Enquiry Management – A better way

Student Experience Fund Proposal

Version 1.0
March 2006

Prepared By
Jon Stubbs, Director Student Services
Table of Contents

1 HOW TO READ THIS DOCUMENT .................................................. 3
2 EXECUTIVE SUMMARY ................................................................. 3
3 DETAILED PROJECT PROPOSAL .................................................. 7
4 DESCRIPTION OF RIGHTNOW SOFTWARE, SUPPORT AND SERVICES ............................................................. 31
5 TELEPHONE STATISTICS ................................................................. 35
**Section 1**

1 HOW TO READ THIS DOCUMENT

The executive summary below provides a brief description of the proposed project. The objectives and anticipated benefits to the University are described together with the performance indicators by which its success will be judged. The project’s relationship to the University and Divisional OPP is also addressed.

A budget summary is also provided that identifies the level of funding requested from the USF Student Experience Fund together with the anticipated sources of funding once USF support ceases.

The bid cover sheet displays the priority ranking accorded this proposal by the Registrar.

Section 2, and the associated appendices, provide a context for the proposal, a detailed justification, a detailed budget and technical description of the software and proposed implementation approach. This section also addresses performance indicators and the relationship to the OPP in more detail. Many readers will not find it necessary to give a close reading to Section 2.

2 EXECUTIVE SUMMARY

2.1 *Enquiry Management – A better way*

This project is designed to significantly improve the capacity of Student Services staff to effectively manage the range and rapidly increasing volume of student enquiries. The project will direct a higher proportion of our prospective and current student interaction on-line and, through a combination of best practices and new technologies, deliver significant service improvement.

Research has shown that the required service improvement can be achieved, in part, by implementing information delivery strategies based on the following core principles:

- Creating a knowledge base that effectively and continuously captures the information in the heads of staff experts
- Using that knowledge base as a centralized, web-based repository of information where everyone (staff, students and the public) can find the answers they need
- Leveraging the knowledge base across all channels so that questions can be quickly, accurately and consistently answered over the phone, via email or on the web
- Taking advantage of hosted technology to reduce the costs, simplify support arrangements and accelerate the time to benefit (ROI)

This proposal focuses upon two technologies: Agent 99 and RightNow Service.

Agent 99 is a hosted, on-demand contact centre solution from NEC. Within a University context it is particularly suited to the management of telephone enquires and can be used in
conjunction with an intelligent knowledge base. The solution is scalable from as few as two seats rising to 20 or more concurrent users.

RightNow Service is an online inquiry and content management solution which enables users to:

- Find answers to frequently asked questions by searching stored information
- Submit a question to a staff member. The question is automatically routed to the appropriate section for action
- Manage their inquiries by providing a personal area where their questions are stored and responses to questions can be reviewed
- Provide feedback on the information provided and suggestions for improvement.

RightNow Service is also offered as a hosted solution.

The project will:

- Drive a higher proportion of our prospective and current student interaction on-line and away from the phone, away from email that has to be responded to by a staff member and away from walk-up services
- Implement call centre technology and an intelligent self-learning knowledge base that enables prospective and current students alike to readily access the ‘right’ answer to their question 24 x 7 x 365
- Deliver a high quality and more timely service to students, and
- Improve the working conditions of staff by:
  - Reducing the total number of telephone enquiries and emails that are directed to front line customer service staff for response
  - Reduce the number of enquiries that front line customer service staff need to refer to a specialist for response
  - Facilitating the development and sharing of authoritative enquiry responses
  - Providing state of the art systems for managing telephone, voice and email enquiries.
- Deliver efficiencies which after the second year will enable the staff costs to be funded from within existing budgets.

2.2 Performance Indicators

Key performance indicators for the project will be

- The compilation of comprehensive enquiry statistics
- A reduction in lost, abandoned and other unsatisfactory telephone call outcomes
- Achieving a system response rate of upwards of 80% of routine enquiries submitted via the knowledge base without the need for referral to front line customer service staff or information specialists.
• A reduction in the proportion of enquiries that must be referred to an information specialist with a corresponding increase in the proportion effectively managed by front line customer service personnel
• Improvement in the level of student satisfaction reported in relevant surveys on services
• Improvement in staff effectiveness, as measured by relevant student surveys, and
• Improvements in the life balance reported by customer service staff participating in the project.

2.3 Relationship to the Operational Priorities Plan

The project is aligned with the University OPP:

• Strategic objective ‘to improve the quality of the student learning experience’
• Operational objective ‘to improve the student learning environment and provision of facilities and services both within and beyond the classroom’ and is expected to deliver management efficiencies and enhanced service effectiveness
• Strategic objective ‘to improve the efficiency and effectiveness of the management of the University’ and
• Operational objective ‘to enhance the use, support and management of IT…’

At a Divisional level, the project supports a key priority objective to improve the provision of services beyond the classroom.

2.4 Budget Summary

2.4.1 Project Costs

The following is an estimate of the funding required for a project running over two years

<table>
<thead>
<tr>
<th>Project Budget Software</th>
<th>Description</th>
<th>Total Ex GST</th>
<th>Total Inc GST</th>
</tr>
</thead>
<tbody>
<tr>
<td>RightNow Service</td>
<td>24 month license including usage charge estimate</td>
<td>$135,181.00</td>
<td>$148,699.10</td>
</tr>
<tr>
<td>Agent 99</td>
<td>24 month license including usage charge estimate</td>
<td>$71,141.40</td>
<td>$79,046</td>
</tr>
<tr>
<td>Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Manager</td>
<td>0.5FTE (full-time 6 months)</td>
<td>$45,460.00</td>
<td>$45,460.00</td>
</tr>
<tr>
<td>Project Officer</td>
<td>1.0FTE (full-time 24 months)</td>
<td>$118,576.00</td>
<td>$118,576.00</td>
</tr>
<tr>
<td>Total Project Cost</td>
<td>(Estimate)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>$391,781.10</td>
<td></td>
</tr>
</tbody>
</table>

Funding for 100% of the project is sought from the USF Student Experience Fund. The project cannot proceed without funding from the Student Experience Fund. The project will not generate additional revenue.
2.4.2 On-going costs

Assuming the project proves to be a success, a University Facilities budget submission covering software license and usage charges, beyond the initial 24 months, will be prepared by Student Services.

Ongoing staff support, beyond the initial 24 months, will be resourced through efficiencies and staff time savings achieved within Student Services.
Section 2

3 DETAILED PROJECT PROPOSAL

3.1 Context

Student Services is one of nine divisions within the Registrar’s Office. The mission of Student Services is to provide professional, client-focused services and programmes that contribute strongly to the University’s goals of attracting, developing and graduating the highest quality domestic and international students, and therefore promote student and staff learning, teaching and research activities of the highest quality. This proposal focuses upon the enquiry management services delivered by staff within the Admissions Centre and staff within Student Administration.

It is predicted that the lessons learnt from the project will have equal applicability to other groups within the University, both in Central Administration and the Faculties, that seek to effectively handle large volumes of enquiries.

For the past few years Student Services staff have been monitoring approaches adopted by other universities to the delivery of client-focused enquiry management services. Within a context of an increasingly complex regulatory framework, new categories of student, growing numbers of course types and offerings and, typically, reducing budgets our research has revealed:

- A number of examples of universities reviewing internal policies, procedures and course structures with the stated aim of simplifying the administrative framework, simplifying the university’s official language, standardising nomenclature and eliminating internal policy and procedural inconsistencies

- Examples of organisational restructure in an effort to draw together under the one management structure all central student-facing services and, subsequently, the establishment of ‘one-stop shop’ service centres, often in partnership with academic faculties

- An increasing reliance upon sophisticated internet technologies: student portals, official communication channels, knowledge base management engines, advanced search technologies and call centre software to enable the University to extend service delivery beyond the physical campus, to extend business hours beyond 9 – 5 and to enable students to increasingly find the information that they require in a self-service environment.

3.2 2004 Focus Groups

During 2004 a series of focus groups were conducted with Student Services staff to identify whether:

- Our current accommodation best supports the effective delivery of services
- Our current systems enable the delivery of quality and timely student services
- Current organisational structures best support the effective delivery of quality services and,
It was time for the University to begin a next cycle of change to ensure that services are at least as good as, and preferably better than, those offered by competitors.

With respect to the Admissions Centre and Student Administration the following conclusions were drawn.

3.2.1 Strengths

- The location of both the Admissions Centre and Student Administration within a single complex and adjacent to the International Centre, and the Graduate Research & Scholarships Office is an advantage
- Location adjacent to a car park is an advantage (but compromised as very few spaces are available for visitors and other clients)
- Location adjacent to a café is an advantage for visitors and students alike
- Location adjacent to an open courtyard is an advantage for clients
- Both groups have very capable, knowledgeable and professional staff.

3.2.1.1 Issues

- The location of both the Admission Centre and Student Administration is inadequately signed: clients new to the University struggle to find the Prospective Students Office and the Student Administration Enquiry Counter
- Access to the various services is difficult for some groups of clients: access routes to, within and around Hackett Hall are compromised. Clients encounter:
  - Heavy doors
  - Steps
  - Uneven paving stones
  - A narrow entrance door to the Prospective Students' Office
  - An awkward entrance door to the Student Administration Enquiry Counter
  - Narrow staff entrance doors.
- The space allocated to the Admissions Centre is no longer sufficient or appropriate for the services provided:
  - There is no capacity to further expand services in the current location
  - The space continues to experience uneven heating and cooling
  - There are limited escape routes for staff in the event of a fire
  - The staff amenities area is inadequate
  - The office allocated to the Prospective Students' Officer is too small to also serve as a space to counsel prospective students
Two Prospective Students’ Advisers share one office. Separate offices are required if each staff member is expected to counsel prospective students in their office. Alternatively separate interview rooms are required. The office is too small for two staff members.

The PSO reception area is too small:

- The PSO reception desk should not disadvantage or stigmatize any group of users and should exhibit a design that can be used efficiently and comfortably, and with a minimum of fatigue.
- Additional display space is required for course and career information.
- Clients should be provided with a discrete space containing computers and printers so that they can access web content and complete other administrative tasks (e.g. form completion).
- A separate area is required where small groups of people can be counselled and / or participate in a multi-media event without compromising other people’s use of adjacent space.
- Separate interview rooms are desirable.
- Additional storage space for brochures & pamphlets etc is required.

The Admissions Office work area could be improved via the incorporation of ergonomic design principles, the provision of additional storage facilities and furniture which can be flexibly configured to support a range of administrative processes.

Likewise, the space allocated to Student Administration is no longer sufficient or appropriate for the services provided:

- At peak processing periods human traffic management is inadequate:
  - Students are required to queue down the corridor and may inadvertently stand in the wrong queue simply because they cannot see the head of the queue.
  - Human traffic management is compromised by three different approach routes to Student Administration.
  - Students in a queue at times obstruct access to the Graduate Research & Scholarships Office, staff access to Student Administration Offices, to the Graduation Office, and to the office of the Dean of the Graduate Research School.

- During examination periods academic staff and exam invigilators enter and exit Student Administration through a narrow door and must walk through the main work area. Access to the exams work space is awkward and the security of exam papers and worked scripts is an issue. The exams work area requires re-thinking. The area should:
  - Have its own secure access and reception counter.
  - Enable small vehicles to load and unload materials directly into the secure area.
- Exhibit a design that minimizes hazards and the adverse consequences of accidental or unintended actions
- Incorporates work areas and storage facilities that are of appropriate size and suitable for reach, manipulation and use, regardless of the user’s body size, posture, or mobility

- There is no capacity to further expand services in the current location:
  - The staff amenities area was recently converted to additional office space. There is now no meaningful staff amenities area
  - Graduation staff are now accommodated separately opposite the main Student Administration Office. This is not ideal
  - The Student Administration Enquiry area is inaccessible to some clients and too small:
    - The Enquiry Counter should not disadvantage or stigmatize any group of users and should exhibit a design that can be used efficiently and comfortably, and with a minimum of fatigue.
    - Students should be provided with a discrete space containing computers and printers so that they can access web content and complete other administrative tasks (e.g. form completion)
    - A separate interview area is required where individual students can meet in private with Student Administration staff
    - Additional storage space for brochures & pamphlets etc is required
    - The Student Administration Enquiry Counter should be re-designed so that:
      - It accommodates a wide range of individual preferences and abilities (e.g. accommodates right- and left-handed access and use)
      - It can be used efficiently and comfortably by staff and clients, and with a minimum of fatigue
      - Appropriate size and space is provided for approach, reach, manipulation, and use, regardless of the user’s body size, posture, or mobility
      - Is physically separated from the Student Administration ‘back office’ (Ideally only customer service officers should be visible to clients)
      - Currently there is only one cashiering facility within Student Administration. Ideally each customer service officer should be able to provide the full range of services delivered by the Student Administration Enquiry service: information services, document...
handling, data processing, ID card services, cashiering services

- The set of services available from the Student Administration Enquiry service should be expanded. For example:
  - Eligible students should be able to obtain parking permits and pay parking fines
  - Purchase replacement Campus Cards and report & enquire about lost cards without referral to another building

- The Student Administration office work area could be improved via the adoption of ergonomic design principles, the provision of additional storage facilities and furniture which can be flexibly configured to support a range of administrative processes.

These physical accommodation issues, it is anticipated, will be addressed in the design of the new Student Service Centre which has been canvassed as an outcome from the relocation of the UWA Business School to its new building. But relocation is not expected until 2008 or 2009 at the earliest. In the meantime Student Services staff must explore other strategies to overcome present challenges to quality service.

### 3.2.1.2 Challenges

The range of enquiries directed to the Admissions Centre is very broad. A significant proportion are essentially misdirected or referred. The Admissions Office experiences peaks and (not very deep) troughs. In the period leading to a major admission round:

- The number of clients presenting in person exceeds current capacity. Human traffic flow becomes an issue
- The number of emails and telephone calls\(^1\) from clients rises dramatically. Responding to the volume of enquiries in a professional and time efficient manner can become problematic
- At peak periods the receptionist’s role is particularly challenging: in person enquiries + a high volume of telephone calls and emails to respond to
- Many prospective postgraduate students direct their enquiries to the Admissions Centre: staff are not presently able to satisfy these enquiries.

Completing the main admission round mailing is a challenge: coordinating and transporting large quantities of paper and working between and across the Admissions Centre and the Undercroft.

Likewise the range of enquiries directed to Student Administration is equally broad. Again a significant proportion is essentially misdirected or referred. In addition to enrolment, fee, examination, results and graduation enquiries, students, prospective students and members

\(^1\) See Appendix ?? for telephone statistics
of the public are regularly directed to Student Administration (including by other University staff including switchboard operators) for the following matters:

- Seeking course information and admission
- Wanting to speak to Faculty staff
- Student accommodation enquiries
- Asking about seminars e.g. where they are being held
- Asking about Uni Extension
- Timetabling and class allocation issues
- Parking queries
- Parents wanting to talk to their children
- Looking for venues
- ID cards
- Etc, etc.

Student Administration staff choose to try to answer as many enquiries as possible rather than refer them on to other areas, particularly if the enquirer has already been passed from one section to another and / or if experience has shown that referral will lead to a poor service outcome. However in the absence of a corporate knowledge base and / or formal and regular training knowledge is often acquired through:

- Trial and error
- Having to find another staff member who can answer the question
- Listening to other staff answering queries.

Information sharing amongst staff is compromised.

As with the Admissions Centre, during Student Administration’s peak periods (Enrolment; Re-enrolment, Semester 1 & 2 Change of Enrolment, Semester 1 & 2 Examination periods; Graduations):

- The number of clients presenting in person exceeds current capacity. Human traffic flow becomes an issue
- The number of emails and telephone calls from clients rises dramatically. Responding to the volume and variety of enquiries in a professional and time efficient manner with limited access to authoritative information and limited technology is problematic and, frequently makes it difficult for Student Administration staff to achieve required deadlines for key processes.

Both groups report that:

- Constant telephone rings throughout the office cause fatigue and can disturb other staff and clients
Managing large quantities of voice mails with only a very basic system is particularly challenging.

Email language tends to be brief with often not enough information supplied to facilitate development of a concise response. As a result frequently more correspondence needs to be entered into before an inquiry can be answered appropriately. This can be an overly time consuming task.

Admissions Centre staff err on the side of caution: notes of all telephone conversations are taken; copies of all email and other correspondence are archived (but not in a particularly user-friendly system). Student Administration staff would like to be equally cautious but work pressures preclude the implementation of similarly comprehensive strategies.

Generally speaking, individual staff develop a deep knowledge of a relatively narrow business area. In the absence of a corporate knowledge base information sharing amongst staff is compromised.

Many enquiries address a range of matters including topics beyond the compass of the office to which they are directed thereby further compromising the ability to address all issues promptly in a single reply.

Yet many, many enquiries continue to seek routine information and could self serve. Student Administration staff estimate that approximately 50% of the enquiries received from currently enrolled students could be answered via a self-service solution if a way could be found to present appropriate information to the enquirer rather than require them to search for it. Experience shows they (particularly current students) are not prepared to search. If it can’t be found easily and quickly they will ring, send an email or queue up.

The result is that for staff working on the Student Administration Enquiry Counter at peak periods telephone enquiries during the day can back up to between 20 and 50 voice mail messages. Counter enquiries tend to take precedence over the phone, email etc. Phone messages, as a consequence, are often not attended to until the end of the day which makes it harder to answer them, especially if information must be sought from other areas. Many calls that are on-forwarded are not explained: the person forwarding the call just says ‘I have a call for you’ and then hangs up. As there is no brief history the student has to begin from scratch. This becomes very frustrating particularly if this is the third or fourth time they have been transferred.

### 3.3 Enquiry management

#### 3.3.1 Limiting factors

Several factors therefore limit the ability of Student Services staff to effectively manage many enquiries. These factors are:

- Many UWA services are still constrained by an organization-centric silo structure rather than organized and offered in an enterprise client-centric mode. Unlike many corporates that provide a single point of contact for their customers, UWA (and universities generally) typically interacts with its clients in a more fragmented way: the student (or prospective student) has to decide whether to call the Admissions Centre, the International Centre, Postgraduate Research & Scholarships Office or Student Administration, or their Faculty or School. This can be problematic: students and their
parents / families often do not know which service to talk to and end up contacting several groups to ask multiple unrelated questions

- Many services are unable to offer comprehensive hours of service: enquiry counters are often closed for lunch breaks or close before the end of the standard working day

- Service cultures across different UWA services vary: one service may try to handle every phone call that comes in. Another may ask callers to email their questions in so that they can be handled later. Some may be more proactive about developing helpful web content than others. As a result, students and others have to deal with each service in a different way. The service experience may even be inconsistent within a single department.

- Information sharing and cross-service collaboration is in many cases limited. Without standardized processes in place, students often receive different information from a person they speak to on the phone than they get on the web site

- Much information resides primarily in the heads of specialized administrative staff. As a consequence the ability to answer questions is constrained by the availability of those specialists

- Information is dispersed across multiple independent offices forcing students to look in several places before finding someone or something that can answer their question

- Many administrative offices handle communications on an ad hoc basis and there may be little synergy between the answers students are given on the phone, via email or on the web.

- Budgets for phone support, email management and web content development are limited, undermining communication capabilities across all channels.

### 3.3.2 Enquiry Management – A better way

These limiting factors can be overcome by the right combination of best practices and new technologies. Significant service improvement can be achieved by implementing information delivery strategies based on the following core principles:

- Creating a knowledge base that effectively and continuously captures the information in the heads of staff experts

- Using that knowledge base as a centralized, web-based repository of information where everyone (staff, students and the public) can find the answers they need

- Leveraging the knowledge base across all channels so that questions can be quickly, accurately and consistently answered over the phone, via email or on the web.

- Taking advantage of hosted technology to reduce the costs, simplify support arrangements and accelerate the time to benefit (ROI).

#### 3.3.2.1 Creating a ‘living’ knowledge base

The best way to overcome the limitations imposed by specialization is to get knowledge out of the heads of individual staff members and into a knowledge base. Case studies show that institutions that are most successful take an incremental approach to developing their knowledge base: they start with a good initial body of knowledge and put mechanisms in
place to maintain and grow the knowledge base on an ongoing basis. There are several reasons why this approach is recommended:

- It’s impractical to try and build the ‘perfect’ knowledge base in one shot
- 80% of questions can be answered with 20% of our content: students ask a lot of the same questions over and over. Just by addressing these ‘top 20’ issues service quality and efficiency can be significantly improved
- Content should be driven by real needs, not just guesses: it’s wise to put mechanisms in place that allow knowledge base content to be driven by the actual questions that students ask day in day out rather than try to second guess topics
- Information needs are always changing: even if subject matter experts could come up with the perfect knowledge base it would become obsolete as a new policy was issued or a new course approved.

Successful service providers are always tracking the questions that students ask and turning them into knowledge base content.

### 3.3.2.2 Making the knowledge base useful

It doesn’t matter how relevant, comprehensive and up to date a knowledge base is if nobody uses it. The knowledge base has to be on the web where every body can access it. But it’s also critically important to make the knowledge base very, very user-friendly. The UWA website is full of very good information and there are many lists of frequently asked questions. The problem is that it’s hard for site visitors to find the specific page they want in the many thousands available. It’s like searching for the proverbial needle in a huge haystack of information.

Robust search/query functions are therefore critical to knowledge base success. Rather than having to navigate through lists of FAQs, inquirers should be able to easily find what they are looking for with a simple keyword search or natural language query. This type of search function is an enormously powerful tool – allowing site visitors to quickly get answers 24 hours a day, seven days a week without any assistance.

Another useful knowledge base function is the ‘Top 20’ list. As noted above, a large percentage of questions any service has to handle typically revolve around narrow sets of issues – such as deadlines, forms and contact information. Presenting these most common answers first ensures that the maximum number of site visitors will find what they need after just one or two clicks of the mouse.

It’s also important to make sure the link to the knowledge base is prominently featured on the home page (or series of anchor pages). This ensures that anyone coming to the site with a specific question gets to the knowledge base from a variety of different points in order to further maximise awareness and visibility for this strategic information resource.

### 3.3.2.3 Leveraging the knowledge base across all communication channels

While the web will be the primary medium for exploiting the power of the knowledge base, it’s not the only one. Phone and email are also very important communication channels. That’s why it’s important to leverage the knowledge base across those channels as well. Proper use of the knowledge base brings efficiencies to phone and email communication. It also ensures
people get consistent, accurate answers regardless of which channel they choose to use at any given time.

In general, a knowledge base is applied to phone communications by having university staff members use it as an internal reference resource. If a staff member takes a phone call he or she can look up the answer in the knowledge base in much the same way as a student or member of the public. This strategy allows even new employees or temporary staff to provide enquirers with accurate answers to their questions.

Sometimes, in addition to having access to the answers available on the public site, internal staff are also given supplemental content appropriate for internal use only. This further enhances their ability to quickly answer questions regardless of their personal expertise.

On the email side, the knowledge base can be applied in two ways. First it can be used in much the same way as it is with the phone. Staff members responsible for responding to emails simply insert appropriate answers from the knowledge base into their replies. This boosts productivity, provides consistent answers and eliminates errors since they don’t have to type their replies.

Second, the knowledge base can actually be used to eliminate the need for a reply altogether. With the right technology students’ emails can be ‘scanned’ and – by checking for key words and other text-based clues – one or more items from the knowledge base can automatically be presented as possible answers. This technique can lead to significant reductions in email workloads.

Management of email workloads can also be made easier through the use of business rules. These tools enable incoming emails to be logged, tracked and routed – unlike conventional Outlook mailboxes, which don’t provide any intelligence and only limited automation.

Another important benefit materialises when organizations link their knowledge base with their phone and email channels as well as to the web. Often after responding to a phone call or email enquiry a staff member will realize that the answer they have just given would make a valuable addition to the knowledge base. With the right processes in place they can quickly submit that answer to an assigned knowledge base or web site content manager. The approach is very effective for building a knowledge base that is very comprehensive and highly relevant to students’ needs. It also takes the burden of trying to figure out exactly what students want off the shoulders of content managers. Instead student-driven content gets produced and enhanced naturally and painlessly in the course of regular, everyday communications.

An integrated multi-channel approach also encourages use of the web. When staff members provide an answer on the phone, for example, they can point out that the information they just provided could have been found on the web. They may even direct the caller to the specific ‘online answer’ for reference purposes. This increases the likelihood that callers will use the web knowledge base in the future.

3.3.2.4 Hosted solutions

The communication strategy described above requires the implementation of fairly sophisticated technologies: a knowledge base management engine, advanced search technology, call centre software, business rules etc. Acquisition of such technologies would be expensive. In addition to the software itself, the requisite server and storage infrastructure has to be deployed. Someone has to manage the server(s), storage and supporting database – in addition to the software itself. Down the track there are upgrades to install and
additional capacity to provide. Ultimately these costs and workloads may make such a project prohibitive.

Under a hosted model all software runs on the infrastructure owned and operated by the hosting provider. This eliminates the upfront capital cost of buying software and supporting hardware, as well as the ongoing costs of the technology maintenance. It also eliminates the process of installing software and hardware into the existing IT environment.

Instead the technology itself is essentially ready to go as soon as a decision to proceed is reached and the contract signed. It may take a few days or a week to actually go–live since an initial knowledge base has to be created and some business rules have to be put in place. But with hosting the mechanics of the technology itself don’t slow things down. Hosting providers are also in a much better position to scale up capacity as required and provision fault-tolerant redundancy than an individual institution.

Web-based applications like online call centre systems, knowledge bases and email management systems are tailor made for hosting since they are accessed from a desktop browser. In fact hosted applications can be accessed from anywhere anytime since all that’s required is an internet connection. This feature makes it possible for managers and staff to work from multiple campus locations as well as from home or on the road.

The strategies outlined above for enquiry management aren’t just theories. They are proven best practices that yield results at a wide range of educational institutions both here and overseas.

3.3.2.5 CRM Knowledge Base Solutions


More than 1,400 organizations worldwide use RightNow solutions including British Airways, British Telecom, Cisco Systems, Optus and Telstra.

Within the higher education sector, more than 80 universities and colleges worldwide have implemented RightNow, including in the US:

- University of Southern Florida
  - Site: http://itsupportservices.cfg/php/enduser/home.php?p_sid=*fP3CcUh&p_sp=cF9zcmNoPSZwX3NvcnRfYnk9JnBfZ3JpZHvcmQ9JnBfcm93X2NudD03NSZwX3Byb2RzPSZwX2NhdHM9MTE4JnBfchHY9JnBfY3Y9JnBfGFnZT0x

- University of Houston (Ask Shasta)
  - Site: http://www.uh.edu/askshasta/

And in Australia:
• ANU
• University of Canberra
• The University of Melbourne
• Monash University
  o Site http://www.adm.monash.edu.au/askmonash/about.html
• Murdoch
• Swinburne University
• UNE
• UNSW
• USQ, and
• Victoria University.

And in New Zealand:
• The University of Waikato
• Victoria University of Wellington
• The Open Polytechnic.

3.3.2.5.1 What is the RightNow solution?

RightNow Technologies provide a suite of customer relationship management, sales force automation and marketing force automation solutions, each of which could be deployed at UWA in various settings.

This proposal focuses upon RightNow Service, an online inquiry and content management solution which enables users to:

• Find answers to frequently asked questions by searching stored information
• Submit a question to a staff member. The question is automatically routed to the appropriate section for action
• Manage their inquiries by providing a personal area where their questions are stored and responses to questions can be reviewed
• Provide feedback on the information provided and suggestions for improvement.

The RightNow Service email, web and chat solutions should be viewed as proven systems suitable for deployment in any vision of an integrated service delivery model. The new RightNow Service voice solution is cutting edge technology and should be evaluated.
The RightNow Service solution is suitable for deployment directly to the public and as an information directory for customer service personnel (‘agents’ in RightNow terminology) responding to inquiries.

Within Australian higher education institutions the RightNow Service online inquiry and content management solution has been deployed in all of the following situations:

- Student recruitment and admissions
- Student administration (enrolments, fees, scholarships, timetables, examinations, graduations)
- Faculty-based student administration (the University of Melbourne implementation started centrally & now extends to all faculties)
- Human resource applications including staff recruitment, & employee relations etc
- IT Client Services (particularly help desk solutions), and
- Library (again, particularly in helpdesk situations, but also in specialist situations)

3.3.2.5.2 Demonstration site

RightNow has provided UWA with a demonstration site to learn more about their systems. UWA has been provided with both a client-side application and a customer service personnel, or agent, side application.

3.3.2.5.2.1 Client Side demonstration

The site is accessible on-line @:


The site provides a link to a CRM demo:
After listening to a brief advertisement for the company, select the RightNow Service demo.

### 3.3.2.5.2.2 Agent Demonstration Site

The agent site is accessible online @ [http://uwa.rightnowdemo.com/cgi-bin/uwa.cfg/php/admin/launch.php?p_launch=1](http://uwa.rightnowdemo.com/cgi-bin/uwa.cfg/php/admin/launch.php?p_launch=1)

A login and password, available from the Student Services Director, is required.

### 3.3.2.5.3 Monash University Case study

Following an evaluation pilot, Monash University implemented RightNow Service in October 2003. Go-live coincided with the opening of its new Caulfield Service Centre and was a key tool in the University’s vision of an integrated service delivery model.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dec</td>
<td>Jan</td>
<td>Feb</td>
<td>Total</td>
<td>Dec</td>
<td>Jan</td>
<td>Feb</td>
<td>Total</td>
</tr>
<tr>
<td>Phone</td>
<td>1,318</td>
<td>1,098</td>
<td>2,416</td>
<td>275</td>
<td>633</td>
<td>1,214</td>
<td>2122</td>
<td></td>
</tr>
<tr>
<td>Email - Fees</td>
<td>201</td>
<td>2,077</td>
<td>2,974</td>
<td>5,252</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Self-Service</td>
<td>229</td>
<td>727</td>
<td>736</td>
<td>1,692</td>
<td>688</td>
<td>3,170</td>
<td>6,792</td>
<td>10650</td>
</tr>
<tr>
<td>Tier 1 – CSC</td>
<td>7</td>
<td>37</td>
<td>41</td>
<td>85</td>
<td>145</td>
<td>429</td>
<td>513</td>
<td>1087</td>
</tr>
<tr>
<td>Tier 2 – Fees</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>12</td>
<td>13</td>
<td>17</td>
<td>27</td>
<td>57</td>
</tr>
<tr>
<td>Tier 2 – Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,757</td>
<td>3,948</td>
<td>3,752</td>
<td>9,457</td>
<td>1,127</td>
<td>4,263</td>
<td>8,558</td>
<td>13,948</td>
</tr>
</tbody>
</table>

*Table 1 Monash University RightNow Statistics*
The statistics displayed above reveal the following:

- The period December 2002 – February 2003 is prior to the implementation of the RightNow Service solution. In this 3 month period a total of 9,457 inquiries were managed. Of these only 1,692 (or 17.89%) came through the then self-service channel. In this period staff had to respond to 5,252 emails and took 2,416 phone calls.

- RightNow was implemented in October 2003. After implementation the student email channel was turned off. All traffic was directed via the AskMonash RightNow knowledge base. In the period December 2003 – February 2004 13,948 inquiries were managed. Of these 10,650 (or 76.36%) were self service inquiries.

- The number of phone calls taken in December 2003 – February 2004 was down compared with the corresponding period 12 months earlier, and staff also had the RightNow tool with which to answer the calls: a much improved situation.

The AskMonash system has proven very popular with students. Table 2 below presents usage statistics for 2004 and the first half of 2005. The self-service percentage is above 90% in every month and above 95% in 11 out of 18 months.

<table>
<thead>
<tr>
<th>Month</th>
<th>Answers Viewed</th>
<th>Inquiries Submitted</th>
<th>Incidents Reassigned</th>
<th>New Customers</th>
<th>Returning Customers</th>
<th>Self Service Rate%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>10,400</td>
<td>950</td>
<td>128</td>
<td>2,194</td>
<td></td>
<td>91.5</td>
</tr>
<tr>
<td>Feb</td>
<td>17,444</td>
<td>1,242</td>
<td>143</td>
<td>3,802</td>
<td></td>
<td>93.1</td>
</tr>
<tr>
<td>Mar</td>
<td>11,371</td>
<td>751</td>
<td>67</td>
<td>2,215</td>
<td>4,017</td>
<td>94.5</td>
</tr>
<tr>
<td>Apr</td>
<td>9,310</td>
<td>322</td>
<td>33</td>
<td>1,783</td>
<td>3,845</td>
<td>96.6</td>
</tr>
<tr>
<td>May</td>
<td>8,150</td>
<td>319</td>
<td>48</td>
<td>1,514</td>
<td>4,991</td>
<td>96.0</td>
</tr>
<tr>
<td>Jun</td>
<td>14,994</td>
<td>682</td>
<td>96</td>
<td>1,918</td>
<td>4,876</td>
<td>94.3</td>
</tr>
<tr>
<td>Jul</td>
<td>40,119</td>
<td>1,100</td>
<td>126</td>
<td>5,203</td>
<td>11,971</td>
<td>96.7</td>
</tr>
<tr>
<td>Aug</td>
<td>12,504</td>
<td>548</td>
<td>51</td>
<td>1,136</td>
<td>5,064</td>
<td>94.8</td>
</tr>
<tr>
<td>Sep</td>
<td>15,049</td>
<td>429</td>
<td>61</td>
<td>1,084</td>
<td>5,809</td>
<td>96.7</td>
</tr>
<tr>
<td>Oct</td>
<td>16,738</td>
<td>704</td>
<td>91</td>
<td>1,147</td>
<td>8,018</td>
<td>95.0</td>
</tr>
<tr>
<td>Nov</td>
<td>17,900</td>
<td>650</td>
<td>136</td>
<td>1,142</td>
<td>9,038</td>
<td>97.0</td>
</tr>
<tr>
<td>Dec</td>
<td>42,290</td>
<td>733</td>
<td>100</td>
<td>1,868</td>
<td>13,802</td>
<td>98.0</td>
</tr>
</tbody>
</table>

| 2004 total | 216,269 | 8,430 | 1,080 | 25,006 |
| Jan    | 21,329   | 1,239 | 216   | 2,861  | 8,767  | 95.0 |
| Feb    | 30,205   | 1,732 | 175   | 4,026  | 12,101 | 94.8 |
| Mar    | 8,408    | 869   | 113   | 934    | 4,706  | 90.7 |
| Apr    | 6,804    | 542   | 82    | 706    | 4,105  | 92.7 |
| May    | 11,139   | 502   | 75    | 1,310  | 6,280  | 95.5 |
| Jun    | 25,825   | 937   | 183   | 1,935  | 11,618 | 95.9 |
| Jul    | 32,451   | 1,404 | 172   | 2,055  | 14,374 | 95.4 |

Table 2 Ask Monash RightNow Knowledge Base statistics

**Answers Viewed** is the number of times the Answer Details page was opened for an End User to view the details of an Answer.

**Incidents** are the number of Requests submitted by End Users.
**Self-Service Rate** is the percentage of Sessions conducted that did not include a ‘Submit a Request’ action.

N/A = Data not available

### 3.3.2.5.4 RightNow Licensing model

RightNow Technologies offers a range of licensing options. A majority of its clients elect on-demand hosted solutions. Hosted delivery eliminates additional hardware and database support costs and limits on-site technical support to local customizations (typically once-off and quite limited) and any systems integration development.

Licensing options include monthly subscription or fixed term licenses of 12, 24 or 36 months. The quotation below, which should be subject to negotiation, is for a 24 month subscription to the RightNow Service application and includes once-off implementation costs and recurrent costs should the University choose to continue use beyond the 24 month period.
3.3.2.5.5 Right Now Service Quotation

<table>
<thead>
<tr>
<th>Product ID</th>
<th>Description</th>
<th>Licence Term (In Months)</th>
<th>Usage Limits</th>
<th>Qty</th>
<th>Unit Price</th>
<th>Extended Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>Hosting</td>
<td>24 months</td>
<td>N/A</td>
<td>1</td>
<td>AUD0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASF-FT</td>
<td>Application Server Fee Fixed Term</td>
<td>24 months</td>
<td>N/A</td>
<td>1</td>
<td>AUD19,989.00</td>
<td>$19,989.00</td>
</tr>
<tr>
<td>IAD-FT</td>
<td>Intelligent Agent Desktop Fixed Term Named User (w&gt;Email Gateway)</td>
<td>24 months</td>
<td>10 named users</td>
<td>10</td>
<td>AUD1,666.00</td>
<td>$16,660.00</td>
</tr>
<tr>
<td>WP-20K-FT</td>
<td>Web Portal Fixed Term 20,000 Pages Viewed/Mo.</td>
<td>24 months</td>
<td>20,000 page views/month</td>
<td>1</td>
<td>AUD10,394.00</td>
<td>$10,394.00</td>
</tr>
<tr>
<td>CHCO-FT</td>
<td>Chat &amp; Collaboration Fixed Term Named User</td>
<td>24 months</td>
<td>5 named users</td>
<td>5</td>
<td>AUD1,333.00</td>
<td>$6,665.00</td>
</tr>
<tr>
<td>PCA-FT</td>
<td>Premier Customization Access &amp; Support Fixed Term</td>
<td>24 months</td>
<td>N/A</td>
<td>1</td>
<td>AUD6,663.00</td>
<td>$6,663.00</td>
</tr>
<tr>
<td>API-FT</td>
<td>API Access &amp; Support Fixed Term</td>
<td>24 months</td>
<td>N/A</td>
<td>1</td>
<td>AUD16,658.00</td>
<td>$16,658.00</td>
</tr>
<tr>
<td>SSL-FT</td>
<td>Verisign SSL Secure Hosting Fixed Term</td>
<td>24 months</td>
<td>N/A</td>
<td>1</td>
<td>AUD2,126.00</td>
<td>$2,126.00</td>
</tr>
<tr>
<td>PTA-FT</td>
<td>Pass Thru Authentication &amp; Support</td>
<td>24 months</td>
<td>N/A</td>
<td>1</td>
<td>AUD6,663.00</td>
<td>$6,663.00</td>
</tr>
<tr>
<td>Fixed Term</td>
<td>LCI-MP-4</td>
<td>N/A</td>
<td>N/A</td>
<td>1</td>
<td>AUD32,700.00</td>
<td>$32,700.00</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>LifeCycle Impl. Multiple Product (135 hours estimate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TS-FT</td>
<td>Application Test Site Fixed Term</td>
<td>24</td>
<td>N/A</td>
<td>1</td>
<td>AUD6,663.00</td>
<td>$6,663.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Universal Service Credit (1 hour)</td>
<td>N/A</td>
<td>N/A</td>
<td>40</td>
<td>AUD250.00</td>
<td>$10,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL EX GST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$135,181.00</td>
</tr>
<tr>
<td>10% GST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$13,518.10</td>
</tr>
<tr>
<td>TOTAL INC GST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$148,699.10</td>
</tr>
</tbody>
</table>

Note: A description of the quoted software, support and services is provided in Appendix 1. The quotation should be viewed as subject to negotiation and refinement. In particular UWA may not require all 10 Intelligent Agent Desktop licences (each one is $1666 for 24 months) or need the Chat / Collaboration facility ($6,665 for 24 months) and may not need all 20,000 web portal page views per month.

The Internet has fundamentally changed approaches to customer service. Today our customers (students, prospective students and staff) want to communicate not only through traditional channels such as over the counter and via the phone but also through web-based channels such as email and live chat. These channels, when combined with an intelligent knowledge base, offer the University the opportunity to significantly improve the quality of customer service.

### 3.3.2.6 Call Centre Solutions

Another piece in the enquiry management technology solution is a call centre solution.

Agent 99 is a hosted, on-demand contact solution from NEC. The solution can combine phone, email, live web chat and client records together in an easy to use browser interface thereby allowing customer service personnel to easily track activities and details for all inbound and outbound client enquiries.

Configuration utilities within Agent 99 provide both real-time and historic intelligence that would enable the University’s customer service operators to quickly and easily view and change incoming channels, queues, agent groups and profiles to match changing demands within a University context Agent 99 is particularly suited to management of telephone enquires. The system provides an interactive voice response facility that can enable many
standard information enquiries to be successfully concluded without the need for referral to a customer service operator. Where referral is appropriate the system captures key identifying information about the enquirer and the nature of their enquiry before directing the call to the most appropriate customer support officer. Agent 99 can be used in conjunction with an intelligent knowledge base and is a scalable solution from as few as two seats rising to 20 or more concurrent users.

Agent 99 is in production at the University of Canberra (UoC). Staff at UoC are enthusiastic in their praise of the system\(^2\). (A case study document is available on-line at: [http://www.agent99.net.au/agent99/default.htm](http://www.agent99.net.au/agent99/default.htm).) The product has also been demonstrated at UWA to staff from Student Services and representatives from ITS Services (Communications Infrastructure) and the University Switchboard.

### 3.3.2.6.1 Agent 99 licensing model

Agent 99 is a hosted contact centre solution thereby eliminating hardware and database support costs and limiting additional charges to any on-site services ordered by the customer.

Licensing options include monthly subscription or fixed term licenses of 6, 12, 18 or 24 months. The quotation below, which should be subject to negotiation, is for a 24 month subscription to the Agent 99 application and includes once-off implementation costs and an estimate of monthly charges. NEC has recommended that the University initially contract for a 3 month trial period and, assuming satisfaction, then convert to a 24 month licence thereby delivering maximum discounts. The licensing arrangement includes two once only upfront charges, a number of monthly flat fees monthly usage charges calculated on the number of calls received and made via the system.

---

\(^2\) The UWA Director Student Services visited the University of Canberra in November 2005 and witnessed at first hand Agent 99 being used in the University’s Student Centre.
### 3.3.2.6.2 Agent 99 Service Quotation

<table>
<thead>
<tr>
<th><strong>Once only Upfront charges</strong></th>
<th>$</th>
<th><strong>Quantity</strong></th>
<th><strong>$ GST Inclusive</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Turbo Jump Start (includes consultancy, system activation, train the trainer and full system configuration)</td>
<td>5,599</td>
<td>1</td>
<td>5,599</td>
</tr>
<tr>
<td>Training Full-day (up to 10 users. Does not include travel costs)</td>
<td>1,399</td>
<td>1</td>
<td>1,399</td>
</tr>
<tr>
<td><strong>Sub total</strong></td>
<td></td>
<td></td>
<td><strong>$6,998</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Monthly Charges</strong></th>
<th>$</th>
<th><strong>Quantity</strong></th>
<th><strong>24 months with available discount</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully functional agent seat (includes 1 agent seat with up to 3 logins, 1 multi-level ACD/IVR port; customer support)*</td>
<td>299*</td>
<td>4</td>
<td>1,196</td>
</tr>
<tr>
<td>Per additional incoming phone number</td>
<td>19</td>
<td>4</td>
<td>76</td>
</tr>
<tr>
<td>Voice recording 1G (approx 8 hrs per tenant)</td>
<td>29</td>
<td></td>
<td>696</td>
</tr>
<tr>
<td><strong>Sub total</strong></td>
<td></td>
<td></td>
<td><strong>$1301</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Usage-based charges</strong></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Call classification &amp; treatment</td>
<td>10c per call</td>
<td>60000 p.a</td>
<td>12,000</td>
</tr>
<tr>
<td>Agent call &amp; voicemail delivery (assuming delivery to a Perth metro landline)</td>
<td>10c per call</td>
<td>60000 p.a</td>
<td>12,000</td>
</tr>
<tr>
<td><strong>Sub total</strong></td>
<td></td>
<td></td>
<td><strong>$48000</strong></td>
</tr>
</tbody>
</table>

**Discount**

<table>
<thead>
<tr>
<th>24 months</th>
<th>6 mths free</th>
<th><strong>$7176</strong></th>
</tr>
</thead>
</table>

| **Total** | | **$79,046** |

*Discount 24 months 6 mths free*  

Note: This quotation should be viewed as subject to negotiation and refinement. Calculations have been informed in part by the experiences of The University of Canberra which operates a 4 seat Agent 99 call centre and processed 5072 calls in the month of January. (At UWA, Student Administration received 5774 in January 2005; the Admissions Centre received 5232 calls in the same month.) The calculation assumes UWA requires 4 fully functional agent seats per month for 24 months and thereby obtains the maximum discount offered. It should be noted that the licensing arrangement offered by NEC allows customers to increase or decrease the number of seats used on a month by month basis if required. Customers pay only for what they use.
3.3.3 Agent 99 Charging Regime

UWA has been quoted the same charging regime as the University of Canberra. During an initial 3 month trial Canberra paid STD rates for each call plus an Agent 99 7 cents per minute charge. Following the conclusion of the trial the per minute charge was changed to a flat 20 cents per call. Figure 1 below illustrates the set-up at Canberra. UWA was advised by the NEC Agent 99 representative that the flat 20 cents per call charge is actually levied by AAPT, NEC’s carrier. Given UWA’s long term relationship with AAPT there may be room to negotiate the level of this charge.

Figure 1 University of Canberra – Post Trial Call Charging for Agent 99

3.4 Project Management & Staffing Requirements

Student Services will apply the principles of the PRINCE2 project management methodology to the ‘Enquiry Management – a better way’ project. The project will be guided by a Steering Group that drives the project and constantly monitors its progress. Representatives of key stakeholder groups, including students, will be invited to join the Steering Committee.

A Project Manager (Level 9) will be required for six months. The Project Manager will be responsible for the schedule, budget, functionality and overall implementation of the project including liaison with stakeholders and staff of the University’s Information Technology Services.

A Project Officer (Level 5) will be required for the duration of the project. The Project Officer will have initial responsibility for the day to day oversight of the systems, the development of required work procedures, coordination of the development of content for the knowledge database and reporting to management of system usage. At the end of the second year
management of the systems will be taken on within current staffing levels utilising resources that have become freed up through increased efficiencies.

Line management of the project personnel will be provided by the Student Services’ Assistant Director Student Information & Systems.

<table>
<thead>
<tr>
<th>Staffing</th>
<th>Fraction</th>
<th>Budget (inc on-costs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Manager Level 9</td>
<td>0.5 FTE (full time 6 months)</td>
<td>$45,460</td>
</tr>
<tr>
<td>Project Officer Level 5</td>
<td>1.0 FTE (full-time 24 months)</td>
<td>$118,576</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$164,036</strong></td>
</tr>
</tbody>
</table>

### 3.5 Performance Indicators

#### 3.5.1.1.1 Improved Enquiry Management Services

Successful implementation of call centre functionality will lead to significant reductions in lost, abandoned and other unsatisfactory call outcomes. (We have no reliable statistics on the current number of unsatisfactory call outcomes. At peak demand periods and based on anecdotal evidence we can only assume it is high.)

The successful implementation of customer relationship management technology will deliver significantly improved enquiry management services. Experiences at other universities report upwards of 80% of routine enquiries being successfully responded to by the system without the need to refer issues to front line customer service staff or information specialists.

Data captured in the system on the volume and nature of enquiries, together with time to respond and quality of response data (as judged by the enquirer and by the proportion of enquiries escalated to the next level) will enable measurement of the effectiveness of the service. Periodic measurement will also lead to refinement with an expectation of continuous improvement.

Successful implementation should deliver significant savings in staff time which, in part, will enable customer service staff to better address the needs of those students and other enquirers who present with complex and other non-standard issues.

The project will also deliver a range of experiences and set of learnings that will have applicability in other sections of the University that offer enquiry services.

#### 3.5.1.1.2 Student and Staff Satisfaction

Successful implementation will be judged, in part, via

- Improvement in the level of student satisfaction reported in relevant surveys on services
- Improvement in staff effectiveness, as measured by relevant student surveys, and
- Improvements in the life balance reported by customer service staff participating in the project.
3.5.1.1.3 Other indicators

The Project will be guided by principles and practices embodied in the PRINCE2 project management methodology. Successful implementation should contribute to improved project management through the University.

The project will also provide valuable experiences in the pros and cons and practicalities of hosted technologies.

3.6 Relationship to the OPP of the University and the Registrar’s Office / Student Services

3.6.1.1 University OPP

Within the University’s Teaching & Learning Priority Objectives, this project is directly aligned with the strategic objective ‘to improve the quality of the student learning experience’. Specifically, the project directly supports the operational objective ‘to improve the student learning environment and provision of facilities and services both within and beyond the classroom.’

Successful implementation will ‘…improve the efficiency and effectiveness of the management of the University’ and provide an example of ‘…enhanced use, support and management of IT within the University (in … Administration and Support).’

Finally, but equally importantly, funding this project, and its subsequent successful implementation, will make a substantial contribution to the development and retention of high quality, committed staff within a ‘one-staff-one University’ philosophy.

3.6.1.1.2 Student Services OPP

The Student Services OPP is a component of the Registrar’s Office Strategic & Operational Plan. The Student Services OPP was revised during the latter half of 2006 to ensure close alignment with the priorities and objectives articulated in ‘Achieving International Excellence’ – An Operational Priorities Plan for 2006 – 2008.

The mission of Student Services is to provide professional, client-focused services and programmes that contribute strongly to the University’s goals of attracting, developing and graduating the highest quality domestic and international students.

In striving to fulfil our mission Student Services staff strive to:

- Demonstrate best practice in all our activities and functions…(ensuring) continuous improvement through on-going evaluation and review against appropriate national and international benchmarks.

---

4 Op cit, p9
5 Op cit, p25
6 Op cit, p28
7 Adapted from Op cit, p21
• Be responsive to the changing needs of the University’s students, staff and the wider community and play our role in exploring, initiating and appraising innovations that support and promote the University’s mission

• Foster appreciation for diversity and a culture of mutual respect that values collaboration, teamwork and inclusivity enabling the delivery of our services in an equitable manner.

• Promote a culture that makes the development of our clients the focal point of service and program delivery.

• Enrich, motivate and recognise our staff acknowledging that they are the basis of our excellence and reputation.

The delivery of significantly enhanced enquiry management services is one of the top 5 Divisional objectives enunciated in the Student Services OPP for 2006 – 2008:

<table>
<thead>
<tr>
<th>Priority</th>
<th>Implementation Strategies</th>
<th>PI</th>
</tr>
</thead>
</table>
| To improve the provision of services beyond the classroom | Significantly improve the capacity of Student Services staff to provide a highly professional and timely enquiry management service - Implement call centre & CRM technologies | • Deliver a 24 x 7 self service enquiry management function  
• Significantly reduce the number of routine enquiries that are directed to customer service staff for response  
• A significant improvement in the working conditions of customer service staff |
Appendix 1

4 DESCRIPTION OF RIGHTNOW SOFTWARE, SUPPORT AND SERVICES

4.1 Software Modules

4.1.1 Application Server
Application Server is the core administrative, process management and reporting. These capabilities are common to all solutions that customers may require. Application Server includes: Answer Console for authoring & management of knowledgebase information, contact list management, solution Administration, Business Rules for process management, Standard and Custom Reporting, 1 Database, 1 Single-Byte Interface. One Application Server is required for all implementations excepting stand-alone Metrics.

4.1.2 Intelligent Agent Desktop
Intelligent Agent Desktop is the Customer Service agent interface into RightNow Service. Using Intelligent Agent Desktop, agents may create, review or update Incidents (via phone, email or Web Portal), Organisation, and Customer data, as well as information from other systems via tabbed access. In addition they receive access to the knowledge base, suggested solutions, response templates, the agent’s work queue and key service metrics. Combined with workflow and routing rules in the Application Server, the Intelligent Agent Desktop provides a complete call centre and email response management solution.

Usage Limits: Intelligent Agent Desktop licences are subject to usage limits based upon a maximum number of Authorised Users. The quotation above is for 10 named users. This may be more than UWA would initially require. Where part-time staff are involved, RightNow also offers ‘concurrent user’ licensing at a ratio of 2:1 (with a suggestion that the company may agree to a ration of 3:1). This option requires further investigation.

4.1.3 Chat and Collaboration
Chat and Collaboration allows a customer to chat live (online) or co-browse with support representatives, by request or through automatic escalation. Support staff can “push” Web pages to a visitor within a dialogue as well as escort users through our website and complete web forms for our customers.

Usage Limits: Chat and Collaboration licences are subject to usage limits based upon a maximum number of Authorised Users. The quotation above is for 5 named users. This may be more than UWA requires in the first instance. This option requires further investigation.

4.1.4 Web Portal
Web Portal allows users to access self-service capabilities to search the knowledge base and receive relevant answers to their questions. Users may also submit questions and manage accounts via the Web Portal.

Usage Limits: End-User Portal licences are subject to usage limits based upon a maximum number of RightNow Web Portal pages which may be served to end users per calendar month per Database. The quotation above is based on 20,000 pages per month. In the Monash case study above, the number of served pages was less than 20,000 in 13 out of 18
months. Monash University has more than 53,000 students; UWA has less than 17,000. It is probable that UWA could negotiate a reduced fee.

4.1.5 Web Portal Interfaces (Single Byte)

Web Portal Interfaces allow the University to provide unique groups of Web Portal users a tailored experience based on their needs or attributes such as language, brand experience, or status. Further, utilising the Web Portal Interface, information for all user segments may be managed within a common knowledge base which reduces the effort to manage and improves the quality of the information delivered. These are external facing interfaces that may be accessed by your customers and the public. In the quotation above, this item is not separately identified. Further investigation is necessary.

4.1.6 Metrics

The Metrics survey module allows the development of a deeper dialog with our clients (prospective and current students) to better understand their needs, perceptions of your university and your customer service. Surveys can be conducted on closed incidents, as well as custom surveys on-demand over the Web or via email. Results are automatically tabulated and reported in real-time.

Usage Limits: Metrics licences are subject to usage limits based upon a maximum number of on-demand surveys received per month. In the quotation above, this item is not separately identified. Further investigation is necessary.

4.1.7 Support

4.1.7.1 RightNow Basic Support Package

The RightNow Basic Support Package is provided for the term of the licence. It does not include support for local customisations. Support elements include:

- Questions submitted by up to two (2) designated contacts are answered by RightNow Technologies support representatives via email from 9:30am-5:30 pm, EST, Monday-Friday
- Access to site status Web page for site information and problem notification (for hosted customers)
- Free software downloads – all upgrades are available for download from RightNow’s Service site

4.1.8 Services

4.1.8.1 Standard Application Hosting

On-site hosting, secured by Comodo SSL (Secure Socket Layer), is offered by RightNow Technologies for the term of the licence to minimise use of our internal IT resources and provide automatic product upgrades. (A charge will apply for Oracle Infrastructure Hosting or VeriSign Secure SSL). Storage limits of 5Gb per interface apply.
4.1.8.2 VeriSign Secure Socket Layer Hosting

Provided as a value add option for clients that have specific requirements for VeriSign 128 bit Secure Socket Layer (SSL) application hosting. We would receive a standard VeriSign 128-Bit SSL connection between our RightNow application and our infrastructure. Further investigation is necessary to determine whether this level of security is required.

4.1.8.3 Application Test Site

A copy of our live RightNow solution site is created to enable us to perform customisation and testing prior to rolling out changes in the production environment. The test site may also be used as a training tool for new or existing staff members.

4.1.8.4 Application Program Interface Access and Support

Provides us with documentation on integration and access to the Application Program Interface (API) for the RightNow software, which is a means by which another application gains access to RightNow Service data, usually for the purposes of communication or data retrieval. Integrations or customisations are not included in this package. This package includes up to 10 hours of support.

4.1.8.5 Pass Through Authentication Support

Provides us with the ability to pass customer (student, staff) login information from our web page to our RightNow Service database. Changes will be required to our web pages; however, RightNow will provide the access and documentation. This package includes up to 10 hours of technical support provided via the RightNow Service support site.

4.1.8.6 Premier Customization Access and Support

RightNow's Premier Customization Access & Support package provides access to RightNow's Extended File Manager 2 to enable us to further customise the look and feel of the software in the event that our specific web design requirements cannot be met through standard configuration changes. A separate charge will apply for actual customisation work performed by RightNow. This package includes up to 10 hours of technical support provided via the RightNow Service support site.

4.1.8.7 LifeCycle Implementation Multiple Product Package

- The LifeCycle Implementation Package provides consulting, project management, and training to implement our RightNow solution. We are responsible for clearly defining requirements, providing a designated project manager, a trained administrator, and the quality and timeliness of our own work.
- The LifeCycle Implementation Package does not cover CTI Toolbar, RightNow Offer Advisor Integration, Voice-Self Service, scripting, data imports, customisations, or integrations.
- We are responsible for RightNow’s travel and expenses for any on-site visit.
- The LifeCycle Implementation Package must be used within 12 months of purchase or will expire. Additional details may be viewed at: http://www.rightnow.com/pdf/agreements/LifeCycleAppendix1FINAL_Q12005.pdf.
- Elements include:
• Computer-based training (CBTs)
• Implementation Project Plan created based on our objectives and RightNow’s best practices
• Best Practices scorecard with suggestions for improvement
• Initial product tutorials via online Computer Based Training modules (CBTs)
• Training on and access to RightNow’s custhelp.com support site
• Application tune-up and site recommendations provided remotely via phone

4.1.8.8 Universal Service Credits

Each Universal Service Credit purchased equals one RightNow consulting hour. The purchase of Universal Service Credits allows the flexibility to pre-pay an amount to be applied toward RightNow Technologies’ Professional Services and determine the type of custom consulting or development services (customisation/integration/data imports) that will be of most use to at a later date. USCs may not be applied toward education services (workshops, onsite training) or pre-packaged services such as LifeCycle Implementations, Pilot Services packages, or toward API, PCA, or PTA.

We will be responsible for RightNow’s travel and expenses in the event an on site visit is required.

Universal Service Credits must be used within 12 months of purchase or will expire.

4.1.9 Notes:

RightNow offers additional modules are marginal costs. For example, the RightNow Marketing module, suitable for use by the Admissions Centre, CELT and the International Centre costs an additional $11,994.00 + GST for 24 months for 5 named users and up to 20,000 transactions per month.
Appendix 2

5 TELEPHONE STATISTICS

This project is designed to significantly improve the capacity of Student Services staff to effectively manage the range and rapidly increasing volume of student enquiries. It is anticipated that the lessons learnt could be applied to any high volume enquiry management service.

Within Student Services, the Admissions Centre and Student Administration in Hackett Hall and Student Support Services located in the Guild Village each seek to respond professionally to large volumes of in-person, telephone and email enquiries.

5.1 Student Administration

The UWA Student Administration received in excess of 58000\(^8\) calls in each of 2004 and 2005. Approximately 60% of the calls received are from external numbers and 40% from within the University. The number of calls initiated by Student Administration staff increased from 13932 in 2004 to 14336 in 2005. Significantly the number of local calls initiated fell (8664 in 2004; 7633 in 2005) but calls to STD, IDD and particularly mobile numbers all rose significantly. If a greater proportion of enquiries could be answered immediately the number of return calls should reduce leading to lower costs and higher levels of satisfaction.

The peak telephone traffic months are January, February and March (coinciding with enrolments for new students, supplementary & deferred examinations, change of enrolment for all students and the main graduation round), together with July and August (particularly in the period immediately leading up to and after the release of 1\(^{st}\) semester results and the scheduling of supplementary and deferred examinations.

During these peak periods it is not unusual for enquiries staff to have 40 or more voice mail messages banked up at the end of a working day + many unanswered emails to review\(^9\).

5.1.1 Admissions Centre

The UWA Admissions Centre received in excess of 20000\(^10\) calls in 2004 (27209) and 2005 (21269). In each year greater than 70% of the calls received originated from an external number. It is estimated that the number of calls initiated by Admissions Centre staff remained fairly constant from 2004 to 2005, but again the number of calls to STD and mobile numbers increased with a corresponding fall to local numbers.

The peak telephone traffic month is January, coinciding with the major admission round. The number of calls received in this month is more than double any other

---

\(^8\) Student Administration telephone data is incomplete. No traffic data was collected in either December 2004 or 2005.

\(^9\) Comprehensive email statistics are not available

\(^10\) Admission Centre telephone data is incomplete. No traffic data was collected for April 2005
Admissions Centre staff estimate that more than half the calls received seek standard information.

Staff in the Admissions Centre have been working to improve the management of telephone enquiries for several years. In October 2003 a phone menu system was implemented which provided answers to a small number of frequently asked questions received during the admissions period and whilst this mechanism has been refined over the years we now consider that no further significant service gains can be made without investment in new technologies.

5.1.2 Student Support Services

The telephone statistics reported for Student Support Services cover only the two reception numbers – nonetheless these two extensions received more than 9800 calls in each of 2004 and 2005. A more complete picture emerges if calls made direct to the various services are added. For example the Student Finance & Housing Office receives approximately 2000 call per annum, with a very high proportion of these calls received in the first three months of the year. Likewise the Diversity & Transition Group, including TSP, 1st Year Experience and Disability Office receive a very high proportion of their calls for the year in January, February and March. Again, many of the calls received are seeking standard information that could be generated automatically via an intelligent knowledge data base.
# Student Administration Telephone Statistics

<table>
<thead>
<tr>
<th>Year: 2004</th>
<th>Section</th>
<th>Number</th>
<th>Month</th>
<th>External</th>
<th>Internal</th>
<th>Total Calls</th>
<th>Outgoing Calls</th>
<th>Total Calls</th>
<th>No Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Administration</td>
<td>ALL</td>
<td>January</td>
<td>3813</td>
<td>2113</td>
<td>5926</td>
<td>890</td>
<td>193</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>February</td>
<td>5096</td>
<td>2168</td>
<td>7264</td>
<td>1033</td>
<td>183</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>March</td>
<td>4325</td>
<td>2659</td>
<td>6984</td>
<td>1075</td>
<td>151</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>April</td>
<td>1905</td>
<td>1686</td>
<td>3591</td>
<td>538</td>
<td>60</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>May</td>
<td>1985</td>
<td>1676</td>
<td>3661</td>
<td>630</td>
<td>111</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
<td>2382</td>
<td>2220</td>
<td>4602</td>
<td>690</td>
<td>167</td>
<td>28</td>
<td>264</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July</td>
<td>4283</td>
<td>2872</td>
<td>7155</td>
<td>956</td>
<td>128</td>
<td>56</td>
<td>433</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
<td>3724</td>
<td>2361</td>
<td>6085</td>
<td>781</td>
<td>203</td>
<td>53</td>
<td>288</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September</td>
<td>2160</td>
<td>1872</td>
<td>4032</td>
<td>696</td>
<td>84</td>
<td>64</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October</td>
<td>1767</td>
<td>1738</td>
<td>3505</td>
<td>602</td>
<td>62</td>
<td>19</td>
<td>247</td>
</tr>
<tr>
<td></td>
<td></td>
<td>November</td>
<td>3160</td>
<td>2900</td>
<td>6060</td>
<td>773</td>
<td>109</td>
<td>22</td>
<td>272</td>
</tr>
<tr>
<td></td>
<td></td>
<td>December</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>TOTAL CALLS</td>
<td></td>
<td></td>
<td>34600</td>
<td>24265</td>
<td>58865</td>
<td>8664</td>
<td>1451</td>
<td>478</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year: 2005</th>
<th>Section</th>
<th>Number</th>
<th>Month</th>
<th>External</th>
<th>Internal</th>
<th>Total Calls</th>
<th>Outgoing Calls</th>
<th>Total Calls</th>
<th>No Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Administration</td>
<td>ALL</td>
<td>January</td>
<td>4114</td>
<td>1660</td>
<td>5774</td>
<td>755</td>
<td>161</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February</td>
<td>5352</td>
<td>2069</td>
<td>7421</td>
<td>951</td>
<td>289</td>
<td>84</td>
<td>657</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March</td>
<td>3853</td>
<td>2159</td>
<td>6012</td>
<td>876</td>
<td>149</td>
<td>50</td>
<td>542</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April</td>
<td>1730</td>
<td>1485</td>
<td>3215</td>
<td>532</td>
<td>140</td>
<td>35</td>
<td>224</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May</td>
<td>2132</td>
<td>1746</td>
<td>3878</td>
<td>621</td>
<td>165</td>
<td>83</td>
<td>304</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
<td>2506</td>
<td>2651</td>
<td>5157</td>
<td>626</td>
<td>171</td>
<td>49</td>
<td>314</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July</td>
<td>5800</td>
<td>3322</td>
<td>9122</td>
<td>928</td>
<td>178</td>
<td>104</td>
<td>576</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
<td>3540</td>
<td>2427</td>
<td>5967</td>
<td>728</td>
<td>129</td>
<td>69</td>
<td>470</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September</td>
<td>1782</td>
<td>1565</td>
<td>3347</td>
<td>502</td>
<td>109</td>
<td>34</td>
<td>269</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October</td>
<td>1569</td>
<td>1487</td>
<td>3056</td>
<td>518</td>
<td>53</td>
<td>20</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td></td>
<td>November</td>
<td>2683</td>
<td>2427</td>
<td>5110</td>
<td>596</td>
<td>147</td>
<td>66</td>
<td>287</td>
</tr>
<tr>
<td></td>
<td></td>
<td>December</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>TOTAL CALLS</td>
<td></td>
<td></td>
<td>35061</td>
<td>22989</td>
<td>58059</td>
<td>7633</td>
<td>1691</td>
<td>674</td>
</tr>
</tbody>
</table>

Q:\University Strategy Fund\USF 2006\Funding_Proposal_Enquiry Mgmt_Final.doc
## Admissions Centre Telephone Statistics

### Year: 2004

<table>
<thead>
<tr>
<th>Section</th>
<th>Number</th>
<th>Month</th>
<th>External</th>
<th>Internal</th>
<th>Total Calls</th>
<th>Outgoing Calls</th>
<th>Total Calls</th>
<th>No Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Local STD IDD Mobile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions/PSO</td>
<td>ALL</td>
<td>January</td>
<td>4415</td>
<td>634</td>
<td>5049</td>
<td>530 92 13 116</td>
<td>751</td>
<td>872</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February</td>
<td>2118</td>
<td>464</td>
<td>2582</td>
<td>455 60 1 150</td>
<td>666</td>
<td>591</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March</td>
<td>1215</td>
<td>587</td>
<td>1802</td>
<td>395 105 0 49</td>
<td>549</td>
<td>846</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April</td>
<td>1034</td>
<td>632</td>
<td>1666</td>
<td>350 66 0 47</td>
<td>463</td>
<td>864</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May</td>
<td>1292</td>
<td>612</td>
<td>1904</td>
<td>458 53 0 128</td>
<td>639</td>
<td>730</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
<td>1206</td>
<td>712</td>
<td>1918</td>
<td>443 58 0 80</td>
<td>581</td>
<td>935</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July</td>
<td>1122</td>
<td>554</td>
<td>1676</td>
<td>350 69 0 44</td>
<td>463</td>
<td>754</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
<td>1290</td>
<td>619</td>
<td>1909</td>
<td>212 44 1 75</td>
<td>332</td>
<td>687</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September</td>
<td>1818</td>
<td>728</td>
<td>2546</td>
<td>364 53 0 59</td>
<td>476</td>
<td>947</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October</td>
<td>1051</td>
<td>500</td>
<td>1551</td>
<td>424 27 0 82</td>
<td>533</td>
<td>647</td>
</tr>
<tr>
<td></td>
<td></td>
<td>November</td>
<td>1827</td>
<td>672</td>
<td>2499</td>
<td>508 48 0 100</td>
<td>656</td>
<td>848</td>
</tr>
<tr>
<td></td>
<td></td>
<td>December</td>
<td>1534</td>
<td>573</td>
<td>2107</td>
<td>489 62 2 82</td>
<td>635</td>
<td>726</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CALLS</td>
<td></td>
<td></td>
<td>19922</td>
<td>7287</td>
<td>27209</td>
<td>4978 737 17 1012</td>
<td>6744</td>
<td>9447</td>
</tr>
</tbody>
</table>

### Year: 2005

<table>
<thead>
<tr>
<th>Section</th>
<th>Number</th>
<th>Month</th>
<th>External</th>
<th>Internal</th>
<th>Total Calls</th>
<th>Outgoing Calls</th>
<th>Total Calls</th>
<th>No Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Local STD IDD Mobile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions/PSO</td>
<td>ALL</td>
<td>January</td>
<td>4687</td>
<td>545</td>
<td>5232</td>
<td>439 89 3 142</td>
<td>673</td>
<td>754</td>
</tr>
<tr>
<td></td>
<td></td>
<td>February</td>
<td>1871</td>
<td>425</td>
<td>2296</td>
<td>329 80 1 90</td>
<td>500</td>
<td>637</td>
</tr>
<tr>
<td></td>
<td></td>
<td>March</td>
<td>826</td>
<td>314</td>
<td>1140</td>
<td>254 75 1 80</td>
<td>410</td>
<td>490</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0 0 0 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May</td>
<td>1043</td>
<td>242</td>
<td>1285</td>
<td>331 57 0 106</td>
<td>494</td>
<td>443</td>
</tr>
<tr>
<td></td>
<td></td>
<td>June</td>
<td>1154</td>
<td>479</td>
<td>1633</td>
<td>411 91 0 138</td>
<td>640</td>
<td>734</td>
</tr>
<tr>
<td></td>
<td></td>
<td>July</td>
<td>1052</td>
<td>344</td>
<td>1396</td>
<td>420 55 2 128</td>
<td>605</td>
<td>502</td>
</tr>
<tr>
<td></td>
<td></td>
<td>August</td>
<td>1410</td>
<td>197</td>
<td>1607</td>
<td>344 55 0 71</td>
<td>470</td>
<td>428</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September</td>
<td>1466</td>
<td>267</td>
<td>1733</td>
<td>329 55 0 139</td>
<td>523</td>
<td>502</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October</td>
<td>1029</td>
<td>202</td>
<td>1231</td>
<td>311 32 0 104</td>
<td>447</td>
<td>382</td>
</tr>
<tr>
<td></td>
<td></td>
<td>November</td>
<td>1609</td>
<td>329</td>
<td>1938</td>
<td>367 106 0 127</td>
<td>600</td>
<td>593</td>
</tr>
<tr>
<td></td>
<td></td>
<td>December</td>
<td>1528</td>
<td>250</td>
<td>1778</td>
<td>336 86 1 94</td>
<td>517</td>
<td>441</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL CALLS</td>
<td></td>
<td></td>
<td>17675</td>
<td>3594</td>
<td>21269</td>
<td>3871 781 8 1219</td>
<td>5879</td>
<td>5906</td>
</tr>
</tbody>
</table>
### Student Support Centre Reception Telephone Statistics

<table>
<thead>
<tr>
<th>Year: 2004</th>
<th>Section</th>
<th>Number</th>
<th>Month</th>
<th>Incoming Calls</th>
<th>Total Calls</th>
<th>Outgoing Calls</th>
<th>Total Calls</th>
<th>No Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>January</td>
<td>530</td>
<td>277</td>
<td>807</td>
<td>76</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>February</td>
<td>779</td>
<td>340</td>
<td>1119</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>March</td>
<td>735</td>
<td>325</td>
<td>1060</td>
<td>78</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>April</td>
<td>545</td>
<td>317</td>
<td>862</td>
<td>69</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>May</td>
<td>586</td>
<td>337</td>
<td>923</td>
<td>61</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>June</td>
<td>582</td>
<td>284</td>
<td>866</td>
<td>112</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>July</td>
<td>766</td>
<td>364</td>
<td>1130</td>
<td>111</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>August</td>
<td>813</td>
<td>371</td>
<td>1184</td>
<td>98</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>September</td>
<td>801</td>
<td>297</td>
<td>1098</td>
<td>174</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>October</td>
<td>631</td>
<td>276</td>
<td>907</td>
<td>97</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>November</td>
<td>733</td>
<td>339</td>
<td>1072</td>
<td>109</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>December</td>
<td>529</td>
<td>293</td>
<td>822</td>
<td>94</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL CALLS</td>
<td>8030</td>
<td>3820</td>
<td>11850</td>
<td>1152</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year: 2005</th>
<th>Section</th>
<th>Number</th>
<th>Month</th>
<th>Incoming Calls</th>
<th>Total Calls</th>
<th>Outgoing Calls</th>
<th>Total Calls</th>
<th>No Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>January</td>
<td>535</td>
<td>178</td>
<td>713</td>
<td>86</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>February</td>
<td>741</td>
<td>306</td>
<td>1047</td>
<td>119</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>March</td>
<td>680</td>
<td>304</td>
<td>984</td>
<td>113</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>April</td>
<td>557</td>
<td>326</td>
<td>883</td>
<td>121</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>May</td>
<td>557</td>
<td>331</td>
<td>888</td>
<td>124</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>June</td>
<td>569</td>
<td>291</td>
<td>860</td>
<td>102</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>July</td>
<td>645</td>
<td>319</td>
<td>964</td>
<td>312</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>August</td>
<td>630</td>
<td>351</td>
<td>981</td>
<td>131</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>September</td>
<td>506</td>
<td>303</td>
<td>809</td>
<td>132</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>October</td>
<td>549</td>
<td>311</td>
<td>860</td>
<td>118</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>November</td>
<td>572</td>
<td>321</td>
<td>893</td>
<td>156</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reception</td>
<td>2258 + 2423</td>
<td>December</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TOTAL CALLS</td>
<td>6541</td>
<td>3341</td>
<td>9882</td>
<td>1514</td>
<td>87</td>
</tr>
</tbody>
</table>