A STUDY OF THE SERVICE QUALITY

EXPECTATIONS AND PERCEPTIONS

IN HIGHER EDUCATION.

By

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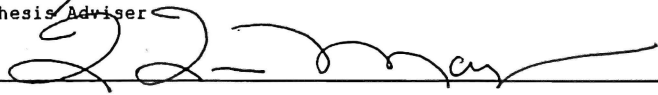
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CHAPTER I

INTRODUCTION

> Among the many privileges higher education confers on
> America's youth, freedom of choice is the most
> liberating. But for prospective college students,
> freedom to choose implies a responsibility to choose
> wisely from among the veritable universe of available
> schools.

This observation by Elfin (1992) suggests that a new

perspective has come to the academic environment. In this view,

we can see that the basic dilemma facing all higher academic

institutions involves competitive activity. A better informed

public, rising tuition costs, changes in government funding and a

focus on resulting employment statistics has forced a change in

the evaluation mechanisms for higher education. In an effort to

meet the competitive challenge, increasing costs and a movement

towards accountability, the world of academics is changing into a

marketplace where attraction of students is paramount to its

survival.

Between the late 1970s and the mid-1990s, the traditional 18

to 21 year old student group was expected to shrink by 21 percent

to 25 percent (Carnegie Council 1980). In addition, the numbers

of college graduates being forced to accept jobs which were held

traditionally by high school graduates convinced many educators

that even the economic motivation for college attendance was

waning (Freeman, 1976). Over the same period, inflation-adjusted

starting salaries of college graduates fell by an average of 2.2

percent (Freeman, 1975). Such changes made college appear a less attractive option for new high school graduates and threatened to decrease enrollment. In actuality, a college education has been proven to increase salaries (Wall Street Journal, August 17, 1988, 21). This same study stated that the average length of time needed to pay back the cost of higher education has decreased, despite rising tuition. Higher educational institutions are in a position where attraction of new students and retaining current students in order to compete with other universities requires incorporating marketing concepts to emphasize not only the benefits of higher education, but the benefits of their particular institution.

Institutions have become more responsive to market interests, more aware of the increasingly competitive nature of the student recruitment process, and have begun to engage in market-oriented activities intended to attract desired students to their campuses. Each institution has to seek ways to make itself more attractive than its competitors in the eyes of desired students.

In the business environment, service quality has long been appreciated as a way to build customer loyalty. Thompson, DeSouza and Gale (1985) point out that advantages of high service quality include the ability to set higher prices, reduce the marketing effort, obtain greater repeat business, develop higher market share, and increase profitability. This implies that service quality has a strategic role in the market place. These

authors concluded that in most markets, services and perceptions of service quality are centrally important to the purchase decisions of the consumer.

Although repeat business may occur in the university setting in the form of continuing graduate students, most universities are concerned with the other outcomes of service quality. The foundation of service quality is customer satisfaction/ dissatisfaction. A university which meets or exceeds expectations enjoys decreased marketing efforts, greater profits, and a competitive advantage.

For educational institutions the marketing concept means being able to achieve its goals most effectively by considering the preferences of potential students (Litten, Sullivan, and Brodigan 1983). Students' wants and needs must be satisfied through the curriculum and programs offered. If student satisfaction is obtained, then the university enjoys the benefits associated with customer satisfaction. One marketing goal institutions might want to consider to facilitate accurate matches is to "determine how the perceptions held by admitted applicants regarding its college, as compared to its competitors, may be enhanced to achieve the most favorable match between the college's goals and student preferences" (Maguire and Lay 1981, p. 137). Kotler and Fox (1985) define a marketing strategy as "the selection of a target market, the choice of a competitive position, and the development of an effective marketing mix to reach and serve the chosen market" (p. 132). The effective

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college must develop and promote its attributes so that they generate the most effective match between the preferences of students and the college's mission.

For a high school senior or graduate who is unsure about college attendance, monetary benefits and costs can influence his or her choice between college and non-college. For example, when the economy is in a recession, employment positions available for non-college graduates may decrease substantially. The non-college graduate now has less to give up to attend college because of lower opportunity cost (Paulsen, Peseau 1989).

The attraction of a particular college tend to increase when:

> 1) tuition is lower (Corman and Davidson 1984; St. John 1990; Tierney 1980,1982).
> 2) when financial aid is greater (Leslie and Fife 1974; St. John 1990; Stephenson and Eisele 1982).
> 3) room and board costs are lower (Manski and Wise 1983; Nolfi et. al. 1978).
> 4) the distance from home to college is less (Anderson, Bowman, and Tinto 1972; Blakemore and Low 1983).
> 5) admissions selectivity is higher (Kohn, Manski, and Mundel 1976; Tierney 1980, 1982).
> 6) curriculum offerings are greater (Bishop 1977; Kohn, Manski, and Mundel 1976).

Other findings of great practical importance involve the ways in which student background interacts with institutional characteristics in determining student selection of a college. The importance of several of these characteristics tend to either increase or decrease for different market segments.

College becomes less attractive to students when tuition expenses, room and board expenses, and distance from home increase. However, these effects are significantly greater for students at lower income levels. At higher levels of student income, these effects become less important (Manski and Wise 1983; St. John 1990; Tierney 1982).

College becomes more attractive as the availability of financial aid increases, particularly scholarship aid. However, this effect is reduced for students at higher income levels because they have less chance of receiving financial aid (Blakemore and Low 1983; Leslie and Fife 1974; Manski and Wise 1983). The financial aid effect is enhanced for nonwhite because these two characteristics increase the chance of getting financial aid, especially scholarship aid (Blakemore and Low 1983).

How selective an institution is in its admissions policy is a measure of quality for many students. Generally, students prefer to attend a college where the average aptitude of students is equal to, or only moderately exceeds, their own aptitude (Radner and Miller 1975).

The effective college must develop and promote its attributes so that they generate the "best" match between the preferences of students with desired characteristics and the college's mission. When students' expectations coincide with the mission of the university, satisfaction is more likely to occur.

Once a student is enrolled, however the university must continue its obligation of meeting expectations.

Developing a study to compare expectations and perceptions of higher educational institutions requires a background in two major areas: satisfaction/ dissatisfaction theories and service quality theories. The satisfaction /dissatisfaction literature has provided the basic diagram for research. A comparison approach is useful in understanding the inner workings of the quality construct. Consumers naturally make comparisons between expectations and outcomes when trying to establish a level of satisfaction regarding a market transaction. Service quality also relies on the discrepancy between expectations and perceptions of outcomes to establish service quality attitudes. However, service quality literature makes an addition, incorporating consumer and provider aspects into the service quality construct.

Plan of Report

The research outlined here is restricted to the study of expected and perceived service quality attitudes regarding Oklahoma State University's College of Business Administration. At the center of this research is the work done by Parasuraman, Zeithaml, and Berry (1985,1988) in modeling and measuring the service quality construct. The model of service quality they propose suggests the basic framework within which this research

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effort is based. The specific measurement instrument is SERVQUAL, suggested as a universal measure of perceived service quality, and expectations of quality.

A review of literature, in Chapter II, regarding consumer satisfaction/ dissatisfaction, and service quality is provided as a basis for a study of perceptions and expectations.

Chapter III outlines methodology, measurement and data analysis, aspects that are used to investigate the service quality construct in the College of Business Administration.

Chapter IV provides results of research for the sample. Significant statistical measures of quality perceptions and customer satisfaction are included.

Chapter V discusses the entire research effort and presents conclusion. In addition, limitations are discussed and future related research is suggested.

CHAPTER II

LITERATURE REVIEW

Customer satisfaction/dissatisfaction and perceived service quality researchers operate in similar domains. Both research streams rely on disconfirmation approaches that involve the comparison of initial expectations with perceived outcomes to establish a level of satisfaction or perceived service quality (Oliver 1980; Parasuraman, Zeithaml, and Berry 1985). Both suggest strategically critical roles for satisfaction and perceived service quality in shaping future consumer behavior. The common definitions established from satisfaction literature and service quality literature indicates a need to explore these theories in an effort to develop a more unified approach.

Consumer Satisfaction

Historically, satisfied consumers have been a necessity for long term survival. Consumer satisfaction is generally assumed to play a central role in decisions by the consumer regarding repeat purchases of goods and services, favorable word-of-mouth communications between the consumer and potential consumers, and the level of consumer loyalty toward the provider/ seller (Bearden and Teal, 1983). A better understanding, therefore of

what satisfaction is seems to be important for better success in marketing goods and services.

What we have come to know as consumer satisfaction relies on a simple paradigm: initial expectations must meet or exceed actual outcomes before satisfaction exists. The expectations of the consumer are independent of the actual product, and the perceived performance of the product is developed over time depending on the nature of the product. Either consciously or unconsciously, the consumer compares the performance evaluations to their expectations and deduces if they are satisfied with the purchase. If expectations are met or exceeded, the customer is satisfied, if however the difference results in expectations greater than performance, the consumer is dissatisfied.

There seems to be substantial agreement that consumer satisfaction is multidimensional (Hunt 1977b, Pascoe 1983). The majority of research, according to Day (1977) agrees that pertinent attributes or dimensions of a service are identified and evaluated by the consumer. Satisfaction is experienced so long as favorable evaluations occur for the majority of attributes or for dominant attributes. While specific attributes will certainly be different for different product/ service offerings, the fact that multiple dimensions do exist is well established.

According to Pascoe (1983) three important measurement issues should be addressed when assessing consumer satisfaction: 1) expectation levels used as standards must be identified

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2) consumption system domain must be known, and 3) dimensionality of the construct must be evaluated.

Miller (1977) suggests that standards are used to judge the service offering. These standards represent maximum and minimum levels of acceptability. Any assessment of satisfaction must clearly indicate which base the consumer is using to form an attitude.

The environment in which the good or service is being consumed must clearly be addressed for correct measurement and interpretation of satisfaction attitudes. Aiello, Czepiel, and Rosenberg (1977) divide the domain of consumption into macro and micro domains. Individual consumers may have a favorable attitude toward higher education in general (macro domain), but have negative attitudes with current service being received (micro domain). Which domain the consumer is evaluating must match the domain being investigated.

It is entirely possible that differing dimensional elements will be used at the macro and micro domains as the individual determines their level of satisfaction. Pascoe notes that consumer evaluation criteria will vary depending on the attributes used in the evaluation of satisfaction. This suggests that an individual can use multiple attributes to determine their level of satisfaction and these attributes may change with different domains.

The fact that satisfaction is a function of expectations and performance is reasonably clear. What remains at issue is the

appropriateness of methods for measuring an individual's expectations and perceptions of outcomes that lead to satisfaction or dissatisfaction. Measurement scales for expectations and perceptions must be compatible in order to allow a comparison.

The Marketing Lens Model (MLM) (Claycomb, Mowen 1992) address another issue, the utilization of customer satisfaction as it relates to actual performance. Based on the Brunswik Lens Model, this model breaks down the product into bundles of attributes which are then evaluated.

The MLM, displayed in Figure 1 of Appendix A, distinguishes two sides of the model. On the environmental side of the model is the global assessment of the quality of the product or service as measured through statistical process control (SPC). On the cognitive side of the model is the perceptions of consumers and managers/employees. The actual number and description of the product's attributes will vary by situation and product, and will carry different weights. The characteristics on the cognitive side are defined in Table I of Appendix A.

The lens in the MLM acts as the factors which influence and distort perceptions of the product's attributes. Factors that may distort perceptions include "erroneous or incomplete information, idiosyncratic needs and wants, various information processing biases and the general noise of the environment that acts to impede the reception of messages (Claycomb, Mowen 1992)".

One of the key contributions of the MLM is the ability to measure consumers' and managers' perceptions of the product attributes separately. These two populations will evaluate the product with different informational input, resulting in the probability of different perceptions. The correlation between the cognitive and environmental sides measures the conformity between the consumer's and managers' judged state of satisfaction and the third party assessment of product quality.

Factors other than quality affect the expectations of the consumer. Promotional campaigns may influence consumer expectations. Advertising a high quality standard creates expectations which the product must then live up to. Competitive and substitute products affect expectations by setting standards the company must maintain in order to remain competitive. A third factor is the individual consumer background. Each person brings in factors such as social class and demographics, all of which influence what that person expects from a product.

Quality perceptions are also subject to several factors which influence the consumer's evaluation process. Expectations of a product may even influence the performance perception. Consumer satisfaction literature offers primarily conceptual guidance. Measurement and dimensionality considerations are left to needs of individual researchers and the situation under study. In higher education, studies on expectations and perceptions are rare. Only recently, as quality becomes the focus of more universities, is student and faculty expectations and perceptions

being considered. Attributes and scales of measurement must also be determined. Service quality literature addresses this topic more thoroughly.

Service Quality

Service quality focuses on many of the same aspects as consumer satisfaction. Definitions specified for expectations and perceptions are very similar. It is unclear as to how service quality fits with consumer satisfaction.

Oliver (1981) defines satisfaction as a transaction specific judgement resulting from the disconfirmation of expectations. He goes on to state that satisfaction eventually forms one's overall attitude toward purchasing products. Parasuraman, Zeithaml and Berry (1988) suggest that this transaction specific attitude is the appropriate distinction between service quality and satisfaction. They argue that service quality be considered a higher order construct. Incidents of satisfaction by the consumer over time will result in perceived service quality by the consumer. Other researches disagree with this theory, arguing instead that quality must precede satisfaction. Cronin and Taylor (1992) found that service quality was a precursor of consumer satisfaction. They suggested that customers may not purchase the highest quality service, but instead make decisions based on other factors such as convenience, price and availability.

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There are characteristic elements of service that distinguish them from goods. Intangibility, inseparability of production and consumption, heterogeneity and perishability aspects of services have received substantial support in the literature as being characteristic elements that set services apart from goods (Zeithaml, Parasuraman, and Berry 1985). Each of these characteristics has potential for influencing quality of a service performance. Consumers will often suggest they know quality when they see it. This after-the-fact recognition of quality is troublesome. Service quality models attempt to incorporate these characteristics of services into a perceptual activity.

An early view of service quality theorized that there are two levels to a customer's perception of a service (Sasser, Olsen, and Wyckoff 1978). The level of the desired service outcome is coupled with the manner in which the service is delivered to produce service quality perceptions. This early theory holds that if the outcome perception is not satisfactory, quality will not be perceived. A negative quality perception based on outcome can be influenced by the surroundings in which the service is delivered, but the surroundings cannot overcome the more dominant outcome perceptions in judging quality.

Gronroos (1982) proposed a model for service quality based on the match between service delivered and customer expectations. The service consumer evaluates quality by developing expectations of a service and comparing these expectations with perceptions of

the service actually received. Gronroos identified two areas of service quality, technical quality (what the consumer receives) and functional quality (how the consumer receives the service) which the consumer uses to compare expectations with service received. Gronroos posits that technical quality be considered a prerequisite for functional quality and that functional quality be considered a means for influencing temporary functional quality lapses. This suggests that functional and technical aspects of service delivery are interrelated in a dynamic way that is unique to each service encounter.

In a similar approach to service quality, Lehtinen and Lehtinen (1982) also highlight delivery processes and outcome as central to service quality. They view service quality as resulting from the interaction between customer and service provider. Lehtinen and Lehtinen expand the dimensions of quality to 1) physical quality, which is equivalent to surroundings; 2) corporate quality, which more directly incorporates the service provider's image and is expectancy based; and 3) interactive quality, which allows for the interaction between service delivery personnel, the individual consumer, and other consumers that might be part of the exchange forum.

Parasuraman, Zeithaml, and Berry (1985) developed a more elaborate model for service quality which specifies:

> ... service quality as perceived by the consumer
> depends on the size and direction of the gap between
> expected and perceived services, which in turn depends
> on the nature of the gaps associated with the design,
> marketing, and delivery of services (Parasuraman,
> Zeithaml, and Berry 1985, p.46).

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They also produced a list of ten service quality determinants that, regardless of service type, are theorized to be used by consumers in evaluating service quality. The ten dimensions are listed in Table II of Appendix A.

Through extensive qualitative research, these ten areas emerged as being consistently used by consumers across a wide range of service settings to evaluate the quality of service. These SERVQUAL dimensions were latter modified into five characteristics after experiments designed to test the theory were performed. These resulting five characteristics still include tangibles, reliability, and responsiveness. Competence, courtesy, communication, credibility, and security were combined into one title of assurance. Access and understanding became known as empathy. The authors of the scale suggest that the SERVQUAL scale is appropriate for measuring perceived service quality across all service categories.

Similarities and Differences of Constructs

Finding major, meaningful distinctions between customer satisfaction and service quality for operational purposes is difficult. Both constructs rely on expectation and performance comparisons to form basic confirmation/ disconfirmation judgements. From these judgements a consumers' attitude regarding either satisfaction or quality is achieved. Parasuraman, Zeithaml and Berry (1988) argue that satisfaction may be viewed

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as an element of the expectation/ performance comparison made en
route to the formation of an attitude regarding service quality.
In this explanation, the difference between consumer satisfaction
and service quality is the level at which the judgement is being
made. A student may be dissatisfied with a particular class,
professor, or other single aspect of a university (consumer
satisfaction) while still feel satisfied with the university as a
whole (service quality). Satisfaction is seen as a foundation on
which service quality perceptions are formed. Acceptance of this
view would lead to adoption of service quality as a higher order
construct than satisfaction (Headley, 1989).

Service quality and consumer satisfaction rely on similar
approaches to measuring the degree of confirmation/
disconfirmation that results from a comparison of expectations
and perceived outcomes. Another similar aspect is the multiple
dimensionality believed to exist.

The previously discussed MLM model, using the SERVQUAL
dimensions, provides a means for assessing customer and
managerial perceptions of product quality, identifying the
factors which influence global quality, and linking data obtained
from SPC with information obtained on the cognitive side of the
model. A basic assumption of this model is that quality must
precede satisfaction, for it is the quality (as measured through
SPC) which is distorted through the lens by various factors into
perceptions of consumers and managers/employees.

After enduring years of criticism from many companies for turning out narrow, numbers-minded analysts with poor communication skills, one business school after another is radically changing the content and structure of its programs (Byrne 1992). Schools are adding more courses in skills such as leadership and teamwork, and placing greater emphasis on globalization and quality management. They are also trying to teach business as a complex whole instead of a set of separate functions, and they are breaking down the walls between academia and business to strike partnerships with companies.

A poll by Newsweek (October 26, 1992) showed the largest single area of complaint by graduating students is career placement. Hidden behind this complaint, Newsweek postulates, was the often mad scrambles of MBAs to find good jobs- also a likely reason that overall satisfaction fell among this year's graduates. This scramble results from many of the country's largest corporations weeding out tens of thousands of the middle management posts coveted by business graduates. This slump has put additional pressure on the admissions offices of the top schools to recruit new applicants more aggressively, and to revamp existing curriculum.

Many of today's innovations in management education represent a radical departure from tradition. Business schools are reaching far beyond their faculties in designing new

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programs. Columbia University gathered data from 2,000 alumni, 100 recruiting companies, and nearly 1,000 current students. It ran focus groups of executives from the likes of American Express, Bankers Trust, General Electric, and Merek. The result of the effort is a new curriculum, which emphasizes managing rather than crunching numbers, launched in the fall of 1992.

Similarly, the University of Chicago sought the views of students and companies to create a successful leadership program that spans its entire first-year curriculum. Corporate sponsors, including Bankers Trust, Exxon, Leo Burrnett, and Pfizer, help to foot the bill for the program's many workshops and exercises in team-building and leadership with managers from these companies sometimes participating in, running and critiquing them. The idea is to better balance the academic theory in Chicago's curriculum with soft management skills.

Oklahoma State University's business college must follow the same trend in providing curriculum which enhances students' ability to attract jobs at graduation and excel in the organization once hired. The first step in analyzing the College is determining the current standing. This can be measured through the perceptions of companies which hire OSU business graduates, faculty members as the providers of the service, and incoming, current and alumni students who receive the service.

The purpose of this research is to provide a preliminary study on the expectations and perceptions of service quality of Oklahoma States' CBA. The expectations are gathered from

incoming MBA's, while perceptions were measured from current faculty members. The comparison of these two populations is odd in that the expectations and perceptions compared are generated from different perspectives; the providers of the service versus the consumers of the service. Nevertheless it is an important alignment for initial evaluations. As mentioned in the MLM, management and consumer often differ in perceptions of the service offered. Therefore a comparison of the two populations provides initial data on areas of disagreement.

CHAPTER III

METHODOLOGY

Design Overview

This chapter provides a detailed explanation for the study of quality expectations and perceptions at Oklahoma State University, more specifically the College of Business Administration (CBA). Specifics regarding measurement, methodology, sampling and data analysis are outlined.

This study involved identifying the attributes which are collectively used to form global assessments of service quality and satisfaction. These attributes are measured by collecting data from MBA's coming into the Business College as well as faculty members of the College. This data provides a basis for comparison of the attributes of the service offered by the CBA. The comparison results in defining areas where expectations of the consumer (students) differ from or correspond with the perceptions of the provider (faculty).

Sampling

Students enrolled in their first semester of graduate level studies in the Business College were polled on their expectations. The students were approached during a seminar held

by the College to introduce the MBA program and its services. All incoming MBA students were invited to attend the seminar held on campus shortly after classes began. The early date of the seminar enabled the data collection to measure expectations not yet clouded by actual experience. Explanations were made in person by the researchers, stressing the anonymity of the study. 38 students attended the seminar, and all voluntarily participated in the survey.

Faculty members' perceptions of the CBA service quality were also measured, using the campus mail system as a distribution unit for surveys. An accompanying cover letter explained the project and urged participation, while accompanying instructions helped minimize faulty use of the measurement scale. A reminder to return the survey was mailed approximately two weeks after the initial mailing. 80 faculty members were contacted through the mail system, with 52 members returning the surveys. Faculty members on leave or sabbatical were excluded from the sample through the use of this distribution channel. Two returned surveys were also eliminated from the sample due to lack of answers.

Attributes Measured

Original SERVQUAL scale items were adapted to measure expectations and perceptions of the services offered. Parasuraman, Zeithaml, and Berry (1988) suggest, and empirical

evidence supports, that the SERVQUAL scale is universal to all services. By directly adapting scale language for each item of the SERVQUAL scale, the dimensional structure can be preserved.

The SERVQUAL dimensions are listed in Table II of Appendix A. These dimensions provide a basis for the attributes used to measure the service quality of the CBA. For example, the dimension of tangible was addressed in a question regarding physical facility quality of the CBA. In order to adequately measure each dimension, multiple questions were required. Thus trustworthiness and expertise were listed separately in order to measure credibility. In this manner all dimensions were included in the survey's questions. Terminology used is consistent with the language of the participants in order to facilitate accurate data collection. Actual surveys are included in Appendix B. Table III links the questions to the SERVQUAL dimension.

Along with the measurement of the attributes, questions concerning overall service quality and overall satisfaction were included. Global feelings of satisfaction are derived from the evaluations of singular attributes taken as a sum. It follows therefore, expectations and perceptions means of these overall quality and satisfaction questions should correspond to the average means of the singular attributes measured. If a student or professor rated the attributes with an average of 1.5, it follows that the overall rating should also be close to 1.5. A discrepancy in these measures would be indicative of a problem.

Faculty members were questioned on their perceptions of graduate students or teaching assistants in each of the applicable dimensions as well. These questions were not included on the surveys for incoming MBA students because they are taught by professors only. Likewise, faculty member surveys also included questions on satisfaction with course mix, preparation of general education requirements for upper level classes, and support services offered to the faculty members (ie: provision of audio/visual equipment etc.) Again, incoming graduate students are not directly affected by these services.

Surveys for the faculty members also asked professors to provide their perceptions of student satisfaction with OSU and with the CBA, along with a question that asked for their assessment of whether student quality expectations are being met. These questions provide measurements with which to compare data collected from future research questions on current and past student satisfaction. For this research, these questions allow the study to assess professors perceptions of what they are providing. High attribute measures coupled with a low measurement in how professors measured student perceptions would indicate a problem.

MBA's were questioned on expectations for the assistance offered in obtaining classes. As faculty members are not involved in this process, they were not questioned. Therefore, a direct comparison does not exist.

Measurement Scale

The discrepancy approach (service quality perceptions = perceptions of performance - expectations of performance) is used to establish perceived service quality. This study utilized this concept by measuring expectations of performance of incoming MBA students and the perceptions of performance by CBA professors. A comparison of these two data sets is then provided to find discrepancies between expectations and perceptions.

In order to compare the data collected, a singular measurement unit was used for both expectations and perceptions. The scale asked the participant to rank the quality of the attribute or overall quality using a five point scale, one representing very high quality and five representing very low quality.

The difference between expectations and perceptions of outcomes is facilitated by the use of matched pairs of statements for each measurement item. Listed below is an example of an expectation scale item and it's matched perception scale item. All questions were stated positively. The full test of the scales are included in Appendix B.

Expectation scale:
Considering the physical facilities of the CBA, rate the quality you expect (i.e., classroom spaces, computer laboratories):

Very High   1   2   3   4   5   Very Low
Quality   Quality

Perception scale:
Rate the overall quality of the physical facilities of
the CBA (e.g., classroom spaces, lab, etc.):

Very High   1   2   3   4   5   Very Low
Quality   Quality

Data Analysis

The mean and standard deviation of each question on the
survey was measured. This allows a comparisons of the
measurements between student expectation and faculty perceptions
on each attribute measured. The comparison of overall quality
expectations and perceptions were also be compared in a similar
manner.

CHAPTER IV

RESEARCH RESULTS

Expected Service Quality

Expectations of the incoming MBA students were generally quite high, 64% of questions measured between one and two (one being very high quality). Table IV in Appendix A provides descriptive statistics by item for expectations. Highest expectation scores are in the areas of furthering personal development (mean 1.31) and the assistance in obtaining classes and advising (mean 1.34). Expectations are lowest in the areas of modern computer facilities (mean 3.24).

Categorizing questions into the SERVQUAL dimensions provides an easy format for presenting the results. A listing of the dimensions and their statistical measurements is provided in Table V of Appendix A. The means for assurance measures ranged from 1.32 to 1.82, with the means of all questions measuring this dimension falling in the top 50% of the questions when listed from highest mean to lowest mean. Tangibles on the other hand ranked in the bottom quarter, with a mean range of 2.22 to 3.23. Empathy also ranked in the bottom half of the questions, means ranging from 2.18 to 2.84. Reliability questions scored between 1.58 and 1.74 and Responsiveness means covered an area between 1.34 and 1.95.

A duplication of a question on the survey asking for a measure on accessibility of professors proved interesting. The means, although not identical were very close; 2.21 with a standard deviation of 1.14, and 2.18 with a standard deviation of 1.04. When ranking the questions from highest mean to lowest mean, these two questions fall side by side. This consistency in answering indicates a validity in the measurements.

Overall service quality expectations by the students was lower than the expected satisfaction they recorded both with OSU and with the CBA. The mean for overall quality expectations of OSU was 1.97 while the mean for the CBA was 1.78. The satisfaction expectations with OSU and the CBA recorded identical means (1.53), although standard deviations differed slightly. These statistics also show the quality expectations of the CBA were slightly higher than of OSU.

Perceived Service Quality

Perceptions outcomes of the faculty are less positive than the expectations of incoming MBA students, only eight percent of the questions measured between one and two. However 85% measured between 1.65 and 2.91, with 3.0 being neutral. Highest perception scores are in the area of physical safety (mean 1.65), expertise exhibited by the professors (mean 1.82), and monetary cost for students in obtaining an education (mean 1.87). Outcomes are lowest for library facilities (mean 3.30) and the physical

facilities of the CBA (mean 3.28). Table VI in Appendix A provides the statistical data for the items measured. All questions are stated positively with one being the highest value. It is important to notice that some questions ask the professors' perception of student satisfaction with a particular attribute. This measure may not correspond with the professors' own evaluation.

When the questions are categorized into the five SERVQUAL dimensions (a breakdown is provided in Table VII), the resulting perception group means are lower than the MBA's expectation group means. These perception group means are also less consistent across the dimensions. Tangible means ranged from 1.82 (standard deviation .85) to 3.3 (1.07 standard deviation) with a grand mean of 2.69. This range incorporates the second highest ranked question (in a scale from highest mean to lowest mean) on monetary cost of OSU and the lowest ranked question of library facilities. Responsiveness and reliability scored in the bottom half of the questions, with responsiveness measuring 2.91 and reliability ranging between 2.32 and 3.28. Overall assurance and empathy rankings have large ranges, if the questions are taken as a whole. However, when the questions are broken down into faculty perceptions of professor attributes and graduate assistant attributes, definite trends are noticeable. For assurance attributes, the professors ranked themselves in the top half of the question means, ranging from 1.65 to 2.22, while the graduate assistants were ranked much lower, means of 2.37 to 3.05, on the

same attributes. Accessibility of professors and graduate assistance, attributes grouped with the empathy dimension, follow this same trend of higher professor rating. However when overall empathy was asked, the professors ranked the graduate assistants as having higher levels of empathy, a mean 2.5 versus 2.68.

The faculty members ranked their perceptions of student satisfaction with the OSU and the CBA (2.42 and 2.29 respectively) as lower than the expectations of the students (1.52 for both OSU and CBA). The faculty members did however rate their perceptions of student satisfaction the same as their own satisfaction levels. For satisfaction with the CBA, professors measured a mean of 2.28 while they ranked student satisfaction with the CBA as a 2.29. Professors also ranked the preparation the general education requirements provide as low, with a mean of 3.28.

As can be expected from the lower attribute mean levels, the overall quality perceptions and satisfaction rankings of the professors was lower than the overall expectation ratings of the incoming MBA students. The means for service quality perceptions and satisfaction with the service are statistically close. The level of quality is slightly higher (2.26 with standard deviation .69) than the satisfaction (2.28 with standard deviation .83).

Comparison of Expectations and Perceptions

In a study which requires a comparison of two elements, in this case expectations and perceptions, it is useful to list the pairs of items. Therefore Table VIII in Appendix A provides a summary of the actual attribute measures while Table IX in Appendix A provides a summary of the SERVQUAL dimension measures.

The largest discrepancy in attribute expectation and perception is the degree with which the CBA furthers personal development of the students. Student expectations rated it highest with a mean of 1.32 while professors ranked it in the bottom half of the questions with a mean of 2.65. The smallest discrepancy occurred in the comparison of expectations and perceptions of physical safety at OSU, followed closely by the comparison of professor expertise.

CHAPTER V

DISCUSSION AND SUMMARY

Incoming MBA students had the highest expectations for the ability of the CBA to further their personal development (mean 1.31) and the lowest expectations for modern computer facilities (mean 3.24). Faculty members had the highest perceptions for physical safety (mean 1.65) and the lowest perception of the library facilities (3.30). A comparison of faculty to MBA student ratings revealed that in general the incoming students had expectations that were higher than the perceptions of the faculty. In three cases though the patterns was reversed. Faculty rated the CBA more highly on the monetary cost of OSU, the accessibility of the computer facilities, and the level of modern computer facilities provided to students. This study indicated that expectations of the incoming MBA students in these areas were exceeded by the perceptions of the faculty members.

The generally higher expectation levels of MBA students can be explained by the idea that entering graduate school students will choose a school they feel possesses quality educational services. Although other factors may play a role, students choose a graduate level educational course in order to achieve goals of higher wages, more responsibility and a better opportunity for future growth (Byrne, 1992). Therefore, it follows that students will attend a college which they feel will ultimately provide

these benefits. As a result, expectations should be high for incoming students.

In interpreting the results, consideration should be given to the timing of the study's data collection. Although the seminar in which the surveys were distributed and collected was early in the semester, students had been attending classes and associating with current students. The level to which this affected expectations could not be measured. In fact, an important research question concerns the issue of when do expectations change from additional input and when are these expectations assessed against perceptions. The educational service offered by the CBA is a two year program; where in these two years are expectations evaluated to determine satisfaction? Also, are expectations altered with initial service quality contact? An answer to these questions may explain the low expectations for the computer facilities at OSU. The students polled may have already had difficulty with access and use of the computer facility or talked with others who had, thereby changing their expectations of this tangible.

It is also interesting to note that the three areas where professor perceptions exceed student expectations consist of areas where professors have limited experience. The student computer facilities are designed for student use, while the majority of professors have computers in their offices. Professors reserving the computer facilities for labs also have priority over individual students needing the computers. This

environment may explain while professors see the computers as more accessible than students. The computer facilities have also been recently renovated, while the professors' computers have not been updated. The student expectations on this area may be based on comparing OSU to what they perceive as top of the line, while professors compare the facilities to their own equipment. The monetary cost of OSU may also be affected by the different perspectives. Students with little and no income will have a different view than professors of what constitutes expensive. Students may also evaluate this measure on cost versus their financial status, while professors evaluate on cost versus the cost of other universities. These different perspectives makes the comparison of these two populations inconsistent.

With the exception of monetary cost of OSU, students and professors both ranked the tangible attributes offered from the CBA and OSU relatively low, all means falling around 2.5. These tangibles included classrooms, computer and library facilities. The means of satisfaction and quality were all higher than 2.5, therefore this dimension can be ruled out as a dominate factor contributing to the positive evaluations of in overall quality and satisfaction. Empathy levels also are lower than the overall ratings with means of 2.43 for expectations and 2.7 for perceptions. Assurance attributes ranked higher in their means averaging 1.66 for expectations and 1.69 for perceptions. Reliability and responsiveness means also fell above the overall satisfaction and quality means.

The means for all five dimensions measured are lower than the overall means of service quality and satisfaction in both populations. This fact potentially indicates a problem which should be addressed. If overall attribute levels combine to form a measure of service quality, as the SERVQUAL scale indicates, then some flaw exists in this study, as neither population exhibits this trend. Some reasons could include a reluctance to assess the school chosen to attend or work as lacking in quality. The attributes identified may also not be assess the overall domain of quality evaluation; some attributes may have been neglected.

One area where expectations and perceptions differences are minimal is in the assurance dimension. Again this comparison is subject to flaw, as it is the providers themselves which ranked the perceptions. In order to create an adequate comparison, perceptions of current and past students are needed. Although the providers perceptions are important, they cannot be compared without identifying this bias.

Future Research

This study represents a first step in-depth look at expectations and perceptions of the CBA. Due to the time constraints of the semester and to delays in funding, the sample was too small to perform appropriate statistical analysis, such as regression and analysis of variance. Future work will be

performed to include incoming undergraduate students, current and past students, as well as business executives who commonly hire graduating alumni. This expansion will allow us to employ a more sophisticated set of statistical analysis. It will also allow the direct comparison of expectations and perceptions which is an important issue for future research.

Areas of interest also include investigating the time period it takes for additional expectations to be revised after initial contact with the service. Collecting expectations prior to experiencing the CBA presents a challenge. How do researchers identify students with intentions of enrolling in the CBA? If a feasible method for collecting this data were possible, the students could be tracked throughout their CBA experience to collect information on expectations, changes in expectations, perceptions and changes in perceptions. At the very least, expectations could be matched directly with perceptions of the same students.

Conclusions

The results of this study indicate a need for further analysis of the attributes identified as predictors of ratings of quality and satisfaction. As expected, the data did indicate that professor perceptions are slightly lower than incoming student expectations. Future work which involves larger sample sizes, the responses of additional constituents groups, and the use of more sophisticated data analysis techniques is required.

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APPENDIX A

Tables and Figures

Table I

Summary of Definitions of Construct in the
Marketing Lens Model

1. Measured Global Quality. An independent assessment of
overall quality obtained from outside expert sources or
from statistical process control (SPC) procedures.

2. Actual Performance. Performance on each attribute
assessed via SPC analysis.

3. Expected Quality. The level of performance expected of
the product on each attribute prior to purchase.

4. Perceived Quality. The level of performance perceived
after product use on each attribute.

5. Reference Price. An expected price stored in memory that
acts as a reference point.

6. Objective Price. The actual price charged for a product.

7. Perceived Price. The cognitive representation of price
resulting from the comparison of the objective price to
reference price.

8. Global Quality. An overall rating of product quality
resulting from the combination of the perceived quality
ratings.

9. Perceived Value. The assessment of the relationship
between global product quality and perceived price.

10. Attribute Satisfaction. Satisfaction level on each
attribute that results from the comparison of perceived
quality to expected quality on each attribute.

11. Performance Satisfaction. Perceived satisfaction
resulting from the integration of the assessments of
attribute satisfaction.

12. Global Satisfaction. Overall satisfaction with a product
based upon the integration of performance satisfaction with
perceived value.

Table II

Dimensions of Service Quality
as presented by SERVQUAL

1. Reliability. Consistency of performance.

2. Responsiveness. Willingness or readiness of employees to provide service.

3. Assurance. Knowledge and courtesy of employees and their ability to inspire trust and confidence.

   a. Competence. Possession of the required skills and knowledge to perform the service.
   b. Courtesy. Politeness, respect, consideration, and friendliness of contact personnel.
   c. Communication. Keeping customers informed in language they can understand and listening to customers.
   d. Credibility. Trustworthiness, believability, and honesty.
   e. Security. Freedom from danger, risk or doubt.

4. Empathy. Caring, individualized attention the organization provides it's customers.

   a. Access. Approachability and ease of contact.
   b. Understanding. Making the effort to understand the customer's needs.

5. Tangibles. The physical evidence of the service.

Table III

Survey Questions Catorgorized
into SERVQUAL Dimensions

SERVQUAL Dimension	Incoming MBA expectation Ques. #s	Faculty Perception Ques. #s
Reliability	10, 12.	10,17,33,34,32,18.
Responsiveness	8, 22.	13.
Assurance	4,5,16,18,19,20,23, 11.	5,6,7,8,22,23,25,26 ,27,28,29.
Empathy	6,7,15,24.	9,10,11,12,21.
Tangibles	3,14,17,13	4,19,20,24.

Table IV

Statistical Measures of Survey Questions
of Incoming MBA Students' Expectations
of Service Quality.

Q #	Attribute Measured	Mean	Std. Dev.
1	OSU Satisfaction Expectations	1.5263158	0.5568658
2	CBA Satisfaction Expectations	1.5263158	0.7618201
3	Physical Facility Quality	2.2162162	0.8542422
4	Trust Professors of CBA	1.5789474	0.7215441
5	Professors Competency	1.6315789	0.6333545
6	Empathetic Professors	2.2368421	0.9133902
7	Accessibility of Professors	2.2105263	1.1427301
8	CBA Response Rate to Needs	1.9473684	0.7692527
9	Educational Quality	1.6052632	0.6383879
10	Monetary Value of CBA Education	1.5789474	0.8263099
11	Further Personal Development	1.3157895	0.6197324
12	Help Obtain a Better Job	1.7368421	0.8909215
13	Overall Monetary Cost of OSU	2.8157895	1.0869064
14	Quality of Library Facilities	2.7368421	1.1314714
15	Accessible Computer Facilities	2.8421053	0.9733285
16	Professor Expertise	1.8157895	0.6087321
17	Modern Computer Facilities	3.2368421	1.2397517
18	Courteous Professors	1.6842105	0.7390740
19	Physical Safety at OSU	1.6842105	0.8731819
20	Professor Communication Skills	1.7631579	0.4895784
21	Quality Expectations of CBA	1.7894737	0.4740792
22	Assistance in Obtaining Classes	1.3421053	0.7081119
23	Improved Communication Skills	1.7894737	0.8433490
24	Accessibility of Professors	2.1842105	1.0359814
26	Quality Expectations of OSU	1.9736842	0.4341405

Table V

Statistical Measurements of SERVQUAL Dimensions
of Incoming MBA Students' Expectations
of Service Quality.

SERVQUAL Dimension	Mean	Std. Dev.
Reliability	1.657894750	0.111648413
Responsiveness	1.644736850	0.427985642
Assurance	1.657894738	0.159763374
Empathy	2.368421050	0.316519651
Tangibles	2.751422475	0.418900812

Q#	Attribute Measured	Mean	Std. Dev.
1	Overall Satisfaction with OSU	2.4	0.9476071
2	Overall Satisfaction with CBA	2.28	0.8339725
3	Support Service Satisfaction	2.7	1.0738069
4	Physical Facility Quality	3.28	0.8580947
5	Students Trust in Professors	2.2173913	0.8141265
6	Students Trust in G.A.	3.0454545	1.0773470
7	Professor Competency	2.0816327	0.7022801
8	G.A. Competency	2.7142857	0.8660254
9	Empathy Level of Professors	2.68	0.8907690
10	Empathy Level of G.A.	2.5	0.7817360
11	Accessibility of Professors	2.58	1.0515295
12	Accessibility of G.A.	2.8936170	0.9379451
13	CBA Response Rate to Students	2.9148936	0.9742285
14	Students' Quality Expectations met	2.375	0.8660254
16	Monetary Value of CBA Education	2.0204082	0.9011519
17	Successfully Preparing Students for Job	2.32	0.8191584
18	*Improved Student Personal Development*	2.6458333	0.8376660
19	Monetary Cost of OSU	1.82	0.8497298
20	Quality of Library Facility	3.3	1.0738069
21	Accessible Student Computer Facility	2.4375	1.1090776
22	Professor Expertise	1.875	0.6399801
23	G.A. Expertise	2.7826087	0.8409794
24	Modern Computer Facility	2.348261	0.9710794
25	Courteous Professors	2.0212766	0.8467165
26	Courteous G.A.	2.3695652	0.7411311
27	Physical Safety at OSU	1.6530612	0.7786479
28	Professor Communication Skills	2.1521739	0.6313087
29	G.A. Communication Skills	2.6363636	0.6502561
30	Perceived Student Satisfaction with OSU	2.4166667	0.7096098
31	Perceived Student Satisfaction with CBA	2.291667	0.6828705
32	Improvement of Student's Communication Skills	2.7916667	0.9666422
33	Gen. Ed. Prepares for Business	3.28	0.9484682
34	Satisfaction with Course Mix	2.5	1.0151907
35	Overall Quality of CBA	2.26	0.6942916

Table VII

Statistical Measurement of SERVQUAL Dimensions
of Faculty Members Perceptions
of Service Quality

SERVQUAL Dimension	Mean	Std. Dev
Reliability	2.672916667	0.336967587
Responsiveness	2.9148936	0.9491212
Assurance	2.3226194	0.427293876
Empathy	2.6182234	0.178715368
Tangibles	2.686956525	0.728959516

Table VIII

Comparison of Means for Attributes
of Quality in CBA

Stud Q #	Prof. Q #	Attribute Measured	Student Mean	Prof. Mean
3	4	Physical Facility Quality	2.216216	3.28
4	5	Trust Professors of CBA	1.578947	2.21739
5	7	Professors Competency	1.63157	2.08163
6	9	Empathetic Professors	2.236842	2.68
7	11	Accessibility of Professors	2.210526	2.58
8	13	CBA Response Rate to Needs	1.947368	2.91489
9	14	Educational Quality	1.605263	2.375
10	16	Monetary Value of CBA Education	1.578947	2.02040
11	18	Further Personal Development	1.315789	2.64583
12	17	Help Obtain a Better Job	1.736842	2.32
13	19	Monetary Cost of OSU	2.815789	1.82
14	20	Quality of Library Facilities	2.736842	3.3
15	21	Accessible Computer Facilities	2.842105	2.4375
16	22	Professor Expertise	1.815789	1.875
17	24	Modern Computer Facilities	3.236842	2.34782
18	25	Courteous Professors	1.684210	2.02127
19	27	Physical Safety at OSU	1.684210	1.65306
20	28	Professor Communication Skills	1.763157	2.15217
23	32	Improved Communication Skills	1.789473	2.79166
27	31	Satisfaction of the CBA	1.710526	2.29166

Table IX

Comparison of Means for
SERVQUAL Dimensions

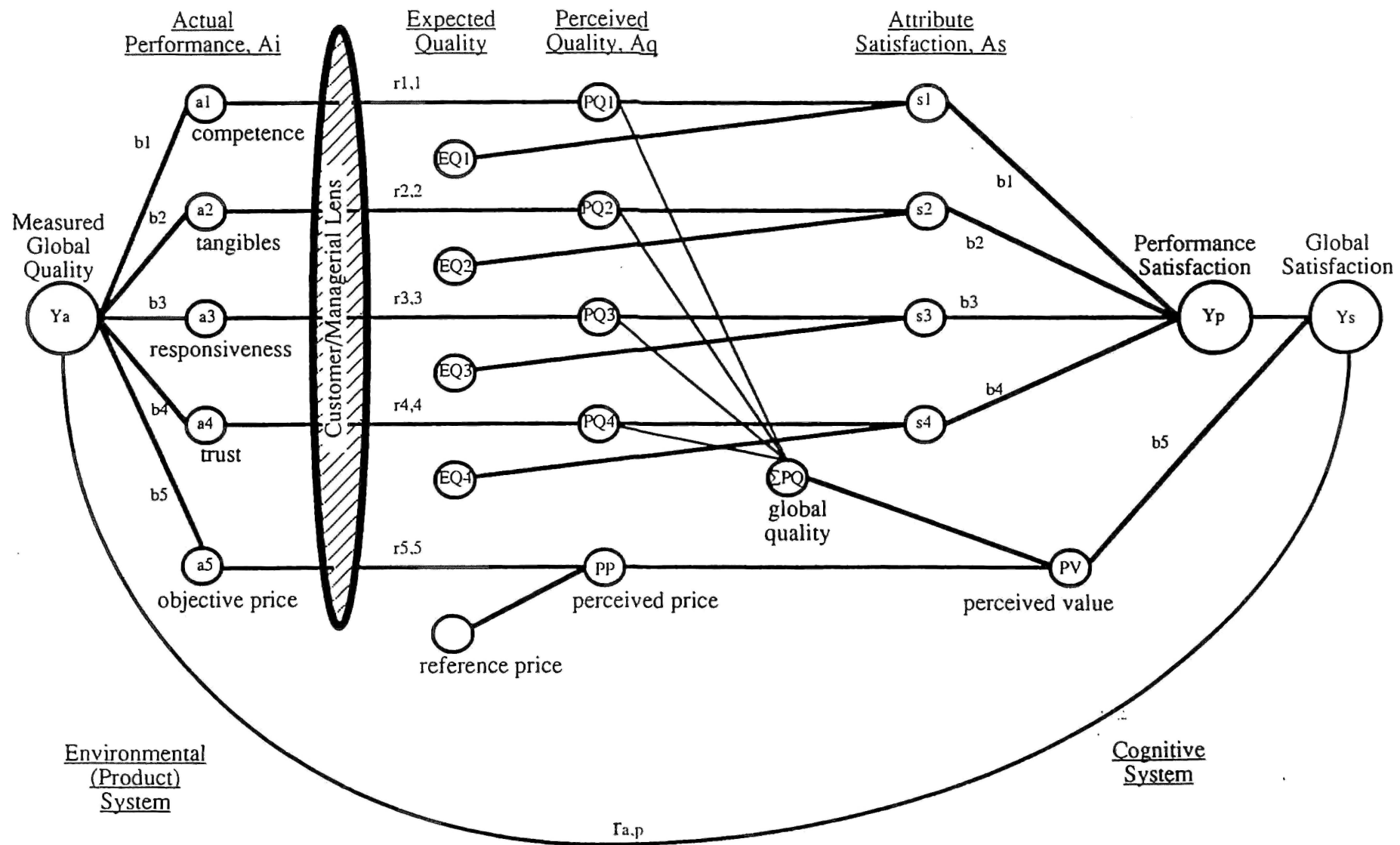| SERVQUAL Dimension	Student Mean	Prof. Mean
Reliability	1.6578947	2.672916
Responsiveness	1.6447368	2.914893
Assurance	1.6578947	2.322619
Empathy	2.3684210	2.618223
Tangibles	2.7514224	2.686956

Figure 1.

The Marketing Lens Model

APPENDIX B

Actual Surveys

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INCOMING MBA STUDENT QUESTIONNAIRE

Please read the following statements carefully. After reading each statement, respond to the statement by circling the appropriate number on the 5 point scale.

For example: considering American Automobile manufacturers, rate the overall quality of the Ford Motor Company.

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Quality   Quality

If you feel that the quality of Ford Motor company is very high, you would circle the number '1' on the scale. On the other hand, if you feel that the quality of the car maker is very low, you would circle the number '5'. If you feel that the quality of the Ford Motor Company is somewhat low, you would circle the number '4'. By circling the number '3' on the scale, you would indicate that you have no feelings regarding the quality of the Ford Motor Company.

Remember, there are no incorrect responses. We are interested in your perceptions of Oklahoma State University and the College of Business Administration. As such, your response to each statement is the best response.

Are there any question?

Now, please take about 10 minutes to carefully read the following statements and to record your answer on the scales below each statement.

1. As an MBA student, rate the level of satisfaction you expect to have with your overall educational experience at Oklahoma State University:

Very Satisfied /__1__/__2__/__3__/__4__/__5__/ Very Dissatisfied

2. Considering only the College of Business Administration (CBA), rate the level of satisfaction you expect to have with the CBA as an MBA student:

Very Satisfied /__1__/__2__/__3__/__4__/__5__/ Very Dissatisfied

3. As an MBA student, considering the physical facilities of the CBA, rate the quality you expect in those facilities: (i.e., classroom spaces, computer laboratories):

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Quality   Quality

4. Rate the extent to which you feel you, as an MBA student, will be able to trust the professors in the college of Business Administration:

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Trust   Trust

5. As an MBA student, rate the extent to which you feel the professors in the CBA will be highly competent teachers:

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Competence   Competence

6. Rate the extent to which the professors in the CBA will show overall high levels of empathy and understanding for the MBA student:

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Empathy   Empathy

7. Rate the extent to which you feel the professors in the CBA will be readily available for personal consultations with the MBA students (e.g. advising and addressing personal problems):

Very   /__1__/__2__/__3__/__4__/__5__/ Very
Available   Unavailable

8. Rate the speed with which you believe the CBA will respond to your academic needs and problems as an MBA student:

Very   /__1__/__2__/__3__/__4__/__5__/ Very
Quickly   Slowly

9. As an MBA student, rate the quality of overall education that you expect to receive from the CBA:

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Quality   Quality

10. As an MBA student, rate the level of value for your money you expect to receive in obtaining an education form the CBA:

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Value   Value

11. Rate the extent to which you expect your MBA experiences in the CBA to successfully further your personal development:

Very   /__1__/__2__/__3__/__4__/__5__/ Very
Successfully   Unsuccessfully

12. Rate the extent to which you expect having an MBA degree from *Oklahoma State University* will help you obtain a better job:

Very   /__1__/__2__/__3__/__4__/__5__/ Very
Helpful   Unhelpful

13. As an MBA student, rate the overall monetary cost of obtaining an education from Oklahoma State University:

Very Low /__1__/__2__/__3__/__4__/__5__/ Very High

14. In terms of academic journals and other reference materials, rate your expectations, as an MBA student, of the quality of the library facilities at Oklahoma State University.

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Quality   Quality

15. Rate the extent to which you believe the computer facilities in the CBA will be readily accessible to MBA students:

Very Accessible /__1__/__2__/__3__/__4__/__5__/ Very Unaccessible

16. Rate the extent to which you, as MBA student, believe the professors in the CBA will exhibit high level of expertise:

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Expertise   Expertise

17. Rate the extent to which you believe the CBA will have modern, up-to-date computer facilities available for MBA student use:

Very Modern /__1__/__2__/__3__/__4__/__5__/ Very Outdated

18. Rate the extent to which you believe the professors in the CBA will be courteous to the MBA students:

Very Courteous /__1__/__2__/__3__/__4__/__5__/ Very Discourteous

19. As an MBA student, rate the extent to which you feel safe from physical harm while on the Oklahoma State University campus:

Very Safe /__1__/__2__/__3__/__4__/__5__/ Very Unsafe

20. Rate the extent to which you believe the professors in the CBA will communicate information to the MBA students in a clear manner.

Very Clear /__1__/__2__/__3__/__4__/__5__/ Very Unclear

21. Rate your expectations for the overall quality of the CBA:

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Quality   Quality

22. Rate the extent to which you believe the MBA Program Office will assist you in obtaining classes, advising, etc.:

Very Helpful /__1__/__2__/__3__/__4__/__5__/ Very Unhelpful

23. Rate the extent that you expect your communication skills to be improved as a result of your overall experience with the CBA:

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Improvement   Improvement

24. Rate the extent to which you believe the professors in the CBA will be readily available for personal consultations with you (e.g., advising and addressing personal problems):

Very Available /__1__/__2__/__3__/__4__/__5__/ Very Unavailable

25. As an MBA student, what are the two most important things that you expect from the CBA?

      1._____

      2._____

26. As an MBA student, rate your expectations for the overall quality of Oklahoma State University.

Very High /__1__/__2__/__3__/__4__/__5__/ Very Low
Quality   Quality

27. As an MBA student, rate your expectations for your overall satisfaction with the CBA:

Very Satisfied /__1__/__2__/__3__/__4__/__5__/ Very Dissatisfied

Please complete the following information about yourself:

1. Age
____18-20
____21-23
____24-26
____27-29
____30 or older

2. Gender
____Male
____Female

3. Race
__Asian __Black __Caucasian __Hispanic __Native American __Other

4. Are you an international Student:___yes   ___no

5. If you answered "yes" to question #4, what is your country of origin: _____

6. From what University did you receive your undergraduate degree: _____

7. What was your undergraduate major _____minor_____

8. Has any member of your immediate family previously been enrolled at Oklahoma State University? ____yes   ____no

9. Have you previously taken any course at Oklahoma State University?   ____yes   ___no

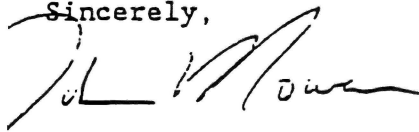10. If you answered yes to question #9, what was the name of the courses(s)?

_____

_____

_____

Dear Professor:

As you know, the CBA is currently engaged in efforts to develop a strategic plan. As part of the plan, we are assessing student, faculty, and recruiter satisfaction with the quality of the educational services provided by the CBA. We would like to ask for your cooperation in gathering your perceptions of the quality of the services that we offer. Attached you will find a brief survey asking you to respond to various statements regarding Oklahoma State University and the CBA.

If you have questions regarding this survey please feel free to contact me at your convenience. Thank you in advance for your cooperation in this important research.

Sincerely,

Dr. John C. Mowen
Carson Centennial Professor
Chairman of the CBA Long Range Planning Committee

Please take a few minutes and respond to the following statements by circling the appropriate number on the 5 point scale.

For example: Considering American automobile manufacturers, rate the overall quality of the Ford Motor Company.

/___(1)___/___2___/___3___/___4___/___5___/
Very High   Very Low
Quality   Quality

If you feel that the quality of Ford Motor Company is very high, you would circle the number '1' on the scale as illustrated above. On the other hand, if you feel that the quality of the car maker is very low, you would circle the number '5'. If you feel that the quality of the Ford Motor Company is somewhat low, you would circle the number '4'. By circling the number '3' on the scale, you would indicate that you have no feelings regarding the quality of the Ford Motor Company.

1. Considering your overall experiences at Oklahoma State University, rate your level of satisfaction with OSU:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Satisfied   Dissatisfied

Comments: _____
_____

2. Considering your overall experiences within the CBA, rate your level of satisfaction with the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Satisfied   Dissatisfied

Comments: _____
_____

3. Overall, rate your level of satisfaction with the support services offered by the CBA (eg., provision of audio/visual equipment; data processing, etc.)

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Satisfied   Dissatisfied

Comments: _____
_____

4. Rate the overall quality of the physical facilities of the CBA (e.g., classroom spaces, labs, etc.):

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Quality   Quality

Comments: _____
_____

5. Overall, rate the level of trust that students have in the professors in the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Trust   Trust

Comments: _____
_____

6. Overall, rate the level of trust that students have in the CBA graduate assistant instructors:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Trust   Trust

Comments: _____
_____

7. Overall, rate the teaching competency of the professors in the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Competent   Incompetent

Comments: _____
_____

8. Overall, rate the teaching competency of the graduate assistant instructors in the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Competent   Incompetent

Comments: _____
_____

9. Rate the professors in the CBA on the overall level of empathy they show for the students:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Empathy   Empathy

Comments: _____
_____

10. Rate the graduate assistant instructors in the CBA on the overall level of empathy they show for the students:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Empathy   Empathy

Comments: _____
_____

11. Overall, rate the extent to which CBA professors are available for personal consultations with the students (e.g., advising and addressing personal problems):

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Available   Unavailable

Comments: _____
_____

12. Overall, rate the extent to which CBA graduate assistant instructors are available for personal consultations with the students (e.g., advising and addressing personal problems):

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Available   Unavailable

Comments: _____
_____

13. Rate the speed with which the CBA responds to students' academic needs, problems, and concerns:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Quickly   Slowly

Comments: _____
_____

14. Rate the extent to which the quality of education that students are obtaining from the CBA meets the student's expectations:

/___1___/___2___/___3___/___4___/___5___/
Very Much Meets   Very Much Does Not
Expectations   Meet Expectations

Comments: _____
          _____

15. If you could change two things about the CBA, what would they be:

    1. _____

    2. _____

16. Rate the extent to which students are receiving high levels of value for their money in obtaining an education from the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Value   Value

Comments: _____
          _____

17. Rate the extent to which overall student experiences in the CBA are successfully preparing them for a job:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Successfully   Unsuccessfully

Comments: _____
          _____

18. Rate the extent to which overall student experiences in the CBA successfully contribute to the students' personal development:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Successfully   Unsuccessfully

Comments: _____
          _____

19. Rate the monetary cost to students for obtaining an education from Oklahoma State University:

/___1___/___2___/___3___/___4___/___5___/
Very Low   Very High
Cost   Cost

Comments: _____
_____

20. In terms of academic journals and other reference materials, rate the quality of the library facilities at Oklahoma State University:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Quality   Quality

Comments: _____
_____

21. Rate the extent to which the computer facilities in the CBA are accessible to students:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Accessible   Unaccessible

Comments: _____
_____

22. Rate the overall level of expertise exhibited by the professors in the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Expertise   Expertise

Comments: _____
_____

23. Rate the overall level of expertise exhibited by the graduate assistant instructors in the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Expertise   Expertise

Comments: _____
_____

24. Considering the computer facilities the CBA has available for student use, rate the extent to which these facilities are modern and up-to-date:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Modern   Out-Dated

Comments: _____
          _____

25. Rate the overall level of courtesy the professors in the CBA show to the students:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Courteous   Discourteous

Comments: _____
          _____

26. Rate the overall level of courtesy the graduate assistant instructors in the CBA show to the students:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Courteous   Discourteous

Comments: _____
          _____

27. Rate the extent to which students are safe from physical harm while on the Oklahoma State University campus:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Safe   Unsafe

Comments: _____
          _____

28. Overall, rate the extent to which the professors in the CBA communicate information to the students in a clear and understandable manner:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Clear   Unclear

Comments: _____
          _____

29. Overall, rate the extent to which the graduate assistant instructors in the CBA communicate information to the students in a clear and understandable manner:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Clear   Unclear

Comments: _____
          _____

30. Rate the students' level of satisfaction with their overall experiences at Oklahoma State University:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Satisfied   Dissatisfied

Comments: _____
          _____

31. Considering their overall experiences with the CBA, rate the students' level of satisfaction with the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Satisfied   Dissatisfied

Comments: _____
          _____

32. Rate the extent to which the communication skills of the students have been improved by their overall experience with the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Improvement   Improvement

Comments: _____
          _____

33. Rate the extent to which general education requirements prepare students for their business courses:

/___1___/___2___/___3___/___4___/___5___/
Excellent   Very Poor
Preparation   Preparation

Comments: _____
          _____

34. Rate your overall satisfaction with the mix of courses offered to students in the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very   Very
Satisfied   Dissatisfied

Comments: _____
_____

35. Rate the overall quality of the CBA:

/___1___/___2___/___3___/___4___/___5___/
Very High   Very Low
Quality   Quality

Comments: _____
_____

Thank you for your assistance. Now please take a few moments and complete the following information about yourself:

1. Rank:
___ Instructor   ___ Associate Professor
___ Assistant Professor   ___ Full Professor

2. Sex
___ male
___ female

3. Race
__ Asian __ Black __ Caucasian __ Hispanic __ Native American __ Other

VITA

Teresa A. Ourada

Candidate for the Degree of

Master of Business Administration

Thesis: A STUDY OF THE SERVICE QUALITY EXPECTATIONS AND
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Master of Business Administration at Oklahoma
State University in December, 1992.