Customer Satisfaction Survey Report

2009–2010

Presented to:

Board of Directors
Superintendents’ Advisory Committee

Date:
October 2010
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>4</td>
</tr>
<tr>
<td>Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>8</td>
</tr>
<tr>
<td>District Size</td>
<td>10</td>
</tr>
<tr>
<td>Job Role</td>
<td>11</td>
</tr>
<tr>
<td>Participation</td>
<td>12</td>
</tr>
<tr>
<td>Recommend Intention</td>
<td>13</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>14</td>
</tr>
<tr>
<td>Brand Preference</td>
<td>15</td>
</tr>
<tr>
<td>Staff</td>
<td>16</td>
</tr>
<tr>
<td>Processes</td>
<td>18</td>
</tr>
<tr>
<td>Results</td>
<td>20</td>
</tr>
<tr>
<td>Improvement Suggestions</td>
<td>22</td>
</tr>
<tr>
<td>References</td>
<td>24</td>
</tr>
</tbody>
</table>

# APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A: 2010 Customer Satisfaction Survey</td>
<td>25</td>
</tr>
<tr>
<td>Appendix B: Improvement Suggestions—Detail</td>
<td>29</td>
</tr>
</tbody>
</table>
FIGURES

2. Calculation of Reichheld’s Net Promoter Score (NPS) 6
3. Response Rates by District Size—2009 and 2010 8
4. Proportion of Customers by Group 9
5. Proportion of Raving Fans—Overall and by Question 9
6. District Enrollment by Customer Group 10
7. Job Role by Customer Group 11
8. Participation by Customer Group 12
9. Recommend Intention—Overall and by Customer Group 13
10. Satisfaction—Overall and by Customer Group 14
11. Brand Preference—Overall and by Customer Group 15
12. Staff Ratings—Overall and by Interaction 16
13. Processes Ratings—Overall and by Area 18
14. Results Ratings—Overall and by Outcome 20

TABLES

1. Highest and Lowest Rated Staff Interactions by Customer Group 17
2. Highest and Lowest Rated Processes by Customer Group 19
3. Highest and Lowest Rated Results by Customer Group 21
BACKGROUND

The first of Region 4 Education Service Center’s (Region 4) three strategic goals is to make every customer a raving fan (Blanchard and Bowles, 1993). Raving fans are completely satisfied customers who choose to return again and again; they tell others about their positive experiences and encourage their friends and colleagues to become customers as well. Customers who are raving fans are essential to Region 4.

The Importance of Raving Fans

As a governmental entity, Region 4 provides federally and state-funded services at little or no charge. Increasingly, however, Region 4 is developing products and services in response to customer requests for solutions to immediate problems outside the scope of federal or state funding; these Region 4-developed solutions are fee based.

Region 4’s evolution from a focus on grant-funded initiatives to a developer of customer-requested solutions has been partially driven by significant reductions in state and federal funding. Revenue sources for 2002–2003 to 2009–2010 are displayed in Figure 1.

Figure 1. Change in Revenue, 2002–2003 to 2009–2010


- Between fiscal years 2003 and 2004, state base decreased from $4.69 million to $990,000 and, through fiscal years 2009–2010, has remained at the same level.

- State and federal grants decreased a total of $30 million between fiscal years 2003 and 2004; through fiscal year 2010, there have been no significant changes in the amount of revenue from grants.

- Revenue generated by responding to customer needs increased $3 million between fiscal years 2003 and 2004. In subsequent years through 2010, it has grown to account for 77.4% of Region 4’s total revenue.

Developing solutions to customer needs has been key to Region 4’s success since 2003–2004. However, Region 4 is not the only source of solutions to district needs—most customers have a choice of providers. Hence, a loyal customer base of raving fans who choose to use Region 4 year after year has been, and will continue to be, essential to Region 4’s long-term viability.
Measuring Customer Satisfaction

To build, maintain, and nurture a loyal customer base, Region 4 focuses on responding quickly to emerging customer needs. A variety of ways are used to predict changing customer needs, one of which is measuring customer satisfaction.

Region 4 measures customer satisfaction both formally and informally. At the time of service, customer feedback is requested in an appropriate format—a brief survey at the conclusion of a professional development session, a checklist included in the delivery of a classroom set of books, a verbal question after answering a request for information, etc. This formative information is used for immediate, point-of-service action by Region 4 staff. Toward the end of each school year since 1989, Region 4 has also requested customer input through a satisfaction survey.

Until 2009, the annual customer satisfaction survey was sent to individuals who had done business with Region 4 at least three times during the past year. From its beginning in 1989 through 2009, the survey used a four-point, Likert-type scale: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied. Over the years, it became apparent that the four-point scale lacked sufficient discrimination, particularly at the top end. With responses of 92% to 98% Satisfied or Very Satisfied on every question, there was a need to increase the range of response options.

Region 4’s 2010 customer satisfaction survey addressed the scaling issue, refined the questions, and increased the number of customers surveyed. Major changes from past surveys are summarized below.

- The response options range from zero to 10 with Completely Dissatisfied (0), Neutral (5), and Completely Satisfied (10).
- A question to identify a customer’s intention to recommend Region 4 to others was added; other questions were revised and/or reorganized.
- The number of customers surveyed was significantly increased by reducing the criteria for business interactions from at least three to two times during the past year.

The 2010 survey is reproduced in Appendix A.
ANALYSIS

The analysis of responses to the 2010 customer satisfaction survey builds on the work of Reichheld (2006). Based on his research, Reichheld classified responders to the recommend intention question as either detractors, passives, or promoters. He then used these three responder classifications to develop a net promoter score (NPS).

Reichheld’s Net Promoter Score (NPS)

Reichheld asked customers to identify their recommend intention on an 11-point bipolar scale. The way he worded the question and a sample of responses across the 11-point scale are displayed in Figure 2.

**Figure 2. Calculation of Reichheld’s Net Promoter Score (NPS)**

*How likely is it that you would recommend our company to a friend or colleague?*

<table>
<thead>
<tr>
<th>Not at All Likely</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10 Extremely Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE OF</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>1%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>16%</td>
<td>19%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Reichheld identified detractors as the percentage of customers who selected response options zero through 6. In the sample above, the number of detractors is 11 (0.5% + 0.5% + 0.5% + 0.5% + 1% + 4% + 4%), yielding a detractor score of −11.

The percentage of customers who selected either 7 or 8 are identified as passives. The number of passives in the sample is 22 (6% + 16%); Reichheld assigned this number a value of zero, thus eliminating it from the NPS calculation. Regardless of the actual number, the passive score is always zero.

Promoters are identified by Reichheld as the percentage of customers who selected options 9 and 10; in Figure 2 above, this number is 67 (19% + 48%), yielding a promoter score of +67.

Reichheld’s NPS is the sum of the negative detractor score and the positive promoter score. In the sample above, the NPS is 56 (−11 + 67).

Reichheld used the three customer groups to segment company profit and, based on the group and level of profit, prioritize action for positive growth (Reichheld, 2006, pp. 119–131).
Region 4’s Analysis of Raving Fans
Based on Reichheld’s research, Region 4 used customer responses to the recommend intention question to:

- Calculate a Net Raving Fans Score (NRFS) and
- Examine responses to all other survey questions by customer group—Detractors, Passives, and Raving Fans.

In addition, progress toward Region 4’s goal to make every customer a raving fan was assessed using responses to recommend intention in conjunction with those on two other questions. Specifically, the average proportion of the customer base identified as Raving Fans was calculated as the percentage of customers who selected one of the “top two boxes” on the 11-point scale—either 9 or 10—in response to the questions on:

- Recommend intention,
- Overall satisfaction, and
- Brand preference.
EXECUTIVE SUMMARY

In April 2010, customer opinions were requested through a confidential online tool powered by SurveyGizmo. The survey was sent to customers who used Region 4 at least two times during the 2009–2010 school year and provided e-mail addresses.

Two weeks after the initial request, a reminder was sent to customers who had not responded.

Response Rates

A total of 11,686 surveys were sent to customers and 3,255 usable surveys were returned, yielding a 2010 response rate of 27.9%. In past years, Region 4 has sent surveys to between 1,000 and 3,500 customers; past response rates have ranged from 16% to 35.9%.

Response rates by district size for 2009 and 2010 are displayed in Figure 3.

Figure 3. Response Rates by District Size—2009 and 2010

Because the number of customers surveyed was significantly greater in 2010, the district size question was answered by significantly more customers (2010 N = 2,957 vs 2009 N = 1,422).

Despite the difference in the number of responses, the proportion of responses by district size remained stable. As in 2009, the highest proportion of responses in 2010 came from customers in districts with more than 20,000 students, followed by customers in districts with between 3,001 and 9,000 students. Of the 2,957 customers who identified their district size in 2010:

- 42.8% were from districts of more than 20,000 students and
- 23.1% were from districts with between 3,001 and 9,000 students.
**Net Raving Fans Score**

Responses to the question on recommend intention placed each customer into one of three groups—Detractors, Passives, or Raving Fans. Figure 4 displays the proportion of 2010 respondents within each customer group.

**Figure 4. Proportion of Customers by Group**

<table>
<thead>
<tr>
<th>How likely are you to recommend Region 4 to others?</th>
<th>Detractors (0–6)</th>
<th>Passives (7–8)</th>
<th>Raving Fans (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely Unlikely (0) to Completely Likely (10)</td>
<td>11.1%</td>
<td>22.1%</td>
<td>66.8%</td>
</tr>
</tbody>
</table>

Region 4’s Net Raving Fans Score for 2010 was **55.7 (66.8% – 11.1%).**

**Progress Toward Raving Fans Goal**

The combination of responses in the “top two boxes” on three questions—recommend intention, overall satisfaction, and brand preference—was used to measure progress toward Region 4’s goal to make every customer a raving fan. The proportion of raving fans overall and for each question is summarized in Figure 5.

**Figure 5. Proportion of Raving Fans—Overall and by Question**

<table>
<thead>
<tr>
<th>Raving Fans Overall</th>
<th>Boxes 0–1</th>
<th>Boxes 2–4</th>
<th>Box 5</th>
<th>Boxes 6–8</th>
<th>Top 2 Boxes 9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 9,594</td>
<td>6.6%</td>
<td>31.5%</td>
<td>58.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How likely are you to recommend Region 4 to others?</th>
<th>Boxes 0–1</th>
<th>Boxes 2–4</th>
<th>Box 5</th>
<th>Boxes 6–8</th>
<th>Top 2 Boxes 9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely Unlikely (0) to Completely Likely (10)</td>
<td>4.2%</td>
<td>26.2%</td>
<td>66.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How satisfied are you with Region 4?</th>
<th>Boxes 0–1</th>
<th>Boxes 2–4</th>
<th>Box 5</th>
<th>Boxes 6–8</th>
<th>Top 2 Boxes 9–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the future, Region 4 will be my first choice for services and solutions.</td>
<td>11.1%</td>
<td>35.3%</td>
<td>48.6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The overall proportion of Raving Fans among Region 4 customers in 2010 was **58.2%.**
The proportion of customers within each group—Detractors, Passives, and Raving Fans—relative to district enrollment is displayed in Figure 6.

**Figure 6. District Enrollment by Customer Group**

*N = 2,957*

The difference between the highest and lowest proportion of Raving Fans by district size was less than 9%. The percentage of Raving Fans was:

- 70.6% from districts with more than 20,000 students and
- 61.7% from districts with 3,000 or fewer students.
Figure 7 displays the proportion of Detractors, Passives, and Raving Fans within job role.

**Figure 7. Job Role by Customer Group**

*N = 3,087*

<table>
<thead>
<tr>
<th>Job Role</th>
<th>Detractors (0–6)</th>
<th>Passives (7–8)</th>
<th>Raving Fans (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>5.4%</td>
<td></td>
<td>94.6%</td>
</tr>
<tr>
<td>n = 37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>5.7%</td>
<td>14.3%</td>
<td>80.0%</td>
</tr>
<tr>
<td>n = 455</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Nutrition</td>
<td>4.1%</td>
<td>16.6%</td>
<td>79.3%</td>
</tr>
<tr>
<td>n = 121</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof. Support</td>
<td>3.5%</td>
<td>18.2%</td>
<td>78.3%</td>
</tr>
<tr>
<td>n = 143</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Other</td>
<td>5.0%</td>
<td>16.8%</td>
<td>78.2%</td>
</tr>
<tr>
<td>n = 101</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Admin.</td>
<td>5.3%</td>
<td>21.6%</td>
<td>73.1%</td>
</tr>
<tr>
<td>n = 171</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Admin.</td>
<td>7.8%</td>
<td>24.2%</td>
<td>68.0%</td>
</tr>
<tr>
<td>n = 322</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cont./Prog. Specialist</td>
<td>10.6%</td>
<td>23.3%</td>
<td>66.1%</td>
</tr>
<tr>
<td>n = 236</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>14.5%</td>
<td>25.7%</td>
<td>59.8%</td>
</tr>
<tr>
<td>n = 1,419</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraprofessional</td>
<td>26.8%</td>
<td>15.9%</td>
<td>57.3%</td>
</tr>
<tr>
<td>n = 82</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Transportation, Technical Support, Secretarial/Clerical

The proportion of Raving Fans within job roles ranged from a high of 94.6% to a low of 57.3%.

Job roles with the greatest percentages of Raving Fans were Superintendent (94.6%) and Special Education (80.0%).

The lowest percentages of Raving Fans were in the job roles of Paraprofessional (57.3%) and Teacher (59.8%).
PARTICIPATION

From a list of seven services and solutions, customers were asked to check all they had used during the past year. Figure 8 displays the proportion of Detractors, Passives, and Raving Fans by area of participation.

**Figure 8. Participation by Customer Group**

*N = 6,243*

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Detractors (0–6)</th>
<th>Passives (7–8)</th>
<th>Raving Fans (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical assistance, <em>n = 629</em></td>
<td>7.3%</td>
<td>16.7%</td>
<td>76.0%</td>
</tr>
<tr>
<td>Purchase books, materials, <em>n = 1,030</em></td>
<td>7.7%</td>
<td>20.0%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Prof. dev. at Region 4, <em>n = 2,313</em></td>
<td>7.4%</td>
<td>20.9%</td>
<td>71.7%</td>
</tr>
<tr>
<td>Customized services, <em>n = 204</em></td>
<td>8.8%</td>
<td>20.6%</td>
<td>70.6%</td>
</tr>
<tr>
<td>Prof. dev. online, <em>n = 289</em></td>
<td>13.8%</td>
<td>19.7%</td>
<td>66.5%</td>
</tr>
<tr>
<td><em>Other, n = 103</em></td>
<td>14.6%</td>
<td>21.4%</td>
<td>64.0%</td>
</tr>
<tr>
<td>Prof. dev. in districts, <em>n = 1,675</em></td>
<td>13.1%</td>
<td>23.0%</td>
<td>63.9%</td>
</tr>
</tbody>
</table>

*Alternative certification program, Assistive technology equipment loans, Other

The proportion of Raving Fans within areas of service utilization ranged from a high of 76.0% to a low of 63.9%.

Service areas with the greatest percentages of Raving Fans were *Technical assistance* (76.0%) and *Purchase books, materials* (72.3%).

The lowest percentages of Raving Fans were in the participation areas of *Other* (64.0%) and *Professional development in districts* (63.9%).
RECOMMEND INTENTION

Customers responded, by selecting a number between zero (Completely Unlikely) and 10 (Completely Likely), to the following variation of Reichheld’s “ultimate” question, How likely are you to recommend Region 4 to others?

Intention to recommend overall and by customer group is displayed in Figure 9.

Figure 9. Recommend Intention—Overall and by Customer Group

Overall, 66.8% of all customers reported being Very Likely to recommend Region 4 to others. This overall percentage consists of all customers (100%) in the Raving Fans group because, by definition, Raving Fans answered this question by selecting either 9 or 10.

Likewise by definition, customers in the Passive group were all those (100%) who selected response options 7 or 8, thereby indicating that they were Likely to recommend Region 4 to others.

The recommend intentions of customers in the Detractor group, defined as those who selected a number between zero and 6, are summarized below.

- 36.6% reported being Likely to recommend Region 4 to others,
- 38.1% indicated they were Neutral, and
- 25.3% reported being either Unlikely (19.7%) or Very Unlikely (5.6%) to recommend.
SATISFACTION

Customers were asked to respond, by selecting a number between zero (Completely Dissatisfied) and 10 (Completely Satisfied), to the question, How satisfied are you with Region 4? Satisfaction ratings overall and by customer group are summarized in Figure 10.

Figure 10. Satisfaction—Overall and by Customer Group

Overall, 58.8% of all customers in 2010 reported being Very Satisfied with Region 4. The proportion of Very Satisfied ratings by customer group follow.

- Raving Fans 85.0%
- Passives 8.8%
- Detractors 2.8%
Figure 11 displays customer responses, from zero (Completely Disagree) to 10 (Completely Agree), to the statement, In the future, Region 4 will be my first choice for education services and solutions.

**Figure 11. Brand Preference—Overall and by Customer Group**

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly Disagree (0–1)</th>
<th>Disagree (2–4)</th>
<th>Neutral (5)</th>
<th>Agree (6–8)</th>
<th>Strongly Agree (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Choice Overall</td>
<td>1.3%</td>
<td>3.8%</td>
<td>11.2%</td>
<td>35.4%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Raving Fans</td>
<td>0.1%</td>
<td>4.5%</td>
<td>25.9%</td>
<td>69.4%</td>
<td></td>
</tr>
<tr>
<td>Passives</td>
<td>0.1%</td>
<td>1.9%</td>
<td>19.0%</td>
<td>69.9%</td>
<td></td>
</tr>
<tr>
<td>Detractors</td>
<td>1.1%</td>
<td>10.8%</td>
<td>29.6%</td>
<td>35.8%</td>
<td></td>
</tr>
</tbody>
</table>

The proportion of all customers who strongly agreed that Region 4 would be their first choice was 48.3%. Percentages of Strongly Agree by customer group are outlined below.

- Raving Fans 69.4%
- Passives 9.1%
- Detractors 1.1%
Customers were asked to rate their interactions with Region 4 staff on eight quality indicators from zero (Completely Disagree) to 10 (Completely Agree). Ratings were examined in two ways:

1. For all customers by interaction from most to least often rated 9–10 and
2. By customer group to prioritize and target corrective action.

Quality ratings for staff overall and for each interaction are displayed in Figure 12.

**Figure 12. Staff Ratings—Overall and by Interaction**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Strongly Disagree (0–1)</th>
<th>Disagree (2–4)</th>
<th>Neutral (5)</th>
<th>Agree (6–8)</th>
<th>Strongly Agree (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Overall</td>
<td>3.6%</td>
<td>19.9%</td>
<td></td>
<td></td>
<td>74.1%</td>
</tr>
<tr>
<td>Treat me with respect</td>
<td>1.7%</td>
<td>15.0%</td>
<td></td>
<td></td>
<td>82.2%</td>
</tr>
<tr>
<td>Deliver on time</td>
<td>2.9%</td>
<td>17.4%</td>
<td></td>
<td></td>
<td>77.9%</td>
</tr>
<tr>
<td>Are highly knowledgeable</td>
<td>2.5%</td>
<td>19.5%</td>
<td></td>
<td></td>
<td>76.1%</td>
</tr>
<tr>
<td>Communicate effectively</td>
<td>2.4%</td>
<td>20.7%</td>
<td></td>
<td></td>
<td>74.6%</td>
</tr>
<tr>
<td>Deliver error-free, reliable</td>
<td>3.9%</td>
<td>21.6%</td>
<td></td>
<td></td>
<td>72.0%</td>
</tr>
<tr>
<td>Address my concerns</td>
<td>5.8%</td>
<td>20.6%</td>
<td></td>
<td></td>
<td>70.3%</td>
</tr>
<tr>
<td>Services meet my needs</td>
<td>2.8%</td>
<td>23.7%</td>
<td></td>
<td></td>
<td>70.2%</td>
</tr>
<tr>
<td>Adjust to meet my needs</td>
<td>7.7%</td>
<td>20.5%</td>
<td></td>
<td></td>
<td>68.2%</td>
</tr>
</tbody>
</table>

Across all staff interactions, 74.1% of the customer ratings were Strongly Agree. The difference between the highest and lowest percentages of Strongly Agree was 14% with:

- **Treat me with respect** rated highest (82.2%) and
- **Adjust to meet my needs** rated lowest (68.2%).
Table 1 lists staff interactions by overall quality ratings and, for each customer group, identifies the interactions that were most and least often rated 9–10.

Table 1. Highest and Lowest Rated Staff Interactions by Customer Group

<table>
<thead>
<tr>
<th>Staff Interactions</th>
<th>% Strongly Agree</th>
<th>Highest/Lowest % Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overall</td>
<td>Detractors</td>
</tr>
<tr>
<td></td>
<td>N = 23,917</td>
<td>n = 2,638</td>
</tr>
<tr>
<td>Treat me with professional respect</td>
<td>82.2%</td>
<td>Highest</td>
</tr>
<tr>
<td>Deliver professional development, products, and/or services on time</td>
<td>77.9%</td>
<td>2nd High</td>
</tr>
<tr>
<td>Are highly knowledgeable in area of service</td>
<td>76.1%</td>
<td></td>
</tr>
<tr>
<td>Communicate effectively</td>
<td>74.6%</td>
<td></td>
</tr>
<tr>
<td>Deliver error-free and reliable professional development, products, and/or services</td>
<td>72.0%</td>
<td>2nd Low</td>
</tr>
<tr>
<td>Solicit, listen to, and resolve my concerns</td>
<td>70.3%</td>
<td>2nd Low</td>
</tr>
<tr>
<td>Provide professional development, products, and/or services that meet my needs</td>
<td>70.2%</td>
<td></td>
</tr>
<tr>
<td>Are willing to adjust in order to meet my needs</td>
<td>68.2%</td>
<td>Lowest</td>
</tr>
</tbody>
</table>

The two highest rated staff interactions overall and for each customers group were:

- **Treat me with professional respect** and
- **Deliver professional development, products, and/or services on time.**

The lowest rated interactions were related to meeting customer needs.

- **Are willing to adjust in order to meet my needs** was rated lowest by Raving Fans as well as by Detractors and second lowest by Passives.
- **Provide professional development, products, and/or services that meet my needs** was rated lowest by customers in the Passive group.
- Following are interactions rated second lowest by Raving Fans and Detractors, respectively.
  - ◊ **Deliver error-free and reliable professional development, products, and/or services**
  - ◊ **Solicit, listen to, and resolve my concerns**
Customers were asked to rate their satisfaction—from zero to 10—with eight processes typically used when doing business with Region 4. Figure 13 displays customer satisfaction overall and for each process area.

**Figure 13. Processes Ratings—Overall and by Area**

Across all processes, 66.1% of the customer ratings were **Very Satisfied**. The difference between the highest and lowest percentages of **Very Satisfied** was 14.8% with:

- **Ease of doing business** rated highest (71.6%) and
- **Complaint handling** rated lowest (56.8%).
Table 2 lists processes by overall satisfaction ratings and, for each customer group, identifies the processes that were most and least often rated 9–10.

**Table 2. Highest and Lowest Rated Processes by Customer Group**

<table>
<thead>
<tr>
<th>Business Processes</th>
<th>% Very Satisfied Overall N = 19,436</th>
<th>Highest/Lowest % Very Satisfied</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of doing business</td>
<td>71.6%</td>
<td>Highest</td>
<td>2nd High</td>
</tr>
<tr>
<td>Registration process</td>
<td>70.3%</td>
<td>Highest</td>
<td>Highest</td>
</tr>
<tr>
<td>Staff accessibility</td>
<td>69.2%</td>
<td>2nd High</td>
<td>2nd High</td>
</tr>
<tr>
<td>Customized services</td>
<td>66.1%</td>
<td>2nd Low</td>
<td></td>
</tr>
<tr>
<td>Publications, correspondence</td>
<td>63.9%</td>
<td>2nd Low</td>
<td></td>
</tr>
<tr>
<td>Online ordering process</td>
<td>63.5%</td>
<td>2nd Low</td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td>61.7%</td>
<td>Lowest</td>
<td>Lowest</td>
</tr>
<tr>
<td>Complaint handling</td>
<td>56.8%</td>
<td>2nd Low</td>
<td>Lowest</td>
</tr>
</tbody>
</table>

The highest rated business processes follow.

- *Ease of doing business* by Raving Fans, rated second highest by Passives;
- *Registration process* by Passives and Detractors; and
- *Staff accessibility* rated second highest by Raving Fans and Detractors.

Processes rated lowest by customer group are outlined below.

- *Website* by Raving Fans and Detractors;
- *Complaint handling* by Passives, rated second lowest by Raving Fans and Detractors; and
- *Customized services* rated second lowest by Passives.
Customers were asked to rate the impact of using Region 4 on nine quality outcomes from zero (*Completely Disagree*) to 10 (*Completely Agree*). Quality ratings for results overall and by outcome are displayed in Figure 14.

**Figure 14. Results Ratings—Overall and by Outcome**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strongly Disagree (0–1)</th>
<th>Disagree (2–4)</th>
<th>Neutral (5)</th>
<th>Agree (6–8)</th>
<th>Strongly Agree (9–10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results Overall, N = 24,870</td>
<td>5.6%</td>
<td>24.5%</td>
<td></td>
<td></td>
<td>67.3%</td>
</tr>
<tr>
<td>Help meet requirements, n = 2,879</td>
<td>5.0%</td>
<td>20.3%</td>
<td></td>
<td></td>
<td>73.0%</td>
</tr>
<tr>
<td>Are of high quality, n = 3,006</td>
<td>4.1%</td>
<td>21.0%</td>
<td></td>
<td></td>
<td>72.5%</td>
</tr>
<tr>
<td>Increase my knowledge, n = 3,046</td>
<td>2.3%</td>
<td>24.1%</td>
<td></td>
<td></td>
<td>71.2%</td>
</tr>
<tr>
<td>Provide value for the price, n = 2,795</td>
<td>6.4%</td>
<td>22.5%</td>
<td></td>
<td></td>
<td>67.4%</td>
</tr>
<tr>
<td>Help me do my job, n = 3,003</td>
<td>3.8%</td>
<td>27.7%</td>
<td></td>
<td></td>
<td>65.7%</td>
</tr>
<tr>
<td>Increase student learning, n = 2,698</td>
<td>5.3%</td>
<td>26.4%</td>
<td></td>
<td></td>
<td>65.7%</td>
</tr>
<tr>
<td>Improve instruction, n = 2,609</td>
<td>5.2%</td>
<td>26.9%</td>
<td></td>
<td></td>
<td>65.2%</td>
</tr>
<tr>
<td>Increase admin. efficiency, n = 2,431</td>
<td>9.8%</td>
<td>25.1%</td>
<td></td>
<td></td>
<td>61.9%</td>
</tr>
<tr>
<td>Increase tech. capacity, n = 2,403</td>
<td>9.9%</td>
<td>26.8%</td>
<td></td>
<td></td>
<td>60.0%</td>
</tr>
</tbody>
</table>

Across all outcomes, 67.3% of the customer ratings were *Strongly Agree*. The difference between the highest and lowest percentages of *Strongly Agree* was 13.0% with:

- *Help meet requirements* rated highest (73.0%) and
- *Increase technological capacity* rated lowest (60.0%).
Table 3 lists results by overall quality ratings and, for each customer group, identifies those results that were most and least often rated 9–10.

**Table 3. Highest and Lowest Rated Results by Customer Group**

<table>
<thead>
<tr>
<th>Results of Using Region 4</th>
<th>% Strongly Agree Overall N = 24,870</th>
<th>Highest/Lowest % Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help meet state and/or federal requirements</td>
<td>73.0%</td>
<td>Highest</td>
</tr>
<tr>
<td>Are of high quality</td>
<td>72.5%</td>
<td>High 2nd High</td>
</tr>
<tr>
<td>Increase my knowledge and skills</td>
<td>71.2%</td>
<td>Highest 2nd High</td>
</tr>
<tr>
<td>Provide value for the price</td>
<td>67.4%</td>
<td></td>
</tr>
<tr>
<td>Help me do my job</td>
<td>65.7%</td>
<td>Lowest</td>
</tr>
<tr>
<td>Increase student learning</td>
<td>65.7%</td>
<td></td>
</tr>
<tr>
<td>Improve classroom instruction</td>
<td>65.2%</td>
<td></td>
</tr>
<tr>
<td>Increase administrative efficiency</td>
<td>61.9%</td>
<td>2nd Low 2nd Low</td>
</tr>
<tr>
<td>Increase technological capacity</td>
<td>60.0%</td>
<td>2nd Low Lowest</td>
</tr>
</tbody>
</table>

A summary of the highest rated results of using Region 4 follows.

- *Help meet state and/or federal requirements* was rated highest by Passives and Detractors.
- *Are of high quality* was rated highest by Raving Fans and second highest by Passives and Detractors.
- *Increase my knowledge and skills* was rated second highest by Raving Fans.

The lowest rated outcomes are outlined below.

- *Increase technological capacity* was rated lowest by Raving Fans and Passives and second lowest by Detractors.
- *Help me do my job* was rated lowest by Detractors.
- *Increase administrative efficiency* was rated second lowest by Raving Fans and Passives.
IMPROVEMENT SUGGESTIONS

The final, open-ended question asked customers to identify the most important improvements they felt Region 4 needed to make. The question was: Please help us improve the services we provide. What is the single, most important improvement you would like to see Region 4 make? Please describe below.

Of the 3,255 customers who returned completed surveys, 1,540 (47.3%) responded to this question. Of the 1,540 responses, 373 (24.2%) were positive and had no suggestions for improvement. Examples of positive responses follow.

I am completely satisfied with my Region 4 experiences.
I will recommend your services to anyone in need of the facts and clear explanations.
Your services this year have been invaluable!

Specific suggestions for improvement were made by 1,167 respondents; they are summarized below. Appendix B contains representative customer comments.

Professional Development—Content, Accessibility, Presentation

- Increase the number and variety of sessions that address:
  - Student needs; e.g., bilingual/ESL, dyslexia, speech/language, orientation/mobility, behavior, gifted
  - Subjects; e.g., mathematics, science, English language arts, Texas history, fine arts, physical education, career and technology education
  - Grade levels; e.g., pre-Kindergarten, middle school, high school
  - Job roles; e.g., counselor, nurse, administrator, charter school personnel, diagnostician, sessions approved for continuing education units (CEU)
  - Integrated technology applications

- Make professional development more accessible
  - Establish satellite locations; offer more in-district options
  - Increase e-delivery options—online, webinar, videoconference
  - Provide Saturday and evening sessions
  - Repeat sessions throughout the year, in different locations, and via e-delivery

- Maintain quality of presentations by assuring that:
  - Presenters are knowledgeable, experienced, and engaging
  - Strategies are adult-oriented; work is interactive and hands-on
  - Real-world implementation is addressed; time is used efficiently
  - AV equipment is available and appropriately used
  - Group size is conducive to topic

Products

- Add materials for:
  - Bilingual/ESL, all content areas
  - Science labs, activities, and supplemental reading in content area
  - Mathematics for use with technology
  - 5E lessons and resources

- Improve graphics—more pictures, less clip art
- Revise curriculum products based on new TEKS
- Develop materials for EOC, STAAR
- Provide digital options
Pricing
• Reduce the cost of doing business; consider:
  ◊ Creating a sliding scale based on volume for in-district professional development and district-wide purchase of materials
  ◊ Offering session participants a time-limited discount on purchase of materials
  ◊ Leveraging federal dollars to pay for professional development, products, and/or services
  ◊ Providing electronic versions of selected products at reduced cost

Communication
• Align session descriptions with actual training
• E-mail frequent, targeted reminders about upcoming events and new products/services

Customer Service
• Assure that all staff interactions with customers are courteous and professional
  ◊ Reduce the number of individuals needed for an accurate answer
  ◊ Return phone calls and e-mails within 24 hours

Technical Assistance
• Provide timely, accurate, user-friendly updates on state and federal requirements
• Streamline the process for borrowing assistive technology

Business Processes
• Increase usability of website
  ◊ Make easier to navigate
  ◊ Keep up-to-date
  ◊ Improve efficiency of online catalog search process
• Improve registration process
  ◊ Make the online process easier to use
  ◊ Provide immediate confirmations; send reminders a week in advance
• Streamline access to certificates of attendance

Alternative Certification Program (ACP)
• Increase clarity, accuracy of information
• Improve presentations, accessibility to materials
• Provide greater support to candidates preparing for certification exams

New/Expanded Services
• Offer breakfast and lunch on-site; snacks during sessions
• More outlets for personal laptops used to take notes during sessions
• Provide specific training for Registrars
• Support C-SCOPE
• Expand services related to Human Resources
• Consider new services: research and development, grant writing, enrollment projections
REFERENCES


APPENDIX A: 2010 Customer Satisfaction Survey

2010 Customer Satisfaction Survey

Region 4 Education Service Center (Region 4) is committed to exceeding customer expectations. Your evaluation of our work is very important to us. We ask that you take a few minutes to rate our customer relationships, professional development, products, and services. Your responses will be analyzed as composite data, and no individually identifiable information will be reported.

2010 Customer Satisfaction Survey

1. Please check all that apply during this past year.
   - I attended professional development delivered by Region 4 in my district (or another district location).
   - I attended professional development delivered by Region 4 at the service center location.
   - I received professional development provided by Region 4 online.
   - I received technical assistance or support from Region 4 (phone, e-mail, in-person, etc.).
   - I used customized services provided by Region 4 (program review, audit, etc.).
   - I used books or materials developed by Region 4.
   - Other (please specify) ____________________________________________________________________________

Additional comments:

2. How satisfied are you with Region 4?

Please rate.

<table>
<thead>
<tr>
<th>Completely Dissatisfied</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Neutral</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Completely Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: How satisfied are you with Region 4?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments:

Click to Next Page
APPENDIX A (continued)

2010 Customer Satisfaction Survey

Please rate.

<table>
<thead>
<tr>
<th>Completely Disagree 0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Neutral 5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Completely Agree 10</th>
</tr>
</thead>
</table>

3. How likely are you to recommend Region 4 to others?

Additional comments:

Click to Next Page

2010 Customer Satisfaction Survey

Please rate.

<table>
<thead>
<tr>
<th>Completely Disagree 0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Neutral 5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Completely Agree 10</th>
</tr>
</thead>
</table>

4. In the future, Region 4 will be my first choice for education services and solutions.

Additional comments:

Click to Next Page

2010 Customer Satisfaction Survey

5. Please rate. Region 4 staff:

<table>
<thead>
<tr>
<th>Completely Disagree 0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Neutral 5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Completely Agree 10</th>
<th>Not Applicable N/A</th>
</tr>
</thead>
</table>

- Treat me with professional respect
- Communicate effectively
- Are highly knowledgeable in their area of service
- Provide professional development, products, and/or services that meet my needs
- Deliver professional development, products, and/or services on time
- Deliver error-free and reliable professional development, products, and/or services
- Solicit, listen to, and resolve my concerns
- Are willing to adjust in order to meet my needs

Additional comments:

Click to Next Page
## 2010 Customer Satisfaction Survey

### 6. Please rate, Region 4:

<table>
<thead>
<tr>
<th></th>
<th>Completely Dissatisfied</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Neutral</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Completely Satisfied</th>
<th>10</th>
<th>Not Applicable</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications, correspondence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online ordering process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complaint handling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff accessibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customized services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease of doing business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments:

---

### 7. Please rate, Region 4 professional development, products, and/or services:

<table>
<thead>
<tr>
<th></th>
<th>Completely Dissagree</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Neutral</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Completely Agree</th>
<th>10</th>
<th>Not Applicable</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help me do my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase my knowledge and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve classroom instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase student learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase administrative efficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase technological capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help meet state and/or federal requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide value for the price</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are of high quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments:
8. Please help us improve. What is the single, most important improvement you would like to see Region 4 make? Describe below.

9. My primary job role is:
   - Superintendent
   - District/Central Office Administrator
   - Campus Administrator
   - Teacher
   - Special Education Professional (diagnostician, speech pathologist, occupational or physical therapist, etc.)
   - Content or Program Specialist (mathematics, science, reading/language arts, bilingual/ESL, gifted/talented, etc.)
   - Professional Support Staff (counselor, librarian, nurse, etc.)
   - Child Nutrition/Food Service Staff (dietician, director, manager, supervisor, etc.)
   - Paraprofessional
   - Secretarial/Clerical
   - Other (please specify)  

10. My district has:
    - Fewer than 3,000 students
    - 3,001 to 9,000 students
    - 9,001 to 20,000 students
    - More than 20,000 students

Thank you for taking time to complete this evaluation of Region 4. We value your comments and suggestions. An analysis of the composite data will be posted on our website.
APPENDIX B: Improvement Suggestions—Detail

Professional Development—Content (n = 316)
Representative comments follow.
- More science and math workshops for Bilingual/ESL students.
- I would offer more classes on classroom management.
- More classes concerning dyslexia, dysgraphia.
- More autism training!
- Offer more secondary math and science sessions; help high schools prepare for the EOCs.
- Offer more fine arts workshops.
- Improve selections in language arts.
- More workshops in the area of JH/HS physical education.
- More workshops on IPC curriculum, especially chemistry objectives met during labs.
- Classroom information for administrators that corresponds to real-life situations to aid teachers.
- Offer more in the college and career area for counselors and administrators.
- More trainings tailored to charter schools needs and requirements.
- Sessions on problems the nurse might encounter (asthma, diabetes, fractures, head injury, rashes, stomach ache, etc.).
- Provide meaningful continuing education for related services.
- More math projects or activities that can be done using technology.
- Workshops dealing with technology.

Professional Development—Accessibility (n = 225)
Representative comments follow.
- Maybe a branch of Region 4 on the Northeast side of town.
- More opportunities offered on the South side of town.
- More trainings taken out to cluster sites.
- More programs available in district instead of going to Region 4.
- Offer more online, TETN, webinars to expand access to outlying districts and reduce travel expenses/burden on districts.
- More online courses offered to cut down on travel.
- More distance learning opportunities.
- More online classes at lower prices.
- I would like to see more weekend and after hours workshops.
- Have more staff development on Saturdays so we can attend without missing school.
- Offer some professional development events more than once a semester.
- Provide various locations for professional development topics twice a year.

Professional Development—Presentation (n = 175)
Representative comments follow.
- Don’t read to me what is printed on handouts.
- Have more national speakers.
- Please make sure that ALL speakers know how to respond to the audience in an entertaining and respectful manner.
- Understand adult learning theories and apply them when delivering professional development.
- There should be more hands-on and interaction instead of lecture.
- Moving around and doing things with the materials would be a big motivator in not being bored.
- Need more training aimed at implementation.
- Some sessions are too large for in-depth discussion . . . use of technology.
APPENDIX B (continued)

- Make sure that all audio visual equipment is in good working order.
- The workshops are covering too much information in the time provided.
- Please be aware of the time: use it, don’t waste it, and do not try to fill it. When you are done, let us leave.

Products (n = 58)

Representative comments follow.

- Provide high quality and reliable materials in Spanish for bilingual teachers to use.
- More math materials that can be used in conjunction with technology.
- I would like to see Region 4 make more materials for science that focus on reading skills and vocabulary in the content area.
- Provide different activities for the middle school science resources; many were the same across grade levels for all concepts.
- More science curriculum units using 5E, especially for HS where lecture rules.
- Use more visuals, graphics, and illustrations to make them more eye-appealing.
- Testing material (CBA) needs to match curriculum.
- Align curriculum packages for 4 core areas with the TEKS/STAAR/EOC.
- Provide more online products.
- E-books.
- Make products directly compatible with technology used in classrooms; more than just PowerPoint and .pdf files.

Pricing (n = 70)

Representative comments follow.

- Cost is prohibitive.
- Lower cost of Region 4 created products. They are really expensive for what you receive.
- Sometimes the staff development sessions are a bit pricey and it’s hard to get the cost covered by your district.

Comments related to reducing prices included the following.

- Create a sliding scale for PD cost delivered at a school campus, based on the number of students enrolled in the district.
- Maybe a discount on some of the materials used during the workshop you attended... a 10% or 20% discount with an expiration of a week...
- Find ways to make services more affordable for districts with high numbers of economically disadvantaged students by creating unique ways to leverage federal dollars.

Communication (n = 60)

Representative comments follow.

- Titles and descriptions of courses need to be more specific; I attended two sessions that ended up being the same information yet had different descriptions.
- Improve communication on your offerings... Are there materials that you will receive? Will there be a “bookstore” at the event? Who will be presenting and why is it worth my time and money?
- E-mail information once a month about upcoming workshops.
- Constant information about all the services and products that you offer.
- Notify me when a new publication is released.
Customer Service (n = 51)
Representative comments follow.

- Make sure EVERYONE is “people oriented” and gives an overall feeling of wanting to help.
- Those who answer the phone need to be more professional in addressing customer concerns and inquiry.
- Most contact with the service center has been good; it’s the one that wasn’t that you remember.
- It’s tough on a customer to have to go from person, to person, to person to get answers.
- Return phone calls and e-mails within 24 hours.

Business Processes (n = 81)
Following are representative comments on website, registration, and certificates.

- Make it easier to find things on the website.
- Schedule on the website should be changed daily to reflect the moment.
- Improve the professional development online search process.
- It is difficult to search for workshops without putting in your user name and password—I would really appreciate a site that gave information about the workshops and, if I wanted to register for the workshop, I would then go through the registration process.

- Easier registration process for those without an e-mail address.
- The ability to register online with a purchase order.
- Registration process is not always clear or reliable.
- Maybe send e-mail reminders of events that were signed up/registered for. Thanks.
- E-mail verification of registration AND a reminder at least a week before session.

- Some of my staff cannot get their certificates at all because they do not have an e-mail address.
- I can’t access my account online to register or to get my certificate of completion.
- I have not been able to get all of the workshops that I have taken listed under my name.
- Go back to the old way of giving certificates at end of sessions instead of the e-mail system where we don’t get the e-mail from you to print the certificate.

Alternative Certification Program (n = 30)
- Educate office/phone staff on policies/procedures for ACP; also on college class credit process.
- Do more to help students pass exams for certification . . . give more information . . .
- I would like to see activities that are more rewarding and not just something put together.
- Books used need to be relevant to the class and a good buy for the money . . .

Technical Assistance (n = 48)
Representative comments follow.

- I would like to see more definite answers about TDA and USDA guidelines.
- Assistance for charter schools in managing all the federal and state programs—Title, At Risk, SSI, 504, Accelerated Instruction.
- I would like to see more advisory meetings to inform us about what is going on in the area and state.
- Provide more communication to administrators regarding changes and updates from TEA.
- More NCLB compliance trainings.
- Provide more tools and training for transportation evaluation and management.
- More information on understanding state testing results.
- There is difficulty in getting approval for the long-term loan of some AT equipment.
APPENDIX B (continued)

New/Expanded Services (n = 53)

Representative comments follow.

- I would like to see Region 4 provide a way to purchase lunch in the facility.
- On-site cafeteria.
- Include lunch with all-day sessions.
- Maybe offer a small power snack after lunch when everyone is falling asleep.
- A room with microwave available so we can heat up lunch instead of always having to go out.
- More outlets for personal computers to take notes during trainings.
- Better HR resources—increase staff development opportunities; post employment vacancies for free.
- Specific training for registrars.
- Support for C-SCOPE.
- Provide research and development services and grant writing services.
- Assistance with demographic and enrollment projections for growing districts.
region4 Education Service Center
Customer Satisfaction Survey Report
2009–2010

7145 West Tidwell Road
Houston, Texas 77092
713.462.7708

Bill McKinney, PhD, Executive Director
©2010 Region 4 Education Service Center