

HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

Admissions & Records Office

Date December 28, 2017

Review Period
July 1, 2016 to June 30, 2017

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Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic evaluation and assessment process supports achievement of Program/Unit and Institutional Outcomes.

Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>

Please remember that this review should be written in a professional manner. Mahalo.

PART 1: UNIT DATA AND ACTIVITIES

Unit Description (required by UH System)

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>Admissions and Records Office (ARO): The ARO is responsible for all admissions, registration, records maintenance, and Veterans Administration benefits functions and services. It provides services to the entire Hawai'i Community College Kauhale - students, faculty, staff, administrators and the community. The mission of the ARO is to support student success through practices and policies that are fair, accurate, service-oriented, and timely.</p>
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Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/</p>	
<p>Year</p>	<p>2015</p>
<p>URL</p>	<p>http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_admissions_records_comprehensive_unit_review.pdf</p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review. Discuss any significant changes to the unit that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p>In the unit's 2015 Comprehensive Review, the writer provided a detailed analysis of the ARO unit and identified alignments with institutional learning outcomes and the mission of Hawaii Community College. The writer also provided assessment results regarding processed applications and the evaluation of transcripts. ARO services have an impact on enrollment, student success, and the institution's ability to meet its retention and persistence goals. The writer identified and provided an explanation of the factors and challenges that hindered the unit's ability to provide the assessed services promptly. In summary, staffing issues, disruption of services caused by office closures and pre-existing process inefficiencies and redundancies resulted in significantly high application processing and transcript evaluation times. After reviewing the evaluation of CERC comments and feedback ARO developed actions to address CERC suggestions and clarifications. ARO designed a mission that is translatable into measurable outcomes and identified specific indicators of success in each outcome. An ARO unit timeline developed to map staffing and resource fluctuations against service delivery data to provide meaningful information regarding staffing and resource needs.</p>

ARPD Data: Analysis of Quantitative Indicators (required by UH System)

Unit data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the Unit's data tables
and submit with this Annual Unit Review (APR).**

a) If you will be submitting the AUR in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.

OR

b) If you will be submitting the AUR in digital form (WORD or PDF), attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.

Analyze the Unit's ARPD data for the review period.

Describe, discuss, and provide context for all 2016-17 ARPD data categories and indicators that are relative to the Unit's provision of services.

University of Hawaii Community College's Student Services Annual Report of Program Data (ARPD) for Hawaii Community College program year 2015-2016 and 2016-2017. The following program years are included to properly conduct a comparative analysis of the results that impact ARO processing and overall student success.

Demand Indicators labeled Annual Headcount ALL students, 5% decline. The Annual Headcount Native Hawaiian Students, 2% decline. The Annual Headcount of Non-traditional Students 25-49 years old decreased by 39%. New Students for Fall semester decreased by 5% and for Spring decreased by 2%. However, Transfer and Returning have seen a slight increase for Fall 16 in comparison to the previous academic year. In Spring 17, Transfer Students have seen a slight increase and a decrease in Returning Students.

Effectiveness Indicators Persistence Fall to Spring ALL students no change from the previous reporting, and for Native Hawaiian population, 1% decline. Degrees and Certificates Awarded ALL, 16% decrease and Native Hawaiian population degrees and certificates awarded have also seen a 14 % reduction. Efficiency Indicators and Achieving the Dream do not apply directly to ARO processing as Pell processes and credits to complete may be reported by other units. At this time, there are no overall health categories provided in student services quantitative indicators.

What else is relevant to understanding the Unit's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the Unit's data but are not discussed above.

Trends: Declining unemployment rate both on a state and national level. The State of Hawaii unemployment rate, 2016 at 3% compared to 2017 at 2.8%. The potential likelihood that new or continuing students are heading into the workforce before starting or completing a degree or certificate.

Internal Factors: Staffing issues and lack of permanent positions have caused delays in processing. With limited staff, the primary focus is trying to maintain processing timelines. ARO is unable to broaden or expand the scope of services.

External Factors: Competitive market conditions as colleges offer online two-year degrees and certificates.

UNIT ACTIVITIES

Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.

Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success, and explain what the unit did to address those challenges.

Strengths of ARO

The implementation of process efficiencies by the Registrar/Admissions and Records Manager (R/ARM) regarding practices and procedures has seen increased response/processing time toward practices that impact and benefit the student population. Development of cross-training individuals processing applications has shown promising results. Also, email acceptance notifications contributed to a quick response time regarding student information and their next steps, in comparison to acceptance letters being printed and sent via USPS which could take an estimated of 2-3 additional days for students to receive an acceptance notification.

Customer service (Secret Shopper) assessment project developed during the previous reporting period with a partnership from the institutions marketing instructor and class. The results has yielded an above-average customer service experience.

The focus on training staff and student assistants has generated collaborative efforts and clarity.

Challenges of ARO

During the review period, the ARO's staff and student assistants experienced issues with their own and family members' health, deaths in the family, and relationship and legal struggles.

When someone was absent, the remaining staff members re-prioritized the workload as best as they could. Some tasks were delayed while others were not done, because there was no one to

do them. Transcript Evaluator is a grant-funded part-time position that ended in June 2016 and was not institutionalized or refilled. APT-A position is a temporary position and contingent on budget analysis at the end of each fiscal year. Limited student assistant funding for the fiscal year while overall needs remain. Limited resources for technology as cutting edge programs and products are introduced to help with admissions and electronic records the ARO does not have the budget to facilitate this need.

UNIT WEBSITE

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit's website up-to-date.

- The unit does not have a website.
- Unit faculty/staff have reviewed the website in the past six months, no changes needed.
- Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).
- Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

Please note that requests for revisions to Unit websites must be submitted directly to the College's webmaster at

<http://hawaii.hawaii.edu/web-developer>

PART 2: UNIT ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the unit’s overall action plan for AY17-18, based on analysis of the unit’s AY16-17 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY16-17 review period (reported below). This Action Plan should identify the unit’s specific goals and objectives for AY17-18 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.

The ARO unit, based on the evaluation of AY16-17 data and unit outcomes will continue actions necessary for AY17-18. Update and review standard operating procedure (SOP) and admissions processing based on unit and system guidelines. The unit will continue its efforts to facilitate staff training to ensure consistency and accuracy are maintained. Conversations about Centralized Admissions will continue as it may impact application processing time. Also, attempts to institutionalize transcript evaluation position will continue to be included in the unit, and comprehensive reviews as it affects enrollment and persistence rates. Additionally, customer service assessments through “Secret Shopper” experience and surveys will continue as it impacts student engagement and next steps. Communication efforts in the development of reliable applications will be introduced during the AY17-18 with collaborative partnerships and other units. Continuous presence throughout community events to assist potential students.

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.

For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).

Action Item 1:

Applications & Transcript Evaluations - Implement measures to reduce processing time to reach goal of three business days.

- Revisions of the Standard Operating Procedure (SOP) will support services that may assist staff members and student assistants towards accuracy and efficiency. SOP revisions may reduce wait time and offer better support towards processing goals.
- Consistent training conducive to policy and procedural changes or error corrections may address consistency and accuracy.

- Centralized Admissions may reduce application processing time, and potentially give students ample time towards their next steps.
- An institutionalized TE position may improve transcript evaluation processing time to meet student’s needs and goal expectations. The transcript evaluation processing time may impact persistence rates.

Action Item 2:

Service-Oriented Outcome - Assess the extent to which the ARO provides excellent customer service.

- "Secret Shopper" assessment activity supports the means of gathering viable information regarding the quality of customer service provided. The information collected will help to assist with changes in procedures, marketing efforts, and increasing efficiency towards identifying students, staff, and faculty needs. Overall, the impact of the assessment will determine productivity, quality, and service.
- Customer Feedback link will be located on the website to reflect service and identify suggestions towards improvements
- The development of survey which will focus on customer experience and needs

Action Item 3:

Communication – Establish clear, pertinent and accurate information through a variety of media.

- ARO will continue on updating forms and website to reflect up-to-date information.
- Development of a timeline process towards updating website information.
- Review communication with faculty, staff, and students regarding ARO services and identify ways to improve content and clarity
- Update forms to reflect Hawaiian language, State of Hawaii Official language. Provides excellent service to the Native Hawaiian population or Native Hawaiian speaking population.

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the unit's current operating resources.

As the needs of ARO remained, a declining budget has hindered processing timelines and the unit's ability to meet overall goals. The impact of additional positions not being institutionalized will result in delayed processing that can impede on enrollment and persistence rates. This may affect strategic plans, performance measure goals, and the financial health of the institution. The development of a reorganization and re-describing positions may help to facilitate these challenges.

BUDGET ASKS

For budget ask in the allowed categories (see above):	
Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	N/A
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf	N/A

PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY16-17

Unit Outcomes

Provide the full text of the unit's current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO's/SLO's alignment to one or more of the Institutional

Learning Outcomes (ILOs). The College’s ILOs may be found on the Assessment website:
<http://hawaii.hawaii.edu/files/assessment/outcomes.php#ilo>

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	The Admissions & Records Office will process admission applications in a timely manner.	1,2,3
2	The Admissions & Records Office will deliver excellent and efficient customer service.	1,2, 3, 4,5,6
3	The Admissions & Records Office will provide clear, pertinent and accurate policy and procedural information through a variety of media.	1,2,3,4,5
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #

Assessment Strategies

For each UO/SLO assessed in AY16-17, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO #	Assessment Strategies
1	AY 16-17 The ARO will process application promptly to provide ample time for next steps. Application will be pushed, processed, and accepted within three business days. Through Academic Logic (Admissions Report) calculated the average days processed based on submitted date of application against processed date of application.
2	AY 16-17 The ARO will evaluate transcripts promptly to provide persistence towards degree completion. Transfer credit evaluations will be completed within three business days. Through an excel log identifying when a transcript is received and processed conducted a monthly calculation of the average days to complete transcript evaluation and average credits awarded.
3	AY 16-17 The ARO will provide excellent customer service to maintain the quality and integrity of the institution. Developed a Likert scale and side-by-side matrix to provide customer service results. “Secret Shopper” assessment with additional feedback.

Results of Unit Outcomes and Student Learning Outcomes Assessments

For each UO/SLO assessed in AY16-17 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

UO/SLO#:

(See Application Processing Time Table and Chart)

The ARO was not successful in terms of application processing timeline goal of three business days. During the latter of the review period February 2017, APT A was reassigned to Interim Registrar which left APT A position not filled until March 2017. However, a comparative analysis from previous unit review results has shown improvement numbers. Important to note: The online application can be submitted during a 24 hour period in comparison to processing which is done during normal business hours Monday to Friday.

UO/SLO#:

(See Transcript Evaluation Time Table and Chart)

The ARO was not successful regarding transcript evaluation timeline goal of three business days. During the review period the TE grant position ended and transcript evaluations were assigned back to ARO staff. However, a comparative analysis from previous unit review results has shown transcript evaluation processing improvement.

UO/SLO#:

(See Customer Service Analysis Table)

The Admissions & Records Office will deliver excellent and efficient customer service. During the review period, ARO and MKT class participated in a secret shopper evaluation Fall 2016 term. The result yielded an above-average service result throughout the mystery shopper experience. The Customer Service Analysis: Mystery Shopper type experience with ARO identified and further examined areas of Customer Engagement, Listening and Customer Feedback, Telephone and Website experience. The response provided a 0-100 percentage scale rating customer experience.

Other Comments

Include any additional information that will help clarify the unit's assessment results, successes and challenges.

In a previous unit review period, the R/ARM surveyed the other UH community college campuses and collected information on each campus' processing times and level of staffing.

Solicitation of data and opinions about UH community college colleagues regarding fair and reasonable target processing time. The R/ARM noted the opinions of presenters at the AACRAO and PACRAO conferences related to application processing times. The R/ARM also looked at historic data for the Admissions & Registration Office and made note of the best times the office achieved and staffing levels when those times were achieved. Based on the information gathered, the R/ARM determined three business days to be an indicator of timeliness for processing applications.

The R/ARM had a number of discussions with the Office Assistant III, the TE and colleagues from the other UH community college campuses to determine how long it takes to complete an evaluation. Based on findings the determination was made based on average number of transcripts received each month and calculated the average amount of time that would be needed to complete an evaluation. The R/ARM predicted that evaluations completed in a timely manner would be completed within three business days. It should be noted here, though, that the R/ARM based calculations on a full-time TE position.

Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit’s services, operations, functions and clients.

ARO has introduced a self-survey workflow log initiated on May 4, 2016. The total number of people that ARO serviced during the period of July 1, 2016 through June 30, 2017 are approximately 4,108 individuals. Of the total individuals surveyed ARO received 2,246 phone calls, 1,670 walk-ins, 189 emails, and 3 not reported in a specific category. Based on the survey the top information requested or transactions conducted are transcript services, Hawaii CC application, medical clearances, and registration. The responses are considered a conservative reflection of services conducted at ARO which can be subjected to busy periods and therefore lack reporting additional responses.

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the unit’s intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit’s overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to the unit’s future assessments of its services, operations or functions

Application Processing

Continue implementation of the following changes to acceptance process, and application processing time is approaching three business day goal.

- The APT A and Office Assistant IV “push” applications daily meaning that a UH ID is created.

- The R/ARM developed a flow chart to enable all staff to make residency determination for most applicants
- The zero residency code is used instead of sending lack letters for additional residency information
- The R/ARM developed a standard operating procedure document to enable all staff and student assistants the capability to process applications
- Early College/Running Start applications are processed by the program coordinator and Palamanui staff
- Acceptance letters are sent via email the next business day after acceptance.

Transcript Evaluation

Continue implementation of the following is approaching three business day goal.

- Prep transcripts by staff and student assistants
- Further examine banner process SZPARTI to expedite internal evaluation processing

Customer Service “Secret Shopper”

- ARO will continue the “Secret Shopper” project for the AY 17-18 to gather data towards customer satisfaction and include semester surveys.

Communication

- Continue to update ARO forms so that it is assessable to students and faculty
- Continue to update web page with user friendly information
- Working with different units to put together a communication calendar
- Continued presence in the community by participating in various community events

Hawaii Community College

2017 Student Services Annual Report of Program Data

Student Services

Part I: Program Quantitative Indicators

Demand Indicators		Program Year			
		14-15	15-16	16-17	
1	Annual Headcount ALL Students	3,847	3,838	3,636	
2	Annual Headcount NH Students	1,629	1,594	1,564	
3	Actual Percent Change from Prior Year ALL	-4%	-0%	-5%	
4	Actual Percent Change from Prior Year NH	0%	-2%	-2%	
5	Annual Headcount of Recent Hawaii High School Graduates	416	362	362	
6	Percent of Service Area's Recent High School Graduates	21%	19%	18%	
7	Annual Headcount of Students 25-49 Years Old	999	1,331	818	
8	Annual Headcount from Underserved Regions	2,600	3,922	2,415	
9	Annual Headcount in STEM programs	120	223	152	
10a	Fall Semester Registration Status	New Students	883	957	911
10b		Transfers Students	260	216	259
10c		Continuing Students	1,508	1,366	1,189
10d		Returning Students	247	219	259
10e		Home Campus Other	288	329	338
11a	Spring Semester Registration Status	New Students	357	453	443
11b		Transfers Students	129	96	125
11c		Continuing Students	1,935	1,712	1,631
11d		Returning Students	101	136	121
11e		Home Campus Other	290	358	287

Efficiency Indicators		Program Year		
		14-15	15-16	16-17
12	Pell Participation Rate ALL Students	59%	53%	55%
13	Pell Participation Rate NH Students	66%	60%	60%
14	Number ALL Students Receiving Pell	1,527	1,236	1,204
15	Number NH Students Receiving Pell	759	616	600
16	Total Pell Disbursed ALL	\$5,586,517	\$4,487,650	\$4,176,086
17	Total Pell Disbursed NH	\$2,784,170	\$2,228,004	\$2,101,344
18	Overall Program Budget Allocation	\$1,985,022	Not Yet Reported	Not Yet Reported
19	General Funded Budget Allocation	\$1,240,453	Not Yet Reported	Not Yet Reported
20	Special/Federal Budget Allocation	\$195,900	Not Yet Reported	Not Yet Reported
21	Cost Per Student	\$516	Not Yet Reported	Not Yet Reported
Achieving the Dream		AtD Fall Cohort		
		2012	2013	2014
22		277	252	0

	FT AtD Cohort (ALL) complete 20 credits first year			
23	FT AtD Cohort (NH) complete 20 credits first year	116	109	0
24	PT AtD Cohort (ALL) complete 12 credits first year	115	80	0
25	PT AtD Cohort (NH) complete 12 credits first year	38	33	0

*Data element used in health call calculation

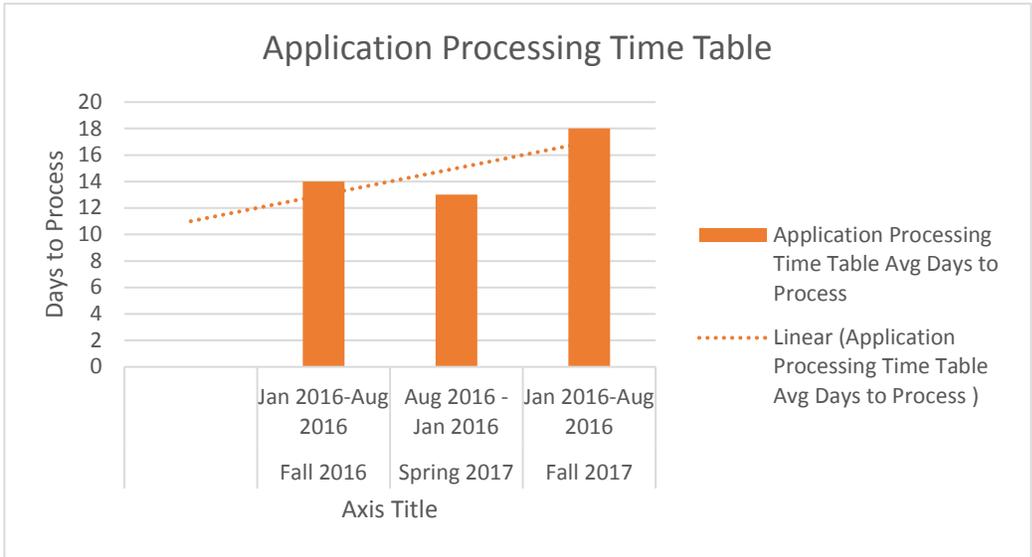
Last Updated: August 14, 2017

Effectiveness Indicators		Program Year		
		14-15	15-16	16-17
26	Persistence Fall to Spring ALL Students	71%	69%	69%
27	Persistence Fall to Spring NH	71%	70%	69%
28	Degrees & Certificates Awarded ALL	569	693	576
29	Degrees & Certificates Awarded NH	248	270	233
30	Degrees & Certificates in STEM ALL	15	36	40
31	Degrees & Certificates in STEM NH	4	5	4
32	Transfers to UH 4-yr ALL	121	273	289
33	Transfers to UH 4-yr NH	72	111	130

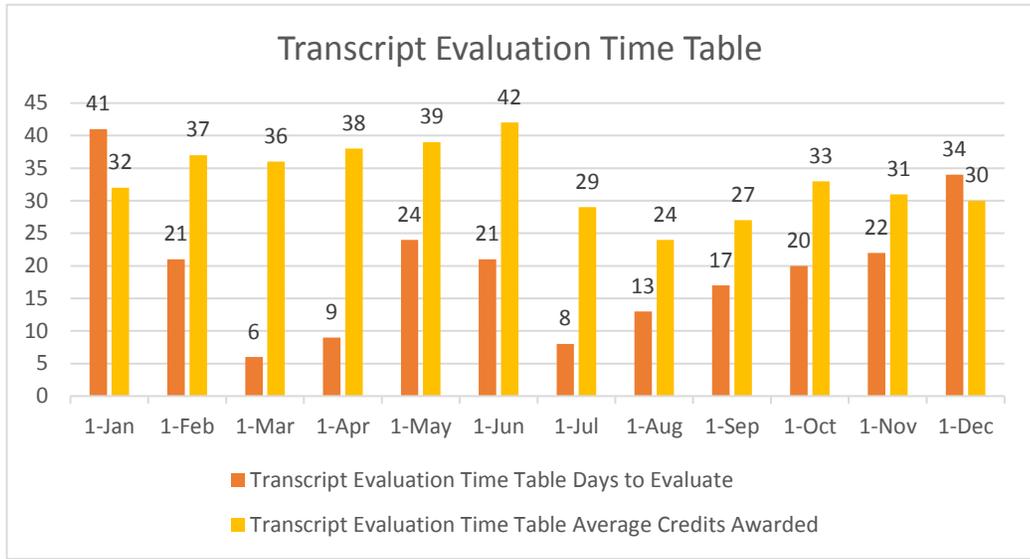
Community College Survey of Student Engagement (CCSSE)		Survey Year		
		2012	2014	2016
34	Support for Learners Benchmark (Percentile)	70	70	0
Means Summary All Students (1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)				
35	Academic Advising			
	Frequency	1.79	1.79	1.88
	Satisfaction	2.22	2.26	2.38
	Importance	2.56	2.58	2.56
36	Career Counseling			
	Frequency	1.51	1.59	1.55
	Satisfaction	2.16	2.11	2.18
	Importance	2.48	2.43	2.42
37	Job Placement Assistance			
	Frequency	1.29	1.31	1.36
	Satisfaction	1.82	1.84	2.01
	Importance	2.25	2.20	2.21
38	Financial Aid Advising			
	Frequency	1.90	1.86	1.83
	Satisfaction	2.22	2.18	2.26
	Importance	2.54	2.54	2.48
39	Student Organizations			
	Frequency	1.42	1.41	1.49
	Satisfaction	2.05	1.99	2.17
	Importance	2.13	2.01	2.16
40	Transfer Credit Assistance			
	Frequency	1.38	1.41	1.56
	Satisfaction	2.00	1.97	2.15
	Importance	2.28	2.28	2.25
41	Services for People With Disabilities			
	Frequency	1.35	1.31	1.39
	Satisfaction	1.94	2.12	2.14

	Importance	2.25	2.20	2.24	
*Data element used in health call calculation				Last Updated: August 14, 2017	

Application Processing Time Table				
Term		When processed		Avg Days to Process
Fall 2016		Jan 2016-Aug 2016		14
Spring 2017		Aug 2016 -Jan 2016		13
Fall 2017		Jan 2016-Aug 2016		18



Transcript Evaluation Time Table				
Month		Days to Evaluate		Average Credits Awarded
16-Jul		8		29
16-Aug		13		24
16-Sep		17		27
16-Oct		20		33
16-Nov		22		31
16-Dec		34		30
17-Jan		41		32
17-Feb		21		37
17-Mar		6		36
17-Apr		9		38
17-May		24		39
17-Jun		21		42



Customer Service Analysis: Mystery Shopper type experience with ARO

Customer Engagement	Response
Greeted Customers	82%
Break the Ice	55%
Complement freely and sincerely	55%
Adressed the customer by name	82%
Asked customers questions for clarification	82%
Listen with intent to understand	100%
Greeted with proper saluations	100%
Reassurance that it was a good idea to do business with the office	36%
Demonstrated positive facial gestures: Smile	100%
Customer felt diversity was respected	100%
Positive interactions	100%
Appropriate workplace attire	100%

Listening and Customer Feedback	Response
Allowed customer to speak while being an attentive listener	82%
Prepared to listen	100%
Genuine towardng listening to customer	82%
Patient and defer disagreement	100%
Listening with the intent to predict future needs	82%
Reinforce customer service with non-verbal cues	100%
Solicit clarification	82%
Minimize number of gatekeepers	82%
Counter attitudinal advocacy (empathy)	82%
Took notes of interaction	0%
Noise distraction internal or external	27%

Telephone	Response
Avoided unnecessary call screening	100%
Answered with professionalism	100%
Answered promptly and was prepared to handle calls	100%
Used courtesy titles	0%
Thanked customers for calling	100%
Customer felt a positive facial gesture: Smile	100%
Clarified the closing of the call	100%
Coversations were conducted in a professional manner	100%
Spoke clearly and distinctly	100%
Answered questions clearly and did not veer off track	100%

Website	Response
Provided immediate answers to simple questions	100%
Provided conveyence and immediacy	100%
Options for online assistance or live support (no live but email opt)	100%
Site navagation and cleaniness	100%