



RESEARCH BRIEF

MICHELLE OSOWSKI

OCTOBER 2006

DISTRICT CUSTOMER SATISFACTION SURVEY – SPRING 2006

BACKGROUND

APS District Leadership requested a district-wide employee-based “customer satisfaction survey”. The purpose of the survey was to obtain baseline data on three district-wide indicators key to the district’s strategic plan: timeliness of response to a request, level of expertise provided by employees of the district, and level of effective service provided by employees. The survey was administered to approximately 13,000 employees throughout the district (see table 1) with instructions to rate the quality of service provided by APS departments.

Two challenges to developing the survey were:

- 1) identify the level that would be most representative of a group of employees, yet specific enough to provide meaningful data to the supervisors of the group; and
- 2) minimize the amount of time required to complete the survey while providing a comprehensive assessment of the district.

An examination of the District’s organizational chart and a thorough review of the District’s *Directory* indicated that most departments have diverse units that provide targeted specific expertise. Examples include Maintenance and Operations with six distinct functional units; Research, Development and Accountability comprised of five distinct functional units; and Health Mental Health that has nine distinct functional units.

RDA staff identified 77 units, grouped employees by role group, utilized matrix sampling techniques and developed 20 versions of the Customer Satisfaction Survey to meet the unique challenges. Employees that were not surveyed included student employees, substitute educational assistants, substitute student teachers, and substitute teachers. The District Customer Satisfaction Surveys were distributed through inter-office mail to school/work sites the last two days of school. Twenty-two sites were unable to distribute the surveys to staff and returned the surveys to RDA (11 elementary schools, 4 middle schools, 5 high schools, employees at nursing services and Hogares). RDA mailed the returned surveys to the home addresses of the affected employees over the first two weeks of June. RDA received surveys throughout the summer and into August, and chose to wait until after the start of the school year to allow for any late participants prior to processing the results. The wait resulted in the delay of results.

Table 1 summarizes the specific employment classifications that comprise the employee role groups.

RDA 930-A Oak Street., SE, Albuquerque, NM 87106 (505) 848-8710 (phone), (505) 848-8740 (fax)
Albuquerque Public Schools – An Equal Opportunity Employer

Table 1.

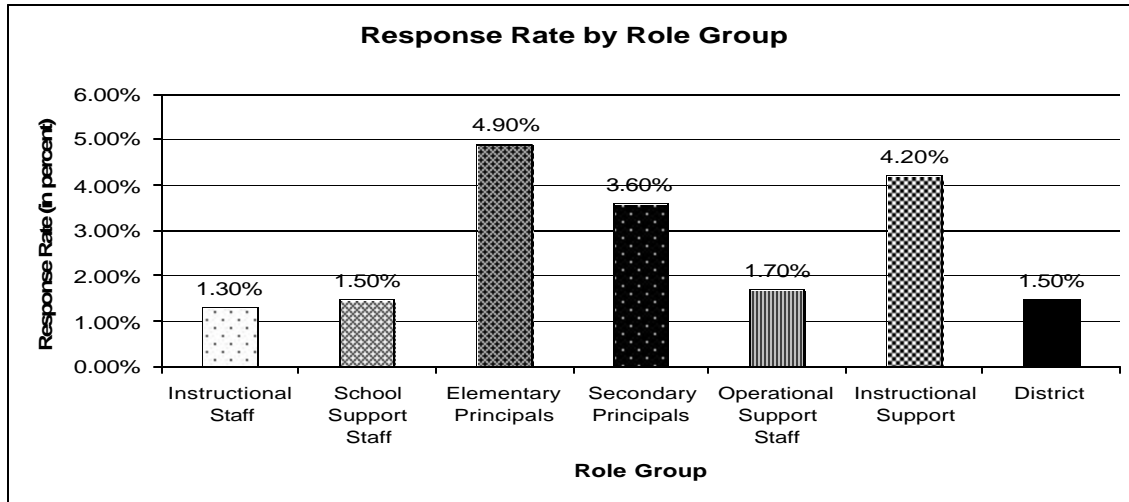
Role Group	Employees included
Site Administrators	Principals, assistant principals, dean of students and athletic directors at elementary and secondary school sites
Instructional Staff	Teachers, educational assistants, occupational health, social workers, counselors, nurses, librarians, and speech language pathologists, activities directors, athletic coaches, audiologists, coordinators (SLC), cosmetologists, physical therapists, school psychologists, school resource, therapists, transition specialists, instructional coaches, interpreters,
Instructional Support Staff	Superintendents, Executive Directors, Professional Staff, Professional Support Staff, Executive Administrative Support, RDA, TLS, LCE, HMH, Special Education, Indian Education
Operational Support Staff	M&O, Budget, Finance, Transportation, food services, school police, project managers, supervisors, trades and crafts,
Support Staff at School Sites	Clerical, custodial, substitute teachers and cafeteria staff, campus security, community support liaisons, temporary and hourly staff

RESULTS

Respondents utilized a Likert scale (1=poor, 5=Excellent and NC for no contact) to evaluate the timeliness of response (Response Time), level of expertise provided (Expertise Provided), and level of effectiveness (Effective Service).

Appendix 1 summarizes by unit the number of surveys distributed, number of surveys returned, the percent of returned surveys, and the percent of good and excellent responses for each indicator. Overall, the District had 1992 returned out of 13495 surveys (15%). Figure 1 shows the response rate by role group. Instructional staff, school support staff, and operational support staff had the lowest return rates (1.3% to 1.7%).

Figure 1.

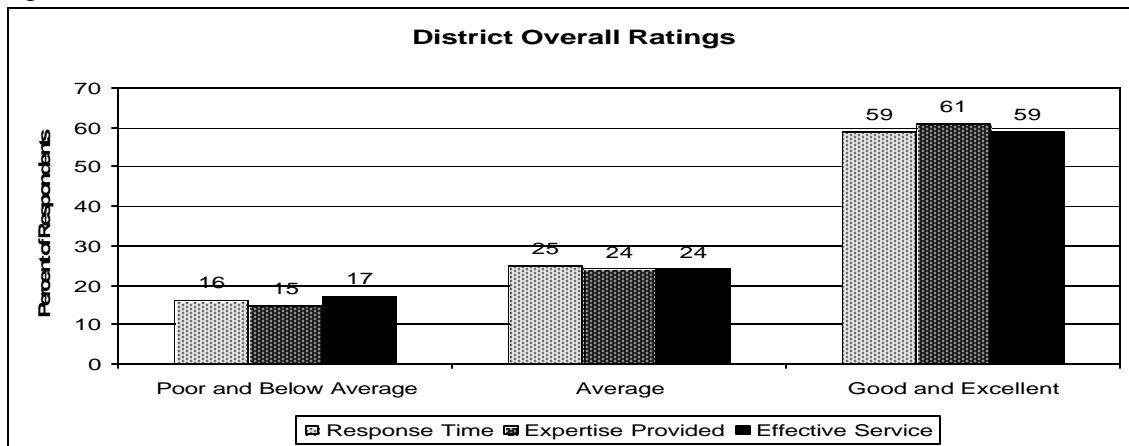


The District's overall performance does not include missing and no contact responses. Figure 2 shows the average percent of respondents that indicate poor or below average, average, and good or excellent for response time, expertise provided, and effective service.

Overall,

- ❑ 59% of respondents indicate the response time and effectiveness of service is good or excellent, and
- ❑ 61% of respondents indicate the expertise provided is good or excellent.

Figure 2.



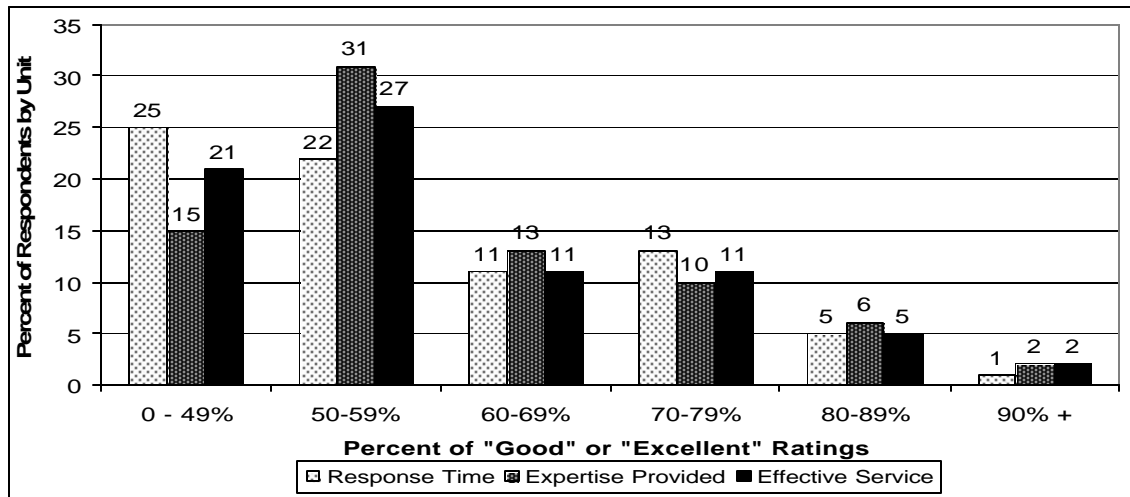
Good and Excellent

One summative indicator of performance is the percent of good and excellent ratings each unit received by performance indicator (see Appendix 1): the higher the percentage of good and excellent would translate to a higher level of customer satisfaction. Figure 4 shows how many units received “good” or “excellent”, by indicator, within a range.

Generally,

- ❑ The majority of units (52 out of 77) received at least 50% good and excellent ratings in all three indicators.
- ❑ Less than 20 units received 70% or higher ratings of good and excellent in all three indicators.

Figure 4.



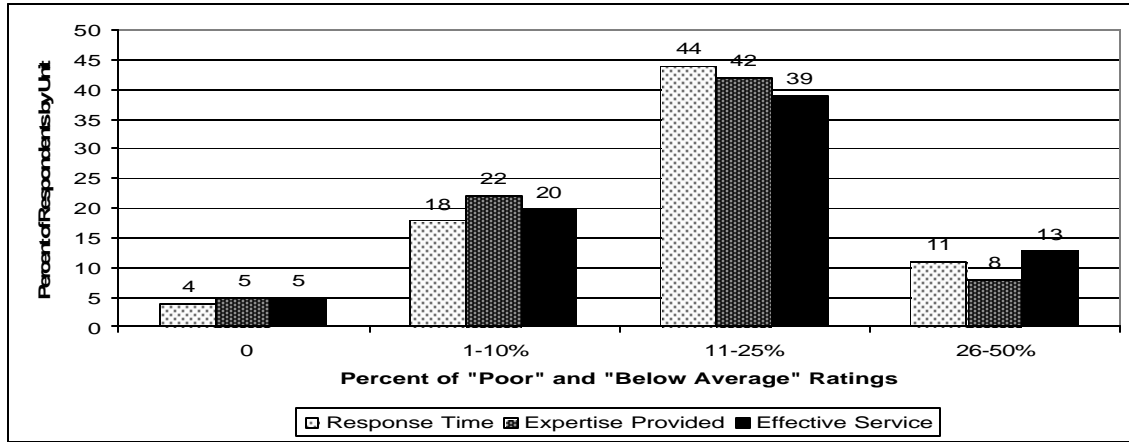
Of the 77 units sampled across APS, two units share highest percent of good and excellent ratings in response time (Cluster Service Team – 85% and Fine Arts 84%). Human Resources Staffing units received the highest percent of good and excellent ratings in expertise provided (96%) and effective service (98%).

Below Average and Poor

A second summative indicator of performance is the percent of poor and below average ratings each unit received by performance indicator. Converse to Figure 4, having a smaller percentage of poor or below average ratings is also an indication of higher customer satisfaction. Figure 5 shows how many units received poor or below average, by indicator, within a range.

Generally,

- ❑ Approximately one-third (22 – 27) of the units received less than 10% poor or below average ratings.
- ❑ 8 to 13 units received 26% to 50% poor or below average ratings.



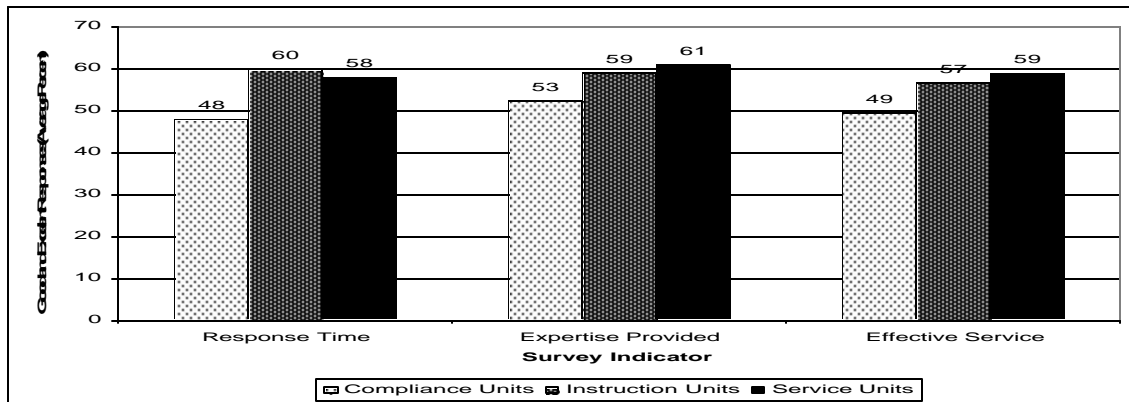
No Contact and Missing Responses

One possible rating respondents could have selected was No Contact indicating the respondent has not had contact with a particular unit over the past year, and respondents could have opted not to respond to a unit. Both provided valuable information to RDA staff conducting the analysis. One may infer from the no contact and missing responses which departments/units were not accessed by employees of the district. Appendix 2 summarizes the units that had 50% or more no contact responses, the average percent return rate for the unit, and the total number of responses received.

Comparison of Units

One possible between-unit comparison is by primary function of the unit: service, compliance or instruction (see Appendix 3). Compliance units' average percent of good and excellent responses was lower than instructional or service units. Figure 3 shows the average percent of good and excellent responses by indicator by primary function.

Figure 3.



LIMITATIONS

- ❑ Several units are known by common names, yet the surveys used the name listed in the Directory. Examples include Information Technology Client Services (Directory name) vs. ITS (common name) and The Classroom Store (Directory name) vs. DLITS (common name).

CONCLUSIONS

The following conclusions can be made from the results:

- ❑ Overall, the District has better than a 50% customer satisfaction rating.
- ❑ Compliance units underscore service and instruction units.

RECOMMENDATIONS

- ❑ The survey must be developed and administered well before the last week of school.
- ❑ An improved “marketing” strategy needs to be attached to the administration of the survey to include a consensus of the importance and relevance of participation, and the intended use of results.
- ❑ Given the results from Spring 2005, RDA recommends that Associate and Deputy Superintendents, Assistant Superintendents, Executive Directors and Directors provide input into the development and distribution of the District Customer Satisfaction survey. Specifically:
 - which units under their supervision should be included,
 - what those units should be referred to, and
 - how the surveys should be distributed.
- ❑ Descriptive criteria for the quality indicators *timeliness of response*, *expertise provided* and *effective service* should be established and well-communicated.
- ❑ RDA recommends using the results from 2006-07 administration and existing professional standards to create professional statistical peers based on primary function for APS units/departments.

Appendix 2:

**Albuquerque Public Schools
DISTRICT CUSTOMER SATISFACTION SURVEY – SPRING 2006**

Units with more than 50% “No Contact” responses, average percent returned, and total number of surveys received.

Unit	“No Contact” (Percent)	Returned (Percent)	Total Surveys Received
Career and Technical Information	50	45	309
Graphics Production – The Classroom Store	51	39	608
Learning Technologies Online Professional Development	53	35	430
Translation and Interpretation Services	53	37	637
Labor Relations	57	26	558
Employee Assistance Program	58	35	687
Science Distribution Center	58	34	282
Clothing Bank	59	36	337
Fine Arts	59	34	277
Athletics	60	26	132
Student, School, Community Service Center	61	29	343
Graphic Production District Imaging and Archive Center	66	29	374
Office of Equal Opportunity Services	66	20	656
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Arts Center	70	24	249
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Kids Cook Program	76	17	467
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Character Counts Cooperative	82	18	22
Foreign Exchange	91	9	11

**Albuquerque Public Schools
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Appendix 3.

Compliance Units	Instruction Units	Service Units
Accountability Data Systems (ADS)	Alternative Cluster Summer School Programs	Accounts Payable, Athletics, Budget, Capital Master Plan, Clothing bank, Cluster Service Team, Compensation, Comprehensive Services Project, Court Liaison/Attendance, Employee Assistance Program, Facilities Design and Construction, Food & Nutritional Services, Foreign Exchange, Graphics Production (Copy Services, District Imagining, Mail, Print, The Classroom Store), Health Mental Health, Hearing Office, Help Desk, Human Resources, M&O, Kids Cook Program, Labor Relations, Learning Technologies, Library & Instructional Materials, Nursing Services, Office of Equal Opportunity Services, Payroll, RDA (R&E), School Police, School Psychologist Services, Science Distribution Center, Social Work Services for Schools, Student School Community Service Center, Substitute Services, TLS Title I, Technology Client Services, Transportation, Warehouse, Workman's Compensation, Accounting
Employee Data Center	Arts Center	
Employee Processes	Career and Technical Information	
Grant Management	Character Counts	
Indian Education	Counseling Services	
Open Enrollment	Fine Arts,	
RDA Accountability	Instructional Cluster Assistants	
RDA Assessment	LCE (ESL, MCE DDP, Resource Teachers)	
RDA Information Technology	TLS (Instruction)	
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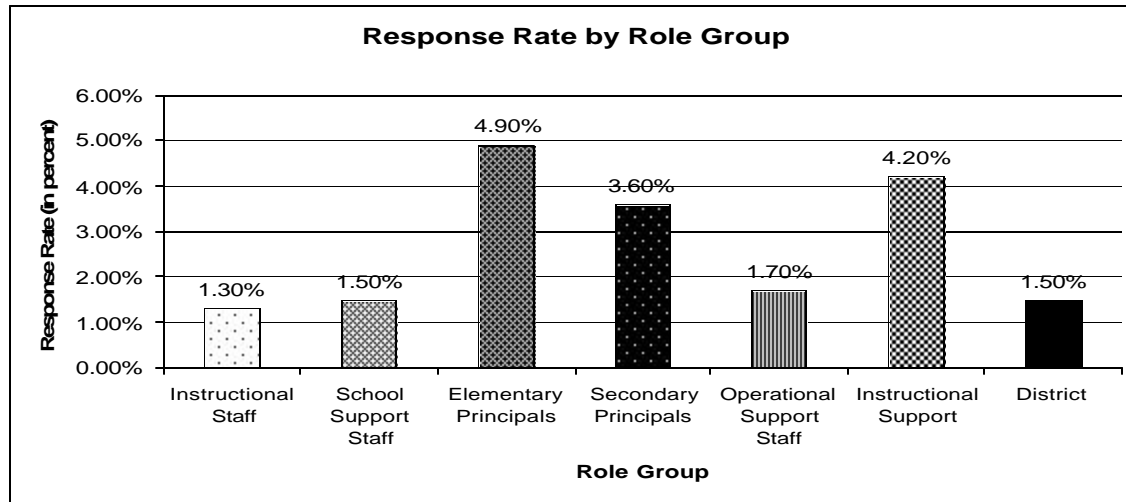
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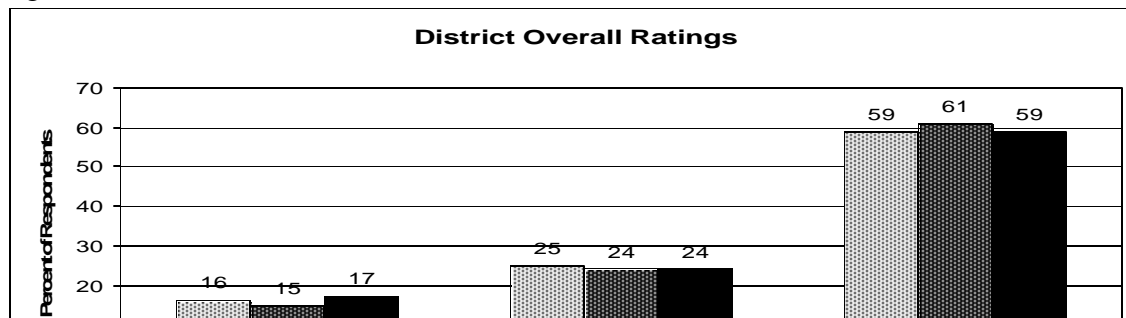


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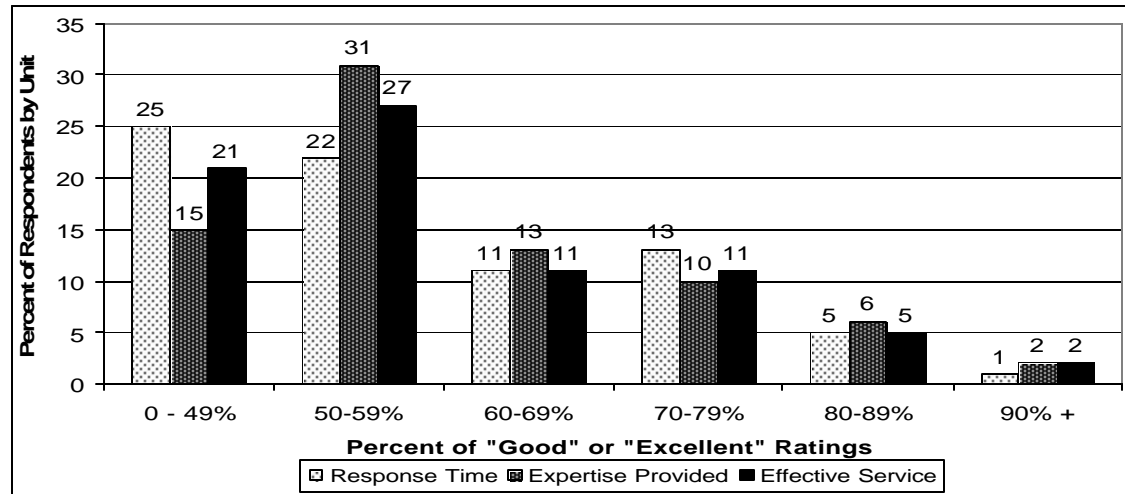


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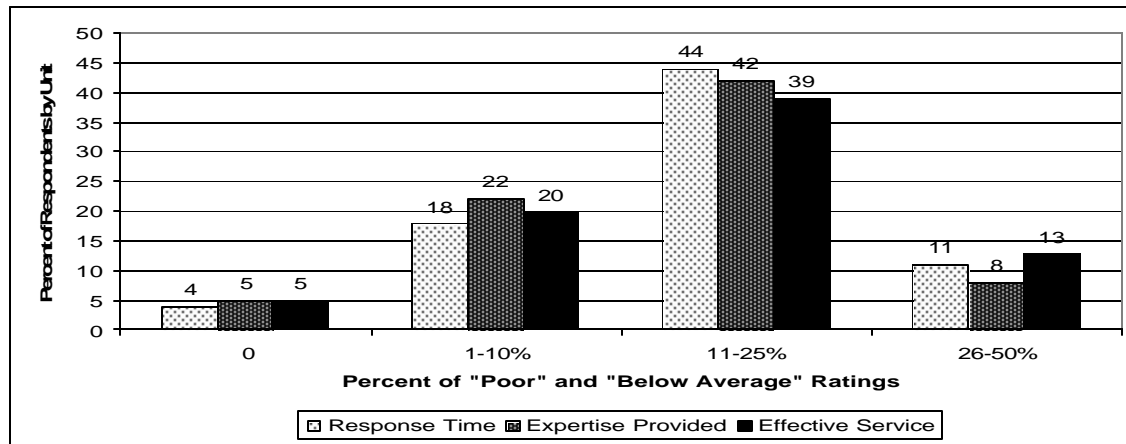
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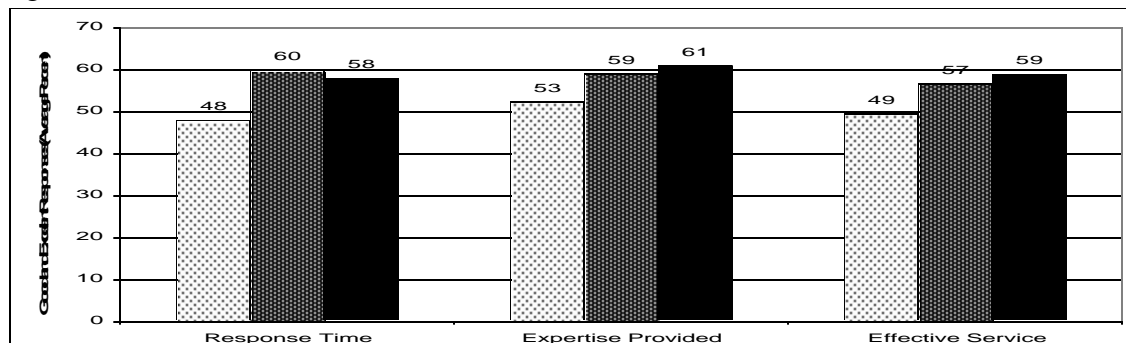
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Employee Data Center	Arts Center	Imagining, Mail, Print, The Classroom Store), Health Mental Health, Hearing Office, Help Desk, Human Resources, M&O, Kids Cook Program, Labor Relations, Learning Technologies, Library & Instructional Materials, Nursing Services, Office of Equal Opportunity Services, Payroll, RDA (R&E), School Police, School Psychologist Services, Science Distribution Center, Social Work Services for Schools, Student School Community Service Center, Substitute Services, TIS
Employee Processes	Career and Technical Information	
Grant Management	Character Counts	
Indian Education	Counseling Services	
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