

Report on Customer Service West Texas A&M University Spring 2008

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I. Inventory of External Customers for Each Budget Strategy

West Texas A&M University exists first and foremost to provide a superb education to its students. Students and their development are at the heart of all that we do.

Mission

West Texas A&M University, a member of The Texas A&M University System, is a student-centered, learning community dedicated to educating tomorrow's leaders through innovative academic and co-curricular undergraduate and graduate programs. The University serves as the principal academic and cultural center of a multi-state region and is a significant catalyst for economic development by expanding the frontiers of knowledge through education, research, and consultation. Its faculty and staff prepare students for leadership roles both in their chosen careers and as citizens of the nation and the world. West Texas A&M University is committed to providing a technology-rich education, constantly improving its academically challenging educational experience, and engaging students through effective teaching and practical experiences involving inquiry, discussion, research, creative activities, experiential learning, and service. The University is committed to the intellectual, professional, and social growth of students by providing an education grounded in the liberal arts and opportunities to develop strong critical thinking and problem-solving skills, an understanding of cultural diversity, a commitment to ethical behavior, an appreciation for the fine arts and humanities, and a desire for life-long learning.

West Texas A&M University seeks to provide opportunities for students to reach their personal goals in a supportive, student-centered environment - to exceed the expectations of our students, their parents, and the community that we serve. Each member of the university community is responsible for ensuring that West Texas A&M University is student centered.

West Texas A&M University's budget strategies are directly or indirectly related to our mission. Strategies, associated customers and brief explanations of purpose are identified as follows:

A. Goal: INSTRUCTION/OPERATIONS

- A.1.1. Strategy:** OPERATIONS SUPPORT – serves the university community by providing funds for day to day operations
- A.1.2. Strategy:** TEACHING EXPERIENCE SUPPLEMENT – serves students by providing funds when doctoral faculty teach lower level classes

- A.1.3. Strategy:** STAFF GROUP INSURANCE PREMIUMS - ultimately serves students by allowing the university to hire and retain a quality faculty and staff by making available otherwise unaffordable insurance
- A.1.4. Strategy:** WORKERS' COMPENSATION INSURANCE – ultimately serves students by allowing the university to hire and retain a quality faculty and staff by making insurance available to compensate for the consequences of on the job injuries
- A.1.5. Strategy:** UNEMPLOYMENT COMPENSATION INSURANCE – ultimately serves students by allowing the university to hire and retain a quality staff by providing financial support while transitioning between jobs
- A.1.6. Strategy:** TEXAS PUBLIC EDUCATION GRANTS – serves students by making funds available for tuition and other education expenses
- A.1.7. Strategy:** ORGANIZED ACTIVITIES – serves students by providing funds for Farm and Ranch operations at the University
- A.1.8. Strategy:** EXCELLENCE FUNDING – serves students by providing funds for the encouragement of excellence on the part of the faculty

B. Goal: INFRASTRUCTURE SUPPORT

- B.1.1. Strategy:** E&G SPACE SUPPORT – serves students by providing funds for building and grounds upkeep, utilities, security, etc.
- B.1.2. Strategy:** TUITION REVENUE BOND RETIREMENT – serves students by providing funds for debt service for facilities in which students learn and conduct research
- B.1.3. Strategy:** SKILES ACT REVENUE BOND RETIREMENT – serves students by providing funds for debt service for facilities in which students learn and conduct research

C. Goal: SPECIAL ITEM SUPPORT

- C.2.1. Strategy:** KILLGORE RESEARCH CENTER – serves students by providing space and funds for the conduct of research; serves the citizens of Texas who benefit from the research conducted
- C.2.2. Strategy:** WIND ENERGY RESEARCH – serves the general population of Texas by providing funds to research wind as an alternative energy source

C.2.3. Strategy: INDUSTRY SUPPORT & DEVELOPMENT – serves students who participate in agricultural research; serves the agricultural industry and citizens of Texas who benefit from the research conducted

C.2.4. Strategy: INTEGRATED PEST MANAGEMENT – serves students by providing funds for the development and support of the integrated pest management program; serves the agricultural industry and citizens of Texas who benefit from the research conducted

C.3.1. Strategy: PANHANDLE-PLAINS MUSEUM – serves the general population of Texas by providing funding for Texas’ largest history museum

C.3.2. Strategy: RURAL AGRI-BUSINESS – serves the local community by providing stimulus funds for local agri-business in the Panhandle of Texas

C.3.3. Strategy: SMALL BUSINESS DEVELOPMENT CENTER – serves the local community by providing professional business consulting, training, and research in all areas of business management and finance

C.4.1. Strategy: INSTITUTIONAL ENHANCEMENT – serves students by providing funds for general enhancement of university entities

D. Goal: RESEARCH DEVELOPMENT FUND

D.1.1. Strategy: RESEARCH DEVELOPMENT FUND – serves students by providing funds for exploring new initiatives in university research programs; serves the citizens of Texas who benefit from the research conducted

Students being our primary customers, West Texas A&M University strives to excel in offering a broad range of student services including, but not limited to:

- Instruction
- Academic advising
- Tutoring
- Smart classrooms
- Library facilities
- Financial Aid
- On campus housing
- Dining
- Recreational facilities
- Career counseling
- Psychological counseling
- Medical services
- Social activities
- Widespread internet connectivity

II. Satisfaction Surveys, Results, and Implications

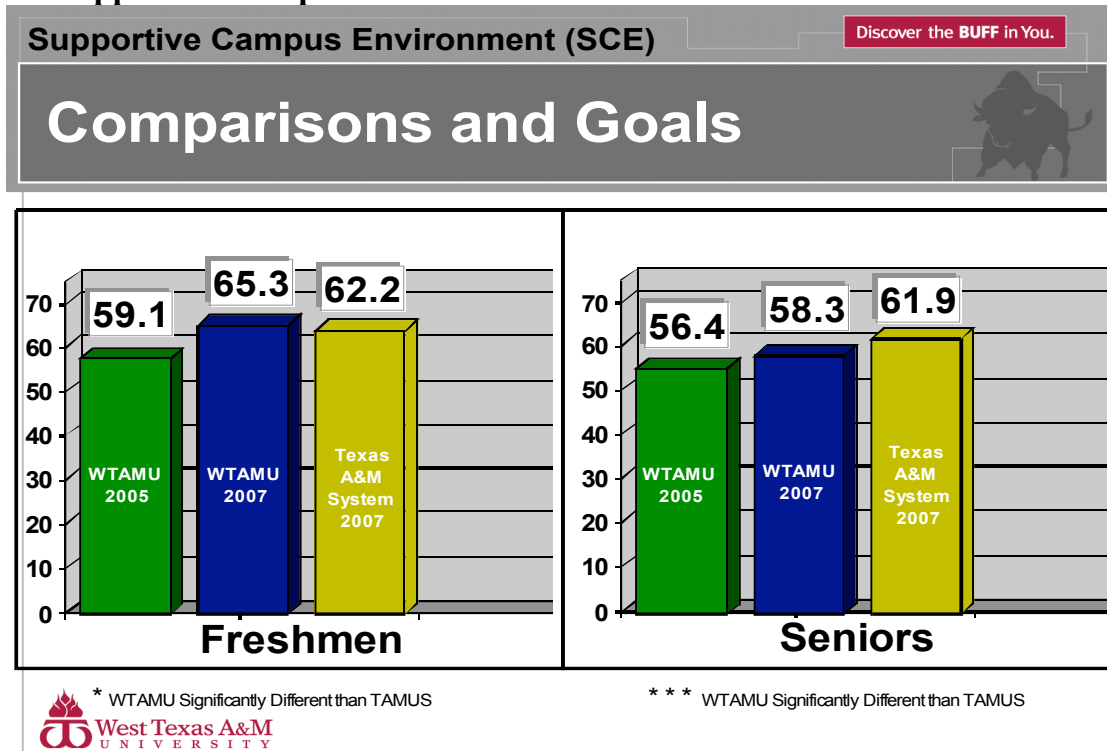
A. Academic Affairs - The National Survey on Student Engagement (NSSE)

The NSSE is the most effective way to evaluate student perception of their academic experience on the West Texas A&M University campus. In Spring 2007, invitations to complete the survey were sent to 952 first year students and 1,567 seniors. Two hundred eighty five first year students responded (30%) along with 493 seniors (31%). The national response rate for the NSSE in Spring 2007 was 36% among the 610 universities which participated.

The NSSE evaluates students' academic experience in five categories of service, referred to as Benchmarks: Supportive Campus Environment, Level of Academic Challenge, Enriching Educational Experience, Active and Collaborative Learning, and Student-Faculty Interaction. Following are graphs which show the scaled scores for West Texas A&M University (WTAMU) in 2005 and 2007 and combined scores for 9 of the 10 universities in the Texas A&M University System (TAMUS) in 2007. The scaled scores are used for comparison purposes. Higher scores correspond to more favorable responses. Brief explanations of the Benchmarks are also given along with implications of the results.

1. NSSE Benchmarks

a. Supportive Campus Environment

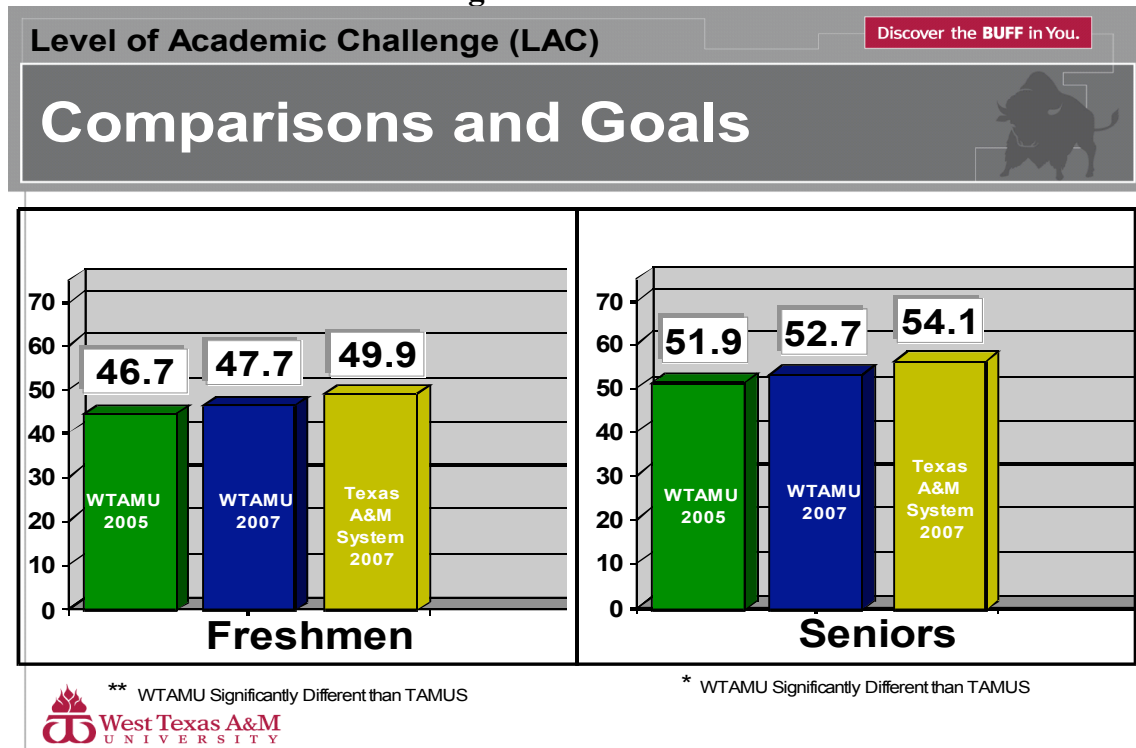


This portion of the survey provides important feedback on the following:

- Campus environment providing the support needed to help succeed academically
- Campus environment helping cope with non-academic responsibilities (work, family, etc.)
- Campus environment providing the support needed to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

These scores indicate WTAMU has made improvements in providing a supportive campus environment.

b. Levels of Academic Challenge



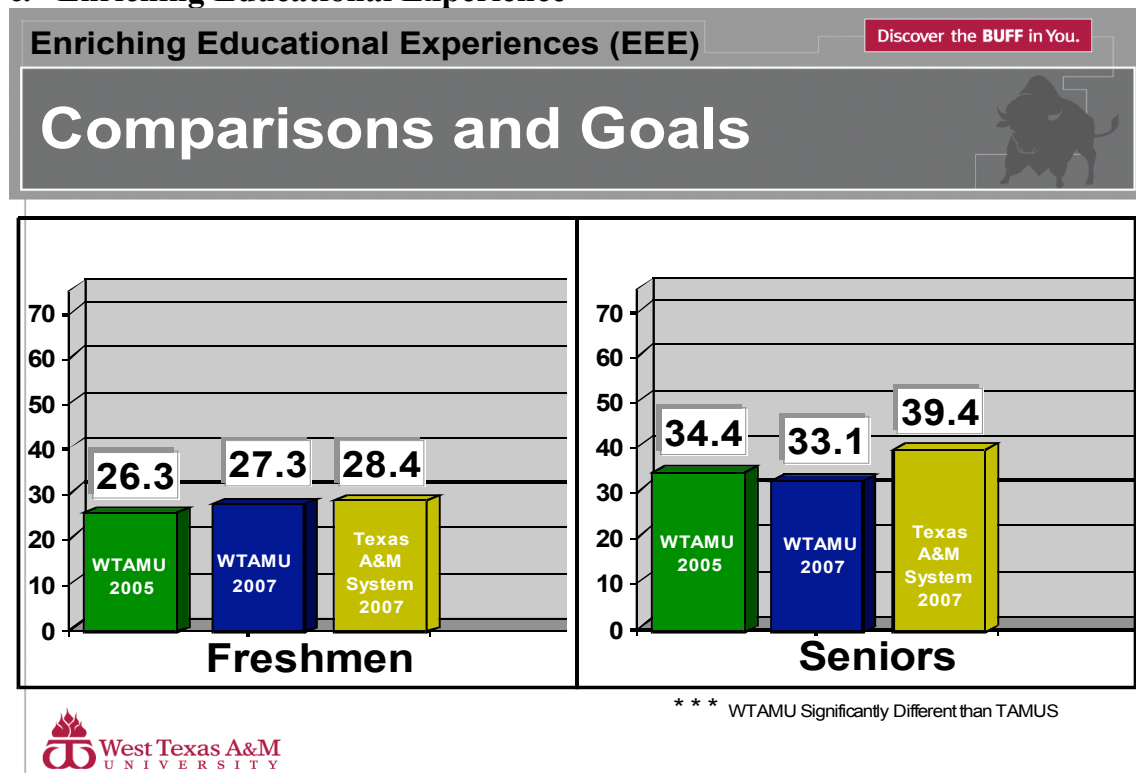
This portion of the survey provides important feedback on:

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods

- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Exceeding self-expectations to meet an instructor's standards or expectations
- Campus environment emphasizing time spent on studying and on academic work

These scores indicate WTAMU has made improvement in its ability to challenge students. More emphasis is needed in this arena.

c. Enriching Educational Experience



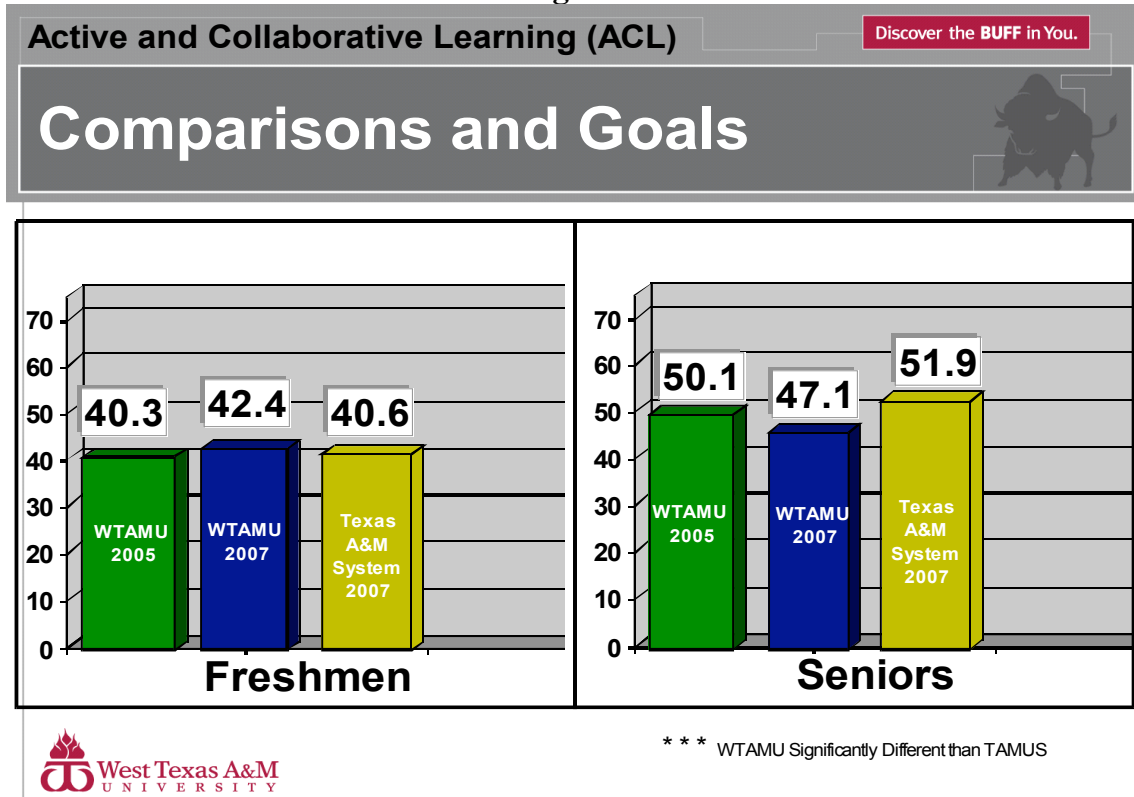
This portion of the survey provides important feedback on:

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

- Participate in a learning community or some other formal program where groups of students take two or more classes together

These scores indicate WTAMU must continue to provide more opportunities for engagement and application of course content in enriching educational environments.

d. Active and Collaborative Learning

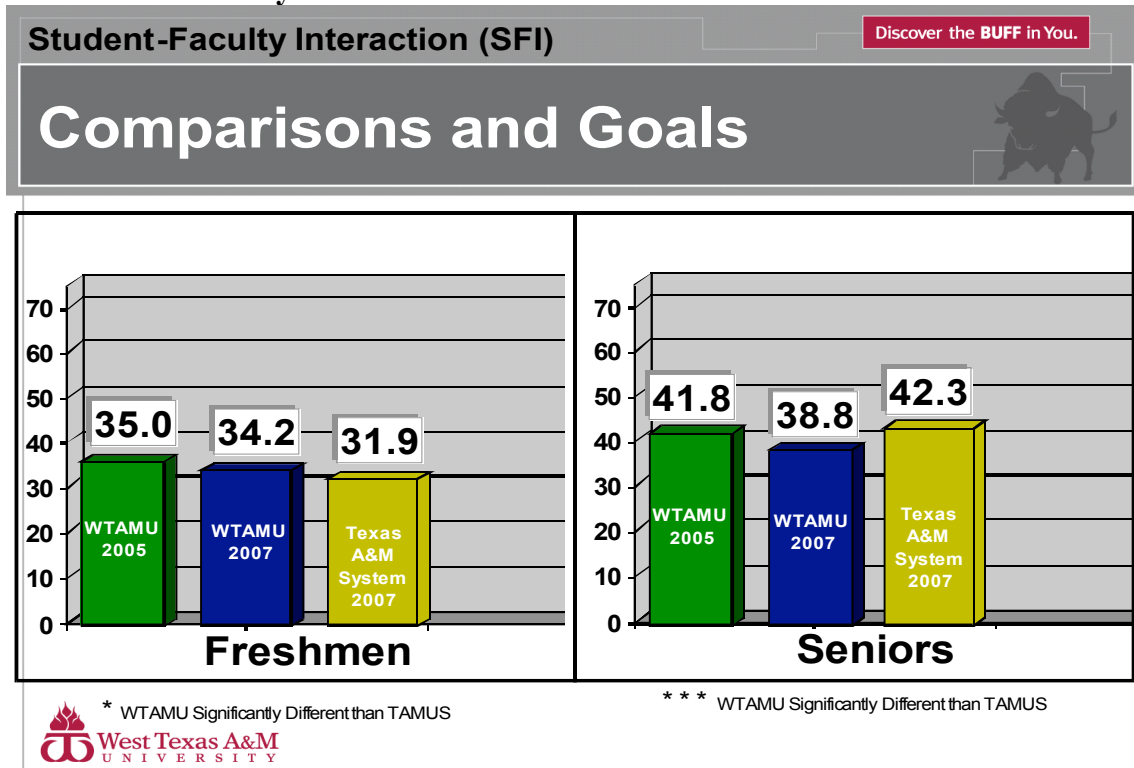


This portion of the survey provides important feedback on how frequently students:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

These scores indicate WTAMU is more effectively engaging its freshmen than the system averages and should find ways to carry that engagement throughout the curriculum to better serve students.

e. Student-Faculty Interaction



This portion of the survey provides important feedback on how frequently students:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on academic performance
- Worked with a faculty member on a research project outside of course or program requirements

These scores indicate the faculty at WTAMU are effectively relating to students and providing the services necessary to ensure their success. Continued improvement is vital.

2. TAMUS Consortium Questions

There were 20 questions on the 2007 NSSE survey which were directed specifically to customer service. These 20 questions were asked of all universities in the TAMUS.

Table 1 shows the means of the WTAMU respondents compared to the means of all respondents from the TAMUS universities. Results are shown for first year (FY) and senior (SR) students. The data show that WTAMU first year students responded more positively than the corresponding TAMUS students in 19 of the 20 questions. For senior

WTAMU students, 7 of the 20 questions resulted in responses at least as favorable as those from TAMUS seniors.

Table 1. TAMUS Consortium Questions (NSSE)

Scale: 1=poor, 4 = excellent
(FY = first year students, SR = seniors)

Question	Class	WTAMU Mean	TAMUS Mean	Significance of difference in means
1. Library staff are helpful in finding the resources I need.	FY	3.29	3.11	***
	SR	3.21	3.15	
2. Administrative staff I interact with are knowledgeable about their area.	FY	3.31	3.20	**
	SR	3.25	3.16	
3. The admission process is easy to understand and complete.	FY	3.13	3.08	
	SR	3.10	3.06	
4. University communications convey information in a clear and effective manner.	FY	3.19	3.08	*
	SR	2.99	3.01	
5. Information about academic requirements is easy to understand.	FY	3.19	3.03	***
	SR	2.95	2.97	
6. The university's website is organized to promote easy access to information.	FY	3.31	3.14	***
	SR	3.10	3.12	
7. Energy and professionalism are communicated by the university's website.	FY	3.26	3.23	
	SR	3.10	3.17	
8. The university catalog clearly states academic requirements.	FY	3.27	3.15	**
	SR	3.13	3.13	
9. The student handbook provides the information I need.	FY	3.26	3.12	***
	SR	2.97	3.06	
10. Printed materials about the university I have seen accurately portrayed the institution.	FY	3.25	3.12	**
	SR	3.06	3.09	
11. The time it takes me to register is reasonable.	FY	3.29	3.13	***
	SR	3.22	3.22	
12. My academic advisor is accessible.	FY	3.28	3.14	**
	SR	3.18	3.12	
13. Offices are open during convenient hours.	FY	3.25	3.10	**
	SR	3.04	3.06	
14. I know how to make a complaint regarding student services.	FY	2.69	2.52	**
	SR	2.43	2.48	
15. I know how to make a complaint regarding academic issues.	FY	2.72	2.59	*
	SR	2.49	2.54	
16. I believe the institution will respond to my concerns.	FY	3.14	2.94	***
	SR	2.83	2.80	

17. The physical environment of the campus is well maintained.	FY	3.19	3.35	***
	SR	2.97	3.34	***
18. Teaching facilities provide an appropriate learning environment.	FY	3.28	3.25	
	SR	3.06	3.24	***
19. Adequate computing resources are available.	FY	3.45	3.39	
	SR	3.21	3.23	
20. The library has the resources I need.	FY	3.37	3.36	
	SR	3.22	3.23	

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B. Enrollment Management

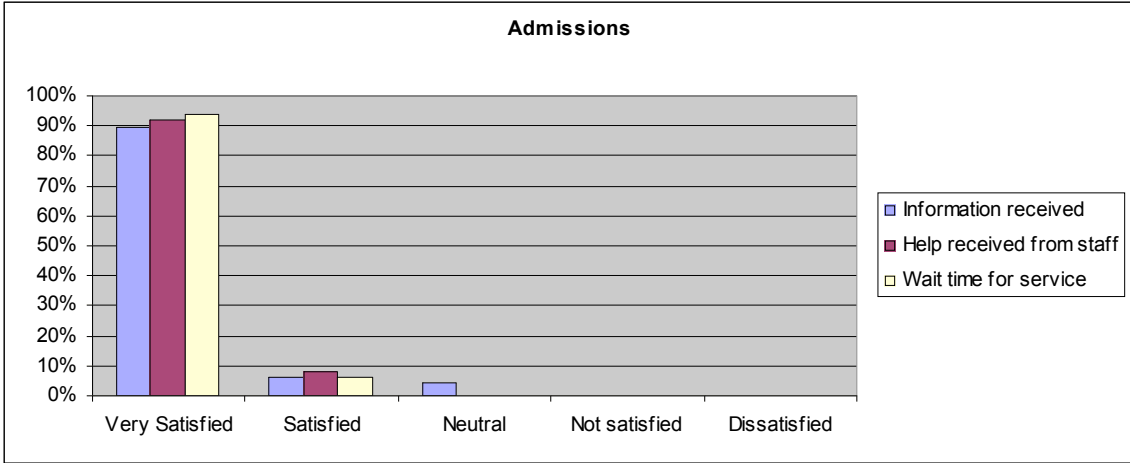
The Division of Enrollment Management routinely asks students who inquire for help or information to fill out survey cards regarding their satisfaction with information received, help from staff, and waiting time for service. Results for the Fall 2007 and Spring 2008 semesters are given below in tabular and graphical form for offices in Enrollment Management. The number of respondents, n, is shown for each category in each office as well as the percent of students who responded to each satisfaction category.

1. Admissions Office

The Admissions Office assists students in transitioning from high schools, community colleges, or other universities to WTAMU. From recruitment to enrollment to registration for classes, the Admissions Office is there to help.

Results of the latest satisfaction surveys are:

Admissions Office						
	Very Satisfied	Satisfied	Neutral	Not satisfied	Dissatisfied	n
Information received	90%	6%	4%	0%	0%	49
Help received from staff	92%	8%	0%	0%	0%	49
Wait time for services	94%	6%	0%	0%	0%	49

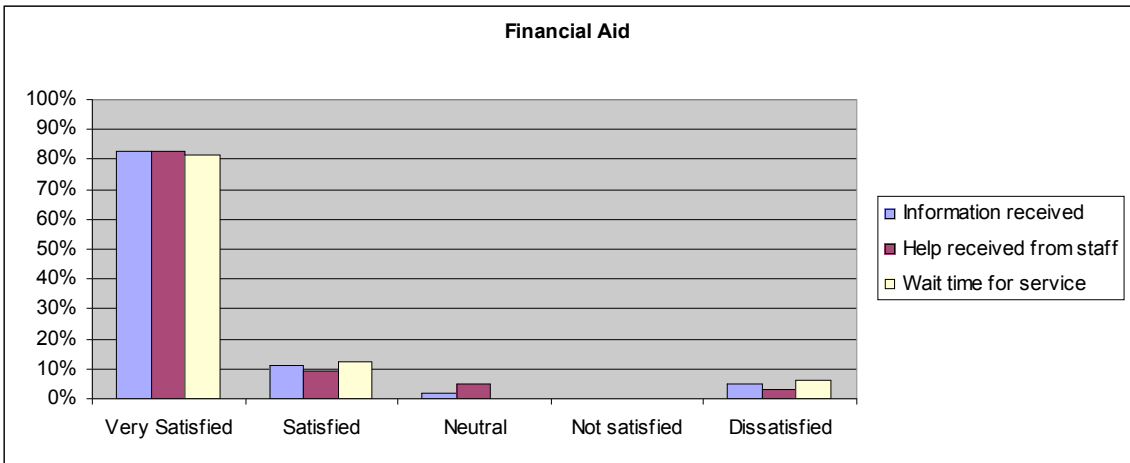


2. Financial Aid Office

The Financial Aid Office assists students with financial needs as they seek to begin or continue their journey towards success in higher education.

The latest satisfaction survey results are:

Financial Aid Office						
	Very Satisfied	Satisfied	Neutral	Not satisfied	Dissatisfied	n
Information received	83%	11%	2%	0%	5%	63
Help received from staff	83%	10%	5%	0%	3%	63
Wait time for services	82%	12%	0%	0%	6%	65



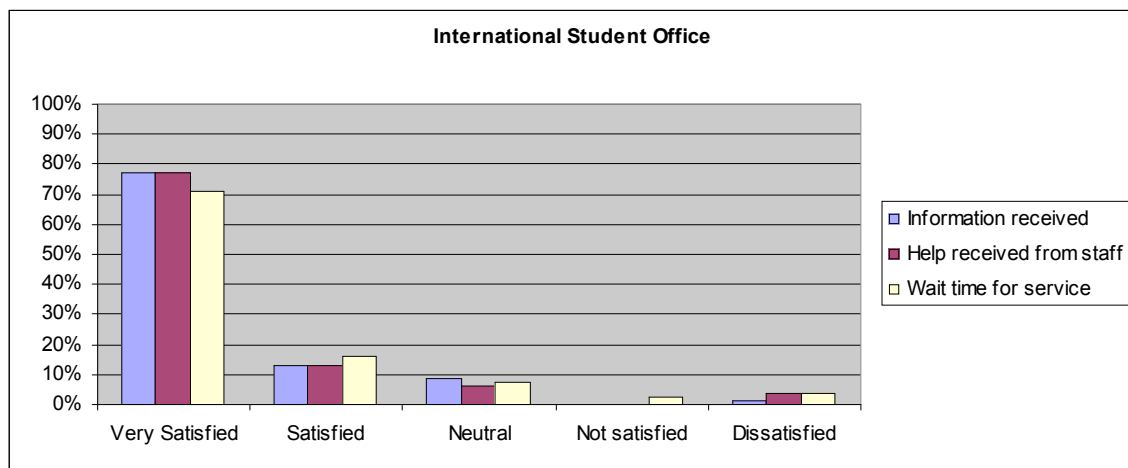
3. International Student Office

The International Student Office helps guide international students through the application and admission process at West Texas A&M University. Currently enrolled

international students can obtain assistance answering their questions concerning visa and immigration issues, work authorization, and many other topics of interest.

Results from the most recent satisfaction surveys are:

International Student Office						
	Very Satisfied	Satisfied	Neutral	Not satisfied	Dissatisfied	n
Information received	77%	13%	8%	0%	1%	83
Help received from staff	77%	13%	6%	0%	4%	83
Wait time for services	71%	16%	7%	2%	4%	82

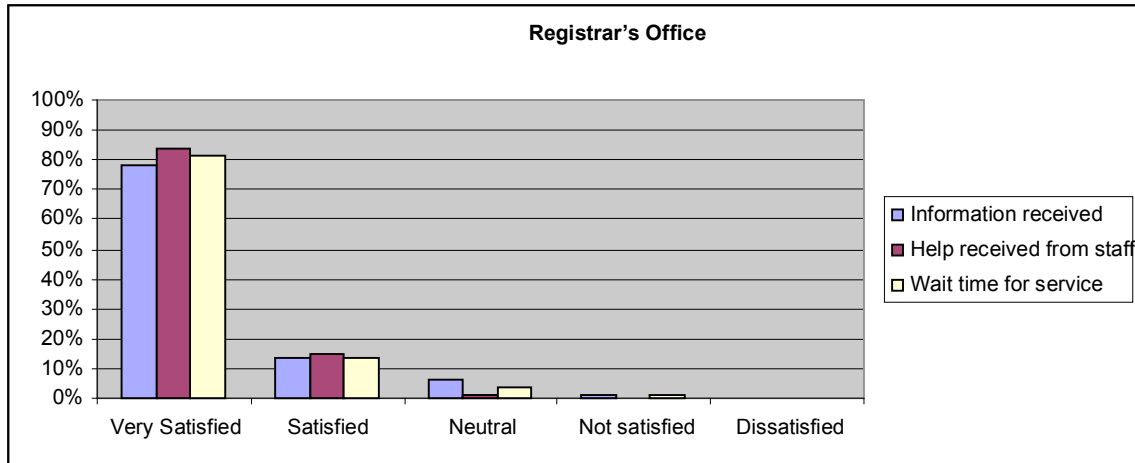


4. Registrar's Office

The Office of the Registrar offers help with registration, transcripts, and many more essentials for students who are enrolling or are currently enrolled at WTAMU.

Results of the latest satisfaction surveys are:

Registrar's Office						
	Very Satisfied	Satisfied	Neutral	Not satisfied	Dissatisfied	n
Information received	78%	14%	6%	1%	0%	79
Help received from staff	84%	15%	1%	0%	0%	79
Wait time for services	81%	14%	4%	1%	0%	80

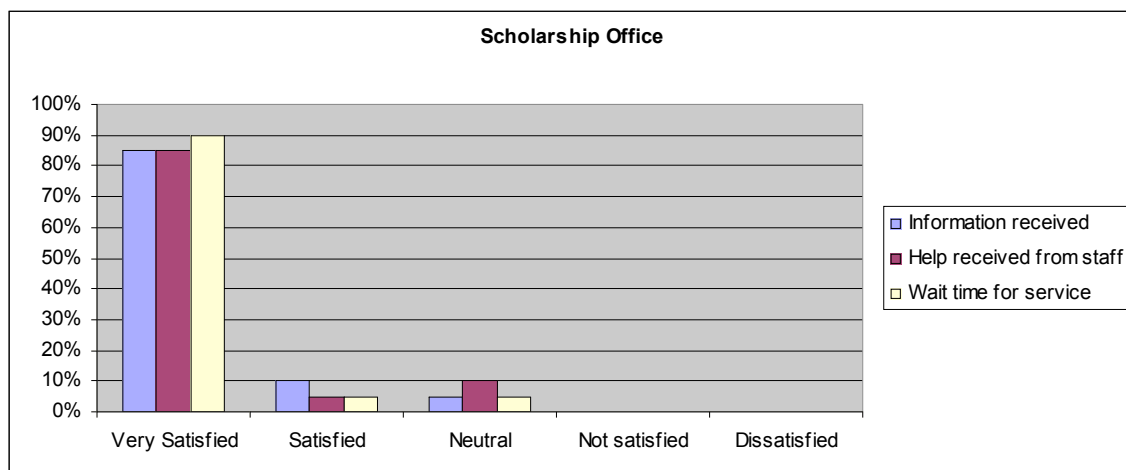


5. Scholarship Office

WTAMU awards approximately \$2.5 million each year in scholarships to new and continuing students, with the average award totaling \$1,200 per year. Students who demonstrate academic excellence and leadership are considered for University scholarships. The Scholarship Office serves those students desiring to be considered for scholarships.

Results of the latest satisfaction surveys are:

Scholarship Office						
	Very Satisfied	Satisfied	Neutral	Not satisfied	Dissatisfied	n
Information received	85%	10%	5%	0%	0%	20
Help received from staff	85%	5%	10%	0%	0%	20
Wait time for services	90%	5%	5%	0%	0%	20



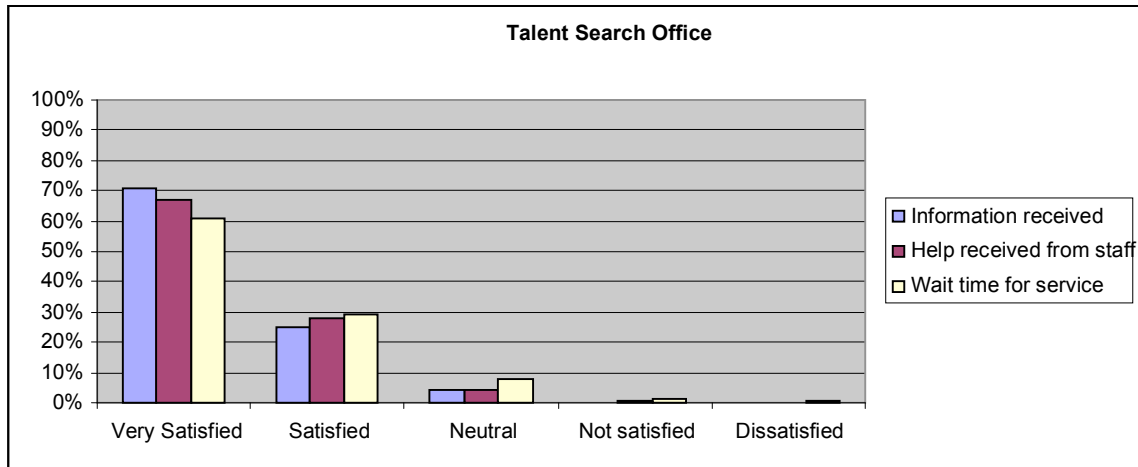
6. Talent Search Office

The mission of College Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the postsecondary education institution of their choice.

The College Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. College Talent Search also serves high school dropouts by encouraging them to reenter the education system and complete their education.

Results of the latest satisfaction surveys are:

Talent Search Office						
	Very Satisfied	Satisfied	Neutral	Not satisfied	Dissatisfied	n
Information received	71%	25%	5%	0%	0%	221
Help received from staff	67%	28%	5%	0%	0%	220
Wait time for services	61%	29%	8%	1%	0%	207



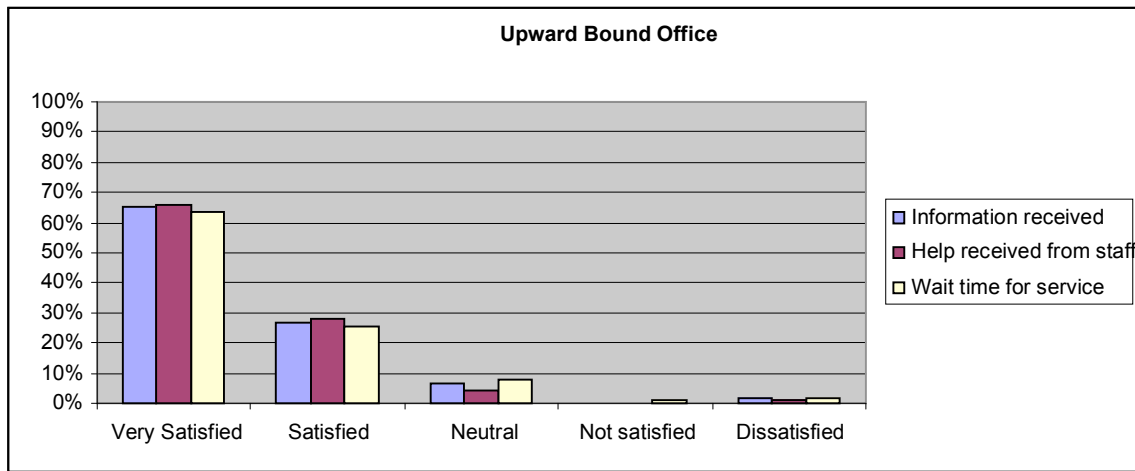
7. Upward Bound Office

WTAMU offers a federally funded college preparatory program called Upward Bound. The program is designed to generate the skills and motivation necessary for success in post secondary education among first generation, low-income high school students. Students from area target schools who meet the eligibility criteria participate in both an academic year and summer camp program.

Upward Bound participants are young individuals with academic potential constrained by low-income levels and a lack of college experience within their family. Due to various cultural, personal and social factors, post secondary education may seem out of reach for them. However, through participation in the Upward Bound program, more than 90 percent of Upward Bound students will enroll in college after high school graduation.

The latest satisfaction surveys show the following:

Upward Bound Office						
	Very Satisfied	Satisfied	Neutral	Not satisfied	Dissatisfied	N
Information received	65%	27%	7%	0%	2%	196
Help received from staff	66%	28%	4%	0%	1%	209
Wait time for services	64%	26%	8%	1%	2%	192



8. College Assistant Migrant Program (CAMP) Office

CAMP, funded by the U.S. Department of Education, is designed to help students from migrant and seasonal farm worker families succeed in post-secondary education. The program enables 30 new students to enroll at WTAMU each school year.

Qualified applicants must have graduated from high school in the last two years, and they or their parents must have spent a minimum of 75 documented days in migrant agriculture-related employment in the past 24 months. Also, high school students who participated in or were eligible to participate in migrant education programs in local school districts may apply.

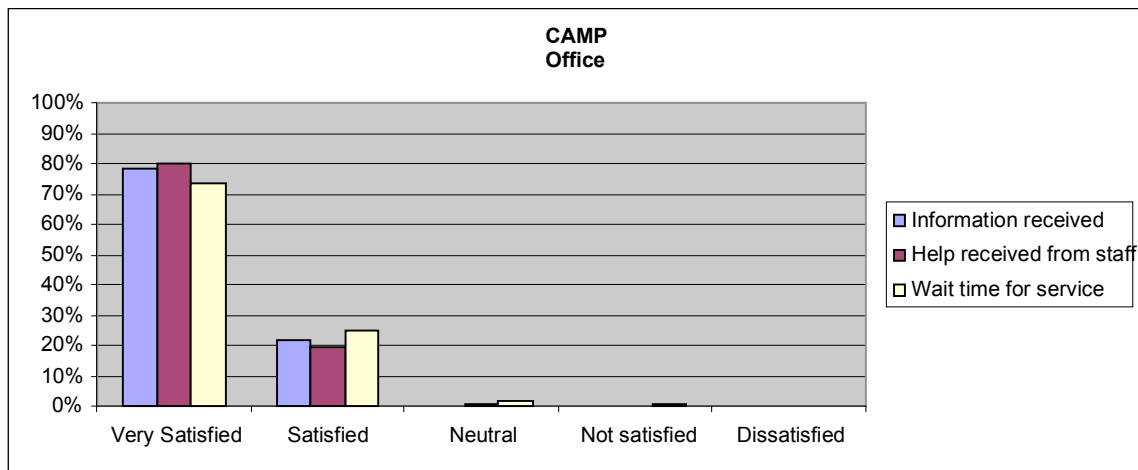
Those accepted into the program will receive scholarships for up to \$2,650, including \$80 monthly stipends, a 50-percent housing waiver, books and supplies, and a variety of counseling services including financial aid advisement and assistance with the application

process.

Since CAMP's 1999 inception at WTAMU, 77 percent of students involved in the program are still enrolled in higher education or have already graduated.

The latest satisfaction survey results are:

CAMP Office						
	Very Satisfied	Satisfied	Neutral	Not satisfied	Dissatisfied	n
Information received	78%	22%	0%	0%	0%	299
Help received from staff	80%	19%	1%	0%	0%	299
Wait time for services	73%	25%	2%	0%	0%	305



C. Student Services

In the Division of Student Services, customer service assessments are conducted throughout each academic year. The following are brief summaries from the assessments of the areas within Student Services during the 2006-2007 academic year.

1. Life Services

a. Student Medical Services

From 48 students who responded to a patient/student satisfaction survey, 83% were satisfied with treatment they received.

b. Student Disability Services

Fifty-six surveys were distributed, and nine were returned. All nine responded "Agree or Strongly Agree" to "Overall, I am satisfied with the services provided to me by Student Disability Services."

c. Kids Kollege

Kids Kollege is a state-licensed child-care facility that serves the University community year round. Children between the ages of eighteen months and five years are eligible to register. Fifty surveys were given to parents or guardians, and 20 were returned. One hundred percent of those who responded were satisfied with the overall environment and care given at Kids Kollege.

d. Child Care Access Means Parents In School (CCAMPIS)

CCAMPIS is a federal grant program that provides child care subsidies for students in financial need. Eighteen satisfaction surveys were distributed with eight being returned. Eighty-five percent indicated that participation in the CCAMPIS Program had impacted their ability to remain in school.

e. Career and Counseling Services

The Office of Career and Counseling Services helps students assemble resumes and portfolios, conducts job fairs and career expos, provides overall advice and counseling related to careers and plans for the future, and coordinates correspondence between student and potential employers. Of 228 surveys distributed, 47 were returned and indicated an average satisfaction rating of 3.43 on a 4 point scale, with 4 being “very helpful.”

f. Student Employment Services

Student Employment Services assists students trying to find a job on campus. There were 450 surveys distributed, and 104 were returned. Overall, 78% of those responding indicated that they were satisfied with the job search process and work experience.

g. Experiential Education/Internship Program

The Experiential Education/Internship Program Office helps coordinate employers and students who are eligible to work as interns. Of the 42 surveys given to students, 18 were returned, and 94% responded that the overall experience was beneficial to their careers.

2. Student Development

a. Recreational Sports

Ninety-two students responded to a satisfaction survey regarding the Virgil Henson Activities Center, and 88% responded positively to the level of satisfaction regarding communication, efficiency, and courtesy.

b. Jack B. Kelley Student Center

Of 106 students who responded to a survey about the Jack B. Kelley Student Center, 100% expressed satisfaction (Excellent or Good) related to communication, efficiency, and the courtesy they received at the Center.

c. Campus Organizations/Resource/Entertainment (CORE) Center

The CORE Center is responsible for campus activities, student organizations, special events and programs, leadership development and student success resources. Of 400 surveys distributed, 154 were returned and indicated a 4.52 satisfaction rating on a 5 point scale.

d. Educational Services

Educational Services offers tutoring for students in need. Of 119 surveys distributed, 35 were returned. Of those responding, 100% indicated satisfaction with the tutoring program.

e. Residential Living

Five hundred forty-three surveys were distributed to students living in the residence halls. Ninety percent of those indicated satisfaction with their residence hall experience.

3. Buffalo Gold Card Office

The Buffalo Gold Card is the WTAMU identification card. It provides the cardholder admission to certain activities and facilities on campus and may be used to purchase products or services at locations accepting the card as payment. Short surveys are routinely given to students to obtain their opinions about the service they receive from the Buffalo Gold Card Office. The following table shows responses from 66 students when asked “Do you find the Buffalo Gold Card staff...”

Do you find the Buffalo Gold Card Staff	Yes	Somewhat	No
Helpful?	72%	22%	4%
Friendly?	77%	15%	4%
Courteous?	78%	16%	4%
Knowledgeable?	72%	24%	3%

When asked “How satisfied are you with your overall experience with the Buffalo Gold Card office?”, 81% replied “satisfied” or “very satisfied”.

III. Using the Survey Results

Survey results are reviewed and discussed at all appropriate administrative levels. The results are used as part of an ongoing effort to offer improved services for our students and as incentives for new initiatives in all phases of the planning process.

IV. Contacts

Academic Affairs

Dr. James Hallmark, Interim Provost/Vice President for Academic Affairs

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