

**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**

Peggy ML NG, Connie KY MAK & Phoebe WONG

*School of Professional Education and Executive Development, The Hong Kong Polytechnic University*

Jason KY CHAN

*College of Professional and Continuing Education, The Hong Kong Polytechnic University*

Understanding tertiary students' expectation and satisfaction is important to policy makers as well as senior management in the course of developing quality education strategies. This paper attempts to examine the performance gap of self-financing institutions in Hong Kong by comparing the perceived importance and satisfaction levels of their students studying at sub-degree and undergraduate degree levels. The study also identifies aspects that are more important in influencing student satisfaction in relation to the SEGA model, which comprises the areas of "enrolment", "graduation" and "articulation". It is found that the attributes of (1) articulation, (2) career services, (3) financial aid, (4) programme design and (5) academic advising have strong impacts on students' perceived importance at both sub-degree and degree levels. However, large performance gaps are concurrently found in these aspects, reflecting high student dissatisfaction in important SEGA attributes. The results suggest that specific strategies with reference to the SEGA model should be adopted to improve the satisfaction level of students on influential attributes of their educational experience.