



Stephen F. Austin State University
**Student Satisfaction
Inventory**
Spring 2014

Prepared by
The Office of Institutional Research

Stephen F. Austin State University
Student Satisfaction Inventory
Spring 2014

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Executive Summary

In 1999, the Texas legislature passed a bill (SB1563) requiring state agencies to assess “customer satisfaction”. Approximately 86% of the 11,623 Stephen F. Austin State University (SFA) students in Spring 2014 enrolled as undergraduates. To meet the 2014 requirement, SFA surveyed a sample of students classified as full-time undergraduate students during the spring semester.

The web-based survey was completed by 259 students (6.5% of the selected sample). Table 1 shows detailed survey population demographics.

Methodology

Students to be surveyed were randomly selected from a percentage of the students in each of the university colleges in order to represent the total enrollment population. The Noel-Levitz Student Satisfaction Inventory (SSI) invitation was e-mailed to 4000 full-time SFA undergraduates on Wednesday, March 19, 2014. Two survey reminder emails were sent on March 31, 2014 and April 6, 2014. The survey closed on May 15, 2014, giving the students 56 days to complete the survey. The Office of Institutional Research received both raw data results and prepared reports from Noel-Levitz.

Results

Legislation Customer Service Categories

Texas legislation requires survey results for seven specific customer service categories. Survey means for the categories are provided by question in Table 7. Legislation category means are provided below.

Response Scale = 1 (low) – 7 (high)

	<u>Importance</u>	<u>Satisfaction</u>
Facilities	6.42	5.23
Staff	6.36	5.49
Internet Sites	6.40	5.75
Complaint-Handling	6.33	4.78
Service Timeliness	6.47	5.51
Printed Information	6.24	5.69
Communication	6.40	5.01

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SSI Benchmark Categories

The Noel-Levitz Student Satisfaction Inventory evaluates student satisfaction in 12 categories. Table 2 summarizes responses by category and individual questions. Category survey response means are provided below.

	Response Scale = 1 (low) – 7 (high)			
	SFA		Nat'l Public 4-Year	
	<u>Importance</u>	<u>Satisfaction</u>	<u>Importance</u>	<u>Satisfaction</u>
Student Centeredness	6.38	5.53	6.12	5.18
Campus Life	6.05	5.30	5.75	5.03
Instructional Effectiveness	6.51	5.67	6.33	5.34
Recruitment & Financial Aid	6.41	5.20	6.18	5.00
Campus Support Services	6.26	5.68	6.07	5.41
Academic Advising	6.54	5.74	6.36	5.37
Registration Effectiveness	6.44	5.38	6.22	5.09
Safety & Security	6.51	4.98	6.23	4.78
Concern for the Individual	6.39	5.47	6.13	5.10
Service Excellence	6.29	5.24	6.04	5.07
Responsiveness to Diverse Populations	N/A	5.63	N/A	5.26
Campus Climate	6.36	5.46	6.13	5.18

Strengths

Strengths are items with high importance and high satisfaction. They are specifically defined as items above the mid-point in importance and in the upper quartile of SFA's satisfaction scores.

Twenty items were identified as strengths for SFA. Eight of these strengths are categorized as Instructional Effectiveness items. The remaining strength items relate to Academic Advising, Campus Climate, Campus Life, Concern for the Individual, Registration Effectiveness, Safety and Security, and Student Centeredness. All categorized items identified as strengths also received higher satisfaction scores versus other four-year public institutions. Table 3 lists individual items identified as strengths in Spring 2014.

Challenges

Challenges are items with high importance and low satisfaction. They are specifically defined as items above the mid-point in importance and in the lowest quartile of SFA's satisfaction scores. Table 4 provides individual items identified as challenges in Spring 2014.

Enrollment Factors

Table 5 lists items that indicate students' factors in their decision to enroll. Students indicated that cost was the most important factor in the decision to enroll, while the opportunity to play sports was the least important.

Conclusion

In the SSI, questions in the Instructional Effectiveness benchmark consistently appear as strengths for SFA from year to year. Instructional Effectiveness questions addressing the quality of instruction, course offerings, and faculty prove students appreciate SFA's commitment to the effectiveness of instructional efforts. SSI questions also indicate students value SFA's dedication to quality academic advising.

SSI questions related to recruitment, financial aid, and registration indicate areas for investigation. Not only do these areas seem to consistently appear as challenges on the SSI, but satisfaction rates to some questions have also declined from 2012 to 2014. Additionally, instructional effectiveness items addressing faculty interactions with students suggest areas for inquiry.

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Table 1: Population Demographics

	Number of Responses	% of all Responses
Total	259	100%
BY CATEGORY:		
Gender		
Male	64	24.7%
Female	185	71.4%
Unknown	10	3.9%
Age		
18 and under	18	6.9%
19 to 24	202	78.0%
25 to 34	17	6.6%
35 to 44	13	5.0%
45 and over	4	1.5%
No Answer	5	1.9%
Race		
African-American	36	13.9%
American Indian or Alaskan Native	2	0.8%
Asian or Pacific Islander	8	3.1%
Hispanic	31	12.0%
White/Non-Hispanic	161	62.2%
Other	7	2.7%
Unknown	14	5.4%
Classification		
Freshman	41	15.8%
Sophomore	47	18.1%
Junior	76	29.3%
Senior	83	32.0%
Special Student	1	0.4%
No Answer	11	4.2%
Current GPA		
No Credits Earned	2	0.8%
1.99 or below	7	2.7%
2.0 - 2.49	24	9.3%
2.5 - 2.99	61	23.6%
3.0 - 3.49	87	33.6%
3.5 or above	67	25.9%
No Answer	11	4.2%

NOTE: Percentages may not total 100% due to rounding.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014
Table 2: All Responses

QUESTION CATEGORIES <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2012 Response Mean (N = 415)			2014 Response Mean (N = 259)			Percent Change in Satisfaction (2012 to 2014)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Student Centeredness	6.28	5.56	0.72	6.38	5.53	0.85	-0.5%
1. Most students feel a sense of belonging here.	5.97	5.40	0.57	6.12	5.36	0.76	-0.7%
2. The campus staff are caring and helpful.	6.38	5.48	0.90	6.50	5.44	1.06	-0.7%
10. Administrators are approachable to students.	6.10	5.44	0.66	6.17	5.35	0.82	-1.7%
29. It is an enjoyable experience to be a student on this campus.	6.46	5.77	0.69	6.54	5.86	0.68	1.6%
45. Students are made to feel welcome on this campus.	6.40	5.84	0.56	6.45	5.75	0.70	-1.5%
59. This institution shows concern for students as individuals.	6.39	5.46	0.93	6.53	5.42	1.11	-0.7%
Campus Life	5.97	5.39	0.58	6.05	5.30	0.75	-1.7%
9. A variety of intramural activities are offered.	5.16	5.76	-0.60	5.07	5.68	-0.61	-1.4%
23. Living conditions in the residence halls are comfortable.	6.29	4.73	1.56	6.38	4.71	1.67	-0.4%
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.68	5.35	0.33	5.83	5.61	0.22	4.9%
30. Residence hall staff are concerned about me as an individual.	5.95	5.13	0.82	5.94	4.94	1.00	-3.7%
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.67	5.70	-0.03	5.83	5.66	0.17	-0.7%
38. There is an adequate selection of food available in the cafeteria.	6.23	4.76	1.47	6.32	4.29	2.03	-9.9%
40. Residence hall regulations are reasonable.	6.02	5.19	0.83	6.08	5.24	0.84	1.0%
42. There are a sufficient number of weekend activities for students.	5.74	5.21	0.53	5.80	5.02	0.78	-3.6%
46. I can easily get involved in campus organizations.	6.07	5.71	0.36	6.22	5.67	0.55	-0.7%
52. The student center is a comfortable place for students to spend their leisure time.	6.01	5.78	0.23	6.17	5.71	0.46	-1.2%

*NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. A larger Performance Gap indicates a discrepancy between what students expect and their level of satisfaction with the current situation.

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Campus Life (continued)	5.97	5.39	0.58	6.05	5.30	0.75	-1.7%
56. The student handbook provides helpful information about campus life.	5.86	5.43	0.43	5.94	5.37	0.57	-1.1%
63. Student disciplinary procedures are fair.	6.19	5.63	0.56	6.32	5.71	0.61	1.4%
64. New student orientation services help students adjust to college.	6.22	5.61	0.61	6.30	5.41	0.89	-3.6%
67. Freedom of expression is protected on campus.	6.30	5.68	0.62	6.32	5.74	0.58	1.1%
73. Student activities fees are put to good use.	6.25	4.92	1.33	6.35	4.67	1.68	-5.1%
Instructional Effectiveness	6.43	5.70	0.73	6.51	5.67	0.84	-0.5%
3. Faculty care about me as an individual.	6.26	5.41	0.85	6.36	5.43	0.93	0.4%
8. The content of the courses within my major is valuable.	6.60	5.89	0.71	6.68	5.82	0.86	-1.2%
16. The instruction in my major field is excellent.	6.64	5.87	0.77	6.63	5.96	0.67	1.5%
25. Faculty are fair and unbiased in their treatment of individual students.	6.44	5.47	0.97	6.53	5.51	1.02	0.7%
39. I am able to experience intellectual growth here.	6.50	5.90	0.60	6.60	5.84	0.76	-1.0%
41. There is a commitment to academic excellence on this campus.	6.44	5.60	0.84	6.40	5.59	0.81	-0.2%
47. Faculty provide timely feedback about student progress in a course.	6.46	5.39	1.07	6.54	5.16	1.38	-4.3%
53. Faculty take into consideration student differences as they teach a course.	6.30	5.34	0.96	6.38	5.30	1.08	-0.7%
58. The quality of instruction I receive in most of my classes is excellent.	6.55	5.80	0.75	6.63	5.77	0.86	-0.5%
61. Adjunct faculty are competent as classroom instructors.	6.19	5.69	0.50	6.32	5.71	0.61	0.4%
65. Faculty are usually available after class and during office hours.	6.41	5.92	0.49	6.53	5.89	0.64	-0.5%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Instructional Effectiveness (continued)	6.43	5.70	0.73	6.51	5.67	0.84	-0.5%
68. Nearly all of the faculty are knowledgeable in their field.	6.55	6.03	0.52	6.66	6.11	0.55	1.3%
69. There is a good variety of courses provided on this campus.	6.38	5.95	0.43	6.58	5.87	0.71	-1.3%
70. Graduate teaching assistants are competent as classroom instructors.	6.28	5.52	0.76	6.30	5.41	0.89	-2.0%
79. My coursework is academically challenging.	6.24	5.98	0.26	6.43	6.09	0.34	1.8%
80. My coursework emphasizes critical thinking skills through the analysis and organization of ideas or information.	6.32	5.99	0.33	6.43	6.10	0.33	1.8%
81. The number of course-assigned readings with textbooks, books or book-length packs is adequate.	6.13	5.65	0.48	6.18	5.41	0.77	-4.2%
82. My assignments include written papers and reports between 5 and 19 pages.	5.03	5.39	-0.36	5.24	5.50	-0.26	2.0%
83. My assignments include written papers and reports of fewer than 5 pages.	5.58	5.65	-0.07	5.84	5.65	0.19	0.0%
Recruitment and Financial Aid	6.36	5.31	1.05	6.41	5.20	1.21	-2.1%
4. Admissions staff are knowledgeable.	6.38	5.51	0.87	6.48	5.31	1.17	-3.6%
5. Financial aid counselors are helpful.	6.38	5.18	1.20	6.42	4.98	1.44	-3.9%
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.12	1.33	6.55	5.03	1.52	-1.8%
17. Adequate financial aid is available for most students.	6.52	5.03	1.49	6.43	4.98	1.45	-1.0%
43. Admissions counselors respond to prospective students' unique needs and requests.	6.20	5.55	0.65	6.25	5.52	0.73	-0.5%
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.23	5.51	0.72	6.29	5.46	0.83	-0.9%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Campus Support Services	6.20	5.75	0.45	6.26	5.68	0.58	-1.2%
13. Library staff are helpful and approachable.	6.02	5.73	0.29	5.85	5.68	0.17	-0.9%
18. Library resources and services are adequate.	6.25	5.82	0.43	6.29	5.85	0.44	0.5%
26. Computer labs are adequate and accessible.	6.21	5.94	0.27	6.34	5.98	0.36	0.7%
32. Tutoring services are readily available.	6.25	6.00	0.25	6.42	5.74	0.68	-4.3%
44. Academic support services adequately meet the needs of students.	6.29	5.73	0.56	6.35	5.56	0.79	-3.0%
49. There are adequate services to help me decide upon a career.	6.30	5.60	0.70	6.44	5.58	0.86	-0.4%
54. Bookstore staff are helpful.	6.10	5.46	0.64	6.13	5.37	0.76	-1.6%
74. The online degree audit feature in MySFA (which shows courses required for degree completion) is useful.	6.22	5.54	0.68	6.51	5.72	0.79	3.2%
75. The SFA Web site (www.sfasu.edu) portrays a professional look.	6.05	5.97	0.08	6.23	5.95	0.28	-0.3%
76. The SFA Web site (www.sfasu.edu) easily provides the information I need.	6.41	5.62	0.79	6.57	5.54	1.03	-1.4%
77. SFA provides adequate technical support to students using computing and information technology on and off campus.	6.36	5.52	0.84	6.51	5.73	0.78	3.8%
78. Printed information published by SFA departments and offices is helpful.	6.07	5.63	0.44	6.24	5.69	0.55	1.1%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Academic Advising	6.49	5.84	0.65	6.54	5.74	0.80	-1.7%
6. My academic advisor is approachable.	6.52	6.05	0.47	6.62	5.93	0.69	-2.0%
14. My academic advisor is concerned about my success as an individual.	6.45	5.72	0.73	6.52	5.80	0.72	1.4%
19. My academic advisor helps me set goals to work toward.	6.39	5.65	0.74	6.34	5.46	0.88	-3.4%
33. My academic advisor is knowledgeable about requirements in my major.	6.57	6.01	0.56	6.66	5.85	0.81	-2.7%
55. Major requirements are clear and reasonable.	6.50	5.74	0.76	6.58	5.68	0.90	-1.0%
Registration Effectiveness	6.36	5.37	0.99	6.44	5.38	1.06	0.2%
11. Billing policies are reasonable.	6.42	4.95	1.47	6.43	4.72	1.71	-4.6%
20. The business office is open during hours which are convenient for most students.	6.21	5.52	0.69	6.24	5.35	0.89	-3.1%
27. The personnel involved in registration are helpful.	6.35	5.51	0.84	6.47	5.54	0.93	0.5%
34. I am able to register for classes I need with few conflicts.	6.58	5.13	1.45	6.66	5.44	1.22	6.0%
50. Class change (drop/add) policies are reasonable.	6.21	5.77	0.44	6.41	5.91	0.50	2.4%
Safety and Security	6.47	5.04	1.43	6.51	4.98	1.53	-1.2%
7. The campus is safe and secure for all students.	6.58	5.68	0.90	6.61	5.79	0.82	1.9%
21. The amount of student parking space on campus is adequate.	6.37	3.48	2.89	6.38	3.19	3.19	-8.3%
28. Parking lots are well-lighted and secure.	6.42	5.46	0.96	6.46	5.34	1.12	-2.2%
36. Security staff respond quickly in emergencies.	6.54	5.75	0.79	6.58	5.87	0.71	2.1%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Concern for the Individual	6.31	5.46	0.85	6.39	5.47	0.92	0.2%
3. Faculty care about me as an individual.	6.26	5.41	0.85	6.36	5.43	0.93	0.4%
14. My academic advisor is concerned about my success as an individual.	6.45	5.72	0.73	6.52	5.80	0.72	1.4%
22. Counseling staff care about students as individuals.	6.30	5.49	0.81	6.35	5.58	0.77	1.6%
25. Faculty are fair and unbiased in their treatment of individual students.	6.44	5.47	0.97	6.53	5.51	1.02	0.7%
30. Residence hall staff are concerned about me as an individual.	5.95	5.13	0.82	5.94	4.94	1.00	-3.7%
59. This institution shows concern for students as individuals.	6.39	5.46	0.93	6.53	5.42	1.11	-0.7%
Service Excellence	6.22	5.32	0.90	6.29	5.24	1.05	-1.5%
2. The campus staff are caring and helpful.	6.38	5.48	0.90	6.50	5.44	1.06	-0.7%
13. Library staff are helpful and approachable.	6.02	5.73	0.29	5.85	5.68	0.17	-0.9%
15. The staff in the health services area are competent.	6.23	5.01	1.22	6.29	5.01	1.28	0.0%
22. Counseling staff care about students as individuals.	6.30	5.49	0.81	6.35	5.58	0.77	1.6%
27. The personnel involved in registration are helpful.	6.35	5.51	0.84	6.47	5.54	0.93	0.5%
57. I seldom get the "run-around" when seeking information on this campus.	6.31	4.92	1.39	6.37	4.70	1.67	-4.5%
60. I generally know what's happening on campus.	5.97	5.28	0.69	6.15	5.16	0.99	-2.3%
71. Channels for expressing student complaints are readily available.	6.23	5.05	1.18	6.33	4.78	1.55	-5.3%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Responsiveness to Diverse Populations	N/A	5.47	N/A	N/A	5.63	N/A	2.9%
84. Institution's commitment to part-time students?	N/A	5.42	N/A	N/A	5.70	N/A	5.2%
85. Institution's commitment to evening students?	N/A	5.39	N/A	N/A	5.58	N/A	3.5%
86. Institution's commitment to older, returning learners?	N/A	5.60	N/A	N/A	5.74	N/A	2.5%
87. Institution's commitment to under-represented populations?	N/A	5.46	N/A	N/A	5.52	N/A	1.1%
88. Institution's commitment to commuters?	N/A	5.11	N/A	N/A	5.19	N/A	1.6%
89. Institution's commitment to students with disabilities?	N/A	5.89	N/A	N/A	6.13	N/A	4.1%
Campus Climate	6.28	5.49	0.79	6.36	5.46	0.90	-0.5%
1. Most students feel a sense of belonging here.	5.97	5.40	0.57	6.12	5.36	0.76	-0.7%
2. The campus staff are caring and helpful.	6.38	5.48	0.90	6.50	5.44	1.06	-0.7%
3. Faculty care about me as an individual.	6.26	5.41	0.85	6.36	5.43	0.93	0.4%
7. The campus is safe and secure for all students.	6.58	5.68	0.90	6.61	5.79	0.82	1.9%
10. Administrators are approachable to students.	6.10	5.44	0.66	6.17	5.35	0.82	-1.7%
29. It is an enjoyable experience to be a student on this campus.	6.46	5.77	0.69	6.54	5.86	0.68	1.6%
37. I feel a sense of pride about my campus.	6.01	5.66	0.35	6.27	5.86	0.41	3.5%
41. There is a commitment to academic excellence on this campus.	6.44	5.60	0.84	6.40	5.59	0.81	-0.2%
45. Students are made to feel welcome on this campus.	6.40	5.84	0.56	6.45	5.75	0.70	-1.5%
51. This institution has a good reputation within the community.	6.27	5.81	0.46	6.38	5.88	0.50	1.2%

*NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. A larger Performance Gap indicates a discrepancy between what students expect and their level of satisfaction with the current situation.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014
Table 2: All Responses

QUESTION CATEGORIES <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2012 Response Mean (N = 415)			2014 Response Mean (N = 259)			Percent Change in Satisfaction (2012 to 2014)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Campus Climate (continued)	6.28	5.49	0.79	6.36	5.46	0.90	-0.5%
57. I seldom get the "run-around" when seeking information on this campus.	6.31	4.92	1.39	6.37	4.70	1.67	-4.5%
59. This institution shows concern for students as individuals.	6.39	5.46	0.93	6.53	5.42	1.11	-0.7%
60. I generally know what's happening on campus.	5.97	5.28	0.69	6.15	5.16	0.99	-2.3%
62. There is a strong commitment to racial harmony on this campus.	6.07	5.40	0.67	6.11	5.43	0.68	0.6%
66. Tuition paid is a worthwhile investment.	6.56	5.43	1.13	6.51	5.04	1.47	-7.2%
67. Freedom of expression is protected on campus.	6.30	5.68	0.62	6.32	5.74	0.58	1.1%
71. Channels for expressing student complaints are readily available.	6.23	5.05	1.18	6.33	4.79	1.54	-5.1%

*NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. A larger Performance Gap indicates a discrepancy between what students expect and their level of satisfaction with the current situation.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014
Table 3: Items Identified as Strengths

QUESTION CATEGORIES <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2012 Response Mean			2014 Response Mean			Percent Change in Satisfaction (2012 to 2014)
	(N = 415)			(N = 259)			
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap**	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap**	
Academic Advising							
6. My academic advisor is approachable.*	6.52	6.05	0.47	6.62	5.93	0.69	-2.0%
14. My academic advisor is concerned about my success as an individual.*				6.52	5.80	0.72	-
33. My academic advisor is knowledgeable about requirements in my major.*	6.57	6.01	0.56	6.66	5.85	0.81	-2.7%
Campus Climate							
7. The campus is safe and secure for all students.*				6.61	5.79	0.82	-
29. It is an enjoyable experience to be a student on this campus.*	6.46	5.77	0.69	6.54	5.86	0.68	1.6%
45. Students are made to feel welcome on this campus.	6.40	5.84	0.56				-
51. This institution has a good reputation within the community.*				6.38	5.88	0.50	-
Campus Life							
72. On the whole, the campus is well-maintained.*	6.42	6.09	0.33	6.58	6.13	0.45	0.7%
Concern for the Individual							
14. My academic advisor is concerned about my success as an individual.*				6.52	5.80	0.72	-
Instructional Effectiveness							
8. The content of the courses within my major is valuable.*	6.60	5.89	0.71	6.68	5.82	0.86	-1.2%
16. The instruction in my major field is excellent.*	6.64	5.87	0.77	6.63	5.96	0.67	1.5%
39. I am able to experience intellectual growth here.*	6.50	5.90	0.60	6.60	5.84	0.76	-1.0%
58. The quality of instruction I receive in most of my classes is excellent.	6.55	5.80	0.75				-
65. Faculty are usually available after class and during office hours.*	6.41	5.92	0.49	6.53	5.89	0.64	-0.5%
68. Nearly all of the faculty are knowledgeable in their field.*	6.55	6.03	0.52	6.66	6.11	0.55	1.3%

NOTE: Items may appear in more than one category.

*NOTE: Denotes items that received higher satisfaction scores in 2014 vs. other four-year public institutions.

**NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. The larger the Performance Gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014
Table 3: Items Identified as Strengths

QUESTION CATEGORIES <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2012 Response Mean			2014 Response Mean			Percent Change in Satisfaction (2012 to 2014)
	(N = 415)			(N = 259)			
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap**	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap**	
Instructional Effectiveness (continued)							
69. There is a good variety of courses provided on this campus.*	6.38	5.95	0.43	6.58	5.87	0.71	-1.3%
79. My coursework is academically challenging.				6.43	6.09	0.34	-
80. My coursework emphasizes critical thinking skills through the analysis and organization of ideas or information.	6.32	5.99	0.33	6.43	6.10	0.33	1.8%
Registration Effectiveness							
50. Class change (drop/add) policies are reasonable.*				6.41	5.91	0.50	-
Safety and Security							
7. The campus is safe and secure for all students.*				6.61	5.79	0.82	-
36. Security staff respond quickly in emergencies.*				6.58	5.87	0.71	-
Student Centeredness							
29. It is an enjoyable experience to be a student on this campus.*	6.46	5.77	0.69	6.54	5.86	0.68	1.6%

NOTE: Items may appear in more than one category.

*NOTE: Denotes items that received higher satisfaction scores in 2014 vs. other four-year public institutions.

**NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. The larger the Performance Gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014
Table 4: Items Identified as Challenges

QUESTION CATEGORIES <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2012 Response Mean (N = 415)			2014 Response Mean (N = 259)			Percent Change in Satisfaction (2012 to 2014)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Campus Climate							
57. I seldom get the "run-around" when seeking information on this campus.	6.31	4.92	1.39				-
66. Tuition paid is a worthwhile investment.	6.56	5.43	1.13	6.51	5.04	1.47	-7.2%
Campus Life							
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.29	4.73	1.56	6.38	4.71	1.67	-0.4%
Concern for the Individual							
59. This institution shows concern for students as individuals.	6.39	5.46	0.93	6.53	5.42	1.11	-0.7%
Instructional Effectiveness							
25. Faculty are fair and unbiased in their treatment of individual students.	6.44	5.47	0.97	6.53	5.51	1.02	0.7%
47. Faculty provide timely feedback about student progress in a course.	6.46	5.39	1.07				-
53. Faculty take into consideration student differences as they teach a course.	6.30	5.34	0.96	6.38	5.30	1.08	-0.7%
Recruitment & Financial Aid							
4. Admissions staff are knowledgeable.	6.38	5.51	0.87	6.48	5.31	1.17	-3.6%
5. Financial aid counselors are helpful.	6.38	5.18	1.20	6.42	4.98	1.44	-3.9%
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.12	1.33	6.55	5.03	1.52	-1.8%
17. Adequate financial aid is available for most students.	6.52	5.03	1.49	6.43	4.98	1.45	-1.0%
Registration Effectiveness							
11. Billing policies are reasonable.	6.42	4.95	1.47	6.43	4.72	1.71	-4.6%
34. I am able to register for classes I need with few conflicts.	6.58	5.13	1.45	6.66	5.44	1.22	6.0%

NOTE: Items may appear in more than one category.

*NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. The larger the Performance Gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014
Table 4: Items Identified as Challenges

QUESTION CATEGORIES <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2012 Response Mean (N = 415)			2014 Response Mean (N = 259)			Percent Change in Satisfaction (2012 to 2014)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Safety & Security							
7. The campus is safe and secure for all students.	6.58	5.68	0.90				-
21. The amount of student parking space on campus is adequate.	6.37	3.48	2.89	6.38	3.19	3.19	-8.3%
28. Parking lots are well-lighted and secure.	6.42	5.46	0.96	6.46	5.34	1.12	-2.2%
Service Excellence							
76. The SFA website (www.sfasu.edu) easily provides the information I need.				6.57	5.54	1.03	-
Student Centeredness							
2. The campus staff are caring and helpful.	6.38	5.48	0.90	6.50	5.44	1.06	-0.7%

NOTE: Items may appear in more than one category.

*NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. The larger the Performance Gap, the greater the discrepancy between what students expect and their level of satisfaction with the current situation.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014

Table 5: Factors in Decision to Enroll

	2012 Response Mean (N = 415)	2014 Response Mean (N = 259)
	Importance (1 - 7)	Importance (1 - 7)
<i>Response scale: Response of 1 indicates not important at all, while 7 indicates very important. Response of 4 = neutral.</i>		
90. Cost as factor in decision to enroll.	6.26	6.33
91. Financial aid as factor in decision to enroll.	6.22	6.23
92. Academic reputation as factor in decision to enroll.	6.06	6.06
93. Size of institution as factor in decision to enroll.	5.61	5.87
97. Campus appearance as factor in decision to enroll.	5.74	5.87
98. Personalized attention prior to enrollment as factor in decision to enroll.	5.73	5.70
96. Geographic setting as factor in decision to enroll.	5.50	5.55
95. Recommendations from family/friends as factor in decision to enroll.	5.13	5.17
94. Opportunity to play sports as factor in decision to enroll.	3.81	3.72

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014
Table 6: Customer Service Responses

QUESTION CATEGORIES <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2012 Response Mean (N = 415)			2014 Response Mean (N = 259)			Percent Change in Satisfaction (2012 to 2014)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Facilities	6.37	5.28	1.09	6.42	5.23	1.19	-0.9%
7. The campus is safe and secure for all students.	6.58	5.68	0.90	6.61	5.79	0.82	1.9%
18. Library resources and services are adequate.	6.25	5.82	0.43	6.29	5.85	0.44	0.5%
21. The amount of student parking space on campus is adequate.	6.37	3.48	2.89	6.38	3.19	3.19	-8.3%
26. Computer labs are adequate and accessible.	6.21	5.94	0.27	6.34	5.98	0.36	0.7%
28. Parking lots are well-lighted and secure.	6.42	5.46	0.96	6.46	5.34	1.12	-2.2%
Staff	6.68	5.86	0.82	6.36	5.49	0.88	1.0%
2. The campus staff are caring and helpful.	6.38	5.48	0.90	6.50	5.44	1.06	-0.7%
3. Faculty care about me as an individual.	6.26	5.41	0.85	6.36	5.43	0.93	0.4%
4. Admissions staff are knowledgeable.	6.38	5.51	0.87	6.48	5.31	1.17	-3.6%
5. Financial aid counselors are helpful.	6.38	5.18	1.20	6.42	4.98	1.44	-3.9%
6. My academic advisor is approachable.	6.52	6.05	0.47	6.62	5.93	0.69	-2.0%
10. Administrators are approachable to students.	6.10	5.44	0.66	6.17	5.35	0.82	-1.7%
13. Library staff are helpful and approachable.	6.02	5.73	0.29	5.85	5.68	0.17	-0.9%
14. My academic advisor is concerned about my success as an individual.	6.45	5.72	0.73	6.52	5.80	0.72	1.4%
15. The staff in the health services area are competent.	6.23	5.01	1.22	6.29	5.01	1.28	0.0%
19. My academic advisor helps me set goals to work toward.	6.39	5.65	0.74	6.34	5.46	0.88	-3.4%
22. Counseling staff care about students as individuals.	6.30	5.49	0.81	6.35	5.58	0.77	1.6%
25. Faculty are fair and unbiased in their treatment of individual students.	6.44	5.47	0.97	6.53	5.51	1.02	0.7%
27. The personnel involved in registration are helpful.	6.35	5.51	0.84	6.47	5.54	0.93	0.5%
30. Residence hall staff are concerned about me as an individual.	5.95	5.13	0.82	5.94	4.94	1.00	-3.7%

*NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. A large Performance Gap indicates a discrepancy between what students expect and their level of satisfaction with the current situation.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014
Table 6: Customer Service Responses

QUESTION CATEGORIES <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2012 Response Mean (N = 415)			2014 Response Mean (N = 259)			Percent Change in Satisfaction (2012 to 2014)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Staff (continued)	6.66	5.84	0.83	6.36	5.49	0.88	0.6%
33. My academic advisor is knowledgeable about requirements in my major.	6.57	6.01	0.56	6.66	5.85	0.81	-2.7%
36. Security staff respond quickly in emergencies.	6.54	5.75	0.79	6.58	5.87	0.71	2.1%
54. Bookstore staff are helpful.	6.10	5.46	0.64	6.13	5.37	0.76	-1.6%
61. Adjunct faculty are competent as classroom instructors.	6.19	5.69	0.50	6.32	5.71	0.61	0.4%
Internet Sites	6.23	5.80	0.44	6.40	5.75	0.66	-0.9%
75. The SFA Web site (www.sfasu.edu) portrays a professional look.	6.05	5.97	0.08	6.23	5.95	0.28	-0.3%
76. The SFA Web site (www.sfasu.edu) easily provides the information I need.	6.41	5.62	0.79	6.57	5.54	1.03	-1.4%
Complaint-Handling	6.23	5.05	1.18	6.33	4.78	1.55	-5.3%
71. Channels for expressing student complaints are readily available.	6.23	5.05	1.18	6.33	4.78	1.55	-5.3%
Service Timeliness	6.37	5.51	0.87	6.47	5.51	0.96	0.1%
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.12	1.33	6.55	5.03	1.52	-1.8%
20. The business office is open during hours which are convenient for most students.	6.21	5.52	0.69	6.24	5.35	0.89	-3.1%
34. I am able to register for classes I need with few conflicts.	6.58	5.13	1.45	6.66	5.44	1.22	6.0%
44. Academic support services adequately meet the needs of students.	6.29	5.73	0.56	6.35	5.56	0.79	-3.0%
49. There are adequate services to help me decide upon a career.	6.30	5.60	0.70	6.44	5.58	0.86	-0.4%
65. Faculty are usually available after class and during office hours.	6.41	5.92	0.49	6.53	5.89	0.64	-0.5%
77. SFA provides adequate technical support to students using computing and information technology on and off campus.	6.36	5.52	0.84	6.51	5.73	0.78	3.8%
Printed Information	6.07	5.63	0.44	6.24	5.69	0.55	1.1%
78. Printed information published by SFA departments and offices is helpful.	6.07	5.63	0.44	6.24	5.69	0.55	1.1%

*NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. A large Performance Gap indicates a discrepancy between what students expect and their level of satisfaction with the current situation.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2012 & Spring 2014
Table 6: Customer Service Responses

QUESTION CATEGORIES <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2012 Response Mean (N = 415)			2014 Response Mean (N = 259)			Percent Change in Satisfaction (2012 to 2014)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Communications	6.30	5.18	1.12	6.40	5.01	1.39	-3.2%
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.45	5.12	1.33	6.55	5.03	1.52	-1.8%
47. Faculty provide timely feedback about student progress in a course.	6.46	5.39	1.07	6.54	5.16	1.38	-4.3%
57. I seldom get the "run-around" when seeking information on this campus.	6.31	4.92	1.39	6.37	4.70	1.67	-4.5%
60. I generally know what's happening on campus.	5.97	5.28	0.69	6.15	5.16	0.99	-2.3%

*NOTE: The Performance Gap is defined as the Importance Score minus the Satisfaction Score. A large Performance Gap indicates a discrepancy between what students expect and their level of satisfaction with the current situation.