



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

Report on Customer Service

Texas Tech University Health Sciences Center

June 2012

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

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.	Medical Education	Medical Students	Provides medical education for M.D. degree
A.1.2	Biomedical Sciences Training	Graduate Students	Provides graduate level education in the biomedical sciences
A.1.3.	Allied Health Professions Training	Undergraduate Students Graduate Students	Provides undergraduate education in clinical laboratory science; clinical services management; health science; and speech, language and hearing sciences; Provides graduate level education in athletic training, audiology, communication sciences and disorders, occupational therapy, physician assistant studies, physical therapy, rehabilitation counseling, clinical practice management, molecular pathology, rehabilitation sciences, and speech-language pathology
A.1.4.	Nursing Education	Undergraduate Students Graduate Students RN to BSN Students	Provides undergraduate education for the B.S.N. degree; provides graduate level education for the M.S.N. degree
A.1.5.	Pharmacy Education	Pharmacy Students	Provides graduate level education for the PharmD degree
A.1.6	Graduate Medical Education	Not Applicable (Medical residents are employees.)	---
A.2.1	Staff Group Insurance Premiums	Not Applicable	---
A.2.2	Workers' Compensation Insurance	Not Applicable	---
A.3.1	Texas Public Education Grants	Students	Grants for educational programs
A.3.2	Medical Loans	Medical Students	Loans for educational programs
B. GOAL: PROVIDE RESEARCH SUPPORT			
B.1.1.	Research Enhancement	Not Applicable	---

STRATEGY		CUSTOMER	DESCRIPTION OF SERVICE
C. GOAL: INFRASTRUCTURE SUPPORT			
C.1.1.	E & G Space Support	Not Applicable	---
C.2.1.	Tuition Revenue Bond Retirement	Not Applicable	---
C.2.2.	Long-Term Instructional Related Equipment	Not Applicable	---
D. GOAL: PROVIDE SPECIAL ITEM SUPPORT			
D.1.1.	South Texas Professional Education	Not Applicable	---
D.1.2.	Border Support- Academic Expansion	Not Applicable	---
D.1.3.	Academic Support- Border Development	Not Applicable	---
D.1.4.	Integrated Health Network	Students Continuing Ed. Participants	Provides technology and technical assistance to support distance education across campuses.
D.1.5.	Medical Education- Odessa	Not Applicable	---
D.1.6.	Paul L. Foster School of Medicine	Not Applicable (Medical residents are employees.)	---
D.1.7.	Physician Assistant Program	Graduate Students	Provides support to train students in the Physician Assistant Program
D.2.1.	Family/Community Medicine Residency	Not Applicable (Medical residents are employees.)	---
D.2.2.	Border Health-Resident Support	Not Applicable (Medical residents are employees.)	---
D.2.3.	Midland Medical Residency	Not Applicable (Medical residents are employees.)	---
D.3.1.	Diabetes Research Center	Not Applicable	---
D.3.2.	Cancer Research	Not Applicable	---
D.4.1.	Rural Health Care	Not Applicable	---
D.4.2.	West Texas Area Health Education Center (AHEC)	Not Applicable	---
D.5.1.	Institutional Enhancement	Not Applicable	---
E. GOAL: INSTITUTIONAL OPERATIONS			
E.1.1.	Institutional Operations	Not Applicable	---
F. GOAL: TOBACCO FUNDS			
F.1.1.	Tobacco Earnings Texas Tech HSC-El Paso	Not Applicable	---
F.1.2.	Tobacco Earnings Texas Tech University HSC	Not Applicable	---
F.1.3.	Tobacco - Permanent Health Fund	Not Applicable	---

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.

Most recently, the annual *Student Satisfaction Survey* was administered to a sample of TTUHSC students in Spring 2011. Of the total student population, approximately two-thirds were targeted for survey participation (=2,575). The data collection period lasted two weeks (April 18-May 1). When data collection ended, more than one thousand students (=1,024) had completed the online survey, resulting in a response rate of 40%.

Results were compiled into useable formats and distributed to key individuals at TTUHSC in June 2011. Targeted audiences included the President, Vice Presidents, academic deans from each school, student affairs representatives, members of the *Institutional Effectiveness Workgroup*, and selected department leaders. In addition, results were provided to the President of the *Student Government Association* for distribution to student leaders. A final report was posted online for the general public.

The annual *Student Satisfaction Survey* is scheduled to be administered again in Spring 2012. Subsequent results will be analyzed and distributed in Summer 2012.

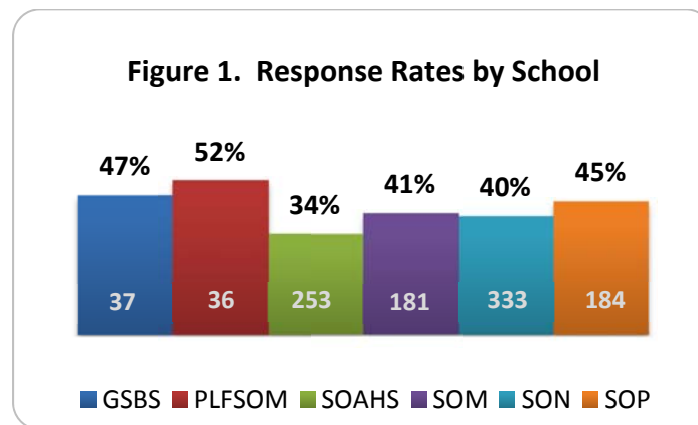
Section III. Results

Demographics

In 2011, limited demographic indicators were collected. Respondents represented all TTUHSC schools and locations at that time.

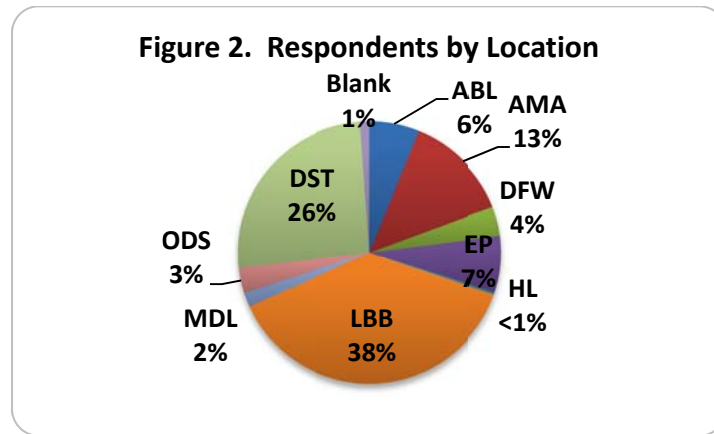
SCHOOL	LOCATION
<ul style="list-style-type: none"> • Graduate School of Biomedical Sciences (GSBS) • Paul L. Foster School of Medicine (PLFSOM) • School of Allied Health Sciences (SOAHS) • School of Medicine (SOM) • School of Nursing (SON) • School of Pharmacy (SOP) 	<ul style="list-style-type: none"> • Abilene (ABL) • Amarillo (AMA) • Dallas/Ft. Worth (DFW) • El Paso (EP) • Highland Lakes (HL) • Lubbock (LBB) • Midland (MDL) • Odessa (ODS) • Distance education * (DST)

Figure 1 illustrates the response rates by school. (Note: The number of respondents is provided at the bottom of each bar.)



The School of Nursing had the highest number of respondents (=333) across all schools. This constituted 40% of the nursing sample. Paul L. Foster School of Medicine had the lowest number of respondents (=36), but this represented 52% of the targeted sample, which was the highest response rate across all schools.

Figure 2 illustrates the percent of respondents by location. Nearly two of five respondents (=38%) attended classes primarily in Lubbock. More than one-fourth (=26%) indicated that the majority (more than 50%) of their coursework was completed via distance education. The remaining respondents were distributed across TTUHSC locations. Some students (1%) did not provide a location.



In addition to school and location, respondents provided their year of study, gender, and race/ethnicity. Three of five respondents were in their first or second year of study. The majority of respondents was female (=63%), and most classified themselves as White, non-Hispanic/Latino (=54%). Hispanic (=13%) and Asian (=12%) students constituted the next largest student sub-groups. Thus, the respondent composition by gender and race/ethnicity was reflective of the overall student population.

Quantitative Data

For most survey items, students were asked to indicate their level of satisfaction using a 6-point scale (6=*Very Satisfied*, 5=*Satisfied*, 4=*Somewhat Satisfied*, 3=*Somewhat Dissatisfied*, 2=*Dissatisfied*, and 1=*Very Dissatisfied*). In the *Student Life* section, students were asked to indicate their level of agreement with several statements using a 6-point scale (6=*Strongly Agree*, 5=*Agree*, 4=*Somewhat Agree*, 3=*Somewhat Disagree*, 2=*Disagree*, and 1=*Strongly Disagree*). Respondents were also given *Not Applicable* and *Not Important to Me* options.

For all items, means range from 1.00-6.00 and are color-coded to highlight areas of strength and potential improvement (Red: ≤ 3.49 , Yellow: 3.50-4.49, Green: ≥ 5.50). *Table 1* presents survey results for the institution as a whole.

For each item, the following data are provided:

- Mean level of satisfaction/agreement
- Total number of respondents for all responses
- Percent distribution across response options
- Number of respondents for a specific response
- Color-coded graph illustrating the distribution of scaled responses

TABLE 1. INSTITUTIONAL RESULTS

		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	
STUDENT SERVICES										
	Mean*									
	n									
1. Helpfulness of office employees	5.27	41.9	36.5	8.6	1.8	1.0	.5	8.7	.9	
	999	419	365	86	18	10	5	87	9	
2. Wait time for services and/or responses	5.16	35.5	40.3	9.3	3.1	1.1	.6	9.2	.8	
	995	353	401	93	31	11	6	92	8	
3. Information about student health insurance plans	4.51	13.4	20.1	15.3	5.8	2.5	2.0	28.8	12.0	
	993	133	200	152	58	25	20	286	119	
4. Options for student health insurance coverage	4.19	11.1	17.0	14.3	6.8	4.3	4.2	29.1	13.1	
	993	110	169	142	68	43	42	289	130	
5. Information about student health care providers in the network	4.36	12.0	19.8	15.5	7.1	3.6	2.6	28.0	11.3	
	997	120	197	155	71	36	26	279	113	
6. Information about available counseling services	4.61	16.0	25.6	15.1	5.0	3.1	1.9	22.4	10.8	
	998	160	255	151	50	31	19	224	108	

* Means are color-coded to highlight areas of strength and potential improvement (Red: ≤3.49, Yellow: 3.50-4.49, Green: ≥5.50).

** For the distribution of scaled responses, dark green indicates the highest level of satisfaction/agreement. Bright red indicates the highest level of dissatisfaction/disagreement.

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
		%	%	%	%	%	%	%	%	
		n	n	n	n	n	n	n	n	
STUDENT AFFAIRS										
	Mean									
	n									
1. Helpfulness of office employees	5.32	41.9	34.1	5.6	1.9	1.0	.6	12.4	2.4	
	997	418	340	56	19	10	6	124	24	
2. Wait time for services and/or responses	5.26	37.8	36.9	6.6	1.9	1.1	.5	12.9	2.3	
	996	376	368	66	19	11	5	128	23	
3. Assistance in transitioning to a regional campus	5.13	22.0	21.1	5.0	2.2	.7	.9	44.2	3.8	
	993	218	210	50	22	7	9	439	38	

		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	
STUDENT BUSINESS SERVICES										
	Mean									
	n									
1. Helpfulness of Student Business Services employees	5.08	27.4	39.3	8.9	2.0	.9	1.3	18.6	1.6	
	994	272	391	88	20	9	13	185	16	
2. Wait time for services and/or responses	5.04	26.3	38.2	9.4	2.6	1.6	.9	19.4	1.6	
	993	261	379	93	26	16	9	193	16	
3. Usefulness of Student Business Services website	4.95	24.0	35.5	11.7	4.0	1.2	1.1	19.9	2.5	
	990	238	351	116	40	12	11	197	25	
4. Clarity of your online account statement	4.92	28.9	38.8	13.4	5.3	1.8	1.7	9.0	1.0	
	992	287	385	133	53	18	17	89	10	

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	
LIBRARY RESOURCES										
	Mean									
	n									
1. Helpfulness of librarians	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	
2. Hours of operation	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	
3. Study facilities available in the library	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	
4. Accessibility of library resources (e.g. books, journals)	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. Accessibility of search software (e.g. OVID, Micromedex, MD Consult)	5.23	39.8	36.8	8.8	2.4	1.4	.4	8.6	1.8	
	992	395	365	87	24	14	4	85	18	

		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	
ADVISING/MENTORING										
	Mean									
	n									
1. Academic advising in my field of study	4.95	33.2	33.1	10.6	5.9	2.5	1.9	12.1	.7	
	992	329	328	105	59	25	19	120	7	
2. Academic advisor's knowledge about my degree program	5.10	38.6	29.8	10.4	3.6	2.1	1.4	13.2	.8	
	992	383	296	103	36	21	14	131	8	
3. Faculty/staff knowledge of career opportunities in my field of study	5.16	39.7	33.7	12.1	2.5	1.1	1.2	9.0	.6	
	990	393	334	120	25	11	12	89	6	

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	
ENVIRONMENT	Mean									
	n									
1. Cleanliness of campus buildings	5.48	46.1	31.6	3.9	.6	.2	.2	16.8	.6	
	990	456	313	39	6	2	2	166	6	
2. Classroom environment (e.g. size, temperature, maintenance)	5.00	30.4	29.4	10.3	4.7	2.2	1.0	21.1	.8	
	990	301	291	102	47	22	10	209	8	
3. Quality of equipment in laboratory facilities	5.13	30.9	29.5	9.2	2.8	1.2	.7	24.7	1.0	
	991	306	292	91	28	12	7	245	10	
4. Campus security	5.15	31.8	33.4	7.9	2.7	.7	1.1	21.3	1.0	
	990	315	331	78	27	7	11	211	10	
5. Parking availability	4.64	24.1	28.2	13.3	6.7	5.3	2.7	18.6	1.1	
	988	238	279	131	66	52	27	184	11	

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	
GENERAL TECHNOLOGY										
	Mean									
	n									
1. Audio-video equipment used in classrooms (e.g. microphones, projectors)	4.68	23.3	29.2	12.2	5.7	4.0	3.1	21.3	1.1	
	989	230	289	121	56	40	31	211	11	
2. Reliability of wireless connectivity on my campus	4.14	18.3	21.7	15.1	10.2	6.1	8.1	19.2	1.3	
	986	180	214	149	101	60	80	189	13	
3. Reliability of WebCT/Blackboard or Moodle system	4.76	27.3	38.9	17.8	7.5	2.4	2.6	2.9	.4	
	986	269	384	176	74	24	26	29	4	
4. Helpfulness of Help Desk employees	5.03	30.0	36.4	10.4	2.7	1.8	1.6	15.8	1.1	
	986	296	359	103	27	18	16	156	11	
5. Usability of my school's website	4.92	31.8	41.6	17.1	3.5	2.7	1.8	.9	.4	
	986	314	410	169	35	27	18	9	4	





Table 1 (Continued)

		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	
STUDENT LIFE	Mean									
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 TTUHSC community.	4.79	30.6	35.7	15.7	5.3	3.8	3.2	4.2	1.5	
	980	300	350	154	52	37	31	41	15	
6. I know who represents my school and/or campus on the Student Government Association (SGA).	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	
7. I am aware of the activities sponsored by the Student Government Association (SGA).	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
		%	%	%	%	%	%	%	%	
		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
		%	%	%	%	%	%	%	%	
		n	n	n	n	n	n	n	n	
STUDENT LIFE (cont.)		Mean								
		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 commented that classroom temperatures on the Lubbock and El Paso campuses are uncomfortably cold.
- Students indicated less awareness about the Student Government Association (SGA) compared to the previous year, most notably in the School of Nursing and School of Pharmacy.
- In general, students indicated an increased awareness of how to file complaints, but students in Dallas/Ft. Worth question whether such complaints would be handled fairly or promptly.
- Students in the School of Pharmacy continue to be less satisfied than students in other schools, but some areas have improved since the previous year. Of particular concern are the Dallas/Ft. Worth and Abilene campuses.
- Students at Paul L. Foster School of Medicine continue to be highly satisfied with the student affairs employees with whom they interact.

Based on survey results, the following areas identified specific areas of improvement and/or strengths upon which to build. Strategies for improvement are provided below.

Graduate School of Biomedical Sciences

Due to high levels of satisfaction, student affairs leaders in the *Graduate School of Biomedical 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. Upon further investigation, they noted that response rates for course evaluations were also lower than usual for the same year. To improve response rates, incentives will continue to be offered for survey participation, and additional actions will be taken to market the surveys. In addition to the initial email invitations, which are sent by the *Office of Institutional Planning and Assessment*, *Graduate School* personnel will also send out school-specific invitations during the data collection period.

Physical Plant

According to numerous open-ended comments, students appeared to be dissatisfied with classroom temperatures on selected campuses. It was determined from field observations that temperature set-points in the classrooms reverted to default system settings regardless of desired settings. To resolve the issue, building controls contractors were asked to reprogram the controllers to establish a fixed set-point of 72 degrees Fahrenheit. In addition, designated *Physical Plant* personnel have been tasked with monitoring classroom spaces on a weekly basis to monitor trend data and follow set-point deviations.

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 regional student councils for each campus. Students are encouraged to communicate issues and/or concerns to leaders of these regional councils.

A *School of Pharmacy* Honor Council has also been established to develop a culture of integrity and student accountability within the school and their respective classes. Overseen by a faculty member, the council is largely comprised of students selected by their peers. It is the Honor Council's responsibility to recommend potential sanctions to the Dean with regard to student violations of the *Code of Professional and Academic Conduct*.

To improve the registration process, registration workshops have been implemented each semester for all classifications of students at all campuses. These sessions are facilitated by regional deans. Additional registration conveniences have also been implemented in order to improve registration effectiveness and efficiency, reduce the potential for student registration errors and subsequent schedule changes by staff, and provide more options in areas of the curriculum that are not standardized.

Student Services

The *Office of Student Services* desires to improve student awareness of activities sponsored by the *Student Government Association* (SGA), including awareness of SGA representatives for each school and campus. To do so, digital signage has been installed on all campuses. A Facebook page and mobile application for SGA have been developed, and appropriate links will be established on the institution's student portal. In addition, SGA is working collaboratively with student affairs representatives in each school to explore opportunities for involvement in new student orientations. Combined, these efforts are intended to improve SGA visibility across campuses.

Technology

Student satisfaction with the reliability of wireless connectivity in classrooms has declined over the past few years. The existing system was designed for up to 25 individuals to access the wireless network with a single wireless device in any given 100-foot radius at TTUHSC. Because each seat in many classrooms also had a wired network port, this was deemed a reasonable design in 2007. Today's student, however, uses multiple wireless devices simultaneously, so the existing design no longer meets their needs. To resolve the issue, TTUHSC has allocated substantial funds to upgrade the wireless network, and the latest wireless technologies are currently being evaluated. Implementation is scheduled on all campuses in Summer 2012.

Section V. Performance Measures

Customer service standards have been established at TTUHSC. Mean satisfaction levels greater than or equal to 5.50 constitute excellent customer service. Mean satisfaction levels between 4.50 and 5.49 constitute good customer service. Mean satisfaction levels between 3.50 and 4.49 constitute acceptable customer service. Mean satisfaction levels less than or equal to 3.49 constitute unacceptable customer service.

Outcome Measures

For the institution as a whole:

- No survey items highlighted areas of excellent customer service.
- Good customer service was provided on 87% of survey items.
- Acceptable customer service was provided on 13% of survey items.
- No survey items highlighted areas of unacceptable customer service.

Output Measures

- Total number of students targeted in Spring 2011 was 2,575. Total number of respondents was 1,024.
- Total number of students served in Spring 2011 was 3,902.

Efficiency Measures

- Overall, the cost of survey administration was approximately \$3,000. This accounts for the annual subscription to survey software and personnel time to analyze data and produce reports. Thus, the estimated cost per respondent was \$2.93. This represents a significant decrease from \$8.33 in Spring 2009 when data collection and analyses were outsourced.

Explanatory Measures

- There were 2,575 customers identified for participation in the 2011 *Student Satisfaction Survey*.
- The following customer groups were surveyed:
 - (1) Graduate students in the Graduate School of Biomedical Sciences
 - (2) Undergraduate and graduate students in the School of Allied Health Sciences
 - (3) Undergraduate and graduate students in the School of Nursing
 - (4) Medical students in the School of Medicine
 - (5) Medical students in the Paul L. Foster School of Medicine
 - (6) Pharmacy students in the School of Pharmacy