

Report on Customer Service

Texas Tech University Health Sciences Center

June 2012

Submitted to:
Governor's Office of Budget, Planning, and Policy
and the

Introduction

The following *Report on Customer Service* has been prepared in compliance with Section 2114 of the Texas Government Code. The report is organized into five sections:

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Section I. Inventory of External Customers

The table below outlines each strategy listed in the 2012 2013 General Appropriations Act, the customers served by each strategy, and a brief description of the services provided to them.

STRATEGY	CUSTOMER	DESCRIPTION OF SERVICE
A. GOAL: INSTRUCTION/OPERATIONS		

A.1.1. customers



Section II. Methodology

In 2002, Texas Tech University Health Sciences Center (TTUHSC) developed and administered the *Student Satisfaction Survey* to measure student satisfaction with key academic support services. The survey was administered biennially until 2008. At that time, student affairs leaders across the institution decided to administer the survey on an annual basis.

Today the survey is a local instrument developed by the *Office of Institutional Planning and Assessment* (OIPA), in conjunction with members of the institution's *Student Affairs Workgroup* (SAW). The original instrument was revised substantially in 2010.

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Section III. Re

Demographics

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- Paul L. Foster Schoo
- School of Allied Hea
- School of Medicine
- School of Nursing (S
- School of Pharmacy

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Table 1 (Continued)

		Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable	Not Important To Me	Distribution
		%	%	%	%	%	%	%	%	
		n	n	n	n	n	n	n	n	
REGISTRAR	Mean n									
1. Helpfulness of employees in Registrar's office	5.06	32.8	38.7	9.9	2.9	1.9	1.6	11.1	1.0	
	999	328	387	99	29	19	16	111	10	
2. Communication about the registration process	4.94	33.1	38.6	11.3	4.8	2.3	2.6	6.4	.8	
	999	331	386	113	48	23	26	64	8	
3. Ease of registering for classes	5.01	41.1	33.0	11.1	4.6	3.1	2.6	3.9	.5	
	997	410	329	111	46	31	26	39	5	
4. Wait time for receiving a requested transcript	5.20	26.2	22.8	6.7	.8	.6	1.1	40.2	1.5	
	999	262	228	67	8	6	11	402	15	

		Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable	Not Important To Me	Distribution
		%	%	%	%	%	%	%	%	
		n	n	n	n	n	n	n	n	
FINANCIAL AID	Mean n									
1. Helpfulness of Financial Aid employees	5.21	36.6	33.1	8.3	2.1	1.2	.8	15.7	2.1	
	999	366	331	83	21	12	8	157	21	
2. My awareness of financial aid options	4.90	30.5	32.5	14.4	5.5	2.5	1.5	11.3	1.7	
	999	305	325	144	55	25	15	113	17	
3. Efficiency of the financial aid process	5.02	31.4	33.6	12.7	2.8	1.6	1.7	14.3	1.9	
	994	312	334	126	28	16	17	142	19	

Table 1 (Continued)

		Very Satisfied	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Very Dissatisfied	Not Applicable	Not Important To Me	Distribution
	Mean	%	%	%	%	%	%	%	%	
LIBRARY RESOURCES	n	n	n	n	n	n	n	n	n	
	5.36	37.8	27.7	6.5	1.1	.2	.5	22.8	3.4	
	992	375	275	64	11	2	5	226	34	
	4.93	25.8	28.0	9.9	3.9	2.3	1.5	23.4	5.1	
	992	256	278	98	39	23	15	232	51	
	4.95	26.6	25.3	9.4	4.2	1.8	1.6	26.0	5.1	
	985	262	249	93	41	18	16	256	50	
	5.14	35.2	35.1	10.4	2.3	1.4	1.0	11.8	2.7	
	991	349	348	103	23	14	10	117	27	
	5.23									





Table 1 (Continued)

	Mean	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable	Not Important To Me	Distribution
	n	%	%	%	%	%	%	%	%	
	n	n	n	n	n	n	n	n	n	
STUDENT LIFE										
1. I have access to adequate student support services.	5.05	29.5	45.4	11.7	2.4	1.7	.9	6.8	1.5	
	986	291	448	115	24	17	9	67	15	
2. I am satisfied with the racial/ethnic diversity of the student body in my school.	5.04	30.1	40.1	9.4	3.0	1.3	1.8	8.4	5.8	
	985	296	395	93	30	13	18	83	57	
3. Students in my school are treated fairly and with respect regardless of their differences.	5.08	35.6	43.5	7.9	2.1	1.9	2.6	5.6	.7	
	985	351	428	78	21	19	26	55	7	
4. I feel a sense of belonging to my school.	4.91	32.9	37.6	15.1	4.2	2.8	2.3	3.7	1.4	
	986	324	371	149	41	28	23	36	14	
5. I feel a sense of belonging to the	4.79	30.6	35.7	15.7	5.3	3.8	3.2	4.2	1.5	
	980	299	350	154	52	37	33	41	15	
	4.26	22.5	26.0	11.8	6.2	12.4	6.1	10.1	5.0	
	985	222	256	116	61	122	60	99	49	
	4.27	20.8	26.0	15.9	6.6	10.4	5.8	9.1	5.4	
	985	205	256	157	65	102	57	90	53	
8. The Student Government Association (SGA) advocates for and represents student interests effectively.	4.53	20.4	28.9	16.0	4.2	5.9	4.0	14.4	6.3	
	984	201	284	157	41	58	39	142	62	

Table 1 (Continued)

		Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable	Not Important To Me	Distribution
Mean		%	%	%	%	%	%	%	%	
n		n	n	n	n	n	n	n	n	
STUDENT LIFE (cont.)										
9. I know where to go to file a complaint against another student or TTUHSC employee.	4.01	16.2	28.4	16.8	8.4	18.4	5.1	4.9	1.8	
	986	160	280	166	83	181	50	48	18	
10. I believe that any complaints I file against another student or TTUHSC employee will be handled fairly and promptly.	4.58	19.1	39.3	16.3	5.1	4.1	4.4	9.9	1.8	
	985	188	387	161	50	40	43	98	18	
11. I believe that I could report unethical activities by another student or TTUHSC employee without fear of retaliation against me.	4.63	21.5	42.6	17.2	5.1	4.1	4.2	4.7	.7	
	985	212	420	169	50	40	41	46	7	
12. I am satisfied with the quality of instruction that I receive at TTUHSC.	4.83	29.8	40.8	17.4	5.0	2.9	2.6	1.1	.4	
	984	293	401	171	49	29	26	11	4	
13. I have adequate access to my instructors outside of class.	5.06	36.8	39.7	14.3	2.7	2.1	1.3	2.6	.4	
	986	363	391	141	27	21	13	26	4	

Table 1 (Continued)

		Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree	Not Applicable	Not Important To Me	Distribution
		%	%	%	%	%	%	%	%	
STUDENT LIFE (cont.)		n	n	n	n	n	n	n	n	
14. My instructors are concerned about my academic success.	5.04	39.2	38.1	13.6	3.8	1.9	2.1	1.0	.2	
	986	387	376	134	37	19	21	10	2	
15. My instructors care about my professional success.	5.05	38.9	38.6	14.7	2.7	1.7	2.2	.8	.2	
	984	383	380	145	27	17	22	8	2	
16. I have sufficient opportunities to interact with students from other TTUHSC schools (i.e. Medicine, Allied Health, Nursing, Pharmacy, Biomedical Sciences).	3.86	17.6	20.4	13.5	14.4	10.4	10.9	10.7	2.0	
	987	174	201	133	142	103	108	106	20	
17. I would recommend my degree program to a friend or family member.	4.98	41.2	35.3	12.3	2.6	3.3	3.9	1.3	.1	
	986	406	348	121	26	33	38	13	1	

End of Table

Section IV. Analysis

Analyses of institutional results indicate that students have high levels of satisfaction with most student support services. Overall means ranged from 3.86 to 5.48. Data were also analyzed by school and location. A summary of key results is provided below.

- In general, student satisfaction at the institutional level was higher compared to the previous year.
- Historically, items related to student health insurance produce lower levels of satisfaction compared to other areas. However, these satisfaction levels were higher than they were in past years. Students in the Paul L. Foster School of Medicine were least satisfied with their options for health insurance.
- Reliability of wireless connectivity continues to be widespread concern across campuses, particularly in Abilene and Dallas/Ft. Worth.
- Overall, students are satisfied with the physical environment, but many

School of Allied Health Sciences

Due to high levels of satisfaction, leaders in the *School of Allied Health Sciences* did not identify any school specific areas of concern based on survey results. For this reason, they decided to explore a decrease in survey response rates from the previous year. To do so, specific response rates from various Allied Health sub groups were determined. Based on these additional analyses, it appeared that response rates were lowest for students enrolled in coursework from a distance. To improve their response rates, survey invitations will continue to be sent via TTUHSC email, but additional methods of communication will also be explored. The *Office of Institutional Planning and Assessment* will communicate regularly with the *Office of Admissions and Student Affairs* so that school specific invitations can be sent to students, and students will also be notified through the institution's learning management system.

School of Medicine

Many survey respondents across the institution indicated they do not have sufficient opportunities to interact with students from other academic disciplines. This was especially evident in open ended comments provided by medical students. Because of the increasing importance of interprofessional education (IPE) in health care, a new initiative is currently in development at TTUHSC. This IPE initiative will provide opportunities for students from two or more professions to learn about, from, and with each other to improve health related outcomes, patient safety, and job satisfaction.

For the past two years, student affairs leaders in the *School of Medicine* have also been diligent in increasing student awareness of policies related to student complaints. Policies have been reviewed and revised, and they will be distributed to students using multiple communication methods. These include more traditional methods like email and website postings, as well as less conventional methods which are more likely to appeal to today's tech savvy students. For example, use of *Xtranormal* videos to communicate these policies is currently being explored.

Paul L. Foster School of Medicine

The *Paul L. Foster School of Medicine* had very high levels of satisfaction, and student affairs leaders did not identify any school specific areas of concern based on survey results. For this reason, they decided to explore a significant decrease in survey response rates from the previous year. To gather additional information, Student Government leaders from each class queried their peers. It was discovered that students were unfamiliar with the individual who sent the survey invitations and were simply selective in the emails they read due to the volume they receive. Thus, in future survey invitations, PLFSOM staff will send related requests and offer an incentive for an improved overall response rate.

School of Nursing

School leaders did not identify any school specific areas of concern based on survey results. They did, however, suggest potential revisions to the survey tool to better measure the experiences of distance learners in nursing programs. In addition, they developed recommendations to improve communication with prospective and current students. These suggestions included the development of an online institutional catalog and a more intuitive and user friendly website.

School of Pharmacy

For 2011 2012, leaders in the *School of Pharmacy* decided to continue monitoring student issues identified in the 2010 *Student Satisfaction Survey* and related items on the *American Association of Colleges of Pharmacy* (AACCP) Graduating Student Survey. To improve awareness of handling student complaints, the student government in the *School of Pharmacy* was reorganized through the development of

Section