

Texas A&M University-Corpus Christi Customer Service Report

May 2010

In response to the
Customer Service Standards Act (SB 1563, 1999)

The goals and objectives of customer service at Texas A&M-Corpus Christi are to (1) treat all individuals with courtesy, decency and respect, (2) provide responsive, effective, and efficient services needed to support exemplary academic, research, and public service programs, and (3) interact effectively with local and regional constituencies and to provide public service responsive to local and regional needs.

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External Customer Inventory

Texas A&M-Corpus Christi, like all universities, has many “customers.” Our primary customers are our currently enrolled students. This is the category of “customer” described in this report.

What is measured?

Our customer satisfaction analysis measured the level of agreement with 20 statements about the quality of service delivered at Texas A&M University-Corpus Christi. These 20 statements respond to the seven dimensions enumerated in SB 1563. These dimensions are: facilities, staff, communications, Internet site, complaint handling process, ability to serve customers in a timely manner, and printed material.

Data source and data collection strategy

During spring term of 2009, Texas A&M University-Corpus Christi participated in the National Survey of Student Engagement (NSSE). This survey was administered online to a total of 2,820 randomly selected first year and senior students, and resulted in 625 respondents (22%). The NSSE permitted inclusion of 20 supplementary questions. These supplementary items were used to measure the seven dimensions of customer service mentioned above.

The University will continue using these 20 customer service items to measure customer satisfaction during spring terms of odd numbered years in conjunction with participation in the NSSE. In this way, the institution can develop a longitudinal database of customer service performance. By measuring customer satisfaction every other year, outcomes can be reassessed after intervention strategies have had a period of implementation.

The 20 customer service items were constructed using a 4-point agreement scale, from “strongly agree” to “strongly disagree.” All items were written in the positive so that “agreement” (either “strongly agree” or “agree”) equates to a positive response to the item. Combining “strongly agree” and “agree” into one evaluation point allows for more manageable analysis of the data. Texas A&M University-Corpus Christi generally considers items with less than 75% “agreement” to be potential problem areas. Items that received less than 75% “agreement” are noted below, along with current quality improvement strategies.

Customer Service Evaluation

1. **Facilities.** Four items were included to measure customer satisfaction with the facilities at our campus.

a. *The physical environment of the campus is well maintained.*

45% strongly agree and 53% agree with this statement (combined agreement score of 98%).

b. *Teaching facilities provide an appropriate learning environment.*

32% strongly agree and 64% agree with this statement (combined agreement score of 96%)

c. *Adequate computing resources are available.*

38% strongly agree and 55% agree with this statement (combined agreement score of 93%)

d. *The library has the resources I need.*

32% strongly agree and 58% agree with this statement (combined agreement score of 90%)

2. **Staff.** Two items were included to evaluate TAMU-CC staff.

a. *Library staff is helpful in finding the resources I need.*

30% strongly agree and 63% agree with this statement (combined agreement of 93%)

b. *Administrative staff I interact with are knowledgeable about their area.*

29% strongly agree and 60% agree with this statement (combined agreement of 89%)

3. **Communications.** Three items were included to evaluate this dimension.

a. *Admissions process is easy to understand and complete.*

28% strongly agree and 57% agree with this statement (combined agreement of 85%)

b. *University communications convey information in a clear and effective manner.*

23% strongly agree and 58% agree with this statement (combined agreement of 81%)

c. *Information about academic requirements is easy to obtain.*

25% strongly agree and 58% agree with this statement (combined agreement of 83%)

4. **Internet Site.** Two items were included to evaluate our web site. One item was replaced in an effort to gauge student perceptions of the university website.

a. *Energy and professionalism are communicated by the university's website.*
26% strongly agree and 64% agree with this statement (combined agreement of 90%)

b. *The university's website is organized to promote easy access to information.*
27% strongly agree and 53% agree with this statement (combined agreement of 80%)

5. **Complaint Handling Process.** Three items were included to evaluate this process.

a. *I know how to make a complaint regarding student services.*
14% strongly agree and 38% agree with this statement (combined agreement of 52%)

b. *I know how to make a complaint regarding academic issues.*
13% strongly agree and 44% agree with this statement (combined agreement of 57%)

c. *I believe the institution will respond to my concerns.*
14% strongly agree and 58% agree with this statement (combined agreement of 72%)

Although the agreement scores for these items are significantly lower than others, we have concerns about the usefulness of questions 5a. and 5b. What level of knowledge and awareness should we expect students to have of the complaint handling process if they have had no occasion to lodge a complaint? This could be compared to asking someone if they have knowledge of how to use the legal system if they have never done so. The complaint processes are outlined in the *University Catalog* and the *Student Handbook*, and both of these publications show high levels of agreement (question 7a. = 89% and 7b. = 90%). We plan to revisit these questions in the next iteration of the survey and see if we need to ask these questions in some other way. The fact that 72% agree that the institution will respond to their concerns is an area that TAMU-CC intends to work toward improving over the next two years.

6. **Timeliness.** Three items evaluate this dimension.

a. *The time it takes me to register is reasonable.*
30% strongly agree and 63% agree with this statement (combined agreement of 93%)

b. *My academic advisor is accessible.*
26% strongly agree and 57% agree with this statement (combined agreement of 83%)

In response to lower scores in the advising area on different instruments during 2000 and 2001, a new center for academic advising was created to assist students and faculty with advising issues. This center facilitates training for faculty in the area of advising and simplifies the process. In addition, the university is adding advising personnel. We will continue to assess the advising area to monitor its improvement.

c. *Offices are open during convenient hours.*
26% strongly agree and 62% agree with this statement (combined agreement of 88%).

7. **Printed Information.** Three items evaluate this dimension.

a. The university catalog clearly states academic requirements.

30% strongly agree and 59% agree with this statement (combined agreement of 89%)

b. The student handbook provides the information I need.

20% strongly agree and 69% agree with this statement (combined agreement of 89%)

c. Printed materials about the university I have seen accurately portrayed the institution.

21% strongly agree and 66% agree with this statement (combined agreement of 87%)