

CUSTOMER SERVICE REPORT

Fiscal Year 2006

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INTRODUCTION

This report is prepared in compliance with S.B. 1563, Section 2113, enacted by the 1999 Texas Legislature, which requires all state agencies, including institutions of higher education, to conduct an assessment of customer satisfaction at least once every biennium. This report presents results from various customer service/satisfaction surveys conducted by The University of Texas-Pan American (UTPA).

Customer service satisfaction assessment is extensive, varied, and an integral part of the overall assessment effort at this institution. This report includes an inventory of customers, discussion on several measures of customer satisfaction, analysis of results and a summary.

INVENTORY OF CUSTOMERS

The University of Texas-Pan American has identified four primary groups of customers: prospective students, students (currently enrolled undergraduate and graduate students), graduates/alumni, and community (those individuals and groups who partner with the campus in various ways, including donors, vendors, prospective employers of UTPA graduates, and those who participate in the varied services and activities to which the University invites the public). By far, the most important customer is the student, to whom the University directs the vast majority of its efforts and services. UTPA has determined that extensive assessment of customer satisfaction with other groups (non-student groups), is unaffordable by the expense and difficulty involved.

The Inventory of Agency Customers by Strategy appears in **Appendix A**. The Inventory links customers to appropriate strategies as found in the General Appropriations Act. Those strategies include A.1.1, Operations Support; A.1.2, Teaching Experience Supplement; A.1.5, Texas Public Education Grants; A.1.6, Indirect Cost Recovery; A.1.7, Excellence Funding; B.1.1, Education & General (E&G) Space Support; B.1.2, Tuition Revenue Bond Retirement; C.1.1, Professional Development/Distance Learning; C.1.2, Cooperative Pharmacy Doctorate; and C.1.3, Starr County Upper Level Center; C.3.1, Economic Development; C.3.2, Center for Manufacturing; C.3.3, UT System K-12 Collaboration; C.3.4, Trade & Technology/Telecomm; C.3.5; Diabetes Registry, C.2.6, Texas/Mexico Border Health; C.4.1, Institutional Enhancement; and C.4.2, Transition to College (identified by UTPA as those strategies for which the institution serves external customers and for which customer satisfaction assessment is feasible). Customers listed in the Inventory are also linked to the service categories presented in UTPA's 'Compact with Texans,' (see **Appendix B**). This compact (with updated contact information as of August 2005) also appears on the University's web page at:

<http://www.panam.edu/2000/siteindex/index.cfm?numframes=2&midframe=/webfiles/getfile&fname=compact.pdf&descrip=Compact%20With%20Texans>

MEASURES OF CUSTOMER SATISFACTION

Assessment of customer service satisfaction is not a new practice at The University of Texas-Pan American, although recent years have seen an increase in the variety of ways that assessment takes place. The University uses a combination of external and internal approaches to gather input on this matter. A brief description of the different survey instruments used to prepare this report is as follows:

A. Student Satisfaction Inventory

The University of Texas-Pan American (UTPA) uses the Noel-Levitz *Student Satisfaction Inventory* to measure student satisfaction with student services and campus environment. The Noel-Levitz *Student Satisfaction Inventory* is administered every other year and replaces the ACT *Student Opinion Survey*, which had been in use by UTPA since the early 1980s. The most recent administration was fall 2005 but the results are not available yet, hence results from the fall 2003 administration are used for this report. In fall 2003, 1,147 completed surveys were returned by students. The survey is administered to currently enrolled UTPA students in a stratified random sample of current classes, ensuring that all classifications of students are represented. The survey is completed in class, so that, taking into account absences and the few students who do not complete the questionnaire, there is about a 95% return rate.

The 4-year college and university version contains 11 constructs or scales:

Academic advising effectiveness, campus climate, campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid effectiveness, registration effectiveness, safety and security, service excellence, and student centeredness.

Reliability is demonstrated by Cronbach's coefficient alpha at .97 for the set of importance scores and .98 for the set of satisfaction scores. Reliability also is demonstrated by the three-week, test-retest reliability coefficient of .85 for importance scores and .84 for satisfaction scores.

Noel-Levitz scores the survey and returns the results to the institution. Frequency data for the local University are supplied, along with comparative national norms. Data are available for the total group as well as selected sub groups, such as freshmen, males, females, first-generation students, etc.

The Noel-Levitz *Student Satisfaction Inventory* results are used extensively across campus to assess the University's level of service, and to provide administrators and departments information to use for planning and budgeting.

B. Recent Graduate Survey

The Recent Graduate Survey is given to students around graduation. The instrument used is the ACT *Alumni Survey*. This survey is designed to explore graduates' perceptions about their educational experiences at the University and to discover the impact college has had on their lives. The survey is administered right before December and May graduation ceremonies and the survey report is compiled following the May graduation. The results in this report are from the survey conducted in Fall 2004 and Spring 2005. Twelve percent of the graduates completed this survey.

The presentation of the survey results reflects the extent to which graduates as a group have evaluated some of their experiences while attending UTPA and the results are based on an assessment of varying degrees of subjectivity by the respondents.

C. Survey of Organizational Excellence

UTPA participates in the statewide *Survey of Organizational Excellence*, designed to measure state employees' perceptions of organizational effectiveness. Portions of this survey address customer service issues, and provide insight into employees' perceptions about their work environment and situation that directly impact customer service.

The Survey of Organizational Excellence group at The University of Texas-Austin designs and scores the survey and provides results to state agencies. For the purposes of assessing customer service perceptions, UTPA is using a portion of the survey results in this report that includes topics concerning customer service: the survey constructs of holographic (the "wholeness" of the organization), strategic (how well the organization responds to external influences and demands), quality (employees' perceptions of quality and effectiveness), job satisfaction (as it influences employee performance), empowerment (as it influences employee performance), physical environment (how well the facilities and equipment contribute to customer service and job performance), and external information (the flow of information from within and without).

The Survey of Organizational Excellence was administered on the UTPA campus in November 2005. More than 1,600 surveys were distributed to benefits-eligible employees. 619 employees responded, resulting in a 38% response rate.

D. National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) addresses the need of universities and colleges to strengthen their responsibility in providing meaningful quality improvement, especially in enhancing undergraduate education. NSSE uses a survey instrument, *The College Student Report*, to gather details from undergraduate students

about the extent to which they participate in the educational process and their views of collegiate quality.

UT-Pan American was one of 529 four-year colleges and universities that participated in NSSE in spring 2005. Based on institutional undergraduate enrollment, a random sample of approximately 1,500 first-year and senior students were selected to participate; the total sample size at the national level was 660,000 students. The response rate for UTPA was 29% (239 freshmen and 252 seniors), compared to 37% at the national level.

The survey presents various activities in which students engage inside and outside of the classroom and these activities are recognized as good educational practices over the years in research studies. The activities capture important dimensions of the undergraduate experience, e.g., student interaction with faculty, active and collaborative learning, supportive campus environment, and enriching educational experiences.

ANALYSIS OF RESULTS

A. Student Satisfaction Inventory

The Noel-Levitz Student Satisfaction Inventory “measures students’ satisfaction with a wide range of college experiences. Students rate each item in the inventory by the importance of the specific expectation as well as their satisfaction with how well that expectation is being met. ‘Importance’ score ratings reflect how strongly students feel about the expectation (the higher the score, the more important it is to a student). ‘Satisfaction’ ratings show how satisfied students are that the institution has met the expectation. ‘Performance gap’ scores (importance rating minus satisfaction rating) show how well the University meets the expectation overall. A large performance gap score (e.g., 1.5 or more) indicates that the institution is not meeting students’ expectations, a small or zero gap score (e.g., 0.50) indicates that an institution is meeting students’ expectations, and a negative gap score (e.g., -0.25) indicates that an institution is exceeding students’ expectations.” (USA Group Noel-Levitz, *Campus Report: The University of Texas-Pan American*, Spring 2004). A score below 1.5 is generally not a cause for concern.

The Noel-Levitz Student Satisfaction Inventory has 11 constructs and rating of how important each construct is to students and how satisfied they are with it at the university is ascertained by this survey. The table below shows the Importance of each construct to the students, their satisfaction level and the performance gap.

Table 1: Constructs- their importance, satisfaction score and performance gaps.

Construct	Importance Score	Satisfaction Score	Performance Gap
Campus Life	5.53	4.81	0.72
Student Centerdness	5.94	4.89	1.05
Campus Support Services	6.21	5.12	1.09
Campus Climate	6.04	4.94	1.10
Instructional Effectiveness	6.33	5.13	1.20
Service Excellence	6.05	4.77	1.28
Academic Advising	6.37	5.08	1.29
Concern for the Individual	6.05	4.74	1.31
Recruitment and Financial Aid	6.22	4.78	1.44
Registration Effectiveness	6.30	4.81	1.49
Safety and Security	6.48	4.36	2.12

“Performance gaps” between the “importance” scores and the “satisfaction” scores indicate that student expectations are not being met in all areas:

- Campus Life shows a very small performance gap (0.72), meaning, that the campus offers quality intramural-recreational sports, residence hall, athletics, food, student activities, campus organizations, student center programs; provides a good student handbook, fair disciplinary programs; helpful orientation; promotes freedom of expression; and uses student service fees adequately.
- Student Centeredness (performance gap of 1.05) shows that students feel a sense of belonging, staff are caring, helpful, and approachable; students enjoy their experience and feel welcome; and the institution shows concern.
- Campus Support Services are adequate (performance gap of 1.09), i.e., there is a quality library, computer labs, tutoring, academic support, career planning, and bookstore services.
- Campus Climate is satisfactory (performance gap of 1.10) where students have a sense of belonging, know what’s going on, feel safe and secure on campus, enjoy and are proud of the university; staff, faculty and administrators are approachable, caring, and helpful; the campus is welcoming, has a good academic reputation, has racial harmony, and affords freedom of expression and channels for complaints; and the tuition paid is a good investment.
- Instructional Effectiveness is adequate (performance gap of 1.20) where faculty is caring and fair; students receive valuable course content, excellent instruction, intellectual growth, and timely feedback; faculty are available to students outside class and consider differences among students; university offers variety of courses and commitment to academic excellence.

- Service Excellence has a performance gap of 1.28 indicating that, students consider all staff to be caring and helpful as well as staff in library, health services, counseling, and registration; students know what's happening on campus; and that there are adequate channels for complaints.
- Academic Advising received a performance gap of 1.29, indicating that advising staff and faculty are approachable, knowledgeable and concerned; advisors help students set goals; and that academic requirements are clear and reasonable.
- Concern for the Individual received a performance gap of 1.31, indicating that faculty, advisors, counselors and residence hall staff are caring and concerned; faculty are fair; and the institution shows concern.
- Recruitment and Financial Aid had a performance gap of 1.44, indicating that admissions staff are knowledgeable, responsive, and accurate; financial aid staff are helpful, but as the performance gap for any construct gets closer to 1.5, it indicates that improvements in that area are recommended.
- Registration Effectiveness received a performance gap of 1.49. This construct measures if billing policies are reasonable, hours are convenient, staff are helpful; students can register with few conflicts; and if drop/add policies are reasonable. This construct could be improved upon.
- Safety and Security measures if campus is safe and secure, parking is adequate, secure, and well-lighted; and if security staff are responsive. This construct received the highest dissatisfaction with the performance gap being 2.12, meaning that, safety and security measures on campus need to be looked into and improved.

As can be seen from Table 1, the performance gap is high only in the area of Safety and Security but when looking in depth at some of the questions under each of the constructs, the following areas are the ones that need attention and could be improved:

- Students indicated that the amount of parking on campus was very important to them (6.63), and that they were not satisfied with it (2.41), leading to a very high performance gap (4.22).
- The item, "I seldom get the 'run-around' when seeking information on this campus" also had a very high performance gap (1.92). This gap has decreased since Spring 2001 when the performance gap on this item was 2.12.
- "Adequate financial aid is available for most students" received a performance gap of 1.75.
- There was evident dissatisfaction with the lack of support services during evening hours. The performance gap for the item, "Parking lots are well-lighted and secure," was 1.74.

B. Recent Graduate Survey

The Recent Graduate Survey is designed to explore graduates' perceptions about their University experiences and to discover the impact college had on their lives. The results presented here are from the survey conducted in Fall 2004 and Spring 2005. Data are presented in percentages of students who responded to survey items that requested their opinion on a particular statement. Higher the percentage, higher the satisfaction with that element.

In this report, scores are presented as percentages of positive responses from the survey. The University considers any response of 50% or more as 'acceptable'; 75% and above as 'excellent'. Percentages below 50% indicate an area for the University to explore for possible improvements.

- When asked, "If you could start college over, would you choose to attend this college?"
86% said 'definitely/probably yes,' 8% were 'uncertain,' and 6% said 'definitely/probably no.'
- When asked, "How does the quality of education provided at this college compare with that of other colleges?"
30% said 'better' 47% said 'about the same,' 2% said 'worse,' and 21% said 'unable to judge.'
- When asked, "Regardless of the financial benefits, has your college education improved the quality of your life?"
95% said 'definitely/probably yes,' and 5% were 'uncertain.'

Several questions on the personal growth of students at UTPA indicated that, overall students were satisfied with the growth and preparation that students had received. When asked, 'how much did the education at UTPA contribute to their personal growth in each of the following areas':

- Writing effectively: 70% said 'Very Much', 25% said 'Somewhat' and 14% said 'Very Little'.
- Working independently: 73% said 'Very Much', 22% said 'Somewhat' and 5% said 'Very Little'.
- Learning on your own: 72% said 'Very Much', 24% said 'Somewhat' and 4% said 'Very Little'.
- Organizing your time effectively: 74% said 'Very Much', 22% said 'Somewhat' and 4% said 'Very Little'.
- Planning & carrying out projects: 72% said 'Very Much', 24% said 'Somewhat' and 4% said 'Very Little'.
- Persisting at difficulty tasks: 67% said 'Very Much', 28% said 'Somewhat' and 5% said 'Very Little'.

- Defining and solving problems: 67% said ‘Very Much’, 29% said ‘Somewhat’ and 4% said ‘Very Little’.

C. Survey of Organizational Excellence

The Survey of Organizational Excellence assessment is a framework, which at its highest level, consists of five workplace dimensions (work group, accommodations, organizational features, information and personal). These dimensions in turn, consist of several survey constructs which profile organizational strengths and weaknesses. Construct scores below 3.00 are viewed negatively by employers and above 4.00 are considered a substantial strength. All the constructs received a ‘satisfactory’ rating, but there is always room for improvement. Constructs used in this report are:

Holographic – the degree to which all actions of the organization work together and are understood by all. This concerns employees’ perceptions of the consistency of decision-making and activity within the organization. The employee construct score was 3.48 out of a possible 5.00. Holographic refers to the “wholeness” or “completeness of an organization.”

Strategic – how the organization responds to external influences that should play a role in its definition. A strategic organization uses feedback from customers to improve performance, works well with other organizations and the public, and understands the institution’s mission and vision. Employees scored 3.63 in this area. Strength in this area means that employees have a good grasp of the goals of the organization and organizational units function in concert with each other and other organizational processes.

Quality – the degree to which quality principles are part of the organization’s culture. This construct includes quality of service, continuous improvement, quality work production, knowledge of customers, and understanding customer needs. UTPA’s employee score for the quality construct was 3.71 out of a possible 5.00. In general, quality is a result of understanding the needs of customers or clients coupled with a continuous and zealous examination of products and processes for improvement. Achieving quality requires the full and thoughtful articulation of goals, careful attention to changes in the environment that might affect resources or heightened competition and vigorous participation by all members.

Job Satisfaction – addresses employees’ satisfaction with their overall work situation. Weighted heavily in this construct are issues concerning employees’ evaluation of the availability of time and resources needed to perform jobs effectively. UTPA employees scored 3.58 in this area. The job satisfaction construct reflects employees’ feelings about having the opportunity to do their best work, having adequate resources, being able to balance work and personal lives, and having a reasonable work pace.

Empowerment – measures the degree to which employees feel that they have some control over their jobs and the outcome of their efforts. Strength in this area means that there is a basic trust among employees and supervisors, employees are given the opportunity to do their best work, and they feel a sense of pride about working for the organization. They also understand how their work impacts others in the organization. The score in this construct was 3.50.

Physical Environment – employees’ perceptions of the total work atmosphere and the degree to which employees believe that it is a “safe” working environment. It addresses the “feel” of the workplace, a feeling of community. It also reflects the adequacy of office space, equipment, computer resources, maintenance, parking, and facilities. The employee score was 3.74.

External Communication – how information flows into and out of the organization. Sharing appropriate information, encouraging open communication, working with other organizations, and communicating the institution’s mission are characteristics of excellence in this area. The score for this construct was 3.61. External communication is a function of the nature of the organization’s services or products and those who use them. It also targets the types of technology used for communication.

D. National Survey of Student Engagement

This report includes the constructs of student interaction with faculty, active and collaborative learning, supportive campus environment, and educational and personal growth. These constructs describe academic, intellectual, and social experiences that measure the evaluation categories of access to faculty; excellence in teaching, academic advising, and academic support services; support of university mission; and involvement in campus life.

Student Interaction with Faculty: The extent to which students believe faculty at UTPA encourages contact with them both inside and outside the classroom differs among freshmen and seniors.

- 23% of UTPA seniors said they often or very often worked with faculty members on activities other than coursework, whereas only 12% of the freshmen said that they did so.
- 41% of seniors and 44% of freshmen said that they talked about career plans with a faculty member or advisor.
- 62% of seniors said that they received prompt feedback from faculty on their academic performance (written or oral) as compared to only 48% of freshmen.
- 63% of seniors discussed grades or assignments with an instructor as compared to 56% of freshmen.

- 73% of senior used email to communicate with an instructor as compared to 63% of freshmen.

These results show that with time students become more comfortable in their interaction with faculty but faculty could make an extra effort to have freshman students feel more comfortable in the class.

Active and Collaborative Learning: According to the research literature, students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. The extent to which UTPA freshmen and seniors collaborated with others in active and collaborative learning is summarized below:

- 10% of freshmen have never worked with other students on projects outside of class to prepare class assignments as compared to only 5% of seniors who have not worked with other students on projects outside of class.
- 67% of freshmen and 43% of seniors have never participated in community-based projects as part of a regular course.
- 64% of freshmen and 65% of seniors often/very often discussed ideas from their readings or classes with others outside of class.
- 51% of freshmen and 65% of seniors often/very often asked questions in class or contributed to class discussions.
- 41% of freshmen and 72% of seniors often/very often made a class presentation.

These results indicate that the level of active and collaborative learning has been improving from freshmen level to senior level at UTPA.

Supportive Campus Environment: Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus. Results show that both freshmen and seniors are satisfied with some areas of support they receive on campus and that other areas could use improvement as shown below.

- 68% of freshmen and 73% of seniors find the quality of relationships with other students as friendly and supportive.
- 57% freshmen and 66% seniors say that faculty members are available, helpful and sympathetic.
- Support from administrative personnel and offices could use improvement, as only 42% of freshmen and 43% of seniors report that administrative personnel are helpful, considerate and flexible.
- 73% of freshmen and 69% of seniors responded by saying that the University provides quite a bit of support one needs to help one succeed academically.

- Only 36% of freshmen and 31% of seniors said that they get quite a bit of help to cope with non-academic responsibilities. This is another area that should be looked into for improvement.
- Both freshmen (64%) and seniors (68%) say that very little/some support is provided to help strive socially. This is yet another area that could be improved.

Enriching Educational Experiences: In this particular section students indicate the extent to which their education has contributed to their personal and social development (interpersonal effectiveness, ethics, and social responsibility), general education, and practical competence (knowledge and skills necessary for economic independence in the post-college job market).

Over 75% of both freshmen and seniors indicated that the university had helped them:

- Acquire a broad general education.
- Use computers in academic work.
- Work effectively with others.
- Think critically and analytically.
- Learn effectively on one's own.

Areas that could use improvement in education and personal growth are:

- Gearing students toward contributing to the welfare of their community (only 48% freshmen and 52% seniors indicate that the University has helped them contribute to the welfare of their community).
- Helping students develop a personal code of values and ethics (60% freshmen and 63% seniors indicate that their education has contributed to the development of a personal code of values and ethics).
- Gearing students toward solving complex real-world problems (62% freshmen and 67% seniors indicate that the university has helped them learn how to solve complex real-world problems).

Over 88% of both freshmen and seniors rated their entire educational experience at UTPA as good or excellent. And, over 83% of freshmen and seniors said that if they could start over again, they would 'probably' or 'definitely' go to UTPA again.

CUSTOMER SERVICE PROGRAMS

In addition to customer satisfaction assessment, UTPA also engages in other customer service programs. They include the following:

- **UTPA staff employees receive customer service training.** The University conducts customer service training which is tailored to the unique environment of college and university campuses. Front-line staff employees undergo this training and supervisors can request it for any/all of their employees.
- **UTPA staff employee performance is evaluated on customer service.** The University has established a campus standard for customer service and employees are formally evaluated in this category in their annual staff employee performance evaluations.
- **UTPA Job Description Questionnaires (JDQs) include a customer service element.** A customer service element has been added to the JDQ, the document that describes the responsibilities of each staff position on the campus. Each position's job description includes the responsibility of quality service to customers.

SUMMARY

Customer service assessment at The University of Texas-Pan American is varied and complex. Several types of assessments are used and the University assesses beyond those elements required by statute. The University uses the Student Satisfaction Inventory, Recent Graduate Survey, the Survey of Organizational Excellence, and the National Survey of Student Engagement, to survey its customers.

Areas of excellence emerge from these assessments. Excellence in teaching, some student services, and involvement in campus life are demonstrated by scores on the various surveys. UTPA has had a positive impact on the following areas of students' lives: writing and speaking effectively, understanding written information, working independently, learning on one's own, working cooperatively, organizing one's time, planning and carrying out projects, understanding various philosophies, persisting, defining and solving problems, understanding people and environments, recognizing assumptions, and understanding other cultures. Students have also found excellence in the quality of preparation for graduate and professional school.

Areas of concern form a pattern derived of student service and student-faculty interaction issues. The Student Satisfaction Inventory reveals "performance gaps," scores that describe a gap between student expectations of services and University performance in delivering those services. A rather large performance gap exists for safety and security during evening hours. Students would also like to get information without being given the run-around. Students also feel that there is not enough financial aid available for most students.

Further, the National Survey of Student Engagement reveals low scores for student-faculty interaction and student involvement in their own learning: freshmen were not likely to work with faculty on anything other than course work, to discuss ideas with faculty outside class, to discuss career plans with faculty, to tutor or teach other students, to be involved in a community project as part of a class assignment, or to make a class presentation. Seniors reported similar deficiencies but to a lesser degree. Most of the students also reported that the institution had not helped them cope with non-academic responsibilities.

The University of Texas-Pan American will continue to engage in the customer service programs described in this report and continue to make improvements in areas in which it finds deficiencies.

APPENDIX A

APPENDIX A
THE UNIVERSITY OF TEXAS-PAN AMERICAN
CUSTOMER SERVICE REPORT
INVENTORY OF AGENCY CUSTOMERS BY STRATEGY

STRATEGY	CUSTOMERS	EVALUATION CATEGORIES FROM "COMPACT"
A. INSTRUCTION/ OPERATIONS		
A.1.1 OPERATIONS SUPPORT	Prospective Students	Provide information about: University, academic offerings, degree requirements, housing on campus, financial aid, accommodations for students with disabilities, concurrent enrollment, distance learning, credit by examination, tuition & fees, and registration procedures Conduct: orientation Handle: admission application, financial aid application Respond to applications Respond to inquiries Provide friendly, helpful service from staff Provide registration instructions
	Students	Provide information about: academics/degree requirements, graduation requirements, registration procedures, billing procedures, procedures for appealing grades. Handle financial aid application, and graduation applications Respond to applications Respond to inquiries Payment of financial aid Provide friendly, helpful service from staff Provide registration instructions Provide Academic advising, access to student records, evaluation of instructors Provide excellence in: teaching, advising, tutoring, computer labs, counseling, library, facilities, safety and security on campus, and career & placement services.

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STRATEGY	CUSTOMERS	EVALUATION CATEGORIES FROM "COMPACT"
A.1.1 OPERATIONS SUPPORT (continued)	Students (continued)	Provide excellence in: academic expectations/course syllabi access to faculty, access to email & network equal & fair treatment rules and regulations due process/judicial procedures grievance/complaint procedures Provide opportunities for: Use of facilities, right of expression, right of association, involvement in campus life, involvement in cultural activities, Services to students with disabilities Student health services Alcohol & drug abuse prevention Student government Parking Traffic rules and regulations Traffic appeals
	Graduate/alumni/alumnae	Excellence in: Alumni programs & services
	Community members	Excellence in: Programs for community Resources available to community Special events & activities Financial/business transactions Relationships with University partners Availability of public information about University Access to solicitation & facility use regulations Friendly, helpful service from staff
	Prospective employers of graduates	Excellence in: Programs for prospective employers Friendly, helpful service from staff

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STRATEGY	CUSTOMERS	EVALUATION CATEGORIES FROM "COMPACT"
A.1.2 TEACHING EXPERIENCE SUPPLEMENT	Undergraduate students	Excellence in teaching Excellence in academic advising Access to faculty
A.1.5 TEXAS PUBLIC EDUCATION GRANTS	Undergraduate students	Information about: Financial aid Handling of financial aid application Payment of financial aid Friendly, helpful service from staff
A.1.6 INDIRECT COST RECOVERY	Undergraduate students Graduate students	Excellence in teaching
A.1.7 EXCELLENCE FUNDING	Undergraduate students Graduate students	Excellence in: Teaching Laboratories Library Registration procedures Billing procedures Access to student records Access to e-mail & network
B. INFRASTRUCTURE SUPPORT		
B.1.1 E&G SPACE SUPPORT	Undergraduate students Graduate students Graduates/alumni/alumnae Community members	Excellence in: Classrooms, Laboratories, Library Safety & security on campus Opportunities for use of facilities Parking Excellence in facilities Opportunities for use of facilities Excellence in alumni programs and services Excellence in facilities Opportunities for use of facilities Programs for community Resources available to community Special events & activities

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STRATEGY	CUSTOMERS	EVALUATION CATEGORIES FROM "COMPACT"
B.1.2 TUITION REVENUE BOND RETIREMENT	Undergrad students Graduate students	Excellence in: Classrooms Laboratories Library Opportunities for use of facilities Support of University's mission
C. SPECIAL ITEM SUPPORT		
C.1.1 PROFESSIONAL DEVELOPMENT/ DISTANCE LEARNING	Undergrad students Graduate students	Information about: Concurrent enrollment Distance learning Academics/degree requirements Excellence in: Teaching & Academic support services
C.1.2 COOPERATIVE PHARMACY DOCTORATE	Graduate students	Information about: Admission and degree requirements Handling of admission application Excellence in: Teaching, Library Academic support services
C.1.3 STARR COUNTY UPPER LEVEL CENTER	Undergrad students	Information about: Academic offerings Admission requirements Degree requirements Financial Aid, Tuition and fees Registration instructions & procedures Graduation requirements Handling of admission application Handling of financial aid application Handling of graduation application Orientation and advising Opportunity to evaluate instructors Access to student records Access to appeals procedures Excellence in: Teaching, Advising, Tutoring, Counseling

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STRATEGY	CUSTOMERS	EVALUATION CATEGORIES FROM "COMPACT"
C.2.1 ECONOMIC DEVELOPMENT	Community members	Opportunity to participate in services Access to program/services information Friendly, helpful staff Effective, appropriate relationships with University
C.2.2 CENTER FOR MANUFACTURING	Community members	Opportunity to participate in services Access to program/services information Friendly, helpful staff Effective, appropriate relationships with University
C.2.3 UT SYSTEM K-12 COLLABORATION	Prospective students	Information about: University Academic offerings Degree requirements Housing on campus Financial aid Accommodations for students with disabilities Concurrent enrollment Distance learning Credit by examination Tuition and fees Orientation Handling of admission application Handling of financial aid application Responses to applications Responses to inquiries Friendly, helpful service from staff Registration instructions Registration procedures
C.2.4 TRADE & TECHNOLOGY/ TELECOMM	Community members	Opportunity to participate in services Access to program/services information Friendly, helpful staff Effective, appropriate relationships with University

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 INVENTORY OF AGENCY CUSTOMERS BY STRATEGY

STRATEGY	CUSTOMERS	EVALUATION CATEGORIES FROM "COMPACT"
C.3.1 INSTITUTIONAL ENHANCEMENT (continued)	Students (continued)	Registration & Billing procedures Academic advising Access to student records Evaluation of instructors Procedures for appealing grades Excellence in: Teaching, Advising, Tutoring
C.3.2 TRANSITION TO COLLEGE	Prospective students	Information about: University Academic offerings Degree requirements Housing on campus Financial aid Accommodations for students with disabilities Concurrent enrollment Distance learning Credit by examination Tuition and fees Orientation Handling of admission application Handling of financial aid application Responses to applications Responses to inquiries Friendly, helpful service from staff Registration instructions Registration procedures

APPENDIX B

THE UNIVERSITY OF TEXAS-PAN AMERICAN

“COMPACT WITH TEXANS” (Updated August 2005)

CONTACT US:

Suggestions about this Web site: webhelp@utpa.edu
General Information about UT-Pan American: sandraq@utpa.edu

MISSION

The University of Texas-Pan American (UTPA) serves the higher education needs of a rapidly growing, international, multicultural population in the South Texas Region. The University preserves, transmits and creates knowledge to serve the cultural, civic, and economic advancement of the region and the state. The University provides students advanced instruction in academic programs offered through innovative delivery systems that lead to professional certification, and baccalaureate, master's and doctoral degrees. Through teaching, research, creative activity and public service, UTPA prepares students for lifelong learning and leadership roles in the state, nation and world community.

VISION

The University of Texas-Pan American is the premier learner-centered research institution in the State of Texas. We actively engage businesses, communities, cultural organizations, educational organizations, health providers and industry to find solutions to civic, economic, environmental and social challenges through inquiry and innovation.

VALUES

- We value ethical conduct based on honesty, integrity, and mutual respect in all interactions and relationships.
- We value student access to higher education, recognizing their diversity and needs.
- We value student success fostered through the commitment of faculty and staff.
- We value a diversity of perspectives, experiences, and traditions as essential components of a quality education.
- We value curiosity, exploration, inquiry, innovation, creativity, and an entrepreneurial spirit.
- We value collaboration with internal and external constituent groups.
- We value active involvement in shared governance, consensus-building, teamwork, and open communication.
- We value our relationship as a united community of scholars, students, and staff, enriching each other's work and lives through our commitment to the advancement of UTPA.

THE COMPACT WITH TEXANS

The *Compact with Texans* is The University of Texas-Pan American's assurance of high standards of service to its customers: its students, prospective students, and the members of the surrounding community who receive services from and conduct business with us. The *Compact* sets forth The University's responsibility for providing exemplary services, programs and customer service, and explains how the University responds to customer needs.

The University of Texas-Pan American enters into a *Compact with Texans* to provide the following minimum standards of service. The services listed below offer a [link](#) to additional information and further explanation of the service including the time frame for which complaints are addressed. Please be our guests and explore our Web site. And please feel free to contact the UTPA representatives listed as contact persons for each category. We stand ready and eager to assist you.

Texas Government Code Chapter 2114, "Compact with Texans" Contact Person: [Catherine C. Vale](#), Coordinator, Policy Planning and Analysis, Office of Institutional Research and Effectiveness, AB 137, (956) 381-2383, Fax (956) 381-2437, cvale@utpa.edu

STUDENTS AND PROSPECTIVE STUDENTS

Application Process

1. Clear and accurate information about the [University](#) and its academic offerings
2. Clear and accurate information about [admission requirements](#)
3. Clear and accurate information about [degree requirements](#)
4. Clear and accurate information about available [housing on campus](#)
5. Clear and accurate information about [financial aid](#)
6. Clear and accurate information about accommodations for [students with disabilities](#)
7. Fair and efficient handling of your [application for admission](#)
8. Fair and efficient processing of your application for [financial aid](#)
9. Clear and accurate information about the [concurrent enrollment program](#)

10. Clear and accurate information about [distance learning](#)
11. Clear and accurate information about [credit by examination](#)
12. Prompt and timely responses to your applications and [inquiries](#)
13. Timely payment of [financial aid](#)
14. Friendly and helpful service from all [staff](#)

Contact person: [Dr. John Edwards](#), Vice President for Enrollment and Student Services AB324A,
(956) 381-2147, Fax (956) 381-2268, edwardsj@utpa.edu

Registration Process

15. Clear and accurate [registration instructions](#)
16. Fair and efficient [registration procedures](#)
17. Clear and accurate information about [tuition and fees](#)
18. Fair and efficient [billing procedures](#)
19. Effective and friendly [orientation](#) and [academic advising](#)
20. Friendly and helpful service from all [staff](#)

Contact person: [Dr. John Edwards](#), Vice President for Enrollment and Student Services AB324A,
(956) 381-2147, Fax (956) 381-2268, edwardsj@utpa.edu

Enrollment

21. Ready access to your [student records](#)
22. Clear and accurate information on [academic programs](#) and [degree requirements](#)
23. Opportunity to [evaluate](#) your instructors
24. Ready access to procedures for discussing and [appealing grades](#)
25. Excellence in teaching and academic support services such as [advising](#), [tutoring](#), [computer labs](#), and [counseling](#)
26. Excellence in [library](#) facilities and services
27. Clear and accurate academic expectations, course assignments, and exams for each class (see explanation of [course syllabus/Faculty Classroom Responsibilities](#))

28. Access to faculty members outside class (see [Faculty Classroom Responsibilities](#))

Contact persons: [Dr. Ana Maria Rodriguez](#), Associate Vice President for Academic Affairs- Undergraduate Programs, AB 324, (956) 316-7919, Fax (956) 292-7211, amrodriguez@panam.edu; [Dr. George Avellano](#), Associate Vice President for Academic Affairs-Graduate Programs, AB 324A, (956) 381-3661, Fax (956) 381-2368, avellano@panam.edu

29. Access to an [e-mail account, computer network, or any computer services](#)

Contact person: [Paula Berkley](#), Records Manager, Computer Center, NCC 1614, (956) 292-7225, Fax (956) 381-2318, paula@panam.edu

30. Equal and fair treatment (See [Non-Discrimination Statement](#))

31. Ready access to rules and regulations that affect students ([Student Guide](#)) and access to [due process](#)

32. Ready access to [grievance procedures](#) in instances of perceived illegal discrimination or violation of state or federal laws or regulations

33. Opportunity to register [complaints](#) about University services received

34. Opportunity to use [University facilities](#) for educational purposes, including [expression and association](#), within the limits of The University of Texas System Regents' [Rules and Regulations](#) and UTPA [Handbook of Operating Procedures](#)

35. Opportunity for involvement in [campus life](#) and [cultural activities](#)

36. Assistance to students with needs for [services to students with disabilities](#), [student health services](#), and [alcohol and drug abuse prevention information](#)

37. Representation and participation in University decision making through the [student government](#) and student membership on [University committees](#)

Contact Person: [Jerry Price](#), Dean of Students, UC 104, (956) 381-2262, Fax (956) 381-2450, jmprice@panam.edu

38. [Facilities](#) that support the University's mission

Contact Person: [James Langabeer](#), Vice President for Business Affairs, SS 5101, (956) 381-2121, Fax (959) 381-2307, langabeer@panam.edu

39. Evidence of [safety and security](#) on campus
40. Adequate parking, information about [parking and traffic rules and regulations](#), and access to [parking and traffic appeals](#)
Contact Person: [Howard Miller](#), Chief, University Police, ASF 1201, (956) 381-2625, Fax (956) 381-7028, bmiller@panam.edu

41. Access to [career placement services](#)
Contact Person: [Velinda Reyes](#), Interim Director, Career Placement Services, SS 2.101, (956) 381-2243, Fax (956) 381-2244, reyesvv@panam.edu

GRADUATION

42. Clear and accurate information on [graduation requirements](#)
43. Access to and instructions for the [application for graduation](#)
Contact persons: [Dr. Ana Maria Rodriguez](#), Associate Vice President for Academic Affairs-Undergraduate Programs, AB 324, (956) 316-7919, Fax (956) 292-7211, amrodriguez@panam.edu; [Dr. George Avellano](#), Associate Vice President for Academic Affairs-Graduate Programs AB 324A, (956) 381-3661, Fax (956) 381-2368, avellano@panam.edu

44. Clear and accurate information on programs and privileges for [alumni](#)
Contact person: [Roland Arriola](#), Vice President for External Affairs, ITT 1210, (956) 381-3361, Fax 381-2118, arriola@panam.edu

COMMUNITY MEMBERS

45. Access to rules and regulations on [solicitation](#) and [use of facilities](#)
46. Access to information about [special events and activities](#) on campus to which the public is invited
47. Efficient, accurate, and prompt business and [financial transactions](#)
48. Opportunity to participate in the University's many [community services](#) for individuals, agencies, organizations, and businesses
49. Ready access to information about the University's [programs and services](#)
50. Ready access to information about resources available to the community including the [library](#), [special collections](#), and [archives](#)

51. Ready access to [information](#) about the efficient and effective operation of the University
52. Friendly and helpful service from all [staff](#)

Contact Person: [Mark Saenz](#), Assistant to the Vice President for Business Affairs, SS 5101, (956) 381-2121, Fax (956) 381-2307, masaenz@panam.edu

53. Effective and appropriate relationships with the University's individual, corporate, agency, and government partners and [alumni](#)
54. Access to information for [prospective employers](#) of UTPA graduates

Contact Person: [Velinda Reyes](#), Interim Director, Career Placement Services, SS 2.101, (956) 381-2243, Fax (956) 381-2244, reyesvv@panam.edu

Problems or if something goes wrong: if you do not receive the service you expect, have a complaint, or want to appeal a decision, you can take the following action:

1. E-mail, write, call, or fax the appropriate contact person listed above,
2. E-mail, write, call, or fax the Dean of Students, jmprice@panam.edu, UC 104, (956) 381-2262, Fax (956) 381-2450,
3. Access formal grievance or appeals procedures for
 - a. illegal discrimination on the basis of disability—[Handbook of Operating Procedures](#), ADA Coordinator [engd5dc@panam.edu, SS 6105, (956) 381-2100, Fax (956) 381-2150];
 - b. illegal discrimination on the basis of race, color, religion, sex, national origin, age, or veteran status – [Handbook of Operating Procedures](#), Equal Opportunity/Affirmative Action Officer, engd5dc@panam.edu, SS 6105, (956) 381-2100, Fax (956) 381-2150;
 - c. grade appeals – UTPA [Student Guide](#), [Handbook of Operating Procedures](#), Dean of Students [jmprice@panam.edu, UC 104, (956) 381-2262, Fax (956) 381-2450];
 - d. student discipline – [UTPA Student Guide](#), [Handbook of Operating Procedures](#), Dean of Students [jmprice@panam.edu, UC 104, (956) 3812262, Fax (956) 381-2450];
 - e. financial aid appeals – Director of Financial Aid [michelle@utpa.edu, SS 186, (956) 381-2501, Fax (956) 381-2392];

- f. admission and academic probation/suspension appeals – Dean of Admissions and Enrollment Services williamsm@utpa.edu, SS 108, (956) 381-2209, Fax (956) 381-2212];
- g. tuition refund appeals – Director of Records and Registration wlm3851@utpa.edu, SS 108, (956) 381-2209, Fax (956) 381-2212; or
- h. E-mail, write, call, or fax the Assistant to the Vice President for Business Affairs -- masaenz@panam.edu, SS 5101, (956) 381-2121, Fax (956) 381-2307.