

# **REPORT ON CUSTOMER SERVICE**

**For the Fiscal Years 2000-02**

**by**

**TEXAS TECH UNIVERSITY**



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Signed:

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## I. Inventory of Customers by Strategy

Goal/Strategy	Customer
<b>A. Goal: Instruction/Operations</b>	
Provide Instruction Operations	Students
A.1.1 Objective: Conduct Instructional Operations	Students
A.1.2 Strategy: Teaching Experience Supplement	Students
A.1.3 Strategy: Staff Group Insurance Premiums	Staff; faculty
A.1.4 Strategy: Texas Public Education Grants	Students
A.1.5 Strategy: Indirect Cost Recovery	N/A
A.1.6 Strategy: Organized Activities	Students
A.1.7 Strategy: Formula Hold Harmless	N/A
A.1.8 Strategy: Capital Equity and Excellence Funding	Students
<b>B. Goal: Infrastructure Support</b>	
B1.1 Strategy: E&G Space Support	Students
B1.2 Strategy: Tuition Revenue Bond Retirement	N/A
B1.3 Strategy: Skiles Act Revenue Bond Retirement	N/A
<b>C. Goal: Special Item Support</b>	
C.1.1 Strategy: Library Archival Support	Students
C.1.2 Strategy: Masters of Social Work	N/A-program not established.
C.2.1 Strategy: Agricultural Research	Agribusiness
C.2.2 Strategy: Energy Research in energy and environmental protection in Texas	Citizens of Texas
C2.3 Strategy: Research in emerging technologies and economic development in Texas	Agribusiness; communities; businesses; citizens of Texas
C.3.1 Strategy: Junction Annex Operation	Students; state organizations, agencies, and societies; the local community
C3.2 Strategy: Small Business Development	Small businesses in a 95county area
C3.3 Strategy: Museums and historic, cultural and educational centers	Public; students
C3.4 Strategy: International Trade Center	Small businesses in a 95 county area
C3.5 Strategy: Financial Responsibility: Institute for Financial Responsibility	Students and employers
C.3.6 Strategy: MITV Fredericksburg: degree programs to be offered in the "hill country" of Texas in partnership with other institutions of higher education.	Students; citizens of south Texas and the "hill country"
C.4.1 Strategy: Institutional Enhancement	Students; faculty; staff

## II. Information Gathering Summary

Texas Tech strives to provide excellent quality education, research, and service in an environment that is caring and friendly to all its constituents including students, faculty, staff, administration, alumni, parents, and members of the greater community. Therefore, the focus of the surveys used for this report is on students and the services provided around their educational experience.

Each division/college of the university solicits feedback from students in a variety of ways. Student focus groups and advisory boards are used in several colleges to get student input into academic and service issues. Surveys are used to gather information in the classroom and at point of contact. Information is tabulated in a variety of ways and is used as input into the division/college/department individual improvement plans. The focus of this report is to summarize the information that is gathered at the institutional level. Two surveys are used on the institutional level to assess student satisfaction.

The first, the *Graduating Student Survey*, is sent to all graduating seniors. Previously only spring graduates were questioned, but now students receiving a baccalaureate degree in August, December, and May commencements are surveyed. This survey asks the students to rate and comment on their academic department with regard to courses, faculty, advising, and facilities. In addition, numerous student services such as housing, dining, counseling, tutoring, computing, and financial aid are assessed.

The second survey is the *Currently Enrolled Student Survey* that is a sample survey of the entire student body taken during the fall semester. This questionnaire measures the service quality of 19 departments and activities including the academic department, advising, registration, financial aid, computing, traffic and parking, student health, and libraries. A number of questions are asked regarding each unit to determine if it is easy to obtain service, if questions are answered accurately and problems solved quickly, if the staff is courteous, knowledgeable, and willing to go the extra mile to help, and if office hours are convenient. This survey was designed to specifically address the required components outlined in the university's *Compact with Texans*. This survey was first conducted in fall 2000 and then annually each year thereafter.

The response rates are typical for surveys of this size, design, and distribution. Seventeen percent of the seniors answered the three *Graduating Student Surveys* for 2000-2001, and fifteen percent returned the latest *Currently Enrolled Student Survey*. Response rates are adversely affected by large numbers of students not updating their mailing addresses. Starting in 2002, both surveys will be administered on the Internet in order to eliminate problems with inaccurate addresses. The confidence level for the data from these surveys is very high since the data is machine scanned and audited for accuracy.

### III. Customer Satisfaction Survey Results

<i>Percentage of respondents satisfied (rating of 4 or higher) regarding . . .</i>				
<b>GRADUATING STUDENT SURVEY</b>	<b>2000</b>	<b>2001</b>	<b>NA</b>	<b>NA</b>
1. Faculty availability and helpfulness	66.9%	75.5%		
2. Staff helpfulness	60.7%	63.5%		
3. Advisor availability	56.2%	55.2%		
4. Usefulness and accuracy of advisor information	49.2%	57.1%		
5. Availability of study facilities	57.9%	73.2%		
6. Library user assistance	49.4%	63.7%		
7. Library hours of operation	71.8%	83.3%		
8. Availability of computer labs	53.1%	67.3%		
9. Assistance in computer labs	47.8%	54.3%		
10. Disabled student services	66.7%	72.2%		
11. International student services	52.2%	64.4%		
<b>CURRENTLY ENROLLED STUDENT SURVEY</b>	<b>NA</b>	<b>NA</b>	<b>2000</b>	<b>2001</b>
1. Academic department (8 questions)			81.3%	80.5%
2. Academic advising (8 questions)			81.5%	82.0%
3. Libraries (8 questions)			81.1%	82.8%
4. Student computing (6 questions)			78.4%	76.8%
5. Registrar and registration (9 questions)			71.6%	75.2%
6. Student business services (8 questions)			70.0%	69.4%
7. Financial aid (9 questions)			50.4%	54.7%
8. Student health (8 questions)			79.0%	79.5%
9. Academic assistance and tutoring (8 questions)			84.9%	81.5%
10. Traffic & parking (8 questions)			59.3%	57.8%

## IV. Analysis of Findings and Improvement Plans

### A. Analysis of Findings

The data indicates that students are generally satisfied with the services that they receive from the university. In the *Graduating Student Survey* for the three commencements of 2000-2001, 24,337 ratings were received on 52 questions using a rating scale of 1 to 5 (Poor to Excellent). Of these 81.9% of the ratings were “average” (“3”) or better. Close to sixty percent (59.6%) were ratings of “good” (4) or “excellent” (5). Only 7.6% of the ratings were “poor” (1). Useful comments were made by 94.8% of the respondents.

In the *Graduating Student Survey* for 2000-2001, the faculty earned record high marks for their helpfulness and accessibility. Advising ratings continued to improve, as have the scores for registration, the bursar, and financial aid. Improvements in the library and in computer services have also translated into higher ratings. Academic facilities need improvement.

Regarding the latest *Currently Enrolled Student Survey*, of the 43,299 responses to the 128 service questions, more than 88% were either neutral or on the positive side of the 5-point scale. Nearly 74% of the responses were in the two highest ratings. Only 3.9% of the marks were strongly unfavorable.

Among the departments with substantial numbers of ratings, academic advising, libraries, academic departments, student health services, and registration all had scores averaging 4.0 or higher. Of the 19 units examined by current students, only two –Traffic & Parking and Financial Aid – had ratings somewhat below the others (with averages a little under 3.5). Although the ratings are lower than other departments, the Financial Aid Office showed a 4.3% improvement in the overall student satisfaction rating as shown on the *Currently Enrolled Student Survey* results chart on page 3.

### B. Improvement Plans

- 1. Traffic & Parking.** In the strategic plan for the department, the following objectives have been established: create an in-house quality service committee to oversee customer-relations efforts; develop customer feedback instruments to gather and benchmark data from customers, other universities and the parking industry; develop new ways to accept customer payments and purchases; establish a toll-free number for customers to utilize when calling long-distance with questions; and develop on-line services for primary services such as permit purchases, permit renewals, appeals, and citation payments.
- 2. Financial Aid.** The department has set goals to streamline processes and use technology to reduce wait times and improve information dissemination. The plans include: document imaging for financial aid documents; direct

deposit of student refund funds through the Automated Clearinghouse (ACH) to the students' personal bank account; direct deposit of refund funds from Parent Loans through the Automated Clearinghouse (ACH) to the parents' personal bank account; convert existing financial aid forms to Web/PDF format and make them available on the financial aid office web page; and implement Web-based scholarship applications for entering and transfer students. Other strategies include: use the new student e-mail system as a communication tool with students; design and implement programming that will allow automated messaging to students in areas of importance such as, deposits of refunds to personal bank accounts, missing items from application files, awards processed, etc.; and identify pertinent customer service training available through the university and encourage employee participation by providing release time for attendance.

3. **Student Business Services.** This department has undergone a leadership change and department restructuring. All employees are receiving customer service training and developing individual and department improvement plans. Employees with substandard customer service skills have been reassigned to low contact positions. The department staff members met and developed a values statement to describe how their interactions impact each other as well as the customers, and they defined desired behaviors. The new director continues to work with the department of Quality Service & Professional Development to implement improvement strategies.
4. **Improve Planning and Assessment.** The University Strategic Plan was completed and approved by the Board of Regents in December 2001. This effort was a comprehensive, participative process that yielded plans at the university, division/college, and unit levels. A Strategic Planning Council has been put in place to monitor progress of the process, and to report on progress of the plan. Assessment processes are in the development stages. Customer service assessment was added to the university assessments. Each division/college is expected to solicit feedback from students and internal customers, and to develop improvement plans related to customer service. The expectation has been set for new employees to attend customer service training within the first 60 days on the job.
5. **Academic Advising.** Efforts are underway to expand the Web-based advising and scheduling program that has been in use by the College of Engineering for several years. This program streamlines the planning process for students and assists them in effective scheduling. Plans are to link this process to the Web-based registration system.
6. **Student First Initiative.** In fall 2001, the chancellor initiated a student focus group to assess student satisfaction and to identify key issues and barriers to student satisfaction. The StudentFirst Task Force had representation from all colleges at the university and schools at the health sciences center. After using a variety of methods to gather data, the students

compiled a report with 27 recommendations for the chancellor and Board of Regents. The students recommended making the StudentFirst Task Force a permanent committee for the TTU System and that an implementation team be put in place to monitor progress toward improvements and suggestions. The next steps in the process will be the responsibility of the implementation task force that will be appointed in fall 2002.

## V. Customer Related Performance Measures

### A. Outcome Measures

Outcome Measures	Surveys of Graduating Students			Surveys of Current Students		
	1999-2000	2000-2001	Target 2002-2003	Fall 2000	Fall 2001	Target 2002-2003
Percentage of surveyed respondents expressing satisfaction with services received (rating of 3 or higher on a scale of 5)	78.4%	81.9%	82.1%	87.5%	88.5%	89.0%
Percentage of surveyed respondents rating satisfaction as "Good" or "Excellent" or as "Agree" or "Strongly Agree" (ratings of 4 or higher)	54.8%	59.6%	59.9%	72.4%	73.9%	74.5%
Percentage of surveyed respondents describing ways to improve service delivery	94.1%	94.8%	95.0%	61.9%	62.9%	63.1%

Output Measures	Graduating	Senior	Current	Student
Number of customers surveyed	1,561	3,577	4,000	4,900
Number of customers served	1,561	3,577	24,558	25,573

## B. Table of Average Ratings by Question

	2000	2000	2001	2001	2002 Target
Average Ratings of Those Having Contact	# Responses.	Avg. All	# Responses	Avg. All	Avg. All
My questions were answered/my problem solved.	4796	3.95	4479	3.99	4.00
It was easy to contact this office and obtain service.	4517	3.87	4230	3.94	3.97
The staff in this office was courteous.	4514	3.95	4226	4.02	4.10
The staff in this office was knowledgeable.	4513	3.90	4225	3.98	4.00
The staff was willing to go the extra mile to help.	4517	3.52	3185	3.65	3.75
Wait time for service/response was acceptable.	4515	3.72	4226	3.76	3.90
Information provided was accurate.	5506	3.94	6336	4.01	4.10
The department hours of operation meet my needs.	4781	3.41	3905	3.87	3.90