

**Stephen F. Austin State University
Student Satisfaction Inventory
Spring 2010**

Executive Summary

In 1999, the Texas legislature passed a bill (SB1563) requiring state agencies to assess "customer satisfaction". Approximately 86% of the 12,029 Stephen F. Austin State University (SFA) students in Spring 2010 enrolled as undergraduates. To meet the 2010 requirement, SFA surveyed a sample of students classified as full-time undergraduate students during the spring semester. In addition to fulfilling state requirements, the survey collected selected benchmarks for the SFA strategic plans. Table 1-A displays results related to the *2013 Strategic Plan – Preparing for the Future*. Table 1-B provides results related to the *2008 Strategic Plan – Placing Student Achievement First*.

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 invitation was e-mailed to 4000 full-time SFA undergraduates on Monday, March 29, 2010. The survey closed on April 30, 2010, giving the students 33 days to complete the survey. The survey was reopened on May 5, 2010 for an additional 11 days and closed again on May 15, 2010. The Office of Institutional Research received both raw data results and prepared reports from Noel-Levitz.

Results

The web-based survey was completed by 384 students (10% of the selected sample). Table 2 shows detailed survey population demographics.

Legislation requires survey results for seven specific 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	6.44	4.87
Staff	6.36	5.48
Internet Sites	6.26	5.89
Complaint-Handling	6.27	4.96
Service Timeliness	6.43	5.50
Printed Information	6.21	5.67
Communication	6.40	5.12

Institutional Research Report

Stephen F. Austin State University Student Satisfaction Inventory Spring 2010

The Noel-Levitz Student Satisfaction Inventory evaluates student satisfaction in 12 categories. Table 3 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	
	Importance	Satisfaction	Importance	Satisfaction
Student Centeredness	6.35	5.54	6.11	5.13
Campus Life	6.04	5.30	5.75	4.91
Instructional Effectiveness	6.53	5.66	6.33	5.28
Recruitment & Financial Aid	6.40	5.30	6.16	4.85
Campus Support Services	6.26	5.63	6.07	5.32
Academic Advising	6.56	5.79	6.35	5.28
Registration Effectiveness	6.37	5.42	6.21	5.00
Safety & Security	6.52	4.56	6.32	4.54
Concern for the Individual	6.39	5.41	6.13	5.02
Service Excellence	6.28	5.22	6.04	4.96
Responsiveness to Diverse Populations	N/A	5.53	N/A	5.11
Campus Climate	6.34	5.43	6.12	5.10

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.

Fourteen 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, and Campus Support Services. All categorized items identified as strengths also received higher satisfaction scores versus other four-year public institutions.

Table 4 lists individual items identified as strengths in Spring 2010.

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 5 provides individual items identified as challenges in Spring 2010.

Enrollment Factors

Table 6 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.

Stephen F. Austin State University
Student Satisfaction Inventory - Spring 2008 & Spring 2010

Table 1-A: Responses Related to SFA 2013 - Preparing for the Future

Total Survey Responses = 384

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>	2008 Response Mean (N = 704)			2010 Response Mean (N = 384)			Percent Change in Satisfaction (2008 to 2010)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Strategic Plan - Initiative 1: Enhance excellence in teaching & learning, research, scholarship, creative work, & service							
3. Faculty care about me as an individual.	6.32	5.46	0.86	6.36	5.52	0.84	1.1%
8. The content of the courses within my major is valuable.	6.67	5.66	1.01	6.69	5.80	0.89	2.5%
16. The instruction in my major field is excellent.	6.67	5.77	0.90	6.73	5.87	0.86	1.7%
25. Faculty are fair and unbiased in their treatment of individual students.	6.48	5.40	1.08	6.49	5.42	1.07	0.4%
39. I am able to experience intellectual growth here.	6.58	5.80	0.78	6.59	5.83	0.76	0.5%
41. There is a commitment to academic excellence on this campus.	6.48	5.57	0.91	6.51	5.51	1.00	-1.1%
46. I can easily get involved in campus organizations.	6.08	5.67	0.41	6.15	5.62	0.53	-0.9%
47. Faculty provide timely feedback about student progress in a course.	6.52	5.35	1.17	6.55	5.28	1.27	-1.3%
53. Faculty take into consideration student differences as they teach a course.	6.36	5.26	1.10	6.38	5.18	1.20	-1.5%
58. The quality of instruction I receive in most of my classes is excellent.	6.62	5.63	0.99	6.71	5.77	0.94	2.5%
61. Adjunct faculty are competent as classroom instructors.	6.33	5.58	0.75	6.33	5.70	0.63	2.2%
65. Faculty are usually available after class and during office hours.	6.52	5.83	0.69	6.55	5.91	0.64	1.4%
68. Nearly all of the faculty are knowledgeable in their field.	6.65	5.89	0.76	6.65	6.08	0.57	3.2%
69. There is a good variety of courses provided on this campus.	6.55	5.79	0.76	6.57	5.96	0.61	2.9%
70. Graduate teaching assistants are competent as classroom instructors.	6.37	5.45	0.92	6.30	5.38	0.92	-1.3%
79. My coursework is academically challenging.	6.35	5.95	0.40	6.33	6.04	0.29	1.5%
80. My coursework emphasizes critical thinking skills through the analysis and organization of ideas or information.	6.40	5.95	0.45	6.34	6.07	0.27	2.0%
81. The number of course-assigned readings with textbooks, books or book-length packs is adequate.	6.14	5.49	0.65	6.11	5.62	0.49	2.4%
82. My assignments include written papers and reports between 5 and 19 pages.	5.01	5.26	-0.25	5.00	5.33	-0.33	1.3%
83. My assignments include written papers and reports of fewer than 5 pages.	5.66	5.56	0.10	5.62	5.47	0.15	-1.6%

*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.

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Table 1-A: Responses Related to SFA 2013 - Preparing for the Future

Total Survey Responses = 384

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>	2008 Response Mean (N = 704)			2010 Response Mean (N = 384)			Percent Change in Satisfaction (2008 to 2010)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Strategic Plan - Initiative 4: Develop a learner-centered environment							
1. Most students feel a sense of belonging here.	6.04	5.49	0.55	6.06	5.44	0.62	-0.9%
2. The campus staff are caring and helpful.	6.38	5.53	0.85	6.45	5.54	0.91	0.2%
3. Faculty care about me as an individual.	6.32	5.46	0.86	6.36	5.52	0.84	1.1%
4. Admissions staff are knowledgeable.	6.40	5.56	0.84	6.35	5.41	0.94	-2.7%
5. Financial aid counselors are helpful.	6.43	5.40	1.03	6.43	5.31	1.12	-1.7%
6. My academic advisor is approachable.	6.49	5.78	0.71	6.57	6.06	0.51	4.8%
10. Administrators are approachable to students.	6.10	5.30	0.80	6.13	5.39	0.74	1.7%
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.51	5.22	1.29	6.50	5.23	1.27	0.2%
13. Library staff are helpful and approachable.	5.92	5.61	0.31	6.01	5.67	0.34	1.1%
14. My academic advisor is concerned about my success as an individual.	6.46	5.60	0.86	6.56	5.75	0.81	2.7%
16. The instruction in my major field is excellent.	6.67	5.77	0.90	6.73	5.87	0.86	1.7%
17. Adequate financial aid is available for most students.	6.60	4.81	1.79	6.55	5.00	1.55	4.0%
18. Library resources and services are adequate.	6.32	5.76	0.56	6.34	5.76	0.58	0.0%
19. My academic advisor helps me set goals to work toward.	6.26	5.30	0.96	6.33	5.42	0.91	2.3%
22. Counseling staff care about students as individuals.	6.29	5.44	0.85	6.31	5.42	0.89	-0.4%
25. Faculty are fair and unbiased in their treatment of individual students.	6.48	5.40	1.08	6.49	5.42	1.07	0.4%
26. Computer labs are adequate and accessible.	6.31	5.63	0.68	6.40	5.62	0.78	-0.2%
27. The personnel involved in registration are helpful.	6.33	5.60	0.73	6.36	5.45	0.91	-2.7%
29. It is an enjoyable experience to be a student on this campus.	6.48	5.73	0.75	6.56	5.71	0.85	-0.3%
30. Residence hall staff are concerned about me as an individual.	5.89	4.99	0.90	6.01	4.76	1.25	-4.6%

*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.

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Table 1-A: Responses Related to SFA 2013 - Preparing for the Future

Total Survey Responses = 384

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>	2008 Response Mean (N = 704)			2010 Response Mean (N = 384)			Percent Change in Satisfaction (2008 to 2010)
	Importance	Satisfaction	Performance	Importance	Satisfaction	Performance	
	(1 - 7)	(1 - 7)	Gap*	(1 - 7)	(1 - 7)	Gap*	
Strategic Plan - Initiative 4: Develop a learner-centered environment							
32. Tutoring services are readily available.	6.36	5.84	0.52	6.30	5.88	0.42	0.7%
33. My academic advisor is knowledgeable about requirements in my major.	6.65	5.88	0.77	6.71	6.04	0.67	2.7%
39. I am able to experience intellectual growth here.	6.58	5.80	0.78	6.59	5.83	0.76	0.5%
41. There is a commitment to academic excellence on this campus.	6.48	5.57	0.91	6.51	5.51	1.00	-1.1%
43. Admissions counselors respond to prospective students' unique needs and requests.	6.24	5.49	0.75	6.24	5.44	0.80	-0.9%
44. Academic support services adequately meet the needs of students.	6.34	5.58	0.76	6.29	5.57	0.72	-0.2%
45. Students are made to feel welcome on this campus.	6.44	5.79	0.65	6.44	5.80	0.64	0.2%
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.28	5.58	0.70	6.34	5.42	0.92	-2.9%
49. There are adequate services to help me decide upon a career.	6.41	5.57	0.84	6.41	5.38	1.03	-3.4%
55. Major requirements are clear and reasonable.	6.60	5.61	0.99	6.62	5.64	0.98	0.5%
59. This institution shows concern for students as individuals.	6.48	5.45	1.03	6.48	5.39	1.09	-1.1%
Strategic Plan - Initiative 5: Create new learning opportunities through...interdisciplinary...experiences							
62. There is a strong commitment to racial harmony on this campus.	6.03	5.33	0.70	6.03	5.24	0.79	-1.7%
87. Institution's commitment to under-represented populations?	N/A	5.52	N/A	N/A	5.53	N/A	0.2%
Strategic Plan - Initiative 6: Increase the visibility of the university through marketing initiatives							
51. This institution has a good reputation within the community.	6.29	5.67	0.62	6.28	5.73	0.55	1.1%
75. The SFA Web site (www.sfasu.edu) portrays a professional look.	6.07	5.97	0.10	6.02	6.16	-0.14	3.2%
76. The SFA Web site (www.sfasu.edu) easily provides the information I need.	6.48	5.80	0.68	6.49	5.62	0.87	-3.1%
78. Printed information published by SFA departments and offices	6.22	5.76	0.46	6.21	5.67	0.54	-1.6%

*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.

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Student Satisfaction Inventory - Spring 2008 & Spring 2010
 Table 1-B: Responses Related to SFA 2008 - Placing Student Achievement First
 Total Survey Responses = 384

STRATEGIC PLAN ACTION ITEMS <i>Response scale: Response of 1 indicates not important/ satisfied at all, while 7 indicates very important/ satisfied. Response of 4 = neutral.</i>	2008 Response Mean (N = 704)			2010 Response Mean (N = 384)			Percent Change in Satisfaction (2008 to 2010)
	Importance (1-7)	Satisfaction (1-7)	Performance Gap*	Importance (1-7)	Satisfaction (1-7)	Performance Gap*	
Strategic Plan - Action 5: Improve mentoring/advising programs							
6. My academic advisor is approachable.	6.49	5.78	0.71	6.57	6.06	0.51	4.8%
14. My academic advisor is concerned about my success as an individual.	6.46	5.60	0.86	6.56	5.75	0.81	2.7%
19. My academic advisor helps me set goals to work toward.	6.26	5.30	0.96	6.33	5.42	0.91	2.3%
33. My academic advisor is knowledgeable about requirements in my major.	6.65	5.88	0.77	6.71	6.04	0.67	2.7%
Strategic Plan - Action 6: Improve on-line degree audit capabilities							
74. The online degree audit feature in MySFA (which shows courses required for degree completion) is useful.	6.36	5.60	0.76	6.41	5.62	0.79	0.4%
Strategic Plan - Action 15: Increase weekend activities for students							
42. There are a sufficient number of weekend activities for students	5.80	5.15	0.65	5.84	5.18	0.66	0.6%
Strategic Plan - Action 16: Make university websites more informative, user-friendly, and professional looking							
75. The SFA Web site (www.sfasu.edu) portrays a professional look.	6.07	5.97	0.10	6.02	6.16	-0.14	3.2%
76. The SFA Web site (www.sfasu.edu) easily provides the information I need.	6.48	5.80	0.68	6.49	5.62	0.87	-3.1%
Strategic Plan - Action 54: Provide a technology support structure for students							
77. SFA provides adequate technical support to students using computing and information technology on and off campus.	6.40	5.68	0.72	6.41	5.68	0.73	0.0%
Strategic Plan - Action 69: Provide more courses, programs, scheduling, and support services consistent with the needs of older students							
86. Institution's commitment to older, returning learners?	N/A	5.67	N/A	N/A	5.80	N/A	2.3%

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Student Satisfaction Inventory - Spring 2010

Table 2: Population Demographics

	Number of Responses	% of all Responses
Total	384	100%
BY CATEGORY:		
Gender		
Male	103	26.8%
Female	281	73.2%
Unknown	0	0.0%
Age		
18 and under	29	7.6%
19 to 24	282	73.4%
25 to 34	41	10.7%
35 to 44	19	4.9%
45 and over	13	3.4%
No Answer	0	0.0%
Race		
American Indian or Alaskan Native	3	0.8%
Asian/Pacific Islander	7	1.8%
Black/Non-Hispanic	39	10.2%
Hispanic	32	8.3%
White/Non-Hispanic	281	73.2%
Other	6	1.6%
Unknown	16	4.2%
Classification		
Freshman	79	20.6%
Sophomore	57	14.8%
Junior	93	24.2%
Senior	147	38.3%
Graduate	6	1.6%
No Answer	2	0.5%
Current GPA		
No Credits Earned	2	0.5%
1.99 or below	11	2.9%
2.0 - 2.49	41	10.7%
2.5 - 2.99	97	25.3%
3.0 - 3.49	126	32.8%
3.5 or above	102	26.6%
No Answer	5	1.3%

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

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Table 3: All Responses

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	Importance	Satisfaction	Performance	Importance	Satisfaction	Performance	
	(1 - 7)	(1 - 7)	Gap*	(1 - 7)	(1 - 7)	Gap*	
Student Centeredness	6.32	5.55	0.77	6.35	5.54	0.81	-0.2%
1. Most students feel a sense of belonging here.	6.04	5.49	0.55	6.06	5.44	0.62	-0.9%
2. The campus staff are caring and helpful.	6.38	5.53	0.85	6.45	5.54	0.91	0.2%
10. Administrators are approachable to students.	6.10	5.30	0.80	6.13	5.39	0.74	1.7%
29. It is an enjoyable experience to be a student on this campus.	6.48	5.73	0.75	6.56	5.71	0.85	-0.3%
45. Students are made to feel welcome on this campus.	6.44	5.79	0.65	6.44	5.80	0.64	0.2%
59. This institution shows concern for students as individuals.	6.48	5.45	1.03	6.48	5.39	1.09	-1.1%
Campus Life	6.01	5.30	0.71	6.04	5.30	0.74	0.0%
9. A variety of intramural activities are offered.	5.07	5.62	-0.55	5.12	5.66	-0.54	0.7%
23. Living conditions in the residence halls are comfortable.	6.48	4.47	2.01	6.46	4.43	2.03	-0.9%
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.57	4.92	0.65	5.71	5.39	0.32	9.6%
30. Residence hall staff are concerned about me as an individual.	5.89	4.99	0.90	6.01	4.76	1.25	-4.6%
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.74	5.58	0.16	5.80	5.81	-0.01	4.1%
38. There is an adequate selection of food available in the cafeteria.	6.28	4.39	1.89	6.32	4.29	2.03	-2.3%
40. Residence hall regulations are reasonable.	6.18	5.21	0.97	6.20	5.07	1.13	-2.7%
42. There are a sufficient number of weekend activities for students.	5.80	5.15	0.65	5.84	5.18	0.66	0.6%
46. I can easily get involved in campus organizations.	6.08	5.67	0.41	6.15	5.62	0.53	-0.9%
52. The student center is a comfortable place for students to spend their leisure time.	6.15	6.00	0.15	6.19	5.92	0.27	-1.3%
56. The student handbook provides helpful information about campus life.	6.02	5.50	0.52	5.98	5.43	0.55	-1.3%

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	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Campus Life (continued)	6.01	5.30	0.71	6.04	5.30	0.74	0.0%
63. Student disciplinary procedures are fair.	6.30	5.58	0.72	6.24	5.66	0.58	1.4%
64. New student orientation services help students adjust to college.	6.15	5.52	0.63	6.20	5.43	0.77	-1.6%
67. Freedom of expression is protected on campus.	6.26	5.65	0.61	6.28	5.67	0.61	0.4%
73. Student activities fees are put to good use.	6.26	5.01	1.25	6.27	4.88	1.39	-2.6%
Instructional Effectiveness	6.51	5.80	0.91	6.53	5.66	0.87	1.1%
3. Faculty care about me as an individual.	6.32	5.46	0.86	6.36	5.52	0.84	1.1%
8. The content of the courses within my major is valuable.	6.67	5.66	1.01	6.69	5.80	0.89	2.5%
16. The instruction in my major field is excellent.	6.67	5.77	0.90	6.73	5.87	0.86	1.7%
25. Faculty are fair and unbiased in their treatment of individual students.	6.48	5.40	1.08	6.49	5.42	1.07	0.4%
39. I am able to experience intellectual growth here.	6.58	5.80	0.78	6.59	5.83	0.76	0.5%
41. There is a commitment to academic excellence on this campus.	6.48	5.57	0.91	6.51	5.51	1.00	-1.1%
47. Faculty provide timely feedback about student progress in a course.	6.52	5.35	1.17	6.55	5.28	1.27	-1.3%
53. Faculty take into consideration student differences as they teach a course.	6.36	5.26	1.10	6.38	5.18	1.20	-1.5%
58. The quality of instruction I receive in most of my classes is excellent.	6.62	5.63	0.99	6.71	5.77	0.94	2.5%
61. Adjunct faculty are competent as classroom instructors.	6.33	5.58	0.75	6.33	5.70	0.63	2.2%
65. Faculty are usually available after class and during office hours.	6.52	5.83	0.69	6.55	5.91	0.64	1.4%
68. Nearly all of the faculty are knowledgeable in their field.	6.65	5.89	0.76	6.65	6.08	0.57	3.2%
69. There is a good variety of courses provided on this campus.	6.55	5.79	0.76	6.57	5.96	0.61	2.9%
70. Graduate teaching assistants are competent as classroom instructors.	6.37	5.45	0.92	6.30	5.38	0.92	-1.3%

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Instructional Effectiveness (continued)	6.51	5.60	0.91	6.53	5.66	0.87	1.1%
79. My coursework is academically challenging.	6.35	5.95	0.40	6.33	6.04	0.29	1.5%
80. My coursework emphasizes critical thinking skills through the analysis and organization of ideas or information.	6.40	5.95	0.45	6.34	6.07	0.27	2.0%
81. The number of course-assigned readings with textbooks, books or book-length packs is adequate.	6.14	5.49	0.65	6.11	5.62	0.49	2.4%
82. My assignments include written papers and reports between 5 and 19 pages.	5.01	5.26	-0.25	5.00	5.33	-0.33	1.3%
83. My assignments include written papers and reports of fewer than 5 pages.	5.66	5.56	0.10	5.62	5.47	0.15	-1.6%
Recruitment and Financial Aid	6.41	5.34	1.07	6.40	5.30	1.10	-0.7%
4. Admissions staff are knowledgeable.	6.40	5.56	0.84	6.35	5.41	0.94	-2.7%
5. Financial aid counselors are helpful.	6.43	5.40	1.03	6.43	5.31	1.12	-1.7%
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.51	5.22	1.29	6.50	5.23	1.27	0.2%
17. Adequate financial aid is available for most students.	6.60	4.81	1.79	6.55	5.00	1.55	4.0%
43. Admissions counselors respond to prospective students' unique needs and requests.	6.24	5.49	0.75	6.24	5.44	0.80	-0.9%
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.28	5.58	0.70	6.34	5.42	0.92	-2.9%
Campus Support Services	6.26	5.65	0.61	6.26	5.63	0.63	-0.4%
13. Library staff are helpful and approachable.	5.92	5.61	0.31	6.01	5.67	0.34	1.1%
18. Library resources and services are adequate.	6.32	5.76	0.56	6.34	5.76	0.58	0.0%
26. Computer labs are adequate and accessible.	6.31	5.63	0.68	6.40	5.62	0.78	-0.2%
32. Tutoring services are readily available.	6.36	5.84	0.52	6.30	5.88	0.42	0.7%
44. Academic support services adequately meet the needs of students.	6.34	5.58	0.76	6.29	5.57	0.72	-0.2%
49. There are adequate services to help me decide upon a career.	6.41	5.57	0.84	6.41	5.38	1.03	-3.4%

*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 2008 & Spring 2010

Table 3: 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>	2008 Response Mean (N = 704)			2010 Response Mean (N = 384)			Percent Change in Satisfaction (2008 to 2010)
	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	Importance (1 - 7)	Satisfaction (1 - 7)	Performance Gap*	
Campus Support Services (continued)	6.26	5.65	0.61	6.26	5.63	0.63	-0.4%
54. Bookstore staff are helpful.	6.17	5.55	0.62	6.11	5.51	0.60	-0.7%
74. The online degree audit feature in MySFA (which shows courses required for degree completion) is useful.	6.36	5.60	0.76	6.41	5.62	0.79	0.4%
75. The SFA Web site (www.sfasu.edu) portrays a professional look.	6.07	5.97	0.10	6.02	6.16	-0.14	3.2%
76. The SFA Web site (www.sfasu.edu) easily provides the information I need.	6.48	5.80	0.68	6.49	5.62	0.87	-3.1%
77. SFA provides adequate technical support to students using computing and information technology on and off campus.	6.40	5.68	0.72	6.41	5.68	0.73	0.0%
78. Printed information published by SFA departments and offices	6.22	5.76	0.46	6.21	5.67	0.54	-1.6%
Academic Advising	6.49	5.64	0.85	6.56	5.79	0.77	2.7%
6. My academic advisor is approachable.	6.49	5.78	0.71	6.57	6.06	0.51	4.8%
14. My academic advisor is concerned about my success as an individual.	6.46	5.60	0.86	6.56	5.75	0.81	2.7%
19. My academic advisor helps me set goals to work toward.	6.26	5.30	0.96	6.33	5.42	0.91	2.3%
33. My academic advisor is knowledgeable about requirements in my major.	6.65	5.88	0.77	6.71	6.04	0.67	2.7%
55. Major requirements are clear and reasonable.	6.60	5.61	0.99	6.62	5.64	0.98	0.5%
Registration Effectiveness	6.39	5.44	0.95	6.37	5.42	0.95	-0.4%
11. Billing policies are reasonable.	6.40	5.02	1.38	6.34	5.18	1.16	3.2%
20. The business office is open during hours which are convenient for most students.	6.24	5.53	0.71	6.19	5.49	0.70	-0.7%
27. The personnel involved in registration are helpful.	6.33	5.60	0.73	6.36	5.45	0.91	-2.7%
34. I am able to register for classes I need with few conflicts.	6.66	5.40	1.26	6.67	5.24	1.43	-3.0%
50. Class change (drop/add) policies are reasonable.	6.30	5.66	0.64	6.31	5.76	0.55	1.8%

*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.