Customer Satisfaction Handbook

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Arizona
Connecticut
Louisiana
Minnesota
Pennsylvania
New Jersey
Tennessee
West Virginia

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Introduction to the Handbook

Purpose

The handbook is designed to supplement and support customer satisfaction (CS) efforts at the state and local level. The materials have been developed over several years, many in conjunction with the states and their local areas mentioned in the acknowledgements. The handbook is designed to provide survey examples, report formats, and some technical guidance on the development and use of these materials. The scope of this handbook is not sufficient to cover the basics of questionnaire design or statistical analysis. However, we will refer the reader to existing resources that cover these and related subjects in depth.

We have not covered how specific federal programs should address CS. The Workforce Investment Act of 1998 and Wagner-Peyser have both developed guidance specific to their programs. We do not intend to duplicate or specifically supplement that guidance. In fact, there are many other programs both within and outside of the Employment and Training Administration (ETA) and the US Department of Labor that may be partners in a One-Stop employment and training system. The information included here will hopefully prove useful to conducting CS surveys for a variety of situations with different programs and customer groups in the workforce development system.

In many ways, this is a consumer's guide to customer surveying. The information has been chosen to help those who must guide the creation of information gathering instruments and the use of the customer satisfaction information that is collected. The material is also designed to make the reader a more knowledgeable and effective user of customer information.

Organization
The materials are organized into five sections: Surveys, Analysis, Data Display/Reporting, Linking Customer Satisfaction with Other Measures and Using Customer Satisfaction Measures in Contracting, and appendices containing examples and related materials (including RFPs, Spanish language translations of surveys, and sample reports). The surveys and other materials are meant to be used as examples. Since they are necessarily generic, users are encouraged to modify them by adding questions or eliminating questions as appropriate. Specific instructions will be given with each model to identify and guide users with the most appropriate modifications. Where necessary, we have also indicated when something should not be modified (e.g., the wording of the ACSI questions, the order of the introductory and ACSI questions).

Principles of Customer Satisfaction Measurement
There are several principles of customer satisfaction measurement which have shaped the content presented:

- Customer satisfaction indices such as the ACSI are not useful by themselves
- Understanding and using customer data requires a systematic and sustained effort: don't begin things you can't continue

- The integration of several strategies for collecting customer feedback is best
- Customer segmentation[1] and comparison are two basic analysis approaches for making customer satisfaction data more useful
- Incorporating other performance measures (e.g., process measures, input, output, outcome) enhances understanding and value of customer feedback
- Response rates will only be as good as the accuracy of contact information you have and the quality of the preparation customers received from staff regarding the possibility of being contacted
- The way you communicate customer data for different audiences can be as important to improving the quality of customer service (that's the point, after all) as how you collect the information
- Developing strategies for using the data to regularly review and assess programs and services is as important as any other single aspect of development

Developing Questions

Developing questions is both a technical and political task. To develop questions that will produce reliable, interpretable information, the questions must be written and analyzed according to well-established standards. These standards have been well-established through extensive research in the social science community. References are provided later for several books on the subject (see references).

Despite the technical nature of questionnaire development, stakeholders must have input as the content of the questions is determined. So the identification of content for the questions is as much a political as a technical task. But, it is important to ask stakeholders to identify question content, not question format. The technical experts will shape the questions for the content. This keeps everyone doing what he or she does best. In addition to using technical experts for question development, a standard text on the subject[2] is a useful resource as you develop or revise questions.

A Word on Sampling

This subject has created considerable controversy and is usually one of the first questions asked, "How many customer responses do I need?" The WIA and Wagner-Peyser guidance require 500 surveys for each state. The University of Michigan Business School recommends 250 responses for the American Customer Satisfaction Index (ACSI) survey. Seymour Sudman takes a unique approach in his chapter in the Handbook of Survey Research (see footnote below). He notes that national surveys generally have 1000 or more respondents, regional surveys vary considerably (between 100 and 1000), and studies of institutions or households vary between 200 and 2500 depending on the

[1] A term used in market research to denote the identification of various subgroups in a population surveyed. Typical breakouts include, gender, race, age, education, employment status at registration, program, veteran staus, etc..

[2] Two standard texts on questionnaire development are: Dillman, D. (1978). Mail and Telephone Surveys. New York: John Willey & Sons.; Sudman, S. & Bradburn, N.M. (1987). Asking Questions: A Practical Guide to Questionnaire Design. San Francisco: Jossey-Bass Publishers. A text with a broader survey research scope is: Rossi, P. H., Wright, J. D., Anderson, A. B. (1983). Handbook of Survey Research. San Diego: Academic Press.

number of strata (sub-groups being considered). For sub-group analyses he recommends about 100 in each sub-group.

Sudman's most important point is that there is no simple answer to the question of sample size. It depends on the subject, the type of questions asked, the size of the population you want the sample to represent, the number of sub-group analyses you want to consider, and the purpose to which you want to put the results. Sampling tables that suggest samples for different population sizes can be misleading because such tables take into account only one of the previously mentioned factors when suggesting appropriate sample sizes.

A few additional thoughts:

- When the population of interest is fewer than 300, sampling will not greatly reduce costs in the types of customer surveys we are considering
- When using customer satisfaction information for management purposes, scores or analyses with 30 or more per group are useful for determining trends and for combining with other data when guiding continuous improvement efforts
- Small samples will not bias results, low response rates will

A Word on RFPs

The easiest most reliable way to collect customer satisfaction information is through a third party vendor with expertise in customer surveying. They will have a Computer Assisted Telephone Interview (CATI) system that tracks calls, callback schedules, and results. They will have experience in training interviewers to ask questions and in tracking down bad numbers and encouraging respondents to complete the questions. The content of the RFP ensures that the vendor has those capabilities, knows how to handle multiple languages, can perform the work in a timely manner, and return the results in the most useable form (see RFP sample in Appendix B).

Many states have placed a heavy burden for the response rate on the vendor. While this is understandable and while vendors should be required to make multiple callbacks and have other means of following up, most of the responsibility for response rates rests with the state and local service providers. They have to update contact information. They must emphasize the importance of customer satisfaction during the course of service. They need to remind the customer that they may be surveyed and encourage their customers to respond. Placing the burden on the vendor may make those providing service feel good, but it will not produce a good response rate.

Surveys

Introduction

The following surveys have been developed to provide examples of surveys. They are not meant as perfected models and readers are encouraged to modify and improve them as they see fit. If using the American Customer Satisfaction Index (ACSI) for WIA exit surveying, you should not change the language, scaling, or the questions' placement in the telephone exit surveys for participants and employers.

We have supplied examples of surveys for training participants in addition to exit surveys for employers and participants (job seekers) and a point-of-service survey for participants.

In addition to these surveys, we have provided Spanish translations of several surveys in Appendix D. They have been checked for accuracy. However, it is a good idea to have a bilingual member of the community you are surveying back-translate into English any survey you are using. This will ensure the survey language's accuracy for the specific Spanish-speaking group who are your customers.

Training Survey

Purpose

Many people receiving WIA and other services at the One-Stop receive training through an ITA or other funds. The training survey is designed for anyone who has participated in the following:

- Occupational training
- Basic skills training
- Workplace skill training

Assuming the development of appropriate content, the survey provides a customer evaluation of the quality of the training on those dimensions most important to customer satisfaction. The survey that follows is one such survey. The content is based on work done by the American Society for Training and Development (ASTD).

Implementation Issues

Training providers must not only be made aware of the survey, they should have an opportunity for comment. They may have suggestions for some minor modifications or some additional questions. The survey is designed, however, as an evaluation of their services as well as a tool for continuous improvement.

Confidentiality. The survey should be administered so that the individual respondent's answers are kept confidential. Therefore, it should be administered either as a written survey or, with small modifications, as a telephone interview. The written surveys can be distributed by the training provider with a self-addressed return envelope. The return address should be for some third party or the Board. They can also be distributed in person or by mail from the Board. It is worth noting, however, that mailed surveys have notoriously low response rates. If the survey is administered as a telephone interview, it should only be done by a third party contractor or by the Board if it has the necessary resources.

Administration. The timing of administration may affect how you decide to distribute the survey. If distributed during the last class of the training, the survey tends to be affected by the general feeling the dominated the training. Such evaluations are sometimes called “smile sheets” for that reason. Distributing the survey within one or two weeks after the last class helps reduce this effect. Waiting to administer the survey until a month or two after the last class provides even more perspective. Questions about the ultimate value and use of the training in relation to work are easier to answer from this longer perspective.

The trade-off is ease of distribution versus getting information with some opportunity for the trainee to gain some perspective on the ultimate value of the training. Sometimes, a compromise is having a case manager give the trainee the survey. This works especially well when you are sure that case managers will see the person after the training is over.

Modifications

If you are using the ACSI questions as the common measure of general satisfaction, the wording and scaling should remain consistent to the standards provided by the University of Michigan Business School. Other questions can be modified to suit local needs and the type of questions considered most valuable for evaluation and continuous improvement purposes.

See the introduction to the point-of-service survey for discussions of other issues.

Training Evaluation

Answers to the following questions are meant to help us improve the training we offer to our customers. Your answers are confidential. Thank you in advance for your time.

1. How much of the knowledge and/or skills needed to successfully <u>begin</u> the course did you have? (circle one)

1	2	3	4	9
None of the knowledge	Some of the knowledge	Most of the knowledge	Nearly all of the knowledge	Not applicable

2. What was the effect of the facilities and equipment on your learning? (circle one)

1	2	3	4	9
Very negative effect	Somewhat negative effect	Somewhat positive effect	Very positive effect	Not applicable

3. How well did you understand the course objectives? (circle one)

1	2	3	4	9
No understanding	Some understanding	Moderate understanding	Complete understanding	Not applicable

4. How many of its objectives did the course meet? (circle one)

1	2	3	4	9
None of its objectives	Some of its objectives	Many of its objectives	All of its objectives	Not applicable

5. How effective was the way information was delivered (e.g., classroom, computer, video in helping you to learn? (circle one)

1	2	3	4	9
Not at all effective	Somewhat effective	Moderately effective	Extremely effective	Not applicable

6. How helpful were the materials (handouts, workbooks, etc.) in your learning? (circle one)

1	2	3	4	9
Not at all helpful	Somewhat helpful	Moderately helpful	Extremely helpful	Not applicable

7. How would you rate the amount of time allowed to learn the subject matter in the course? (circle one)

1	2	3	4	9
Much less time time than needed	Somewhat less time than needed	A little less time than needed	Just enough time	Not applicable

8. How well organized was the course content? (circle one)

1	2	3	4	9
Not at all organized	Somewhat organized	Moderately well organized	Extremely well organized	Not applicable

9. How did your knowledge and/or skills increase as a result of this course? (circle one)

1	2	3	4	9
No increase	Some increase	Moderate increase	Great increase	Not applicable

10. How much use will you have on your job for the knowledge and/or skills gained through this course? (circle one)

1	2	3	4	9
No use	Some use	Moderate use	Great use	Not applicable

11. Using the scale below, what is your overall satisfaction with the training program funded through the One-Stop Center? (circle one number below)

Very dissatisfied								Very satisfied		Didn't receive any service
1	2	3	4	5	6	7	8	9	10	90

12. Considering all of the expectations you may have had about the training program, to what extent have the services met your expectations? (circle one number below)

Falls short of expectations								Exceeds expectations		Didn't receive any service
1	2	3	4	5	6	7	8	9	10	90

13. Now think of the ideal program for people in your circumstances. How well do you think the program you attended compares with the ideal program? (circle one number below)

Not very close to the ideal								Very close to the ideal		Didn't receive any services
1	2	3	4	5	6	7	8	9	10	90

Please write any comments in the space below: ______________________________

____

____

____

____

____

Thank you for taking the time to fill this out.

One-Stop Point-of-Service Survey

Purpose
A point-of-service survey provides a different and complementary picture of the customer's experience compared to the picture presented through the exit-based survey. A point-of-service survey provides a snapshot of a particular day in the midst of service at the Center. The focus in the point-of-service survey is on the process the customer's experience that day. The exit-based survey focuses on the whole course of service and the results produced by those services. The point of service survey also differs from the exit-based survey in that it is more likely to capture the experiences of all One-Stop customers using the One-Stop site. Because of the cost of telephone, exit-based surveys, they tend to be used primarily for customers registered in programs that require such surveys (e.g., WIA, Wagner-Peyser).

There is a gap in the point-of-service survey picture, however. Individuals in training are usually not included unless the point-of-service survey is conducted at training sites at the same time as it is being conducted at the One-Stops or the training occurs at the One-Stop. Most often those in training do not regularly come to the Center and will be missed.

In addition to the above reasons, other reasons for doing a point-of-service surveys are that they are:

- Inexpensive
- Easily customized or changed to suit current local needs
- Able to provide the most useful feedback for continuous improvement
- Able to connect the staff to customer feedback, providing a clear message of its importance to them, to management, and to the customer

Administration
One-Stop managers and staff must not only be made aware of the survey, they should have an opportunity to help shape the survey content. The focus should be to ensure that that survey provides information that is useful in managing and improving One-Stop centers services. Models and tools for doing so are presented later in this manual.

Partners. Once that focus is established, other implementation considerations can be addressed. Beyond the involvement of managers and staff, the most important consideration is the involvement of partners. The development of partner-related questions can be complicated by the differences in the services provided by the various partner programs. The nature of the core customers served by different partners also needs to be accommodated within the survey strategy.

The primary strategy with partners is to ensure that there is a core of common questions asked of all customers. Like the ACSI, they usually address general satisfaction and likelihood of recommending services to others. With a common core, partners are then free to add questions specific to their customers and to the special services that distinguish their program from others offered within the One-Stop.

In addition to having a common core of questions across all partners, it is important that survey administration be comparable across partners. Whenever possible, the administration should be exactly the same (see Appendix C). However, some circumstances such as a physical disability may make it necessary to make accommodations for individual customers during administration. For example, a blind person might need to have someone read the question to him or her. A voice response system that maintains confidentiality would be ideal, of course.

Confidentiality. As much as possible, confidentiality should be maintained. Appendix C provides an example of guidelines for administering a point-of-service survey. The techniques for maintaining confidentiality are covered in the guidance.

Response rates. In addition to confidentiality, something often overlooked in point-of-service surveys is tracking and maintaining a high response rate (see Appendix A). Surveys are most easily administered in a concentrated period (one or two weeks) several times during the year. Response rates can be determined by determining the typical customer flow through a One-Stop in an average week and then calculating a rate with that average weekly number as the denominator. If you already track weekly customer flow in an automated system (e.g., some One-Stops have swipe cards that are used to identify everyone coming into the One-Stop each day), then you can identify the exact number for the denominator in a given week and use it with the number of completed surveys as the numerator. In either case, 70 percent or better is the target response rate for a point-of-service survey this minimizes the bias in results that occur when there are lower response rates.

Developing additional questions. States and local areas inevitably need to develop additional questions either for new services, new partners, or new procedures. One major tool is the 10 dimensions of service quality (see Appendix C). The dimensions provide a starting point for determining what researchers have found to be the major dimensions of service that matter to customers. All dimensions don't matter to all customers in all situations. Therefore, the dimensions are a starting point.

The agenda for a meeting with the staff of a program, procedure, or service can be similar to the one below.

Sample Agenda for Question Content Development

- Review the purpose of the meeting
- Identify the services, procedures, or programs to be covered in the survey
- Identify the major customer profiles (see discussion under Data Display) who will access the services
- Identify the customer flow of the processes (e.g., from intake, to eligibility, to assignment to a case manager, to choice of workshops, to in-depth assessment, and so on)
- Identify the critical points in the process where interim outcomes or breakdowns may occur (use the 10 dimensions list to help in this step)
- Identify questions that might help assess those outcomes or breakdowns
- Provide a list of content areas to survey development experts for question development

Point of Service Customer Satisfaction Survey

(Note: This survey is anonymous. Your answers help us improve services to you and our other customers.)

1. What services did you received today? (check all that apply)

- ☐ a. Help in finding a job
- ☐ b. Help in learning about your skills and interests
- ☐ c. Orientation to available services
- ☐ d. Attended a workshop or seminar
- ☐ e. Used the resource room
- ☐ f. Help in planning services you need
- ☐ g. Help in choosing the right occupation
- ☐ h. Other___________________________________

Please tell us about your overall reaction to services you have received so far.

2. Using the scale below, what is your overall satisfaction with the services provided from the One-Stop Center? (circle one number below)

Very dissatisfied									Very satisfied	Didn't receive any service
1	2	3	4	5	6	7	8	9	10	90

3. Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? (circle one number below)

Falls short of expectations									Exceeds expectations	Didn't receive any service
1	2	3	4	5	6	7	8	9	10	90

4. Now think of the ideal program for people in your circumstances. How well do you think the services you received compare with the ideal set of services? (circle one number below)

Not very close to the ideal									Very close to the ideal	Didn't receive any services
1	2	3	4	5	6	7	8	9	10	90

5. How well were staff able to answer your questions about employment-related matters? (circle one)

1	2	3	4	9
Not at all well	Somewhat well	Moderately well	Extremely well	Not applicable

6. How easy is it to find job openings? (circle one)

1	2	3	4	9
Not at all easy	Somewhat easy	Moderately easy	Extremely easy	Not applicable

7. How much can you depend on One-Stop staff to serve you when you need them? (circle one answer below)

1	2	3	4	9
Never depend on them	Sometimes depend on them	Mostly depend on them	Always depend on them	Not applicable

8. How clearly have staff communicated the types of services available at the One-Stop? (circle one)

1	2	3	4	9
Not at all clearly	Somewhat clearly	Moderately clearly	Extremely clearly	Not applicable

Now tell us about the specific services you received today.

9. How much attention to your needs did staff show in working with you today? (circle one)

1	2	3	4	9
No attention	Some attention	Moderate attention	Great attention	Not applicable

10. How courteous were staff while working with you today? (circle one)

1	2	3	4	9
Not at all courteous	Somewhat courteous	Moderately courteous	Extremely courteous	Not applicable

11. How useful was the information staff gave you today? (circle one)

1	2	3	4	9
Not at all useful	Somewhat useful	Moderately useful	Extremely useful	Not applicable

12. How safe did you feel when coming to the center today? (circle one)

1	2	3	4	9
Not at all safe	Somewhat safe	Moderately safe	Extremely safe	Not applicable

13. How well did staff show an understanding of your needs today? (circle one)

1	2	3	4	9
Showed no understanding	Showed some understanding	Showed moderate understanding	Showed great understanding	Not applicable

14. How available for your use was the equipment at the center today? (circle one)

1	2	3	4	9
Never available	Sometimes available	Mostly available	Nearly always available	Not applicable

Please tell us a little about yourself.

15. How old were you on your last birthday? _______ years

16. What is the highest level of formal education you completed? (check one)

☐1 Less than high school
☐2 High school diploma or GED
☐3 Some college or associate degree
☐4 College graduate (B.A., or B.S.)
☐5 Post-Graduate
☐6 Don't know

17. Are you of Hispanic, Latino or Spanish origin?

☐1 Yes
☐2 No
☐3 Don't know

18. Do you consider your race(s) as: (check all that apply)

☐1 White
☐2 Black/African American
☐3 American Indian/Alaska Native
☐4 Asian
☐5 Native Hawaiian or other Pacific Islander
☐6 Other ______________________
☐7 Don't know

19. Gender (check one): ☐1 Male
☐2 Female

20. Are you currently employed either full or part-time: (check one)

☐1 Employed full time (35 hours or more)
☐2 Employed part-time (less than 35 hours)
☐3 Not employed

21. Comments: ____

____

Thank you for your time in completing this survey.

Employer Telephone Survey

Purpose
The employer telephone survey is the One-Stop system's best opportunity to keep in touch with its employer customers. Many employers use the same techniques, relying on similar approaches to obtaining customer feedback for their own businesses.

Different Services
One of the challenges with employers is that they may receive many different types of service from a One-Stop: funds for customized job training, incumbent worker training, labor market information, targeted recruitment, job fairs, assistance to employees during a layoff, assistance in hiring new employees, etc.. Different questions may be necessary to inform managers and staff about the employer's perceptions of these different services. Questions development requires receiving input from those who provide those different services. Along with developing two or three questions for each area, however, there must also be a common core, as discussed earlier, to tie the surveys together when different customers are responding based on the experience of different services. Use the 10 dimensions as discussed in the previous section to prompt discussion.

Administration
Aside from specific program requirements, employer surveys can be easily and reliably administered in several ways. Employers at job fairs can be handed a survey toward the end of the job fair and asked to drop their responses into a box or mail them to a third party for analysis as they leave the job fair location. Employers who have had a customized job training or incumbent worker training contract can be handed a customer survey at the close-out meeting and asked to mail their responses in using the self-addressed, stamped envelope. Employers who have accessed services over the phone can be surveyed by telephone or mail. As always, caution should be taken with mailed surveys since response rates are liable to be low, leading to biased results.

Other issues. Response rates and confidentiality are also important factors to consider in the administration of the survey. In particular, confidentiality can be a major issue. People often want to combine follow-up by service staff with customer surveying. As a result the organization has service staff call customers to do customer surveys. While this approach serves as a good way to follow up with customers, it produces highly biased survey results. Customers are usually reluctant to express criticism of staff or services when speaking to the person who delivers those services, so responses are highly positive. Unfortunately, they tend not to accurately reflect customer's feelings.

Response rates were discussed in earlier sections. The need for high response rates applies to employer surveys just as it does to the other surveys mentioned previously.

Employer Telephone Survey

Hello, I'm __________________ from the XXXXXX. May I please speak to __________________________.

Our records show that recently you received services from the One-Stop Center. The Centers are designed to help employers find new staff, handle large layoffs, or help with other employment and training needs. We are conducting a survey for XXXXXX's One Stop employment and training system to find out how satisfied you are with the services you received.

The survey is very brief and your answers will be confidential. Our purpose is to learn how to improve the programs and services that the One-Stop Center offers to employers.

1. According to our records, you received (*name of service*). Do you recall that service?
   - Yes
   - No
   - DK
   - Ref

Did you use:

2. Labor Market Information (LMI)	Yes	No	DK	Ref
3. Job Fair	Yes	No	DK	Ref
4. Targeted recruitment	Yes	No	DK	Ref
5. Customized Job Training (CJT)	Yes	No	DK	Ref
6 Any other service (specify)	Yes	No	DK	Ref

IF NO TO Q1 - 6, TERMINATE THE INTERVIEW.

7. Utilizing a scale of 1 to 10 where "1" means "very dissatisfied" and "10" means "very satisfied", what is your overall satisfaction with the services provided from the One-Stop Center?

Very Dissatisfied									Very Satisfied	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

8. Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? "1" now means "Falls short of your expectations" and "10" means "Exceeds your expectations".

Falls short									Exceeds	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

9. Now, think about the ideal services for people in your circumstances. How well do you think the services you received compare with the ideal services? "1" now means "not very close to the ideal" and "10" means "very close to the ideal".

Not very close									Very close	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

Now please think about the most recent service you received from the One-Stop.

CJT/OJT/Incumbent Worker Training – ask if yes at Q5

10. Would you say that staff understood your needs very well, moderately well, somewhat, very little, or not at all?

1=Not at all
2=Very little
3=Somewhat well
4=Moderately well
5=Very well
DK/NA

11. Would you say the paper work process was very easy, somewhat easy, somewhat difficult or very difficult?

1=Very difficult
2=Somewhat difficult
3=Neither easy not difficult
4=Very easy
5=Somewhat easy
DK/NA

Targeted recruitment – ask if yes at Q4

12. Thinking about the job seekers you interviewed during the targeted recruitment effort, did all, most, some, few or none of the job seekers meet your minimum requirements?

1=None
2=Few
3=Some
4=Most
5=All
DK/NA

13. Would you say that the physical facilities offered for use at the office were excellent, good, fair or poor?

1=Poor
2=Fair
3=Moderate
4=Good
5=Excellent
DK/NA

Job Fair – ask if yes at Q3

14. In terms of serving your needs to recruit new employees, how effective would you say the job fairs were extremely effective, moderately effective, somewhat effective, barely effective, not at all effective?

1=Not at all effective
2=Barely effective
3=Somewhat effective
4=Moderately effective
5=Extremely effective
11=DK/NA

15. Would you say the Department of Labor should---?

Eliminate the job fairs
Reduce the number of job fairs
Keep the same number of job fairs or
Increase the number of job fairs
DK/NA

16. The facilities and physical set up at the job fair was poor, fair, moderately good, very good, excellent.

1=Poor
2=Fair
3=Moderate
4=Good
5=Excellent
11=DK/NA

Job Listing – ask if yes at Q4

17. Would you say the staff person who took the job order was not at all helpful, slightly helpful, somewhat helpful, moderately helpful or very helpful in creating the job listing?

1=Not at all helpful
2=Slightly helpful
3=Somewhat helpful
4=Moderately helpful
5=Very helpfu
11=DK/NA

18. Would you say there was no follow-up, inadequate follow-up, timely follow-up?

1=No follow-up
2=Inadequate follow-up
3=Timely follow-up
11=DK/NA

LMI – ask if yes at Q2

19. They provided me with accurate, up-to-date information.

1 means strongly disagree and 10 equals strongly agree
11 DK/NA
(Less than 7 -- GO TO Q24)

20. Staff responded to my request in a timely manner. (DO NOT READ LIST)

1 means not at all timely and10 means right on time

21. Staff's response to my request showed a good understanding of my business needs.
1 means no understanding and 10 means a complete understanding

ROTATE 24 AND 25. (*NOTE: after a month of interviewing, we will convert 24 and 25 to a pre-coded list.)*

22. Would you recommend these services to other employers with similar needs? "1" means "definitely no" and 10" means "definitely yes".

Definitely no									Definitely yes	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

23. Would you use these services again if you had similar needs? "1" means “definitely no“ and 10” means “definitely yes”.

Definitely no									Definitely yes	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

24. What one aspect of the service would you most want to change? (Verbatim)

25. What one aspect of the service would you most want to keep the same? (Verbatim)

Thank you very much for your time.

Participant Telephone Exit Survey

Purpose

Exit surveys for job seekers are required for WIA and Wagner-Peyser. There are many other individuals seeking jobs, training, and other help at the One-Stop centers for whom such surveys are not required. Yet, all could be respondents of exit surveys even though they are not served in programs that required such surveying. In fact, to keep in touch with customers you want to know how customers evaluate the services during the service delivery process and the results of those services after services are completed. Organizations with a customer focus are concerned about the customer throughout the service cycle.

The exit survey asks the customer to look back on their experience as whole. Rather than having the customer consider the services on a particular day, as in the point-of-service survey, the customer evaluates services summarized over all service experiences. The customer is also looking at services from the vantage point of having experienced some outcomes following the completion of service. They may or may not have a job. They may have gone on to college. Their current situation is the context for their evaluation of the services

Administration

Specific programs (e.g., WIA and Wagner-Peyser) require telephone surveys. For practical reasons, most exit-based surveys are conducted by telephone whether or not that methodology is required. The issues in administration remain response rates and confidentiality, not methodology however. The telephone survey conducted by a third party is simply the easiest way to ensure that industry standards are met for both issues.

The previous discussions about confidentiality and response rate apply to this survey, so they will not be repeated here.

Participant Telephone Exit Survey

Hello, I'm _________________ from the (*survey organization*). We are conducting a survey for the (*state*) One-Stop system. May I please speak to ________________________.

I would like to ask you some questions about your recent experience looking for a job. Our purpose is to learn how to improve the programs and services that are offered to people at the One-Stop Center (*or the name the customer will recognize*). The survey will take between 5 and 10 minutes and your answers will be confidential.

During the period in which you were seeking employment and/or training through the One-Stop Center, did you receive:

1. A thorough assessment of your needs?	Yes	No	DK	Ref
2. Assistance about finding a job?	Yes	No	DK	Ref
3. Assistance to develop an individual employment plan?	Yes	No	DK	Ref
4. Assistance to decide about the best training to take?	Yes	No	DK	Ref
5. Assistance from someone to support you during your Job search or training?	Yes	No	DK	Ref
6. Did you receive training?	Yes	No	DK	Ref
a. Occupational training?	Yes	No	DK	Ref
b. Training to give you general skills for the workplace?	Yes	No	DK	Ref
c. Training in English or math?	Yes	No	DK	Ref

7. Did you get any other help or services that I haven't mentioned?
   Yes - specify   No   DK   Ref

8. Utilizing a scale of 1 to 10 where "1" means "very dissatisfied" and "10" means "very satisfied", what is your overall satisfaction with the services provided from the One-Stop Center?

Very Dissatisfied									Very Satisfied	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

9. Considering all of the expectations you may have had about the services, to what extent have the services met your expectations? "1" now means "Falls short of your expectations" and "10" means "Exceeds your expectations".

Falls short									Exceeds	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

10. Now think of the ideal program for people in your circumstances. How well do you think the services you received compare with the ideal set of services? "1" now means "not very close to the ideal" and "10" means "very close to the ideal".

Not very close									Very close	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

11 Did you receive any occupational training while you were receiving other services at the One-Stop?
NO – Skip to Q14
YES
DK
REF

12. Did you complete that training?
YES
NO – Skip to Q14
DK
REF

13. Did you receive a certificate or credential of any sort upon completion?
YES
NO
DK
REF

14. Are you currently in school or training?
YES
NO
DK
REF

15. Do you currently have a job, either full or part-time?
YES
NO - Skip to Q17
DK
REF

16. What type of work are you currently doing? (Verbatim) (INTERVIEWERS: if more than one job, ask about "your main job".) (*NOTE: after a month of interviewing, we will convert this to a pre-coded list.)*

17. I am going to read a list of basic needs. Please indicate whether there has been any time in the last two months when you did not have enough money for one or more?

(First item) Was there a time in the last two months when you could not buy enough food?
(Second item) What about paying rent or mortgage?
(Remaining) What about paying for….

	YES	NO	DK	REF
a. Food				
b. Rent or mortgage				
c. Utilities				
d. Childcare				
e. Transportation to work, school, doctor or other appointment				
f. Medical care				

18. Thinking about your current job, compared to the job you had before you used the One-Stop Center, would you say you are now earning a good deal less than at your last job, a little less than at your last job, about the same, a little more, or a good deal more than at your last job?
    Good deal less
    Little less
    About same
    Little more
    Good deal more
    DK
    REF

19. Now I want to ask about how you were treated at the center using a 1 to 10 scale.

a. Utilizing a 1-10 scale where 1 means "understand none of my needs" and 10 means "understood all of my needs," how would you rate the extent to which staff understood your needs and requirements?

Understood none Of my needs									Understood all of my needs	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

b. How would you rate the timeliness of the help that staff gave you, 1 now means "not at all timely" and 10 means "right on time?"

Not at all timely									right on time	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

c. An adequate choice of services to meet your needs, 1 now means "none of the services I needed" and 10 means "all of the services needed?"

None of the Services needed									All of the services needed	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

d. And finally, the knowledge of staff, 1 now means "not at all knowledgeable" and 10 means "extremely knowledgeable?"

Not at all knowledgeable									Extremely knowledgeable	Didn't Receive	DK	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

ROTATE Q20 AND Q21. (*NOTE: after a month of interviewing, we will convert Q20 and Q21 to a pre-coded list.)*

20. What do you think was most valuable about the One-Stop? (Verbatim)

21. What do you think is most in need of improvement at the One-Stop? (Verbatim)

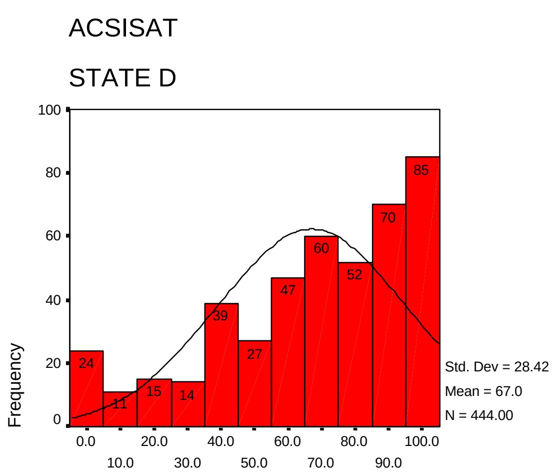
Thank you very much for your time.

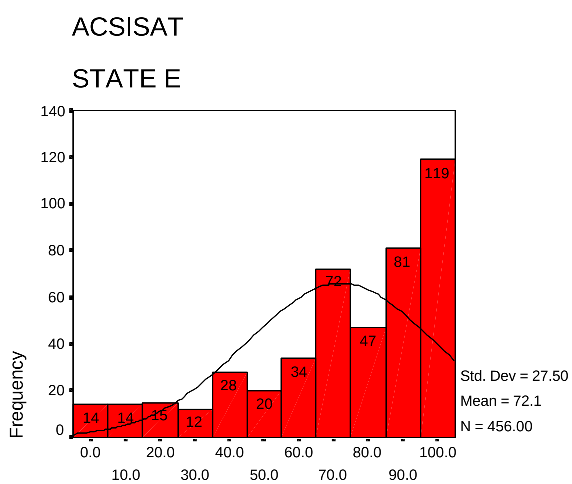
Analysis of Customer Satisfaction Data

Too often, analysis of customer satisfaction data begins and ends with the reporting of the percentage of individuals choosing a particular response to each question on a survey. While this approach provides some information, it underutilizes the data collected and can be very misleading. Simply reporting the mean response to each question can also be both uninformative and misleading. Examining the data more closely and doing some simple comparative analyses both enhances understanding of the basic results and significantly increases the overall utility of the analysis.

Looking at Distributions

Looking at the distribution of responses to each question is absolutely essential. Examining the distribution can alert you to problems with the data (e.g., why are there so many 11s in the data when the possible responses to a question were from 1 to 10?). Beyond this, looking at distributions can help you better understand the nature of the responses. For example, the following two histograms show the distributions to the ACSI participant scores in two states. Note "N" refers throughout to the number of respondents used in the analysis.





When just the average response to a question is displayed, the opportunity to see important differences in the distribution is lost. The shape of a distribution may suggest that there are certain sub-groups of respondents that have had distinctly different experiences. In the example above, there are many more respondents in middle of the distribution in State D than in State E; fewer individuals had really satisfying experiences. The natural question, then, is what is driving the difference? Is it a different mix of services? A very different customers mix? Or perhaps the surveys were conducted at different times of the year.

Descriptive Statistics

Reporting descriptive statistics is an important part of any survey analysis. Commonly, the mean (arithmetic average) is used as a measure of central tendency when reporting customer satisfaction data. But the reporting of descriptive statistics should not stop there. Other measures of central tendency, such as the median (half the survey responses are below the median and half are above) or the mode (the most frequent single response) can provide additional insight into the nature of the data.

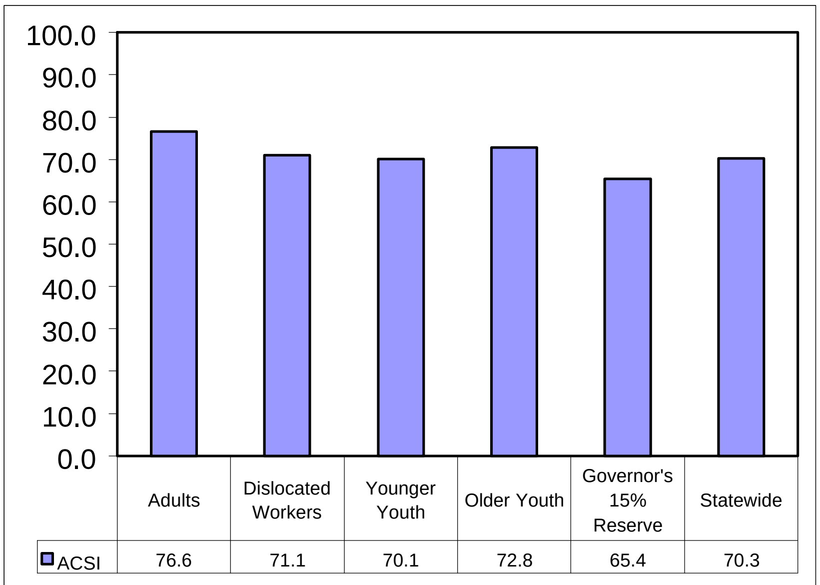
Measures that illustrate the distribution of scores, such as standard deviation, the variance, and the standard error, should also be examined in conjunction with looking pictures of the distributions.

Pictures, such as the histograms of the previous example will often quickly highlight issues with the distribution that might not be apparent through the examination of descriptive statistics alone.

Important note: whenever reporting any descriptive statistic, always report the number of valid cases used to calculate the statistic.

Comparison: The Essence of Analysis

An examination of descriptive statistics and distributions may or may not lead suggest additional comparisons. These comparisons are what really add value to a survey analysis. Even if the distribution does not provide insight, the mix of customers, programs, services, and service locations may suggest comparisons that might be helpful. The following example shows a simple means comparison between several programs:



N=	123	120	73	130	97	543

In this state, the dislocated worker[3] and youth programs had significantly lower[4] ACSI scores than the adult program. Again, a discussion of this result could center around what is driving this difference. Is the service mix different? Are customer expectations different? Customer demographics are different, but how and why is that affecting satisfaction?

[3] The Governor's 15 % Reserve group was part of the dislocated worker group.

[4] Statistical significance is a very important concept to understand and apply. While one score may be higher than another, this difference may not be significant from a statistical perspective. Since ACSI scores are statistical estimates, there is a certain amount of error (you might call it "noise") associated with them. This error may render two scores that look different the same for all practical purposes. Statistical tests of significance, such as t-tests, are used to determine whether two scores are statistically different. There are several good websites now available that can guide you through this testing process all listed on http://members.aol.com/johnp71/javastat.html.

The following example shows a comparison between different services provided to employers in a state:

Service	N	ACSISAT	Standard Deviation
LMI	201	76.87	19.48
Job Listing	557	67.04	24.78
Applicant Referral	532	69.17	23.40
OJT	160	72.48	24.85
Other Services	139	77.91	17.05

As easily seen[5], there is a statistically significant difference between the ACSI scores for employers that received LMI and the ACSI scores for those employers that received applicant referral or job listing services. This example also points out a common problem: lumping several services into an "other" category seems reasonable, until it turns out that employers receiving those "other" services are the most satisfied. What are those other services? Which ones are really pleasing the employers? It is hard to know. The moral of the story: Try to avoid over-aggregating data or categories that will be later used in analyses.

Two-Way Comparisons

So far, we have focused on comparing scores across a single dimension; program, service or customer group. However, it is possible and recommended that comparisons among two or more dimensions be made. The simplest two-way comparison is a 2 x 2 crosstabulation. For example, you can look at satisfaction scores for gender and program:

(N=543)	Male	Female	*Program Mean*
Adult	70	62	66
Dislocated Worker	65	67	66
Gender Means	67.5	64.5	

In this hypothetical example, the crosstabluation reveals that women are significantly less satisfied than men in the adult program, while this does not hold true for the dislocated worker program.[6] Similar comparisons of satisfaction scores could be done for education level and program, service and race, or for employer size and service, etc.

[5] A common method used to compare satisfaction scores across a number of locations or services is One-way analysis of variance, which is available in common statistical software packages like SPSS or SAS. One-Way Anova takes the number of cases, the mean, and the variance into account when making comparisons and testing for significance.

[6] Two-way analysis of variance allows for the comparison of a continuous variable, with multiple categorical variables. Correlation allows for the comparison of a continuous variable with another continuous variable or variables.

Key Driver Analysis
If questions about different dimensions of service quality[7] are asked together with the ACSI or other general satisfaction questions, correlational analysis can be used to determine which dimensions of services are most closely associated with overall satisfaction. Those service dimensions that are most closely associated with overall satisfaction are known as the "key drivers" of service, and can be used to focus continuous improvement efforts. The following example shows the service dimensions most closely associated with overall employer satisfaction in a state:

Service Quality Dimension N=367	Correlation	Key Driver of Satisfaction
Understanding needs	.385	YES
Being responsive	.369	YES
Physically comfortable	.009	NO
Knowledgeable Staff	.423	YES
Convenient	.034	NO
Works as a partner	.563	YES

Customer Satisfaction Analysis and Continuous Improvement
All of the above analytic approaches are useful in multiple arenas: reporting program results, exploring policy questions, enhancing service delivery designs, targeting technical assistance needs, and supporting continuous improvement efforts. The approaches are particularly important for continuous improvement efforts because they bring the customer satisfaction results down to an actionable level, highlighting differences in satisfaction between locations, services types, and customer groups.

Once those difference are highlighted, the next step is to further explore those differences, looking at additional measurement information, and employing the whole problem-solving toolkit to identify root causes and further focus continuous improvement efforts. Once root causes are identified and improvement strategies developed, they can be tried. Periodic surveying allows for the continued assessment of the problem and the attempted solution.

[7] See section on point-of-service surveys and Appendix C for more on the service quality dimensions.

Data Display and Reporting

Data Display

The data displayed in a report should help the intended audience understand the story and carry out their responsibilities. When effectively displayed, information encourages and supports the type of analyses and decision making that will help the audience remain fully informed and able to act.

There are three ways that displaying information can support the overall purpose of the report:

- Present the necessary information (see discussion above)
- Use multiple channels: graphics, numeric tables, and text
- Provide appropriate comparisons

Use multiple channels. Words, graphs, and tables are different, complementary channels for communicating information in reports. Since people differ in their preference for one or the other of these channels, it is best to use a combination of channels to effectively present information in reports.

> "Words and pictures belong together. Viewers need the help that words can provide. Words on graphics are data-ink, making effective use of the space freed up by erasing redundant and non-data-ink. It is nearly always helpful to write little messages on the plotting field to explain the data, to label outliers and interesting data points, to write equations and sometimes tables on the graphic itself, and to integrate the caption and legend into the design so that the eye is not required to dart back and forth between textual material and the graphic…Words, graphics, and tables are different mechanisms with but a single purpose—the presentation of information." Tufte, 1983.

Tufte goes on with other guidance: Text and pictures should be placed together on a page. In particular, he warns against the type of separation that forces such notes as "see Figure X, on the next page." One other piece of guidance comes in the form of a table reproduced below that explains the difference between friendly and unfriendly graphics:[8]

Friendly	Unfriendly
Words are spelled out, mysterious or elaborate encoding avoided	Abbreviations abound, requiring the viewer to sort through text to decode abbreviations
Words run from left to right, the usual direction for reading occidental languages	Words run vertically, particularly along the Y-axis; words run in several different directions
Little messages help explain data	Graphic is cryptic, requires repeated references to scattered text
Elaborately encoded shadings, cross-hatching, and colors are avoided: instead, labels are placed on the graphic itself; no legend is required	Obscure codings require going back and forth between legend and graphic

[8] For those interested in a more in-depth discussion and numerous illustrations, see "The Visual Display of Quantitative Information" by Edward R. Tufte. Cheshire, Connecticut, 1983.

Friendly, continued	Unfriendly, continued
Graphic attracts viewer, provokes curiosity	Graphic is repellent, filled with chartjunk
Colors, if used, are chosen so that the color-deficient and color-blind (5 to 10 percent of viewers) can make sense of the graphic (blue can be distinguished from other colors by most color-deficient people)	Design insensitive to color-deficient viewers; red and green used for essential contrasts.
Type is clear, precise, modest; lettering may be done by hand	Type is clotted, overbearing
Type is upper-and-lower case, with serifs	Type is all capitals; sans serif

Appropriate comparisons. Another aspect of effectively displaying information is determining what comparisons make the information meaningful to your audience. As Tufte noted in Visual Explanations, "The deep, fundamental question in statistical analysis is *Compared to what*? This is not merely a statistical point, however. In the example Tufte uses, he is talking about the comparisons that finally identified the source of cholera in 19th century London, a comparison that saved hundreds of lives and proved John Snow's theory that cholera was a water-born illness.

Below are a variety of other comparisons often valuable in displaying information for the workforce development system.

- To the previous months or quarters (multiple time comparisons are often most effective in graphic form that capture any trends
- To the same time a year ago
- To a goal or standard
- To a range of scores (indicates where a single entity is in relation to the rest of the group)
- To similar others on the same measure
- Among different sized employers
- Among different industry groups
- Among groups divided by:
    - age
    - gender
    - race
    - ethnicity
    - income
    - education
    - employment status
    - services received
    - geographic location
    - length of time being served
    - time to initial, substantial service
    - those receiving services from different programs or providers
    - etc.

The list of comparisons above is by no means exhaustive. Comparisons can be generated to address any question that can be posed in terms of different groups or time frames or locations. One way to look at customers that is often useful is to break customers into groups based on customer profiles.

This means taking some of the above characteristics and combining them to form pictures of major, typical customer groups (e.g., young men who are basic skills deficient, older female workers with English as a second language). Comparing several of these profiled groups to each other or comparing one profiled group to all other customers can tell us about our relative success with them. Such comparisons can be the foundation for exploring ways to customize services to better serve these groups. Focus groups can be used as follow-ups to identify necessary changes (see Analysis section for further discussion of this issue).

Context
Information also needs an appropriate context. Context provides the background that allows the audience to make sense of what your primary information is saying. If reporting on employment outcomes for the current year compared to last year, it may mean including any change in the unemployment rate or information on major new employers or major downsizing among existing employers. Without such information, however, the audience can make the wrong conclusion and take actions that are wasteful or inappropriate.

If the audience reads that Center A sees those being case managed 18 percent more often than the other Centers in the state, it might jump to the conclusion that Center A is a model center in the area of case management and that other centers should emulate it. If they have the context information that Center A has half the customers per case manager than other Centers' case managers have, Center A looks less admirable. In fact, Center F has double the number of customers per case manager. Its case managers only see their customers 15 percent less than the average of the other Centers. The context provided by reporting the number of customers per case manager suggests a totally new interpretation. Center F is the one center with seemingly outstanding performance, despite limited case management staff.

Reporting

Purpose
Although often overlooked, reports are supposed to have a purpose. In general, the purpose should be to accomplish two things: 1) inform the audience and 2) provide a guide to action. Expressed another way, a report should tell a story. A table of numbers, a spreadsheet, may be part of a report but do not constitute a report by themselves. Reports need to tell the audience what they need to know to carry out their work, to make the decisions that allow them to carry out their responsibilities. The resulting reports can be extremely simple or highly complex.

For example, a report could be designed to help customers make a decision about whether the center is right for them. At a One-Stop center, a simple poster with the number of customers being served and the satisfaction level for each quarter compared to a standard might be sufficient. For customers, this information may be all they need to make a decision about using the services, especially if they are concerned with the quality of service they will receive.

If the audience is the committee of a state's Workforce Investment Board (WIB), however, the report might be a little more complex. For example, the purpose could be to help them understand whether the state's workforce system is meeting critical goals that they have set in the annual plan. The report could be organized around those goals, with the goals expressed as a series of critical questions (see Appendix B for a sample report). It might also provide information on processes that help explain why the system was or was not meeting performance goals. In an even more complex report, context information such as unemployment rates or customer-to- staff ratios could be included to help the audience more accurately interpret the outcome information associated with the goals.

Overall Principles
A report should have a story to tell. It may be shaped by the goals of the local WIB. It may be shaped by a special concern: Are we doing our best by our most important customers? The more focused the story, the easier it is to organize. The most difficult reports are the ones where you must be comprehensive. Trying to build a story around everything is the most difficult task in report writing. Once you have identified the focus of the story, the next thing is to identify the major questions that will be used to lead the reader through the story. Using those questions, you want to decide which information needs to be displayed and what combination of channels should be used (e.g., graphics, data tables, text).

The last principle is to limit the data that you place in the main part of the report. This is the most difficult principle to apply in practice. Getting you know your audiences and testing different approaches with these audiences is the only way to learn how to appropriately shape and limit the information presented. One thing that can help is to remember that you can put more detailed information into appendices. The data junky will not mind drilling down into tables in the appendix, but too much information for the average member of your audience will drive them away from the report. You will lose your audience and will lose your chance to have the information be of value.

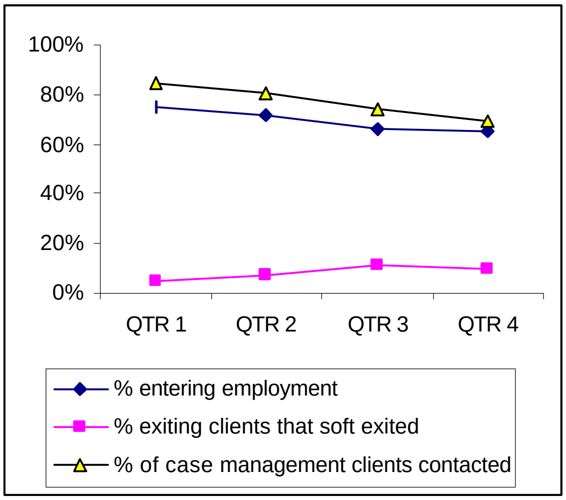
Incorporating reporting into oversight and management activities
Reports can easily be put aside amidst the glut of mail and e-mail that everyone receives. Greater attention is paid to reports that are periodically part of a meeting agenda. In a meeting the report can be a source of questions, discussion, and action. Most reports need the social interaction of a meeting to be translated into action. Making reports a standing agenda item for key decision-making groups is also a way of institutionalizing information as part of the these groups do business.

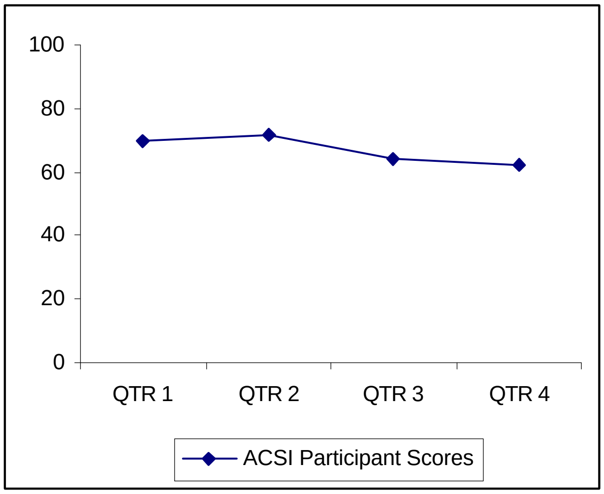
Linking Customer Satisfaction to Other Performance Measures
And
Using Customer Satisfaction in Contracts

Linking Other Performance Information with Customer Satisfaction Scores

Linking other performance measurement information with customer satisfaction data can substantially increase the utility of the customer satisfaction information by providing a more comprehensive picture of performance.

An obvious, but important, linkage of customer satisfaction and other performance information is to examine the core WIA outcome measures together with the customer satisfaction scores. A more real-time version of this linkage is to ask questions on the customer satisfaction survey that act as proxy measures for some of the important core indicators (e.g., entered employment, earnings change) and analyze the responses to these questions together with the ACSI scores. Additional process measures, from administrative systems, can also be reviewed together with the survey-based measures.





In the above example, the customer satisfaction scores for 4 quarters can be analyzed together with a quarterly entered-employment rate measure, a measure of the exiting clients that soft-exited (exited because no services were provided for 90 days), and a measure of the percentage of clients contacted by their case manager at least once every 30 days. Notice that the scales on both graphs are consistent. All measures show a downward trend; this covariation may suggest lack of aggressive case management, which could affect both the soft-exit measure as well as customer satisfaction and ultimately entry into employment.

Routine reporting of measures of various types (see sample reports in Appendix A) together with the customer satisfaction information can act as a focus for continuous improvement efforts. Depicting customer satisfaction with other measures of success can also provide a complete picture of performance for policy makers. Placing customer satisfaction measures on equal footing with traditional core employment and training outcomes (entered employment rates, retention rates, earnings replacement rates) demonstrates a systemic, customer-oriented approach to policy makers. It can also demonstrate the effectiveness of service delivery enhancements where other measures that are more tied to economic circumstances may show little movement.

Using Customer Satisfaction Measures in Contracting

The emphasis of the Workforce Investment Act on customer satisfaction, and the growing use of third party service delivery suggest the need to integrate customer satisfaction requirements into the contracting process. There are several important issues to keep in mind when attempting such integration.

Communicate Customer Focus in Request For Proposals/Memoranda of Understanding
One of the easiest ways to incorporate a customer-orientation is to communicate the need for vendors to explain their customer feedback strategy, and to explain that customer satisfaction will be monitored.

Include Specific Customer Satisfaction Measurement Details in Contract Language
Continue the emphasis on customer satisfaction begun in the RFP by specifying how customer satisfaction will be measured (what questions will be used, the sampling approach, when in the process the measurement will take place, etc.). If a performance target for customer satisfaction is going to be used, explain how that target will be set, and how conformance with that target will be assessed (see below). Also, remember to include a balanced set of performance measures in any contract (include measures other than customer satisfaction measures).

Phase-In the Use of Customer Satisfaction Measures
If customer satisfaction has not been previously used in contracting, take a phased approach to introducing customer satisfaction requirements. Taking a multi-year approach can help accustom vendors to a potentially new management practice. For example, in year one, the customer satisfaction measurement approach can be delineated, and the contract can state that the results will be used for monitoring and technical assistance purposes. In year two, a performance target can be set using the baseline measurement information obtained in year one; this performance target can be evaluated when considering contract renewal. In year three, the meeting the performance target can become part of an incentive and sanction framework.

Remember That Customer Satisfaction Measures Are Estimates
Tying payment to customer satisfaction measures must be done carefully. If a performance target is set, remember that the customer satisfaction measure is an estimate and may be substantially similar to the target, even if it is numerically higher or lower. The standard way of determining whether the performance score meets or exceeds the target is to perform the appropriate statistical test.[9] Because the measures are estimates, build in flexibility into the payment structure.

Use Customer Satisfaction Measures to Foster One-Stop System Building
Use customer satisfaction measures for pooled partner incentives within one-stop memoranda of understanding. Customer satisfaction measures can form the link between partners that service different customer groups and whose services may have very different objectives. Customer satisfaction can also be the link among partners providing complementary services to the same customers.

[9] Usually this is a t-test, however, there are many variations of the t-test and you need to determine which one is right for the circumstances (see UCLA web site for further guidance).

Appendix A: Report Formats

Report Format 1: Stakeholders

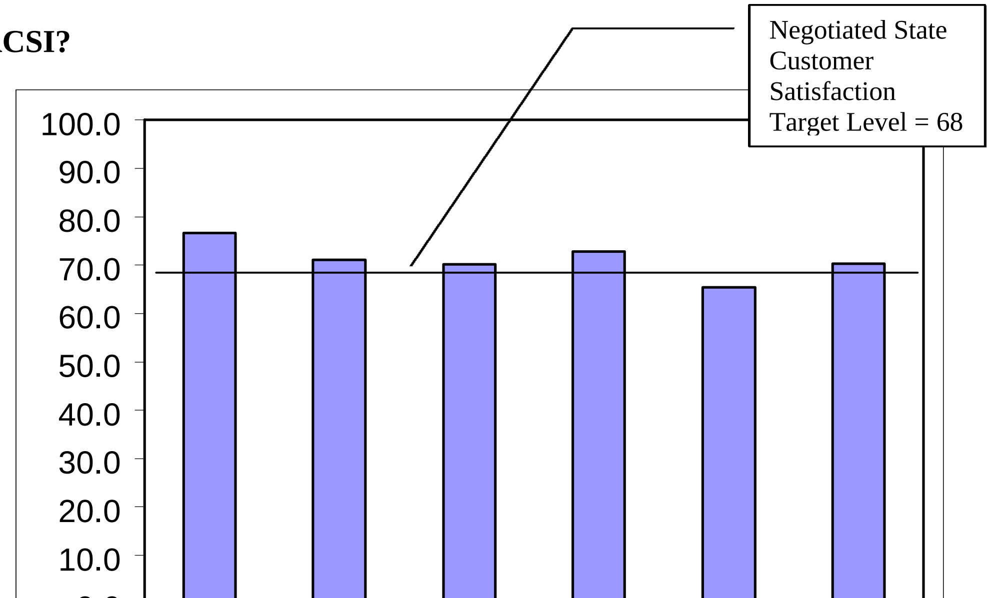
WIA Participant Satisfaction with One-Stop Services

Who was surveyed and how was it conducted?

- The names and contact information for 943 participants who stopped receiving WIA services between July 1 and February, 2001 were sent to the University of the State's Center for Survey Research
- The Center for Survey Research attempted to contact all 943 by phone
- Interviewers asked the three questions of the American Customer Satisfaction Index (ACSI)[10] and additional questions about the quality of services and the outcomes obtained by the customer as a result of those services
- 53 percent or 495[11] were successfully contacted and completed the primary survey questions

What were the results for the ACSI?
State along with all of the other states negotiated target performance levels for customer satisfaction using the ACSI. All the states collected the data using a telephone survey.

- State's average ACSI score for all participants was 70.3, two points higher than the negotiated target level of 68.[12]
- However, the score is below that attained by high performers in the public and private sectors[13]
- One group, Governor's 15% Reserve (profiled and dislocated workers served statewide) averaged 65.4, significantly lower compared to Adults at 76.6 and Dislocated Workers at 71.1



	Adults	Dislocated Workers	Younger Youth	Older Youth	Governor's 15% Reserve	Statewide
ACSI	76.6	71.1	70.1	72.8	65.4	70.3

The State asked additional questions during the survey regarding service quality and employment outcomes. The results are listed below.

Quality of Service. Questions about the quality of services included: staff's availability, ability to understand needs, be responsive, and be helpful. Questions were also asked about availability of

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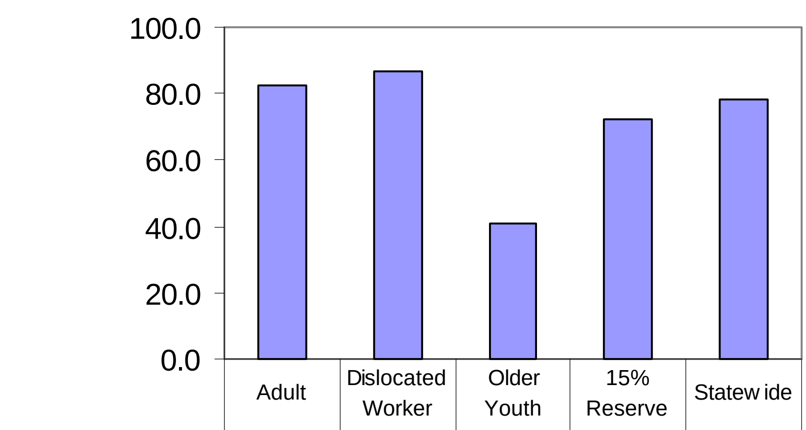
[10] The ACSI is a widely recognized index of overall satisfaction that that appears regularly in Fortune Magazine and occasionally in other national publications. Copies of the survey document are attached.
[11] 8 were ineligible because they were incarcerated, ill, or dead.
[12]

[13] Attached table gives representative ACSI scores from public and private sector organizations.

services and resources when needed, adequate choice of services, and timeliness of service. The average score on these other questions using a 1-10 scale was about 8, indicating an adequate degree of quality for all.

Outcomes. Below are the results for the questions asked to determine what outcomes those surveyed had experienced:[14]



	Adult	Dislocated Worker	Older Youth	15% Reserve	Statewide
Entered Employment	82.4	86.7	41.2	72.5	78.6
State Negotiated Target Levels	70%	76%	66%	76%	N/A

- **Employment**. Only the 15% Governor's Reserve group are entering employment at a rate lower than the negotiated target.
- 82.4% of Adults and 88.67% of Dislocated workers were employed while only 72.5% of Governor's 15% Reserve[15] customers were employed
- **Earnings**. Nearly 50 % of the customers indicated they were earning less in their current jobs than they had been earning in the jobs they had before coming to the One-Stop
- **Jobs obtained included:**
    - Home health care
    - Child care worker
    - Computer technician
    - Restaurant
    - Nurses aide
    - Clerical
    - Retail sales
    - Other food service jobs
    - Medical office receptionist
    - Customer Service
    - Manufacturing (e.g., tool and die, boiler maker)
- **Most Valuable and Most in Need of Improvement**

Finally, customers were asked to express in their own words what they most valued and what most needed improvement.

- Customers saw training and workshops as the most valuable services
- Customers saw training and workshops as most in need of improvement

Recommendations

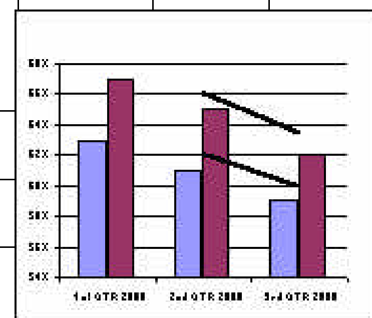
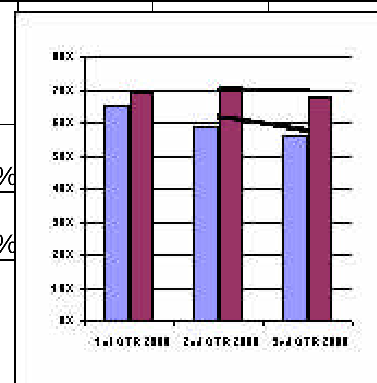
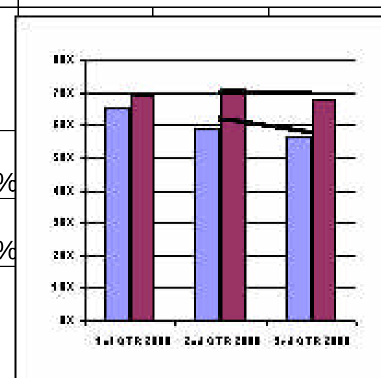
- Seek ways to find employment opportunities that pay better, since too many individuals are indicating that they are earning less than they were before including 42 percent of adults who are expected to achieve earnings gains not losses
- Entered employment rates and satisfaction for Governor's 15% Reserve need to be reviewed given how low they are relative to the majority of the other groups served.
- Conduct focus groups to determine necessary changes in training and workshops that will increase overall satisfaction, since these two activity areas are most highly valued and most in need of improvement

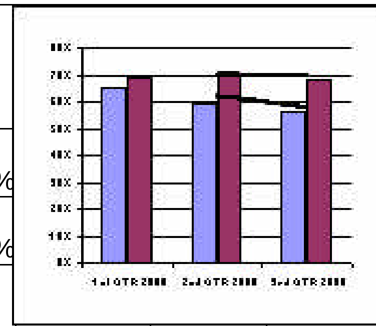
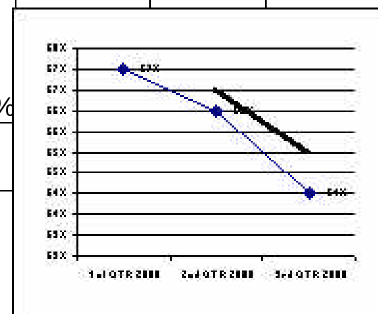
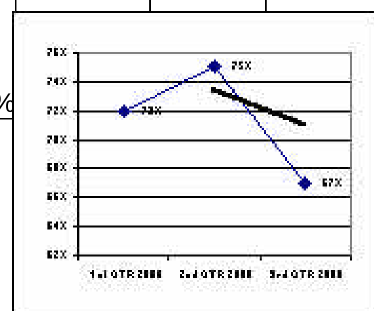
[14] Note: Younger youth are not included since entered employment, by itself, is not a performance outcome.
[15] 15% Reserve are added into the statewide dislocated worker number for performance purposes.

WIA STATEWIDE NEGOTIATED PERFORMANCE LEVELS

	Performance Levels		
Performance Measures	PY 2000	PY2001	PY2002
Adults			
Entered Employment Rate	70%	74%	76%
Employment Retention Rate at Six Months	78%	80%	82%
Average Earnings Change in Six Months	$3100	$3300	$3400
Employment and Credential Rate	52%	55%	60%
Dislocated Workers			
Entered Employment Rate	76%	78%	80%
Employment Retention Rate	85%	86%	88%
Earnings Replacement Rate in Six Months	82%	86%	87%
Employment and Credential Rate	52%	55%	60%
Youth Aged 19-21			
Entered Employment Rate	66%	68%	70%
Employment Retention Rate at Six Months	76%	78%	80%
Average Earnings Change in Six Months	$2900	$3100	$3300
Credential Rate	46%	48%	50%
Youth Aged 14-18			
Skill Attainment Rate	63%	66%	687%
Diploma or Equivalent Attainment	46%	50%	54%
Younger Youth Retention Rate (in post-secondary education, advanced training, employment, military service, or qualified apprenticeships)	53%	56%	59%
Participant Customer Satisfaction	68	71	73
Employer Customer Satisfaction	65	68	70

Report Format 2: Oversight/Management

	Current Quarter	Program Year Average To Date	Annual Performance Target	Percent of Target Achieved	Three Quarter Trend
PARTICIPANTS					
Entered Employment Rate, Participants (Survey)					
Members	59%	61%	n/a	n/a	
Registrants	62%	65%	n/a	n/a	
	Comments/Explanation				
Entered Employment Rate, Registrants (Survey)					
Adults	56%	65%	71%	91.5%	
Dislocated Workers	69%	69%	77%	89.6%	
	Comments/Explanation				
Earnings Differential Rating (Survey)					
Adults	56%	65%	71%	91.5%	
Dislocated Workers	69%	69%	77%	89.6%	
	Comment/Explanation				

Employment and Credential Rate (Survey)					
Adults	56%	65%	71%	91.5%	
Dislocated Workers	69%	69%	77%	89.6%	
	Comment/Explanation				
Participant Satisfaction with Outcomes (Survey)	64%	66%	60%	110.0%	
	Comment/Explanation				
Partcipant Satisfaction with Process (Survey)	67%	71%	70%	101.4%	
	Comment/Explanation				

Report Format 3: Comparisons

Outcome Measures

ACTIVITY AREA	INDICATOR (average range most recent 4 quarters)	ONE-STOP CENTER MARK Quarter ending June '99	Mar. '99	Dec. '98	Sept. '98	June '98	BEST PRACTICE (CT)	GOAL
Entered Employment	O-1. Percentage of applicants who entered employment (3.3% - 9.2%)	❒ 5.2%	❒ 3.4%	❒ 8.2%	❒ 5.1%	Δ 13.1%	16.4%	17%
	O-2. Percentage of applicants who received services and entered employment. (7.5% - 16.3%)	❒ 11.4%	∇ 6.4%	❒ 14.5%	❒ 9.0%	Δ 23.3%	28.9%	
	O-3. Percentage of applicants with wages in five quarters (51.7% - 65.4%)	❒ 55.4%	Δ 71.9%	❒ 66.2%			58.6%	
	O-4. Median percent wage gain (26.7% - 34.9%)	❒ 28.3%	❒ 25.1%	❒ 25.7%			30.8%	

Process Measures

ACTIVITY AREA	INDICATOR (average range most recent 4 quarters)	JOB CENTER MARK June '99	Mar. '99	Dec. '98	Sept. '98	June '98	BEST (CT)	GOAL
App/Claimant Satisfaction	P-1. Index of overall applicant/ claimant satisfaction (70.1 - 81.2)		∇ 74			❒ 73	80.2	84
Wait Time	P-2. Percentage of applicants/ claimants who waited too long * (0.0% - 17.9%)		∇ 30.6%			∇ 18.8%	0.0%	
	P-3. Average number of minutes for those who waited * (6.7- 19.3)		∇ 22.3			∇ 13.8	4.3	
UI	P-4. Percentage of nonmonetary decisions made on time (81.5% - 92.4%)	Δ 94.7%	Δ 92.0%	Δ 95.5%	Δ 94.1%	Δ 92.7%	94.1%	85%
	P-5. Percentage of first payments made within 21 days (94.8% - 97.1%)	❒ 96.3%	❒ 95.9%	Δ 97.8%	❒ 96.6%	❒ 95.0%	97.6%	93%
Employability Services	P-6. Percentage of applicants receiving employability or other (41.6% - 59.0%)	❒ 45.0%	❒ 52.6%	❒ 56.6%	❒ 56.3%	❒ 56.3%	63.1%	66%

Δ=above the state average range   ❒=within the state average range   ∇=below the state average range   N/A=not applicable

Best Practice (Statewide): is highest 4 quarter center average

* The up/down arrows indicate a better/worse level of achievement compared to other offices   centers

Appendix B: Request For Proposal

Customer Satisfaction Request for Proposal

This Request for Quotes (RFQ) is issued by the Office of Policy Management (OPM) to seek a contractor to conduct a WIA compliant Customer Satisfaction survey. The Office for Workforce Competitiveness (OWC) in association with OPM will manage the procurement process.

Background

In August 1998, The Workforce Investment Act of 1998 places a high priority on accountability. One aspect of the accountability system is the requirement to conduct telephone surveys of job seekers and employers who use the services of the WIA program. Given the required timing and response rates, the surveys must be collected on a regular basis throughout the year. The results of three required questions, must be reported on a quarterly basis to USDOL along with other performance information.

Definitions

Completed Survey: A survey in which the customer has given a recordable response between 1 and 10 to the three ACSI questions.

Other terms (as necessary):

Response Deadline

Quotes are to be received by the Department no later than 4 PM on September 21, 2000. The award will be made by September 15, 2000 and the contract will be effective the date of approval.

Five (5) copies of the quote must be addressed to:

XXXXXX
XXXXXX
XXXXXXX

Questions may be addressed to XXXX at (xxx) xxx-xxxxx. Quotes sent by FAX will not be accepted.

Eligible Bidders

Any governmental, non-profit, or private-for-profit organization with a demonstrated survey research capacity may apply.

Period of Performance

The contract will be run from contract initiation to ________, 200X, but may be extended if it appears to be in the best interest of the State and is agreeable with the contractor.

Scope of Services

The contractor interested in receiving the award of this quote should be able to demonstrate how they will meet the core tasks identified below:

1. Demonstrate adequate experience in survey research projects including a list of references
2. Understand and apply the requirements of the Workforce Investment Act for customer satisfaction surveying as outlined in TEGL 7-99, TEGL 6-00, and TEGL 14-00 (attached)

3. Implement an effective strategy for collecting the required number of surveys with the required minimum response rate
4. Provide data in the required time frame to the CTDOL for analysis

Tasks

1. Number of Surveys. The approximate number of potential respondents delivered each year to the survey organization will be 2400 job seekers and 1000 employer. Based on the minimum response rate of 70 percent, the number of completed surveys each year will be approximately 1680 for job seekers and 700 for employers.

2. Survey Schedule. There will be a regular schedule of customer contacts throughout the year (surveys conducted on a rolling basis each quarter), defined by mutual agreement between the contractor and the State. Names, phone numbers, and any additional data necessary to conduct the survey will be provided by the Department within 10 working days prior to the time the surveying is to begin.

3. Survey Parameters. The survey will be designed to take no more than 10 minutes (see attached sample survey for participants). The successful contractor will be asked to meet the following standards:

- Each valid name and phone number[16] provided will be given seven attempts
- The data collected will be returned to the State within 5 days of the close of the survey period
- The data will include all information provided by the State plus the information on the number of tries before successful contact or that all four attempts proved unsuccessful, the date of contact, and the responses to all questions
- The data file will have all variables and response categories labeled, if possible,
- The data file will be in either SPSS format or a compatible format such as DBF
- The contractor must obtain a response rate of no less than 70 percent of all names with valid contact information
- All surveys are to be conducted with the person whose name is provided on the contact list

4. Who to survey.

- Participants will be a combination of individuals who have completed services with the adult, dislocated worker or youth programs. They must be surveyed within 60 days of completing services.
- Employers will be those who have received and completed their receipt of a substantial service from the One-Stop centers. They must be surveyed within 60 days of service completion.

5. Timing. The surveys will be conducted in each of the four quarters to obtain a sufficient and representative sample.

- For participants, contact shall be made in the quarter after they exit from the program
- For employers, contact will be made in the quarter after their program participation

[16] A valid name and number is one in which the number is valid (rings to an actual location), does not have a person answering the phone who indicates that the number is not and never has been the number of the person being sought.

6. Data Management. Your quote should include a description of your organization, the technology and resources you have to conduct telephone surveying at a consistent and high level of quality.

The contractor should address how staff will record contact attempts and key operational statistics as well as record and verify the interview responses. This should include a description of data entry and validation procedures (e.g., range and error checking).

Contractor Responsibilities:

1. Select and Train Staff. The contractor will be responsible for selecting staff and training them in the use of the survey. The contractor will make all attempts to contact a potential respondent and keep track of the number of tries and the reason for failure if a particular try is unsuccessful. They will also be responsible for recording all responses including any open-ended responses as close to verbatim as possible.

2. Schedule of Interviews. The contractor will develop and follow a schedule of interviewing in conjunction with the Department and its representatives.

3. Conduct of Interviews. At least 7 attempts will be made to contact each potential respondent. If it is determined the number is incorrect, the contractor will attempt to determine the correct number from the person who does answer the phone, whenever possible. Otherwise, the contractor will use other resources such as directory assistance.

If the contractor is not using a Computer Assisted Telephone Interviewing (CATI) system, they should explain in the quote how they will maintain appropriate records and call-back schedules without incurring additional costs.

4. Response Rate The response rate will be no less than 70 percent for each group, employers and participants.

5. Reporting. All data will be reported in SPSS 8.0 or higher or a compatible format such as “dbf.” Data will be delivered in one of these formats within 5 days of the end of any survey period.

6. Confidentiality. The contractor shall abide by all federal and state laws, administrative rules and regulations as applicable to this project and the confidentiality of the data.

Quote Content

1. You should also provide a per-completed-survey cost based on the standards described above. This cost estimate will only serve as a partial basis for determining the successful bidder and will only be finalized when the final survey has been developed and pre-tested.
2. How the contractor will ensure a minimum 70 percent response rate.
3. Procedures and a time line for completing the tasks outlined above.
4. Capabilities of the contractor including facilities, computer equipment, supervisory and interviewer qualifications, and survey research experience.
5. Please include at least three references with your quote. References should include a contact person, phone number and brief outline of the type of work done for that organization or individual.

Selection Criteria

Each quote will be evaluated on the degree to which the contractor has addressed the specifications in the RFQ, the related experience of the contractor, and the budget. Agency staff will also evaluate each quote for detail, clarity, and comprehensiveness, along with the criteria listed below.

Evaluation Criteria

1. Demonstrated Capacity and Effectiveness of Bidder (20 points)
2. Experience of Key Personnel (20 points)
3. Organizational/Management Systems (20 points)
4. Cost Effectiveness of Proposed Approach (40 points)
5. State-Based, Minority, or Female-Owned or Operated Organization (up to 5 additional points)

Appendix C: Point-of-Service Survey Tools

Point-of-Service Implementation Guidelines

- Job seeker surveys will be conducted once a quarter.
- Job seeker surveys will be conducted **on-site**[17] only. This will ensure consistency in methodology across all areas collecting data.
- The attached survey instrument will be used to collect customer satisfaction data from job seekers.
- **All** job seekers who come to the CareerLink in the third week are to be surveyed.

Implementation Standards

Determine How Many Individuals Come to your CareerLink in the Third Week. In order to calculate a response rate, the number of individuals who are coming to your site during a particular week needs to be determined. There are several ways of collecting this information:

1. Have a sign-in sheet at the front of the center where everyone signs in. This may work very well and cost less staff time, but it still has to be monitored. If people can easily walk by without signing in, they will, and the resulting count will be highly inaccurate. You should check for duplicates (individuals who come more than once during the week) and eliminate them since they are only eligible for completing the survey once.
2. An alternative to the above method is to count people during the week of the survey. This requires the individual handing out the surveys to record all refusals, as well as those who take the survey but leave it on the counter or table without filling it out. This is the most difficult, but also the most accurate because it will provide a precise response rate for the week of the survey.
3. In the best situation, you already have a swipe card system or some other way of counting everyone who comes to the center during a particular week and can draw the counts for the survey week from that automated system.

Locate a Place to Conduct the Survey
The survey needs to be given to customers at an appropriate time during their first visit. The most appropriate time is at the end of their visit as they are leaving the building. Therefore, the surveys should be distributed in an area just before people reach the exit doors. There should be a table or counter nearby where they can place the survey to write their answers. If no table or counter is possible, clipboards are a satisfactory substitute, although generally less convenient for the customer. There should be a sealed box with a slot in the top into which customers can place the survey when it is completed. The box should look substantial furthering the perception as well as the reality of confidentiality. It should be appropriately labeled: "Customer Surveys."

Distribute the Surveys
The surveys must be distributed by an individual who approaches each customer as they are leaving and asks them to please take a few minutes to complete the survey. It goes without saying that the individual should be outgoing and have a friendly demeanor. Someone who is "hard to refuse" because of their pleasantness is likely to be a good choice.

Surveys cannot simply be left on a table for people to pick up. The individual must approach everyone and offer each person the survey. Exceptions can only be made for individuals who come to the center for directions, come only to use the restroom, or come for some non-service related purpose. The other

[17] On-site includes the sites of training providers if feasible.

exception is anyone who has already been to the center during the survey week and already completed a survey.

Each individual should be personally given a survey, a simple instruction sheet, and a pencil. When customers are handed the survey, they should be told the survey is completely confidential. Surveys should be returned to the sealed box.

Creating a Time Frame
All of the surveys should be administered during the third week. All surveying should begin Monday [first thing in the morning] and end on Friday [at the close of business]. While there is potential for bias due to the time of the year or the time of the month, we will have to live with those potential risks given the logistical problems associated with other choices.

Calculate the Response Rate
The response rate is calculated by dividing the number of surveys in the sealed box by the unduplicated number of individuals who came to your site during that third week. Therefore, if individuals have been to your site once during the week, they are not counted if they come back during the week and are not expected to complete a second survey. The final response rate should be at least 70%. This will minimize response bias in the results.

Submitting the Surveys to the Department
On the Monday of the following week (4^{th} week), mail all surveys to the Department. They will be scanned into the data base in the week they are received and basic summary data will be available and e-mailed to you the following week. Further analyses and reports as defined through our meetings with the local WIBs will be issued and reviewed at an all-WIB meeting the fourth week after the survey week.

10 Dimensions of Service Quality

Customer (Employers and Job Seeker Plus) Satisfaction

The workgroup identified among the dimensions of service quality those that applied to customers receiving particular services.

	Job Seeker Plus			Employer		
Dimension	**Information, Intake, Eligibility**	**Education, Occupational Training, Employment/ Life Skills**	**Employment Support Services**	**Information**	**Labor Exchange**	**Training**
Accessible	X[18]	X	X	X	X	X
Accurate	X			X	X[19]	
Array/choice	X	X	X			
Available				X	X	X
Communication				X	X[20]	X
Competent	X	X	X			
Consistent						
Coordinated	X	X	X			
Courteous	X			X	X	X
Credible				X		X
Relationship	X	X	X			
Relevant/Useful	X	X	X			
Resources	X	X	X			
Responsive					X	X
Timely	X	X	X	X	X	X

[18] Ease of use was rolled up with accessible since ease of use is the definition of accessible in the recommendations
[19] Specifically, the Work Group used the word screen—accuracy in sending qualified people
[20] For mediated services

External Customer (Job Seeker Plus and Employer) Satisfaction

Dimension	Definition	Job Seeker Plus Example	Employer Example
Accessible	Facility, equipment, location, language, staff, hours of operation, ease of use	1) The service was provided at a convenient time. 2) The service was provided at a convenient location.	How would you rate the convenience of the hours of service? How would you rate the ease of submitting job openings?
Accurate	Correct, valid, reliable, relevant, up-to-date, reflects workplace requirements	How consistent is the job you have with your employment goals?	How often were the referrals your organization received from __ qualified for your job openings?
Array/choice	Variety and choice	Was the type of training you wanted available?	Which of the following services (if) available from your local Job Service office (would be) are important to you as an employer?
Available	Does it exist?	How would you rate the availability of equipment in the center?	
Communication	Easy single point of contact, fast, regular notification, follow-up	How clearly did the staff explain why the problem occurred?	How would you rate the quality of follow-up after you placed your job order?
Competent	Accurate and knowledgeable	Would you recommend these services to your friends and relatives?	How knowledgeable were the staff you spoke to when placing your job order?
Consistent	--		1) How well did the Center keep in touch with you when the job order was open? 2) Continuity of the staff you deal with (e.g., dealing with people who know your situation, not having to re-examine your needs).
Coordinated	Non-duplicative, transparent to the customer	Its employees seem to work well together in the best interest of their customers.	

Dimension	Definition	Job Seeker Plus Example	Employer Example
Courteous	--	Overall, how courteous were staff during your visit to the office today?	When staff contacted you, how courteous were they?
Credible	Trustworthy	1) How confident are you that the staff will take all of the necessary steps to resolve your problem? 2) Were our staff knowledgeable about our programs and services?	Having staff who are truly knowledgeable about their products and services in contact with you.

Note: The questions are for illustrative purposes only. They are not presented as recommended questions nor should they be interpreted as adequately covering the subject.

Dimension	Definition	Job Seeker Plus Example	Employer Example
Relationship	Courtesy, communication, empathy, responsiveness	I felt that the staff at the Center understood my employment needs.	Treating you with respect.
Relevant/Useful	--	For your skills and needs, how would you rate the suitability of job opportunities listed with the One-Stop Center?	How confident are you that you can use what you learned in the orientation, workshop, or class?
Resources	Time well invested, multiple media, needed equipment, etc.	Did we have the right resources/equipment for your job search How useful were the resources/equipment?	Has a sufficient number of personnel to do the work.
Responsive	Did you get what you need?, follow-up,	How helpful was the One-Stop Center staff in answering your questions?	Did the staff follow-up to provide you the information you needed?
Timely	--	Would you say the amount of time you had to wait was okay, too long, or much too long?	How would you rate the timeliness of the response you received?

Appendix D: Spanish Language Surveys

WIA CUSTOMER SURVEY January 2001

Buenos Días, me llamo ________________________de ______________________. Llevamos a cabo un sondeo para el One-Stop Center.

Me puedo comunicar con ________________________

Quisiera hacerle unas preguntas en cuanto a su búsqueda de empleo. La idea es que queremos mejorar los programas y servicios del One Stop Center. Solo hay unas pocas preguntas y sus respuestas son confidenciales.

Mientras buscaba empleo y/o capacitación a través del One-Stop Center, recibió Ud:

1. Una evaluación rigorosa de sus necessidades?	Sí	No	NS	Ref
2. Ayuda para encountrar empleo?	Sí	No	NS	Ref
3. Ayuda para crear un plan de empleo individualizado?	Sí	No	NS	Ref
4. Ayuda para elegir la capacitación más apropriada?	Sí	No	NS	Ref
5. Apoyo personal durante su búsqueda de empleo o capacitación?	Sí	No	NS	Ref
6. Recibió Ud capacitación?	Sí	No	NS	Ref
a. Capacitación ocupacional?	Sí	No	NS	Ref
b. Capacitación para darle destrezas generales para trabajar?	Sí	No	NS	Ref
c. Un curso en Ingles o matemática?	Sí	No	NS	Ref
7. Recibió ayuda o algún servicio que no le he dicho?	Sí – cuál ________	No	NS	Ref

8. En una escala de 1 a 10 donde el 1 significa muy desatisfecho y el 10 significa muy satisfecho, cual es su nivel de satisfacción con los servicios provisto por el One Stop?

Muy desatisfecho									Muy Satisfecho	no Recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

9. Pensando en las expectativas que tenia de los servicios, hasta que punto han realizado los servicios sus expectativas? El 1 ahora signfica llega corta de sus expectativas y el 10 excede sus expectativas.

Llega corta									Excede	no recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

10. Ahora piensa en el programa ideal por alguien en sus circumstancias, como son los servicios que recibió Ud en comparación con los servicios ideales? El 1 ahora significa no muy cerca a lo ideal y el 10 muy cerca a lo ideal.

No muy cerca									muy cerca	no recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

11. Recibió capacitación ocupacional mientras recibía otros servicios en el One Stop?

SÍ
NO – proceda a Q14
NS
REF

13. Terminó la capacitación ocupacional?
    SÍ
    NO – Proceda a Q14
    NS
    REF

14. Recibió un certificado o diploma de cualquier tipo cuando terminó la capacitación?
    SÍ
    NO
    NS
    REF

20. Está Ud. actualmente inscrito en alguna escuela o programa de capacitación?
    SÍ
    NO
    NS
    REF

21. Actualmente, tiene Ud. empleo o de tiempo completo o tiempo medio?
    SÍ
    NO – Proceda a Q17
    NS
    REF

22. Que clase de trabajo tiene ud? (Palabra por palabra) (investigadores: Si hay mas de un empleo, pregunte del empleo principal.) (OJO: *después de un mes de entrevistar, se convertirá a una lista de empleos.)*

23. Le voy a leer una lista de necesidades básicas. Favor de indicar si había una instancia en los últimos dos meses cuando no alcanzó el dinero para una que otra cosa en la lista?

    Había un momento en los últimos dos meses cuando no alcanzó el dinero para comprar (o pagar):

	SÍ	NO	NS	REF
g. Comida suficiente				
h. La renta (aquiler) o hipoteca				
i. La luz, teléfono, o calefacción				
j. Cuido de ninos				
k. Transporte a trabajo, la escuela, médico, u otra cita				
l. Cuidado médico				

18. Piense en su trabajo actual en comparación con el empleo que tenía antes de visitar el One-Stop Center, diría Ud que gana

mucho menos
un poco menos
lo mismo
un poco mas
bastante mas
NS
REF

18. Ahora quisiera hacerle algunas preguntas en cuanto a cómo lo trataron en el One Stop Center.

a. En una escala de 1 a 10 donde el 1 significa “no entendió ninguna de mis necesidades” y el 10 significa “entendió todas mis necesidades” cómo evalua como el personal entendió sus necesidades?

No entendió ninguna De mis necesidades									Entendió todas mis necesidadess	No Recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

b. Diría Ud. que la ayuda le fue ortogada de una manera oportuna? El 1 quiere decir “de una manera no muy oportuna” y el 10 “de una manera muy oportuna.”

No muy oportuna									muy oportuna	No Recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

c. Una selección adequada de servicios para sus necesidades, el 1 ahora quiere decir “ninguno de los servicios que necesitaba” y el 10 quiere decir “todos los servicios que necesitaba?”

Ninguno de los Servicios									Todos los servicios	No Recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

d. Y, en cuanto al personal del One Stop Center, el 1 ahora quiere decir “no sabían nada” y el 10 quiere decir “sabían mucho.”

No Sabían nada									Sabían mucho	No Recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

ALTERNE Q20 Y Q21. (*OJO: después de un mes de entrevistar, se convertirá Q20 y Q21 en una lista de respuestas.)*

22. Que era el aspecto con mas valor del One-Stop? (Palabra por palabra)

23. Que cosa cree Ud mas require mejoramiento en el One-Stop? (palabra por palabra)

Muchas gracias por su tiempo.

Point-of-Service Customer Satisfaction Survey

(Ojo: Este sondeo es anónimo. Sus respuestas son confidenciales y nos ayudarán a mejorar los programas y servicios del One-Stop Center.)

1. Que servicios recibió Ud hoy? (marque cada uno que recibió)

☐ a. Ayuda para encontrar empleo
☐ b. Ayuda para identificar sus destrezas e intereses
☐ c. Orientación a los servicios disponibles
☐ d. Asistió a un taller o curso de capacitación
☐ e. utilizó la sala de recursos
☐ f. ayuda para crear un plan individualizado
☐ g. ayuda en elegir el empleo mas apropriado
☐ h. Otro______________________________

Favor de indicar que piensa de los servicios que ya ha recibido.

2. En una escala de 1 a 10 donde el 1 significa muy desatisfecho y el 10 significa muy satisfecho, cual es su nivel de satisfacción con los servicios provisto por el One Stop?

Muy desatisfecho									Muy Satisfecho	No Recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

3. Pensando en las expectativas que tenia de los servicios, hasta que punto han realizado los servicios sus expectativas? El 1 ahora signfica llega corta de sus expectativas y el 10 excede sus expectativas.

Llega corta									Excede	no recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

4. Ahora piensa en el programa ideal por alguien en sus circumstancias, como son los servicios que recibió Ud en comparación con los servicios ideales? El 1 ahora significa no muy cerca a lo ideal y el 10 muy cerca a lo ideal.

No muy cerca									muy cerca	no recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

6. Que capacidad tenía el personal del One-Stop Center para contestar sus preguntas en cuanto a empleo? (marque uno)

1	2	3	4	9
no muy buena capacidad	poca capacidad	regular	muy buena capacidad	NA

7. Es fácil encontrar posibilidades de empleo?

1	2	3	4	9
Nada fácil	mas o meno fácil	fácil	muy fácil	NA

8. Puede Ud contar con la ayuda del personal de One-Stop cuando la necesita?

1	2	3	4	9
Nunca	a veces	generalmente	Siempre	NA

9. Con que claridad comunicó el personal las varias clases de servicios en el One-Stop?

1	2	3	4	9
No muy claro	algo claro	claro	muy claro	NA

Ahora cuéntenos de los servicios que recibió hoy.

9. Le prestó atención hoy a sus necesidades el personal del One-Stop?

1	2	3	4	9
Nada	Poca atención	Algo	Mucha atención	NA

13. Le trataron con cortesía en el One-Stop Center hoy?

1	2	3	4	9
Nada de cortesía	Poca cortesía	Algo de cortesía	Mucha cortesía	NA

14. Fue útil la información que recibió hoy

1	2	3	4	9
No	Poco	Algo	Muy útil	NA

15. Se sintió seguro viajando al One-Stop Center hoy?

1	2	3	4	9
Nada de seguro	Poco seguro	Algo seguro	Muy seguro	NA

16. Hasta que punto cree Ud que el personal entendió sus necesidades?

1	2	3	4	9
Nada	Poco	Algo	Entendió perfectament	NA

17. Hasta que punto estaba disponible para su uso el equipo en el One-Stop Center hoy?

1	2	3	4	9
Nunca	a veces	generalmente	casi siempre	NA

Favor de contarnos algo de Ud.

18. Cuantos anos cumplió en su ultimo cumpleanos? ______ anos

19. Que es el nivel de educación mas alto que ha cumplido?

- ☐ 1 menos de secundario
- ☐ 2 secundario o GED
- ☐ 3 estudios universitarios o associate degree
- ☐ 4 Universitario (B.A., or B.S.)
- ☐ 5 Post graduado
- ☐ 6 No sabe

20. Es Ud de origen Hispana, Latina, o Espanol?

- ☐ 1 Sí
- ☐ 2 No
- ☐ 3 No sabe

21. Como se identifica su raza? (marque todos que le corresponden)

- ☐ 1 Blanco
- ☐ 2 Negro/Africano-Americano
- ☐ 3 Indio Americano/Nativo de Alaska
- ☐ 4 Asiático
- ☐ 5 Nativo de Hawaii u otra isla Pacifica
- ☐ 6 Otro ______________________
- ☐ 7 No sabe

22. Sexo:

- ☐ 1 Hombre
- ☐ 2 Mujer

23. Actualmente, tiene Ud empleo o de tiempo completo o tiempo medio? (marque uno)

- ☐ 1 Empleo de tiempo completo (35 horas o mas)
- ☐ 2 Empleo de tiempo medio(menos de 35 horas)
- ☐ 3 No tiene empleo

24. Si Ud quisiera agregar algo: ____

____

____

Muchas gracias por su ayuda.

Training Evaluation

1. Sabía lo necesario como para poder comenzar el curso?

1	2	3	4	9
Nada de lo necesario	poco	algo de lo necesario	casi todo de lo necesario	NA

2. Que impacto tenían el equipo y la planta en su curso de estudios?

1	2	3	4	9
Muy negativo	algo negativo	algo positivo	muy positivo	NA

3. Hasta que punto entendió los objectivos del curso?

1	2	3	4	9
Nada	Poco	Algo	Entendió completemente	NA

4. De los objectivos, cuantos fueron logrados en el curso?

1	2	3	4	9
Ninguno	algunos	muchos	todos los objectivos	NA

5. Fue efectivo la manera en que presentaron el curso (p.e., charla, computadora, video) en ayudarle a aprender?

1	2	3	4	9
nada efectivo	poco efectivo	algo efectivo	muy efectivo	NA

6. Hasta que punto fueron útiles los materials (folletos, cuardernos, etc.) en ayudarle a aprender?

1	2	3	4	9
No muy útil	poco	algo	muy útil	NA

7. Le dieron tiempo suficiente para aprender lo del curso?

1	2	3	4	9
Mucho menos de lo necesario	menos de lo necesario	un poco menos de lo necesario	bastante tiempo	NA

8. Estuvo bien organizado el curso?

1	2	3	4	9
no	poco	algo	muy bien organizado	NA

9. Hasta que punto se mejoraron sus conocimiento y destrezas como resultado del curso?

1	2	3	4	9
Nada	poco	algo	bastante	NA

10. Hasta que punto será útil lo que aprendió en este curso en su empleo?

1	2	3	4	9
Nada	poco	Algo	muy útil	NA

11. En una escala de 1 a 10 donde el 1 significa muy desatisfecho y el 10 significa muy satisfecho, cual es su nivel de satisfacción con el curso de capacitación provisto por el One Stop?

Muy desatisfecho									Muy Satisfecho	No Recibió	NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99

12. Pensando en las expectativas que tenia del curso, hasta que punto ha realizado el curso sus expectativas? El 1 ahora signfica llega corta de sus expectativas y el 10 excede sus expectativas.

Llega corta									Excede	no recibió		NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99	

13. Ahora piensa en el programa ideal por alguien en sus circumstancias, como son los servicios que recibió Ud en comparación con los servicios ideales? El 1 ahora significa no muy cerca a lo ideal y el 10 muy cerca a lo ideal.

No muy cerca								muy cerca		no recibió		NS	REF
1	2	3	4	5	6	7	8	9	10	90	98	99	

Si quisiera agregar algo mas: ____

____

____

____

____

____

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