



TEXAS TECH UNIVERSITY™

REPORT ON CUSTOMER SERVICE

For the Fiscal Years 2008-2009

TEXAS TECH UNIVERSITY

and

**TEXAS TECH UNIVERSITY SYSTEM
ADMINISTRATION**

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I. Introduction

Texas Tech University is the largest institution of the Texas Tech University System. "As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders with multicultural and global competencies. The university is committed to educating a diverse and globally competitive workforce and enhancing the cultural and economic development of the state, nation, and world."¹

The university is the major institution of higher education in a region larger than 46 of the nation's 50 states and is the only campus in Texas that is home to a major university, law school, and medical school. Texas Tech is a university with more than 1,100 faculty members; more than 30,000 students hailing from all 254 counties in Texas, 50 states, and more than 120 countries around the world; and high-quality academic program offerings at the undergraduate (118), master's (107), and doctoral (60 including the J.D.) levels.²

Texas Tech University is located in Lubbock and operates educational sites in numerous Texas cities to include: Abilene, Amarillo, El Paso, Fredericksburg, Junction, Marble Falls, and Waco. International educational centers are located in Seville, Spain and Quedlinburg, Germany. 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 page 2, 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>.

¹ Texas Tech University Mission Statement adopted by the Board of Regents in May, 2010

² Excerpt from *Texas Tech University, Making it possible, 2010-2020 Strategic Plan*, pg. 9

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: Formula Hold Harmless	n/a
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. Initially, only May graduates were questioned, but for the last ten years students receiving a baccalaureate degree in August and December have been surveyed as well. This survey asks the students to rate and comment on their academic department with regards 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. Nineteen 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. The latest survey in 2009 was expanded in the areas of information technology and Internet-based services.

Survey response rates have lowered as potential respondents suffer from survey fatigue and the standard methods for boosting participation have become cost prohibitive. The response for the Graduating Student Survey (GSS) is around 17% as compared to previous surveys averaging 22%. The latest Currently Enrolled Student Surveys (CESS) had response rates of 10% and 8% which are low response rates for that survey. Fortunately, the large survey response counts make the surveys a useful source. Represented in this report are the opinions of 1,671 graduating students and 5,437 current

students. For the GSS, the margin of error at the 95% confidence level is typically plus or minus 0.04 to 0.06 on a 5-point scale for a general question answered by most students. In the CESS, a section of the survey would most often have an average score plus or minus 0.06 points.

All surveys are of the complete population which eliminates sampling issues. 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 monitoring their TTU e-mail account, possible e-mail filtering errors, and any rare network problem.

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

<u>Percentage of respondents satisfied (rating of 4 or higher) regarding.</u>	<u>2008</u>	<u>2009</u>
1. Faculty availability and helpfulness	80.2%	77.6%
2. Staff helpfulness	65.5%	65.7%
3. Advisor Availability	61.3%	62.5%
4. Usefulness and accuracy of advisor information	54.7%	55.2%
5. Availability of study facilities	70.1%	66.4%
6. Library user assistance	61.9%	60.7%
7. Library hours of operation	82.0%	79.8%
8. Availability of computer labs	68.2%	64.3%
9. Assistance in computer labs	59.9%	59.4%
10. Disabled student services*	73.3%	50.0%
11. International student services*	75.0%	**

* Based on small numbers of respondents who use specialized services.

** Too few responses to report.

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

Table 2: Currently Enrolled Student Survey Results

<u>Percentage of respondents satisfied (rating of 4 or higher) regarding.</u>	<u>2008</u>	<u>2009</u>
1. Academic department (12 questions)	83.1%	84.0%
2. Academic advising (12 questions)	80.8%	80.6%
3. Libraries (12 questions)	81.1%	82.6%
4. Student computing (12 questions)	70.2%	69.5%
5. Registrar (12 questions)	77.8%	74.6%
6. Student business services (12 questions)	67.5%	60.1%
7. Financial aid (15 questions)	61.9%	56.1%
8. Academic assistance & tutoring (12 questions)*	76.1%	82.6%
9. Parking services (12 questions)	65.7%	67.3%
10. Web services & Information Technology **	68.7%	67.9%

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

**New and reorganized to cover on-line registration, the My Tech website, I.T. services, the TTU website, academic department websites, and Raiderlink. A related section on personal technology helps to assess future needs.

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 *Graduating Student Surveys* covering 2008, 34,630 ratings were received regarding 53 standard rating questions using a rating scale of 1 to 5 (poor to excellent), and for the 2009 surveys there were 32,770 ratings. Of these, 83.3 percent of the ratings in 2008 were the top three ratings, and for 2009 the percentage was a similar 83.1%. In contrast, in the year 2000 the percentage was 78.4%.

Using an even higher standard of excellence, 63.5% of the ratings in 2008 earned the top two ratings of “good” (4) or “excellent” (5), and a slightly better 63.7% of the 2009 ratings were as high. These numbers are considerably better than the 54.8% in year 2000.

In 2008 and 2009, only 6.6% and 7.0% of the ratings were in the lowest “poor” or “1” category.

Comparing the nine major units in the oldest 2000-01 report and in this report for 2008-09, the percentage of the respondents giving the two best scores increased an average of 5 percentage points per unit. The lowest improvement was about 2 percentage points (advising information), while computer assistance improved more than eight and a half points.

Numerous comments are useful in putting the numbers into context by showing exactly what earns the high ratings and what does not.

Currently Enrolled Student Surveys

In the latest *Currently Enrolled Student Surveys*, the university continues to earn praise. In 2008, 73% of the scores were *good* or *excellent*, and 71% of the scores were as well-regarded in 2009. The top *three* scores account for 90% or 91% of the ratings in the latest two surveys.

The greatest improvement has been for Parking Services, previously “Traffic & Parking”, which grew from only 59% awarding high scores in the year 2000, to 67% giving the most favorable scores in 2009.

Problems with a new computer information system (“Banner”) has lowered the ratings for registration, Financial Aid, and Student Business Services after record highs in the report for 2006-07, although most are still higher than in earlier reports.

Most services started with high ratings in 2000-01 and have continued to do well with only small variations from year to year.

Three new general questions introduced in the 2006-07 report 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 for the new questions. At a higher standard, those giving only a 4 or 5 score, the results are again outstanding. *Education* gets 80% and 82% high scores, *collegiate experience* gets 78% and 81% in the highest marks, and the *total experience* gets 80% and 82% in the good or excellent categories.

Comment opportunities through the survey attract thousands of remarks (13,513 comments in 2008 alone). These are useful in interpreting the numeric results as to what specifically needs improvement and which services, faculty, and staff are especially meritorious.

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. Programs for Academic Support Services (PASS).

- Tutoring contacts within the PASS Learning Center were up by 1159 and contact hours rose by 1215 over the previous academic year.
- Audio/visual use within the PASS Learning Center rose from 2065 contacts to 2133 contacts. The 2133 contacts accounted for the 3059 contact hours.
- The Supplemental Instruction Program increased student contacts by 3,414 and student contact hours by 6,916 from the preceding year.
- The Supplemental Instruction Program increased unduplicated headcount by 828.

2. Student Financial Aid Initiatives.

- Initiated online cost calculator to assist families in determining college costs and aid packages as they prepare for college.
- Initiated graduate equity packaging increase to provide additional funding for students attending summer classes.
- Collaborated with Noel Levitz consultants to develop Enrollment and Revenue Management Systems (ERMS) recommendations for Financial Aid, specifically for scholarship awarding.
- Initiated implementation and timeline for transition to Direct Lending, including Banner consultant scheduling and marketing, to assure student access to funding. Banner is the enterprise level information system that was implemented for student enrollment and financial aid during this reporting period.
- Initiated implementation plan and timeline regarding the move to Year Round Pell (200% Pell Grant). The plan begins with summer 2010 enrollments.
- Extended the operation hours to the Student Financial Center, during the fall move in weekends, Saturday, August 22nd and Sunday, August 23rd, providing time for families to address financial aid questions.
- Scholarship office relocated to West Hall 2nd floor which provides an inviting area to counsel students and parents concerning scholarship opportunities at TTU.
- Participation with the President Reception's and outreach opportunities to interact with students and parents regarding financial aid opportunities at TTU.
- Initiated and implemented social network sites on the TTU Financial Aid website.
- Successfully implemented the in-house call center set up, with go-live scheduled for May 17, 2009. All employees are hired, all equipment installed.
- Financial Aid staff create a magical moments by assisting families in every way, not only with the aid application process, but also with any question regarding billing, refunds, housing, dining, etc. We also send e-mails and Tweets to encourage FAFSA applications and thank-you notices after FAFSA completions to let families know how soon they can expect award notifications.

3. University Parking Services Initiatives.

- **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 +0.20, meaning 20% more spaces are available at standard peak demand periods than are in demand. This is an increase of 9% since the last reporting period.
- **License Plate Recognition Project.** Utilizing the latest technology for campus parking management, this will be a tremendous benefit to our parking patrons. Registering vehicles in the future will become much easier. More efficient

enforcement of the rules also means more spaces available for permit holders. Additionally, the program will allow us to control parking-related costs as the University continues to grow. We are one of the pioneering campuses for the integration of this technology into parking management.

- **FAQ's on Website.** Customers may now access an FAQ application on our website to submit questions and view answers to previous questions. The system allows questions to be automatically routed to appropriate personnel to be answered. Answers are made available to the public on the web site and an email notification is automatically generated for the customer notifying them of the answer.
- **Short-Term Assistance Program.** Customers who have a need to have closer vehicle access to their building due to a medical issue can obtain short-term assistance for that purpose. Each case is handled individually based on the destination building and typically includes use of time limit, visitor, area reserved or service spaces. The shortest period a disability placard can be issued by the State of Texas is 6 months. Many times, individuals only need an accommodation for a few weeks. This program addresses their needs while preventing abuse of a temporary disability placard beyond the time it is really needed. This helps preserve disability parking spaces for those who have placards and need the disabled parking spaces.
- **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 FY09, 1,249 calls for assistance were answered. FY10 to-date, calls are up 16% 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. In FY09, 22 expectant mothers took advantage of this service.
- **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. In addition, the local auto theft taskforce registers vehicles for their program and the South Plains Injury Prevention Coalition offers car seat checks and replacements to ensure child safety.
- **Handheld Computers.** We had a growing problem of receiving fraudulent and duplicate parking passes on football game days, causing significant frustrations for customers. Our outdated handheld computer systems lacked the capability to detect phony passes, and unauthorized vehicles were crowding the lots. To solve the problem, we equipped attendants with 25 Panasonic Toughbook U1 computers with integrated barcode scanners and mobile broadband for real time communications. This state-of-the-art rugged mobile computing solution now allow attendants to easily weed out invalid passes and work with greater efficiency to meet the parking needs of 30,000 students. This is another industry-leading project that caught the attention of Panasonic Corporation, who came out to do a case study on our use of their equipment. The video can be

viewed at <http://www.panasonic.com/business/toughbook/public-sector-police-mobile-ticketing-case-studies.asp>

4. Quality Service & Professional Development.

This department develops and provides a wide variety of training and development services for the university. Nineteen years ago, the university implemented customer service training for all employees. The SERVICE*plus* 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 table below summarizes the customer service training participation and contact hours for 2008 and 2009 for new employees. In September 2009, the curriculum was evaluated and redesigned to combine the separate employee and manager training classes into one class to encourage a heartier discussion about customer service issues. Managers also attend a four course management series (18 hours) to help them create a positive work environment for their employees and their customers.

Table 3: New Employee Customer Service Training Participation

<u>Year</u>	Number of Classes	Number of Participants	Contact Hours
2008	41	525	2100
2009	21	530	2024

VI. Customer Related Performance Measures

A. Outcome Measures:

Table 4: Overall Satisfaction Ratings

	<u>Graduating Students</u>			<u>Current Students</u>		
	<u>2008</u>	<u>2009</u>	<u>Target 2010</u>	<u>2008</u>	<u>2009</u>	<u>Target 2010</u>
% surveyed with a rating of 3 or higher	83.3%	83.1%	83.1%	90.7%	89.8%	89.8%
% surveyed with a rating of 4 or higher	63.5%	63.7%	63.7%	72.6%	71.2%	71.2%
% describing ways for Improvement*	77.9%	80.5%	80.5%	99 %	99%	99%

* For current students, the survey now requires comments on some questions, but not every answer is actually responsive (hence the 99% instead of 100%). Since the Graduating Student Surveys asks not only for remarks on specific topics but also urges the respondent to write about “anything else” they want the university to know, the number and character of comments will vary according to which issues, if any, are especially noteworthy the day each individual fills out the survey.

B. Outcome Measures: Compact with Texans Service Areas

In the *Currently Enrolled Student Survey*, the same service-quality questions were repeated as appropriate for just about every department or function. Table 5 gives the total responses for a single service characteristic throughout the survey. The required 2010 Targets are also included.

Since 2005 when the CESS was expanded from 8 to 12 common questions, the average for all such questions has improved from 3.85 to 3.92. The proportion of positive scores have been 72% or higher, and the negative scores have always been 9% or lower. The ratio of positive scores to negative ones has always been 8-to-1 or better.

Table 5: Currently Enrolled Student Survey Response Averages

	<u>2008 No. Resp.</u>	<u>2008 Avg. All</u>	<u>2009 No. Resp.</u>	<u>2009 Avg. All</u>	<u>Target 2010 Avg. All</u>
My questions were answered	12,165	3.99	9,905	3.95	3.96
My problems were solved	12,165	3.91	9,905	3.88	3.90
Making contact was easy	12,165	4.00	9,905	3.90	3.91
Staff was courteous	12,165	4.07	9,905	4.06	4.07
Staff was knowledgeable	12,165	4.02	9,905	3.99	4.00
Staff was willing to go the extra mile	12,165	3.74	9,905	3.69	3.73
Response time was acceptable	12,165	3.98	9,905	3.90	3.91
Quality of the information was good	12,165	3.95	9,905	3.91	3.92
Hours of operation were convenient	12,165	4.05	9,905	4.00	4.01
Staff were responsive to requests	12,165	4.02	9,905	3.98	3.99
Staff were helpful	12,165	3.99	9,905	3.96	3.97
Online sources were useful	12,165	3.84	9,905	3.79	3.80

Note: The Internet survey software enforces a mandatory response; hence the counts are all the same.

C. Output Measures

	<u>Graduating Seniors</u>		<u>Currently Enrolled Students</u>	
	<u>2008</u>	<u>2009</u>	<u>2008</u>	<u>2009</u>
Number of customers surveyed	4,777	4,460	28,422	30,049
Number of customers served	4,777	4,460	28,422	30,049

Note: Graduating students are surveyed year-around, and the counts above are official counts for the fiscal year. The number surveyed is imprecise since there is possibly a small but unknown number who do not receive the survey due to technical issues beyond our control or knowledge. Likewise all current students are invited to participate, and presumably a small number of students may not receive the invitation to participate at their computer due to inappropriate e-mail filtering or other vagaries of Internet messaging.

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 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 pre-existing costs of operation.