs and nationally recognized athletic programs.

Similarly, among some subgroups of parents, certain features will vary in their level of influence (all differences noted are statistically significant):

- For parents who reported household incomes less than \$75,000 per year, the following items were rated significantly higher in importance: financial aid or scholarship assistance, opportunities for community service, and ease of becoming a student leader.
- Parents who did not think their children would apply to UNI were more likely to rate quality of programs and job or graduate school opportunities higher in importance.
- Out-of-state parents also had higher importance ratings for professors who are excellent teachers and a nationally recognized athletic program.

Expectations for Faculty Interaction

Students and parents who rated “friendly professors who readily meet with individual students” and “students interact directly with highly qualified professors” as important or very important were asked some follow-up questions to explore how they view interaction with faculty and faculty qualifications. The insight these responses provide can guide the content of marketing messages for UNI.

To understand the nature of the interaction these students and parents would expect with faculty, they were asked to describe the kind of ideal interaction they would expect from a “friendly professor” who readily meets with students. Willingness to help and availability of faculty or taking the time to meet with students was the type of comment most often made by students and parents. Students were also likely to mention that such a professor would be “easy to talk to” and when answering a question “explains [the answer] well.” This was less frequently something that parents commented about. On the other hand, parents were more likely to describe such faculty in terms of their “patience,” “willingness to listen,” and as “caring” for their students. These are descriptors that can be used to drive home the nature of UNI faculty in the university’s marketing materials.

If you could choose a professor who is friendly and works with individual students, describe the kind of ideal interaction you would expect. (Open end)

Description	Students	Parents
Helpful/willing to help/works with students	33%	22%
Available after class/has time to meet with students	21%	28%
Friendly/easy to talk to/get along with	27%	4%
Answers questions/explains well	20%	9%
Offers one-on-one/individual attention	16%	5%
Patient/respectful/willing to listen	6%	14%
Caring/interested in students	4%	12%
Don't know	6%	12%

When asked which is the *most important* reason why having friendly professors is important, the majority of students and parents said that personal attention from a professor will help students succeed in college. Students were more likely than parents to see friendly professors as a means to better career opportunities, while parents were more likely than students to believe that attention from friendly professors can help prevent students from getting lost.

Students whose parents had *less than* an associate-degree level of education were significantly more likely to value friendly professors who readily meet with individual students – suggesting this as an appropriate marketing message for first-generation college students. Further responses showed that students believe friendly, accessible professors will help them succeed in college.

Of the following three items, which is the *most important* reason why having friendly professors is important/very important?

Reason	Students	Parents
Personal attention will help me/a student succeed in college	56%	62%
Personal attention can lead to better career opportunities	31%	12%
Personal attention means I/a student won't get lost in the crowd	14%	26%

What Does “Highly Qualified” Mean?

To understand the nature of the qualifications that students and parents expect of *highly qualified* faculty, they were asked to describe these qualifications. For about a third of the students, extensive experience and knowledge of their specific field are the marks they would seek. A quarter of parents also regard extensive experience as a mark of highly qualified faculty. Parents were less than half as likely as students to say that knowledge of their field or discipline mattered most. In addition, parents were more likely than students not to know what distinguishes a highly qualified faculty member. This suggests that when UNI faculty qualifications are used as a marketing message, it is important to elaborate on what this means.

If you could choose a professor who is highly qualified in a way that matters most to you, how would you describe that person's qualifications and experience?

Description	Students	Parents
Experienced/has taught/worked a long time	34%	23%
Knows their field/what they are talking about/specialize	32%	14%
Has the right credentials/degree/qualification	12%	13%
Helpful/works with students	13%	11%
Communicates/conveys knowledge/can explain	12%	7%
Good teacher/likes to teach	11%	4%
Patient/respectful/caring	4%	11%
Don't know	10%	22%

When asked which is the *most important* reason why having experienced, qualified professors is important, a slight majority of students said that these faculty would provide them with a better education in their major. Somewhat less often selected, but still the opinion of a substantial minority of students, was that highly qualified faculty will provide them with better preparation for their career. Parents were about evenly split in choosing between these two reasons. Few students or parents primarily valued highly qualified faculty for a better classroom experience.

Of the following three items, which is the *most important* reason why having experienced, qualified faculty is very/extremely important?

Reason	Students	Parents
Students will receive a better education in their major	51%	44%
Students will receive better preparation for their career	45%	42%
Students will have a better classroom experience	5%	14%

Emotional Elements of College Choice

Recognizing that there are emotional components to choosing a college or university in addition to more objective features and benefits, we asked students and parents to rate the importance of four “emotional components” of choosing a college. More than four of every five students and parents say that feeling confident that the student will be successful academically is “very important” to them in their choice of a college.

A sense of security about the return on investment and comfort that the student will make friends and have an enjoyable college experience were also very important to about three of every four students and parents. The “emotional component” of college choice is a mixture of things, but UNI must assure both students and parents that the definition of “success” at UNI includes high quality outcomes (return on investment) as well as an enjoyable college experience.

In addition to specific features, there are emotional components to choosing a college. How would you rate the following in importance: (not at all, somewhat, very important)

Emotional Component	Students	Parents
I feel confident that I/my child will be successful academically at the institution	84%	85%
I feel secure that there will be a good return on the financial investment in my/my child’s education	79%	70%
I feel comfortable that I/my child will find friends and enjoy the college experience	76%	71%
I feel a sense of pride that I/my child attend(s) that institution	52%	40%

For both students and parents, quality of the specific academic program the student wants to study and quality of the school’s academic resources are among the most important considerations when evaluating colleges or universities. “Academic quality” is notoriously difficult to define and so we wanted students and parents to elaborate on what academic quality means to them. Both students and parents were asked to rate how well specific statements reflected their personal definition of academic quality.

Based on responses from both students and parents, six concepts seem to be about equally involved in their definition of “academic quality”:

- Exceptional knowledge / skill development;
- Excellent teachers;
- Continuous institutional focus on improvements to the student experience;
- Ease of employment for graduates of the institution;
- Excellent, up-to-date resources and facilities; and
- Specific academic programs have a reputation for excellence.

Interestingly, academic rigor figures highly for a majority of students and parents, but not as often as these six concepts.

Students are more likely than parents to associate high levels of student satisfaction, faculty involvement in research, and the academic credentials of their professors with academic quality than are parents.

There are many ways to define academic quality. Please rate the following in terms of how well they reflect your personal definition of quality. (Not very well, somewhat, very well)

Statement	Students	Parents
Students develop exceptional knowledge, skills, and abilities	85%	84%
Faculty have excellent classroom teaching abilities	85%	87%
The institution is continually looking for ways to improve the student experience	80%	79%
Graduates have an easy time finding jobs	78%	81%
Resources and facilities are excellent and up to date	78%	79%
The particular major I am interested in is known to be excellent at the school	75%	82%
Other students are highly satisfied with their experience	66%	48%
The curriculum is academically rigorous	58%	58%
Faculty are involved in nationally recognized research and scholarship	49%	40%
Faculty have studied at prestigious institutions	44%	27%

Students and parents are less concerned with the publications, research, and pedigrees of faculty, but are much more results-oriented. They are concerned with faculty teaching ability, the development by the student of significant knowledge and skills, and the link between academic quality and finding a job or possibly a graduate school position.

Forced-choice Questions Clarify Priorities

Through a series of forced-choice (either/or) questions we sought to identify which of a pair of statements is ultimately more important to students and parents when choosing among colleges. In reviewing these results we look for cases where a clear majority of students and/or parents select one statement over the other as an indication that the preferred statement reflects some aspect of a college that they strongly prefer.

The pairs of statements in the first set of questions were:

- Belonging vs. academics:
 - Is primarily known as a place where students feel they belong and are highly valued; OR
 - Is primarily known as a school with strong academics
- Excellent teaching vs. caring staff/faculty:
 - Is a place where professors provide excellent classroom instruction; OR
 - Is a place where professors and staff genuinely care about students
- Safe environment vs. successful graduates:
 - Is located in a safe community and environment; OR
 - Has graduates that are highly successful in their chosen fields
- Develop whole person vs. push for academic excellence:
 - Is a place that takes good students and helps them develop into whole persons; OR
 - Is a place that takes great students and pushes them to excel academically

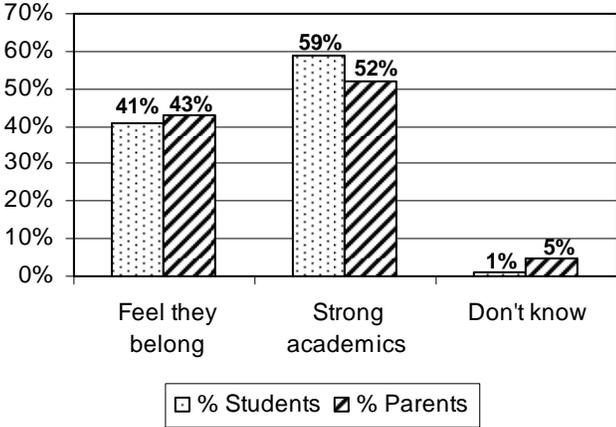
These items were chosen by a majority of students and/or parents:

- Is primarily known as a school with strong academics – 59% of students; and a slight majority of parents (52%);
- Is a place where professors and staff genuinely care about students – only a slight majority of students (51%) and parents (53%);
- Has graduates that are highly successful in their chosen fields – 67% of students; no clear majority for parents;
- Is a place that takes good students and helps them develop into whole persons – a slight majority of students (53%); 64% of parents. Out-of-state parents were even stronger in their preference.

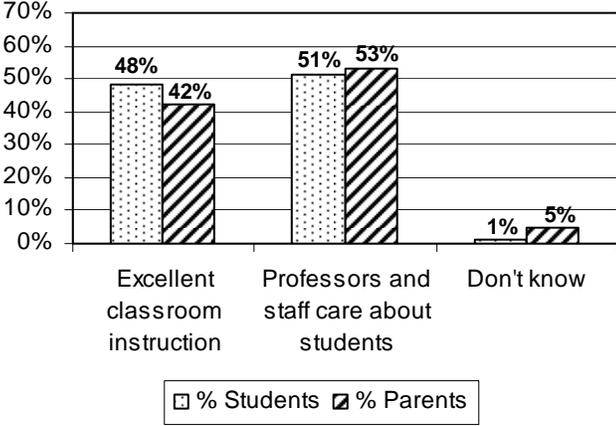
Students are somewhat more likely to respond to an institution with highly successful graduates and strong academics, while parents are more likely to respond to an institution that is known for developing the “whole person” rather than pushing students to excel academically.

The charts on the following pages summarize the responses to this set of forced choice questions. **These results suggest that UNI’s inquiry pool has significant numbers on both sides of the belong/caring versus academics/teaching choice alternatives, and UNI can not afford to promote one message to the exclusion of the other.**

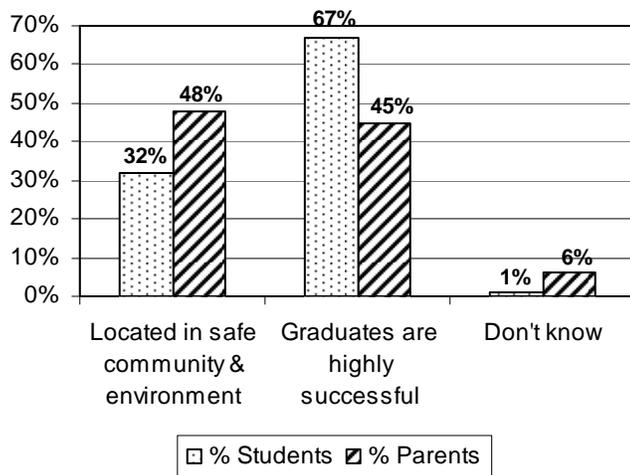
Belonging vs. Academics



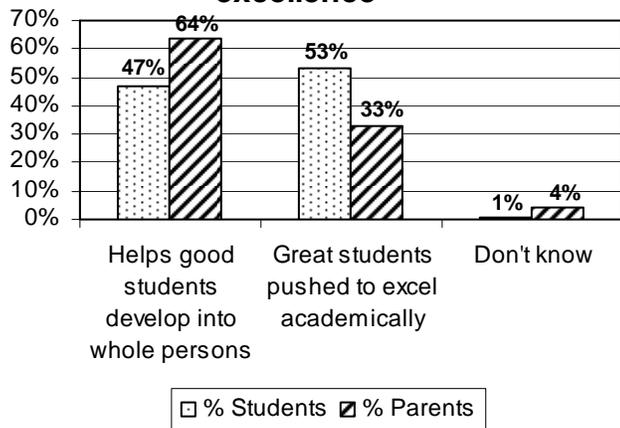
Excellent teaching vs. Caring staff / faculty



Safe environment vs. Successful graduates



Develop whole person vs. Push for academic excellence



Forced-choice on Educational Outcomes

We also included a set of forced choice questions designed to identify the outcomes of a college education that students and parents are most likely to expect. The pairs of statements in this second set of questions were:

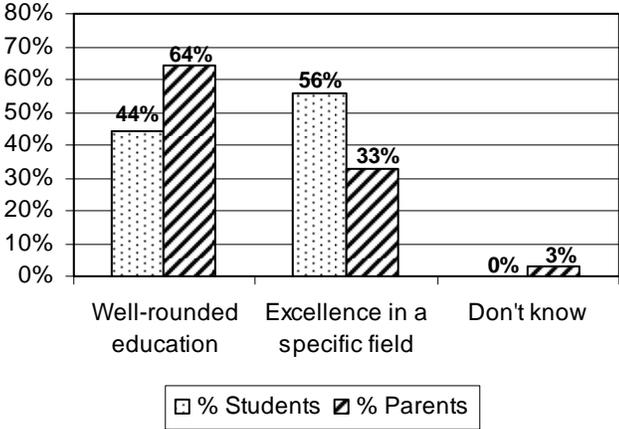
- Well-rounded education vs. excellence in a specific field:
 - The most important thing a college can do is provide a well-rounded education that helps me develop critical thinking skills that can be used in any profession; OR
 - The most important thing a college can do is provide me with an excellent education in my major that prepares me for my field of choice.
- Experiences while in school vs. preparation for life after college:
 - A college should provide me with an excellent experience while I am in school because it's a once-in-a-lifetime occurrence; OR
 - A college education should be primarily focused on getting me ready for life after college.

A clear majority of both students and parents selected the focus on preparation for life after college (78% of students and 73% of parents); however, while students expressed a clear preference for a college that provides them with an excellent education in their major (56%), parents prefer that a college provides their child with a well-rounded education that can be used in any profession (64%). Both students and parents are more likely to focus on the occupational outcome of a college education than the "college experience," but while students tend to focus on the specific field they are currently interested in, it seems that parents see the value of a college education that prepares their son or daughter for a variety of occupational choices.

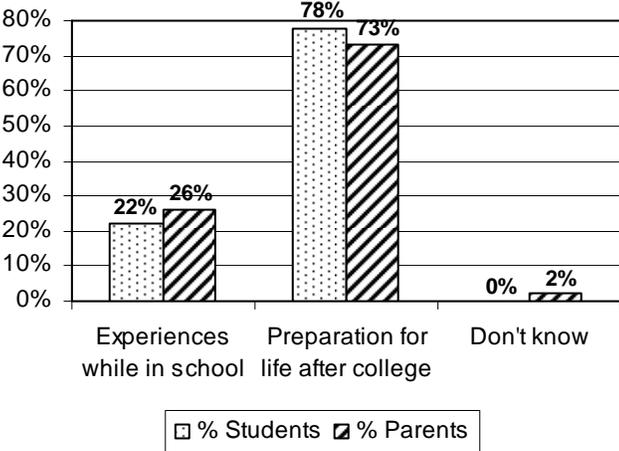
Out-of-state students were more likely to favor excellence in a specific field than were Iowa students. Parents who said their children would apply to UNI were more likely to favor a well-rounded education than did parents who said their children either would not apply or may / may not apply.

The following charts summarize the responses to this set of forced choice questions.

Well-rounded education vs. Excellence in a specific field



Experience in school vs. Life after college



Rating of Educational Outcomes

Students and parents were asked to rate the importance of 11 college or university outcomes. Becoming well educated in the major or program was of critical importance to students, as was getting a job. A review of their responses shows that students and parents have markedly different expectations for the outcomes of a college education.

A college education can provide many things for students. Please tell me how important it is to you that you . . .

Outcome	Students: Percent very important or important		Parents: Percent very important or important	
	%	Rank	%	Rank
Get a good job after college	96%	1	87%	4/5/6
Become well educated in the specific major you/they will study	94%	2	73%	9
Become a mature adult	90%	3	93%	1
Become a responsible citizen	88%	4	91%	2
Develop a higher degree of self-confidence	84%	5	89%	3
Prepare to make a contribution to the world, not just earn a paycheck	81%	6	40%	11
Become well educated in a variety of subjects	81%	7	47%	10
Gain an awareness of your/their own personal values	81%	8	87%	4/5/6
Learn to understand and appreciate diverse people and viewpoints	80%	9	78%	8
Continue on to graduate school after college	62%	10	83%	7
Become a leader in the community	57%	11	87%	4/5/6

Parents place roughly equal emphasis on a college education that helps their child:

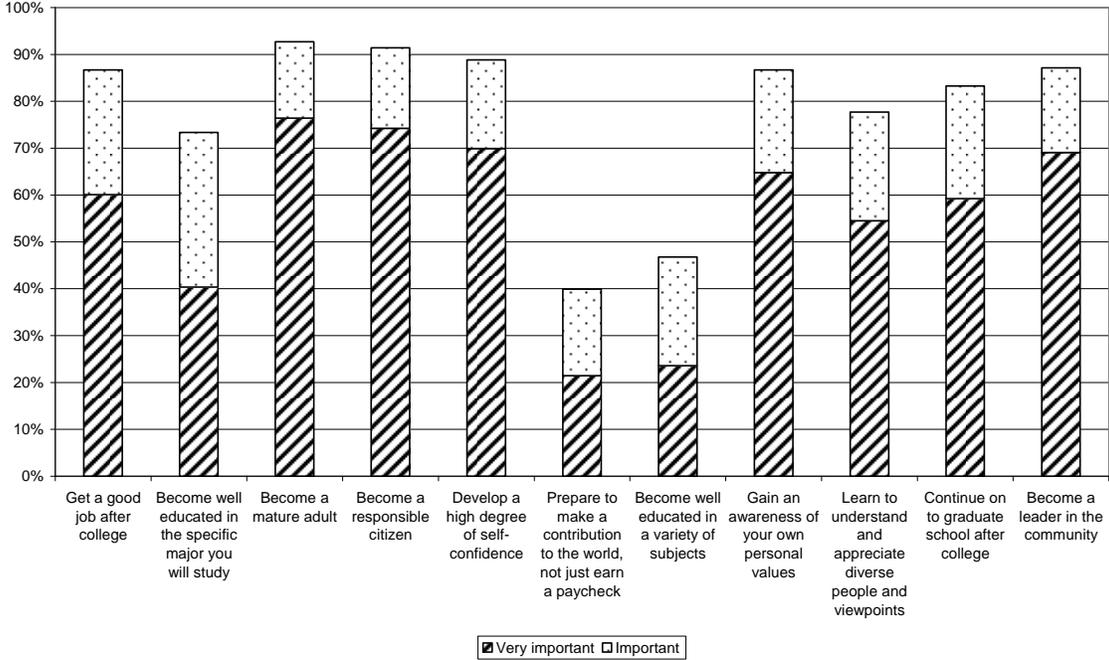
- Become a mature adult;
- Become a responsible citizen;
- Develop a high degree of self-confidence;
- Gain an awareness of their own personal values; and
- Become a leader in the community.

For students, while most of these are fairly high in importance (becoming a leader in their community ranks lowest in importance for students), none is as important as getting a good job after college or becoming well educated in the specific subject they will study in college. Also, students assign a fairly high degree of importance to preparing to make a contribution to the world and becoming well educated in a variety of subjects, but these are among the least important outcomes as far as parents are concerned.

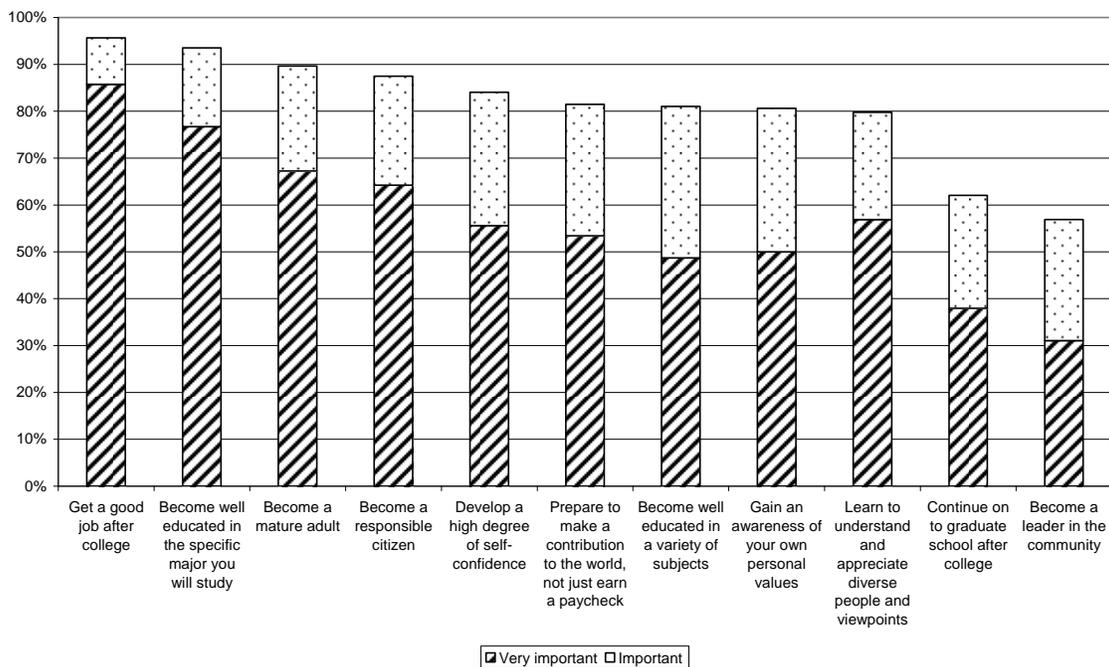
Parents seem to expect that college will contribute to the social maturation of their sons and daughters and are less idealistic about aspirations for their children. It may be that parental focus on social maturation is due to the fact that a parent is able to assess their child's emotional maturity with more objectivity than their child is.

While students are also more focused on getting a job out of college, they are also more likely to respond to a college experience that reflects their idealism.

How important is it that you . . .
PARENTS



How important is it that you . . .
 STUDENTS



Outcomes for Key Subpopulations

Students whose parents had less than an associate's degree placed more importance on becoming a responsible citizen, becoming a mature adult, continuing on to graduate school, gaining awareness of their own personal values, and learning to appreciate diverse viewpoints.

Students from lower income homes also placed more importance on becoming a responsible citizen and gaining awareness of their own personal values.

Students with parents who were very involved in the college choice process were more likely to place more importance on becoming well educated in their major, becoming a responsible citizen, getting a good job after college, and becoming a leader in the community.

Students in households with incomes less than \$75,000 per year were more likely to place more importance on graduate school and their child becoming a leader in the community.

Parents who prefer that their child attend a four-year state university also placed higher importance on their child becoming a mature adult.

Brand Image of UNI and Key Competitors

Having explored what college choice factors influence the preferences for both students and parents, it is important to understand how they view the University of Northern Iowa and key competitors on some of these features. Students and parents were presented with a list of characteristics and asked to choose which institution is best known for each characteristic. The institutions from which they chose were:

- University of Northern Iowa;
- Iowa State University;
- University of Iowa;
- The private college in Iowa with which they were most familiar; and
- The community college in Iowa with which they were most familiar.

No school or type of school had a clear majority among students, and generally no more than a third of students favored any one institution on a specific characteristic. The one exception is that the University of Iowa was chosen by two of every five students (41%) as the school best known for nationally known athletic programs. This was the only characteristic where the University of Iowa was chosen by significantly more students than any other institution.

Strongest UNI Competitor

Iowa State University was chosen by more students than any other institution as the best known for the three most important items: quality of program, professors who are excellent teachers, and quality of academic resources and facilities. ISU was also chosen most often as best known for job and graduate school opportunities and as best known for overall reputation. This suggests that Iowa State is UNI's most formidable competitor in terms of brand image.

The private colleges were chosen most often as best known for friendly professors who readily meet with individual students and small classes, while the community colleges were best known for their low cost.

UNI enjoys an advantage, along with Iowa State, for its financial aid or scholarship assistance and also an advantage, along with private colleges, for campus safety. While Iowa State was chosen most often by students as best known for quality of program, UNI ranked second and was chosen more often than any of the university's other competitors.

To capture the attention of more students on these characteristics UNI will need to identify those experiences or outcomes where it potentially enjoys an advantage over one or more of these competitors, but is not currently recognized for this. For example, are UNI grads as likely as Iowa State grads to get into desirable graduate schools or gain employment in their chosen fields? If so, this is not recognized by prospective students. Similarly, UNI likely has professors who are as effective and experienced as many at Iowa State, but prospective students don't recognize this. The university's marketing communications should make a stronger case for these influential characteristics.

For many of the items, one of every four students could not say which school was best known. These include some of the most important (professors who are excellent teachers, quality of academic resources and facilities, and financial aid or scholarship assistance). More effective

communications to win over some of these “don’t knows” is an additional opportunity to enhance the reputation of UNI among prospective students.

Indicate which of the following institutions is best known for each of the following characteristics:

(Students: UNI, Iowa State, University of Iowa)

Characteristic (in descending order of importance to students)	UNI	Iowa State	Univ. of Iowa
Quality of program of interest	23%	<u>29%</u>	18%
Professors who are excellent teachers	17%	<u>23%</u>	17%
Quality of academic resources and facilities	14%	<u>33%</u>	19%
Financial aid or scholarship assistance	20%	18%	12%
Job or graduate school opportunities	16%	<u>30%</u>	18%
Safety on campus	22%	19%	8%
Friendly professors who readily meet with individual students	18%	12%	9%
Students interact directly with highly qualified professors	14%	19%	16%
Cost of attending	24%	16%	6%
Overall reputation of school	20%	<u>31%</u>	18%
Many opportunities for community service	19%	10%	19%
School has small classes	19%	4%	4%
Easy for students to become campus leaders	19%	16%	9%
Nationally known athletic programs	7%	34%	<u>41%</u>

(NOTE: Figures in bold and underlined indicate that this percentage is statistically greater than the percentages captured by any of the other institutional competitors. When no percentage is bolded this indicates that there is a statistical tie among the institutions most often chosen.)

Indicate which of the following institutions is best known for each of the following characteristics:

(Students: UNI, Private College, Community College, Don't know)

Characteristic (in descending order of importance to students)	UNI	Private College	Community College	Don't Know
Quality of program of interest	23%	13%	4%	13%
Professors who are excellent teachers	17%	16%	4%	<u>23%</u>
Quality of academic resources and facilities	14%	11%	2%	20%
Financial aid or scholarship assistance	<u>20%</u>	16%	11%	<u>22%</u>
Job or graduate school opportunities	16%	11%	4%	20%
Safety on campus	22%	25%	5%	21%
Friendly professors who readily meet with individual students	18%	<u>28%</u>	12%	21%
Students interact directly with highly qualified professors	14%	22%	6%	<u>22%</u>
Cost of attending	24%	5%	<u>34%</u>	13%
Overall reputation of school	20%	15%	3%	13%
Many opportunities for community service	19%	19%	7%	<u>26%</u>
School has small classes	19%	<u>33%</u>	28%	12%
Easy for students to become campus leaders	19%	22%	9%	25%
Nationally known athletic programs	7%	3%	2%	13%

(NOTE: Figures in bold and underlined indicate that this percentage is statistically greater than the percentages captured by the other institutional competitors. When no percentage is bolded this indicates that there is a statistical tie among the institutions most often chosen.)

As with students, no school or type of school has a clear majority among parents, and generally no more than a quarter of parents favored any one institution on a specific characteristic. One exception is that the University of Iowa was chosen by two of every five parents (40%) as the school best known for nationally known athletic programs. This was the only characteristic where the University of Iowa was chosen by significantly more parents than any other institution. The other exception is that private colleges were chosen by more than a third (36%) of parents as the schools best known for small classes.

Parents were more likely than students to say that they did not know which school was best known for most of these characteristics. In general, at least a third of parents said they did not know which school is best, and for some characteristics (financial aid or scholarship assistance; opportunities for community service) more than 40 percent of parents did not know which school was best known. While many college and universities invest substantial resources communicating with students, far less of an investment is made in parent communications and these research results reflect that fact. This is a significant opportunity for UNI to gain a competitive advantage, by investing in more substantial marketing communications activities directed to parents.

While students tend to select Iowa State as best on important characteristics, parents are not so clearly persuaded that Iowa State is the best. In particular, parents regard UNI and Iowa State equally on the quality of program in their child's area of interest. More parents do regard Iowa State as best known for job or graduate school opportunities and for its overall reputation than any of the other institutions.

Parents were more likely to regard a private college as best known for having professors who are excellent teachers. Yet for this characteristic two of every five parents said they did not know which institution was best. In general, more parents thought that a private college was best known for most of the characteristics tested than any of the other institutions presented.

Not surprisingly, parents regard the community colleges as the best known for their low costs, but note that here more parents (31%) said they didn't know which school was best for cost of attendance than selected a community college as best (26%).

Indicate which of the following institutions is best known for each of the following characteristics:

(Parents: UNI, Iowa State, University of Iowa)

Characteristic (in descending order of importance to parents)	UNI	Iowa State	Univ. of Iowa
Quality of program of interest	23%	22%	14%
Professors who are excellent teachers	13%	13%	13%
Quality of academic resources and facilities	11%	<u>25%</u>	18%
Safety on campus	20%	8%	4%
Students interact directly with highly qualified professors	13%	13%	7%
Reasonable cost of attending	18%	11%	6%
Friendly professors who readily meet with individual students	16%	5%	3%
Good financial aid or scholarship assistance	10%	12%	5%
Job or graduate school opportunities	9%	<u>22%</u>	17%
Overall reputation of school	15%	<u>25%</u>	18%
School has small classes	16%	2%	3%
Many opportunities for community service	9%	12%	7%
Easy for students to become campus leaders	15%	7%	7%
Nationally known athletic programs	9%	23%	<u>40%</u>

(NOTE: Figures in bold and underlined indicate that this percentage is statistically greater than the percentages captured by any of the other institutional competitors. When no percentage is bolded this indicates that there is a statistical tie among the institutions most often chosen.)

Indicate which of the following institutions is best known for each of the following characteristics:

(Students: UNI, Private College, Community College, Don't know)

Characteristic (in descending order of importance to parents)	UNI	Private College	Community College	Don't Know
Quality of program of interest	23%	14%	2%	24%
Professors who are excellent teachers	13%	<u>18%</u>	3%	40%
Quality of academic resources and facilities	11%	11%	2%	33%
Safety on campus	20%	<u>27%</u>	7%	34%
Students interact directly with highly qualified professors	13%	<u>26%</u>	4%	37%
Reasonable cost of attending	18%	9%	<u>26%</u>	31%
Friendly professors who readily meet with individual students	16%	<u>29%</u>	9%	38%
Good financial aid or scholarship assistance	10%	<u>21%</u>	9%	43%
Job or graduate school opportunities	9%	12%	3%	37%
Overall reputation of school	15%	15%	1%	25%
School has small classes	16%	<u>36%</u>	20%	23%
Many opportunities for community service	9%	<u>21%</u>	6%	45%
Easy for students to become campus leaders	15%	<u>24%</u>	7%	41%
Nationally known athletic programs	9%	2%	1%	25%

(NOTE: Figures in bold and underlined indicate that this percentage is statistically greater than the percentages captured by any of the other institutional competitors. When no percentage is bolded this indicates that there is a statistical tie among the institutions most often chosen.)

Knowledge of UNI

In the closing sections of the survey we asked questions to explore the extent of awareness of UNI among students and parents. Students and parents were asked if they had heard of the University of Northern Iowa. Most students surveyed (92%) and parents (89%) indicated that they had heard of UNI. In terms of basic name recognition, these figures are quite high.

Those who indicated they were familiar with UNI were then asked an open-ended question regarding what they thought were the best features of the university. Nearly half of the students (47%) mentioned UNI's campus or location as its best feature. Comparable numbers of students (43%) mentioned one or more programs or something about the classes offered at UNI as the best feature. In similar studies we tend to see only 20 to 30 percent of students mentioning some program or something about classes. Thus, UNI enjoys a relatively favorable reputation among students about its programs and classes.

Parents were more likely than students to mention something about the size of UNI. They were also more likely to say they didn't know enough about the university to say what its best features were (32%). Again, this is an indication that directing more marketing communications to parents is an opportunity for the university.

**What do you think are the best features of University of Northern Iowa?
 (Open end)**

Feature	Percent of Students	Percent of Parents
Location/campus	47%	23%
Classes/programs	43%	30%
Size of the institution	16%	30%
Faculty/staff	16%	9%
Price/cost	4%	7%
Don't know	22%	32%

Students and parents who indicated they were familiar with UNI were also asked to name any programs offered at UNI that they were aware of. For both students and parents, teacher education programs at UNI topped the list, followed by business. About a quarter of both students and parents who had heard of UNI did not know of any particular programs offered by the university. For Iowa students, 21 percent could not name an academic program; 43 percent of out-of-state students were unable to.

Can you name an academic program or major that UNI offers? (Open end)

Program	Percent of Students	Percent of Parents
Education/teaching	21%	34%
Business/International Business	13%	15%
Accounting	4%	15%
Music	5%	4%
Pre-professions programs (net)	7%	3%
Don't know	26%	22%

No other program was mentioned by more than 2 percent of the respondents.

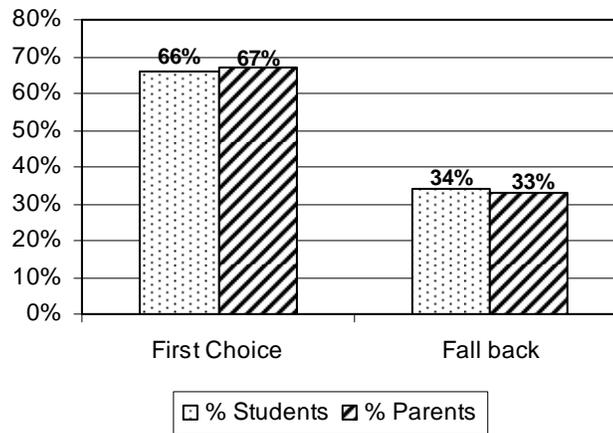
First Choice or Fall-back School?

As a final measure of the perceived image of UNI, we presented both students and parents with a final forced-choice question. They were asked to select whether they thought UNI was:

- A first-choice school for college-bound students OR
- A fall-back or “safety” school for college-bound students.

Clear majorities of both students and parents (two of every three) believe UNI is regarded as a first-choice school for college-bound students rather than a fall back school. This is evidence that UNI is well regarded among students and parents in the university’s inquiry pool. Still, about a third of the inquiry pool needs to be convinced that UNI is a first-choice institution.

First-choice vs. Fall back



Out-of-state students (52%) were much more likely than Iowa students (29%) to view UNI as a fall-back choice. Higher income students of \$75K or more (47%) were also more likely to view UNI as a fall-back choice than students with reported household incomes under \$75K (28%). These trends represent challenges for the university.

Likelihood of Applying

As a final measure of their level of interest in UNI, students were asked how likely they would be to apply to UNI and parents were asked how likely their son or daughter would be to apply to UNI. Nearly half of the students plan to apply to UNI and only a small minority (nine percent) have definitely ruled the university out.

Responses from the parents suggest that a substantially larger percentage of students have ruled out UNI, with nearly a quarter of the parents (23%) saying that their son or daughter “would not apply” to UNI. Only a third (24%) of parents said that their son or daughter would apply to UNI. There are no demographic differences between the students and parents that would explain this difference. One explanation for this discrepancy is that some students who responded that they would apply to UNI may not actually be planning to, but were unwilling to admit this in a telephone interview.

Given what you know about the schools, how likely would you (your son or daughter) be to apply to the University of Northern Iowa.

	Percent of Students	Percent of Parents
Would apply	48%	34%
May or may not apply	42%	41%
Would not apply	9%	23%
Don't know	1%	2%

First-generation College Students

In the survey, first-generation students (in this case defined as neither parent has a college degree) were characterized as follows. Because this population represents nearly 25% of the UNI inquiry pool, it merits specific marketing strategies based on this data.

Were the *same* as children of college graduates in these ways:

- Have the same high level of parent involvement in college choice
- Have the same ratio of college type preferences (68% four-year state; 20% four-year private; 10% community college, 2% career or technical)

Were *different* from children of college graduates in these ways. Each of these findings is statistically significant:

- Are more likely to value friendly professors who meet with individual students as a college choice factor (92% vs. 79%)
- Believe that the most important benefit of having friendly professors is that it will help them succeed in college (73% v. 45%)
- Were more likely to have faculty involvement in nationally recognized research as part of their definition of academic quality (62% vs. 44%)
- Were more likely to have faculty having studied at prestigious institutions as part of their definition of academic quality (57% vs. 35%)
- Were more likely to have excellent resources and facilities as part of their definition of academic quality (88% vs. 73%)
- Were more likely to have an academically rigorous curriculum as part of their definition of academic quality (72% vs. 49%)
- Valued preparation in their major (67%) more than developing critical thinking skills (33%); this compared with 49% of children of college graduates valuing critical thinking skills.
- More strongly valued developing a high degree of self-confidence as an outcome of their education (92% vs. 81%)
- Were more likely to respond “I don’t know” when asked which Iowa college or university was best known for good financial aid or scholarship assistance (38% vs. 16%)
- On the whole, were more likely to respond “I don’t know” when asked about the image and perceptions of Iowa colleges and universities
- Were more likely to be undecided about applying to UNI (56% vs. 37%)
- Were more likely to have household incomes under \$75,000 (52% vs. 29%)
- Were more likely to be female (70% vs. 48%)

Key Recommendations

Marketing Messages

- In overall recruitment marketing messages, remember that students identified their most important college choice considerations as **quality of their academic major, professors who are excellent teachers, quality of academic resources and facilities, and financial aid or scholarship assistance**. These topics should receive the most “air play” in recruitment materials.
- **“Students interact with highly qualified professors”** was a college choice characteristic of high importance that was not “owned” by any competing institution or category of institution in the perceptions ratings. This is a clear opportunity for UNI to stake out a unique market position, particularly because **this message can be effective with both the “belonging” and the “academics” groups**.
- When discussing faculty-student interaction, the emphasis should be on **how personal attention will help a student succeed in college** – not simply on personal attention as a generic, nice-to-have educational characteristic. Photography should show students and faculty working together and engaging informally after class.
- When discussing UNI faculty credentials and experience, emphasis should fall on length of experience and evidence of knowledge/expertise in their fields. Benefits to students should be framed in terms of a better education in their major and better preparation for their career. As noted in this report, respondents were less concerned about faculty degrees and publications than about **their teaching abilities and the ultimate impact of faculty on students’ own career success**.
- In undergraduate recruitment materials, the Web site, and recruitment events, highlight the transition from undergraduate work at UNI to graduate studies, using alumni examples and data. Students considering a master’s degree were more likely to view UNI as a fall-back option than as first choice, so an **emphasis on graduate preparation** is important.
- UNI’s marketing materials should include an explanation of **how the university encourages the academic success of its students** – a desire for this was identified as the number one “emotional component” of college choice for both students and parents. For example, student testimonials about services such as Ask-A-Tutor peer tutoring and the university writing center should be emphasized in appropriate publications, and a specific letter in the inquiry communications flow could be devoted to describing academic support services.
- The top-desired educational outcomes for students are **getting a good job after college and becoming well educated in the major** they will study. When talking about the “bottom line” of an investment a UNI degree, these are the outcomes that should be illustrated through stories and examples.
- Students who had decided on a major (96%) were more likely than undecided students (88%) to rank quality of academic resources and facilities as very important/important. In addition, students who thought resources and facilities fit their personal definition of quality very well were more likely to be *undecided* about applying to UNI (90% for may or may not apply vs.

66% for would apply). Communication materials about specific majors and programs should strongly emphasize and picture UNI's facilities, equipment, and other academic resources.

Marketing Initiatives

- Develop a robust parent **marketing communications flow** (letters, e-mails) for parents of inquiries and applicants. The top two messages in this flow for parents should revolve around quality of UNI's academic programs and faculty who are excellent teachers.
- Develop a **Web site section for parents of prospective students** (one already exists for parents of current students). Include quotations and profiles of satisfied parents of current students and recent UNI graduates. Emphasize the marketing messages identified by parents as most important: quality of UNI programs, excellent teachers, quality of academic resources, and campus/community safety.
- Ensure that the UNI Web site has extensive content on each academic major including **profiles of faculty members and recent program graduates**.
- Develop specific **strategies to target first-generation students** based on their characteristics. These might include coordinating presentations at area schools and churches, particularly in underserved population schools, during school fairs and family nights, and providing information to students and parents on preparing for college, financing college, selecting colleges and being successful in secondary and postsecondary education efforts.

Appendix: Parents' Alma Maters

From what institutions did you receive degrees? (As reported by parents)	
Four-year Publics	Count
University of Northern Iowa	14
Iowa State University	13
University of Iowa	11
University of South Dakota	3
Northern Illinois University	2
University of Michigan	2
University of Nebraska	2
Clarion University	1
Illinois State University	1
Indiana State University	1
Indiana University	1
Kansas State University	1
Northeastern Missouri	1
Northwest Missouri State University	1
Southern Illinois University - Carbondale	1
Texas A&M University	1
Texas Woman's University	1
University of Arkansas	1
University of Kansas	1
University of Minnesota	1
University of North Dakota	1
Vincennes University	1
Western Illinois University	1
Four-year Privates	Count
Luther College	6
Central College	3
Drake University	3
Hamilton College	2
Augustana College	1
Buena Vista University	1
Clark University	1

Franklin University	1
Grinnell College	1
Hawaii Pacific University	1
John Carroll University	1
Loras College	1
Mount Mercy College	1
Nyack College	1
Reed College	1
Simpson College	1
St. Louis University	1
St. Thomas University	1
Viterbo University	1
Walden University	1
Washington Bible College	1
Washington University in St. Louis	1
Community Colleges	Count
Kirkwood Community College	3
Hawkeye Community College	2
Clinton Community College	1
Des Moines Area Community College	1
Indian Hills Community College	1
Iowa Central Community College	1
Lorraine Community College	1
North Iowa Area Community College	1
Northeast Iowa Community College	1
Rock Valley College	1
Southwestern Community College	1

From what institution did your parents receive degrees? (As reported by students)

Four-year Publics	Mother	Father
University of Northern Iowa	19	8
Iowa State University	11	18
University of Iowa	6	8
University of Nebraska	2	3
University of Northern Iowa	2	1
Winona State University	2	0
University of Missouri	1	2
Truman State University	1	1
University of Minnesota	1	1
Washington State University	1	1
Wayne State College	1	1
Fort Valley State University	1	0
University of Illinois	1	0
University of South Dakota	1	0
University of Tennessee	1	0
University of Texas	1	0
Upper Iowa University	1	0
West Virginia University	1	0
Texas A&M University	0	2
Adams State University	0	1
Ball State University	0	1
Illinois State University	0	1
Michigan State University	0	1
Naval Academy	0	1
University of Alabama	0	1
Virginia Tech	0	1
Four-year Privates	Mother	Father
Morningside College	4	0
De Moines University - Osteopathic Medical Center	3	0
Wartburg College	3	0
Buena Vista University	2	0
Mount Mercy College	2	2
Case Western Reserve University	1	0

Cornell University	1	1
Drake University	1	0
Hamilton Business College	1	0
Luther University	1	0
Northwestern College	1	0
Northwestern University	1	2
St Mary's College	1	0
Stevens University	1	0
Central College	0	1
Coe College	0	1
Lincoln College	0	1
Northeastern University	0	1
St. Ambrose University	0	1
University of Sioux Falls	0	1
Wartburg Seminary	0	1
Community Colleges	Mother	Father
Hawkeye Community College	4	1
Kirkwood Community College	3	3
Southeastern Community College	3	1
North Iowa Area Community College	2	1
Northeast Iowa Community College	2	1
Ellsworth Community College	1	1
Indian Hill Community College	1	1
Iowa Western Community College	1	0
North Central State College	1	0
Seward County Community College	1	0
Marshalltown Community College	0	2
Clinton Community College	0	1
Iowa Lakes Community College	0	1