

**Federation for Self-financing Tertiary Education (FSTE)**  
**Small Research Grant Scheme (SRGS)**

**A Study of Strategic Enrolment, Graduation and Articulation (SEGA) of  
Self-financing Tertiary Education in Hong Kong**

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## **Executive Summary**

This project is designed to examine how the management model of strategic enrolment, graduation and articulation (SEGA) would be developed and implemented comprehensively in self-financing tertiary education in Hong Kong. This research is significant as it provides information on how SEGA would be viewed as a successful management model to (1) maximize enrolment, (2) improve graduation rates and (3) enhance articulation opportunities within limited educational resources in self-financing tertiary education in Hong Kong.

In order to increase student enrolment, improve graduation rates and enhance articulation opportunities, self-financing tertiary institutions need to identify and meet student expectations. Thus, this project also examines attributes of SEGA that are important influencing student satisfaction. Purposeful sampling of 626 students from eight self-financing tertiary institutions (including sub-degrees and top-up or 4-year degrees) in Hong Kong was employed. The perceived importance of the SEGA attributes from the eight self-financing tertiary institutions in Hong Kong is determined. In addition, the perceived satisfaction scores are computed for each of the eight self-financing tertiary institutions in Hong Kong, such that institutions would know the areas of SEGA that are most important to their students and also be the areas that their students are most satisfied with.

The findings in this research provide information to self-financing tertiary institutions in Hong Kong regarding the importance of the SEGA attributes from students' perspectives; also, key factors influencing student satisfaction related to enrolment, graduation and articulation are determined and evaluated. The outcomes of the research help the management team of self-financing tertiary institutions improve the institution's overall strategic plan by addressing all aspects of the SEGA attributes comprehensively.

### **Key Research Findings:**

1. A conceptual SEGA model of enrolment, graduation and articulation was developed in this project.
2. The five most important attributes of SEGA in self-financing tertiary institutions, including sub-degree and degree programmes, in Hong Kong are: (1) Articulation, (2) Career Services, (3) Financial Aid, (4) Programme Design, and (5) Academic Advising.
3. For the sub-degree level, the five most important attributes of SEGA are: (1) Articulation, (2) Career Services, (3) Financial Aid, (4) Programme Design and (5) Academic Advising.
4. For the degree level, the five most important attributes of SEGA: (1) Career Services, (2) Articulation, (3) Programme Design (4) Financial Aid (5) Admission and Registration
5. The five SEGA attributes with highest satisfaction in self-financing tertiary institutions, including sub-degree and degree programmes, in Hong Kong are: (1) Other Reference, (2) Admission and Registration, (3) Academic Advising, (4) Institution and Programme Information, and (5) Financial Aid.
6. For the sub-degree level, the five SEGA attributes with highest satisfaction are: (1) Other References, (2) Academic Advising, (3) Admission and Registration (4) Institution and Programme Information, and (5) Programme Design.
7. For the degree level, the five SEGA attributes with highest satisfaction are: (1) Other References, (2) Admission and Registration, (3) Academic Advising, (4) Institution and Programme Information, and (5) Financial Aid.
8. The importance and satisfaction of the SEGA attributes for each self-financing tertiary institution are reported in Section 4.5 & Section 4.6.
9. Suggestions and improvement on the SEGA attributes are reported in Section 5.

### **Scholarly Activities:**

This project is fully funded by the Small Research Grant Scheme of Federation for Self-financing Tertiary Education (FSTE). 2 conference papers have been published and 1 research paper is planned to submit by the end July to Journal of Higher Education.

### **CONFERENCE PAPER**

Chan, Jason KY, Peggy Ng, Phoebe Wong and Connie Mak (2014), “Contemporary Challenges in Implementing Strategic Enrolment, Graduation and Articulation (SEGA) Model in Self-financing Tertiary Education in Hong Kong”, *International Symposium on Education, Psychology and Social Sciences (ISEPSS), May, Kyoto, Japan.*

Ng, Peggy, Jason KY Chan, Phoebe Wong and Connie Mak (2013), “A Conceptual Management Model of Strategic Enrolment, Graduation and Articulation (SEGA) in Self-Financing Tertiary Education in Hong Kong”, *EduLearn Conference, July, Barcelona, Spain.*

### **RESEARCH IN PROGRESS**

Wong, Phoebe, Peggy Ng, Connie Mak and Jason Chan, “Factors Influencing Students’ Choices of Self-financing Tertiary Institutions in Hong Kong – Conceptualizing the Model of Strategic Enrolment, Graduation and Articulation (SEGA)” (Finalising and planning to submit in July 2014 - *Journal Higher Education*)

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## 1. Introduction

Since 2000, the Hong Kong Special Administrative Region (HKSAR) Government has been actively encouraging the private sector to contribute to the development of self-financing post-secondary programmes, especially top-up degree programmes such that students would have more articulation opportunities upon completion of associate degree qualifications. As a result of this education policy in 2000, there has been a substantial increase in the number of self-financing local continuing education institutions in Hong Kong, providing a wide variety of full-time accredited local top-up degree programmes.

Since the rapid development of self-financing local sub-degree and top-up degree programmes provides education opportunities for secondary school leavers in 2000, the post-secondary participation rate for senior secondary graduates was doubled in five years' time, from 33% in 2001/01 academic year to 66% in the 2005/06 academic year (EDB, 2006). The rate was then levelled off in the 2006/07 academic year, and now maintains at slightly above 60%. In this aspect, a Hong Kong local continuing education institution which provides self-financing sub-degree/ degree programmes is primarily focused in this study.

To stay ahead in this competitive environment in the education sector, self-financing institutions have to compete for students and identify key important factors influencing students' choice and satisfaction to pursue their post-secondary programmes. In relation to this, self-financing tertiary education faces significant challenges in maintaining student enrolment in the competitive environment of both emerging and existing higher education institutions right after the announcement of new education policy and reform in Hong Kong. In addition, improving graduation rates and enhancing articulation opportunities are also significant. There is a common perception in the local community that sub-degree, in particular associate degree, is primarily a bridging qualification for admission to degree programmes (EDB, 2006), such that, as the number of sub-degree holders increases, the demand for articulation places also increases.

As there is no evidence in the literature of prior study regarding the development of a sound conceptual foundation for investigating a comprehensive SEGA process, the aim of this project is to fill this gap by establishing a conceptual model of SEGA which fits to self-financing tertiary institutions in Hong Kong. The conceptual model of SEGA is then employed to determine the level of importance of SEGA attribute from students' perspectives and at the same time to measure key factors influencing student satisfaction related to enrolment, graduation and articulation.

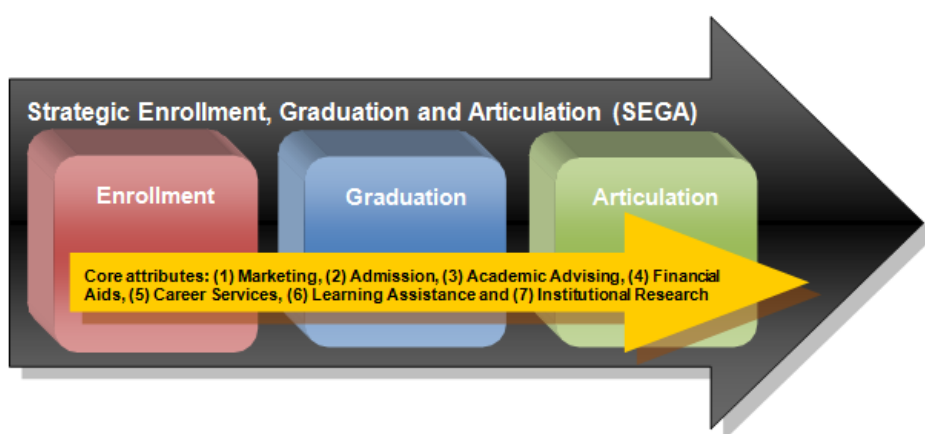


## 2. Literature Review

The proposed management model of SEGA is modified from the concept of Strategic Enrolment Management (SEM). SEM is a comprehensive process designed to help an institution achieve and maintain the optimum student recruitments, retention and graduation rates of students, where optimum is defined within the academic context of the institution (Dolence, 1993, 1996, 1997). In fact, SEM is a proven method for increasing enrolment and graduation rates of students in United States (Taylor, 2008). The parameter of articulation is introduced in this project as it is suggested that institutions providing articulation pathways for students (i.e. from an associate degree to a top-up degree or from a top-up degree to a postgraduate degree) help maintain positive relationships and foster loyalty (Bejou, 2005; Zamani, 2001).

Due to the rapid development of self-financing associate degree and top-up degree programmes in Hong Kong, articulation becomes a pressing issue. The situation that students completing an associate degree are unable to obtain a place at a university was explained (Kember, 2010). And it is further addressed that “all the students are focusing on academic results because they are longing for entering university” (Kember, 2010). Therefore, it is necessary to develop a conceptual management model on the three dimensions of enrolment, graduation as well as articulation (See Figure 1).

**Figure 1: SEGA Conceptual Management Model**



## 2.1 Core Attributes to SEGA Model

Building upon the concept of Strategic Enrolment Management, the new and modified management model of SEGA (Strategic Enrolment Graduation and Articulation) is proposed (Figure 1) containing 7 core attributes: Marketing, Admission, Academic Advising, Financial Aids, Career Services, Learning Assistance, Institutional Research and Articulation. The purpose of SEGA concept is to help institutions identify important attributes that influence student satisfaction. This model provides a systematic way to help institutions utilize their resources effectively in order to improve their student recruitments, retention, graduation and articulation.

### 2.1.1 Marketing

Most institutions now recognize the need to market themselves within the competitive climate of the higher education sector (Brown and Oplatka, 2006). Marketing involves designing the institution's programmes and courses to meet the target market's needs, and using effective pricing, communication, and distribution to inform, motivate, and service the particular market segments (Kotler and Fox, 1995). Building on this, the definition of marketing is simplified to mean offering the right academic programmes and courses at the right time, and at the right price to the right student markets (Dennis, 1998).

To entice students to enrol in a given institution, marketing the institution becomes significant to the enrolment process. Many institutions have formulated marketing plans into their overall strategic planning process in which marketing can help identify the market, assess the institutional potential for the market and guide the development of the institutions' objectives (Dennis, 1998; Hossler et al., 1990).

### 2.1.2 Admission

"The admissions office, through its marketing and recruitment activities, is the first point of contact between the student and the institution in an enrolment system" (Hossler et al., 1990). A student's choice to select a preferred institution is typically influenced by marketing and the recruitment activities conducted through admissions offices. Understanding what factors influence a student's choice to attend a particular institution can assist institutions in enrolling more students at their campuses.

The admissions office is one of the major functions in institutions, and is responsible for a variety of activities. The role of the admissions office is to provide information to prospective students, arrange campus visits, conduct tours of facilities and provide in-depth information to prospective students about the resources and assets offered by the institution (Schuh, 2003). The admissions personnel becomes a key person within the admissions office as she/he is the institution's representative to have a direct contact with prospective students. A variety of recruitment activities is conducted through admissions such that potential students may inquire, apply and enrol in their respective institutions. It is emphasized that the admissions personnel should also

possess skills in market research, which help in creating the institutional marketing and enrolment plans (Lobasso, 2005).

### 2.1.3 Academic Advising

Academic advising is the most critical service available for the institution's students, and the major role of academic advising is to set students on a path to successfully accomplishing their goals (Brigham, 2001; King, 1993). The academic advising plays a significant role in providing students supportive guidance and professional advice throughout their academic years in order to maintain good retention and graduation rates. Depending on the structure of an institution, "...academic advising offices may be situated within academic affairs or student affairs and may be centralized within the institution or decentralized throughout various colleges and departments. They may also be integrated or linked with offices such as orientation programmes and the counselling centre" (Komives and Woodard, 2003).

### 2.1.4 Financial Aid

There has been an increase in research on the areas of financial aid and enrolment decisions in recent years and several studies have demonstrated that financial aid has a significant effect on increasing student enrolment, as well as improving student retention (Dennis, 1998; Hossler, 2000; DesJardins et al., 2002; Singell, 2004). Institutions are adopting various forms of financial aid to influence enrolment behaviour and enrolment managers are utilizing financial aid resources in the recruitment process to attract new students to enrol and, once these students are enrolled, to influence their persistence in continued enrolment (Hossler et al., 1990).

Several reviews report that financial aid has significant positive effects on student enrolment decisions (Hossler, 2000; Curs, 2008; St. John, 1990). Recent reviews of the subject have analysed the effects of aid on persistence and revealed that students who receive financial aid appear more likely to make consistent progress in the institution. For example, receiving a Pell Grant appears to decrease the probability that a student will withdraw during their first two years of college study (Curs, 2008). In addition to influencing student persistence, financial aid also has a large effect on a student's initial institution on which particular college to attend (Dennis, 1998; Hossler, 2000).

### 2.1.5 Career Services

High quality career services centres aid students in making better career choice decisions by providing students with well-integrated career planning and placement services (Engelland et al., 2000). To ensure high quality career services, it was suggested that the faculty should also have an obligation to keep monitoring the effectiveness of the campus career services as part of their overall teaching duties (Engelland et al., 2000).

It was also suggested some strategies used to help implement career awareness, including: curriculum infusion by identifying career competencies to be taught and “folding” them into the academic curriculum; assessment of current career interests with the consideration of family histories, interest inventories, personal narratives; and life skills/personal development in terms of cooperative learning, self-esteem, self-confidence, individual learning styles (Arrington, 2000).

#### **2.1.6 Learning Assistance**

Learning assistance centres actually are one of the most widely adopted programmes for increasing the level of academic success of an institution’s students (Arendale, 2005). Such learning assistance programmes support students experiencing difficulties in learning in regular classes, regardless of the cause. These learning assistance programmes include support for students with significant learning difficulties, mild intellectual disabilities and language disorders. They provide integrated services to foster the academic and personal growth of students and definitely enhance student retention and graduation rate.

#### **2.1.7 Institutional Research**

Institutional research is essential in every stage of the SEGA process. There are several reasons for institutions to initiate research efforts to understand the impact of demographic trends, to assess the institution’s position relative to its competitors, and to evaluate the effectiveness of programmes and services (Clement and Flannery, 1998).

Institutional research enables institutions to remain sensitive to the marketplace and carefully examine external social trends and internal strengths and weaknesses as they relate to the goal of attracting new students, and students’ retention and graduation at the higher education institution (Bontrager, 2004; Huddleston, 2000).

The use of institutional research was described as the positioning of the campus in the marketplace, through examination of the correlates to student persistence and the development of appropriate marketing and pricing strategies (Hossler et al., 1990). The institutional research office provides data analysis and research to the institution for the purposes of better planning and quality improvement. It was commented that “an institutional research effort manages and provides relevant data including retention rates, historical trends, registration statistics, student characteristics, and enrolment patterns and projections” (Huddleston, 2000).

### 3. Methodology

#### The Sample

A purposive sampling of nonprobability sampling technique was used in this study. Some criteria were set in order to identify respondents, such as self-financing institutions and first-year sub-degree/ degree students. 626 students (216 males, 405 females, 5 missing cases) of self-financing sub-degree/ degree programmes from eight higher education institutions took part in the survey. The data for the present study were collected in 2013 in a classroom setting. Students took part in the survey voluntarily and were rewarded a bookstore/ café voucher after the completion of the questionnaire. The data were then analysed using SPSS in order to determine the level of importance of the SEGA attributes and the level of satisfaction perceived by the respondents.

#### The Method

The data collection was divided into two parts. The first part is to examine important attributes of SEGA from the perspectives of senior management from self-financing tertiary intuitions. The second part was to investigate importance and satisfaction of the SEGA attributes from perspectives of sub-degree and degree students.

The research methodology chosen for this project is a mixed-method approach which is based upon a combination of 4 in-depth interviews and a larger cross-sectional study. The in-depth interview allows for a more phenomenological approach to the qualitative issues of (1) enrolment (2) graduation (3) articulation as it aims to gather information about senior management perceptions of the strategic planning activities based on the intended SEGA characteristics discussed in Section 2. The interview questions of the interview guide (see Appendix A) reflected these concerns and helped designing a suitable questionnaire for the main empirical study of this research.

A quantitative survey was then designed by incorporating insights from the perspectives of the senior management to determine importance and satisfaction levels of SEGA (Strategic Enrolment Graduation and Articulation) attributes across the eight self-financing tertiary institutions in Hong Kong (see Appendix B). The questionnaire is consisted of 45 questions and divided into 11 categories of the SEGA attributes including the followings:

**Table 1: 11 Categories of SEGA Core Attributes**

<b>11 Categories</b>	<b>Corresponding to 7 core attributes of the SEGA model (Strategic Enrolment, Graduation &amp; Articulation)</b>
1) Institution and Programme Information	Marketing (Enrolment)
2) Other References	
3) Programme Design	
4) Admission and Registration	Admission (Enrolment)
5) Orientation	Academic Advising (Graduation)
6) Academic Advising	
7) Financial Aid	Financial Aid (Graduation)
8) Career Services	Career Services (Graduation)
9) Learning Assistance	Learning Assistance (Graduation)
10) Institutional Research/ Feedback	Institutional Research (Graduation)
11) Articulation	(Articulation)

Students were asked to rate both the importance and satisfaction levels of different aspects of the School experience in influencing their choice of institutions. The importance that students placed on each attribute was measured utilizing a 7-point Likert scale of 1 to 7, where “1 is not important at all”, “2 is not very important”, “3 is somewhat unimportant”, “4 is neutral”, “5 is somewhat important”, “6 is important,” and “7 is very important”. In addition, students were required to respond their perceived satisfaction on each attribute also utilizing a 7-point Likert scale, where “1 is not satisfied at all”, “2 is not very satisfied”, “3 is somewhat dissatisfied”, “4 is neutral”, “5 is somewhat satisfied”, “6 is satisfied”, and “7 is very satisfied”. Respondents were asked to tick the box underneath the number that represented their opinion on each item. As commonly used in previous studies (Maringe 2006, Soutar and Turner 2002), simple descriptive statistics based on mean, standard deviation and variance were used to examine the important factors influencing students’ choice of institutions.

## 4. Results and Discussion

The results were obtained by both qualitative and quantitative approaches in order to draw insights from different perspectives, namely, the education providers and receivers. Firstly, a conceptual SEGA model was developed based on the insights drawn from in-depth interviews with the senior management of self-financing tertiary education sector in Hong Kong. The observations emerged, together with the findings of existing literatures, have helped inform the construction of a suitable questionnaire for the subsequent quantitative stage. Through the quantitative survey, the importance and satisfaction of the SEGA attributes were collected from students studying at a total of eight self-financing tertiary education institutions in Hong Kong.

### 4.1 A Conceptual SEGA Model (Qualitative)

Insights obtained from the senior management form the basis of a model summarizing the core attributes of SEGA as perceived by senior management level of self-financing tertiary education sector in Hong Kong (See Table 2). The perspectives of the senior management suggest that institutional research is essential at each stage of the SEGA process. However, financial aid is not a critical attribute affecting enrolment, graduation or articulation decision; but it has significant effect on improving student retention. Marketing and admission are very effective to the enrolment process. Effective marketing strategies enable institutions to achieve the academic goals with the support of admission office.

Academic advising, learning assistance and career services are the important attributes which support students' learning in developmental education. They help improve studying outcomes pertaining to graduation goals. Programme design would have an impact on students' enrolment decision; thus, the uniqueness and the recognition of the programmes offered are crucial to increase the enrolment dimension of the institution. In addition, other references such as opinions from parents or family members, teachers from prospective student's previous institution, friends studied in the same institution are also significant for students in evaluating criteria for choosing their preferred institutions.

**Table 2: Integrating Core Attributes into the SEGA Conceptual Management Model**

Core Attributes	Enrolment	Graduation	Articulation
Institutional research	✓	✓	✓
Institution and programme information	✓		
Admission	✓		
Financial aid			
Academic advising		✓	✓
Learning assistance		✓	
Career services		✓	
Programme design (new attribute)	✓		
Other References (new attributes)	✓		

The conceptual SEGA management model with the integration of core attributes (especially the new attributes of programme design and other references) provides a solid foundation for designing a relevant questionnaire to collect empirical data based on the perspectives of students.



## 4.2 Quantitative Survey

By conducting a quantitative survey, a total of 626 questionnaires were returned. Table 3 shows the demographic mix of the respondents.

**Table 3: Demographic Mix of the Respondents**

<b>I.</b>	<b>Gender Distribution</b>	Frequency	%
	Male	216	34.5
	Female	405	64.7
	Missing	5	0.8
	Total	626	100
<b>II.</b>	<b>Institution Distribution</b>		
1.	City University of Hong Kong - Community College of City University	123	19.7
2.	Hong Kong Shue Yan University	60	9.6
3.	The Chinese University of Hong Kong - School of Continuing and Professional Studies	26*	4.2
4.	The Hong Kong Polytechnic University		
	- Hong Kong Community College	96	15.3
	- School of Professional Education and Executive Development	183	29.2
5.	The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education	27*	4.3
6.	The University of Hong Kong - HKU SPACE Community College	34*	5.4
7.	Tung Wah College	20*	3.2
8.	Vocational Training Council - Hong Kong Institute of Vocational Education (IVE)	57	9.1
	Total	626	100
<b>III.</b>	<b>Programme Type</b>		
	Higher Diploma	144	23.0
	Associate Degree	226	36.1
	Top-up Degree	184	29.4
	4-year Degree	72	11.5
	Total	626	100
<b>IV.</b>	<b>Age</b>		
	15 or below	0	0
	16 - 19	204	32.6
	20 - 22	358	57.2
	23 - 25	58	9.3
	26 or above	4	0.6

	Missing	2	0.3
	Total	626	100

\* Due to the small sample size, the findings should be read with care.

### 4.3 Overall Perceived Importance and Satisfaction of the SEGA Attributes

#### 4.3.1 Overall Perceived Importance of the SEGA Attributes

The most important and least important attributes of the SEGA model are shown in Table 4. Students regard “Articulation” (mean = 6.22) and “Career Services” (mean = 6.14) as the most important attributes when choosing an institution, whereas “Orientation” (mean = 5.14) is the least important attribute for them.

**Table 4: The Perceived Importance of the SEGA Attributes**

SEGA Attributes	Mean Importance Scores			
	N		Mean	Std. Deviation
	Valid	Missing		
Articulation	619	7	6.22	0.899
Career Services	623	3	6.14	0.879
Financial Aid	622	4	5.89	1.019
Programme Design	623	3	5.86	0.731
Academic Advising	624	2	5.80	0.914
Admission and Registration	624	2	5.75	0.879
Other References	622	4	5.52	0.963
Institution and Programme Information	625	1	5.51	0.743
Institutional Research/ Feedback	621	5	5.42	1.100
Learning Assistance	616	10	5.35	1.140
Orientation	614	12	5.14	1.341

### 4.3.2 Overall Perceived Satisfaction of the SEGA Attributes

Table 5 shows respondents' perceived satisfaction of the SEGA attributes based on their overall education experience at self-financing tertiary institution. Students reported that "Other References" (Mean = 4.93) and "Admission and Registration" (mean = 4.75) are their most satisfied attributes while "Orientation" (mean = 4.22) is the least satisfied attribute of their overall education experience.

**Table 5: The Perceived Satisfaction of the SEGA Attributes**

SEGA Attributes	Mean Satisfaction Scores			
	N		Mean	Std. Deviation
	Valid	Missing		
Other References	608	18	4.93	0.913
Admission and Registration	623	3	4.75	1.048
Academic Advising	624	2	4.75	1.066
Institution and Programme Information	625	1	4.58	0.923
Financial Aid	620	6	4.47	1.195
Programme Design	624	2	4.47	1.150
Learning Assistance	600	26	4.42	1.199
Articulation	620	6	4.39	1.326
Institutional Research/ Feedback	610	16	4.37	1.247
Career Services	616	10	4.28	1.396
Orientation	597	29	4.22	1.411

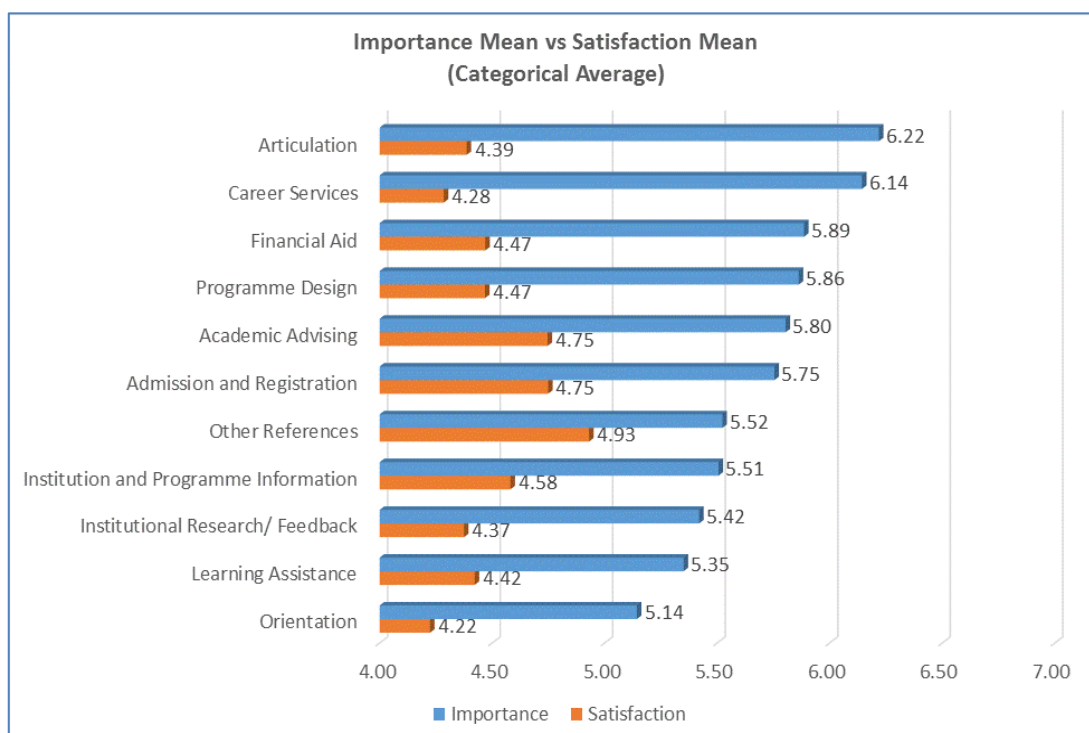
### 4.3.3 Overall Perceived Importance against Overall Perceived Satisfaction of the SEGA Attributes

Table 6 attempts to put together both the "perceived importance levels" and "perceived satisfaction levels" of each of the SEGA attributes. The table illustrates that the top three most important attributes, namely "Articulation", "Career Services" and "Financial Aid" are having perceived satisfaction levels of 4.39, 4.28 and 4.47 respectively out of the score of 7. These results are not as high as those attributes which are perceived as less important, such as "Other References" (4.93), "Academic Advising" (4.75) and "Admission and Registration" (4.75). The comparison also reflects that overall speaking, students rated "importance levels" (ranging from 5.14 to 6.22 out of 7) higher than "satisfaction levels" (ranging from 4.22 to 4.93) for all attributes of SEGA (see also Figure 2).

**Table 6: Overall Perceived Importance against Overall Perceived Satisfaction of the SEGA Attributes**

Importance				SEGA attributes	Satisfaction			
N		Mean Score	Std. Deviation		N		Mean Score	Std. Deviation
Valid	Missing				Valid	Missing		
619	7	6.22	0.899	Articulation	620	6	4.39	1.326
623	3	6.14	0.879	Career Services	616	10	4.28	1.396
622	4	5.89	1.019	Financial Aid	620	6	4.47	1.195
623	3	5.86	0.731	Programme Design	624	2	4.47	1.150
624	2	5.80	0.914	Academic Advising	624	2	4.75	1.066
624	2	5.75	0.879	Admission and Registration	623	3	4.75	1.048
622	4	5.52	0.963	Other References	608	18	4.93	0.913
625	1	5.51	0.743	Institution and Programme Information	625	1	4.58	0.923
621	5	5.42	1.100	Institutional Research/ Feedback	610	16	4.37	1.247
616	10	5.35	1.140	Learning Assistance	600	26	4.42	1.199
614	12	5.14	1.341	Orientation	597	29	4.22	1.411

**Figure 2: Overall Perceived Importance Vs Overall Perceived Satisfaction of the SEGA Attributes (Both Degree and Sub-degree students)**



#### **4.4 Perceived Importance and Satisfaction of the SEGA Attributes by levels of degree programmes**

The previous section (Section 4.3) examines the overall perceived importance and satisfaction of the SEGA attributes. As informed by the qualitative stage, the senior management perceived that there are differences regarding the criteria and considerations adopted by students of the sub-degree programmes and those of the degree programmes. This section attempts to separately investigate the perceived importance and satisfaction of the SEGA attributes under the level of sub-degree (Section 4.4.1) and degree programmes (Section 4.4.2) respectively.

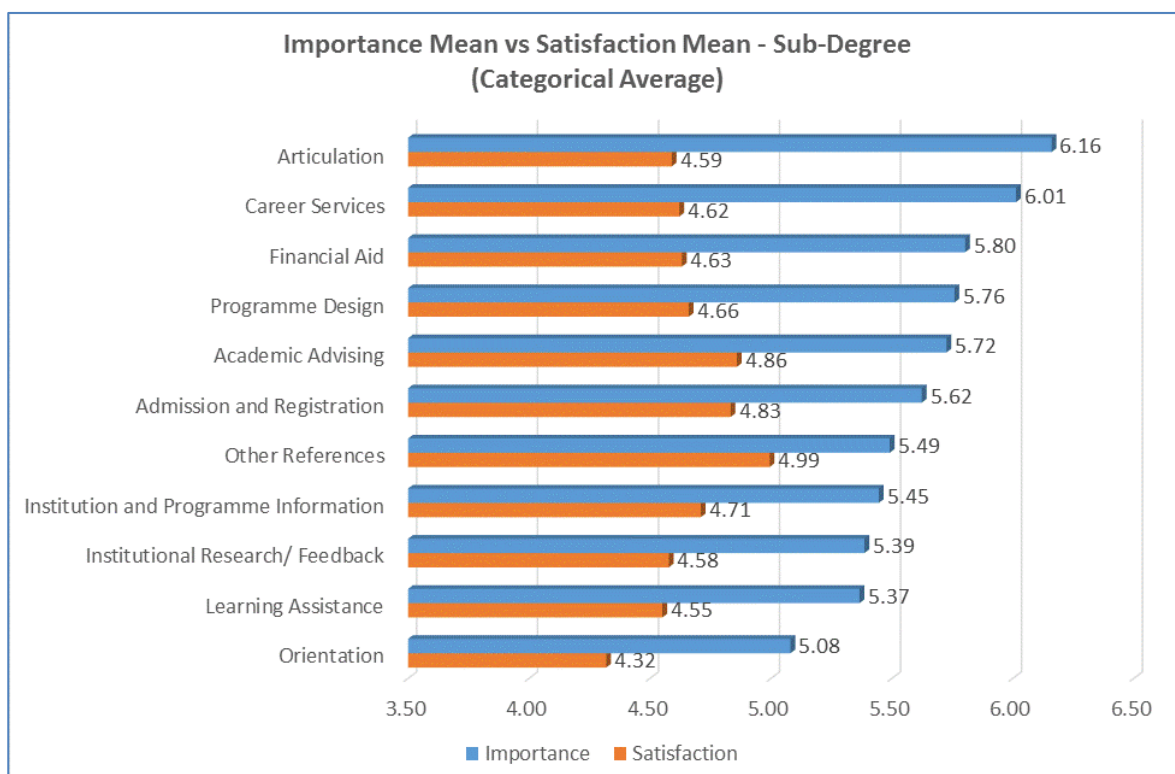
##### **4.4.1 Perceived Importance and Satisfaction of the SEGA Attributes – Sub-degree Respondents**

For the sub-degree level (i.e., Associate Degrees and Higher Diplomas), the most important attributes rated by students are those associated with “Career services” and “Articulation”. The least important attribute perceived by the respondents is “Orientation”. In Table 7 and Figure 3, students rated “Articulation” (mean = 6.16) and “Career services” (mean = 6.01) as the two most important attributes of their overall education experience (i.e. SEGA attributes). The satisfaction levels of these two attributes are 4.59 and 4.62 respectively. The most satisfied attributes are those associated with “Other references” (4.99) and “Academic advising” (4.86), though their perceived importance are not very high (5.49 and 5.72 respectively). The least satisfied attribute perceived by the respondents is “Orientation”, which is also perceived as the least important.

**Table 7: Importance – Satisfaction for Sub-degree Students**

Importance				SEGA Artributes	Satisfaction			
N		Mean Score	Standard Deviation		N		Mean Score	Standard Deviation
Valid	Missing				Valid	Missing		
367	3	6.16	0.952	Articulation	368	2	4.59	1.291
368	2	6.01	0.932	Career Services	367	3	4.62	1.196
368	2	5.80	1.023	Financial Aid	365	5	4.63	1.108
368	2	5.76	0.741	Programme Design	368	2	4.66	1.060
369	1	5.72	0.930	Academic Advising	368	2	4.86	1.014
369	1	5.62	0.902	Admission and Registration	367	3	4.83	0.973
368	2	5.49	0.957	Other References	364	6	4.99	0.887
370	0	5.45	0.703	Institution and Programme Information	369	1	4.71	0.888
368	2	5.39	1.056	Institutional Research/ Feedback	362	8	4.58	1.158
369	1	5.37	1.139	Learning Assistance	361	9	4.55	1.142
366	4	5.08	1.351	Orientation	359	11	4.32	1.291

**Figure 3: Perceived Importance against Perceived Satisfaction of the SEGA Attributes for Sub-degree Students**



#### 4.4.2 Perceived Importance and Satisfaction of the SEGA Attributes – Top-up Degree & Degree Respondents

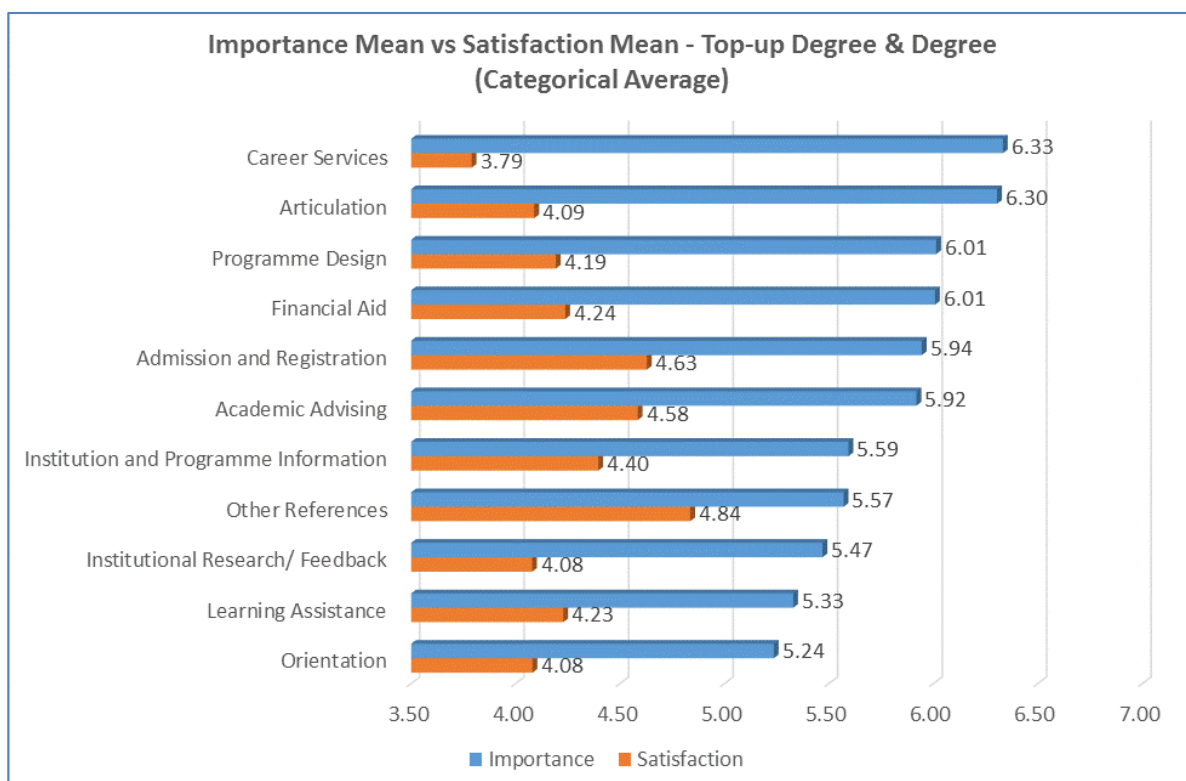
For the degree level (including both the Degree and Top-up Degree), the most important attributes rated by students are those associated with “Career services” and “Articulation”. The least important attribute perceived by the respondents is “Orientation”. In Table 8 and Figure 4, degree students rated “Career services” (mean = 6.33) and “Articulation” (mean = 6.30) as the two most important attributes of their overall education experience. The satisfaction levels of these two attributes are 3.79 and 4.09 respectively. The most satisfied attributes are those associated with “Other references” (4.84) and “Admission and Registration” (4.63), though their importance level are not very high (5.57 and 5.94 respectively). The least satisfied attribute perceived by the respondents is “Career services” (3.79), which is the attribute being rated as the most important (6.33).

**Table 8: Perceived Importance against Perceived Satisfaction of the SEGA Attributes for Top-up and Degree Students**

Importance				SEGA attributes	Satisfaction			
N		Mean Score	Std. Deviation		N		Mean Score	Std. Deviation
Valid	Missing				Valid	Missing		
255	1	6.33	0.759	Career Services	249	7	3.79	1.519
252	4	6.30	0.811	Articulation	252	4	4.09	1.323
255	1	6.01	0.692	Programme Design	256	0	4.19	1.219
254	2	6.01	1.005	Financial Aid	255	1	4.24	1.275
255	1	5.94	0.809	Admission and Registration	256	0	4.63	1.139
255	1	5.92	0.880	Academic Advising	256	0	4.58	1.120
254	2	5.57	0.971	Other References	244	12	4.84	0.945
255	1	5.59	0.791	Institution and Programme Information	256	0	4.40	0.944
253	3	5.47	1.162	Institutional Research/ Feedback	248	8	4.08	1.315
247	9	5.33	1.145	Learning Assistance	239	17	4.23	1.258
248	8	5.24	1.323	Orientation	238	18	4.08	1.566



**Figure 4: Perceived Importance against Perceived Satisfaction of the SEGA Attributes for Top-up Degree and Degree Students**



## 4.5 Perceived Importance and Satisfaction of the SEGA Attributes by Individual Institution (Sub-degree Respondents)

The questionnaires of 370 respondents who studied sub-degree programmes were analysed. The perceived importance and satisfaction levels of the SEGA attributes of the following self-financing institutions were analysed in this section.

- City University of Hong Kong - Community College of City University
- The Chinese University of Hong Kong - School of Continuing and Professional Studies
- The Hong Kong Polytechnic University - Hong Kong Community College
- The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education
- The University of Hong Kong - HKU SPACE Community College
- Vocational Training Council - Hong Kong Institute of Vocational Education (IVE)

### 4.5.1 City University of Hong Kong - Community College of City University

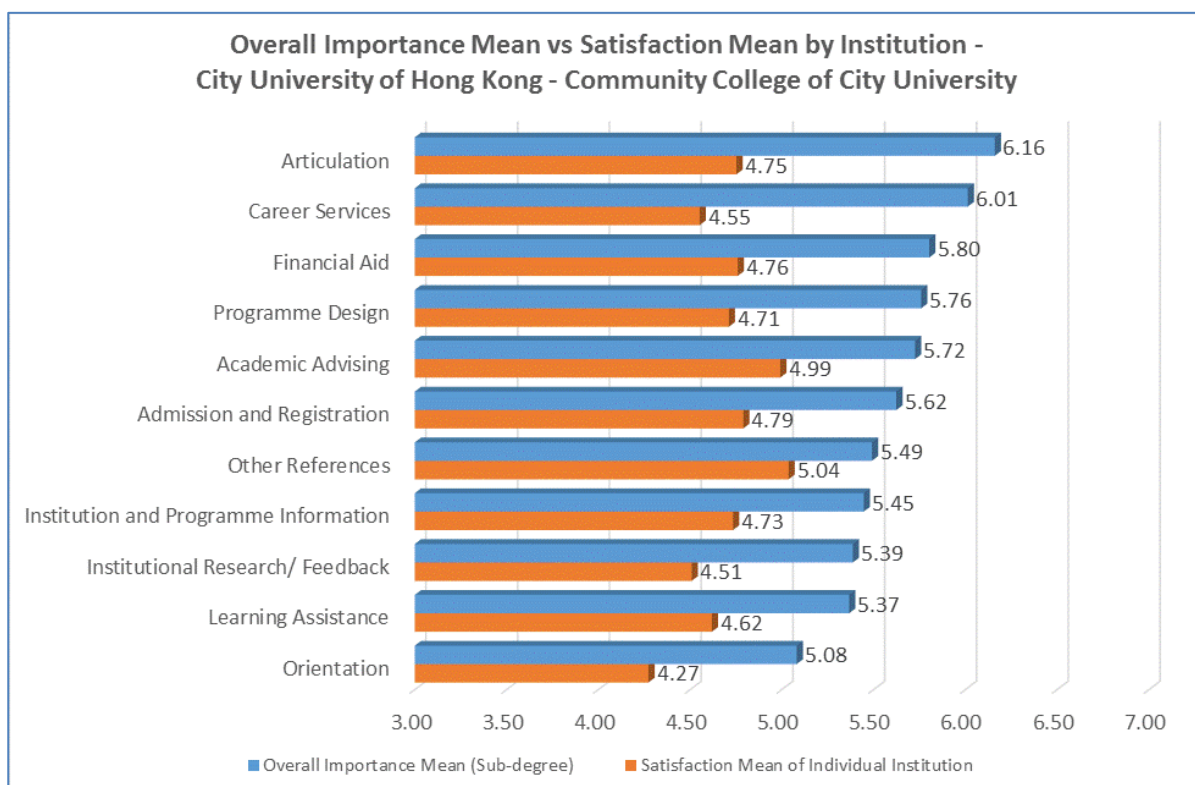
A total of 123 valid questionnaires were collected for this institution. As shown in Table 9 and Figure 5, the satisfaction levels on the two most important attributes “Articulation” and “Career Services” are 4.75 and 4.55 respectively.

The most satisfied attributes are those associated with “Other references” (5.04) and “Academic Advising” (4.99). The least satisfied attribute perceived by the respondents is “Orientation” (4.27) and “Institutional Research/ Feedback” (4.51).

**Table 9: Satisfaction Levels of Community College of City University**

City University of Hong Kong - Community College of City University	Satisfaction			
	N		Mean	s.d.
	Valid	Missing		
Other References	123	0	5.04	0.880
Academic Advising	123	0	4.99	0.966
Admission and Registration	123	0	4.79	0.899
Financial Aid	123	0	4.76	1.088
Articulation	123	0	4.75	1.295
Programme Design	123	0	4.71	1.016
Institution and Programme Information	123	0	4.67	0.829
Learning Assistance	123	0	4.62	1.133
Career Services	123	0	4.55	1.174
Institutional Research/ Feedback	122	1	4.51	1.126
Orientation	123	0	4.27	1.272

**Figure 5: Perceived Importance against Perceived Satisfaction of the SEGA Attributes – Community College of City University**



#### 4.5.2 The Chinese University of Hong Kong - School of Continuing and Professional Studies

A total of 26 valid questionnaires were collected for this institution. As shown in Table 10 and Figure 6, the satisfaction levels on the two most important attributes “Articulation” and “Career Services” are 3.73 and 3.43 respectively.

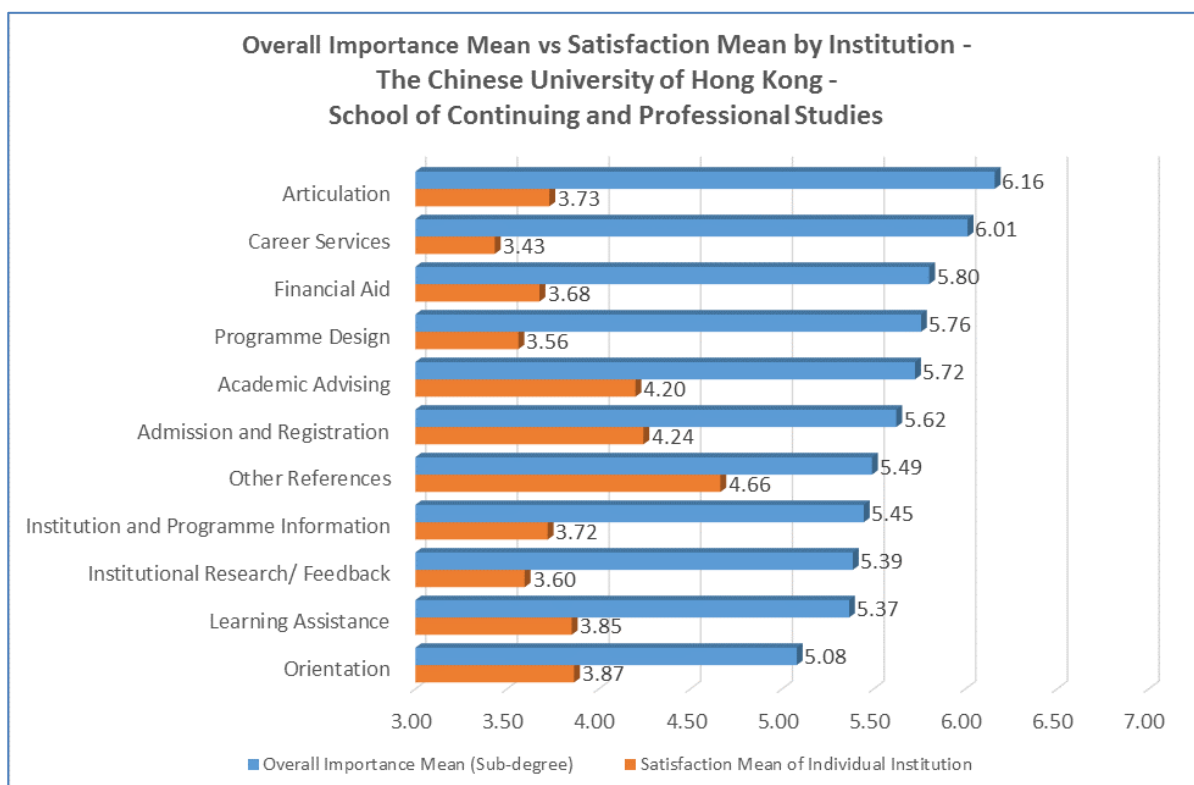
The most satisfied attributes are those associated with “Other references” (4.66) and “Admission and Registration” (4.24). The least satisfied attribute perceived by the respondents is “Career Services” (3.43) and “Programme Design” (3.56).

**Table 10: Satisfaction Levels of CUSCS**

The Chinese University of Hong Kong - School of Continuing and Professional Studies	Satisfaction			
	N		Mean	s.d.
	Valid	Missing		
Other References	26	0	4.66	1.294
Admission and Registration	26	0	4.24	1.655
Academic Advising	25	1	4.20	1.550
Orientation	26	0	3.87	1.768
Learning Assistance	26	0	3.85	1.789
Articulation	26	0	3.73	1.877
Financial Aid	25	1	3.68	1.604
Institution and Programme Information	26	0	3.64	1.478
Institutional Research/ Feedback	26	0	3.60	1.581
Programme Design	26	0	3.56	1.522
Career Services	26	0	3.43	1.667

\* Note: due to the small sample size, the findings should be read with care.

**Figure 6: Perceived Importance against Perceived Satisfaction of the SEGA Attributes – CUSCS**



\* Note: due to the small sample size, the findings should be read with care.

#### 4.5.3 The Hong Kong Polytechnic University - Hong Kong Community College

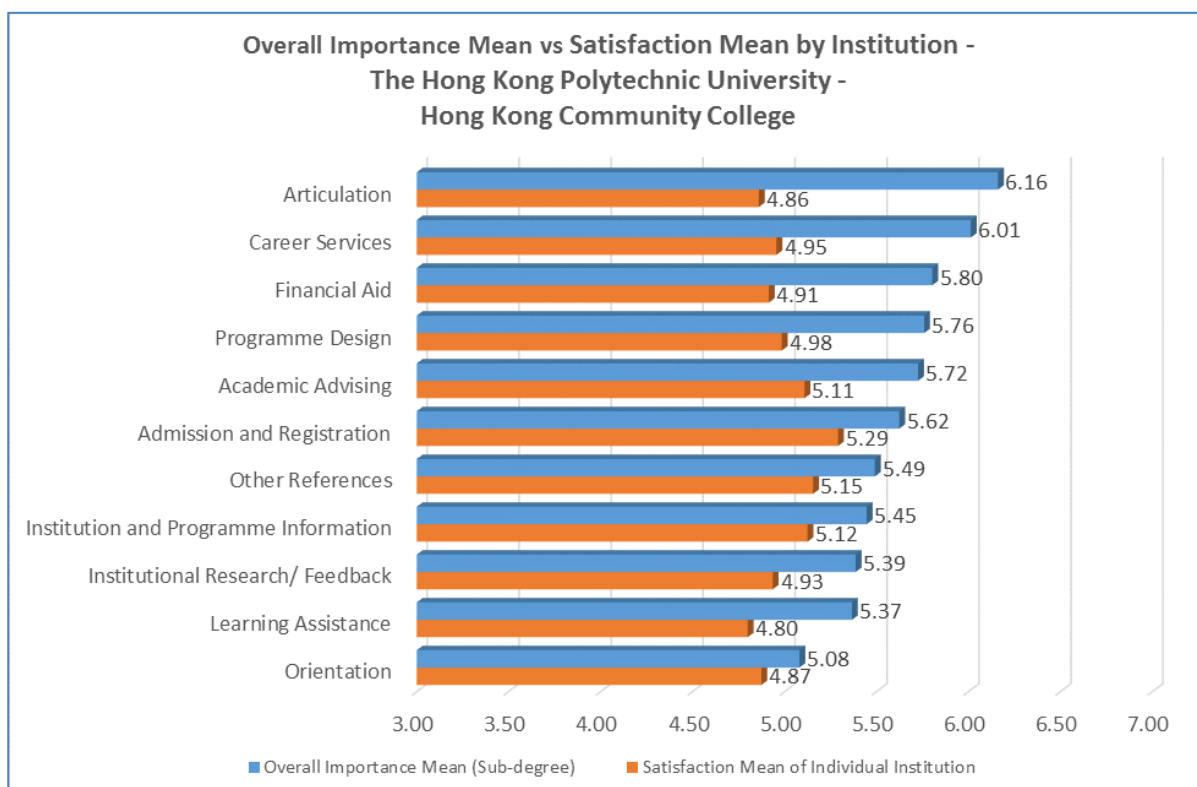
Over 90 valid questionnaires were collected for this institution. As shown in Table 11 and Figure 7, the satisfaction levels on the two most important attributes “Articulation” and “Career Services” are 4.86 and 4.95 respectively.

The most satisfied attributes are those associated with “Admission and Registration” (5.29) and “Other references” (5.15). The least satisfied attribute perceived by the respondents is “Learning Assistance” (4.80) and “Articulation” (4.86).

**Table 11: Satisfaction Levels of HKCC**

The Hong Kong Polytechnic University - Hong Kong Community College	Satisfaction			
	N		Mean	s.d.
	Valid	Missing		
Admission and Registration	96	0	5.29	0.711
Other References	95	1	5.15	0.704
Academic Advising	96	0	5.11	0.778
Institution and Programme Information	96	0	5.05	0.670
Programme Design	96	0	4.98	0.874
Career Services	96	0	4.95	0.974
Institutional Research/ Feedback	92	4	4.93	0.941
Financial Aid	95	1	4.91	0.946
Orientation	92	4	4.87	0.885
Articulation	96	0	4.86	1.100
Learning Assistance	91	5	4.80	0.950

**Figure 7: Perceived Importance against Perceived Satisfaction of the SEGA Attributes – HKCC**





#### 4.5.4 The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education

Over 26 valid questionnaires were collected for this institution. As shown in Table 12 and Figure 8, the satisfaction levels on the two most important attributes “Articulation” and “Career Services” are 4.06 and 4.42 respectively.

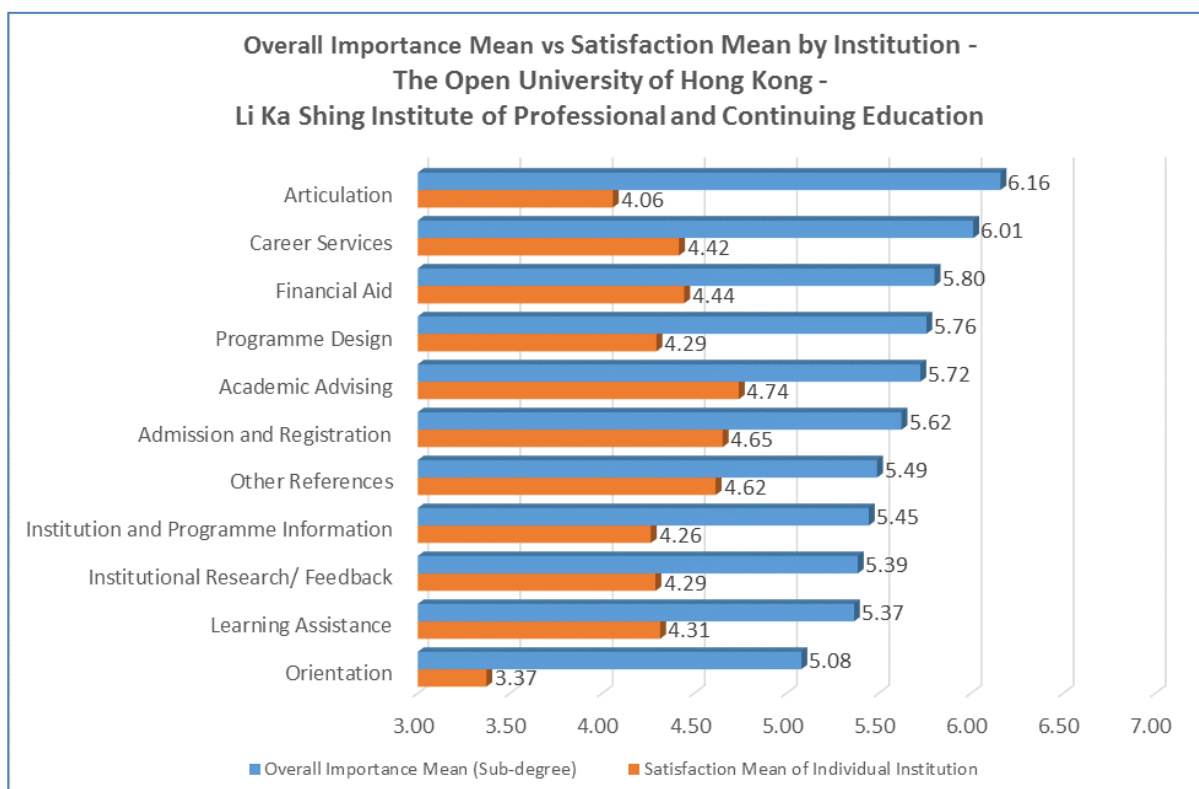
The most satisfied attributes are those associated with “Academic Advising” (4.74) and “Admission and Registration” (4.65). The least satisfied attribute perceived by the respondents is “Orientation” (3.37) and “Articulation” (4.06).

**Table 12: Satisfaction Levels of LiPACE**

The Open University of Hong Kong - Li Ka Shing Institute of Professional and Continuing Education	satisfaction			
	N		Mean	s.d.
	Valid	Missing		
Academic Advising	27	0	4.74	0.807
Admission and Registration	25	2	4.65	0.690
Other References	26	1	4.62	0.901
Financial Aid	27	0	4.44	0.761
Career Services	26	1	4.42	0.867
Learning Assistance	26	1	4.31	0.769
Programme Design	26	1	4.29	0.770
Institutional Research/ Feedback	26	1	4.29	0.635
Institution and Programme Information	27	0	4.25	0.750
Articulation	26	1	4.06	1.107
Orientation	26	1	3.37	1.194

\* Note: due to the small sample size, the findings should be read with care.

**Figure 8: Perceived Importance against Perceived Satisfaction of the SEGA Attributes – LiPACE**



\* Note: due to the small sample size, the findings should be read with care.

#### 4.5.5 The University of Hong Kong - HKU SPACE Community College

Over 32 valid questionnaires were collected for this institution. As shown in Table 13 and Figure 9, the satisfaction levels on the two most important attributes “Articulation” and “Career Services” are 4.32 and 4.38 respectively.

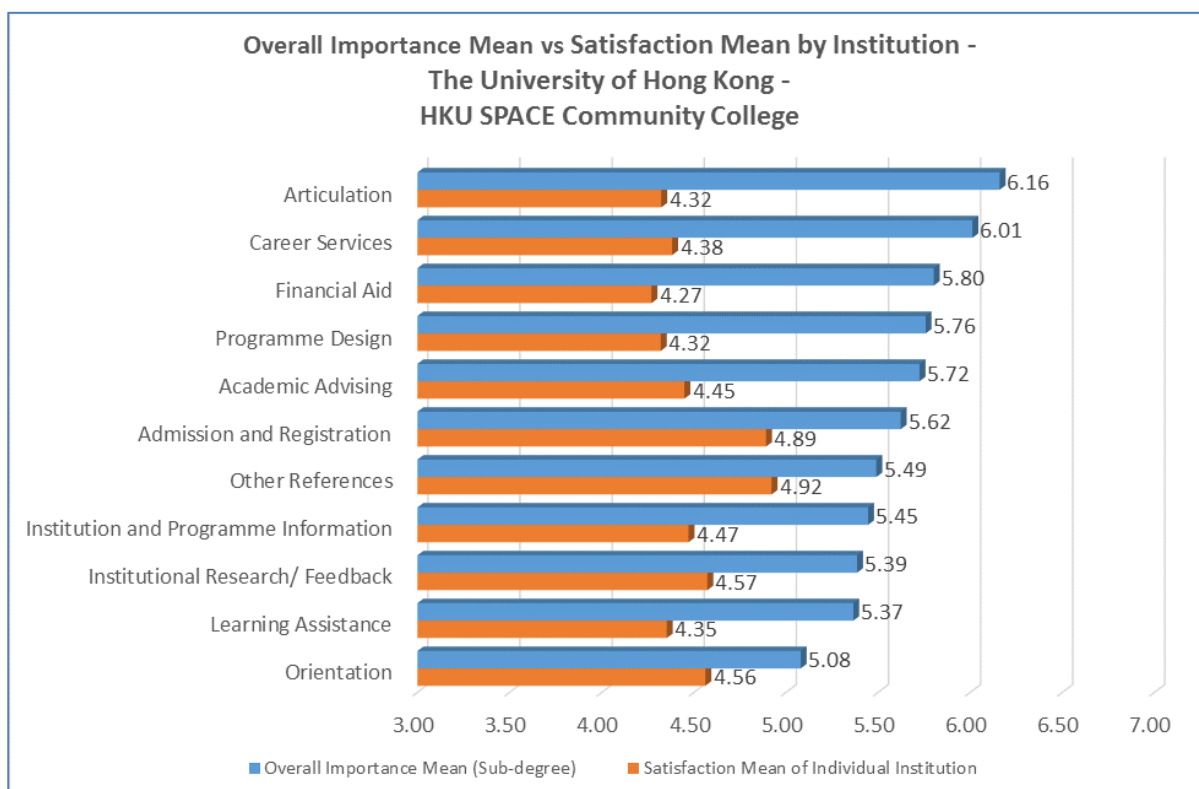
The most satisfied attributes are those associated with “Other References” (4.92) and “Admission and Registration” (4.89). The least satisfied attribute perceived by the respondents is “Financial Aid” (4.27) and “Programme Design” (4.32).

**Table 13: Satisfaction Levels of HKU SPACE**

The University of Hong Kong - HKU SPACE Community College	satisfaction			
	N		Mean	s.d.
	Valid	Missing		
Other References	32	2	4.92	0.860
Admission and Registration	34	0	4.89	0.863
Institutional Research/ Feedback	34	0	4.57	1.129
Orientation	32	2	4.56	1.353
Academic Advising	34	0	4.45	1.206
Institution and Programme Information	34	0	4.39	0.872
Career Services	34	0	4.38	1.372
Learning Assistance	34	0	4.35	1.239
Articulation	34	0	4.32	1.331
Programme Design	34	0	4.32	1.202
Financial Aid	33	1	4.27	1.084

\* Note: due to the small sample size, the findings should be read with care.

**Figure 9: Perceived Importance against Perceived Satisfaction of the SEGA Attributes – HKU SPACE**



\* Note: due to the small sample size, the findings should be read with care.

#### 4.5.6 Vocational Training Council - Hong Kong Institute of Vocational Education (IVE)

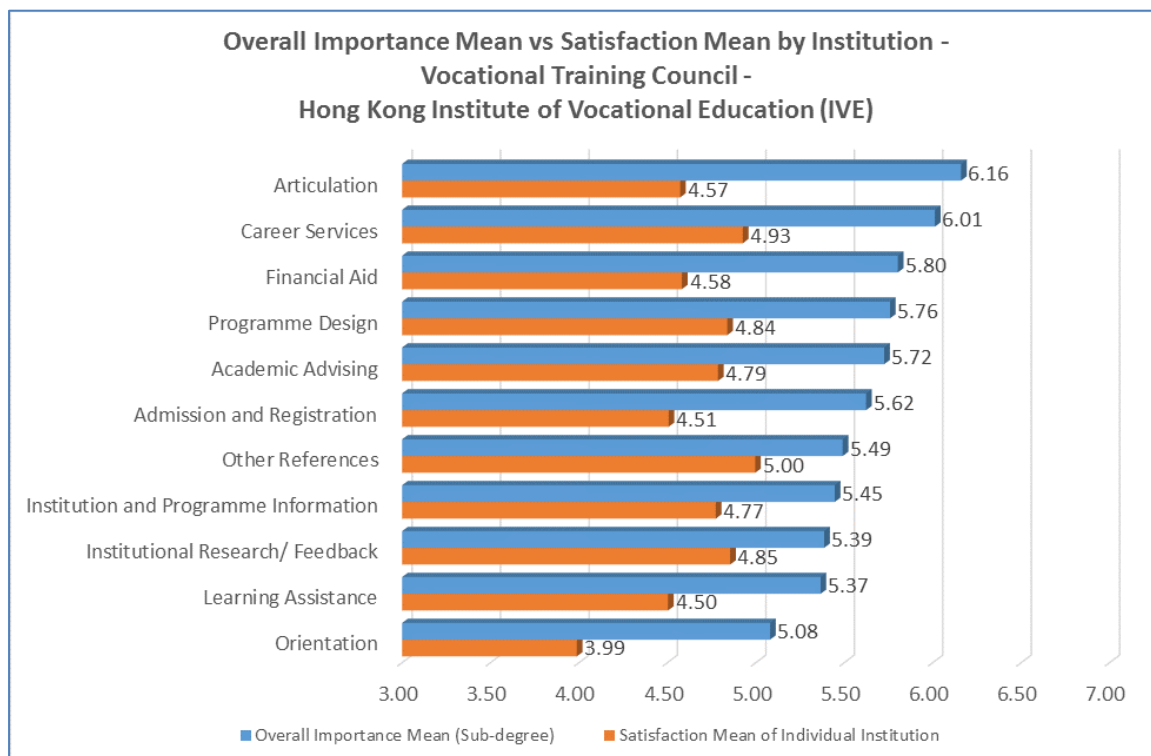
A total of 57 valid questionnaires were collected for this institution. As shown in Table 14 and Figure 10, the satisfaction levels on the two most important attributes “Articulation” and “Career Services” are 4.57 and 4.93 respectively.

The most satisfied attributes are those associated with “Other References” (5.00) and “Career Services” (4.93). The least satisfied attribute perceived by the respondents is “Orientation” (3.99) and “Learning Assistance” (4.50).

**Table 14: Satisfaction Levels of IVE**

Vocational Training Council - Hong Kong Institute of Vocational Education (IVE)	satisfaction			
	N		Mean	s.d.
	Valid	Missing		
Other References	55	2	5.00	0.883
Career Services	55	2	4.93	0.929
Institutional Research/ Feedback	55	2	4.85	1.053
Programme Design	56	1	4.84	0.851
Academic Advising	56	1	4.79	0.944
Institution and Programme Information	56	1	4.77	0.730
Financial Aid	55	2	4.58	1.023
Articulation	56	1	4.57	1.042
Admission and Registration	56	1	4.51	0.878
Learning Assistance	54	3	4.50	1.017
Orientation	54	3	3.99	1.218

**Figure 10: Perceived Importance against Perceived Satisfaction of the SEGA Attributes – IVE**



## 4.6 Perceived Importance and Satisfaction of the SEGA Attributes by Individual Institution – Degree and Top-up Degree

The questionnaires of 256 respondents who studied degree/ top-up degree programmes were analysed. The perceived importance and satisfaction levels of the SEGA attributes for the following self-financing institutions were analysed in this section.

- Hong Kong Shue Yan University
- The Hong Kong Polytechnic University - School of Professional Education and Executive Development
- Tung Wah College

### 4.6.1 Hong Kong Shue Yan University

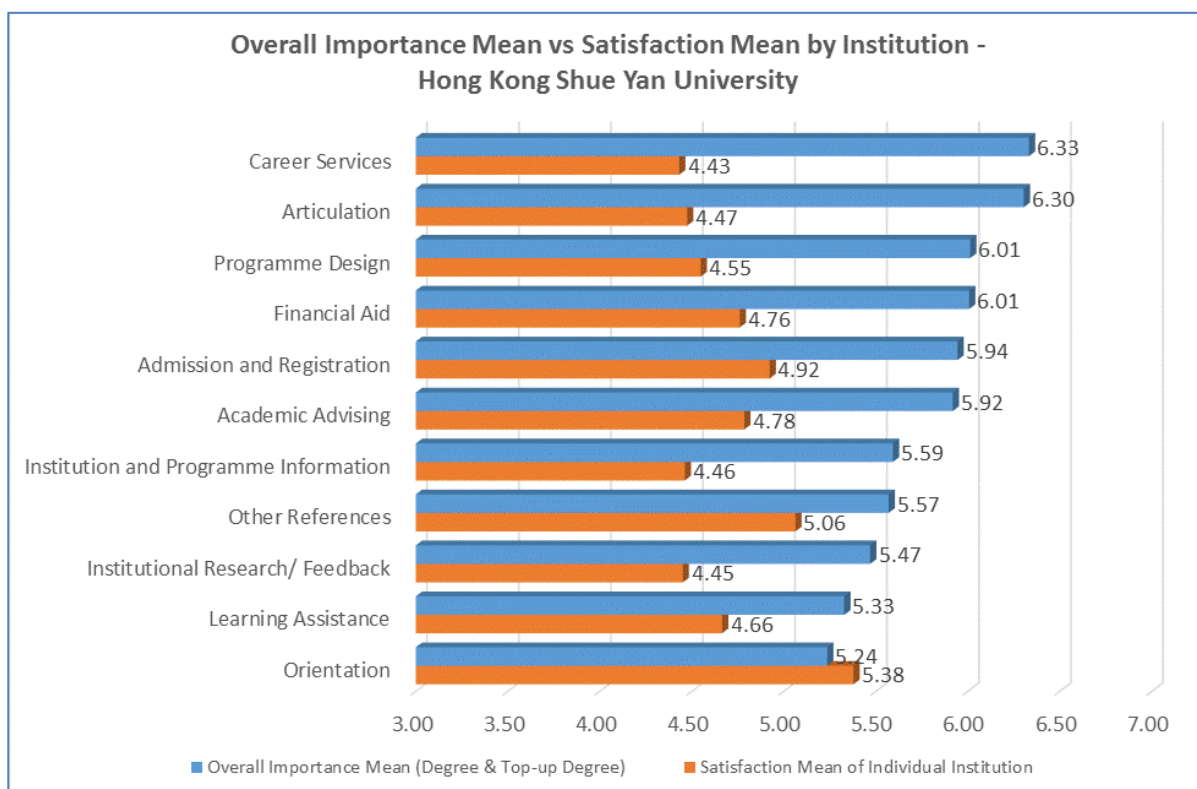
Over 57 valid questionnaires are collected for this institution. As shown in Table 15 and Figure 11, the satisfaction levels on the two most important attributes “Career Services” and “Articulation” are 4.43 and 4.47 respectively.

The most satisfied attributes are those associated with “Orientation” (5.38) and “Other References” (5.06). The least satisfied attribute perceived by the respondents is “Institution and Programme Information” (4.41) and “Career Services” (4.43).

**Table 15: Satisfaction Levels of Hong Kong Shue Yan University**

Hong Kong Shue Yan University	Satisfaction			
	N		Mean	s.d.
	Valid	Missing		
Orientation	60	0	5.38	0.944
Other References	59	1	5.06	0.703
Admission and Registration	60	0	4.92	1.052
Academic Advising	60	0	4.78	0.938
Financial Aid	59	1	4.76	1.073
Learning Assistance	57	3	4.66	1.062
Programme Design	60	0	4.55	1.151
Articulation	58	2	4.47	1.049
Institutional Research/ Feedback	60	0	4.45	1.281
Career Services	59	1	4.43	1.408
Institution and Programme Information	60	0	4.41	0.825

**Figure 11: Perceived Importance against Perceived Satisfaction of the SEGA Attributes – Hong Kong Shue Yan University**





#### 4.6.2 The Hong Kong Polytechnic University – School of Professional Education and Executive Development

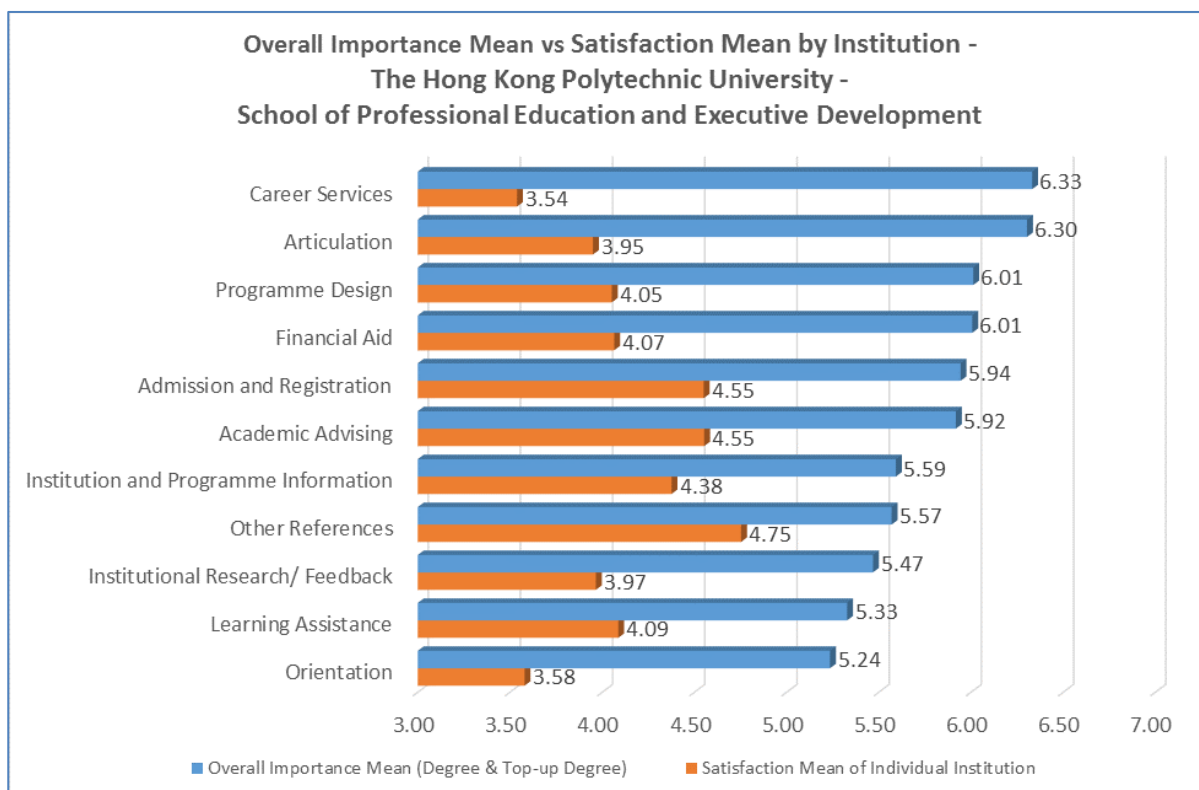
A total of 183 valid questionnaires were collected for this institution. As shown in Table 16 and Figure 12, the satisfaction levels on the two most important attributes “Career Services” and “Articulation” are 3.54 and 3.95 respectively.

The most satisfied attributes are those associated with “Other References” (4.75) and “Academic Advising” (4.55). The least satisfied attribute perceived by the respondents is “Career Services” (3.54) and “Orientation” (3.58).

**Table 16: Satisfaction Levels of PolyU SPEED**

The Hong Kong Polytechnic University - School of Professional Education and Executive Development	Satisfaction			
	N		Mean	s.d.
	Valid	Missing		
Other References	173	10	4.75	1.004
Academic Advising	183	0	4.55	1.150
Admission and Registration	183	0	4.55	1.139
Institution and Programme Information	183	0	4.30	1.004
Learning Assistance	169	14	4.09	1.284
Financial Aid	183	0	4.07	1.297
Programme Design	183	0	4.05	1.215
Institutional Research/ Feedback	175	8	3.97	1.285
Articulation	181	2	3.95	1.370
Orientation	165	18	3.58	1.499
Career Services	177	6	3.54	1.501

**Figure 12: Perceived Importance against Perceived Satisfaction of the SEGA Attributes – PolyU SPEED**



#### 4.6.3 Tung Wah College

A total of 20 valid questionnaires were collected for this institution. As shown in Table 17 and Figure 13, the satisfaction levels on the two most important attributes “Career Services” and “Articulation” are 4.61 and 4.43 respectively.

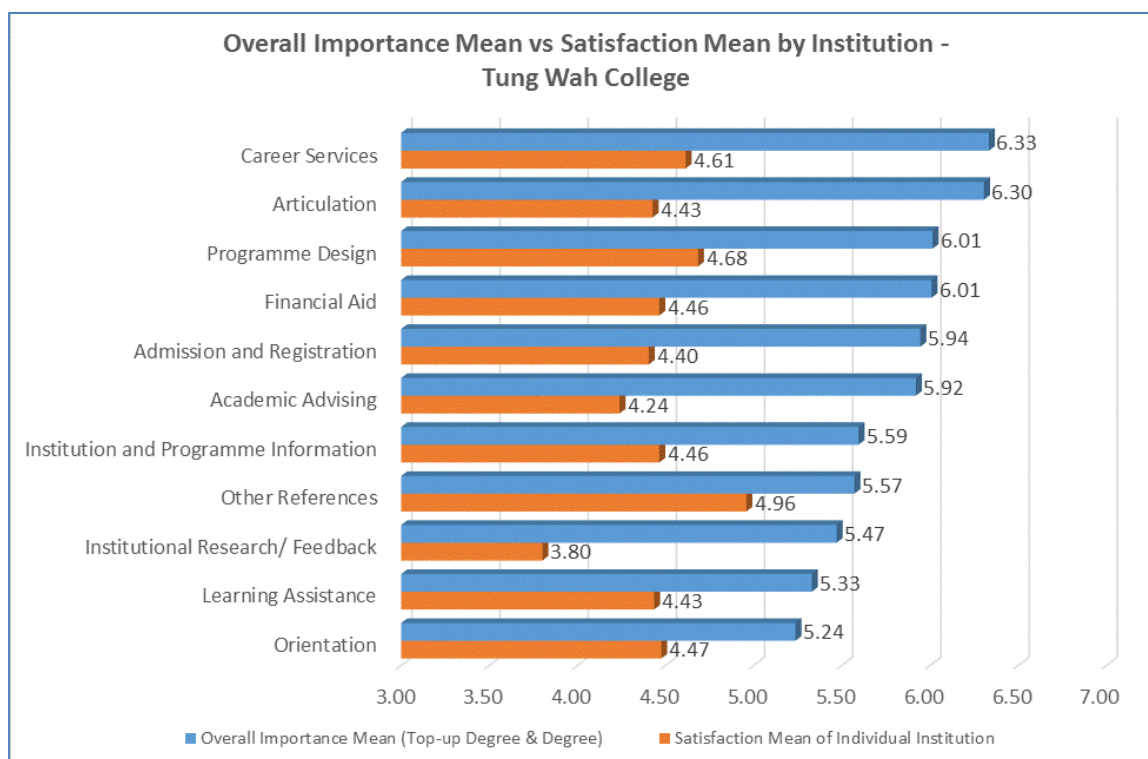
The most satisfied attributes are those associated with “Other References” (4.96) and “Programme Design” (4.68). The least satisfied attribute perceived by the respondents is “Institutional Research/ Feedback” (3.80) and “Academic Advising” (4.24).

**Table 17: Satisfaction Level of Tung Wah College**

Tung Wah College	satisfaction			
	N		Mean	s.d.
	Valid	Missing		
Other References	19	1	4.96	1.019
Programme Design	20	0	4.68	1.080
Career Services	20	0	4.61	1.358
Institution and Programme Information	20	0	4.49	0.965
Orientation	19	1	4.47	1.278
Financial Aid	20	0	4.46	1.244
Learning Assistance	20	0	4.43	1.329
Articulation	20	0	4.43	1.489
Admission and Registration	20	0	4.40	1.418
Academic Advising	20	0	4.24	1.260
Institutional Research/ Feedback	20	0	3.80	1.743

\* Note: due to the small sample size, the findings should be read with care.

**Figure 13: Perceived Importance against Perceived Satisfaction of the SEGA Attributes – Tung Wah College**



\* Note: due to the small sample size, the findings should be read with care.

## 5. Conclusion and Recommendations

Based on the exploratory investigation of senior management of self-financing tertiary education sector in Hong Kong in the initial stage of this research, a conceptual SEGA model of enrolment, graduation and articulation is developed which provides a solid foundation to design a relevant questionnaire to collect empirical data. This study examines the importance of the SEGA attributes in self-financing tertiary institutions in Hong Kong, including sub-degree and degree programmes. It is found that the five most important attributes of SEGA in self-financing tertiary institutions are: (1) Articulation, (2) Career Services, (3) Financial Aid, (4) Programme Design, and (5) Academic Advising.

As there are differences regarding the criteria and considerations adopted by students of the sub-degree programmes and those of the degree programmes, the importance of the SEGA attributes is further investigated separately. For the sub-degree level, the five most important attributes of SEGA are: (1) Articulation, (2) Career Services, (3) Financial Aid, (4) Programme Design and (5) Academic Advising; whereas, for the degree level, the five most important attributes of SEGA are: (1) Career Services, (2) Articulation, (3) Programme Design, (4) Financial Aid (5) Admission and Registration. The pattern appears similar between students of the two levels, but it reflects that students of sub-degree programmes concern more with “Articulation” while those of degree programmes concern more with “Career Services”.

The overall perceived satisfaction of the SEGA attributes in self-financing tertiary institutions in Hong Kong, including sub-degree and degree programmes, is also examined in this study. It is found that the five SEGA attributes with highest satisfaction are: (1) Other Reference, (2) Admission and Registration, (3) Academic Advising, (4) Institution and Programme Information, and (5) Financial Aid. The perceived satisfaction in the sub-degree level and the degree level is also computed separately. The results indicated that for the sub-degree level, the five SEGA attributes with highest satisfaction are: (1) Other References, (2) Academic Advising, (3) Admission and Registration, (4) Institution and Programme Information, and (5) Programme Design; whereas for the degree level, the five SEGA attributes with highest satisfaction are: (1) Other References, (2) Admission and Registration, (3) Academic Advising, (4) Institution and Programme Information, and (5) Financial Aid.

With regard to the above findings on attributes with highest “perceived importance” and “perceived satisfaction”, the study reflects that the two most important attributes, namely, “Articulation” and “Career Services” fail to receive high satisfaction among students, disregarding their levels of study (Figure 2).

This study also reports the importance and satisfaction of the SEGA attributes for each of the self-financing tertiary institution such that they could be served as a guide to senior management in institutional planning so as to achieve objectives and missions of the institutions.

To improve the perceived satisfaction of the SEGA attributes in self-financing tertiary institutions, the following are some suggestions and recommendations on each SEGA attribute:

#### Articulation

According to section 4.4.1, “articulation” is the attribute with prime importance for sub-degree students to fulfil their wishes of becoming a university graduate. According to Heron as cited in Kember (2010), the HKSAR Government, through the UGC, assigned 1,680 second-year university places in 2007-2008 to the most successful associate degree graduates; however, these places only cater for a small proportion of associate degree graduates in Hong Kong. This creates concerns to sub-degree students. In fact, providing more articulation opportunities and clear articulation pathways is necessary for associate degree graduates. The need for articulation into degree programmes has grown to the extent that top-up degrees are now being offered by some self-financing institutions to associate degree graduates. Other than the local top-up degrees offered by self-financing tertiary institutions, they are also offered in conjunction with overseas universities.

#### Career Services

The attribute of “career services” is deemed to be significant for both sub-degree and degree students as seen in section 4.3. Through career services, institutions would provide supportive environment in which students would know how to develop a range of skills and qualities appropriate for the working world. It is suggested that the function of career services should be operated at the institutional level. If resources are allowed, it is crucial to build up a central careers service centre such that the link between current employers and institutions would be strongly built. Apart, providing regular basic training to students such as grooming, CV writing, etc. would help increase student’s confidence in job interviews. On the other hand, providing specific career advice at the programme levels for institutions would provide better career guidance and support by means of organizing specific talks and training, networking with potential employers for career opportunities, etc.

### Financial Aid

Financial aid has been increasingly regarded as one of the key important factors in enrolment management (Hossler, 2000). In Hong Kong, students with good academic performance will choose University Grants Committee (UGC)-funded universities, if they have been offered places, instead of self-financing institutions. In this regard, financial aid may not be the paramount attribute in maximizing the enrolment figures of self-financing tertiary institutions in Hong Kong. However, financial aid is a useful tool to retain current students. It is therefore recommended that financial aid in the form of scholarships, grants and student loans should be focused on student retention which affects student decision and momentum in completing their programmes.

### Marketing

Marketing (being measured as “Institution and Programme Information” in this study) is an essential attribute to student enrolment. It is necessary to understand what students want and need specifically such that precise marketing tools can be referred to each specific programme of the institution. Specific marketing activities are crucial to promote each particular programme within institution and to disseminate relevant programme information to the target students. Programme design would have an impact on students’ enrolment decision. Thus, the uniqueness and the recognition of the programmes offered are crucial to increase the enrolment dimension of the institution.

### Academic Advising and Learning Assistance

Academic advising and learning assistance are the important attributes which support students’ learning in developmental education. They help improve studying outcomes pertaining to graduation goals. To foster the function of academic advising, the academic advisors’ specialism should be more or less similar to the students’ specialism, such that students would turn to academic advisors for specific academic advice on areas such as choosing electives, discussing study patterns, etc. In addition, the comprehensiveness and breadth of learning assistance help develop students’ skills and knowledge in different areas. It is also suggested that learning assistance can be more focused on language assistance and enhancement to help students improve their writing skills.

### Admission

Admission procedure is crucial which would smooth the admission process. Online application system allows potential candidates to submit their application form in a more efficient way. Students also look for progress or status updates on their application. It is suggested online application is essential in the admission exercise, and it is the key tool to strength the admission process.

### Institutional Research

The attribute of institutional research would be well-established and centralized at institutional level to allow more systematic data and analytical support within the institution. Institutional research, typically in the form of data and analytical support, has a significant impact on increasing enrolment and enhancing academic quality, which would lead to a successful strategic management.

This project provides insightful information to self-financing tertiary institutions in Hong Kong regarding the importance of the SEGA attributes from students' perspectives. In addition, key factors influencing student satisfaction related to enrolment, graduation and articulation were identified and evaluated. This project contributes to current debates concerning the strategic model of enrolment, graduation and articulation providing an empirical explanation and extending previous work on this area. The outcomes of the research help the management team of self-financing tertiary institutions improve the institution's overall strategic plan by addressing relevant aspects of the SEGA attributes comprehensively.



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## Appendix A

### Interview Guide

#### Interview Questions for Senior Management of Self-financing Tertiary Education Institutions in Hong Kong

- *What are the perceptions of the three dimensions of enrolment, graduation and articulation in self-financing tertiary education in Hong Kong?*
- *How each core attribute and its corresponding activities are to be integrated in each dimension of enrolment, graduation and articulation so as to develop a suitable conceptual model of SEGA in self-financing tertiary education in Hong Kong?*
- *Why do students come to you? Why do others choose not to?*
- *What kinds of students are you interested in attracting? Is this what you get?*
- *Where can you find these students?*
- *Do you know the institution's enrolment goals?*
- *After the literature synthesis, the strategic enrolment, graduation and articulation (SEGA) can be defined as a comprehensive process designed to achieve and maintain the optimum enrolment, graduation and articulation. The comprehensive SEGA process can comprise of a series of activities in the core attributes of (1) institutional research (2) marketing (3) admission (4) financial aid (5) academic advising (6) learning assistance (7) career services, and (8) others, integrating into different stages of SEGA. What is your understanding of the purpose of SEGA?*
- *What are the activities that help institutions achieve their enrolment goals? And how?*
- *What are the activities that help students achieve their graduation goals? And how?*
- *What are the activities that help students increase their articulation opportunities? And how?*
- *Other than the above said core attributes, do you have any more attributes you want to add? If yes, what do you think are their corresponding activities?*



## Appendix B



### (SEGA) 策略性收生、畢業及升學之間卷調查

以下項目描述了你對就讀院校的感受。

在甲部，請選出 ☒ 每項對你選擇院校的重要性。

在乙部，就你預期而言，請選出 ☒ 你對現時就讀院校的滿意程度。

請首先回答甲部，才回答乙部

#### 甲部

對我的重要性...

- 1 - 非常不重要    5 - 頗為重要  
2 - 不重要        6 - 重要  
3 - 頗為不重要   7 - 非常重要  
4 - 無意見        N/A - 不適用

#### 乙部

...我的滿意程度

- 1 - 非常不滿意    5 - 頗為滿意  
2 - 不滿意        6 - 滿意  
3 - 頗為不滿意   7 - 非常滿意  
4 - 無意見        N/A - 不適用

非常不重要 —————> 非常重要

非常不滿意 —————> 非常滿意

1	2	3	4	5	6	7	N/A		1	2	3	4	5	6	7	N/A
								院校及課程資料 Institution and Programme Information								
								1. 院校的品牌形象								
								2. 提供有關院校生活的資料 (例如:學生組織或活動)								
								3. 提供有關院校設施的資料 (例如:課室、圖書館、溫習室、電腦設備、打印服務、課室的視聽教學設備、餐飲服務等)								
								4. 提供有關院校交通配套的資料								
								5. 提供有關畢業生就業前境的資料 (例如:就業率、畢業生任職之公司或行業)								
								6. 透過各種媒體 (如電視、報章、電台及廣告牌等) 傳遞院校資訊								

									7. 透過社交媒體(如 FaceBook 及討論區) 傳遞院校資訊										
									8. 透過資訊日(Info Day) 提供面對面的院校及課程資訊										
非常不重要 → 非常重要									<b>其他參考途徑 Other References</b>	非常不滿意 → 非常滿意									
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A		
									9. 父母或其他家庭成員的意見										
									10. 以往就讀院校(如中學、高級文憑或副學士課程)老師之意見										
									11. 以往就讀院校(如中學、高級文憑或副學士課程)校友之意見										
									12. 曾經就讀高級文憑/副學士/銜接學位課程朋友之意見										
非常不重要 → 非常重要									<b>課程設計 Programme Design</b>	非常不滿意 → 非常滿意									
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A		
									13. 院校提供的課程獨特，難於其他院校找到										
									14. 院校提供的課程在工作市場(job market)上被廣泛接受										
									15. 我就讀的課程每學期也有足夠選修學科(elective subjects)提供選擇										
									16. 院校提供其他學習體驗(例如:非學術興趣班或短期課程)										
									17. 院校提供實習機會以增加工作經驗										
非常不重要 → 非常重要									<b>升學 Articulation</b>	非常不滿意 → 非常滿意									
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A		
									18. 提供清晰的升學途徑(例如:由副學士 AD/高級文憑 HD 銜接至學位課程 Top-up/ Degree)										
									19. 提供清晰的學分轉移(credit transfer)或豁免(exemption) 指引										
非常不重要 → 非常重要									<b>學業經濟援助 Financial Aid</b>	非常不滿意 → 非常滿意									
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A		
									20. 提供以「學術表現」為基礎的獎學金										
									21. 提供以「經濟需要」為基礎的助學金										

									22. 如需要，我可從院校了解各種學生貸款 (student loan) 的途徑										
									23. 學生貸款(student loan) 申請結果的公佈時間合時，讓我可作妥善計劃										
非常不重要 → 非常重要									<b>申請及註冊 Admission and Registration</b>	非常不滿意 → 非常滿意									
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A		
									24. 申請及註冊手續簡便										
									25. 申請及註冊手續指引清晰										
									26. 院校有提供申請狀況(admission status) 的資料										
									27. 負責入學申請的職員能準確地解釋有關課程的資料										
									28. 負責入學申請的職員能提供個別升學指導										
									29. 自資院校與其隸屬大學(如 HKCC, SPEED 及理大、HKU- SPACE 及港大或 SCOPE 及城大) 有緊密關係										
非常不重要 → 非常重要									<b>迎新 Orientation</b>	非常不滿意 → 非常滿意									
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A		
									30. 院校舉辦迎新日(O-day) 讓同學進一步了解課程細節及校園設施										
									31. 迎新活動包括兩日一夜或以上的迎新營(如 O-camp)										
									32. 迎新活動讓同學對院校更有歸屬感										
非常不重要 → 非常重要									<b>學習支援 Learning Assistance</b>	非常不滿意 → 非常滿意									
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A		
									33. 有關「學習技巧」的支援課程										
									34. 有關「寫作技巧」的支援課程										
									35. 有關「資訊及通訊科技(ICT)」的支援課程										
非常不重要 → 非常重要									<b>學術指導 Academic Advising</b>	非常不滿意 → 非常滿意									
									36. 院校提供學術指導(如選修課程 elective subjects)有助我成功完成學業										
									37. 學術導師由課程管理主任 (Programme Officers) 擔任										



									38. 學術導師由曾任教講師 (Lecturers)擔任										
									39. 學生於就讀期間將由同一位導師負責學術指導										
非常不重要 → 非常重要									<b>就業服務 Career Services</b>	非常不滿意 → 非常滿意									
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A		
									40. 院校提供有關就業計劃(如 career planning, seminar)的學分課程										
									41. 院校協助學生尋找在學工作 (internship)機會										
									42. 院校協助學生尋找實習 (practicum) 機會										
									43. 院校協助準畢業生尋找就業機會										
非常不重要 → 非常重要									<b>學院調查/學生反饋 Institutional Research/ Feedback</b>	非常不滿意 → 非常滿意									
1	2	3	4	5	6	7	N/A			1	2	3	4	5	6	7	N/A		
									44. 定期進行關於學生學習經驗與校園生活的調查										
									45. 邀請學生參與師生會議(Student-Staff meeting)，就學習經驗與校園生活表達意見										

就以上各項，請選出其中三項<sup>✓</sup>你認為對你選擇院校的考慮因素：

- |  |   |
|--|---|
| <input type="checkbox"/> 院校及課程資料 (Institution and Programme Information) | <input type="checkbox"/> 其他參考途徑 (Other References)  |
| <input type="checkbox"/> 課程設計 (Programme Design)                         | <input type="checkbox"/> 升學 (Articulation)          |
| <input type="checkbox"/> 申請及註冊 (Admission and Registration)              | <input type="checkbox"/> 學業經濟援助 (Financial Aid)     |
| <input type="checkbox"/> 迎新 (Orientation)                                | <input type="checkbox"/> 學習支援 (Learning Assistance) |
| <input type="checkbox"/> 學術指導 (Academic Advising)                        | <input type="checkbox"/> 就業服務 (Career Services)     |
| <input type="checkbox"/> 學院調查/學生反饋 (Institutional Research/ Feedback)    |   |

個人背景: ☒

1) 你現正就讀哪種課程？

- ☐ 高級文憑 (High Dip.) ☐ 副學士 (Associate Degree) ☐ 銜接學位 (Top-up Degree) ☐ 四年制學位課程

2) 你最近的 GPA 是(如適用)? \_\_\_\_\_

3) 你現正在哪間院校就讀？ \_\_\_\_\_

4) 你的年齡: ☐ 15 歲以下 ☐ 16 – 19 歲 ☐ 20 – 22 歲 ☐ 23 – 25 歲 ☐ 26 歲或以上

5) 你的性別是? ☐ 男: ☐ 女:

- 非常感謝你的參與-