

**Service Excellence Survey:
Fall 2010 – Faculty and Staff**

**Executive Summary,
Graphs, and Tables**

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http://www.gwu.edu/~oapa/documents/SES10fs_Report-Graphs-Tables.pdf

**Service Excellence Survey:
Fall 2010 – Faculty and Staff
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Service Excellence Advisory Council Best Practices in Service Delivery

Among The George Washington University's core values are *excellence*, commitment to achieving the highest standards in all endeavors, and *service*, the responsibility to exceed the expectations of others who depend on our actions (<http://www.gwu.edu/hr/ouroffice/values.html>). With these values in mind, the Service Excellence Advisory Council surveyed, under the guidance of GW's Office of Academic Planning and Assessment, over 1,000 GW faculty and staff members (49% response rate) last November to obtain their opinions on the level of service provided by key departments, areas, and units.

In addition to rating specific services, survey participants answered open-ended questions related to the values of *excellence* and *service*: What constitutes exceptional service? What factors are taken into account when rating a service above or below expectations or when asked to identify five services that stand out as offering the best service or the five that need the most improvement?

GW's Office of Academic Planning and Assessment reviewed more than 7,000 comments furnished by faculty and staff and another 15,000 comments from the 2009 student version of the service excellence survey to uncover common themes that crossed all services. Based on this analysis, common attributes of the best services and services in need of improvement were identified. Below each attribute are quotations from the survey participants that exemplify these themes.

The Service Excellence Advisory Council hopes that these findings will assist the GW community in introducing or reinforcing the qualities of the best services and recognizing and correcting the features of the services that are most in need of improvement.

Common Attributes of Exceptional Service

- ***Efficient, quick, prompt, punctual***
 - “Quick direct assistance with question or issue”
 - “Very helpful in terms of personal attention, efficient, and professional”
- ***Responsive, attentive, helpful***
 - “Staff are responsive and solution-oriented”
 - “Friendly, responsive, and able to resolve problems quickly and effectively”
 - “Very attentive to issues, proper attention to each person, do the best they can to fix problems”
- ***Organized***
 - “They are organized and on point with everything!”
 - “Very organized and easy to find what I need”
 - “I took care of a lot of paperwork through the office. It was very organized, and the process was very quick”
- ***Courteous, friendly, polite***
 - “Always there...polite and understanding”
 - “They were courteous when dealing with me, listening to my concerns or questions”
 - “I forgot to sign something on a form, and an employee immediately called me and let me know. She was very courteous”
- ***Knowledgeable, informative; professional***
 - “So helpful and know what they are talking about”
 - “People working at the service are very knowledgeable and helpful, experts in their field”
 - “Professionally-run operation with helpful and knowledgeable staff”
- ***Accessible, convenient, easy to access***
 - “Easily accessible for questions”
 - “Love their open office hours”
 - “Provides a great environment, is clean, easily accessible and has lots of information to use”

Common Attributes of Exceptional Service (Continued)

- **Flexible**
 - “They don’t make rules and processes that take priority over teaching and research”
 - “Flexibility, willingness to work to solve problems”
 - “Generally quick and easy, little hassle, flexible”
- **Reliable, consistent**
 - “Variety of offerings and consistent excellent customer service”
 - “Quality and consistency of service, know what to expect”
 - “Consistently good, an employee stayed in touch with me via day and late-night emails during a long-term problem”

Common Attributes of Services Needing Improvement

- **Cumbersome, difficult to navigate**
 - “The process is long, cumbersome, and out of date”
 - “The processes are confusing and hard to navigate”
 - “I find getting answers about anything is very cumbersome and time consuming. When I had questions, the person on the other end gave vague answers, and didn't seem to understand my particular question. It took days to get the correct answer”
- **Unreliable**
 - “Unreliable and hard to reach”
 - “Slow & unreliable. Consistent problems take days before they even try to solve them, and some are never addressed”
- **Does not communicate**
 - “More communication with staff across the university would be helpful. It would be good to know if they've changed a form or steps in a process, instead of sending something in and having them return it with little explanation”
 - “Communication for each stage of the work flow (an estimated completion date, completion confirmation, reason for delay) would improve this service”
 - “More prompt follow-up and better communication between different staff members would be helpful. I've had the experience of having to tell one person something that I already told another person weeks ago”

Common Attributes of Services Needing Improvement (Continued)

- **Inefficient, slow, unresponsive**
 - “Very unresponsive, phone calls and e-mails go unanswered”
 - “I find them rigid and inflexible, unresponsive to any problem that cannot be identified long in advance. They need to have better solutions for last minute problems”
 - “Getting better but not enough people still know what is going on; you get multiple incorrect answers to questions, and the general slowness and unresponsiveness is a strong disincentive [to use this service]”
- **Not accountable, transparent**
 - “There has to be a deadline that they have to meet between the time a request is filed and it is processed. Other universities transaction information is viewable through a computing system to all parties (including the people who filed requests), where the time stamps of every transaction can be seen. This process needs transparency to improve”
 - “I cannot believe there is not a mechanism for accountability of managers. All the employees I had witnessed being mistreated by managers have been terminated unfairly”
- **Does not return phone calls, full voice-mail inbox**
 - “Need more phone lines or staff - often called and found voicemail full so could not leave a message”
 - “Better than it used to be, but it's still hard to get in touch with people. You leave a voicemail, and they don't call back”
 - “Answer your phone; don’t depend on voicemail; return calls in a more timely fashion”
- **Inflexible**
 - “[Needs more] flexibility in enforcing policies”
 - Need flexibility and willingness to help make changes. Have to get angry to get any response or help. This results in a confrontational situation that helps no one”

**Service Excellence Survey
Fall 2010: Faculty and Staff
Best Services and Websites**

The Service Excellence Survey included two evaluation methods to determine exemplary services and websites:

- 1) Rating of all services: Faculty and staff were asked to rate services on a 7-point scale where 1 indicates “improvement needed,” 4 represents “meets expectations,” and a score of 7 means the service “demonstrates a real strength.” Those services where the percent of respondents rating the service with a score of 5 or greater was at least one standard deviation above the mean are noted in the “above expectations” column.
- 2) The top five: Faculty and staff were asked to identify the five services that provide the best service. The “Mentioned as Best Service” column represents those services mentioned most frequently in faculty and staffs’ top five listings.

The two rating scales produced some differences in the “best service” category.

Table 1. Best Websites

Services	Above Expectations
Benefits EasyEnroll System website	☆
GWeb Information System website	☆
Staff Learning and Development website	☆
ALADIN Research Portal website	☆
Payroll Services website	☆

☆ Indicates that the service is between 1 and 2 standard deviations above the mean in the ‘above expectations’ category or above the mean of percentage of services providing the best service.

Table 2. Best Services

Services	Above Expectations	Mentioned as “Best Service”
Services provided by the Eckles Library staff	☆	
GWorld Card Operations	☆	☆
Services provided by the Virginia Campus Security Staff	☆	
Services provided by the Gelman Library staff	☆	☆
Services provided by the Colonial Café on the Virginia Campus	☆	
Services provided by the Vern Express	☆	
Maintenance and upkeep of grounds on the Mount Vernon Campus	☆	
Maintenance and upkeep of academic buildings on the Virginia Campus	☆	
Services provided by the Office of University Students	☆	
Maintenance and upkeep of grounds on the Foggy Bottom Campus	☆	
Services provided by the Cashier’s Office	☆	
Services provided by the University Police Department	☆	
Services provided by the IT Help Desk		☆
Services provided by the Benefits Administration staff		☆
Services provided by the Payroll Services staff		☆

In addition to these ratings, satisfaction with “**maintaining a secure and stable GWireless connection**” and “**accessing computing resources remotely**” were also rated very highly, but were not included in these lists because they were rated with a different scale. “**Maintenance of classrooms on the Virginia Campus**” was also rated highly, but the number of ratings was too low to include in these lists.

**Service Excellence Survey
Fall 2010: Faculty and Staff
How Does Your Service and/or Website Measure Up?**

Data indicate that most of the services and websites evaluated in this report on the 2010 Service Excellence Survey of faculty and staff members are exceeding survey participant expectations.

Benchmarks for Services: On average, over three out of four people (77%) evaluating a service indicated that it either meets or exceeds their expectations (with a standard deviation, or the amount of variability in this percentage, of 10%).

Taken together, this 77% average satisfaction rating (meets or exceeds faculty/staff expectations) of services, plus the standard deviation of 10%, constitutes the norm for faculty and staff satisfaction. Based on these statistics, here are benchmarks to determine how well your service compares to other GW departments' services.

- Services with satisfaction ratings of 88% or above are doing better than the average at meeting or exceeding faculty/staff expectations.
- Services with satisfaction ratings between 67% and 87% are in good company and meet faculty/staff expectations.
- Services with satisfaction ratings under 67% are below average in terms of meeting faculty/staff expectations.

Benchmarks for Websites: Websites were typically rated higher than services. On average, 82% of those using websites for information found the information up-to-date and the site easy to navigate. The standard deviation for websites is 5%. Based on these statistics, here are benchmarks to determine how well your website compares to other GW departments' websites.

- Websites with satisfaction ratings of 88% or above are doing better than the average at meeting or exceeding faculty/staff expectations.
- Websites with satisfaction ratings between 77% and 87% are in good company and meet faculty/staff expectations.
- Websites with satisfaction ratings under 77% are below average in terms of meeting faculty/staff expectations.

Using the Findings for Your Department: The average scores and ranges provide measures to benchmark your services and/or websites. The obvious next question is—what is good enough? The answer is different for each service and forms a great topic to discuss with your planning team. For some services, a high percentage of users indicating the service/website meets faculty/staff expectations is good enough; other services may want to be viewed as exceeding faculty/staff expectations.

We suggest that you use the data as a baseline or benchmark for how well your office was delivering its services in 2010. Read the comments from your users and explore how you might improve your services and websites in the future. In many cases, these comments include interesting suggestions for improvements to consider addressing or implementing in the short or long terms. Set targets or goals that you would like to achieve in one, two, or three years. The survey will be administered again in 2013.

Questions to Consider for Departmental Discussions: As you review the survey data, consider the following questions in light of your business area and your unique services. Engage your team in the process. Consider hosting a team meeting in which you review these questions as a group. Once you process the results as a team, consider if team or individual goals or priority areas should be established or as metrics associated with a goal(s) in response to this information.

1. Are we satisfied with our department's results? Are we comfortable with the number of respondents that say we are above expectations?
2. Where do we have opportunities to improve? What percentage of respondents had below average responses?
3. Is "satisfied" a good enough rating? Are we comfortable with the amount of respondents indicating that we meet expectations? What are the ways in which we could exceed expectations and delight our customers?
4. Can we use the GW Values (www.gwu.edu/hr/ouroffice/values.html) to enhance our service improvements over the next period?
5. What aspects of service did respondents highlight in the comments? Are there any suggestions that would be worthwhile goals or service enhancements? Are there any trends among respondents—positive or constructive—that should be highlighted?
6. How can we track progress on improvements we make leading up to the next survey?
7. How do we communicate to our "customers" regarding improvements we make?

Resources: GW would like to offer the following tools and resources to help you understand, analyze, and apply the findings from the survey:

- **Presentation of survey results to departments or units.** Please contact Andy Sonn (asonn@gwu.edu) or Mary Wallace (mleew@gwu.edu) if you are interested in members of GW's Service Excellence Advisory Council sharing survey findings with your department.
- **Using survey results for performance management or goal/priority setting.** Once you've had your group presentation, Mary and Andy can coordinate with HR Client Partners and Staff Learning & Development if you would like to have a second facilitated discussion with your department on how to integrate survey results into performance management and strategic planning.

**Service Excellence Survey
Fall 2010: Faculty and Staff
How to Read the Graphs**

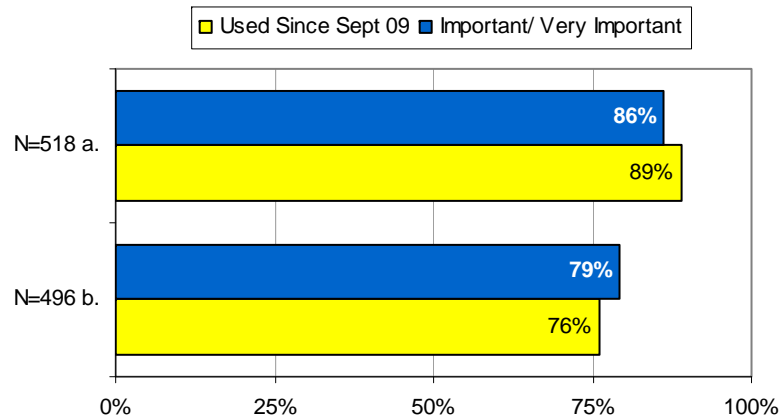
The Service Excellence Survey is designed to obtain faculty and staff opinions about the importance and quality of services provided and programs offered by many of the offices and departments at GW. The attached graphs provide a summary of the findings. Information about the questionnaire and how to read these graphs follows. A copy of the complete survey can be found at: <http://www.gwu.edu/~oapa/ses.html>.

How to read the graphs:

The graphs are designed to provide a visual summary of the importance, use, and quality of services and programs offered by departments under the same vice president or for areas that are related to each other. For each service (listed in the center of the page) there are two graphs.

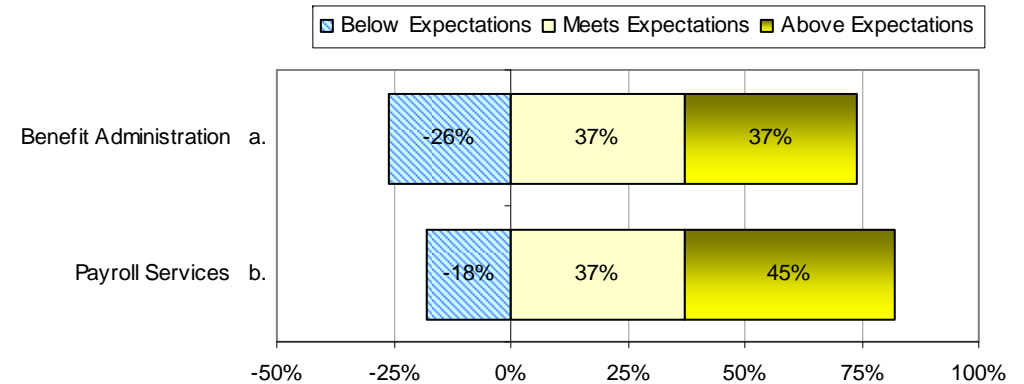
Left graph: The left graph presents information about the *users* of a particular service and their ratings of the services' *importance* to them: The components of the graphs represent:

- (N):** Number of people who answered the question. The number of respondents may vary dramatically as some questions were directed at targeted audiences (e.g., faculty, staff on the Virginia Campus).
- Blue bar:** The percentage of those who answered the question who indicated the service was "important" or "very important."
- Yellow bar:** The percentage of respondents (N) who had used the service since September 2009.



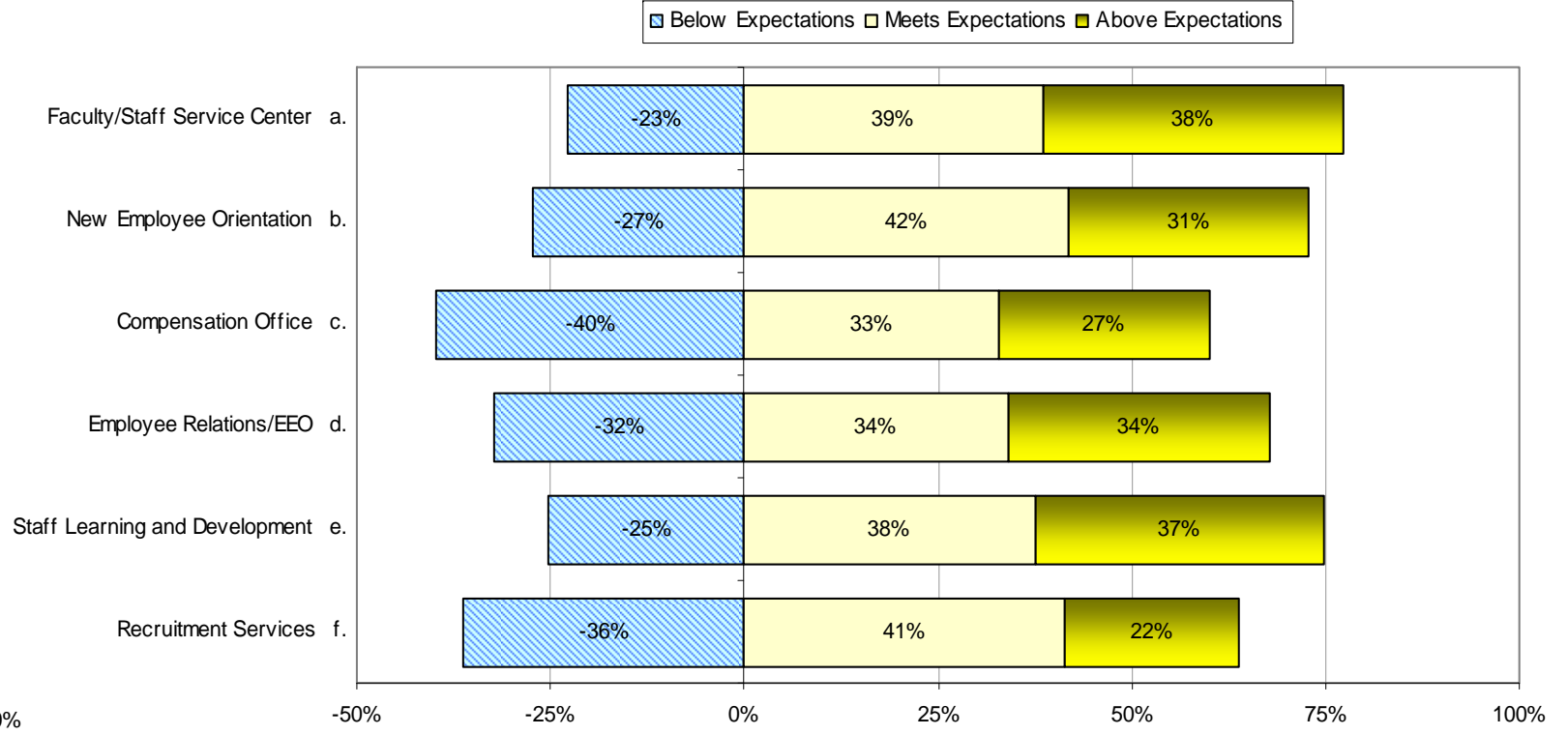
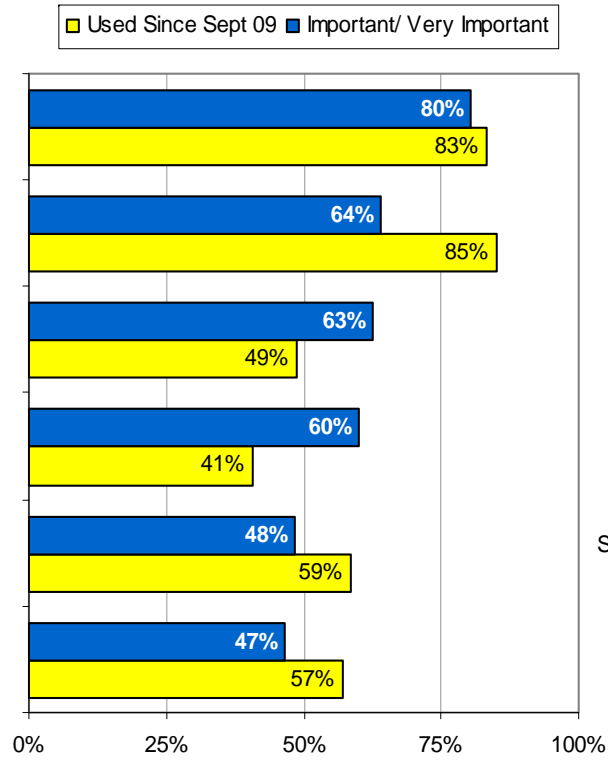
Right graph: The graph presents information about how faculty and staff who have *used the service in the past year* rate the *quality of service* they received. The percentage used in each tri-colored bar should total ± 100 (due to rounding).

- Blue bar:** The percentage of faculty and staff who rated the quality of service as "below expectations" or between "1-3" on the rating scale.
- Yellow bar:** The percentage of faculty and staff who rated the quality of service as "meeting expectations" or "4" on the rating scale.
- Gold bar:** The percentage of faculty and staff who rated the quality of service as "above expectations" or between "5-7" on the rating scale.



**Service Excellence Survey: Fall 2010 – Faculty and Staff
Human Resource Services**

Graph 1. Human Resource Services: Importance, Use, and Quality

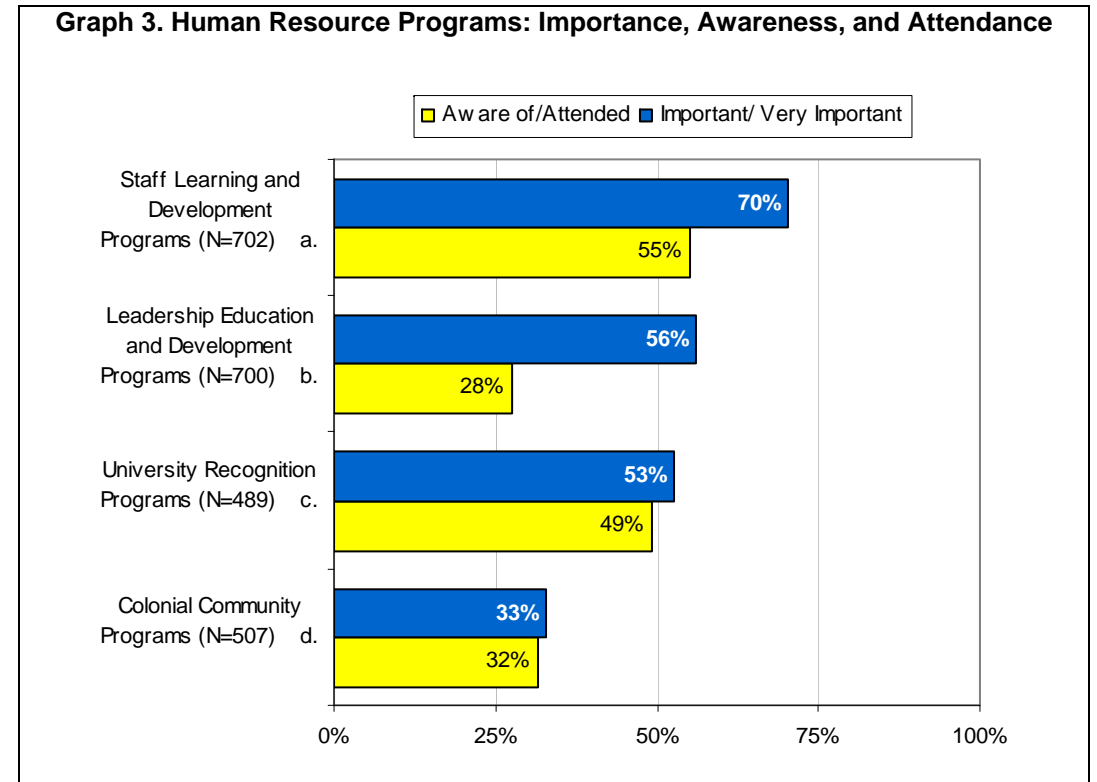
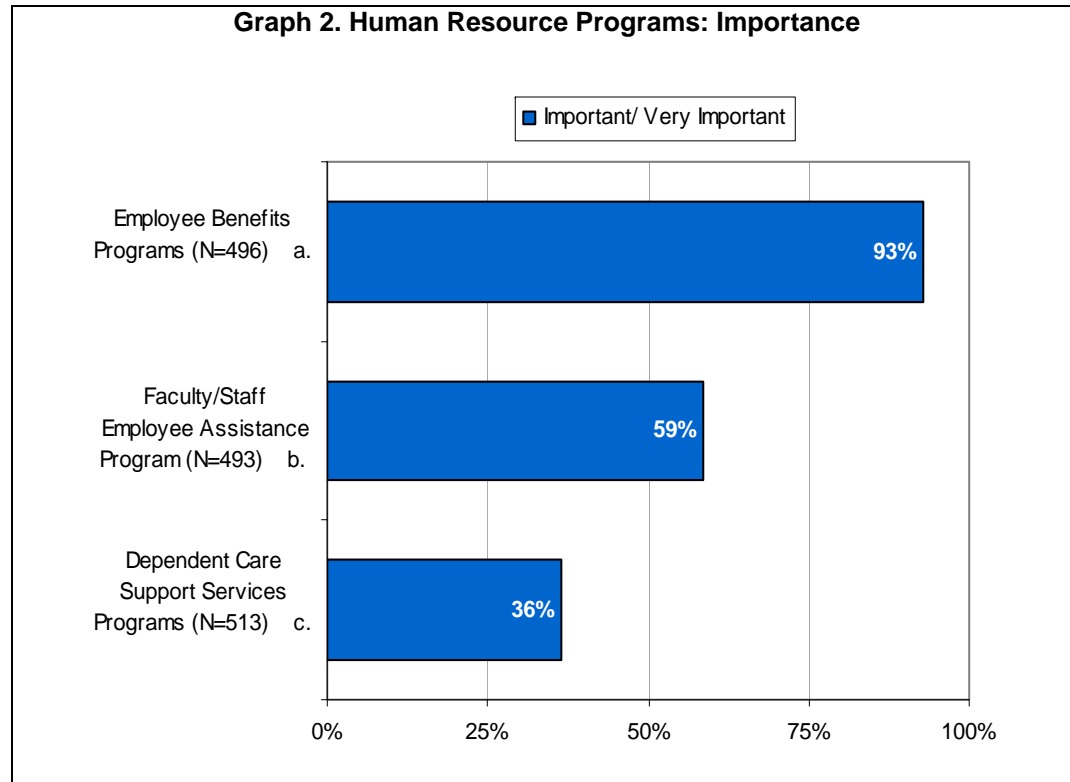


Human Resource Services: Importance and Quality of Services

Importance of Service	Faculty/Staff Service Center		Staff Learning & Development		New Employee Orientation (Staff Only)	Compensation Office		Employee Relations/EEO		Recruitment Services	
	Faculty	Staff	Faculty	Staff		Faculty	Staff	Faculty	Staff	Faculty	Staff
N – of all raters	155	367	153	367	164	162	335	160	332	152	364
No opinion	3%	4%	6%	6%	3%	24%	20%	18%	13%	12%	11%
0 – Not important at all	1%	1%	14%	3%	2%	7%	2%	8%	2%	11%	5%
1 – A little Important	2%	4%	14%	8%	10%	4%	2%	8%	2%	9%	7%
2	1%	1%	10%	7%	4%	4%	2%	6%	3%	10%	4%
3 – Somewhat important	12%	9%	24%	21%	17%	9%	6%	16%	11%	22%	23%
4	17%	15%	20%	28%	27%	16%	19%	14%	22%	19%	21%
5 – Very important	63%	65%	12%	27%	37%	36%	49%	31%	45%	18%	29%

Quality of Service	Faculty/Staff Service Center		Staff Learning & Development		New Employee Orientation (Staff Only)	Compensation Office		Employee Relations/EEO		Recruitment Services	
	Faculty	Staff	Faculty	Staff		Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	132	302	59	242	143	66	175	46	156	67	231
Percent of all possible users	85%	82%	39%	66%	85%	41%	52%	29%	46%	44%	63%
Rating Scale											
1 – Improvement is needed	8%	4%	5%	9%	11%	18%	11%	20%	13%	18%	12%
2	6%	7%	7%	5%	6%	20%	10%	11%	7%	1%	10%
3	11%	11%	15%	11%	10%	21%	11%	4%	11%	18%	15%
4 – Meets expectations	39%	38%	31%	39%	42%	24%	36%	43%	31%	46%	40%
5	22%	16%	14%	14%	15%	8%	13%	9%	12%	7%	12%
6	10%	16%	19%	16%	10%	8%	14%	9%	13%	6%	10%
7 – Demonstrates strength	4%	8%	10%	6%	5%	2%	5%	4%	12%	3%	3%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Human Resource Programs**



Human Resource Programs: Importance

Importance of Programs	Employee Benefits Programs		Faculty/Staff Employee Assistance Program		Dependent Care Support Services Programs	
	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – of all raters	160	336	158	335	149	364
No opinion	3%	2%	22%	17%	29%	40%
0 – Not important at all	2%	-	7%	1%	15%	12%
1 – A little Important	-	1%	3%	1%	3%	1%
2	1%	1%	4%	4%	4%	1%
3 – Somewhat important	5%	2%	18%	14%	13%	9%
4	8%	5%	13%	16%	11%	12%
5 – Very important	83%	89%	34%	48%	26%	25%

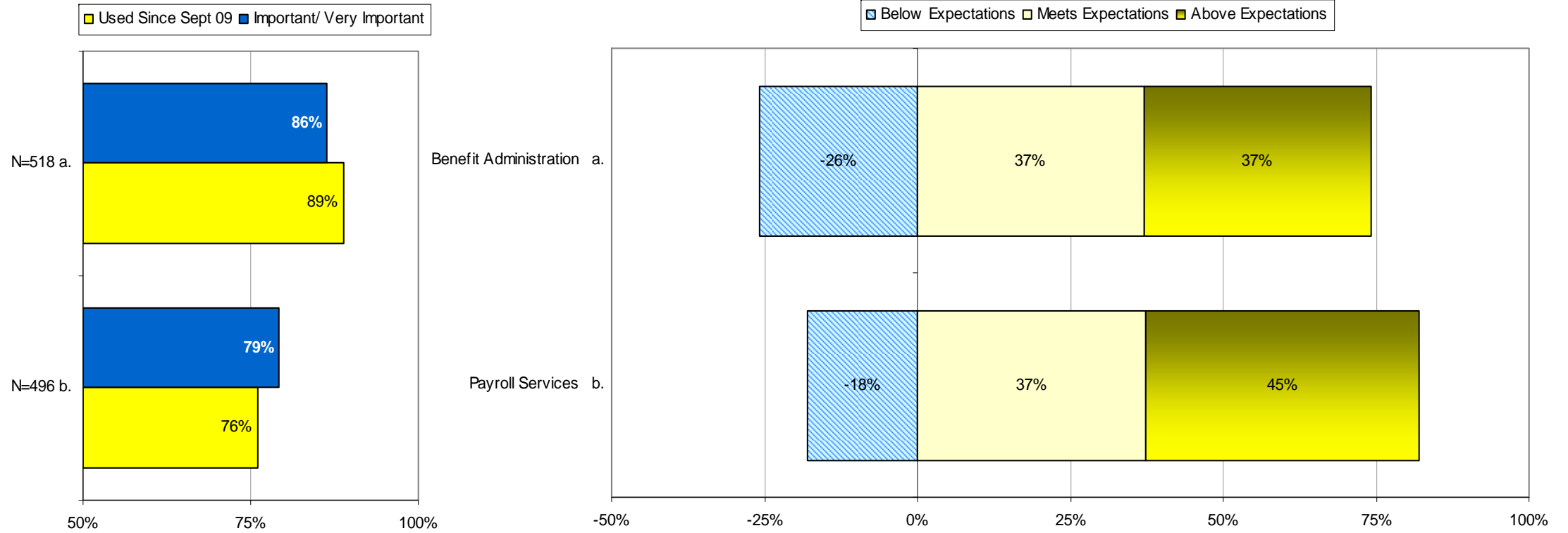
Human Resource Programs: Importance, Awareness, and Attendance

Importance of Programs	Staff Learning and Development Programs (Staff Only)	Leadership Education and Development Programs (Staff Only)	Colonial Community Programs		University Recognition Programs	
			Faculty	Staff	Faculty	Staff
N – of all raters	702	700	150	357	159	330
No opinion	10%	22%	38%	30%	23%	7%
0 – Not important at all	3%	4%	15%	8%	9%	2%
1 – A little Important	2%	3%	5%	3%	7%	2%
2	2%	2%	4%	4%	6%	5%
3 – Somewhat important	12%	14%	21%	15%	23%	21%
4	24%	19%	10%	19%	13%	22%
5 – Very important	47%	37%	7%	21%	19%	41%

Use of Programs	Staff Learning and Development Programs (Staff Only)	Leadership Education and Development Programs (Staff Only)	Colonial Community Programs		University Recognition Programs	
			Faculty	Staff	Faculty	Staff
N – used service in past year	387	194	15	147	40	201
Percent of all possible users	55%	28%	10%	40%	25%	60%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Payroll and Benefit Services**

Graph 4. Payroll and Benefit Services: Importance, Use, and Quality



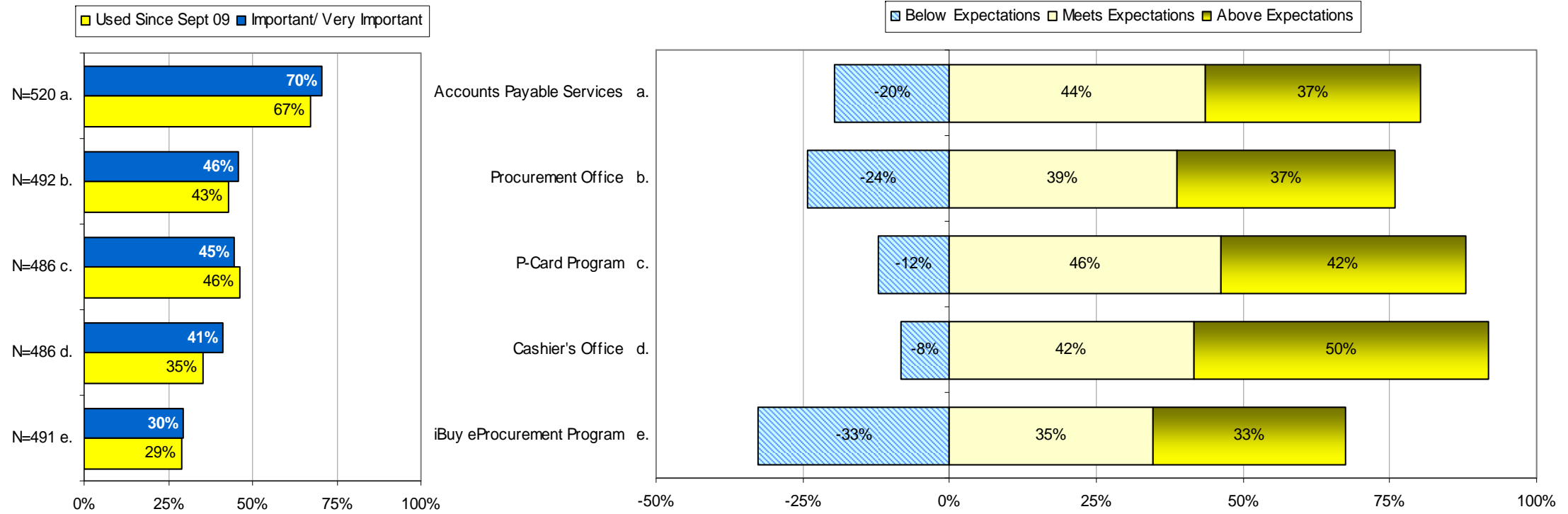
Payroll and Benefit Services: Importance and Quality of Services

Importance of Service	Payroll Services		Benefit Administration	
	Faculty	Staff	Faculty	Staff
N – of all raters	162	334	152	366
No opinion	10%	6%	2%	2%
0 – Not important at all	1%	2%	1%	-
1 – A little Important	4%	1%	3%	2%
2	5%	2%	1%	2%
3 – Somewhat important	9%	6%	7%	7%
4	22%	19%	16%	12%
5 – Very important	50%	64%	70%	74%

Quality of Service	Payroll Services		Benefit Administration	
	Faculty	Staff	Faculty	Staff
N – used service in past year	161	338	131	332
Percent of all possible users	76%	76%	86%	90%
Rating Scale				
1 – Improvement is needed	9%	2%	13%	9%
2	7%	3%	8%	6%
3	11%	8%	8%	10%
4 – Meets expectations	40%	36%	35%	38%
5	10%	12%	18%	17%
6	10%	22%	13%	14%
7 – Demonstrates strength	12%	17%	5%	7%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Financial Services**

Graph 5. Financial Services: Importance, Use, and Quality



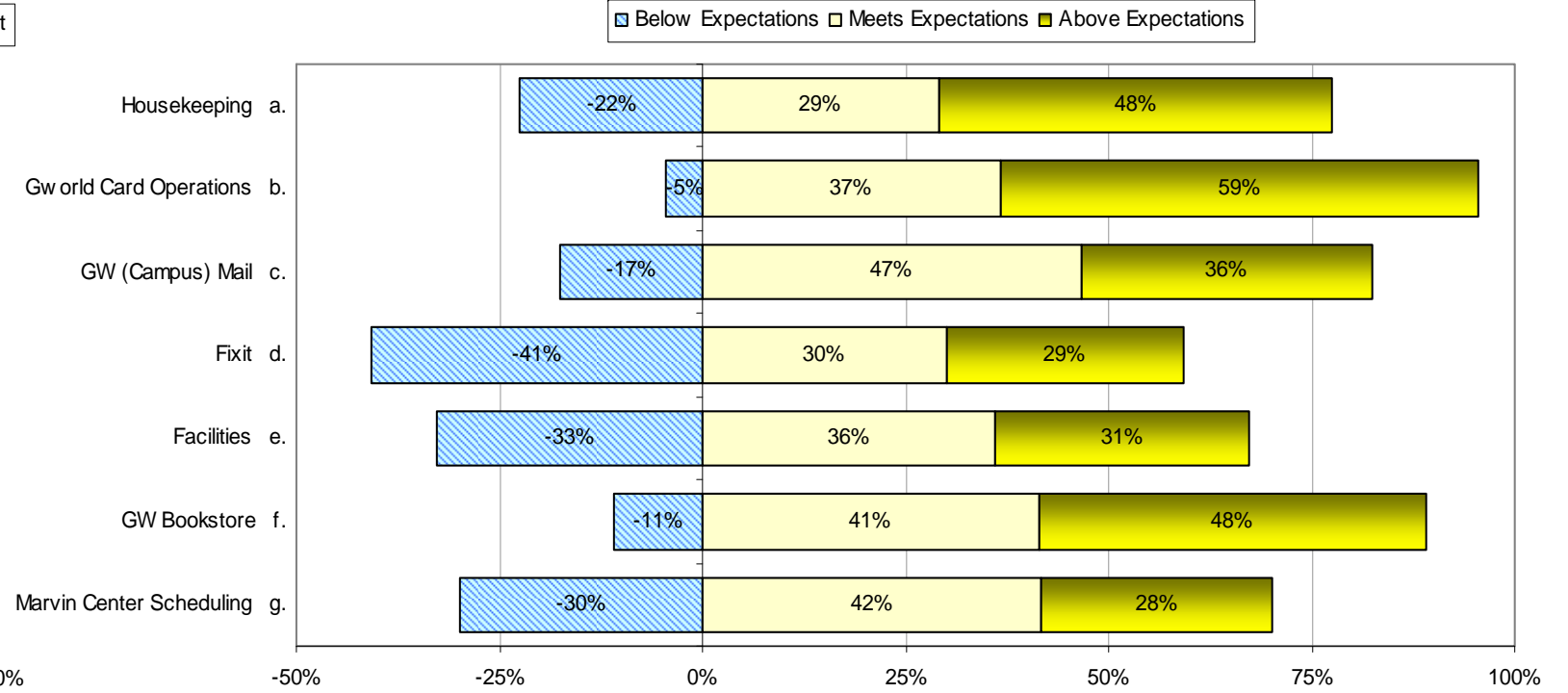
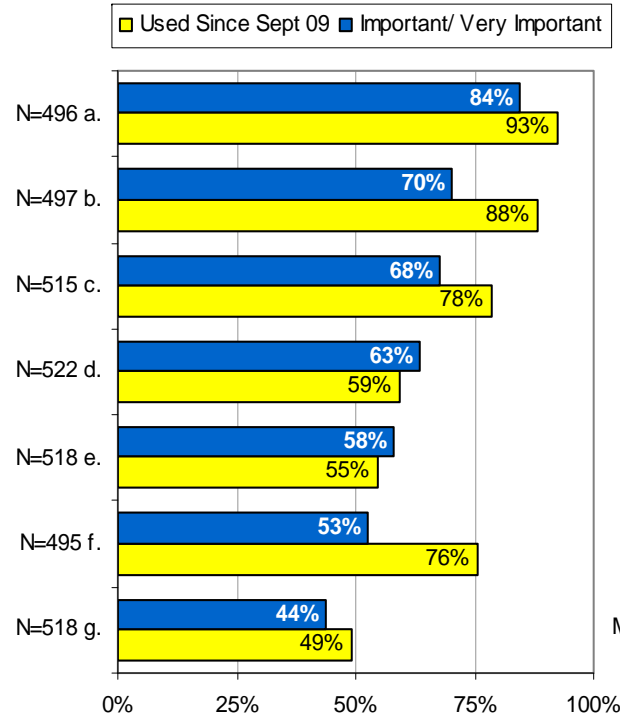
Financial Services: Importance and Quality of Services

Importance of Service	Accounts Payable Services		Procurement Office		P-Card Program		Cashier's Office		iBuy eProcurement Program	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – of all raters	153	367	159	333	143	343	158	328	156	335
No opinion	18%	15%	50%	32%	36%	33%	49%	35%	51%	46%
0 – Not important at all	4%	3%	11%	4%	10%	6%	12%	5%	14%	8%
1 – A little Important	-	1%	1%	2%	2%	1%	2%	2%	3%	1%
2	1%	1%	1%	1%	3%	2%	2%	1%	1%	1%
3 – Somewhat important	15%	6%	9%	7%	17%	9%	11%	8%	12%	10%
4	22%	16%	11%	16%	9%	15%	15%	16%	5%	14%
5 – Very important	41%	58%	18%	38%	22%	36%	10%	33%	15%	20%

Quality of Service	Accounts Payable Services		Procurement Office		P-Card Program		Cashier's Office		iBuy eProcurement Program	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	91	260	47	164	55	177	34	137	30	111
Percent of all possible users	59%	71%	30%	49%	38%	50%	22%	42%	20%	34%
Rating Scale										
1 – Improvement is needed	4%	5%	13%	4%	7%	4%	12%	1%	17%	13%
2	4%	5%	11%	7%	5%	3%	-	-	7%	5%
3	8%	11%	15%	10%	4%	4%	6%	5%	10%	14%
4 – Meets expectations	54%	40%	49%	36%	51%	45%	59%	37%	43%	32%
5	18%	14%	4%	18%	15%	15%	9%	24%	7%	18%
6	11%	15%	9%	15%	5%	15%	9%	17%	10%	11%
7 – Demonstrates strength	1%	10%	-	10%	13%	15%	6%	16%	7%	6%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
University Operations**

Graph 6. University Operations: Importance, Use, and Quality



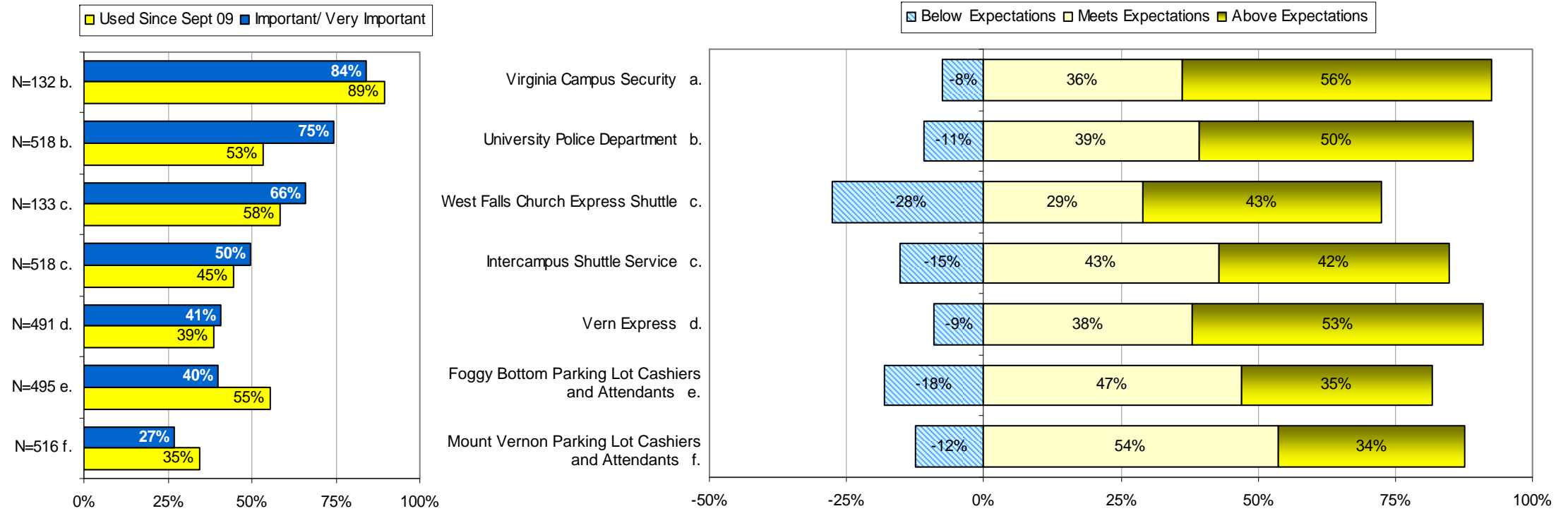
University Operations: Importance and Quality of Services

Importance of Service	Housekeeping		GWorld Card Operations		GW (Campus) Mail		Fixit		Facilities		GW Bookstore		Marvin Center Scheduling	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – of all raters	161	335	159	338	148	367	153	369	153	365	161	334	151	367
No opinion	7%	4%	8%	5%	13%	13%	25%	21%	22%	20%	7%	14%	28%	27%
0 – Not important at all	4%	1%	3%	2%	5%	3%	8%	4%	10%	5%	4%	4%	9%	5%
1 – A little Important	1%	<1%	2%	1%	2%	2%	2%	2%	2%	2%	6%	3%	4%	5%
2	2%	1%	3%	2%	2%	2%	-	1%	2%	1%	4%	4%	4%	4%
3 – Somewhat important	11%	4%	28%	14%	16%	11%	10%	6%	14%	10%	26%	22%	25%	11%
4	25%	19%	26%	22%	22%	19%	20%	14%	24%	18%	21%	19%	17%	14%
5 – Very important	51%	69%	30%	55%	41%	51%	35%	53%	26%	44%	32%	34%	13%	35%

Quality of Service	Housekeeping		GWorld Card Operations		GW (Campus) Mail		Fixit		Facilities		GW Bookstore		Marvin Center Scheduling	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	144	314	134	301	118	289	65	245	62	222	131	239	57	197
Percent of all possible users	89%	94%	85%	90%	77%	79%	42%	67%	41%	60%	82%	73%	38%	54%
Rating Scale														
1 – Improvement is needed	16%	7%	1%	<1%	6%	5%	18%	15%	19%	10%	7%	1%	14%	12%
2	9%	4%	1%	<1%	2%	5%	15%	12%	19%	6%	5%	1%	5%	9%
3	7%	6%	4%	3%	14%	7%	17%	11%	10%	12%	5%	5%	19%	6%
4 – Meets expectations	30%	29%	40%	35%	53%	44%	29%	30%	40%	35%	41%	41%	42%	42%
5	13%	19%	13%	22%	15%	15%	14%	10%	6%	16%	11%	19%	9%	12%
6	16%	21%	20%	23%	7%	17%	6%	12%	5%	13%	19%	20%	9%	12%
7 – Demonstrates strength	9%	13%	20%	16%	4%	8%	-	9%	-	9%	11%	12%	2%	7%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Security and Transportation Services**

Graph 7. Security and Transportation Services: Importance, Use, and Quality



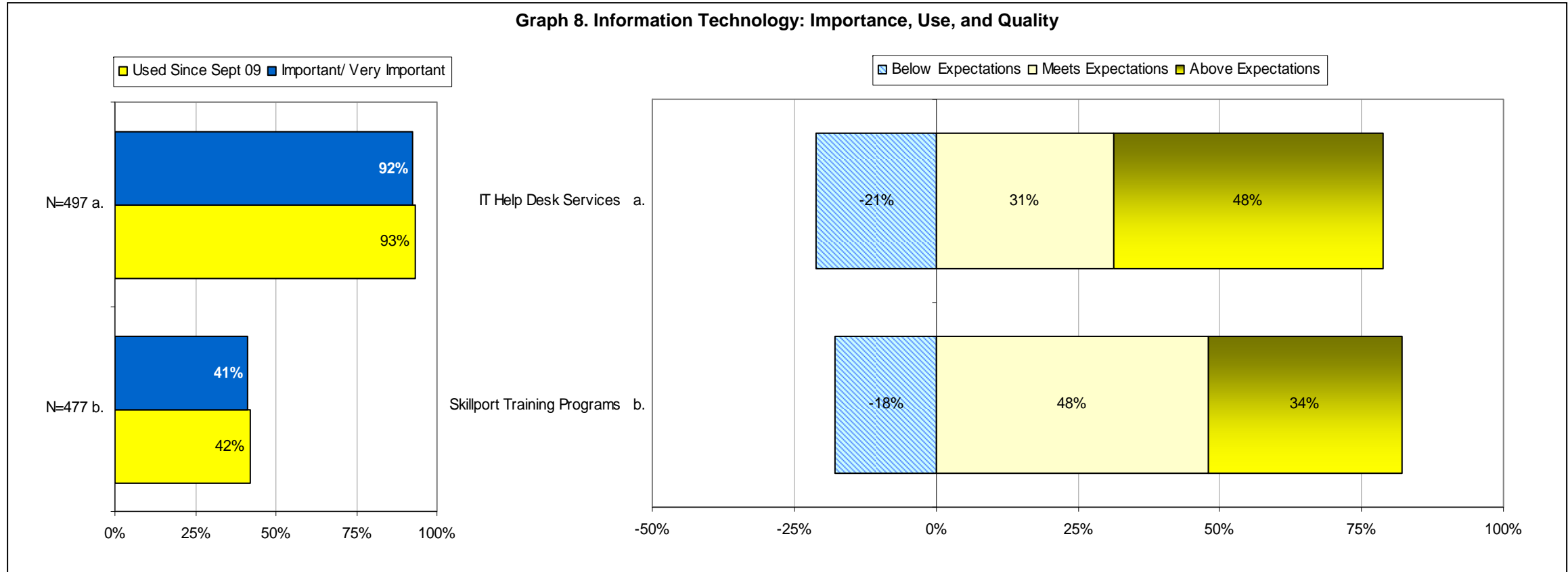
Security and Transportation Services: Importance and Quality

Importance of Service	Virginia Campus Security		University Police Department		West Falls Church Express Shuttle		Intercampus Shuttle Service		Vern Express		Parking Lot Cashiers and Attendants			
											Foggy Bottom		Mount Vernon	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – of all raters	6	126	152	366	6	127	152	366	158	333	159	336	152	364
No opinion	-	3%	9%	16%	33%	17%	30%	26%	40%	34%	25%	30%	38%	42%
0 – Not important at all	-	1%	4%	4%	17%	4%	13%	7%	17%	8%	10%	6%	14%	10%
1 – A little Important	-	-	-	1%	-	2%	3%	2%	3%	2%	4%	2%	2%	2%
2	-	2%	1%	1%	-	-	2%	2%	3%	2%	2%	4%	3%	2%
3 – Somewhat important	17%	10%	10%	5%	-	10%	11%	11%	11%	8%	25%	17%	20%	16%
4	17%	20%	16%	9%	-	13%	14%	12%	11%	16%	16%	14%	13%	13%
5 – Very important	67%	64%	60%	65%	50%	54%	29%	41%	15%	32%	19%	28%	10%	15%

Quality of Service	Virginia Campus Security		University Police Department		West Falls Church Express Shuttle		Intercampus Shuttle Service		Vern Express		Parking Lot Cashiers and Attendants			
											Foggy Bottom		Mount Vernon	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	5	114	71	206	1	75	54	177	46	143	93	177	53	124
Percent of all possible users	83%	90%	47%	56%	17%	60%	36%	48%	29%	43%	59%	54%	36%	34%
Rating Scale														
1 – Improvement is needed	-	3%	3%	3%	-	11%	2%	5%	4%	1%	11%	3%	-	3%
2	-	-	3%	1%	-	8%	4%	2%	4%	2%	6%	5%	8%	3%
3	-	5%	1%	7%	100%	8%	7%	9%	2%	5%	11%	5%	4%	6%
4 – Meets expectations	20%	37%	54%	34%	-	29%	50%	41%	39%	38%	52%	45%	66%	48%
5	-	15%	13%	17%	-	12%	11%	11%	13%	16%	9%	17%	17%	12%
6	40%	23%	17%	19%	-	20%	17%	17%	17%	26%	8%	19%	4%	18%
7 – Demonstrates strength	40%	18%	10%	17%	-	12%	9%	15%	20%	12%	4%	7%	2%	9%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Information Technology**

Graph 8. Information Technology: Importance, Use, and Quality



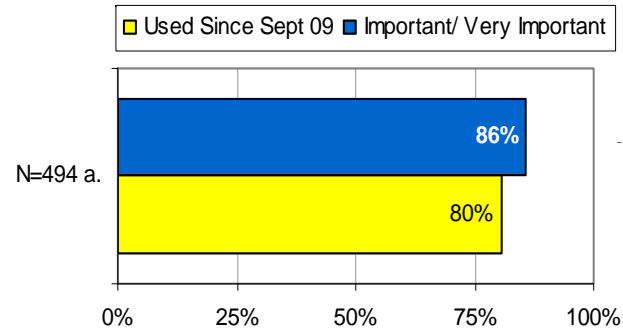
Information Support and Training: Importance and Quality of Services

Importance of Service	IT Help Desk Services		Skillport Training Programs	
	Faculty	Staff	Faculty	Staff
N – of all raters	160	337	150	327
No opinion	3%	2%	45%	24%
0 – Not important at all	1%	-	15%	3%
1 – A little Important	4%	<1%	4%	2%
2	1%	-	3%	3%
3 – Somewhat important	4%	3%	18%	14%
4	12%	14%	7%	16%
5 – Very important	76%	81%	7%	37%

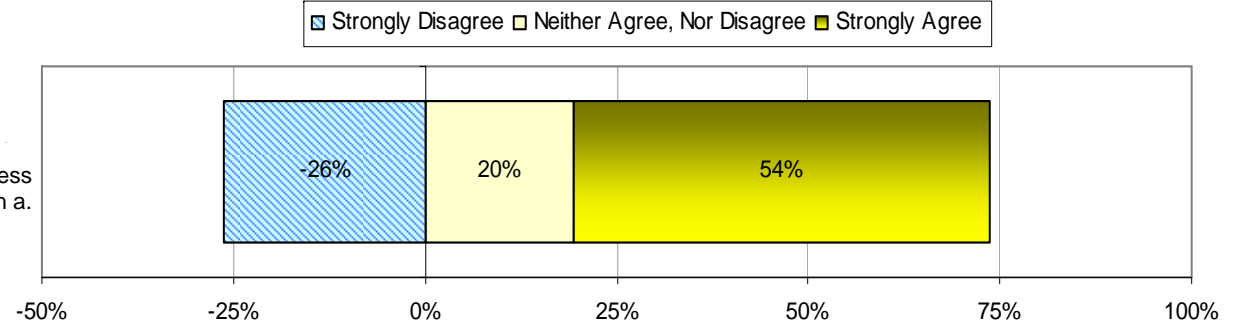
Quality of Service	IT Help Desk Services		Skillport Training Programs	
	Faculty	Staff	Faculty	Staff
N – used service in past year	149	314	20	188
Percent of all possible users	93%	93%	13%	54%
Rating Scale				
1 – Improvement is needed	10%	4%	15%	7%
2	8%	4%	10%	4%
3	11%	8%	5%	5%
4 – Meets expectations	26%	34%	50%	48%
5	11%	15%	15%	14%
6	13%	16%	-	12%
7 – Demonstrates strength	19%	18%	5%	10%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Network Access**

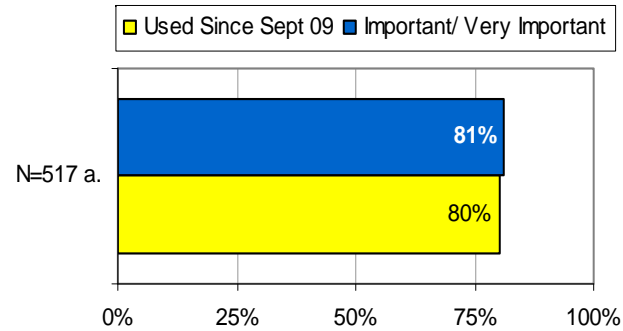
Graph 9. GWireless Connection: Importance, Use, and Quality



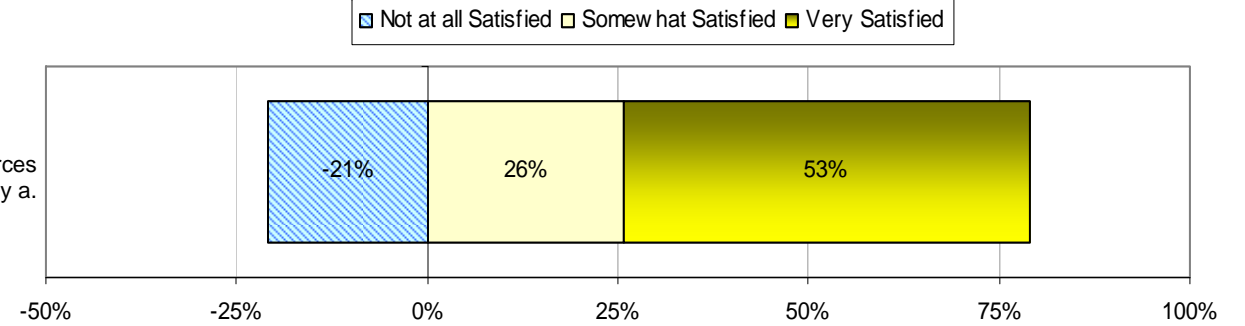
Secure and Stable GWireless Connection a.



Graph 10. Remote Campus Access: Importance, Use, and Satisfaction



Accessing Computing Resources Remotely a.



Network Access: Importance, Use, and Quality of Services

Importance of Service	Provides Secure and Stable GWireless Connection	
	Faculty	Staff
N – of all raters	157	337
No opinion	5%	7%
0 – Not important at all	2%	1%
1 – A little Important	1%	-
2	1%	-
3 – Somewhat important	7%	5%
4	9%	13%
5 – Very important	76%	74%

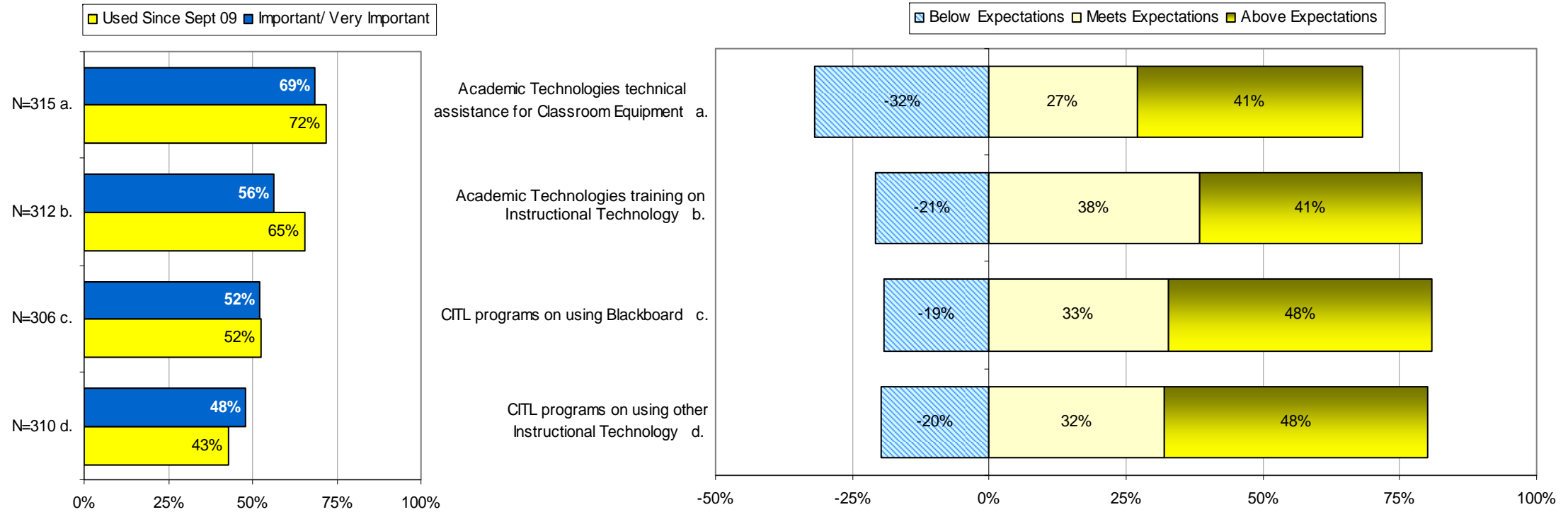
Importance of Service	Accessing Computing Resources Remotely	
	Faculty	Staff
N – of all raters	149	368
No opinion	3%	11%
0 – Not important at all	-	2%
1 – A little Important	1%	1%
2	-	1%
3 – Somewhat important	7%	7%
4	11%	9%
5 – Very important	78%	69%

Agree/Disagree with Statement	Provides Secure and Stable GWireless Connection	
	Faculty	Staff
N – used service in past year	134	266
Percent of all possible users	84%	79%
Rating Scale		
1 – Strongly Disagree	10%	5%
2	13%	8%
3	7%	11%
4 – Neither Agree, nor Disagree	25%	17%
5	19%	27%
6	16%	15%
7 – Strongly Agree	9%	17%

Satisfaction with Service	Accessing Computing Resources Remotely	
	Faculty	Staff
N – used service in past year	136	279
Percent of all possible users	90%	76%
Rating Scale		
1 – Not at all satisfied	7%	8%
2	6%	6%
3	11%	6%
4 – Somewhat satisfied	19%	29%
5	26%	23%
6	21%	16%
7 – Very satisfied	10%	12%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Academic Technologies Services and Programs**

Graph 11. Academic Technologies Services and Programs: Importance, Use, and Quality



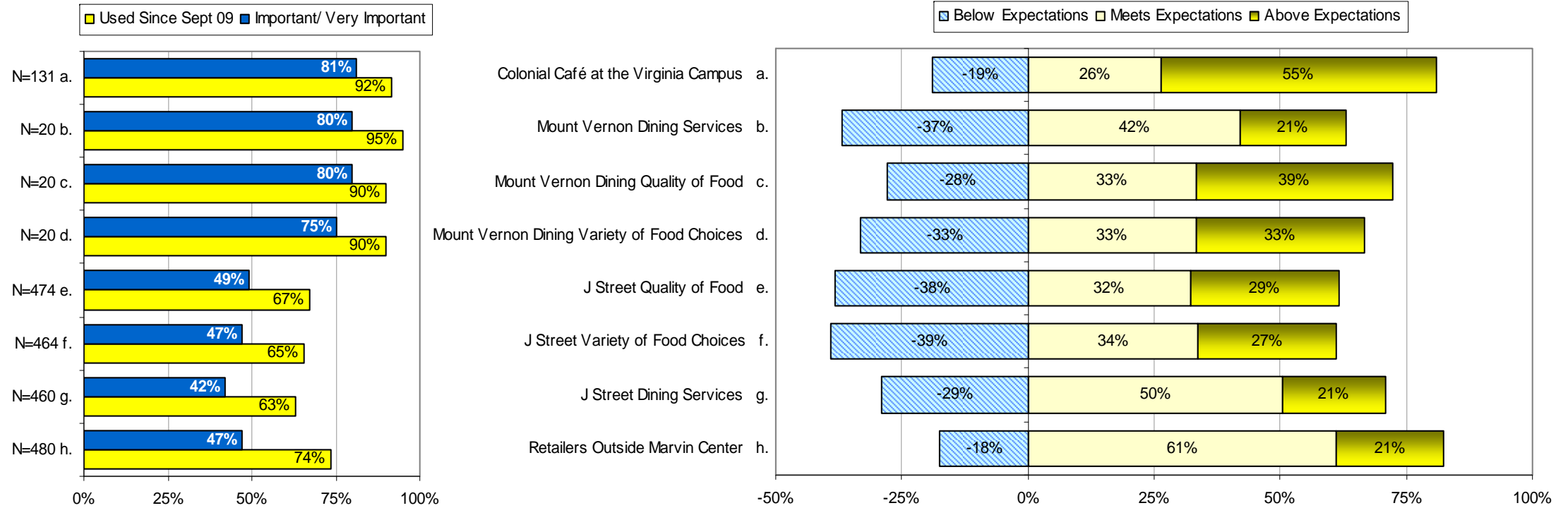
Academic Technologies Services and Programs: Importance, Use, and Quality of Services

Importance of Service	Academic Technologies		CITL Programs	
	Technical Assistance for Classroom Equipment (Faculty Only)	Training on Instructional Technology (Faculty Only)	Using Blackboard (Faculty Only)	Using other Instructional Technologies (Faculty Only)
N – of all raters	315	312	306	310
No opinion	8%	10%	19%	24%
0 – Not important at all	4%	4%	7%	9%
1 – A little Important	3%	5%	2%	2%
2	2%	5%	4%	4%
3 – Somewhat important	14%	20%	17%	14%
4	19%	19%	16%	19%
5 – Very important	50%	37%	36%	30%

Quality of Service	Academic Technologies		CITL Programs	
	Technical Assistance for Classroom Equipment (Faculty Only)	Training on Instructional Technology (Faculty Only)	Using Blackboard (Faculty Only)	Using other Instructional Technologies (Faculty Only)
N – used service in past year	226	206	162	131
Percent of all possible users	72%	65%	52%	43%
Rating Scale				
1 – Improvement is needed	11%	7%	4%	3%
2	8%	5%	7%	7%
3	13%	9%	9%	10%
4 – Meets expectations	27%	38%	33%	32%
5	11%	8%	14%	11%
6	15%	15%	15%	15%
7 – Demonstrates strength	15%	18%	20%	23%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Dining Services**

Graph 12. Dining Services: Importance, Use, and Quality



Virginia and Mount Vernon Campuses Dining Services: Importance and Quality

Importance of Dining and Food	Colonial Café on the Virginia Campus		Mount Vernon Dining					
			Services		Quality of Food		Variety of Food Choices	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – of all raters	6	125	10	10	10	10	10	10
No opinion	33%	6%	-	10%	-	10%	-	10%
0 – Not important at all	-	2%	-	10%	-	10%	-	10%
1 – A little Important	-	1%	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-
3 – Somewhat important	17%	6%	20%	-	20%	-	20%	10%
4	17%	22%	50%	20%	30%	20%	30%	10%
5 – Very important	33%	62%	30%	60%	50%	60%	50%	60%

Quality of Dining and Food	Colonial Café on the Virginia Campus		Mount Vernon Dining					
			Services		Quality of Food		Variety of Food Choices	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	4	117	9	10	9	9	9	9
Percent of all possible users	67%	93%	90%	100%	90%	90%	90%	90%
Rating Scale								
1 – Improvement is needed	-	10%	33%	20%	11%	11%	33%	22%
2	-	2%	-	-	11%	11%	-	-
3	-	8%	11%	10%	-	11%	11%	-
4 – Meets expectations	-	27%	22%	60%	33%	33%	22%	44%
5	25%	14%	11%	10%	22%	22%	11%	22%
6	25%	18%	-	-	11%	-	11%	-
7 – Demonstrates strength	50%	21%	22%	-	11%	11%	11%	11%

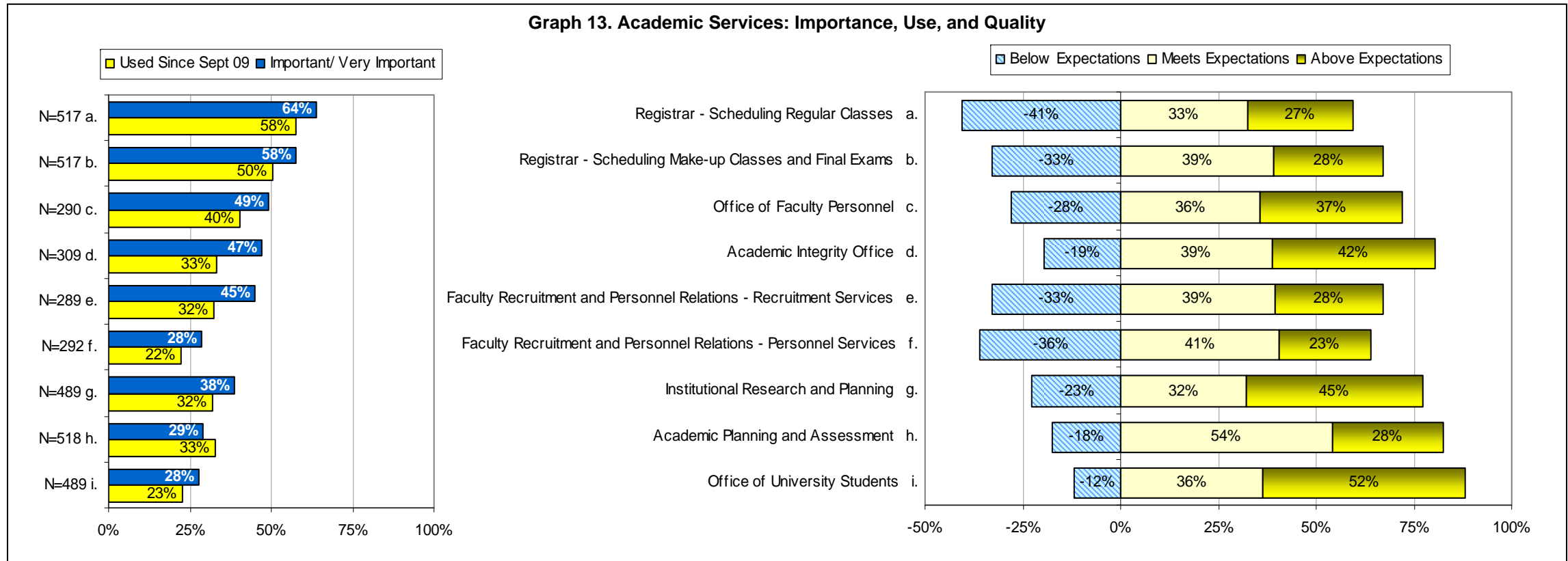
Foggy Bottom Campus Dining Services: Importance and Quality

Importance of Dining and Food	J Street						Retailers Outside the Marvin Center	
	Quality of Food		Variety of Food Choices		Dining Services			
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – of all raters	142	332	151	313	149	311	143	337
No opinion	23%	16%	29%	22%	32%	23%	17%	14%
0 – Not important at all	11%	6%	13%	5%	14%	6%	10%	5%
1 – A little Important	4%	2%	5%	3%	5%	3%	2%	3%
2	4%	1%	3%	2%	5%	3%	6%	2%
3 – Somewhat important	19%	21%	19%	13%	21%	15%	30%	24%
4	17%	15%	10%	18%	10%	18%	15%	19%
5 – Very important	23%	38%	21%	36%	13%	32%	20%	33%

Quality of Dining and Food	J Street						Retailers Outside the Marvin Center	
	Quality of Food		Variety of Food Choices		Dining Services			
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	83	244	77	228	70	226	100	258
Percent of all possible users	58%	71%	52%	72%	47%	71%	70%	75%
Rating Scale								
1 – Improvement is needed	17%	14%	22%	11%	17%	9%	10%	7%
2	12%	10%	13%	12%	4%	5%	8%	3%
3	11%	14%	12%	13%	13%	14%	6%	5%
4 – Meets expectations	34%	32%	35%	33%	51%	50%	59%	62%
5	18%	22%	14%	19%	4%	10%	11%	13%
6	6%	6%	1%	8%	10%	9%	6%	7%
7 – Demonstrates strength	2%	3%	3%	3%	-	4%	-	3%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Academic Services**

Graph 13. Academic Services: Importance, Use, and Quality



Academic Services: Importance and Quality of Services

Importance of Service	Academic Scheduling Unit				Academic Integrity Office (Faculty Only)	Office of University Students	
	Scheduling Regular Classes		Scheduling Make-up Classes and Final Exams			Faculty	Staff
	Faculty	Staff	Faculty	Staff			
N – of all raters	297	220	298	219	309	160	329
No opinion	14%	25%	18%	30%	24%	53%	52%
0 – Not important at all	5%	6%	5%	7%	7%	9%	6%
1 – A little Important	1%	1%	1%	<1%	4%	3%	1%
2	1%	2%	2%	2%	4%	3%	1%
3 – Somewhat important	10%	7%	13%	7%	14%	9%	10%
4	19%	12%	23%	14%	20%	10%	11%
5 – Very important	49%	46%	38%	39%	27%	14%	18%

Quality of Service	Academic Scheduling Unit				Academic Integrity Office (Faculty Only)	Office of University Students	
	Scheduling Regular Classes		Scheduling Make-up Classes and Final Exams			Faculty	Staff
	Faculty	Staff	Faculty	Staff			
N – used service in past year	186	109	164	95	103	26	84
Percent of all possible users	63%	50%	55%	43%	33%	16%	25%
Rating Scale							
1 – Improvement is needed	25%	7%	16%	7%	9%	8%	1%
2	10%	4%	5%	3%	3%	8%	-
3	17%	11%	16%	13%	8%	8%	7%
4 – Meets expectations	31%	36%	41%	35%	39%	31%	38%
5	9%	15%	12%	19%	17%	12%	23%
6	3%	19%	4%	16%	12%	12%	18%
7 – Demonstrates strength	5%	8%	5%	7%	14%	23%	13%

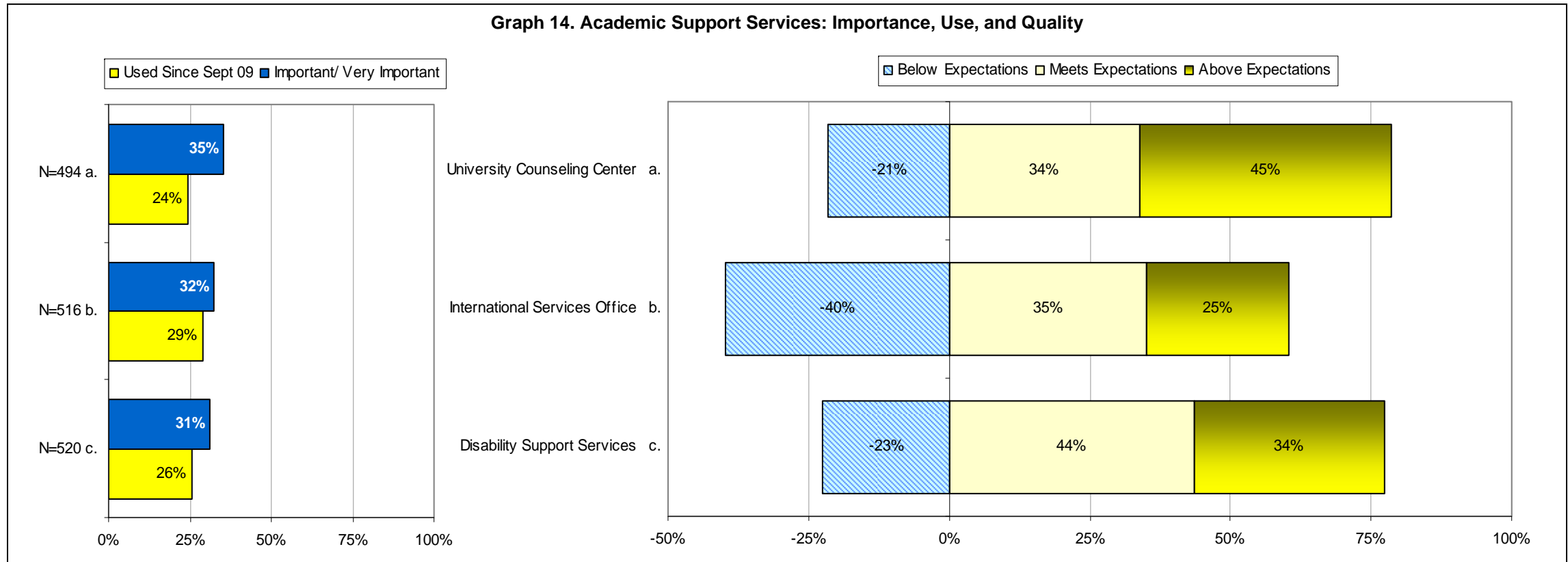
Academic Services: Importance and Quality of Services

Importance of Service	Office of Faculty Personnel (Faculty Only)	Faculty Recruitment and Personnel Relations		Institutional Research and Planning		Academic Planning and Assessment	
		Recruitment Services (Faculty Only)	Personnel Services (Faculty Only)	Faculty	Staff	Faculty	Staff
N – of all raters	290	289	292	160	329	153	364
No opinion	28%	30%	37%	36%	49%	24%	37%
0 – Not important at all	6%	9%	12%	8%	6%	14%	11%
1 – A little Important	3%	3%	5%	4%	<1%	9%	5%
2	2%	2%	3%	2%	1%	5%	2%
3 – Somewhat important	12%	11%	14%	8%	8%	21%	14%
4	19%	24%	15%	13%	16%	18%	15%
5 – Very important	31%	21%	13%	29%	21%	10%	15%

Quality of Service	Office of Faculty Personnel (Faculty Only)	Faculty Recruitment and Personnel Relations		Institutional Research and Planning		Academic Planning and Assessment	
		Recruitment Services (Faculty Only)	Personnel Services (Faculty Only)	Faculty	Staff	Faculty	Staff
N – used service in past year	115	94	64	57	98	53	117
Percent of all possible users	40%	32%	22%	36%	30%	35%	32%
Rating Scale							
1 – Improvement is needed	10%	12%	11%	14%	1%	8%	3%
2	5%	11%	9%	12%	5%	4%	3%
3	13%	11%	16%	11%	8%	15%	7%
4 – Meets expectations	36%	39%	41%	30%	34%	57%	53%
5	17%	12%	14%	18%	21%	6%	14%
6	13%	12%	6%	11%	13%	9%	15%
7 – Demonstrates strength	6%	4%	3%	5%	17%	2%	5%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Academic Support Services**

Graph 14. Academic Support Services: Importance, Use, and Quality



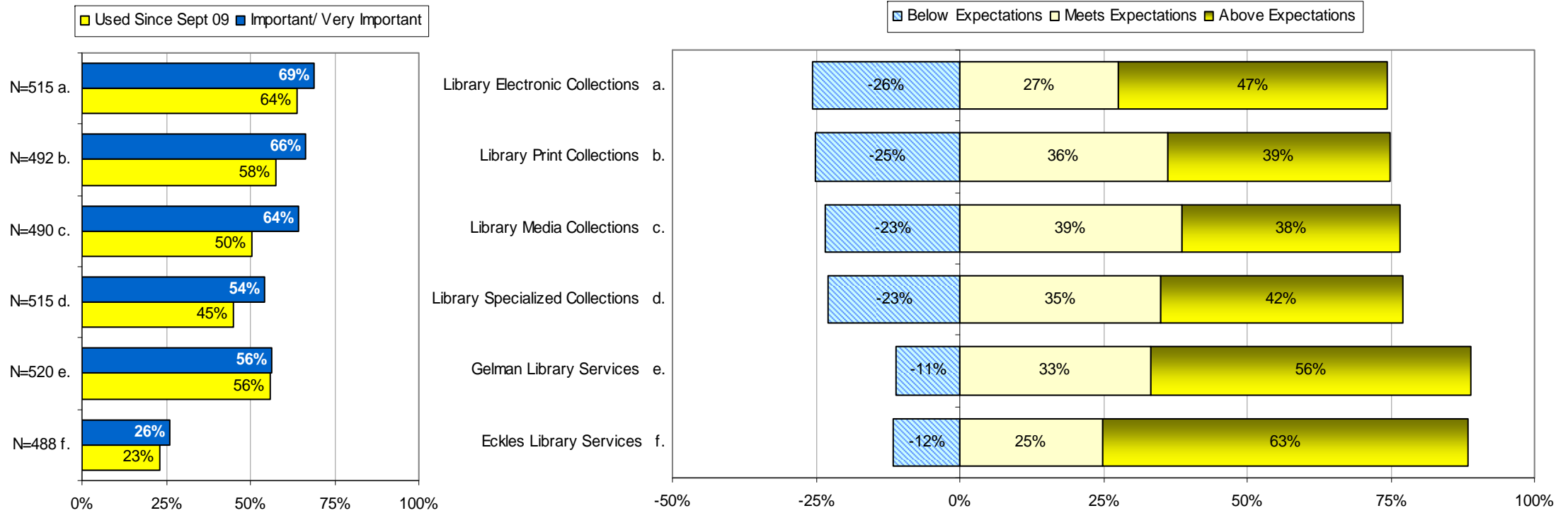
Academic Support Services: Importance and Quality of Services

Importance of Service	Disability Support Services		International Services Office		University Counseling Center	
	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – of all raters	152	368	152	364	161	333
No opinion	14%	28%	27%	45%	28%	24%
0 – Not important at all	14%	10%	14%	12%	11%	5%
1 – A little Important	16%	8%	3%	4%	10%	8%
2	11%	8%	3%	2%	6%	7%
3 – Somewhat important	18%	13%	11%	7%	16%	19%
4	16%	14%	16%	12%	16%	15%
5 – Very important	10%	19%	25%	17%	13%	23%

Quality of Service	Disability Support Services		International Services Office		University Counseling Center	
	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	46	87	52	99	36	85
Percent of all possible users	30%	24%	34%	27%	23%	25%
Rating Scale						
1 – Improvement is needed	7%	8%	27%	15%	3%	5%
2	4%	5%	4%	11%	8%	1%
3	13%	9%	17%	9%	6%	18%
4 – Meets expectations	43%	44%	31%	37%	39%	32%
5	20%	9%	13%	13%	17%	15%
6	2%	15%	2%	8%	17%	15%
7 – Demonstrates strength	11%	10%	6%	6%	11%	14%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Library Services and Collections**

Graph 15. Library Services and Collections: Importance, Use, and Quality



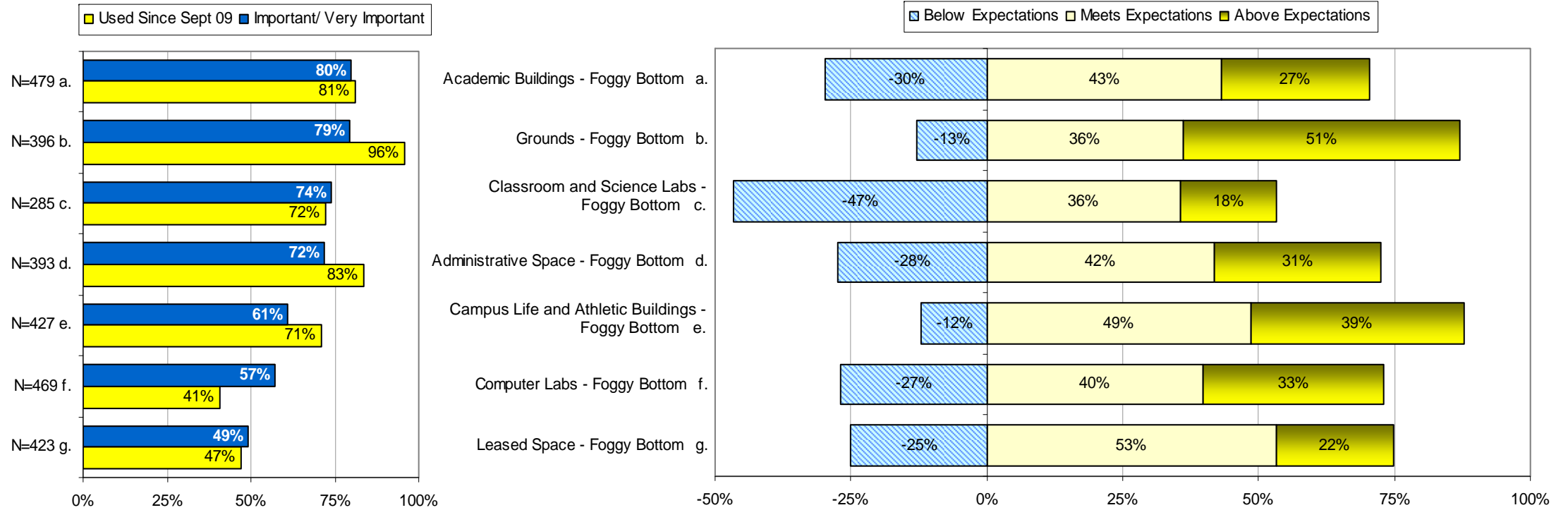
Library Services and Collections: Importance and Quality

Importance of Service	Library Collections								Gelman Library Services		Eckles Library Services	
	Electronic		Print		Media		Specialized		Faculty	Staff	Faculty	Staff
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff				
N – of all raters	151	364	159	333	159	331	152	363	153	367	159	329
No opinion	1%	27%	7%	30%	8%	31%	9%	30%	9%	27%	48%	56%
0 – Not important at all	1%	6%	3%	2%	3%	2%	5%	7%	2%	9%	16%	8%
1 – A little Important	1%	1%	1%	1%	3%	1%	1%	2%	-	4%	2%	2%
2	2%	1%	1%	<1%	3%	1%	3%	1%	1%	3%	2%	2%
3 – Somewhat important	3%	6%	8%	8%	11%	5%	13%	12%	13%	10%	8%	6%
4	9%	8%	16%	11%	12%	12%	19%	9%	21%	13%	6%	11%
5 – Very important	83%	52%	65%	48%	61%	48%	50%	40%	55%	35%	18%	16%

Quality of Service	Library Collections								Gelman Library Services		Eckles Library Services	
	Electronic		Print		Media		Specialized		Faculty	Staff	Faculty	Staff
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff				
N – used service in past year	139	192	135	149	111	137	89	142	111	180	40	72
Percent of all possible users	91%	53%	84%	45%	70%	41%	59%	39%	73%	49%	25%	22%
Rating Scale												
1 – Improvement is needed	14%	6%	17%	7%	14%	11%	6%	6%	-	2%	3%	3%
2	8%	3%	6%	5%	5%	4%	4%	3%	-	4%	3%	3%
3	12%	10%	7%	7%	9%	4%	16%	12%	7%	8%	10%	4%
4 – Meets expectations	27%	28%	35%	38%	38%	39%	39%	32%	34%	33%	20%	28%
5	11%	21%	14%	12%	17%	15%	13%	18%	13%	17%	23%	21%
6	15%	21%	18%	17%	12%	15%	11%	18%	26%	22%	18%	19%
7 – Demonstrates strength	12%	11%	3%	13%	5%	12%	10%	11%	20%	16%	25%	22%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Maintenance of Facilities and Grounds on the Foggy Bottom Campus**

Graph 16. Maintenance of Facilities and Grounds on the Foggy Bottom Campus: Importance, Use, and Quality



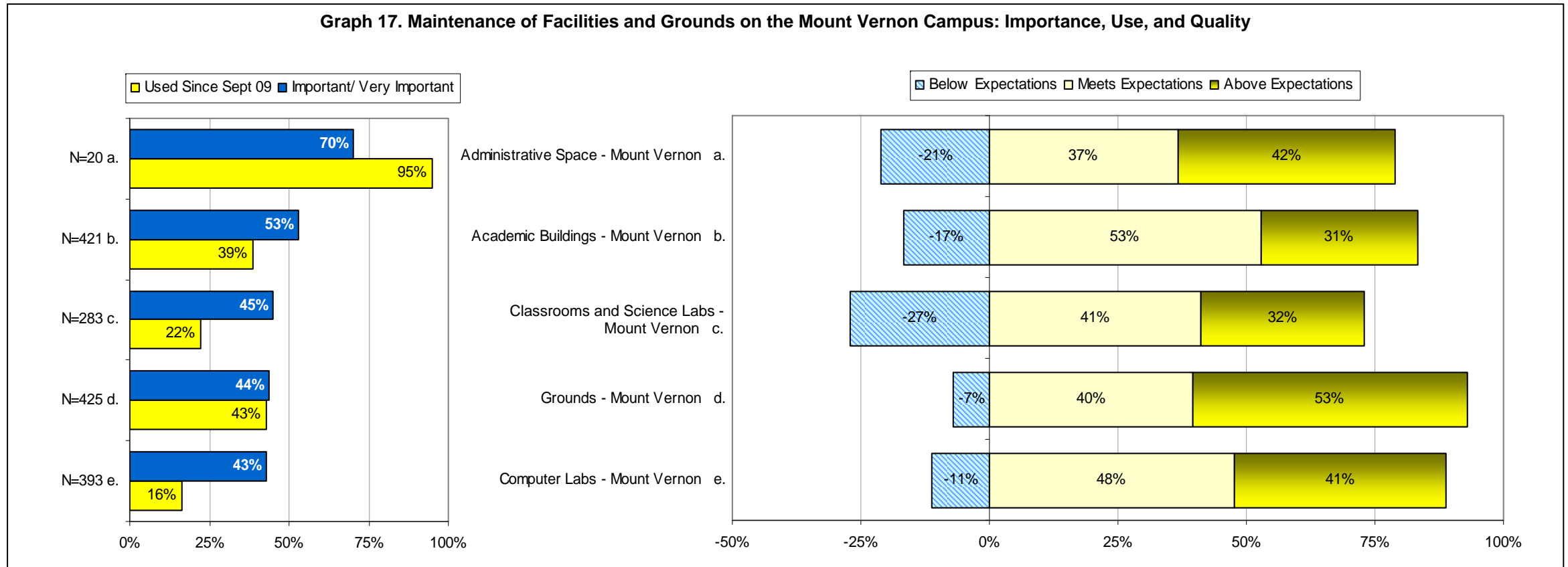
Maintenance of Facilities and Grounds on the Foggy Bottom Campus: Importance and Quality

Importance of Maintenance	Academic Buildings		Grounds		Classrooms and Science Labs (Faculty Only)	Administrative Space		Campus Life and Athletic Buildings		Computer Labs		Leased Space	
	Faculty	Staff	Faculty	Staff		Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – of all raters	140	339	148	248	285	147	246	140	287	151	318	136	287
No opinion	6%	10%	7%	2%	14%	17%	7%	24%	13%	32%	32%	29%	26%
0 – Not important at all	3%	2%	3%	-	4%	6%	1%	6%	5%	8%	3%	13%	6%
1 – A little Important	-	-	-	<1%	<1%	1%	1%	4%	<1%	1%	1%	3%	3%
2	-	1%	1%	<1%	1%	1%	2%	3%	1%	3%	1%	2%	1%
3 – Somewhat important	9%	8%	23%	10%	6%	16%	10%	24%	10%	4%	4%	11%	11%
4	21%	17%	24%	23%	15%	27%	20%	18%	19%	13%	13%	18%	20%
5 – Very important	61%	62%	41%	64%	59%	32%	59%	21%	53%	39%	46%	24%	32%

Quality of Maintenance	Academic Buildings		Grounds		Classrooms and Science Labs (Faculty Only)	Administrative Space		Campus Life and Athletic Buildings		Computer Labs		Leased Space	
	Faculty	Staff	Faculty	Staff		Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	122	272	135	244	208	107	220	78	225	66	123	49	150
Percent of all possible users	87%	79%	92%	98%	72%	73%	90%	56%	78%	44%	39%	35%	53%
Rating Scale													
1 – Improvement is needed	14%	7%	6%	4%	18%	10%	8%	-	4%	14%	9%	16%	5%
2	7%	6%	5%	1%	12%	10%	6%	-	3%	8%	3%	12%	5%
3	16%	14%	4%	7%	17%	10%	12%	6%	7%	17%	9%	14%	9%
4 – Meets expectations	41%	44%	41%	33%	36%	47%	40%	64%	43%	39%	40%	49%	55%
5	16%	14%	20%	21%	10%	15%	19%	17%	21%	6%	13%	4%	10%
6	5%	10%	18%	21%	6%	7%	11%	10%	16%	9%	15%	2%	12%
7 – Demonstrates strength	2%	5%	5%	14%	2%	1%	4%	3%	6%	8%	11%	2%	4%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Maintenance of Facilities and Grounds on the Mount Vernon Campus**

Graph 17. Maintenance of Facilities and Grounds on the Mount Vernon Campus: Importance, Use, and Quality



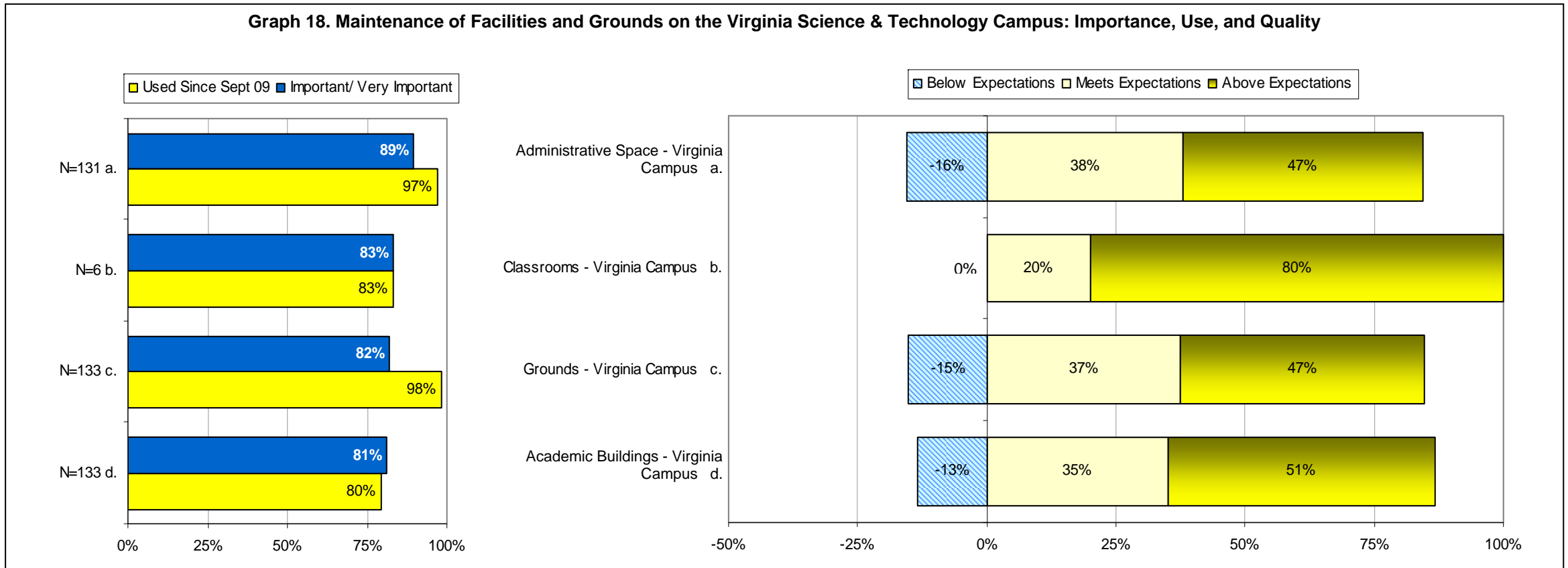
Maintenance of Facilities and Grounds on the Mount Vernon Campus: Importance and Quality

Importance of Maintenance	Administrative Space		Academic Buildings		Classrooms and Science Labs (Faculty Only)	Grounds		Computer Labs	
	Faculty	Staff	Faculty	Staff		Faculty	Staff	Faculty	Staff
N – of all raters	10	10	137	284	283	139	286	148	245
No opinion	10%	-	31%	27%	38%	39%	31%	47%	42%
0 – Not important at all	-	-	12%	8%	12%	10%	8%	12%	5%
1 – A little Important	-	-	1%	<1%	-	3%	<1%	1%	1%
2	-	-	1%	<1%	1%	1%	1%	1%	1%
3 – Somewhat important	30%	20%	7%	8%	5%	18%	9%	3%	4%
4	20%	20%	18%	12%	12%	14%	14%	12%	13%
5 – Very important	40%	60%	31%	43%	33%	14%	37%	25%	34%

Quality of Maintenance	Administrative Space		Academic Buildings		Classrooms and Science Labs (Faculty Only)	Grounds		Computer Labs	
	Faculty	Staff	Faculty	Staff		Faculty	Staff	Faculty	Staff
N – used service in past year	9	10	47	116	63	46	136	24	39
Percent of all possible users	90%	100%	35%	41%	22%	33%	47%	17%	16%
Rating Scale									
1 – Improvement is needed	-	10%	6%	3%	13%	-	3%	8%	3%
2	11%	-	6%	4%	5%	2%	1%	-	-
3	11%	10%	9%	8%	10%	2%	4%	8%	5%
4 – Meets expectations	44%	30%	57%	51%	41%	50%	36%	42%	51%
5	11%	20%	4%	16%	11%	20%	22%	8%	23%
6	11%	30%	6%	11%	8%	20%	20%	13%	10%
7 – Demonstrates strength	11%	-	11%	8%	13%	7%	14%	21%	8%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Maintenance of Facilities and Grounds on the Virginia Science & Technology Campus**

Graph 18. Maintenance of Facilities and Grounds on the Virginia Science & Technology Campus: Importance, Use, and Quality



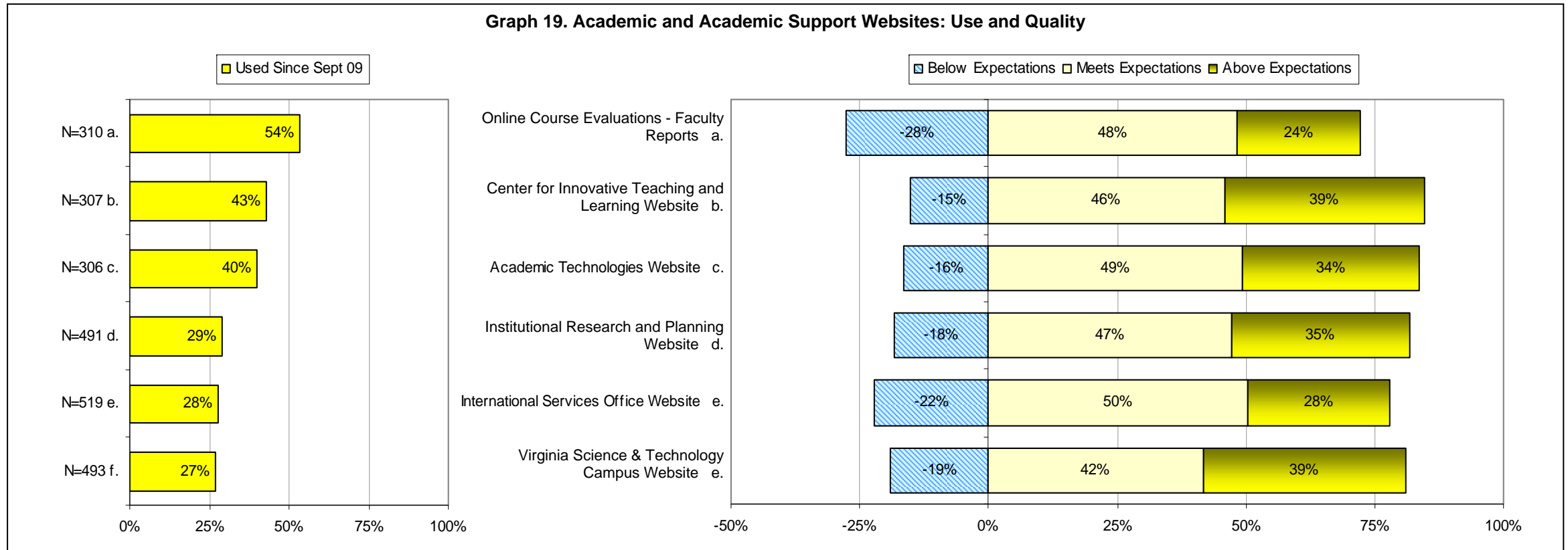
Maintenance of Facilities and Grounds on the Virginia Science & Technology Campus: Importance and Quality

Importance of Maintenance	Administrative Space		Classrooms and Science Labs (Faculty Only)	Grounds		Academic Buildings	
	Faculty	Staff		Faculty	Staff	Faculty	Staff
N – of all raters	6	125	6	6	127	6	127
No opinion	-	3%	17%	17%	1%	17%	11%
0 – Not important at all	17%	1%	-	-	-	-	1%
1 – A little Important	-	-	-	-	-	-	-
2	-	2%	-	-	1%	-	-
3 – Somewhat important	-	5%	-	-	17%	-	7%
4	17%	26%	-	33%	20%	-	19%
5 – Very important	67%	64%	83%	50%	62%	83%	62%

Quality of Maintenance	Administrative Space		Classrooms and Science Labs (Faculty Only)	Grounds		Academic Buildings	
	Faculty	Staff		Faculty	Staff	Faculty	Staff
N – used service in past year	5	124	5	6	125	5	100
Percent of all possible users	83%	98%	83%	100%	98%	83%	79%
Rating Scale							
1 – Improvement is needed	-	4%	-	-	4%	-	3%
2	-	6%	-	-	2%	-	3%
3	-	6%	-	-	10%	-	8%
4 – Meets expectations	40%	38%	20%	33%	38%	20%	36%
5	20%	14%	-	33%	13%	20%	22%
6	20%	23%	-	-	22%	40%	20%
7 – Demonstrates strength	20%	9%	80%	33%	12%	20%	8%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Academic and Academic Support Websites**

Graph 19. Academic and Academic Support Websites: Use and Quality

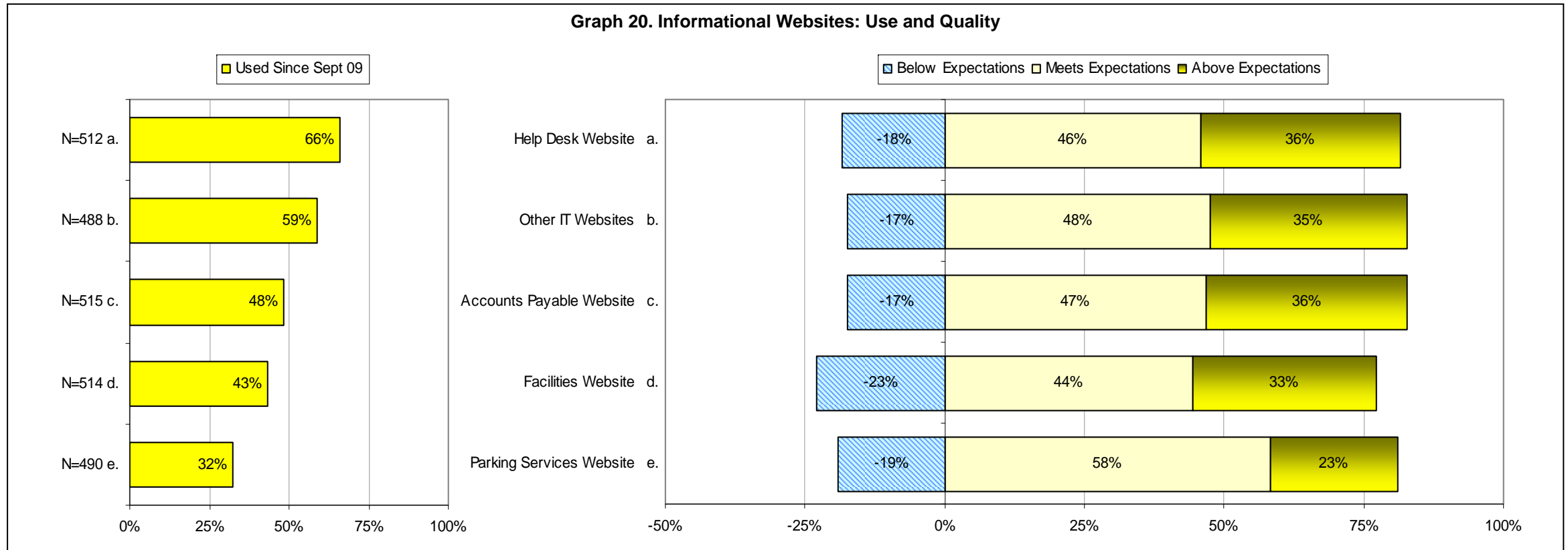


Academic and Academic Support Websites: Use and Quality

Quality of Informational Websites	Online Course Evaluations: Faculty Reports (Faculty Only)	Center for Innovative Teaching and Learning Website (Faculty Only)	Academic Technologies Website (Faculty Only)	Institutional Research and Planning Website		International Services Office Website		Virginia Science & Technology Campus Website	
				Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	166	131	122	44	98	41	104	25	107
Percent of all possible users	54%	43%	40%	28%	30%	27%	28%	16%	32%
Rating Scale									
1 – Improvement is needed	13%	5%	5%	16%	5%	7%	9%	16%	7%
2	6%	4%	6%	7%	3%	5%	8%	8%	3%
3	9%	7%	6%	5%	6%	7%	7%	-	8%
4 – Meets expectations	48%	46%	50%	57%	43%	66%	44%	52%	39%
5	10%	18%	18%	9%	21%	7%	11%	12%	21%
6	10%	12%	9%	7%	12%	5%	17%	12%	15%
7 – Demonstrates strength	4%	9%	7%	-	9%	2%	5%	-	7%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Informational Websites**

Graph 20. Informational Websites: Use and Quality

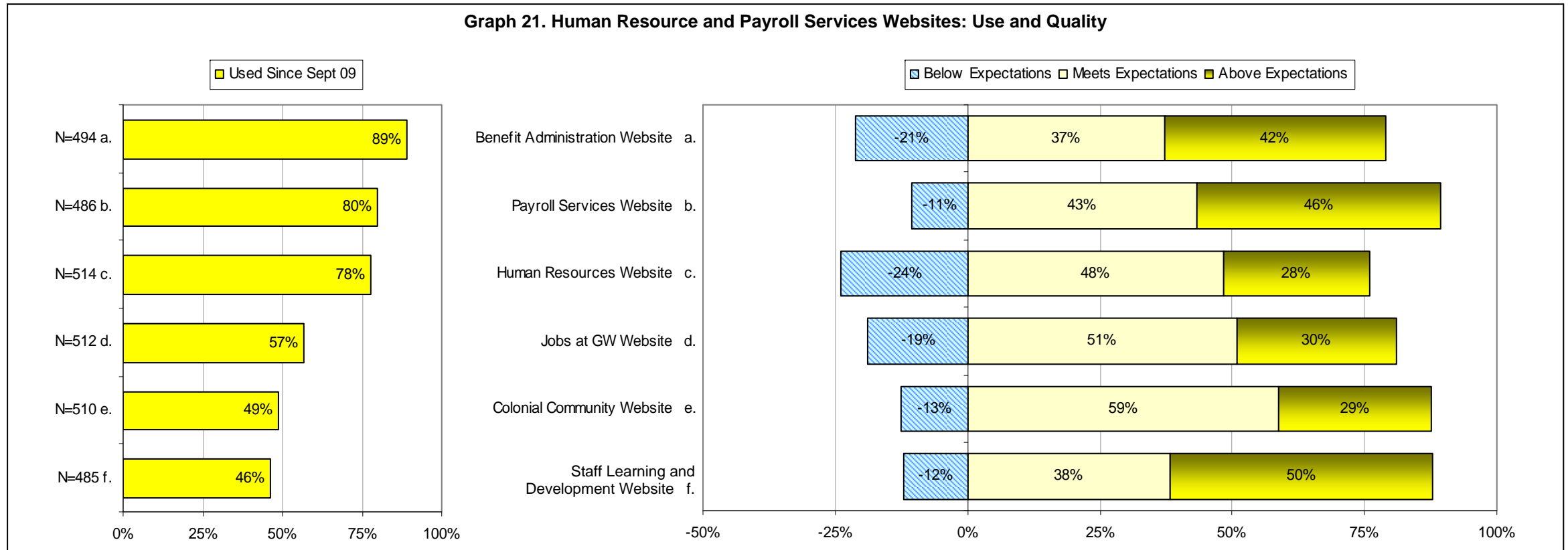


Informational Websites: Use and Quality

Quality of Informational Websites	Help Desk Website		Other IT Websites		Accounts Payable Website		Facilities Website		Parking Services Website	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	81	257	77	211	59	189	47	176	55	103
Percent of all possible users	55%	70%	49%	64%	39%	52%	31%	48%	35%	31%
Rating Scale										
1 – Improvement is needed	5%	4%	12%	7%	5%	5%	11%	9%	9%	3%
2	5%	2%	6%	4%	5%	2%	4%	2%	5%	6%
3	14%	11%	6%	4%	12%	10%	13%	11%	9%	8%
4 – Meets expectations	52%	44%	49%	47%	56%	44%	53%	42%	64%	55%
5	14%	17%	14%	15%	7%	19%	11%	15%	9%	12%
6	10%	15%	6%	11%	12%	14%	2%	14%	4%	8%
7 – Demonstrates strength	1%	7%	5%	12%	3%	7%	6%	7%	-	9%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Human Resource and Payroll Services Websites**

Graph 21. Human Resource and Payroll Services Websites: Use and Quality

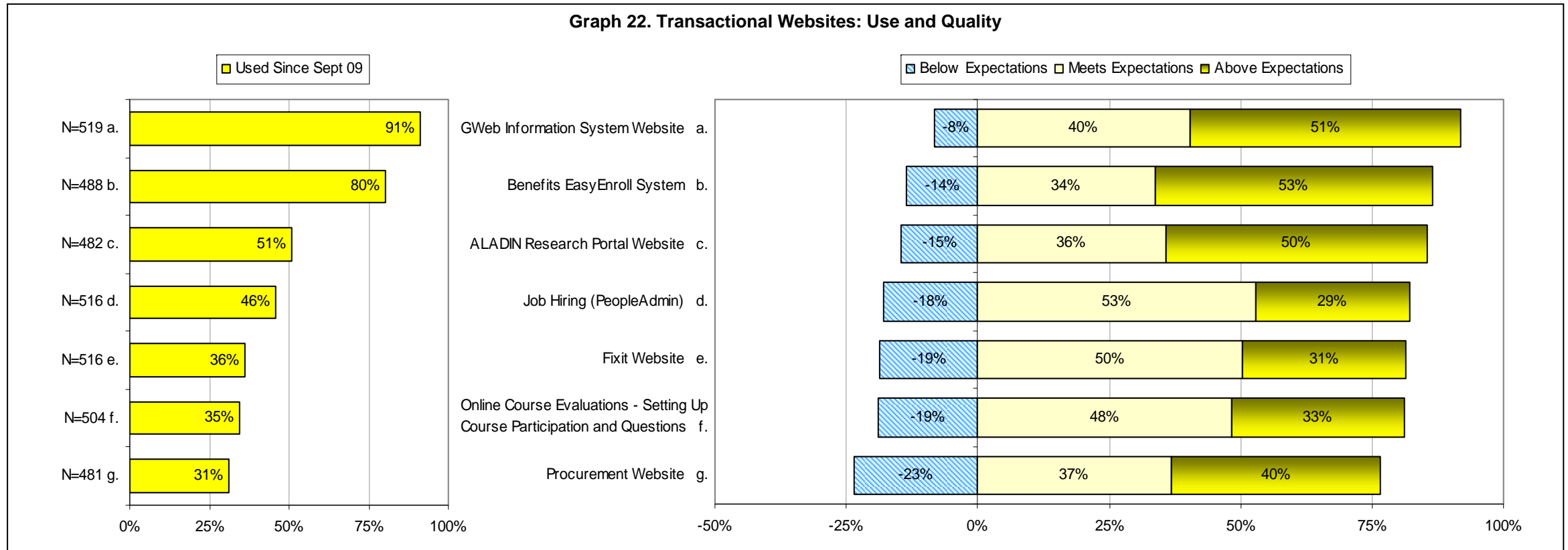


Human Resource and Payroll Services Websites: Use and Quality

Quality of Informational Websites	Benefit Administration Website		Payroll Services Website		Human Resources Website		Jobs at GW Website		Colonial Community Website		Staff Learning and Development Website	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	137	304	125	264	92	307	34	256	39	209	34	190
Percent of all possible users	86%	91%	79%	81%	62%	84%	23%	71%	26%	58%	22%	58%
Rating Scale												
1 – Improvement is needed	12%	6%	6%	1%	11%	8%	3%	7%	8%	2%	6%	2%
2	7%	4%	6%	2%	9%	3%	6%	3%	13%	1%	6%	3%
3	12%	7%	4%	5%	15%	10%	9%	9%	8%	6%	9%	6%
4 – Meets expectations	39%	36%	51%	40%	48%	48%	65%	49%	54%	60%	50%	36%
5	13%	17%	14%	15%	10%	13%	6%	13%	8%	14%	6%	21%
6	9%	18%	11%	25%	4%	13%	6%	10%	8%	13%	12%	21%
7 – Demonstrates strength	7%	12%	8%	12%	3%	5%	6%	8%	3%	4%	12%	12%

**Service Excellence Survey: Fall 2010 – Faculty and Staff
Transactional Websites**

Graph 22. Transactional Websites: Use and Quality



Transactional Websites: Use and Quality

Quality of Transactional Websites	GWeb Information System		Benefit EasyEnroll System		ALADIN Research Portal		Job Hiring (PeopleAdmin)		Fixit Website		Online Course Evaluations: Setting Up Course Participation and Questions		Procurement Website	
	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff	Faculty	Staff
N – used service in past year	133	340	117	275	109	137	29	207	31	156	115	59	32	117
Percent of all possible users	88%	92%	75%	83%	71%	42%	19%	56%	21%	43%	40%	27%	21%	35%
Rating Scale														
1 – Improvement is needed	2%	2%	8%	1%	5%	2%	-	5%	16%	6%	10%	10%	16%	4%
2	3%	2%	6%	1%	6%	2%	7%	3%	6%	2%	4%	-	6%	4%
3	5%	4%	9%	7%	10%	6%	7%	10%	6%	8%	7%	5%	13%	12%
4 – Meets expectations	44%	39%	37%	32%	36%	36%	69%	51%	55%	49%	49%	47%	47%	34%
5	17%	16%	13%	18%	12%	21%	7%	12%	6%	12%	17%	15%	6%	23%
6	16%	19%	17%	20%	19%	20%	3%	13%	6%	13%	10%	8%	9%	17%
7 – Demonstrates strength	14%	18%	11%	20%	13%	12%	7%	6%	3%	9%	3%	14%	3%	5%

**Appendix:
Service Excellence Survey
Fall 2010 – Faculty and Staff
Research Methods**

The Service Excellence Survey is designed to obtain faculty and staff opinions about the importance and quality of services provided and programs offered by many of the offices and departments at GW. The attached graphs and tables provide a summary of the findings. Information about the questionnaire and how to read these graphs follows. A copy of the complete survey can be found at: <http://www.gwu.edu/~oapa/ses.html>.

Method:

While the entire questionnaire has 330 questions, the actual survey sent to faculty and staff was much shorter. Questions about programs and services for specific audiences were sent only to those faculty and staff they serve. For example, only faculty were asked to complete questions about services for faculty, and only new staff members were asked about New Employee Orientation. While these navigational tools reduced the number of possible questions each faculty or staff member would be expected to answer, there remained many questions that were appropriate for all respondents. To further reduce the length of the survey for each respondent, we created two different versions, an “A” and a “B” version; each version contained about half of the questions. The hope was that respondents would be more likely to complete a shorter survey.

During the fall 2010 semester, the survey was administered, online, to a random sample of 2,110 members of the faculty and staff. One hundred prizes (including gift cards to Starbucks and Amazon as well as Amazon Kindles) were offered as incentives. In addition, paper surveys were sent to a sample of staff in university operations and the GW police department. Of the faculty and staff sampled, 1,031 responded, representing 49% of the sample.

Types of questions asked:

For each service, faculty and staff were asked to indicate its importance to them and to rate the quality of service they received. Only those who had used the service in the past year rated the quality of the service.

Importance of service: Faculty and staff were given a list of services and asked to indicate its degree of importance to them using the scale below:

- (0) Not at all important
- (1) A little important
- (3) Somewhat important
- (5) Very important

An additional check box of “No opinion” was included for each question.

Quality of service received: Only faculty and staff who had *used* the service since September 2009 were asked to rate the quality of service. The opinion of “recent users” was sought to ensure that respondents were 1) rating current services and personnel, not services that were no longer provided and personnel who may have had different responsibilities and 2) to avoid ratings from those who may have opinions about but no recent experience with the service. The 7-point scale included anchors at both ends and the middle of the scale:

- () Haven’t used since September 2009
- (1) Improvement is needed
- (4) Meets expectations
- (7) Demonstrates a real strength

The rating scales included examples that represent the low, middle, and high ends of the scales that were developed by many of the professional staff providing these services and were tailored to the type of service being evaluated. In addition to rating quality of service, in certain cases, rating scales were provided for the quality of programs, satisfaction with services, quality and variety of food, and awareness and attendance at programs.

Example: Rating Scale for Services

1 Improvement Needed	3 Meets Expectations	6 Demonstrates Real Strength
Personnel were rude, cold, and/or unprofessional.	Personnel were polite and professional.	Personnel were polite, professional, friendly, and showed genuine concern.
Personnel were not knowledgeable and provided deficient, inaccurate, and/or unclear information.	Personnel were generally knowledgeable and provided sufficient, accurate, and clear information.	Personnel were very knowledgeable and went above and beyond in providing accurate, clear, and helpful information.
Service or transaction was slow, not executed smoothly, many issues/problems arose, and there was no follow-up to assure my needs were met.	Service or transaction was executed smoothly, had no delays, few issues/problems arose, and there was an attempt to follow-up to make sure my needs were met.	Service or transaction was executed very smoothly, had no delays, no issues/problems arose, and follow-up actions were taken to assure that my needs were met.
(I had no clue what I needed to do or how to do it.)	(I eventually figured out what I needed to do and how to do it.)	(I was confident about what I needed to do and how to do it.)

Example: Rating Scale for Websites

<p>It took me a long time (more than 3 minutes) to navigate and find the information I needed.</p> <p>Information on the website was often irrelevant, unhelpful, or difficult to understand.</p> <p>Most of the dates, deadlines, contacts, linkages, and information were out-of-date.</p> <p>(I had a lot of trouble finding any answers to my questions, and felt confused.)</p>	<p>I was able to navigate the website and find the information I needed in less than 3 minutes.</p> <p>Most of the information was relevant, helpful, and fairly easy to understand.</p> <p>Most of the dates, deadlines, contacts, linkages, and information were up-to-date.</p> <p>(It took some time, but I was able to find the answers to my questions, and I felt informed.)</p>	<p>I quickly navigated the website and found the information I needed in less than 2 minutes.</p> <p>All of the information was relevant, helpful, and easy to understand.</p> <p>All the dates, deadlines, contacts, linkages, and information were up-to-date.</p> <p>(I effortlessly found clear answers to my questions, and felt very informed.)</p>

Follow-up to quality: Those who rated the quality of a service, program, or website below “meets expectations” were asked: “How would you improve this service?”

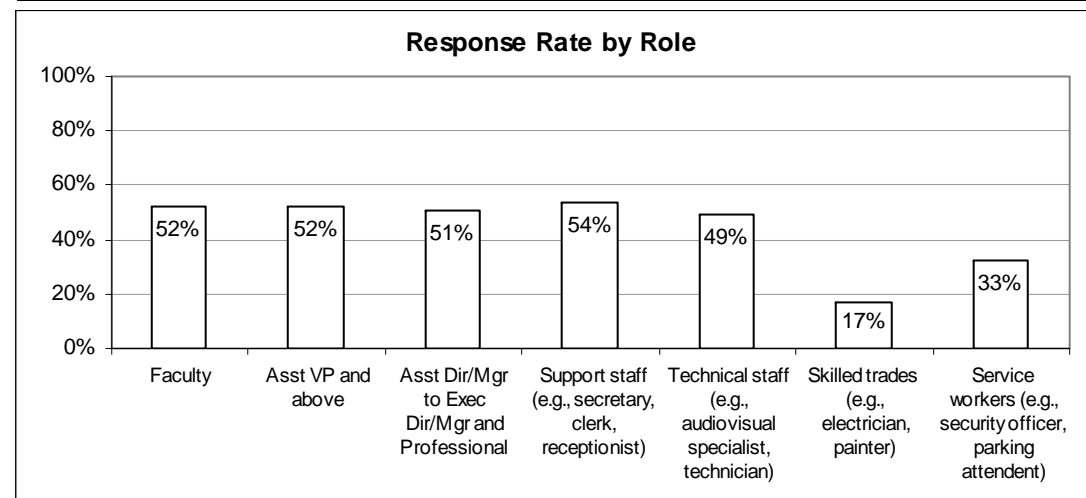
Rankings of services: The last two questions asked faculty and staff to list the top 5 services that stand out as the “best services” and the 5 services that “need the most improvement” and to provide information about the qualities that make the first list stand out and, for the latter group, to indicate the actions that can be taken to improve these services.

Representation of the Population:

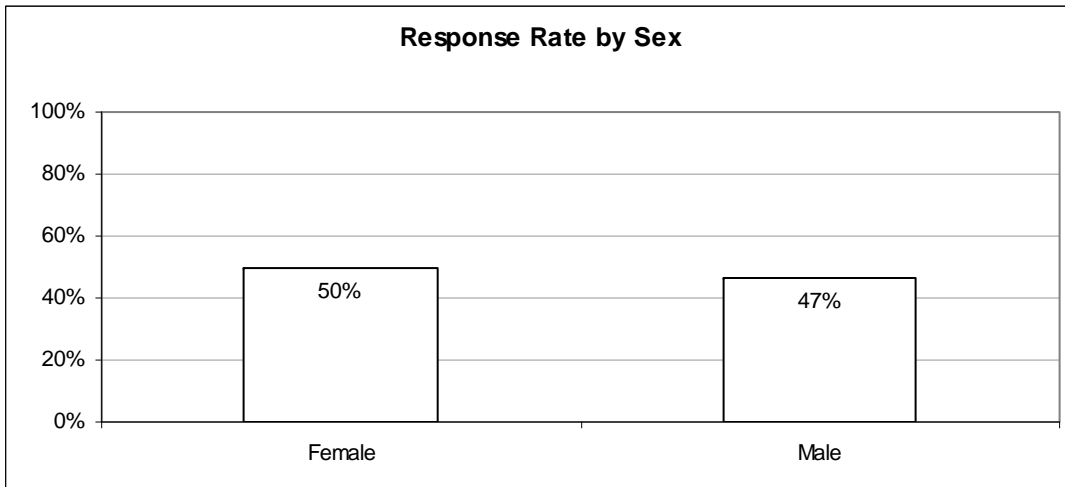
The respondents to the survey were broadly representative of the overall faculty and staff population of the University, with the exception of by role and by racial and ethnic identification. Faculty and support staff were overrepresented among the population, while service staff, particularly those in the skilled trades, were underrepresented. In addition, Black or African American staff appear to be underrepresented among respondents.

Characteristics of the Sample:

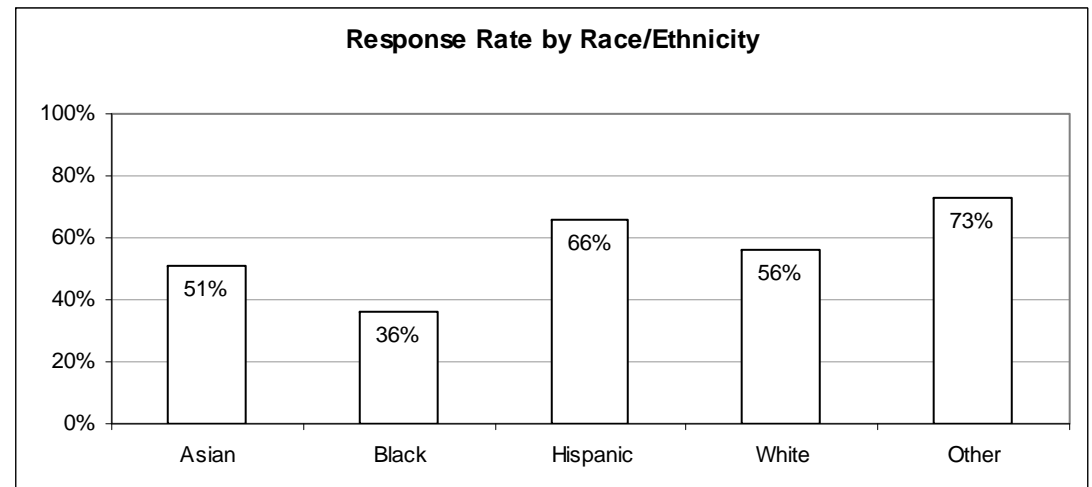
	N	Percent
Total	1031	100%
Role		
Faculty	317	31%
Vice Presidents, Managers and above	165	16%
Professional staff	371	36%
Support staff	123	12%
Service staff	55	5%



	N	Percent
Campus		
Foggy Bottom	819	80%
Mount Vernon	20	2%
Virginia (Ashburn)	133	13%
Other	59	6%
University Division		
Academic Affairs	522	51%
Development and Alumni Relations	45	4%
Executive Vice President and Treasurer and Division of Human Resources	180	17%
Office of the President, External Relations and General Counsel	34	3%
Health Affairs	67	7%
Office of the Chief Research Officer	39	4%
Student and Academic Support Services	144	14%
Sex		
Female	561	55%
Male	458	45%



	N	Percent
Years at GW		
Less than 2 years	222	22%
2-4 years	262	26%
5-7 years	131	13%
8-10 years	103	10%
11-15 years	111	11%
More than 16 years	197	19%
Supervisor Status		
Supervisor	406	39%
Race		
Asian	112	11%
Black or African American	150	15%
White	678	67%
Other ¹	70	7%
Ethnic Identification		
Hispanic	58	6%



¹ "Other" includes American Indians, Alaskan Natives, Native Hawaiians, other Pacific Islanders, and those identifying as more than one race.