

Factors affecting Student Satisfaction and Performance Gap in relation to the model of Strategic Enrolment, Graduation and Articulation (SEGA): *the case of Self-financing Higher Education in Hong Kong*

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Funding body:



自資高等教育聯盟
Federation for Self-financing
Tertiary Education

The need for a Strategic Model for self-financing institutions in HK.

- ◎ Responding to the 2001 Policy Address on post-secondary education:
 - self-financing places for secondary school graduates:
 - ➔ has surged from 33% (2001/02) to 66% (2005/06) - *EDB, 2006.*
- ◎ Recent trend :
 - Decline in child population (from 17% to 12%) ➔ excess supply of post-secondary places.

	2001	2011	2012	2013	2016	2021	2026	2031	2036	2041
Age structure										
Aged 0-14	17%	12%	12%	12%	12%	12%	12%	11%	10%	10%

Mid-year population by age group (Hong Kong Census and Statistics Department)

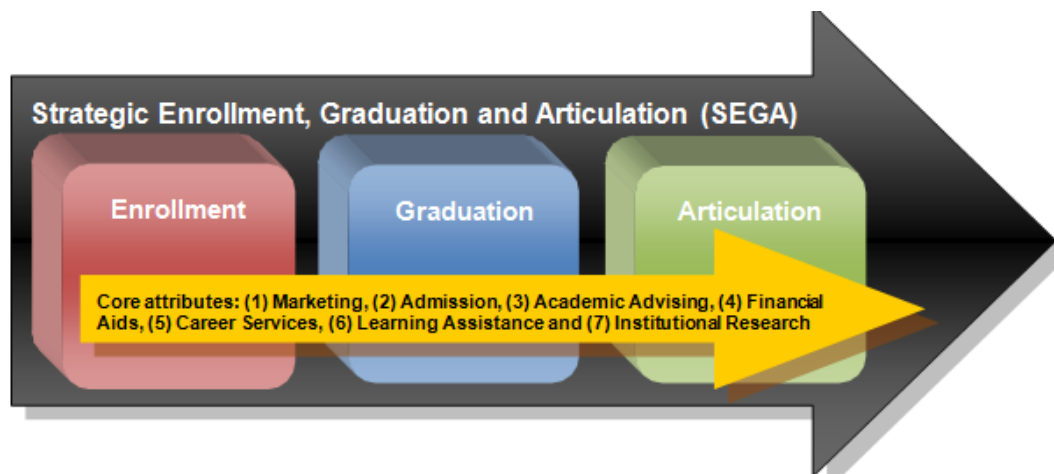
- ◎ Challenge :
 - Need of a strategic model for maintaining student enrolment and satisfaction.

Research Objectives

1. To identify important aspects that affect **student satisfaction** in self-financing higher education of Hong Kong .
2. To examine **the performance gap** of self-financing institutions in Hong Kong *by comparing* students' *perceived importance* and *satisfaction levels* on different aspects.
3. To recommend strategies on enhancing student satisfaction and institutional enrolment.

Research Framework

1. **SEGA Management Model** - comprising the areas of "Enrolment", "Graduation" and "Articulation".
 - 7 core attributes → 45 attributes items in survey
 - The attribute of Articulation has been under-researched in previous studies (Wan, 2011; Ng et al., 2013)



SEGA
Management
Model
(Ng et al., 2013)

Methodology

- ◎ Self-administered **survey** in 2013
- ◎ Sample size : **626 students** of **8** self-financing tertiary education institutions in HK
 - sub-degree programmes (N=370)
 - top-up/4-year degree programmes(N=256)
- ◎ Derived from the methodological design of **SSI - Student Satisfaction Inventory** - *by Elliott and Shinn (1999), Elliott and Healy (2001)*

Importance – Satisfaction → Performance Gap

○ Larger the Gap, Higher the Dissatisfaction Level

Key Findings - all programme types

Perceived **Importance** against
Perceived **Satisfaction** on the SEGA attributes

SEGA attributes	Mean Importance Scores	Mean Satisfaction Scores	Mean <i>Performance Gap</i>
<i>(on 7-point scale)</i>	5 highest scores highlighted	5 lowest scores highlighted	Scores > 1 highlighted
Career Services	6.14	4.28	1.86
Articulation	6.22	4.39	1.83
Financial Aid	5.89	4.47	1.42
Programme Design	5.86	4.47	1.39
Academic Advising	5.80	4.75	1.06
Institutional Research/ Feedback	5.42	4.37	1.04
Admission and Registration	5.75	4.75	1.01
Learning Assistance	5.35	4.42	0.93
Institution and Programme Information	5.44	4.52	0.92
Orientation	5.14	4.22	0.92
Other References	5.52	4.93	0.59
Average Performance Gap Score:			1.18

Implications

- ◎ **“Articulation”**, which has been under-researched among self-financed students, is found to be an important factor in student satisfaction (6.22 out of 7).
- ◎ Resources should be put to enhance the following attributes – those yield **high importance** but **low satisfaction** (*large performance gaps*):
 - Career Services * (1.86)
 - Articulation* (1.83)
 - Financial Aid
 - Programme Design
 - Academic Advising

- THANK YOU -