

Report on Customer Service

For Fiscal Years 2008-2009

Angelo State University



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Angelo State University (ASU) submits the following to comply with Government Code 2114. ASU is a regional comprehensive institution of higher learning offering programs in the liberal and fine arts, sciences, education for the health professions, teacher education, and business administration, as well as courses of study designed to meet entrance requirements for various professional schools. 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 report summarizes customer service assessments that apply to the student as customer.

I. Inventory of External Customers Served

Table 1: Customers by General Appropriations Act Strategy

Strategy	Customer
A. INSTRUCTIONS/OPERATIONS	
A.1.1 Operations Support	Students
A.1.2 Teaching Experience Supplement	Students
A.1.3 Staff Group Insurance Premiums	Faculty/staff
A.1.4 Texas Public Education Grants	Students
A.1.5 Organized Activities	Students
A.1.6 Formula Hold Harmless	n/a
B. INFRASTRUCTURE SUPPORT	
B.1.1 E&G Space Support	Faculty/staff /students
B.1.2 Tuition Revenue Bond Retirement	n/a
B.1.3 Small Institution supplement	n/a
C. SPECIAL ITEM SUPPORT	
C.1.1 School-based Clinics	Students
C.1.2 Center for Academic Excellence	Students
C.2.1 Small Business Development Center	Community
C.2.2 Center for Fine Arts	Students
C.2.3 MGT/Instruction/Research Center (MIR)	Students/faculty
C.3.1 Institutional Enhancement	Faculty/staff /students
D. RESEARCH DEVELOPMENT FUND	
D.1.1 Research Development Fund	Faculty

The priority population of customers at the university is its students, which numbered 6239 in fall of FY08 and 6155 in fall of FY09. The types of services provided to them are

instructional and student support services. The surveys listed below are part of either institutional cycles or departmental assessment cycles that lessen the surveying and cost burdens while satisfying accountability and accrediting or supervisory demands.

II. Methodology

Table 2: Main Customer Service Surveys Administered in 2008-2009: As a group, they embrace the university's major customer-service functions.

Survey Name	Services Surveyed	Survey Cycle
National surveys		
National Survey of Student Engagement (NSSE)	academic	Odd years
Student Opinion Survey (SOS)	various offices/services	Every 3 yrs.
Chartwells Higher Education Customer Satisfaction	dining	Each year
Locally-developed surveys		
Finance and Administration offices with major student interface	One Card (ID), health clinic, residence halls	Each year
Information Technology	computer labs	Each year
Library	library	Even years

NSSE was administered electronically over a two-month period in spring 2009 to a random sample of 1425 freshmen and 975 seniors in order to capture students' perceptions of their educational experiences after they matriculate and as they are about to graduate. Items were rated on Likert-type scales of various sizes. Two hundred seventy-two first-year and 262 seniors responded. The sampling error was roughly four percent.

Educational Testing Services' *Student Opinion Survey (SOS)* was administered via hardcopy in 80 randomly selected class sections in the spring 2009 in order to capture feedback from a cross-section of all students. Of the 2337 students invited to participate, 1502 (64%) did so. Respondents represent 27% of students enrolled. For each item, students were asked whether they used the service and, if so, how satisfied they were with the service or office. Items were rated on 5-point Likert-type scales.

In fall 2008, *Chartwells Higher Education Customer Satisfaction Survey* was

administered via hardcopy to 200 randomly selected undergraduates of all classifications; 163 responses (82%) were received. Results were reported by Custom Survey Solutions, Inc. and included percent responding favorably (i.e., Excellent and Very Good) and item-comparison benchmarks.

The division of Finance and Administration sent *Administrative Services* surveys electronically to all enrolled students in November 2008. One hundred fifty-three students responded on a 5-point scale to items regarding the One Card (student ID) office, the health clinic, and residential programs. At least 75 students responded to each item.

Information Technology administered a computer lab IT survey during a five-week period in spring 2008. A 9-point scale was used. Hardcopies were distributed to randomly selected classes, and the survey was made available online in order to increase participation. Of the 534 surveys completed, 273 (51%) were completed online.

Porter Henderson Library administered its *Customer Service Survey* in spring 2008. Surveys were available both in hardcopy and online in order to increase participation. A 7-point Likert-type scale was used. Four hundred twenty-six students responded.

Comments about the surveys follow. All data from surveys are, by definition, self reported, which means that often only students with strong opinions at either end of the scale respond. Except for the *NSSE*, *SOS*, and *Chartwells* surveys, limitations for the above surveys include low participation rates with no random sampling. Undergraduates in all colleges and at all levels were represented. Taken together, the surveys cover the statutorily required elements except for printed information, which is assumed under items covering access to information in general. In an effort to conserve resources—both the university's and Earth's—as well as to serve our students' needs and preferred mode of information access, almost all university

business is conducted electronically. For example, financial aid information, course schedules, catalogs, handbooks, and admissions forms are all on line and are downloadable. All students have access, via the Information Technology department, to computers and email accounts.

III-IV. Levels of Customer-Determined Service Quality and Analysis of Findings

Examples of levels of customer-determined service quality (Table 3A) and customer ratings of statutorily required elements (Table 3B) are included in this section.

Table 3A: Examples of levels of customer-determined service quality items

Quality Element	Survey Items
General/Overall	Overall, I was satisfied with the services I received.
Facilities	How satisfied were you with office hours?
Staff	Staff members were courteous.
Communications	Staff members were knowledgeable.
Internet Sites	The web page is provides information most frequently used.
Complaint Handling Process	How satisfied were you with the department's response to your issues with their policies?
Timeliness	Satisfaction with service promptness
Printed Information	Satisfaction with campus media (e.g., newspaper)

Table 3B: Mean Item Ratings on Student Surveys for Statutorily Required Elements

Survey	Scale	Required Elements							
		General	Facilities	Staff	Communication	Internet Sites	Complaint Handling	Timeliness	Printed Information
NSSE	Various*	3.2/4	n/a	5.2/7	3.0/4	n/a	n/a	2.8/4	n/a
SOS	5 pt.	4.1	3.8	3.9	n/a	3.7	n/a	n/a	3.7
Chartwells	% pos	68%	65%	72%	n/a	n/a	n/a	63%	n/a
Finance & Administration									
One Card	5 pt.	4.2	4.1	4.3	4.2	4.2	4.3	4.3	n/a
Health Clinic	5 pt.	4.0	4.0	4.1	3.8	3.9	3.9	4.0	n/a
Residential Programs	5 pt.	4.1	4.2	4.0	4.1	4.2	4.0	4.0	n/a
Information Technology	9 pt.	7.5	7.5	7.1	7.2	7.2	7.1	7.6	n/a
Library	7 pt.	5.3	4.9	5.6	5.2	n/a	n/a	5.5	n/a

* Scales vary by survey section. Cells describe mean out of (/) points available in the scale.

As shown in Table 3B above, results from all surveys show that a majority of students were satisfied with services they have received at Angelo State University over the past two years. In all cases, higher means represented more satisfaction. Of course, there is room for

improvement, especially in the areas of dining overall and in facilities. ASU is currently undergoing remodeling and updating of key areas in the library, physical fitness facilities, and in several academic buildings. Based on past improved scores for the University Center after its upgrade, we anticipate improved scores for facilities after upgrades in these areas are completed.

Improvements are made to both services and programs from survey results. The Student Opinion Survey has been a mainstay of ASU since 1986 for gauging general levels of satisfaction with various ASU offices and making comparisons to other institutions. *SOS* results are published for the university, and comments are distributed to the appropriate departments, which then respond in areas that need improvement. Departmental responses to comments from areas with the largest student interface (e.g., library, student life) are also sent to the president of the Student Senate and editor of the Rampage, the student newspaper.

Departmental surveys contain drill-down information into areas of importance specific to their operations. Departments listed in this report—the Porter Henderson Library, Information Technology, Residence Life, Chartwells, and ASU’s division of Finance and Administration—participate in customer-service surveying on an annual or biennial basis. Departments habitually use results to make operational changes. From the last round of feedback, the library is the midst of remodeling to create a learning commons and more user friendly space planning; Information Technology increased the percentage of software that is available in every lab, increased the number of software trainings for lab assistants, and reduced computer logon time for students; Residence Life began offering supplemental instruction and walk-in tutoring in several residence halls; and Chartwells extended their evening service hours and began offering continuous service from breakfast through early evening. As part of an independent company, Chartwells completes

an action plan that lists at least three areas to improve, makes appropriate changes, and reports back to the parent company after implementing the changes.

Improvements to the survey process are a consideration each time we administer a survey. Most surveys would benefit from greater participation, even with the use of random assignment. With the level of information overload and survey requests that are part of the 21st century, it is difficult to get students to participate, and we constantly look for better ways to engage them in providing feedback.

V. Performance Measure Information

STATUTORITY REQUIRED ELEMENTS

The target for the statutorily required elements is that 75% of students will respond favorably. Favorably is defined as the top one category on a 4-point scale and top two categories on larger scales. Seventy-five percent translates as follows for various scale sizes: a mean rating of 3 on a 4-point scale, 3.75 on a 5-point scale, 5.25 on a 7-point scale, and 6.75 on a 9-point scale.

OUTCOME MEASURES

Percentage of Surveyed Customer Respondents Expressing Overall Satisfaction with Services Received target is 80%, which translates as follows for various scale sizes: 3.2 on a 4-point scale, 4 on a 5-point scale, 5.6 on a 7-point scale 7.2, and on a 9-point scale.

OUTPUT MEASURES

Total Customers Surveyed target is 100 when randomly selected.
Total Customers Served target is 10,000 enrolled students by 2020.

EFFICIENCY MEASURES

Cost per Customer Surveyed target is to stay within departments' budgets. If a department can use a survey for multiple purposes, it may spend more on it. Many of the surveys only cost time (e.g., to load the survey on the ASU portal, to analyze data). For vendor-produced surveys, the target is to keep the cost to less than \$3 a person surveyed.

EXPLANATORY MEASURES

Total Customers Identified are students.
Total Customer Groups Inventoried is student.