



REPORT ON CUSTOMER SERVICE

For the Fiscal Years 2002-2004

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 eleven 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.

Recent budget cutbacks and increased tuition and fees have had a slight negative impact on the satisfaction ratings for 2003. Overall, the students of Texas Tech remain generally satisfied with the services they receive at the university.

II. Inventory of Customers by Strategy

A. Texas Tech University

Goal/Strategy	Customer
A. Goal: Instruction/Operations	
Provide Instruction Operations	students
A.1.1 Strategy: Instructional 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: Indirect Cost Recovery	n/a
A1.7 Strategy: Organized Activities	students
A1.8 Strategy: Excellence Funding	faculty/students
B. Goal: Infrastructure Support	
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
C. Goal: Special Item Support	
C1.1 Strategy: Library Archival Support	students
C1.2 Strategy: Masters of Social Work	program not established
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: MITC: Fredericksburg: degree programs to be offered in the "hill country" of Texas in partnership with other institutions of higher education.	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 and historic, cultural and educational centers	public/students
C3.5 Strategy: International Trade Center	small businesses in a 95-county area
C3.6 Strategy: Financial Responsibility: Institute for Financial Responsibility	students and employers
C4.1 Strategy: Institutional Enhancement	students/faculty/staff

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.

For example, the Student Affairs division conducted 127 research projects related to student satisfaction. These efforts included 52 surveys and 75 focus groups with 10,000 and 700 students participating, respectively. Results are reported in the annual assessment reports which are published on the institution's Strategic Planning and Assessment Web site <http://techdata.irim.ttu.edu/stratreport/index.asp>.

Studentfirst, a new initiative created at the system level, uses a student-based task force to assess student satisfaction with institutional activities, facilities, programs, services, and marketing strategies. The scope for this task force is all-encompassing including undergraduate students, transfer students, graduate students, health sciences center students, and students across all regional campuses. This task force conducted two telephone surveys in 2003 using an on-campus research laboratory.

The first telephone survey, a culture survey, was conducted from April 2003 to May 2003, and included 1,545 completed interviews with university and health sciences center students. The focus of the survey was to assess the campus climate—the feelings about the campus as a “learning, social, and work environment”. The second telephone survey was conducted November 2003 to December 2003, and included 907 students, 513 from the university. The cooperation rate was 77.6 percent. The survey included questions about advising, financial aid, online services, transportation issues, and campus safety.

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 is the *Currently Enrolled Student Survey* that is a survey of the entire student body in the fall semester. This questionnaire measures the service quality of twenty 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 annual survey was first conducted in 2000 and again in 2001 as sample surveys. For 2002 and 2003, the entire student body was surveyed.

The response rates are typical for surveys of this size, design, and distribution. Seventeen percent of the seniors answered the three *Graduating Student Surveys* in 2003, and 12.4 percent of all students returned the latest *Currently Enrolled Student Survey*.

The confidence level for the data from these surveys is very high. 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

<i>Percentage of respondents satisfied (rating of 4 or higher) regarding . . .</i>	2002	2003
1. Faculty availability and helpfulness	77.0%	71.4%
2. Staff helpfulness	68.5%	61.5%
3. Advisor availability	57.9%	48.9%
4. Usefulness and accuracy of advisor information	56.0%	50.3%
5. Availability of study facilities	80.9%	78.7%
6. Library user assistance	65.5%	65.1%
7. Library hours of operation	85.1%	84.6%
8. Availability of computer labs	71.7%	62.6%
9. Assistance in computer labs	53.7%	53.9%
10. Disabled student services	82.4%	66.7%
11. International student services	74.4%	57.7%

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 below 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: Current Student Survey Results

<i>Percentage of respondents satisfied (rating of 4 or higher) regarding . . .</i>	2002	2003
1. Academic department (8 questions)	78.5%	78.1%
2. Academic advising (8 questions)	81.7%	81.0%
3. Libraries (8 questions)	80.1%	89.5%
4. Student computing (6 questions)	76.2%	73.5%
5. Registrar & registration (9 questions)	71.3%	71.3%
6. Student business services (8 questions)	66.7%	64.7%
7. Financial aid (9 questions)	57.7%	54.5%
8. Student health (8 questions)	75.3%	73.1%
9. Academic assistance & tutoring (8 questions)	63.1%	48.9%*
10. Traffic & parking (8 questions)	55.3%	55.7%

* Represents a small number of people who use this specialized service.

B. Studentfirst Survey Results

The *2003 Cultural Climate Survey*, the first telephone survey conducted for Studentfirst, suggests that a large majority of the students have a favorable view of Texas Tech. As a whole, students gave very favorable ratings to the overall campus climate, with a mean score of 4.4 on a five-point scale measuring climate in general. They also rated faculty highly, with a mean score of 4.0 on the five-point scale measuring general student evaluations of faculty. While the survey identified several notable perceptual differences between gender and ethnic groups, the overall results of the survey suggested a relatively high level of satisfaction with the campus climate.

In the second telephone survey, students indicated a high overall level of satisfaction with the services about which they were asked, with the exception of understanding the rules regarding registration and advising. The report suggested that this is an issue that should be explored at a college level as opposed to the institutional level. The follow-up from this survey will include college-specific analysis to supplement the original report.

V. Analysis of Findings and Improvement Plans

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

The data indicate that students are generally satisfied with the services that they receive from the university. In the 2003 *Graduating Student Surveys*, 23,871 ratings were received on 52 questions using a rating scale of 1 to 5 (poor to excellent). Of these, 79.1 percent of the ratings were “3” (“average”) or better. Using a higher standard, 57.5 percent were ratings of “good” (4) or “excellent” (5). Only 9.0 percent of the ratings were “poor” (1). Useful comments were made by 88 percent of the respondents.

In the latest *Graduating Student Surveys*, faculty continue to earn high marks. For many questions relating to faculty, the instructors earn *good* and *excellent* ratings more than 70 percent and 80 percent of the time, respectively. Overall, ratings have improved 6.3 percentage points. Library ratings have increased substantially, improving 13 to 21 percentage points over the 2000 survey. In comparing 2000 surveys with 2002 surveys, the improvements were greater last year (nearly 12 points higher), but the ratings for 2003 are down in almost all areas because the students are generally disconcerted over the increase in the cost of education. Of the areas needing additional improvement, 50 percent or more received higher-than-average scores.

Regarding the latest *Currently Enrolled Student Survey*, of the 226,870 responses to the 136 service questions, about 88 percent were either neutral or on the positive side of the 5-point scale. Nearly 70 percent of the responses were of the two highest ratings. Only 4.4 percent of the marks were of the lowest rating.

From 70 percent to nearly 90 percent of the respondents gave “4” or “5” ratings to academic departments, academic advising, libraries, student computing, the registrar and registration, and Student Health Services. Although Financial Aid and Traffic & Parking received the lowest ratings, more than 50 percent of the respondents gave “4” or “5” ratings for these departments.

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 3). The improvement plans reported here reflect new initiatives and departments that are making a concerted effort to improve their services to high volumes of students.

1. Office of the Ombudsman for Students.

The Office of the Ombudsman provides informal, neutral, and confidential complaint handling and conflict resolution services for students. The Ombudsman attempts to help students resolve their concerns fairly without having to resort to formal grievance procedures. This service allows students to gain experience in solving conflicts in a productive way. It also provides a designated place for students to take concerns and know that they will be treated with respect, and that the problem will be addressed. Students are then able to concentrate on their studies and are more likely to stay in school. More information about services provided can be found on the Ombudsman’s Web site at <http://www.depts.ttu.edu/ombudsman/>.

As a new service for students, the Ombudsman set a goal to increase the number of visitors to the office by 10 percent a year for the first five years. This goal has been surpassed. In FY 00-01, there were 279 visitors; in FY 01-02 there were 317 visitors; and in FY 02-03 there were 425 visitors. Through March 31, 2004 there have been 320 visitors so we are on target to reach our goal for FY 03-04.

A user's survey is mailed to every visitor that can be identified. As a confidential service, students are not required to reveal their name. In 2002-03 the overall satisfaction score was a 4.56 on a 5-point scale. It is interesting to note that the lowest score was received on the "my complaint has been resolved" question. Students are reporting that their experience with the office is highly positive even though their problem is not always solved to their satisfaction. These results indicate that the Ombudsman is providing a valuable service for students.

The Office of the Ombudsman provides outreach programs to faculty and students that address fairness and respect issues to enhance the quality of life on campus. The Ombudsman speaks to numerous classes and ancillary groups on topics such as services of the Ombudsman; conflict resolution and managing conflict in the classroom; professional etiquette; and tips for preventing problems in college. *A Syllabus Guide for Faculty: Tips for Creating a Conflict Free Syllabus* has been created and is widely distributed to faculty. It is designed to help faculty reduce conflict with their students by writing a clear, concise syllabus. The guide can be found at <http://www.depts.ttu.edu/ombudsman/publications/SyllabusGuideforFaculty.pdf>.

The focus of the Ombudsman's office has always been on customer service. A marketing campaign implemented in March 2002 successfully sent the message that the Ombudsman's office is a friendly and safe place for students to visit and receive help. In August 2003, the office moved to a new location in a new addition to the Student Union. The office is surrounded by student organizations and is easily accessed by all students. The Web site focuses on getting useful information to students such as: tips to prevent conflicts and college survival skills. Students may also make an appointment by visiting the Web site.

2. Studentfirst.

Improvement Initiatives

- In 2002, the Studentfirst task force redefined its role as a consulting group to the Student Government Associations charged to compile an assessment of student services across the Texas Tech University System.
- For the 2003-2004 academic year, the Studentfirst task force remained a system-wide coordinated initiative.
- The task force delivered a cultural climate survey and presented its annual report to the Board of Regents.
- Administered two surveys and hosted focus groups.
- Presented its unique purpose and accomplishments to the Texas Tech Board of Regents and to Texas Congressional Delegation in Washington D.C. By doing this, the task force has promoted Texas Tech as a leader in the area of service assessment

and student satisfaction.

- 3. Traffic & Parking.** The Traffic & Parking department created an Image Improvement Task Force and hired a new managing director. New initiatives have significantly improved the way the university and community public views Traffic & Parking.

Improvement Initiatives

- Increased the services available online to include permit purchases and citation appeals. Additional online services are planned.
- Established an annual “training day” in which all employees are brought together for customized, customer service refresher training.
- Established an aggressive campaign to get information out to customers via newsprint, radio, and television.
- Began an extensive campaign to reduce the number of citations issued to students by:
 - personal counseling by the managing director with students who have a high incident rate of illegal parking;
 - offering parking education classes to high volume offenders; and
 - “booting” autos (at no cost) rather than towing the vehicle.
- Created a five-year plan for parking and made it available online.

Results

- During the past two semesters, negative editorials in the university newspaper have declined significantly.
- The Student Government Association has passed student resolutions supporting Traffic & Parking programs and the acquisition of additional parking.
- The director has been the invited guest speaker at Student Town Hall meetings and Faculty and Staff Senate meetings to explain programs and future initiatives.
- Complaints are down by 75 percent.
- Saved students approximately \$150,000 in fines through parking education campaign, and reduced citation numbers by 15 percent in one year.
- Traffic & Parking director was invited to speak to the International Parking Institute’s annual meeting on the success of the parking education campaign.

Improvement Plans

- Continue making more services available online. The next initiatives are to provide faculty/staff online renewal processes, and activate online citation payment.
- Continue customer service education for Traffic & Parking employees.
- Continue the program of educating students with parking difficulties. A CD titled “How NOT To Get a Parking Ticket at Texas Tech” is in production and will be sent to all incoming freshmen.
- Improve consistency of parking enforcement by going to 24-hour operations.
- Bring a new 1,000 space parking lot on line.

4. Office of Student Financial Aid.

The Financial Aid Services Consulting Group visited Texas Tech University on March 10-13, 2003 for the purpose of evaluating the university’s Office of Student Financial Aid

in five specific categories: communications, technology, organization, operations, and space utilization. The group provided feedback and recommendations to the Financial Aid Office. Progress has been made in all areas, but particularly in the areas of technology, operations, and communications.

Improvement Initiatives

- Enhancements have been made to telephone service, Web service, and front counter service.
- Extensive efforts have been made to improve communication not only with students but also with other offices on campus including administrative, academic, and support offices.
- A student focus group to help identify communication issues is being formed.
- A senior advisor position for training and publications was recommended, and that position has been filled. This effort will lead to a more efficient financial aid process for students and will help facilitate other parties as they help students through this process.

5. Student Business Services.

Initiatives in 2004

- Reviewed processes and procedures to create a more student-centered service environment.
- Created a more customer friendly front service counter. All service personnel within the customer's sight have been cross-trained and are ready and able to serve their needs.
- Provided customized customer service training such as telephone and e-mail skills to all staff in the office. The staff is briefed daily on issues and student concerns.
- Increased information flow to students, faculty, and staff of important information through mass e-mails, TechAnnounce, telephone messages, Student Business Services' Web site, TechSIS Website, and mailed publications. The department also participates in new student orientation and "University Days" for new and prospective students.
- The Web site was redesigned. It includes important information concerning payments, tuition and fees, waivers, Texas Guaranteed Tuition Plan, staff listings, key contacts, and important links.

6. Quality Service & Professional Development.

This department develops and provides a wide variety of training and development services for the university. Thirteen years ago, the university implemented customer service training for all employees. Since inception, over 20,000 employees have received the training. The SERVICE*plus* customer service training program has continued to be an important component in the new employee transition into the university. New employees are expected to attend a Texas Tech specific customer service course within the first 90 days of employment. Tools are being developed to track and report the new employee participation within the 90-day time frame. Four new courses were developed in 2003 and rolled out in 2004. Attendance in customer service related classes is shown on the next page:

Year	Number of classes	Number of Participants	Contact hours
2002	49	644	3,987
2003	50	536	2,986

Reductions in new employee hiring contributed to the attendance decline indicated in the chart above.

VI. Customer Related Performance Measures

A. Outcome Measures: Overall Satisfaction Ratings

Outcome Measures	Surveys of Graduating Students			Surveys of Current Students		
	2002	2003	Target 2004	Fall 2002	Fall 2003	Target 2004
Percentage of surveyed respondents expressing satisfaction with services received (rating of 3 or higher on a scale of 5)	82.4%	79.1%	82.1%	88.3%	87.8%	89.0%
Percentage of surveyed respondents rating satisfaction as Good or Excellent, or as Agree or Strongly Agree (ratings of 4 or higher)	62.6%	57.7%	59.9%	69.5%	69.9%	74.5%
Percentage of surveyed respondents describing ways to improve service delivery	89.0%	88.0%	95.0%	62.3%	61.2%	63.1%

B. Outcome Measures: Compact with Texans Service Areas

In the survey of current students, twenty different service departments or areas were evaluated. The same service-quality questions were repeated as often as appropriate. The chart on the next page gives the total responses for a single service characteristic from all respondents for all departments in the survey. The required 2004 Targets are also included in the chart on the next page.

Average Ratings of Those Having Contact	2002	2002	2003	2003	2004 Target
	No. Responses	Average All	No. Responses	Average All	Average All
My questions were answered/my problem solved.	21,814	3.89	21,885	3.89	4.00
It was easy to contact this office and obtain service.	20,746	3.84	21,063	3.83	3.97
The staff in this office was courteous.	20,747	3.95	21,065	3.95	4.10
The staff in this office was knowledgeable.	20,742	3.89	21,064	3.90	4.00
The staff was willing to go the extra mile to help.	20,641	3.53	20,963	3.55	3.75
Wait time for service/response was acceptable.	20,733	3.70	21,066	3.69	3.90
Information provided was accurate.	23,682	3.85	23,860	3.87	4.10
The department hours of operation meet my needs.	18,738	3.82	18,186	3.80	3.90

C. Output Measures

Output Measures	Graduating Seniors		Currently Enrolled Students	
	2002	2003	2002	2003
Number of customers surveyed	3,436	3,623	27,569	28,549
Number of customers served	3,436	3,623	27,569	28,549

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.