



TEXAS TECH UNIVERSITY™

REPORT ON CUSTOMER SERVICE

For the Fiscal Years 2006-2007

TEXAS TECH UNIVERSITY

and

**TEXAS TECH UNIVERSITY SYSTEM
ADMINISTRATION**

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Kerry L. Billingsley, CPLP
Managing Director | Quality Service & Professional Development
Customer Service Representative | Texas Tech University
806.742.0530 ext. 279 | kerry.billingsley@ttu.edu

Table of Contents

I. Introduction.....1

II. Inventory of Customers by Strategy2

III. Information Gathering Summary3

IV. Customer Satisfaction Survey Results4

V. Analysis of Findings and Improvement Plans5

VI. Customer Related Performance Measures11

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); Texas Tech University Health Sciences Center (TTUHSC); and Angelo State University. 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
C. Goal: Special Item Support	
C1.1 Strategy: Library Archival Support	Students/public
C2.1 Strategy: Agricultural Research: Research to Enhance Ag Production & Add Value to Ag Products in Texas.	agribusiness
C2.2 Strategy: Energy Research: Energy Research in Energy and Environmental Protection in Texas.	citizens of Texas
C2.3 Strategy: Emerging Technologies Research: Research in Emerging Technologies and Economic Development in Texas.	agribusiness/communities/businesses /citizens of Texas
C2.4 Strategy: Competitive Knowledge Fund: Recruit and hire quality faculty to improve the undergraduate experience, accommodate expected enrollment increase, and enhance the graduate and research mission of the institution.	Faculty/students
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
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 departments and activities including the academic department, advising, distance learning, Internet sites, information technology resources, registration, financial aid, computing, parking, and libraries. Eighteen departments or operations are covered in the latest version of the survey. 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 originally to specifically address the required components outlined in the university's *Compact with Texans*. This annual survey was first conducted in 2000 and 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. Three general satisfaction questions were added in 2006.

Survey response rates are fair to good. The six Graduating Student Surveys (GSS) covering the last two years had response rates from 18% to 32% (or 25% overall). The last two Currently Enrolled Student Surveys (CESS) had response rates of 19% and 12%. Represented are the opinions of 2,309 graduating students and 5,285 current students in 2006 and 3,393 in 2007. In the CESS a general question would have a rating (on a 5-point scale) plus or minus a 0.02 or 0.03 point margin of error at the 95% confidence level. For the GSS, the margin of error is typically plus or minus 0.03 to 0.05.

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 or not monitoring their TTU e-mail account.

IV. Customer Satisfaction Survey Results
A. Institutional Surveys

In the *Graduating Student Survey*, graduating seniors answered the questions listed below that are particularly related to the issue of service. Table 1 gives the total percentage of students who rated the service as a “4” or a “5”, the highest two ratings on the 5-point scale.

Table 1: Graduating Student Survey Results

Percentage of respondents satisfied (rating of 4 or higher) regarding.	<u>2006</u>	<u>2007</u>
1. Faculty availability and helpfulness	77.6%	78.9%
2. Staff helpfulness	63.9%	67.8%
3. Advisor Availability	55.0%	62.7%
4. Usefulness and accuracy of advisor information	53.2%	55.7%
5. Availability of study facilities	67.8%	68.5%
6. Library user assistance	60.3%	60.9%
7. Library hours of operation	81.0%	79.9%
8. Availability of computer labs	63.4%	69.1%
9. Assistance in computer labs	57.9%	62.7%
10. Disabled student services*	70.8%	73.9%
11. International student services	63.6%	66.6%

* 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. A dozen questions or more evaluate most departments. Table 2 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>2006</u>	<u>2007</u>
1. Academic department (12 questions)	84.8%	83.7%
2. Academic advising (12 questions)	80.6%	82.2%
3. Libraries (12 questions)	81.6%	82.6%
4. Student computing (12 questions)	72.4%	72.1%
5. Registrar & registration (20 questions)	73.5%	71.2%
6. Student business services (12 questions)	70.1%	68.4%
7. Financial aid (15 questions)	64.2%	62.6%

8. Academic assistance & tutoring (12 questions)*	82.9%	76.9%
9. Parking services (12 questions)	59.4%	62.3%

* 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 the university. In the three 2006 *Graduating Student Surveys*, for example, over 45,000 ratings were received on 53 standard rating questions using a rating scale of 1 to 5 (poor to excellent). Of these, 81.8 percent of the ratings were the top three ratings. Using a higher standard, 61.4 percent were ratings of “good” (4) or “excellent” (5). Less than 8 percent of the ratings were “poor” (1).

For the 2007 *Graduating Student Surveys*, there were over 47,000 ratings, of which 84.2% were the highest 3 ratings, and 64.3% were of the highest two ratings. Less than 7% were of the lowest rating. There was an improvement in each of these categories from 2006 to 2007.

Three topics, including the important *advisor availability* item, set all-time record-high marks in the latest survey.

Useful comments were offered by many of the respondents, but comment rates are down as would be expected with improved service.

In the last eight years, the percentage of top-three ratings has increased from 78.4% to 84.2%. The percentage of top-two ratings has grown from 54.8% to 64.3%. *Computer availability* has improved 16 percentage points (using the high standard of the percentage of “4” or “5” ratings). *Computer assistance* has improved nearly 15 percentage points. Even the always highly regarded subject of *faculty availability and helpfulness* has improved 12 percentage points. For all eleven questions, improvement has been *at least* 6.5 points.

Currently Enrolled Student Surveys

In the latest *Currently Enrolled Student Surveys*, the university continues to earn high praise with 73.4% of the scores being good or excellent in both 2006 and 2007. More than 91% of the ratings are of the top three scores in the latest two surveys. In each survey 10 of the 18 units had double-digit ratios of high scores to low scores – as high as 51-to-one.

The greatest improvement over eight years has been in one of the two areas needing the most improvement. *Financial Aid* is now 12.2 percentage points higher than it was in the first survey. The other problem area of *Parking Services* has improved by three percentage points, and set a record-high mark in 2007 for the percentage of 4’s and 5’s awarded. All other topics started high and continue to do well with small variations from year to year. Academic advising did set a record high with 82.2% in the latest survey.

Three new general questions rate (a) education at Texas Tech, (b) the collegiate experience (college life), and (c) the total experience. From 94 to 96 percent of the respondents awarded the top three ratings in both years. At the higher standard counting those giving only a 4 or 5 score, *education* gets a consistent 80%, *collegiate experience* gets from 77% to 81%, and the *total experience* gets high 80.7% and 82.5% scores.

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. Academic Affairs.

- **Course Availability.** As of 1/3/2007, 9.5% of the TTU Course Inventory was offered in 50% or more electronic format (440 courses with Principles of Good Practice for electronic delivery on file).
- **Course Availability and Access.** Texas Tech offered the state-approved 42-hour core curriculum in online and print media. Approximately 51% of students who took these courses were from Texas Tech and 49% were from other major Texas public universities.
- **Support for Students.** Program for Academic Support Services turned the Supplemental Instruction program into a separate unit from the Learning Center and hired a full time coordinator. Supplemental Instruction's student contacts rose by 18%.

2. Academic Student Services.

- Additional funding allotted for academic student services supported the hiring of twenty-six new positions, including eighteen new advisors to enhance the advising process. The funding enabled colleges and departments to decrease student: advisor ratios anywhere from five percent to as much as fifty percent. The funding also supported several peer mentor/ambassador programs positively enhancing the new student orientation experience for new freshman and transfer students.
- Designated tuition revenue funding supported the hiring of a senior administrator position for university academic advising to function as a communication network facilitating the flow of information between administration and the academic advising community. The senior administrator position ensures accurate information reaches the advising community in an effective and efficient manner; clarifies policy and procedure issues for advisors, faculty, staff, administrators, students, and parents; and ensures advising issues/concerns voiced by the university community, students, and parents related to university policy and procedures reach appropriate administrators for consideration.
- **Graduate-On-Time Program (GOT).** The GOT Partnership Agreement, initiated in 2004, assists students to be aware of the needed course sequencing, encourages students to take and complete the expected full-load of courses each

semester, and informs students of the academic consequences to graduation for poor academic performance. The program also seeks to inform students of the increasing demand by employers for qualified applicants with education beyond the baccalaureate degree. The program does not offer money to students upon graduation, but rather helps them to save time and money by graduating on time. The fewer semesters a student is in school, the less the overall cost of their education. Or, the more money the student will have to invest in an advanced degree thereby making the student a more viable candidate on the job market for the professional field of their choice. This is just one way in which the university seeks to achieve its goal for preparing an educated workforce.

The GOT Partnership Agreement program is strictly voluntary and holds no direct punitive actions for the student who signs an agreement and later reneges. Rather, the program focuses on the student and the university partnering to achieve the student's educational goals in the shortest timeline possible. Texas Tech has seen a fluctuation in the numbers of students signing a GOT Agreement since 2004. Entering freshmen have between September 1 and April 30 of their first academic year to sign the agreement.

The 2007-2008 academic year (the fourth year of the program) has by far been the most successful to date in numbers of students signing the agreement:

	In 2005	In 2006	In 2007	In 2008
Number of entering freshmen signing an agreement	566	446	509	1038
Percent of entering freshmen signing an agreement	14%	11%	13%	22%

Texas Tech attributes the increased success rate to two primary factors; 1) making the agreement forms available for signing during the summer New Student Orientation for fall 2007 entering freshmen, and 2) providing academic advisors with a person/position/office (Senior Administrator-University Academic Advising) advisors can contact when they have questions and receive immediate and accurate information.

The fall 2004 entering freshmen have not yet reached their four-year graduation timeline, thus TTU has only preliminary research that suggests the success of the program. Students who chose to sign the GOT Partnership Agreement are performing more successfully academically (achieving higher grade point averages per semester, taking more semester credit hours (SCH) per semester, earning more SCH per semester (i.e. dropping few courses), and are repeating fewer courses than students who chose not to sign. This data suggests the program is achieving its goal of guiding students toward a more timely graduation.

3. **Office of Student Financial Aid and Student Business Services.**

- On January 11, 2007, the Student Financial Center completed its first full year of business. This is the Student Financial Aid and Student Business Services one-stop shop service center. The ability to assist students with both financial aid and billing issues has proven an extremely positive service. The combination of a pleasant atmosphere, greeter service and high tech capability lends to a welcoming environment to a potentially stressful topic, money.
- In October of 2006, Student Financial Aid and Student Business Services contracted with a call center to take over all incoming calls. The call center employs 25-30 representatives and, during our peak season, assists with over 30,000 calls monthly. The call center provides daily reports regarding hold times, abandoned calls, total call volume, etc. Should the caller need to be referred to a Financial Aid or Business Services representative, a contact form or email is sent immediately and the caller, student or parent, is responded to within 24 hours. All these efforts enhance quality control of service, information and reporting. This service allows the financial aid staff to participate in outreach events and work one-on-one with students and parents as they seek funding for higher education. Additionally, it has allowed Student Financial Aid and Student Business Services to “personalize” customer service where students, parents, etc., actually feel like people and not just a number.

4. **Other Student Financial Aid Initiatives.**

- **The Student Employment Database** was created and implemented so students can search online, at their convenience, for jobs and obtain the necessary information to pursue employment opportunities. This has greatly benefited students searching for employment.
- **The Student Financial Aid Website** was enhanced to have more up to date, population specific information.
- **The Scholarship Database** has significantly decreased the processing time required to process institutional as well as external scholarship awards. Many colleges and departments replaced their own duplicate databases used to handle their specific scholarship applications with this central on-line application that the Student Financial Aid Scholarship office supports. This provides better access and service to students and campus personnel.
- **Faculty Recommendation Letter Process.** A process was developed for faculty recommendation letter submission. This process allows the recommendation form to be uploaded and tied to the scholarship application. This significantly simplified the scholarship application process.
- **New Senior Advisor position** serves as a liaison for the law school. This position resides at the law school and provides immediate and specialized financial aid information for that clientele.
- **Created Advisor Specializations.** Due to the specific nature of different programs, we have identified and assigned advisors for the graduate school, study abroad, distance education, teacher certification, student athletes and correspondence departments.

5. Office of the Registrar.

- Created state-of-the art web application and downloadable course equivalency booklets to assist admissions counselors and prospective students across the state and nation in determining transfer credit equivalencies.
- Transcript Service was moved to Academic Records Office which provides a one-stop shop for most of our student service requests.
- Reformatted paper documents in an electronic format provides faculty, staff and students 24/7 access to forms needed to complete various admissions processes and procedures.
- All of the paper student record files have been scanned and indexed and appear in TECHFILE which is accessible via the Internet with the appropriate security authorization.

6. Traffic & Parking.

- **Increased Parking Space Availability.** From a parking system perspective, we continue to add spaces to the inventory whether they are in demand or not. A positive parking adequacy statistic indicates adequate parking supply to meet demand. We currently stand at +0.11, meaning 11% more spaces are available at standard peak demand periods than are in demand. Ensuring the physical infrastructure is in place to meet the needs of our customers is a crucial driver of customer satisfaction.
- **Parking Advisory Committee.** The committee was established in FY06 and is composed of faculty, staff and students. The purpose of the committee is to advise University Parking Services leadership on issues affecting parking patrons and serve as a sounding board for new programs and policies.
- **Motorist Assistance Program.** From a customer service perspective, we have heavily promoted our Motorist Assistance Program. We provide battery booster service, tire air up, 1 gallon of gas and door unlocks. In FY07, 831 calls for assistance were answered. For FY08 to-date, calls are up 90% compared to the same period last year.
- **Expectant Mothers Program.** The program was implemented to ensure that expectant mothers remain an active part of the Texas Tech community throughout their pregnancy. This program provides temporary parking located closer to campus buildings for expectant mothers.
- **Car Clinics.** The department hosted three car clinics to help ensure that everyone travels safely during major University holidays. The program offers our customers, Texas Tech students, faculty and staff, a quick, convenient way to have a basic vehicle inspection including: top off oil and other fluids, check tire pressure, inspect belts and hoses, and wipers.
- **Parking Education Program.** A Parking Education Program involving a parking class and boot/impound program was geared toward students who achieved six or more citations in the semester. The program aims to educate students on the campus parking system, develop better parking habits, and learn the consequences of continued parking infractions. The occurrence of repeat violators with greater than 10 citations is down more than 90% in the past five years, making more spaces available for customers who have the required permits.

- **Live Chat on Website.** Customers may utilize the live chat function on our website to obtain assistance from our staff. The availability of live chat is a much-used feature among our student customers. Administratively, it allows us to continue answering customer questions even if all phone lines are busy and it allows us to check the quality of service offered by our staff through transcript reviews.
- **Single Source for Parking on Campus.** UPS has steadily been assuming responsibility for all events parking on campus. This allows us to ensure a consistent level of service for parking on campus. We currently provide parking control for all athletic events with controlled parking requirements as well as the vast majority of non-athletic events.
- **Implementing Best Practices.** An organization-wide effort dubbed “Hardwiring Excellence” was implemented to identify best practices and ensure they are hard-wired into our daily routines.

7. Quality Service & Professional Development.

This department develops and provides a wide variety of training and development services for the university. Eighteen 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 30 days of employment. This requirement was adjusted from 90 days in FY07 to the new 30-day requirement to set the expectation for service excellence early in the new employee’s career. Operating policies were updated in FY07 to include the requirement for customer service training for new employees.

Improvement Initiatives

- The new process for transitioning new employees into the university was implemented in FY07 and participation in the provided customer service training increased by 46.1% over FY06.
- In FY08, a new course that focuses on building relationships to enhance customer service was piloted. The course will target new employees after they have been on the job for six months or more and have completed the initial *SERVICEplus* customer service training.

The table below summarizes the customer service training participation and contact hours for 2006 and 2007 for new employees.

Table 3: New Employee Customer Service Training Participation

<u>Year</u>	<u>Number of Classes</u>	<u>Number of Participants</u>	<u>Contact Hours</u>
2006	27	412	2257
2007	36	602	2408

VI. Customer Related Performance Measures

A. Outcome Measures:

Table 4: Overall Satisfaction Ratings

	<u>Graduating Students</u>			<u>Current Students</u>		
	<u>2006</u>	<u>2007</u>	<u>Target 2008</u>	<u>2006</u>	<u>2007</u>	<u>Target 2008</u>
% surveyed with a rating of 3 or higher	81.8%	84.2%	84.5%	91.6%	91.1%	91.6%
% surveyed with a rating of 4 or higher	61.4%	64.3%	64.6%	73.4%	73.4%	73.5%
% describing ways for Improvement*	71.4%	65.7%	60.0%	99 %	99%	99%

NOTE: The percentage of students describing ways for improvement should ideally go down, since greater satisfaction means less need for improvement and fewer obvious needs. For current students, the Internet survey now requires certain comment responses, although not every answer is truly responsive, hence the 99% instead of 100%.

B. Outcome Measures: Compact with Texans Service Areas

In the *Currently Enrolled Student Survey*, the same service-quality questions were repeated as often as appropriate for each department or function. Table 5 gives the total responses for a single service characteristic throughout the survey. The required 2008 Targets are also included.

In eight years, the ratings by common question have improved by as many as 0.23 points (in this case for *response time*). The *going the extra mile* rating is up 0.19 points and *hours of operation* ratings are up 0.15 points. Overall, the average is up 0.09 points. In addition, the ratio of high scores to low scores is higher for every type of question. In the beginning, the common questions had an average ratio of a little more than 6-to-1, and now these same questions have an average ratio of just over 10 high scores for every low score.

Table 5: Currently Enrolled Student Survey Response Averages

	<u>2006 No. Resp.</u>	<u>2006 Avg. All</u>	<u>2007 No. Resp.</u>	<u>2007 Avg. All</u>	<u>Target 2008 Avg. All</u>
My questions were answered	19,444	3.97	13,391*	3.97	3.98
My problems were solved	19,445	3.88	13,391	3.89	3.90
Making contact was easy	19,463	3.96	13,391	3.95	3.97
Staff was courteous	19,437	4.05	13,391	4.05	4.06
Staff was knowledgeable	19,436	4.00	13,391	3.99	4.01
Staff was willing to go the extra mile	19,433	3.70	13,391	3.70	3.72
Response time was acceptable	19,444	3.95	13,391	3.95	3.96
Quality of the information was good	19,444	3.93	13,391	3.93	3.94
Hours of operation were convenient	19,464	3.98	13,391	4.01	4.02
Staff were responsive to requests	19,437	3.99	13,391	3.99	4.00
Staff were helpful	19,434	3.96	13,391	3.97	3.98
Online sources were useful	19,459	3.80	13,391	3.81	3.82

*The Internet survey software enforces a mandatory response.

C. Output Measures

	<u>Graduating Seniors</u>		<u>Currently Enrolled Students</u>	
	<u>2006</u>	<u>2007</u>	<u>2006</u>	<u>2007</u>
Number of customers surveyed	4,421	4,711	27,996	28,260
Number of customers served	4,421	4,711	27,996	28,260

D. Efficiency Measures: Cost per Customer Surveyed

Texas Tech University has been administering 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, alumni, faculty, and staff. 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.