

STAKEHOLDER SATISFACTION

The University continuously assesses stakeholder satisfaction, utilizing multiple strategies to gauge improvements in ratings over time and to make a comparative analysis in selective assessments. Primarily, the annual student satisfaction survey provides both the opportunity to assess internal improvements and the opportunity to compare normative data for benchmarking performance. Generally, students indicated satisfaction with instruction in their major fields of study; the average TSU rating was 3.8 in comparison with the national rating of 3.9. TSU students have held similar views on this item over each of the last five years. This finding is significant in demonstrating the comparability of students' perceptions of quality in their fields of study. For example, the survey of graduating students probed their perceptions of whether or not TSU had prepared them to compete in the job market. About 90% were in agreement in each 2003 and 2004.

Conversely, students expressed the least satisfaction with the attitudes of non-teaching faculty. The average rating for TSU was 3.0 compared with a national rating of 3.5. Clearly, improving the quality of service to students is a high priority.

Overall, a longitudinal view of student satisfaction ratings indicates continuous improvements during the planning cycle. Other measures of student views of services, programs, and interests are routinely assessed through entering student, registration, and graduating student surveys that guide adjustments to programs and service delivery.

During the last three years, the faculty's views of the University have shown modest improvement in some areas and remained constant in others. Basically, for the last five years the faculty has indicated that the two most critical challenges facing the University remain maintaining high-quality academic programs and services and improving graduation rates. Relative to the use of technology in classroom



instruction, 78% indicated having used it as a teaching aid in 2002 and 2003, and 88% indicated having done so in 2004. Likewise, under communications, when asked about familiarity with the President's "5 Vision Points," the faculty responded at a rate showing a 29% increase of favorable responses in 2004 over those of 2003. On the other hand, there was a slight fluctuation in the responses relative to having been informed about major issues. In 2002, 48% indicated that the faculty had been informed; 57% indicated the same in 2004. However, a spike in the 2003 responses, which indicated that 67% had been informed, warrants the use of new strategies for keeping faculty informed.

The annual survey of recent alumni (graduates of at least one year) also reveals internal improvements and shows how their responses compare nationally with responses of alumni of other public colleges. Over the past three years, the number of respondents indicating that Texas Southern University had prepared them for their current jobs increased by 5%. Even more noteworthy is the fact that 87% indicated satisfaction with the adequacy of their preparation in comparison with 73% of alumni nationally. Also, when asked the amount of time required to obtain a job after graduation, nearly 43% reported having obtained a job prior to graduation as compared with 32% of the graduates of other public colleges.

