



TEXAS TECH UNIVERSITY™

REPORT ON CUSTOMER SERVICE

For the Fiscal Years 2004-2006

TEXAS TECH UNIVERSITY

and

**TEXAS TECH UNIVERSITY SYSTEM
ADMINISTRATION**

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I. Introduction

Texas Tech University (TTU) is a statewide, comprehensive university with more than 28,000 students pursuing undergraduate, graduate, or professional degrees in ten different instructional schools and colleges. Texas Tech University is located in Lubbock and operates educational sites in Abilene, Amarillo, Fredericksburg, Junction, and Marble Falls. The university offers an array of high quality programs that provide an opportunity for a broad-based education for all students at the undergraduate, graduate, and professional levels. 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.

The university is a component of the Texas Tech University System (TTUS). The Texas Tech University System is comprised of the following: the System Administration (TTUSA); Texas Tech University (TTU); and Texas Tech University Health Sciences Center (TTUHSC). The Texas Tech University System Administration is supported by university staff, and customer service initiatives positioned at the system level will be included in this report.

The size and diversity of the university require that the efforts for this report be focused to create an overall picture of the service climate at Texas Tech. As seen on the Inventory of Customers by Strategy Chart on the next page, the category of customers that is most heavily impacted by the general appropriations funding is students.

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 results reported in this document will reflect that the institutional perspective of the surveys used for this report is on students and the services provided around their educational experience.

The information for improvement plans in this report is a sampling from the annual assessment reports provided by departments and divisions of the university. Over 168 individual departments submit assessment reports which are summarized in division assessment reports. This activity is an integral part of the university's ongoing strategic planning and assessment cycle. All reports are posted on the Strategic Planning and Assessment Web site at: <http://techdata.irs.ttu.edu/stratreport/index.asp>.

II. Inventory of Customers by Strategy

A. Texas Tech University

Goal/Strategy	Customer
A. Goal: Instruction/Operations	
Provide Instruction and Operations Support	
A1.1 Strategy: Operations Support	students
A1.2 Strategy: Teaching Experience Supplement	students
A1.3 Strategy: Staff Group Insurance Premiums	staff/faculty
A1.4 Strategy: Worker's Compensation Insurance	staff/faculty/students
A1.5 Strategy: Texas Public Education Grants	students
A1.6 Strategy: Organized Activities	students
A1.7 Strategy: Excellence Funding	faculty/students
B. Goal: Infrastructure Support	
B1.1 Strategy: E&G Space Support	Students/faculty/staff
B1.2 Strategy: Tuition Revenue Bond Retirement	n/a
B1.3 Strategy: Skiles Act Revenue Bond Retirement	n/a
C. Goal: Special Item Support	
C1.1 Strategy: Library Archival Support	Students/public
C2.1 Strategy: Agricultural Research	agribusiness
C2.2 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
C3.1 Strategy: Junction Annex Operation	students/state organizations, agencies, and societies/the local community
C3.2 Strategy: Hill Country Educational Network	students and citizens of south Texas and the "hill country"
C3.3 Strategy: Small Business Development	small businesses in a 95-county area
C3.4 Strategy: Museums & Centers: Museums and historic, cultural and educational centers	public/students
C3.5 Strategy: Center for Financial Responsibility	students and employers
C4.1 Strategy: Institutional Enhancement	students/faculty/staff
C4.2 Strategy: Faculty Excellence	faculty/students
D. Goal Research and Development Fund	
D1.1 Strategy: Research and Development Fund	faculty

B. Texas Tech University System Administration

Goal/Strategy	Customer
A. Goal: Instruction/Operations	
A1.1 Strategy: System Office Operations	faculty/staff/students

III. Information Gathering Summary

Since the development of the University Strategic Plan, each division and college has increased efforts to assess student satisfaction. Each division and 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 points of contact. Information is tabulated in a variety of ways and is used as input into the division/college/department individual improvement plans.

Two annual surveys are used at the institution level to track student satisfaction. The results of these surveys are the primary input for this *Report on Customer Service*. 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, the *Currently Enrolled Student Survey*, is a survey of the entire student body in the fall semester. This questionnaire measures the service quality of sixteen departments and activities including the academic department, advising, distance learning, Internet sites, information technology resources, registration, financial aid, computing, traffic and parking, 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 annual survey was first conducted in 2000 and again in 2001 as sample surveys. Since 2002, the entire student body has been surveyed each year. In 2005, the questionnaire was expanded with the common set of service measures increasing from eight questions to twelve questions. Some units previously surveyed (which are assessed through other means) were dropped from this questionnaire to make possible expanded coverage.

The response rates are typical for surveys of this size, design, and distribution, but return rates have improved with better e-mail contact information. Twenty-two percent answered the three *Graduating Student* surveys for 2004, and nearly twenty-five percent answered the surveys for 2005. Participation in the *Currently Enrolled Student Survey* is also higher. Over twenty-one percent of the student population voiced their opinions in the latest survey.

The confidence level for the data from these surveys is very high. For instance, the latest *Currently Enrolled Student Survey* has a margin of error of only $\pm 1.3\%$. All surveys are of the complete population which minimizes sampling issues and problems. All surveys are administered over the Internet and the returns are tabulated by commercial survey-administration software and are audited for consistency and accuracy. Response rates are adversely affected by students not keeping their e-mail address updated.

IV. Customer Satisfaction Survey Results

A. Institutional Surveys

In the *Graduating Student Survey*, graduating seniors answer specific questions regarding service. Table 1 below gives the total percentage of students who rated a particular service as a “4” or a “5”, the highest two ratings.

Table 1: Graduating Student Survey Results

Percentage of respondents satisfied (rating of 4 or higher) regarding.	<u>2004</u>	<u>2005</u>
1. Faculty availability and helpfulness	72.8%	78.2%
2. Staff helpfulness	60.1%	64.5%
3. Advisor Availability	49.7%	51.7%
4. Usefulness and accuracy of advisor information	49.8%	50.5%
5. Availability of study facilities	71.4%	69.0%
6. Library user assistance	62.7%	59.1%
7. Library hours of operation	80.3%	80.4%
8. Availability of computer labs	64.2%	63.8%
9. Assistance in computer labs	55.9%	57.3%
10. Disabled student services*	61.2%	62.3%
11. International student services	63.1%	63.1%

* Represented are only the small numbers who use this specialized service.

In the *Currently Enrolled Student Survey*, current students are questioned regarding the service performance of selected departments. Eight or more questions serve to evaluate most departments. Table 2 on the next page gives the percentage of high-level responses (again, 4- or 5-value responses) for all questions in each of the departments or areas listed.

Table 2: Currently Enrolled Student Survey Results

Percentage of respondents satisfied (rating of 4 or higher) regarding.	<u>2004</u>	<u>2005</u>
1. Academic department (8 & 12 questions)*	81.1%	83.4%
2. Academic advising (8 & 12 questions)	81.4%	80.7%
3. Libraries (8 & 12 questions)	80.1%	79.8%
4. Student computing (6 & 12 questions)	74.5%	71.2%
5. Registrar & registration (9 & 20 questions)	73.2%	73.4%
6. Student business services (9 & 12 questions)	65.4%	67.2%
7. Financial aid (8 & 15 questions)	58.7%	58.9%
8. Academic assistance & tutoring (8 & 12 questions)**	70.5%	76.3%
9. Traffic & parking (8 & 12 questions)	55.7%	55.5%

*The number of questions was expanded for 2005. The count in parentheses represents the number of questions in 2004 and in 2005, respectively.

** Represented are only the small numbers who use this specialized service.

V. Analysis of Findings and Improvement Plans

A. Analysis of Findings (Graduating Student and Currently Enrolled Student Surveys)

The latest data shows that students are generally satisfied with university services. In the three 2005 *Graduating Student* surveys, for example, 51,105 ratings were received on 61 questions using a rating scale of 1 to 5 (poor to excellent). Of these, 81.2 percent of the ratings are from “3” to “5” (“average” or better). Using a higher standard, 57.8 percent were ratings of “good” (4) or “excellent” (5). Only 7.3 percent of the ratings were “poor.” The majority of the ratings represent an improvement over what was reported in the previous *Report of Customer Service*, and the number of ratings comprising these statistics is greater. Useful comments were offered by many of the respondents, but comment rates are down as would be expected with improved service.

In the latest *Graduating Student Survey*, faculty continues to earn high praise with 78 percent of the scores being good or excellent. Some faculty ratings questions give ratios as high as 25:1 in the ratio of positive scores to negative ones. The percentage of the higher ratings of *faculty availability and helpfulness* cited in this report has improved 11.3 percentage points since the data reported from the first *Report on Customer Service*. In other areas, *computer availability* has improved 10.7 percentage points from the first survey to the most recent one. Of the eleven items cited in Table 1, improvement has averaged 6.2 percentage points. *Advisor availability* has improved over the last three surveys, and more than half of the students award the two highest marks; however, that measure is slightly lower compared to the first survey.

Regarding the latest *Currently Enrolled Student Survey*, of the 491,583 scores tabulated (which is more than twice the number of scores previously), a remarkable 91.3 percent were either neutral or on the positive side of the 5-point scale. Just over 71% of the responses were of the two highest ratings. Less than three percent of the scores were of the lowest rating. Academic departments, academic advising, and libraries all had about

80 percent or more of their scores in the highest two categories. Financial Aid is lower-ranked, with only about 59 percent of the scores being the higher marks, yet that represents an 8.5 percentage point improvement over the first survey. The lowest-rated area, Traffic and Parking (now University Parking Services) is holding steady at 55 to 56 percent favorable ratings over the last four surveys.

B. Improvement Plans

Annually, all areas of the university are required to assess and report the progress in achieving their goals and post these results on the university strategic planning Web site (see page 1). The improvement plans reported here reflect a sampling of new initiatives and departments that are making a concerted effort to improve their services to high volumes of students.

- 1. Traffic & Parking.** The Traffic & Parking department created an Image Improvement Task Force and hired a new managing director. New initiatives are beginning to improve the way the university and community public views Traffic & Parking Services.

Improvement Initiatives

- Initiated an education program for students to reduce the cost to students for parking citations. Over the two year period 2004-2006, 934 students participated in education programs resulting in \$46,040 savings to the students through dismissed citations.
- Produced and distributed an educational CD program targeted at new students: *How to NOT Get a Ticket*. The video and printed materials provided information about the parking system on campus and information for students.
- Increased the number of parking spaces available to students by 2,000 spaces.
- Initiated *The Car Clinic* which is an event put on three times each year (before the holidays, spring break, and at the end of the summer sessions). Traffic and Parking Services partners with local mechanics and retailers to provide professional car inspection services and vehicle-related door prizes to students. The event is frequently held in conjunction with Drowsy Driving Awareness Week, Safe Spring Break Week, and Safety Week so the car checkup can be used as a way to get educational materials into students' hands. At the November, 2005 clinic, 196 students had the belts, tires, and fluid levels checked on their vehicles before holiday traveling began.

- 2. Office of Student Financial Aid and Student Business Services.**

In a cross-divisional initiative, Student Financial Aid and Student Business Services departments partnered to create a one-stop service center for student financial aid and bill payment services.

Improvement Initiatives

- The Student Financial Center was created in a central location on campus and used the model of banking service to design the facility. The project started in August, 2005 and the ribbon cutting ceremony was held on January 11, 2006. The new design included the addition of a front counter that provides students with access to Financial Aid and Student Business Services. The new Financial Services Center includes a large conference/media room with student computers; a combined financial issues resources area; a combined phone system; and a showcase area for scholarships and

part-time employment. The new space allows for more group presentations, training, and provides extended hours to students at the beginning of each term. This centralized space also allows these departments to provide group training such as Financial Aid workshops; FAFSA training nights; and individual, private counseling.

- New log-in KIOSKS will be installed by the first summer session in 2006 which will allow tracking and reporting for student service time, high traffic volume, questions most asked, services most requested, and student satisfaction. The center is already receiving feedback about what an improvement this combined area has been for service to students.

Other initiatives in Student Financial Aid include:

- Implemented an online award letter presentation system.
- Reduced the delivery time for financial award packages by 20 days.
- Reduced the processing time for the Employee Dependent Scholarship from three weeks to three days.

Other initiatives in Student Business Services include:

- Implemented an electronic refund process for Parent Plus loans which provides a more efficient and timely delivery of funds.
- Implemented eBill and Payment Plan Manager for all student billing and payments, decreasing mailing costs and allowing students to view and pay their bills online.

3. Quality Service & Professional Development.

This department develops and provides a wide variety of training and development services for the university. Fifteen years ago, the university implemented customer service training for all employees. The *SERVICEplus* customer service training program has continued to be an important component in the new employee transition into the university. Currently, new employees are expected to attend a Texas Tech specific customer service course within the first 90 days of employment.

Improvement Initiatives

- Redesigned new employee orientation and training processes. Beginning in September, 2006 all new employees will complete their orientation into the university within the first 30 days of employment. This orientation will include a four-hour customer service training class for all benefits-eligible staff. A component of the class will be “going the extra mile.” Within the first six months of employment, new employees with high customer contact will complete an additional four-hour training program.
- In 2004, Quality Service & Professional Development staff created and deployed a new customer service program for supervisors and managers, *Quality and Beyond: From Good to Great Customer Service*. This course is designed to help managers develop customer service standards, gather data about customer needs, and create improvement plans based upon customer feedback.

The table below summarizes the customer service training participation and contact hours for 2004 and 2005.

Table 3: Customer Service Training Participation

<u>Year</u>	<u>Number of Classes</u>	<u>Number of Participants</u>	<u>Contact Hours</u>
2004	38	515	2,201.0
2005	38	527	2,301.0

VI. Customer Related Performance Measures

A. Outcome Measures:

Table 4: Overall Satisfaction Ratings

	<u>Graduating Students</u>			<u>Current Students</u>		
	<u>2004</u>	<u>2005</u>	<u>Target 2006</u>	<u>2004</u>	<u>2005</u>	<u>Target 2006</u>
% surveyed with a rating of 3 or higher	83.3%	81.2%	83.5%	88.4%	91.3%	91.5%
% surveyed with a rating 4 or higher	58.7%	57.8%	59.9%	70.6%	71.1%	74.5%
% describing ways for improvement	88.8%	74.4%	75.0%	53.6%	41.0%	50.0%

NOTE: One can argue that the percentage of students describing ways for improvement should ideally go down, since greater satisfaction means less need for improvement and fewer obvious needs.

B. Outcome Measures: Compact with Texans Service Areas

In the *Currently Enrolled Student Survey*, sixteen different service departments or areas were evaluated. The same service-quality questions were repeated as often as appropriate. The table on the next page gives the total responses for a single service characteristic from all respondents for all departments in the survey. The required 2006 Targets are also included in Table 5.

Table 5: Currently Enrolled Student Survey Response Averages

	<u>2004</u> <u>No. Resp.</u>	<u>2004</u> <u>Avg. All</u>	<u>2005</u> <u>No. Resp.</u>	<u>2005</u> <u>Avg. All</u>	<u>Target 2006</u> <u>Avg. All</u>
My questions were answered & problem solved	32,539	3.87	*	*	—
My questions were answered	*	*	25,212	3.90	4.00
My problems were solved	*	*	25,214	3.80	3.83
Easy to contact & obtain service	31,174	3.84	25,226	3.90	3.97
Staff was courteous	31,174	3.95	25,213	3.97	4.00
Staff was knowledgeable	31,174	3.88	25,211	3.93	4.00
Staff was willing to go the extra mile	31,014	3.54	25,211	3.61	3.75
Wait time/ response time was acceptable	31,174	3.70	25,215	3.87	3.90
Information was accurate/Info. quality was good	35,495	3.86	25,212	3.85	3.90
Dept. hours meet my needs	28,226	3.84	25,229	3.90	3.92
Staff were responsive to requests	**	**	25,209	3.92	3.95
Staff were helpful	**	**	25,209	3.89	3.90
Online sources were useful	**	**	25,225	3.72	3.75

* The question was split in 2005.

** A new question added in 2005.

C. Output Measures

	<u>Graduating Seniors</u>		<u>Currently Enrolled Students</u>	
	<u>2004</u>	<u>2005</u>	<u>2004</u>	<u>2005</u>
Number of customers surveyed	4,072	4,322	28,325	28,001
Number of customers served	4,072	4,322	28,325	28,001

D. Efficiency Measures: Cost per Customer Surveyed

Texas Tech University has been doing student opinion surveys since the 1980s. The department of Institutional Research & Information Management regularly conducts surveys of prospective students, current students, former students, graduating students, and alumni. No additional personnel or resources were required to obtain the necessary survey data and complete portions of this *Report on Customer Service*. The cost per customer surveyed for this report is indistinguishable from normal costs of doing business.