

CSE: the Anglia Ruskin Experience

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**CUSTOMER
SERVICE
EXCELLENCE**





Our CSE journey

- Quick run through the history
- Q&A
- Anglia Ruskin University CSE award achievements
- What next?



Anglia Ruskin
University

Customer Service @ ARU

University Library

Anglia Ruskin University

Customer Service TIMELINE

Key points in the Anglia Ruskin University Customer Service journey

Charter Mark
University Library



June
2008



2009



2010



2011



2013



2016



2017

Gained CSE
Whole institution



Tell us
Comments,
compliments and
complaints replaced
with Tell us



What next?
Considering options
to continue our
journey beyond CSE

Student Charter

Surveys

Our Corporate Service
Standards

Customer Care Handbook



Mystery
Shopping

**Changes
You've Made**

Changes You've Made

Replaced You Said, We Did.



University Library input

- Investors in People
- Charter Mark
- Process innovation taken forward into whole University CSE assessment
- Comments forms



Anglia Ruskin
University



Library Services

Tell us your comments!

We like hearing from you...

Your Compliments - encourage our staff

Your Concerns - help us improve, which then helps everyone

The more you tell us, the more we can understand

Your name:

Leave this blank if you wish to remain anonymous

Your e-mail:

If you don't mind, we'd like to reply!
Please remember to write your address clearly.

If important to your comment, tell us your course or your ID number:

Did you know you can leave online feedback for:

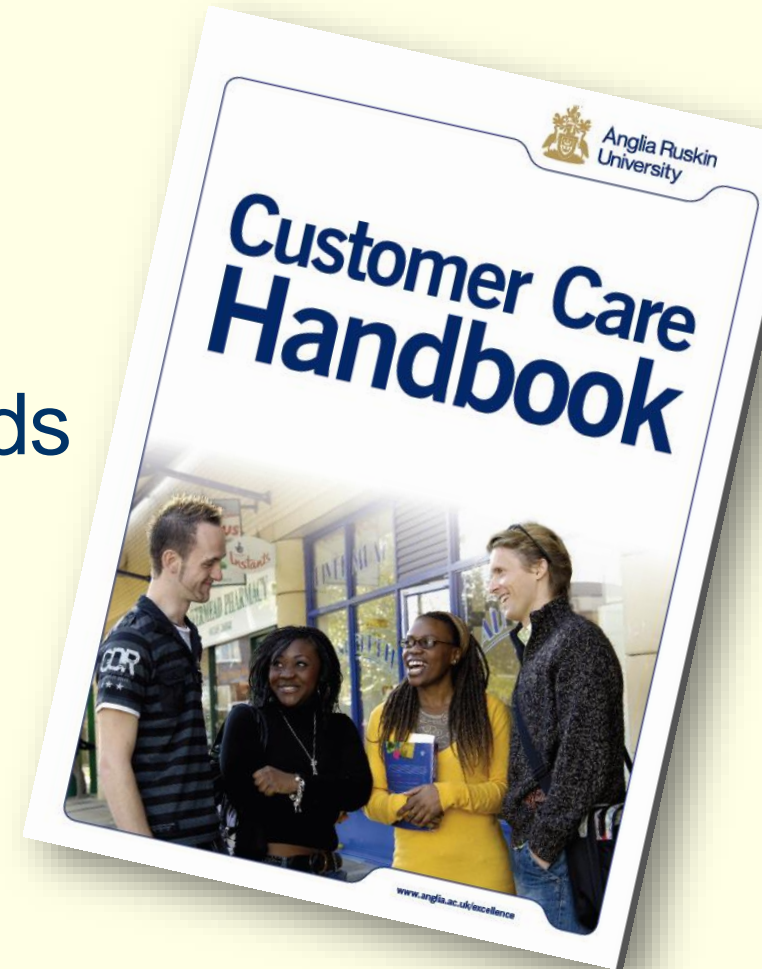
- Our University - www.anglia.ac.uk/feedback
 - Our University Library - libwebanglia.ac.uk
- And you can get Library help at:
- libanswersanglia.ac.uk



Anglia Ruskin
University

Improvements for students

- All staff CSE training
- Customer Care Handbook
- Student Charter
- Corporate Service Standards





How the Library contributed

- Process for annual assessment
- Three year cycle
- Each year we put forward our innovation and improvements

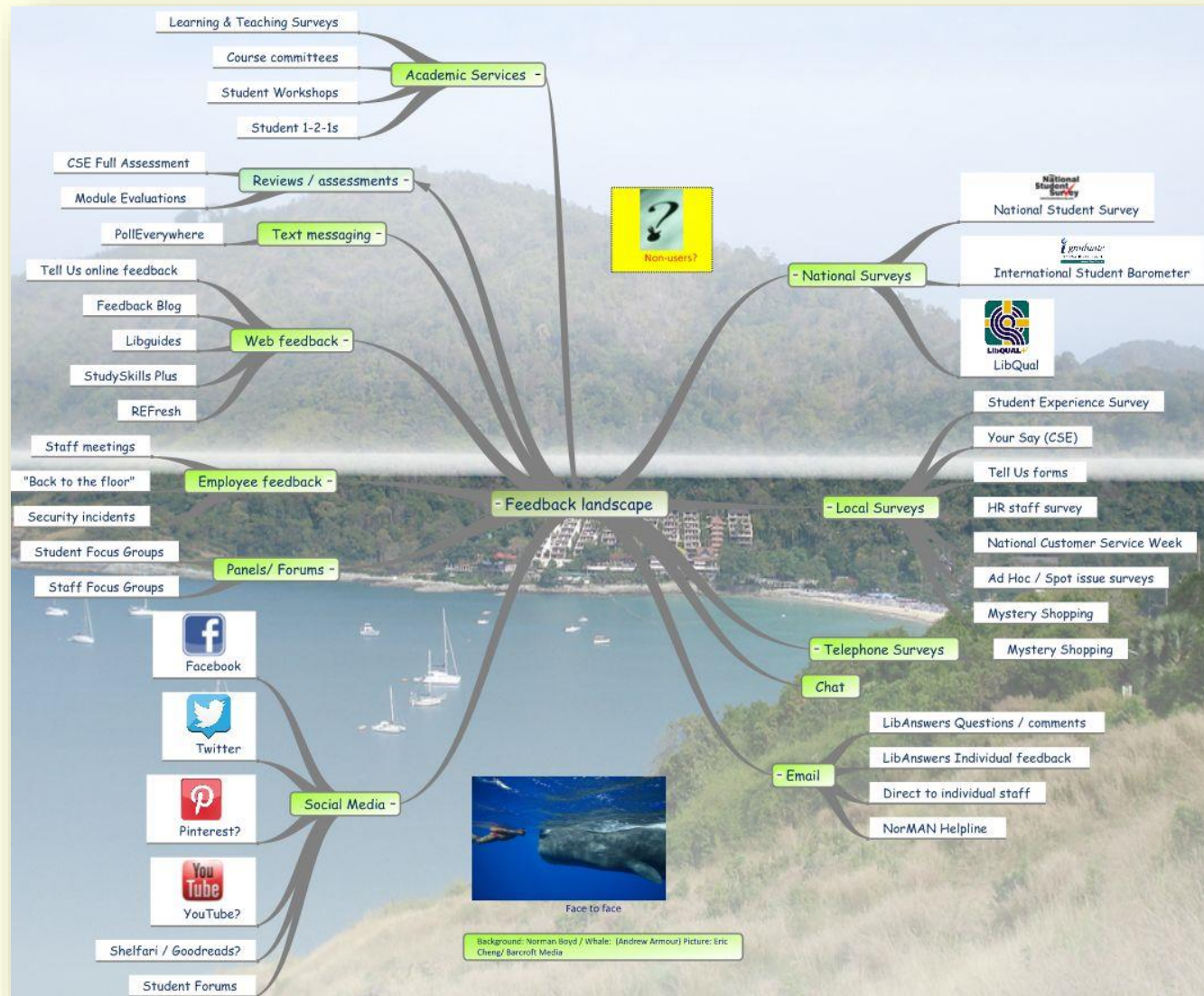


Examples of evidence:

- Creation of Training and Quality Co-ordinator post
- Assessment plan
- UX training and mini projects
- Visits to other institutions and evidence of ideas implemented
- 7 step marketing toolkit (Sunderland)
- Feedback landscape



Feedback Landscape





Anglia Ruskin
University

7 Step Marketing Toolkit





Gathering evidence (2013)

1. What new or enhanced customer service initiatives have you put in place since our last review in June 2012?

- **Extended opening hours**
 - Extended the opening times over the Christmas and Easter breaks at the Chelmsford and Cambridge sites.
 - Over the hand-in period the libraries at Chelmsford and Cambridge opened 24 hours over the weekends of 26-28 April, 3-5 May and 10-12 May. The extended hours were self-service only.
- **Revamped website**
 - Introduced a new vertical search to make finding resources easier called PRIMO and new website
 - Put in improved online self help through the use of Lib-guides
- **Improved visibility of the service with academic and research staff**
 - Introduced Refresh programme of drop in refresher sessions for Academic staff
 - Enhanced research support
- **Building improvements**
 - Reduced noise from movement between areas at Chelmsford through changes to building layout and removal of central staircase, replacement lift and new lift lobbies.
 - Revamped the ground floors at main sites with improved locations for Helpdesk
 - New 200 seat computer suite opened at Chelmsford
 - New Study pods with hi tech capability for group work.



Listing evidence (2016)

CSE Assessment (Rolling Programme 3)			
Ref	Sub-element within standard	What evidence we submitted for RP3 in 2013	What evidence can you provide for our 2016/17 assessment
1.1.3	We make particular efforts to identify hard-to-reach and disadvantaged groups and individuals and have developed our services in response to their specific needs	<ul style="list-style-type: none"> • Welcome event for international students - example of FST hosting Welcome events for international students so they can meet other international students and staff within the faculty • Enhancing student learning - through webinars, lecture capture • Student Enhancement Team - Office for Fair Access (OFFA) funded support for HE students meeting certain eligibility criteria. Consequently we introduced a specialised study coaching service for eligible students • Personal Tutoring System - explanation and evidence of this system • Electronic submission and feedback development - Turnitin and the benefits for all students and especially those hard-to-reach • Distance learning - our distance learning provision and the benefits for those hard-to-reach 	<ul style="list-style-type: none"> • ND - Distance learners and work-based learning • ND- LibGuides for Distance Learners and Work-Based Learners and Partner Colleges • HF - Segmentation work - first attempts to identify customer types • DH - Disabilities work, updating staff Learning Hours • JW - Partner category in Lib-Answers • GH - RDWG Focus Groups
1.2.3	We regularly review our strategies and opportunities for consulting and engaging with customers to ensure that the methods used are effective and provide reliable and representative results	<ul style="list-style-type: none"> • Mystery shopping overview - overview of what mystery shopping we had undertaken and why we wanted an independent measure of service quality • KSA consultation and review - how KSA's etc. were formed, the consultation process and how these were reviewed. Including how we engaged with our range of customers when reviewing • Student Experience Survey planning meeting - evidence demonstrated how we review the processes and methodology of SES, who was involved, and how we determined what changes were needed for the 2013/14 survey • Staff Suggestion Scheme - Your Ideas Matter - the reason why this scheme was implemented, how it allowed staff to make suggestions based on their insight and experience and examples • Student Charter - the consultation process for the Charter and how it was reviewed. Also example of poor student behaviour being raised at course committees and following this that a university-wide policy was established to reinforce the Charter • Welcome - how we had taken a more strategic approach to Welcome to ensure we were effectively engaging with our students. 	<ul style="list-style-type: none"> • NB/HF - Libqual reduced feedback - could we do some meeting notes to reflect our discussion re alternate methods? • HF/ NB - UX projects identifying alternate methods of feedback - Evidence: Photos • HF/ NB - Re-introduced paper feedback forms after University withdrew them



Q&A

- Is there anything you would like to ask before we move on?
- Particular themes you find hard?
- Particular evidence you find hard to gather



ARU and CSE

- Held since 2010 as a whole institution
- Was one of two universities that held it for the whole institution
- 24 compliance plus status



Compliance Plus

Would be gained for:

- Innovative initiatives
- Level of detail within procedures
- Considerations across customer groups
- Level of customer service shown through interviews



Whole university CSE accreditation

Strengths

- Significantly developed a sense of accountability across ARU for the customer service provided by each service since 2010.
- ‘CSE Champions’ group
 - representation and accountability across the University
- Evidence can be collected from across different departments, not every element needs to be evidenced by every department.



Whole university CSE accreditation

Weaknesses

- Not needing to provide evidence from every service can breed inconsistency in standards across the university with areas almost being able to 'pick and choose'.
- Collection of evidence becomes more complex as does the organisation of interviews



Why ARU are no longer pursuing the CSE accreditation

- Time to reflect on time and resource vs scope of impact and benefit
- Starting to find that the criteria created conflicted with what services needed (e.g. official complaints process, element 4.3.6)
- Unanimous agreement



Replacing CSE

- Reconvening CSE Champions Group as a Task and Finish Group
- External model vs development of internal model

Alternatives

Servicemark



Matrix Standard



Customer First



ARU internal Model





What have we gained from CSE?

- It held us (and the University) to account with an external standard
- It highlighted the customer to all ARU
- It highlighted the customer to all the University Library

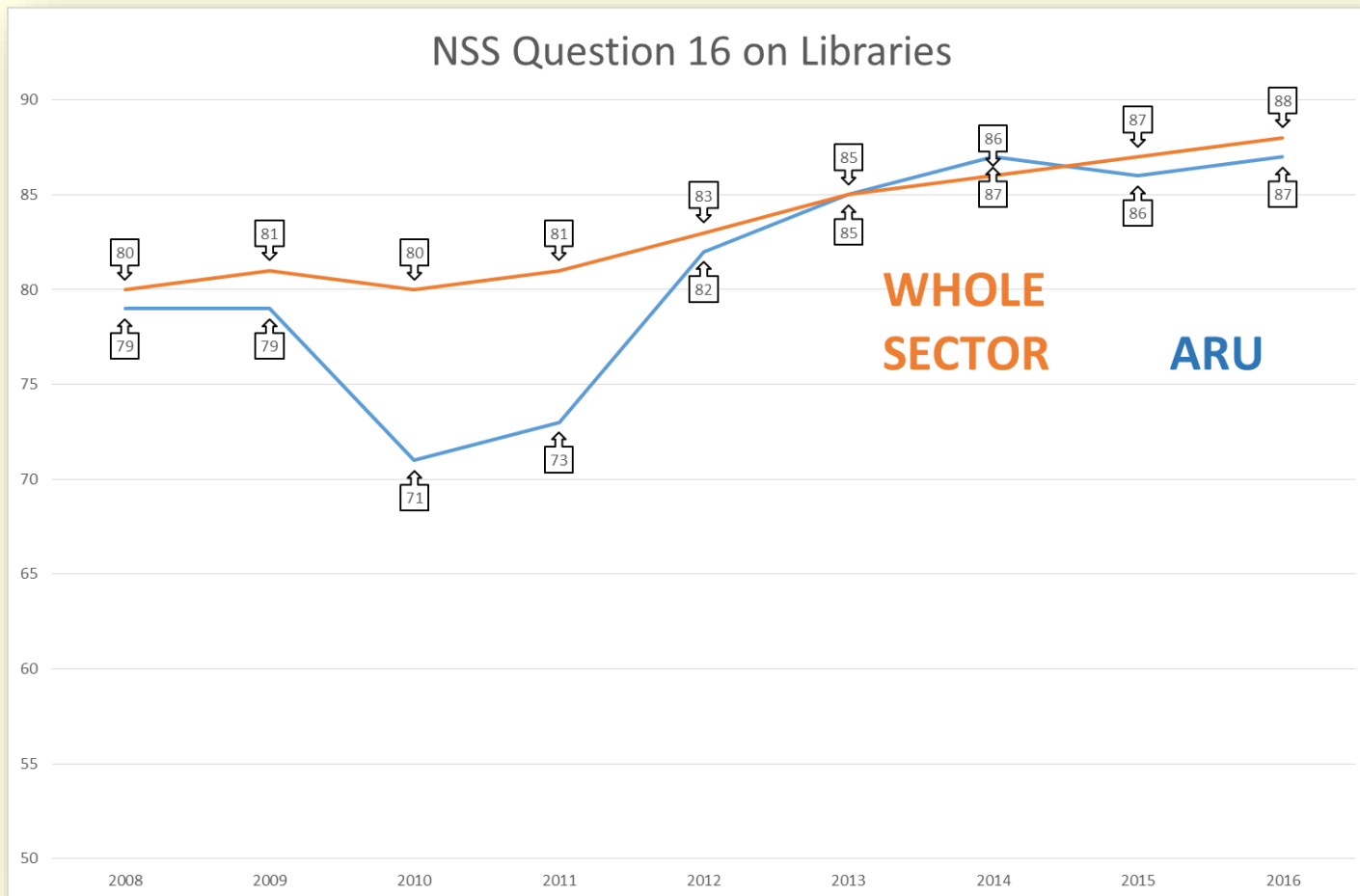


And the customer?

- We have made changes to our internal processes (comments)
- We have instigated changes as a result of customer feedback
- NSS and LibQUAL show increased satisfaction



NSS and LibQUAL



72.7

LQ 2016
(n=1547)



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Further Questions?

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