

# **CUSTOMER SERVICE REPORT**

TEXAS A&M UNIVERSITY – CORPUS CHRISTI  
JUNE 1, 2012



## **Texas A&M University-Corpus Christi Customer Service Report**

May 2012

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.

Customer Service Contact: Vice President for Student Affairs  
361-824-2612

### **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 TGC Chapter 2114 Customer Service. 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 2011, Texas A&M University-Corpus Christi participated in the National Survey of Student Engagement (NSSE). This survey was administered online to a total of 2976 randomly selected first year and senior students, and resulted in 399 respondents (13.4%). 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 and Campus Environment.** Six items were included to measure customer satisfaction with the facilities at our campus.

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

40% strongly agree and 56% agree with this statement (combined agreement score of 96%).

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

33% strongly agree and 60% agree with this statement (combined agreement score of 93%)

c. *Adequate computing resources are available.*

36% strongly agree and 57% agree with this statement (combined agreement score of 93%)

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

31% strongly agree and 60% agree with this statement (combined agreement score of 91%)

e. *I feel safe on campus after class sessions have ended for the day.*

37% strongly agree and 56% agree with this statement (combined agreement score of 93%)

f. *The campus environment is supportive of student learning.*

37% strongly agree and 56% agree with this statement (combined agreement score of 93%)

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

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

33% strongly agree and 59% agree with this statement (combined agreement of 92%)

b. *I find the administrative staff in my academic college and department to be knowledgeable about their area.*

40% strongly agree and 50% agree with this statement (combined agreement of 90%)

c. *I find the administrative staff outside my academic college and department to be knowledgeable about their area.*

22% strongly agree and 66% agree with this statement (combined agreement of 88%)

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

*a. The admissions process is easy to understand and complete.*

28% strongly agree and 61% agree with this statement (combined agreement of 89%)

*b. University communications about student services are clear and effective.*

25% strongly agree and 59% agree with this statement (combined agreement of 84%)

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

26% strongly agree and 58% agree with this statement (combined agreement of 84%)

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

*a. The university's website is organized to promote easy access to information.*

32% strongly agree and 52% agree with this statement (combined agreement of 84%)

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

*a. I know how to make a complaint regarding student services.*

15% strongly agree and 38% agree with this statement (combined agreement of 53%)

*b. I know how to make a complaint regarding academic issues.*

17% strongly agree and 43% agree with this statement (combined agreement of 60%)

*c. I believe the institution will respond to my concerns.*

18% strongly agree and 53% agree with this statement (combined agreement of 71%)

Although the agreement scores for these items are 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 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. We will keep these questions as is for the next two year period as they provide us with useful baseline data. The university is engaged in several initiatives at the moment designed to increase student retention and engagement, and we would like to see whether these will result in an increase in the percentage of students who believe that the university will respond to their concerns.

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

*a. The time it takes me to register is reasonable.*

33% strongly agree and 61% agree with this statement (combined agreement of 94%)

*b. My academic advisor is accessible.*

35% strongly agree and 51% agree with this statement (combined agreement of 86%)

*c. Offices are open during convenient hours.*

30% strongly agree and 57% agree with this statement (combined agreement of 87%).

7. **Printed Information.** One item evaluates this dimension.

*a. The student handbook provides the information I need.*

25% strongly agree and 66% agree with this statement (combined agreement of 91%)