



Stephen F. Austin State University  
**Student Satisfaction  
Inventory**  
Spring 2018

Prepared by  
The Office of Institutional Research

**Stephen F. Austin State University**  
**Student Satisfaction Inventory**  
**Spring 2018**

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**Stephen F. Austin State University  
Student Satisfaction Inventory  
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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 2018 enrolled as undergraduates. To meet the 2018 requirement, SFA surveyed a sample of students classified as full-time undergraduate students during the spring semester.

The web-based survey was completed by 506 students (12.1% 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 4,196 full-time SFA undergraduates on Monday, March 5, 2018. Two survey reminder emails were sent on March 19, 2018 and March 28, 2018. The survey closed on April 1, 2018, giving the students 28 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	6.30	5.26
Staff	6.31	5.63
Internet Sites	6.30	6.01
Complaint-Handling	6.27	5.29
Service Timeliness	6.40	5.66
Printed Information	6.11	5.84
Communication	6.26	5.22

### Stephen F. Austin State University Student Satisfaction Inventory Spring 2018

#### 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 (in order of importance).

	Response Scale = 1 (low) – 7 (high)			
	SFA		Nat'l Public 4-Year	
	<u>Importance</u>	<u>Satisfaction</u>	<u>Importance</u>	<u>Satisfaction</u>
Academic Advising	6.48	5.76	6.35	5.44
Safety & Security	6.37	4.99	6.27	4.81
Instructional Effectiveness	6.44	5.71	6.33	5.41
Registration Effectiveness	6.32	5.56	6.21	5.17
Recruitment & Financial Aid	6.35	5.41	6.19	5.05
Campus Climate	6.34	5.64	6.16	5.26
Concern for the Individual	6.31	5.55	6.16	5.20
Student Centeredness	6.37	5.68	6.16	5.25
Service Excellence	6.23	5.51	6.07	5.18
Campus Support Services	6.26	5.84	6.09	5.50
Campus Life	6.11	5.44	5.83	5.10
Responsiveness to Diverse Populations	N/A	5.67	N/A	5.30

#### 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.

Sixteen items were identified as strengths for SFA. Five of these strengths are categorized as Instructional Effectiveness items. The remaining strength items relate to Academic Advising, Campus Climate, Campus Life, Campus Support Services, Registration Effectiveness, and Safety and Security. Almost 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 2018.

#### 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 2018.

#### 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 financial aid indicate areas for investigation. Although these areas seem to consistently appear as challenges on the SSI, satisfaction rates to some questions have increased from 2016 to 2018. Additionally, instructional effectiveness items addressing faculty interactions with students suggest areas for inquiry.

**Stephen F. Austin State University**  
**Student Satisfaction Inventory - Spring 2018**  
**Table 1: Population Demographics**

	Number of Responses	% of all Responses
<b>Total</b>	<b>506</b>	<b>100%</b>
<b>BY CATEGORY:</b>		
<b>Gender</b>		
Male	132	26.1%
Female	273	54.0%
Unknown	101	20.0%
<b>Age</b>		
18 and under	53	10.5%
19 to 24	328	64.8%
25 to 34	18	3.6%
35 to 44	7	1.4%
45 and over	6	1.2%
No Answer	94	18.6%
<b>Race</b>		
African-American	61	12.1%
American Indian or Alaskan Native	5	1.0%
Asian or Pacific Islander	10	2.0%
Hispanic	56	11.1%
White/Non-Hispanic	300	59.3%
Other	7	1.4%
Unknown	67	13.2%
<b>Classification</b>		
Freshman	84	16.6%
Sophomore	109	21.5%
Junior	95	18.8%
Senior	113	22.3%
Special Student	2	0.4%
No Answer	103	20.4%
<b>Current GPA</b>		
No Credits Earned	2	0.4%
1.99 or below	10	2.0%
2.0 - 2.49	60	11.9%
2.5 - 2.99	116	22.9%
3.0 - 3.49	130	25.7%
3.5 or above	145	28.7%
No Answer	43	8.5%

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

Stephen F. Austin State University  
**Student Satisfaction Inventory - Spring 2016 & Spring 2018**  
 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>	2016 Response Mean (N = 364)			2018 Response Mean (N = 506)			Percent Change in Satisfaction (2016 to 2018)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Student Centeredness</b>	<b>6.33</b>	<b>5.59</b>	<b>0.74</b>	<b>6.37</b>	<b>5.68</b>	<b>0.69</b>	<b>1.6%</b>
1. Most students feel a sense of belonging here.	6.00	5.47	0.53	6.17	5.56	0.61	1.6%
2. The campus staff are caring and helpful.	6.41	5.57	0.84	6.42	5.69	0.73	2.2%
10. Administrators are approachable to students.	6.17	5.47	0.70	6.19	5.57	0.62	1.8%
29. It is an enjoyable experience to be a student on this campus.	6.51	5.76	0.75	6.50	5.76	0.74	0.0%
45. Students are made to feel welcome on this campus.	6.49	5.74	0.75	6.46	5.87	0.59	2.3%
59. This institution shows concern for students as individuals.	6.48	5.58	0.90	6.46	5.65	0.81	1.3%
<b>Campus Life</b>	<b>6.05</b>	<b>5.37</b>	<b>0.68</b>	<b>6.11</b>	<b>5.44</b>	<b>0.67</b>	<b>1.3%</b>
9. A variety of intramural activities are offered.	5.20	5.86	-0.66	5.56	5.85	-0.29	-0.2%
23. Living conditions in the residence halls are comfortable.	6.41	4.85	1.56	6.37	4.88	1.49	0.6%
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.70	5.47	0.23	5.77	5.35	0.42	-2.2%
30. Residence hall staff are concerned about me as an individual.	5.91	5.11	0.80	6.03	5.05	0.98	-1.2%
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.89	5.92	-0.03	6.13	5.95	0.18	0.5%
38. There is an adequate selection of food available in the cafeteria.	6.25	4.32	1.93	6.23	4.20	2.03	-2.8%
40. Residence hall regulations are reasonable.	6.17	5.18	0.99	6.12	5.31	0.81	2.5%
42. There are a sufficient number of weekend activities for students.	5.78	4.95	0.83	5.75	4.92	0.83	-0.6%
46. I can easily get involved in campus organizations.	6.24	5.72	0.52	6.29	5.92	0.37	3.5%
52. The student center is a comfortable place for students to spend their leisure time.	6.13	5.83	0.30	6.19	6.02	0.17	3.3%

\*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*	
<b>Campus Life (continued)</b>	<b>6.05</b>	<b>5.37</b>	<b>0.68</b>	<b>6.11</b>	<b>5.44</b>	<b>0.67</b>	<b>1.3%</b>
56. The student handbook provides helpful information about campus life.	5.99	5.51	0.48	5.98	5.70	0.28	3.4%
63. Student disciplinary procedures are fair.	6.29	5.85	0.44	6.38	5.86	0.52	0.2%
64. New student orientation services help students adjust to college.	6.16	5.29	0.87	6.25	5.50	0.75	4.0%
67. Freedom of expression is protected on campus.	6.33	5.83	0.50	6.37	5.92	0.45	1.5%
73. Student activities fees are put to good use.	6.35	4.88	1.47	6.22	4.99	1.23	2.3%
<b>Instructional Effectiveness</b>	<b>6.49</b>	<b>5.71</b>	<b>0.78</b>	<b>6.44</b>	<b>5.71</b>	<b>0.73</b>	<b>0.0%</b>
3. Faculty care about me as an individual.	6.24	5.45	0.79	6.15	5.51	0.64	1.1%
8. The content of the courses within my major is valuable.	6.67	5.82	0.85	6.61	5.81	0.80	-0.2%
16. The instruction in my major field is excellent.	6.67	5.83	0.84	6.55	5.83	0.72	0.0%
25. Faculty are fair and unbiased in their treatment of individual students.	6.50	5.56	0.94	6.41	5.52	0.89	-0.7%
39. I am able to experience intellectual growth here.	6.60	5.93	0.67	6.60	5.96	0.64	0.5%
41. There is a commitment to academic excellence on this campus.	6.48	5.62	0.86	6.46	5.72	0.74	1.8%
47. Faculty provide timely feedback about student progress in a course.	6.49	5.34	1.15	6.43	5.25	1.18	-1.7%
53. Faculty take into consideration student differences as they teach a course.	6.31	5.25	1.06	6.31	5.29	1.02	0.8%
58. The quality of instruction I receive in most of my classes is excellent.	6.60	5.69	0.91	6.52	5.71	0.81	0.4%
61. Adjunct faculty are competent as classroom instructors.	6.28	5.72	0.56	6.31	5.67	0.64	-0.9%
65. Faculty are usually available after class and during office hours.	6.49	5.95	0.54	6.46	5.95	0.51	0.0%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Instructional Effectiveness (continued)</b>	<b>6.49</b>	<b>5.71</b>	<b>0.78</b>	<b>6.44</b>	<b>5.71</b>	<b>0.73</b>	<b>0.0%</b>
68. Nearly all of the faculty are knowledgeable in their field.	6.63	6.10	6.54	6.56	6.06	6.54	6.0%
69. There is a good variety of courses provided on this campus.	6.54	6.02	0.52	6.51	6.06	0.45	0.7%
70. Graduate teaching assistants are competent as classroom instructors.	6.38	5.65	0.73	6.26	5.61	0.65	-0.7%
79. My coursework is academically challenging.	6.26	5.99	0.27	6.26	6.04	0.22	0.8%
80. My coursework emphasizes critical thinking skills through the analysis and organization of ideas or information.	6.30	6.06	0.24	6.41	6.13	0.28	1.2%
81. The number of course-assigned readings with textbooks, books or book-length packs is adequate.	6.06	5.47	0.59	6.08	5.33	0.75	-2.6%
82. My assignments include written papers and reports between 5 and 19 pages.	5.02	5.35	-0.33	5.10	5.34	-0.24	-0.2%
83. My assignments include written papers and reports of fewer than 5 pages.	5.64	5.73	-0.09	5.71	5.67	0.04	-1.0%
<b>Recruitment and Financial Aid</b>	<b>6.38</b>	<b>5.37</b>	<b>1.01</b>	<b>6.35</b>	<b>5.41</b>	<b>0.94</b>	<b>0.7%</b>
4. Admissions staff are knowledgeable.	6.34	5.55	0.79	6.33	5.65	0.68	1.8%
5. Financial aid counselors are helpful.	6.37	5.33	1.04	6.36	5.37	0.99	0.8%
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.55	5.22	1.33	6.37	5.21	1.16	-0.2%
17. Adequate financial aid is available for most students.	6.45	5.09	1.36	6.52	5.03	1.49	-1.2%
43. Admissions counselors respond to prospective students' unique needs and requests.	6.26	5.49	0.77	6.24	5.65	0.59	2.9%
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.29	5.57	0.72	6.25	5.62	0.63	0.9%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Campus Support Services</b>	<b>6.21</b>	<b>5.81</b>	<b>0.40</b>	<b>6.26</b>	<b>5.84</b>	<b>0.42</b>	<b>0.5%</b>
13. Library staff are helpful and approachable.	5.94	5.79	0.15	5.99	5.83	0.16	0.7%
18. Library resources and services are adequate.	6.25	5.86	0.39	6.29	5.93	0.36	1.2%
26. Computer labs are adequate and accessible.	6.23	6.00	0.23	6.27	6.11	0.16	1.8%
32. Tutoring services are readily available.	6.34	6.04	0.30	6.42	5.98	0.44	-1.0%
44. Academic support services adequately meet the needs of students.	6.31	5.64	0.67	6.34	5.71	0.63	1.2%
49. There are adequate services to help me decide upon a career.	6.36	5.48	0.88	6.44	5.58	0.86	1.8%
54. Bookstore staff are helpful.	6.09	5.80	0.29	6.09	5.70	0.39	-1.7%
74. The online degree audit feature in MySFA (which shows courses required for degree completion) is useful.	6.32	5.55	0.77	6.35	5.89	0.46	6.1%
75. The SFA Web site (www.sfasu.edu) portrays a professional look.	6.14	5.94	0.20	6.21	6.19	0.02	4.2%
76. The SFA Web site (www.sfasu.edu) easily provides the information I need.	6.42	5.59	0.83	6.39	5.83	0.56	4.3%
77. SFA provides adequate technical support to students using computing and information technology on and off campus.	6.41	5.72	0.69	6.41	5.94	0.47	3.8%
78. Printed information published by SFA departments and offices is helpful.	6.16	5.73	0.43	6.11	5.84	0.27	1.9%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Academic Advising</b>	<b>6.55</b>	<b>5.86</b>	<b>0.69</b>	<b>6.48</b>	<b>5.76</b>	<b>0.72</b>	<b>-1.7%</b>
6. My academic advisor is approachable.	6.64	5.96	0.68	6.53	5.94	0.59	-0.3%
14. My academic advisor is concerned about my success as an individual.	6.47	5.82	0.65	6.45	5.77	0.68	-0.9%
19. My academic advisor helps me set goals to work toward.	6.37	5.67	0.70	6.23	5.33	0.90	-6.0%
33. My academic advisor is knowledgeable about requirements in my major.	6.67	6.09	0.58	6.62	5.97	0.65	-2.0%
55. Major requirements are clear and reasonable.	6.61	5.75	0.86	6.55	5.81	0.74	1.0%
<b>Registration Effectiveness</b>	<b>6.41</b>	<b>5.47</b>	<b>0.94</b>	<b>6.32</b>	<b>5.56</b>	<b>0.76</b>	<b>1.6%</b>
11. Billing policies are reasonable.	6.45	4.95	1.50	6.20	4.92	1.28	-0.6%
20. The business office is open during hours which are convenient for most students.	6.24	5.54	0.70	6.18	5.61	0.57	1.3%
27. The personnel involved in registration are helpful.	6.39	5.63	0.76	6.32	5.75	0.57	2.1%
34. I am able to register for classes I need with few conflicts.	6.67	5.52	1.15	6.58	5.61	0.97	1.6%
50. Class change (drop/add) policies are reasonable.	6.27	5.77	0.50	6.31	5.95	0.36	3.1%
<b>Safety and Security</b>	<b>6.50</b>	<b>5.00</b>	<b>1.50</b>	<b>6.37</b>	<b>4.99</b>	<b>1.38</b>	<b>-0.2%</b>
7. The campus is safe and secure for all students.	6.64	5.83	0.81	6.65	6.06	0.59	3.9%
21. The amount of student parking space on campus is adequate.	6.39	3.28	3.11	6.00	2.93	3.07	-10.7%
28. Parking lots are well-lighted and secure.	6.38	5.21	1.17	6.27	5.29	0.98	1.5%
36. Security staff respond quickly in emergencies.	6.58	5.90	0.68	6.57	5.94	0.63	0.7%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Concern for the Individual</b>	<b>6.33</b>	<b>5.54</b>	<b>0.79</b>	<b>6.31</b>	<b>5.55</b>	<b>0.76</b>	<b>0.2%</b>
3. Faculty care about me as an individual.	6.24	5.45	0.79	6.15	5.51	0.64	1.1%
14. My academic advisor is concerned about my success as an individual.	6.47	5.82	0.65	6.45	5.77	0.68	-0.9%
22. Counseling staff care about students as individuals.	6.28	5.66	0.62	6.35	5.75	0.60	1.6%
25. Faculty are fair and unbiased in their treatment of individual students.	6.50	5.56	0.94	6.41	5.52	0.89	-0.7%
30. Residence hall staff are concerned about me as an individual.	5.91	5.11	0.80	6.03	5.05	0.98	-1.2%
59. This institution shows concern for students as individuals.	6.48	5.58	0.90	6.46	5.65	0.81	1.3%
<b>Service Excellence</b>	<b>6.25</b>	<b>5.41</b>	<b>0.84</b>	<b>6.23</b>	<b>5.51</b>	<b>0.72</b>	<b>1.8%</b>
2. The campus staff are caring and helpful.	6.41	5.57	0.84	6.42	5.69	0.73	2.2%
13. Library staff are helpful and approachable.	5.94	5.79	0.15	5.99	5.83	0.16	0.7%
15. The staff in the health services area are competent.	6.25	5.26	0.99	6.24	5.32	0.92	1.1%
22. Counseling staff care about students as individuals.	6.28	5.66	0.62	6.35	5.75	0.60	1.6%
27. The personnel involved in registration are helpful.	6.39	5.63	0.76	6.32	5.75	0.57	2.1%
57. I seldom get the "run-around" when seeking information on this campus.	6.38	5.03	1.35	6.24	5.13	1.11	2.0%
60. I generally know what's happening on campus.	6.08	5.14	0.94	6.01	5.30	0.71	3.1%
71. Channels for expressing student complaints are readily available.	6.25	5.20	1.05	6.27	5.29	0.98	1.7%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Responsiveness to Diverse Populations</b>	<b>N/A</b>	<b>5.55</b>	<b>N/A</b>	<b>N/A</b>	<b>5.67</b>	<b>N/A</b>	<b>2.2%</b>
84. Institution's commitment to part-time students?	N/A	5.52	N/A	N/A	5.78	N/A	4.7%
85. Institution's commitment to evening students?	N/A	5.49	N/A	N/A	5.67	N/A	3.3%
86. Institution's commitment to older, returning learners?	N/A	5.77	N/A	N/A	5.81	N/A	0.7%
87. Institution's commitment to under-represented populations?	N/A	5.44	N/A	N/A	5.57	N/A	2.4%
88. Institution's commitment to commuters?	N/A	5.17	N/A	N/A	5.22	N/A	1.0%
89. Institution's commitment to students with disabilities?	N/A	5.97	N/A	N/A	6.03	N/A	1.0%
<b>Campus Climate</b>	<b>6.33</b>	<b>5.55</b>	<b>0.78</b>	<b>6.34</b>	<b>5.64</b>	<b>0.70</b>	<b>1.6%</b>
1. Most students feel a sense of belonging here.	6.00	5.47	0.53	6.17	5.56	0.61	1.6%
2. The campus staff are caring and helpful.	6.41	5.57	0.84	6.42	5.69	0.73	2.2%
3. Faculty care about me as an individual.	6.24	5.45	0.79	6.15	5.51	0.64	1.1%
7. The campus is safe and secure for all students.	6.64	5.83	0.81	6.65	6.06	0.59	3.9%
10. Administrators are approachable to students.	6.17	5.47	0.70	6.19	5.57	0.62	1.8%
29. It is an enjoyable experience to be a student on this campus.	6.51	5.76	0.75	6.50	5.76	0.74	0.0%
37. I feel a sense of pride about my campus.	6.13	5.71	0.42	6.15	5.78	0.37	1.2%
41. There is a commitment to academic excellence on this campus.	6.48	5.62	0.86	6.46	5.72	0.74	1.8%
45. Students are made to feel welcome on this campus.	6.49	5.74	0.75	6.46	5.87	0.59	2.3%
51. This institution has a good reputation within the community.	6.37	5.95	0.42	6.37	6.07	0.30	2.0%

\*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 2016 & Spring 2018**  
 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>	2016 Response Mean (N = 364)			2018 Response Mean (N = 506)			Percent Change in Satisfaction (2016 to 2018)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Campus Climate (continued)</b>	<b>6.33</b>	<b>5.55</b>	<b>0.78</b>	<b>6.34</b>	<b>5.64</b>	<b>0.70</b>	<b>1.6%</b>
57. I seldom get the "run-around" when seeking information on this campus.	6.38	5.03	1.35	6.24	5.13	1.11	2.0%
59. This institution shows concern for students as individuals.	6.48	5.58	0.90	6.46	5.65	0.81	1.3%
60. I generally know what's happening on campus.	6.08	5.14	0.94	6.01	5.30	0.71	3.1%
62. There is a strong commitment to racial harmony on this campus.	6.19	5.49	0.70	6.30	5.69	0.61	3.6%
66. Tuition paid is a worthwhile investment.	6.54	5.37	1.17	6.52	5.30	1.22	-1.3%
67. Freedom of expression is protected on campus.	6.33	5.83	0.50	6.37	5.92	0.45	1.5%
71. Channels for expressing student complaints are readily available.	6.25	5.20	1.05	6.27	5.29	0.98	1.7%

\*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 2016 & Spring 2018**

**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>	2016 Response Mean (N = 364)			2018 Response Mean (N = 506)			Percent Change in Satisfaction (2016 to 2018)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap**	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap**	
	<b>Academic Advising</b>						
6. My academic advisor is approachable.*	6.64	5.96	0.68	6.53	5.94	0.59	-0.3%
33. My academic advisor is knowledgeable about requirements in my major.*	6.67	6.09	0.58	6.62	5.97	0.65	-2.0%
<b>Campus Climate</b>							
7. The campus is safe and secure for all students.*	6.64	5.83	0.81	6.65	6.06	0.59	3.9%
51. This institution has a good reputation within the community.*	6.37	5.95	0.42	6.37	6.07	0.30	2.0%
67. Freedom of expression is protected on campus.*	6.33	5.83	0.50	6.37	5.92	0.45	1.5%
<b>Campus Life</b>							
72. On the whole, the campus is well-maintained.*	6.46	6.13	0.33	6.44	6.08	0.36	-0.8%
<b>Campus Support Services</b>							
32. Tutoring services are readily available.*	6.34	6.04	0.30	6.42	5.98	0.44	-1.0%
77. SFA provides adequate technical support to students using computing and information technology on and off campus.				6.42	5.94	0.48	-
<b>Instructional Effectiveness</b>							
16. The instruction in my major field is excellent.	6.67	5.83	0.84				-
39. I am able to experience intellectual growth here.*	6.60	5.93	0.67	6.60	5.96	0.64	0.5%
65. Faculty are usually available after class and during office hours.*	6.49	5.95	0.54	6.46	5.95	0.51	0.0%

NOTE: Items may appear in more than one category.

\*NOTE: Denotes items that received higher satisfaction scores in 2018 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 2016 & Spring 2018**

**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>	2016 Response Mean (N = 364)			2018 Response Mean (N = 506)			Percent Change in Satisfaction (2016 to 2018)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap**	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap**	
	<b>Instructional Effectiveness (continued)</b>						
68. Nearly all of the faculty are knowledgeable in their field.*	6.66	6.11	0.55	6.56	6.06	0.50	-0.8%
69. There is a good variety of courses provided on this campus.*	6.58	5.87	0.71	6.51	6.06	0.45	3.2%
80. My coursework emphasizes critical thinking skills through the analysis and organization of ideas or information.	6.43	6.09	0.34	6.41	6.13	0.28	0.7%
<b>Registration Effectiveness</b>							
50. Class change (drop/add) policies are reasonable.*	6.61	5.79	0.82	6.31	5.95	0.36	2.8%
<b>Safety and Security</b>							
7. The campus is safe and secure for all students.*	6.61	5.79	0.82	6.65	6.06	0.59	4.7%
36. Security staff respond quickly in emergencies.*	6.58	5.87	0.71	6.57	5.94	0.63	1.2%

NOTE: Items may appear in more than one category.

\*NOTE: Denotes items that received higher satisfaction scores in 2018 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 2016 & Spring 2018**  
 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>	2016 Response Mean (N = 364)			2018 Response Mean (N = 506)			Percent Change in Satisfaction (2016 to 2018)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Campus Climate</b>							
57. I seldom get the "run-around" when seeking information on this campus.	6.38	5.03	1.35				-
66. Tuition paid is a worthwhile investment.	6.54	5.37	1.17	6.52	5.30	-1.22	-1.3%
<b>Campus Life</b>							
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.41	4.85	1.56	6.37	4.88	-1.49	0.6%
73. Student activities fees are put to good use.	6.35	4.88	1.47				-
<b>Campus Support Services</b>							
49. There are adequate services to help me decide upon a career.				6.44	5.58	-0.86	-
<b>Student Centeredness</b>							
59. This institution shows concern for students as individuals.	6.48	5.58	0.90				-
<b>Instructional Effectiveness</b>							
25. Faculty are fair and unbiased in their treatment of individual students.	6.50	5.56	0.94	6.41	5.52	-0.89	-0.7%
47. Faculty provide timely feedback about student progress in a course.	6.49	5.34	1.15	6.43	5.25	-1.18	-1.7%
53. Faculty take into consideration student differences as they teach a course.				6.31	5.29	-1.02	-
58. The quality of instruction I receive in most of my classes is excellent.	6.60	5.69	0.91				-
<b>Recruitment &amp; Financial Aid</b>							
5. Financial aid counselors are helpful.	6.37	5.33	1.04	6.36	5.37	-0.99	0.8%
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.55	5.22	1.33	6.37	5.21	-1.16	-0.2%
17. Adequate financial aid is available for most students.	6.45	5.09	1.36	6.52	5.03	-1.49	-1.2%
<b>Registration Effectiveness</b>							
11. Billing policies are reasonable.	6.45	4.95	1.50				-
34. I am able to register for classes I need with few conflicts.	6.67	5.52	1.15	6.58	5.61	-0.97	1.6%

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 2016 & Spring 2018**  
**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>	2016 Response Mean (N = 364)			2018 Response Mean (N = 506)			Percent Change in Satisfaction (2016 to 2018)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Safety &amp; Security</b>							
21. The amount of student parking space on campus is adequate.	6.39	3.28	3.11				-
28. Parking lots are well-lighted and secure.	6.38	5.21	1.17				-

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 2016 & Spring 2018**

**Table 5: Factors in Decision to Enroll**

	2016 Response Mean (N = 364)	2018 Response Mean (N = 506)
	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.	6.41	6.16
91. Financial aid as factor in decision to enroll.	6.22	6.14
92. Academic reputation as factor in decision to enroll.	6.11	5.96
97. Campus appearance as factor in decision to enroll.	5.84	5.83
93. Size of institution as factor in decision to enroll.	5.69	5.68
98. Personalized attention prior to enrollment as factor in decision to enroll.	5.69	5.62
96. Geographic setting as factor in decision to enroll.	5.65	5.59
95. Recommendations from family/friends as factor in decision to enroll.	5.01	5.29
94. Opportunity to play sports as factor in decision to enroll.	3.46	4.25

Stephen F. Austin State University  
**Student Satisfaction Inventory - Spring 2016 & Spring 2018**  
**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>	2016 Response Mean (N = 364)			2018 Response Mean (N = 506)			Percent Change in Satisfaction (2016 to 2018)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Facilities</b>	<b>6.38</b>	<b>5.24</b>	<b>1.14</b>	<b>6.30</b>	<b>5.26</b>	<b>1.03</b>	<b>0.5%</b>
7. The campus is safe and secure for all students.	6.64	5.83	0.81	6.65	6.06	0.59	3.9%
18. Library resources and services are adequate.	6.25	5.86	0.39	6.29	5.93	0.36	1.2%
21. The amount of student parking space on campus is adequate.	6.39	3.28	3.11	6.00	2.93	3.07	-10.7%
26. Computer labs are adequate and accessible.	6.23	6.00	0.23	6.27	6.11	0.16	1.8%
28. Parking lots are well-lighted and secure.	6.38	5.21	1.17	6.27	5.29	0.98	1.5%
<b>Staff</b>	<b>6.33</b>	<b>5.63</b>	<b>0.70</b>	<b>6.31</b>	<b>5.63</b>	<b>0.68</b>	<b>0.0%</b>
2. The campus staff are caring and helpful.	6.41	5.57	0.84	6.42	5.69	0.73	2.2%
3. Faculty care about me as an individual.	6.24	5.45	0.79	6.15	5.51	0.64	1.1%
4. Admissions staff are knowledgeable.	6.34	5.55	0.79	6.33	5.65	0.68	1.8%
5. Financial aid counselors are helpful.	6.37	5.33	1.04	6.36	5.37	0.99	0.8%
6. My academic advisor is approachable.	6.64	5.96	0.68	6.53	5.94	0.59	-0.3%
10. Administrators are approachable to students.	6.17	5.47	0.70	6.19	5.57	0.62	1.8%
13. Library staff are helpful and approachable.	5.94	5.79	0.15	5.99	5.83	0.16	0.7%
14. My academic advisor is concerned about my success as an individual.	6.47	5.82	0.65	6.45	5.77	0.68	-0.9%
15. The staff in the health services area are competent.	6.25	5.26	0.99	6.24	5.32	0.92	1.1%
19. My academic advisor helps me set goals to work toward.	6.37	5.67	0.70	6.23	5.33	0.90	-6.0%
22. Counseling staff care about students as individuals.	6.28	5.66	0.62	6.35	5.75	0.60	1.6%
25. Faculty are fair and unbiased in their treatment of individual students.	6.50	5.56	0.94	6.41	5.52	0.89	-0.7%
27. The personnel involved in registration are helpful.	6.39	5.63	0.76	6.32	5.75	0.57	2.1%
30. Residence hall staff are concerned about me as an individual.	5.91	5.11	0.80	6.03	5.05	0.98	-1.2%

\*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 2016 & Spring 2018**  
**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>	2016 Response Mean (N = 364)			2018 Response Mean (N = 506)			Percent Change in Satisfaction (2016 to 2018)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Staff (continued)</b>	<b>6.33</b>	<b>5.63</b>	<b>0.70</b>	<b>6.31</b>	<b>5.63</b>	<b>0.68</b>	<b>0.0%</b>
33. My academic advisor is knowledgeable about requirements in my major.	6.67	6.09	0.58	6.62	5.97	0.65	-2.0%
36. Security staff respond quickly in emergencies.	6.58	5.90	0.68	6.57	5.94	0.63	0.7%
54. Bookstore staff are helpful.	6.09	5.80	0.29	6.09	5.70	0.39	-1.7%
61. Adjunct faculty are competent as classroom instructors.	6.28	5.72	0.56	6.31	5.67	0.64	-0.9%
<b>Internet Sites</b>	<b>6.28</b>	<b>5.77</b>	<b>0.51</b>	<b>6.30</b>	<b>6.01</b>	<b>0.29</b>	<b>4.2%</b>
75. The SFA Web site (www.sfasu.edu) portrays a professional look.	6.14	5.94	0.20	6.21	6.19	0.02	4.2%
76. The SFA Web site (www.sfasu.edu) easily provides the information I need.	6.42	5.59	0.83	6.39	5.83	0.56	4.3%
<b>Complaint-Handling</b>	<b>6.25</b>	<b>5.20</b>	<b>1.05</b>	<b>6.27</b>	<b>5.29</b>	<b>0.98</b>	<b>1.7%</b>
71. Channels for expressing student complaints are readily available.	6.25	5.20	1.05	6.27	5.29	0.98	1.7%
<b>Service Timeliness</b>	<b>6.43</b>	<b>5.58</b>	<b>0.85</b>	<b>6.40</b>	<b>5.66</b>	<b>0.74</b>	<b>1.4%</b>
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.55	5.22	1.33	6.37	5.21	1.16	-0.2%
20. The business office is open during hours which are convenient for most students.	6.24	5.54	0.70	6.18	5.61	0.57	1.3%
34. I am able to register for classes I need with few conflicts.	6.67	5.52	1.15	6.58	5.61	0.97	1.6%
44. Academic support services adequately meet the needs of students.	6.31	5.64	0.67	6.34	5.71	0.63	1.2%
49. There are adequate services to help me decide upon a career.	6.36	5.48	0.88	6.44	5.58	0.86	1.8%
65. Faculty are usually available after class and during office hours.	6.49	5.95	0.54	6.46	5.95	0.51	0.0%
77. SFA provides adequate technical support to students using computing and information technology on and off campus.	6.41	5.72	0.69	6.42	5.94	0.48	3.8%
<b>Printed Information</b>	<b>6.16</b>	<b>5.73</b>	<b>0.43</b>	<b>6.11</b>	<b>5.84</b>	<b>0.27</b>	<b>1.9%</b>
78. Printed information published by SFA departments and offices is helpful.	6.16	5.73	0.43	6.11	5.84	0.27	1.9%

\*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 2016 & Spring 2018**  
**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>	2016 Response Mean (N = 364)			2018 Response Mean (N = 506)			Percent Change in Satisfaction (2016 to 2018)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
<b>Communications</b>	<b>6.38</b>	<b>5.18</b>	<b>1.19</b>	<b>6.26</b>	<b>5.22</b>	<b>1.04</b>	<b>0.8%</b>
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.55	5.22	1.33	6.37	5.21	1.16	-0.2%
47. Faculty provide timely feedback about student progress in a course.	6.49	5.34	1.15	6.43	5.25	1.18	-1.7%
57. I seldom get the "run-around" when seeking information on this campus.	6.38	5.03	1.35	6.24	5.13	1.11	2.0%
60. I generally know what's happening on campus.	6.08	5.14	0.94	6.01	5.30	0.71	3.1%

\*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.