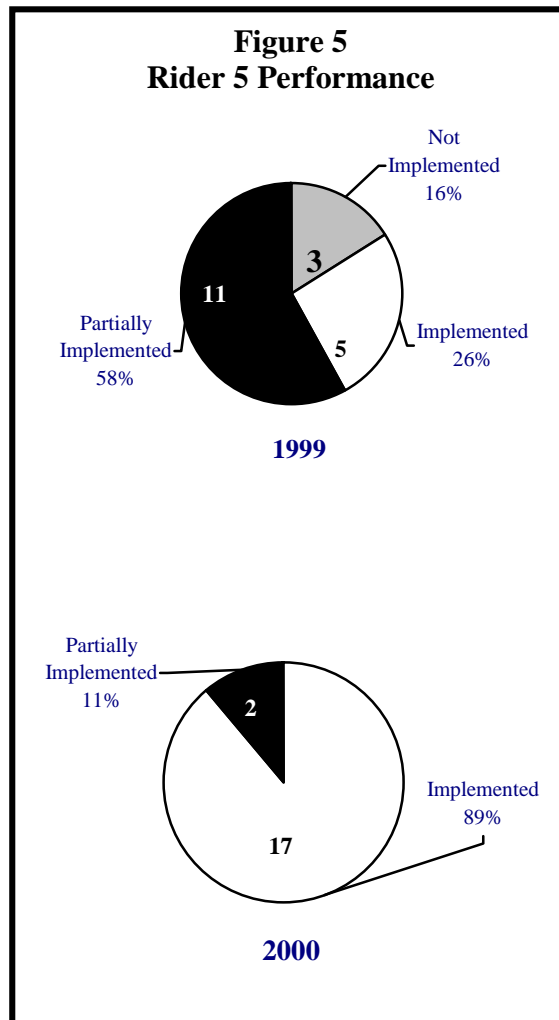


PROGRESS OUTCOMES AND CUSTOMER SATISFACTION

Progress and Outcomes

Over the past several years the University has experienced rather significant difficulty in its management and accountability areas. These issues have resulted in several mandates from the state for corrective action at the University. Among those mandates was a statutory rider (i.e., Rider 5) attached to the University's most recent appropriations. Rider 5 required that the University perform satisfactory on 19 issues identified by the State Auditor's Office in the areas of finance and accounting, human resources, management information systems, planning and communication, and student financial aid.



Additionally, the University was subject to a Performance Review by the Texas Comptroller of Public Accounts. This review was a 12-month study of the University's operations and resulted in the issuing of 124 recommendations for saving TSU more than \$14.8 million over the next five years, while reinvesting \$10.6 million to improve educational services and other operations.

In March 2000, the State Auditor's office issues a report describing the university's progress in meeting the 19 issues. As Figure 5 indicates, the university made substantial progress in addressing the concerns raised by the Auditor's office. Specifically, in 1999 on 26 percent of the 19 issues had been implemented. By February 2000 a total of 89 percent of the issues, or 17 of 19, had been implemented. This finding prompted the State Auditor to conclude that the University was making significant improvements in operations and services to students and staff.

Regarding the 124 recommendations issued by the Comptroller's office, Table 15 indicates that here too the university has shown significant progress in implementing the recommendations. It was reported in February 2000 that among the 124 measures identified, 42 were complete and 65 were in the process of being completed. These totals represented 86 percent of the total recommendations as being either complete or in the process of being completed.

Data relating to University performance measures also indicate improved quality at the institution (Table 16). Eight of the ten measures reported in Table 16 were either above or within an acceptable range of the targeted rate over the reported years.

Table 15
Performance On Comptroller's Recommendations

Management Areas	Total Recommendation	Complete	In Progress	Not Implemented	Rejected	Percent Complete	In Progress
University Organization & Management	16	6	9	0	1	38%	56%
Educational Service Delivery & Performance Measures	15	3	8	3	1	20%	53%
Personnel Management Alumni & Community Involvement	13	4	8	1	0	31%	62%
Facilities Use & Management	11	2	6	3	0	18%	55%
Asset & Risk Management	10	2	7	1	0	20%	70%
Financial Management & Internal Controls	16	6	7	3	0	38%	44%
Purchasing, Warehousing, & Delivery	12	6	4	2	0	50%	33%
General Support Services	4	3	1	0	0	75%	25%
Student Services Management	8	3	5	0	0	38%	63%
Information Systems	10	4	4	2	0	40%	40%
Total	124	42	65	15	2	34%	52%

Specifically, the passage rates of law students, the passage rates of pharmacy students, the passage rate of education students on the EXCET exam, the percentage of course completers, the retention rate of TASP students requiring remediation, external research funds as a percent of state appropriations, the dollar value of external funds, and the percent of lower division classes taught by tenure track faculty all exhibited acceptable performance levels. Most of these measures were above the targeted level over the period identified here.

However, several tended to be below expectation during the 1998-99 academic year. In many respects, this was due to the University increasing its expectation for these

measures during this particular year. The exception was for the pharmacy student passage rate expectation that remained constant at 92 percent and the percent of lower division classes taught by tenure track faculty. For this latter measure, actual performance fluctuated substantially over the years, going from a high of 71 percent in 1996-97 to a low of 42 percent in 1997-98, while the expectation slightly increased from 66 percent in 1996-97 to 71 percent in 1998-99.

The most challenging measures for the University were the percent of first-time students earning a degree in six years and the retention rate of first-time students after one year. The university realizes that issues exist in these areas and has initiated steps to increase success.

Because the University is an open admissions institution it often enrolls students that lack the basic skills for academic success. This accordingly, has impacted the retention and graduation rates. However, in its most recent appropriations request the University requested funding for a summer program designed to provide such students with a “head-start” on the college experience. It is anticipated that this effort will not only address many of the initial deficiencies that these students possess, but will also provide students with a much longer period of adjustment to college life than presently exists for first-time students. Similarly, the program will provide these first-time students with an opportunity for more intensive counseling and advising in regards to academic success.

Table 16**Actual and Targeted Rates for
Key Performance Measures**

	<u>1996-97</u>		<u>1997-98</u>		<u>1998-99</u>	
	Actual	Targeted	Actual	Targeted	Actual	Targeted
State licensure examination pass rate of Law graduates	81.0	86.0	88.0	86.0	80.0	89.0
State licensure examination pass rate of Pharmacy graduates	92.3	92.0	88.0	92.0	76.0	92.0
State pass rate education EXCET exam	79.0	86.0	70.0	86.0	82.0	76.0
Percentage of course completers	92.0	94.0	93.0	95.0	95.0	94.0
% of 1st-time, full-time, degree-seeking freshmen earn degree in 6 years	14.4	22.0	12.0	25.0	9.0	22.0
Retention rate of 1st-time, full-time, degree-seeking fresh after 1 yr.	74.0	70.0	58.0	70.0	60.0	81.4
Retention rate of TASP students requiring remediation education after 1 yr.	64.0	57.0	65.0	57.0	65.0	70.0
External or sponsored research funds as % of state appropriations	41.7	13.0	43.0	14.0	26.0	41.7
Dollar value of external or sponsored research funds (in millions)	16.5	4.86	16.6	4.87	17.0	16.4
% of lower division courses taught by tenured or tenure track faculty	71.0	66.0	42.0	68.0	60.0	71.0

Customer Satisfaction

Student satisfaction surveys were conducted during the spring of 1996, 1998, and 1999 for students enrolled at Texas Southern University. During those years, the percent of students surveyed tended to vary, going from a low of 12 percent of the total enrollment to a high of 37 percent in 1998. The instrument used was a standardized instrument designed by ACT Testing and Evaluation Services.

Table 17 provides a comprehensive summary of findings related to various university student support activities and services over the three surveyed years. Responses have been listed by their 1999 ranking. This activities and services that students were most satisfied with in 1999 have been listed first. The 1998 and 1996 rankings have also been included in Table 17.

Note that over the period examined, the top five rated activities and services have remained fairly stable. Students appear to be quite pleased with counseling and tutorial services provided by the university, as well as academic services and activities such as the honors program and student advising. Similarly, students seem to remain impressed with their opportunity to be exposed to various cultural activities.

What is even more interesting about the comparisons across the years is that students are beginning to develop greater levels of satisfaction with the services than in the past. That is, the number one ranked service received a rating of 3.92 on a scale of 1 to 5, where 1 is very dissatisfied and 5 is very satisfied. On the other hand, the number one response in 1998 was only 3.82 and in 1996 it was 3.81. Thus, in the opinion of

students, TSU appears to be doing a better job of providing student activities and services.

Table 17
ACT Rankings

College Services TSU '96, '98 & '99

<u>Item</u>	<u>TSU</u> <u>Mean 1996</u>	<u>TSU</u> <u>Rank</u>	<u>TSU</u> <u>Mean 1998</u>	<u>TSU</u> <u>Rank</u>	<u>TSU</u> <u>Mean 1999</u>	<u>TSU</u> <u>Rank</u>
Honors Program	3.73	3	3.78	3	3.92	1
Personal Counseling Services	3.71	5	3.82	1	3.86	2
College-Sponsored Tutorial Services	3.78	2	3.76	4	3.77	3
Cultural Programs	3.81	1	3.73	6	3.76	4
Academic Advising Services	3.69	6	3.74	5	3.75	5
Career Planning Service	3.60	10	3.67	7	3.75	6
Day Care Services	3.07	18	3.61	10	3.74	7
Job Placement services	3.49	13	3.48	16	3.71	8
Veterans Services	3.49	14	3.79	2	3.69	9
Student Health Services	3.04	19	3.52	13	3.62	10
College-Sponsored	3.65	8	3.61	9	3.62	11
College Orientation Program	3.37	15	3.53	12	3.60	12
Recreational & Intramural Programs & Services	3.65	9	3.63	8	3.58	13
Credit-by- Examination Program (PEP,CLEP)	3.72	4	3.60	11	3.56	14
Library Facilities & Services	3.57	12	3.51	14	3.55	15
Student Employment Services	3.04	20	3.45	17	3.53	16
Computer Services	3.60	11	3.49	15	3.32	17
Student Health Insurance Program	3.04	19	3.12	20	3.16	18
College Mass Transit Services	3.29	16	3.45	18	3.14	19
Parking Facility & Services	2.60	22	2.61	22	2.94	20
Food Services	3.12	17	3.00	20	2.78	21
Residence Hall Services & Programs	2.93	21	2.78	21	2.73	22
Financial Aid Services	2.59	23	2.43	23	2.39	23
Total Responding	976		2349		1317	
Total Student Population	7973		6316		6522	
Percent Sampled	12.2%		37.2%		20.2%	

Table 18

ACT Ranking						
College Environment TSU '96, '98 & '99						
<u>Item</u>	<u>TSU</u> <u>Mean 1996</u>	<u>TSU</u> <u>Rank</u>	<u>TSU</u> <u>Mean 1998</u>	<u>TSU</u> <u>Rank</u>	<u>TSU</u> <u>Mean 1999</u>	<u>TSU</u> <u>Rank</u>
Class size relative to the type of course	3.68	2	3.95	1	3.84	1
Course content in major	3.64	3	3.79	3	3.82	2
Instruction in major	3.74	1	3.85	2	3.81	3
Racial harmony at this college	3.47	8	3.79	4	3.70	4
Value of the information provided by advisor	3.59	5	3.73	6	3.63	5
Testing /grading system	3.59	4	3.73	5	3.60	6
Out-of-class availability instructor	3.50	6	3.65	7	3.57	7
Availability of your advisor	3.50	7	3.64	8	3.57	8
Preparation you are receiving for your future occupation	3.39	9	3.53	9	3.54	9
Flexibility to design your own program	3.24	11	3.48	11	3.49	10
Attitude of the faculty toward students	3.21	12	3.52	10	3.47	11
Academic calendar for this college	3.09	22	3.46	12	3.47	12
Opportunities for personal involvement in campus activities	3.17	14	3.41	13	3.45	13
Campus bookstore	2.94	27	3.27	22	3.44	14
Variety of courses offered at this college	3.12	17	3.29	20	3.39	15
Study areas	3.32	10	3.39	14	3.39	16
General admission procedures	2.90	29	3.31	18	3.37	17
Religious activities and programs	3.11	20	3.27	23	3.36	18
Rules governing student conduct at this college	3.16	15	3.30	19	3.33	19
This college in general	3.10	21	3.38	16	3.33	20
Campus media	3.12	18	3.39	15	3.31	21
College catalog/admission publications	2.97	26	3.27	21	3.29	22
Academic probation and suspension policies	3.17	13	3.33	17	3.26	23
Student government	2.93	28	3.19	27	3.23	24
Opportunities for student employment	2.90	30	3.19	26	3.22	25
Personal security/safety at this campus	2.82	32	3.01	30	3.20	26
Classroom facilities	3.11	19	3.18	28	3.19	27
Student union	3.07	23	3.20	25	3.19	28
Athletic facilities	3.06	24	3.20	24	3.15	29
Accuracy of financial aid information you received before enrolling	2.75	34	3.07	29	3.12	30
Laboratory facilities	2.99	25	3.00	31	3.06	31
Residence hall rules and regulations	3.14	16	2.95	33	3.05	32
Student voice in college	2.57	38	2.83	36	3.04	33
Concerns for you as an individual	2.70	35	2.88	34	3.02	34
Attitude of the college nonteaching staff toward students	2.64	36	2.77	37	2.92	35
Availability of the courses you want at times you can take them	2.26	41	2.68	40	2.91	36
Availability of student housing	2.87	31	2.97	32	2.88	37
Billing and fee payment procedures	2.40	39	2.73	38	2.82	38
General registration procedures	1.94	42	2.64	41	2.81	39
Availability of financial aid information prior to enrolling	2.58	37	2.72	39	2.78	40
General condition of buildings and grounds	2.77	33	2.84	35	2.76	41
Purposes for which student activity fees are used	2.36	40	2.54	42	2.70	42

Table 18 provides similar information related to the college environment in general. This would include the students' level of satisfaction with academic activities, university rules and policies, admission activities, registration activities, and facilities.

Note that for this set of environmental activities and services the top five responses also remained rather stable over the observed years. However, for these items the intensity of satisfaction exhibited by the students appeared to be decreasing rather than increasing. That is, the number one rated response in 1998 received a rating of 3.95. In 1999, this same item received a rating of 3.84. As a matter of fact, the only item among the top five that did not decrease in regards to the students' level of satisfaction was the item relating to course content in their major. This rating actually increased, going from 3.79 in 1998 to 3.82 in 2000.

Faculty Survey

To further assess customer satisfaction, data was also collected from University faculty. Using an instrument developed by the Office of Institutional Effectiveness, during the fall of 1998 and fall of 1999, the opinions and perceptions of faculty relative to major institutional functions, processes, support services, governance, workloads, and new initiatives were solicited.

During the fall of 1998, approximately 32 percent of the faculty responded to the survey, while 34 percent responded during the fall of 1999. Characteristics of the samples relative to characteristics of the total faculty population are given in Table 19. Note that in each case the demographics of our sample are relatively consistent with the demographics of the faculty as a whole.

Table 19
Characteristics of Faculty Survey Sample

	Percent in 1998		Percent in 2000	
	<u>Sample</u>	<u>Population</u>	<u>Sample</u>	<u>Population</u>
Gender:				
Male	53.7	52.7	62.9	57.1
Female	38.2	37.2	36.4	42.9
Not Reported	8.1	10.1	0.8	0.0
Current Rank:				
Professor	27.6	22.5	27.3	22.3
Associate Professor	30.1	25.8	30.3	24.2
Assistant Professor	23.6	19.6	22.7	17.9
Instructor	11.4	14.2	9.8	13.8
Other	7.3	17.9	9.8	21.8
Tenure Status:				
Tenured	54.5	51.7	51.5	51.7
Tenure Track	10.6	9.6	11.4	7.8
Non-Tenure Track	34.9	38.8	37.1	40.5
Highest Degree Earned:				
Ph.D.	37.4	33.3	40.9	35.6
Ed.D.	17.1	11.1	12.9	10.9
Professional (J.D., Pharm. D.)	29.3	10.4	12.8	9.4
Masters	0.0	19.9	16.7	17.7
Other	0.0	25.4	16.7	26.5
Total N	123	387	132	385

Regarding general University functions (Table 20), faculty in 1998 was less likely to perceive the budget process as an enrollment driven process. However, they were equally likely in 1999 to indicate that the budget allocations were not sufficient to meet their needs.

They also were more likely in 1999 than in 1998 to view institutional communication patterns as being more effective. That is, they felt more informed on major issues and felt informed about institutional policy. On the other hand, they were less familiar with the President's vision for the University.

Similarly, increases were noted in the number of faculty believing that they were important actors in the planning and policy formation process at the University. That is,

for items relating to the importance of faculty input at each administrative level the percent of faculty agreeing to the importance of their input increased.

Table 20
Faculty Perceptions of
General University Functions

	Percent Indicating Yes	
	<u>1998</u>	<u>2000</u>
Budgeting:		
Budget Function is Enrollment Driven	74.0	63.6
Budget Allocations are Adequate	6.5	6.1
Communication:		
Faculty Informed About Major Issues	30.1	39.4
Faculty Consistently Informed About Institutional Policy	22.8	39.4
Faculty Familiarity with President's Vision ¹	55.3	40.9
Planning and Policy Formation:		
Planning Process Encourages Participation	53.7	60.6
Faculty Input is Important at Board Level	57.7	60.6
Faculty Input is Important at Executive Level	65.0	68.9
Faculty Input is Important at Provost/Dean Level	67.5	69.7
Faculty Input is Important at Departmental Level	84.6	89.4
Faculty Assembly is Influential in Shaping Institutional Policy	34.1	49.2
TOTAL N	123	132

¹ Response categories were different for this item. The question asked "how familiar are you with the President's vision. In 1998, the vision was referred to as "the Urban Academic Village". In 1999, it was referred to as "the Five Vision Points". The response categories were: very familiar, familiar, and unfamiliar. Percents reported here represent the combined responses for very familiar and familiar.

We also noted that faculty rankings of services and resources exhibited patterns similar to that found for students (Table 21). Specifically, the top five responses tended to remain consistent over the surveyed years, with the top four responses being exactly the same. Similarly, the intensity of satisfaction with these services also increased as it did for the students. For all four of the top five responses, the percent of faculty indicating satisfaction increased.

Table 21
Faculty Ranking of Services and Resources
Provided by the University

Service/Resource	1998			2000		
	Rank ¹	Percent Satisfied ²	Total N	Rank ¹	Percent Satisfied ²	Total N
Departmental Administration	1	58.2	122	1	63.8	130
Departmental Curriculum Planning	2	54.2	120	2	58.9	129
Library Services	3	52.1	121	2	54.2	131
School/College Administration	4	44.3	122	4	51.9	129
Library Resources	5	37.2	121	9	30.2	129
Admissions	6	22.9	109	8	25.2	119
Central Administration	7	24.6	122	5	47.2	127
Records Maintenance	8	20.9	110	7	30.6	121
Registration	9	24.3	111	6	40.0	120
Recruitment	10	14.3	112	12	7.6	119
Maintenance of Buildings and Grounds	11	19.0	121	10	21.2	132
Maintenance of Classrooms and Labs	12	19.5	123	11	18.9	132
Availability of Technology	12	17.4	121	13	13.8	130

¹ Ranks are based on a weighted average of responses for each item. Weights were assigned as follows: 1=very satisfied, 2=satisfied, 3=neutral, 4=dissatisfied, and 5=very dissatisfied.

² Percent satisfied is the combined total of those that indicated that they were either very satisfied or satisfied with the service or resource.