

# UNIVERSITY OF WASHINGTON

## TRANSFORMING ADMINISTRATION PROGRAM

### CUSTOMER SATISFACTION SURVEY REPORT GUIDE

#### SURVEY OVERVIEW

This survey was designed to assess customer satisfaction with services received from University of Washington central administration units. The survey consisted of seven standard items measured on a 5-point scale ranging from 1 (not at all satisfied) to 5 (extremely satisfied).

The survey began with an Overall Satisfaction score, based on responses to the statement:

Thinking of your **OVERALL** experience with [service], how would you rate your satisfaction with it during the past 12 months?

The other standard survey questions addressed: ***understanding of customer needs, online information and documentation, responsiveness, courtesy and professionalism, facilitation of problem resolution, and changes in a positive direction to meet customer needs.***

The goal of the survey was to identify customer service Strengths (areas where units are doing well) and Opportunities (areas where issues can be addressed). Response to a given item was placed on a map of Strengths and Opportunities based on two factors: 1) How strongly satisfied respondents were with that item and 2) How strongly was that item related to Overall Satisfaction.

#### SOME NOTES ON STATISTICS AND ANALYSES

- Each service received a number of responses (N) from customers. The larger the number of responses, the more confident one can be that those responses reflect what one would find if all customers were interviewed directly.
- Similarly, the size of the CORRELATION reflects how strong an impact a customer's response to each question made on their Overall Satisfaction score:

.10 WEAK	.30 MODERATE	.50 STRONG
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We used the standard formula for calculating correlation, where X was mean satisfaction and Y was the mean response for a respective question:

$$r = \frac{1}{n-1} \left( \frac{\sum_x \sum_y (x - \bar{x})(y - \bar{y})}{s_x s_y} \right)$$

- Keep the following scale of responses, aligned with institutional benchmarks, in mind when looking at MEAN scores:

Below 3.00: LOW	3.00 to 3.59: MARGINAL	3.60 to 4.29: GOOD	4.30 and above: EXCELLENT
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## REPORT STRUCTURE

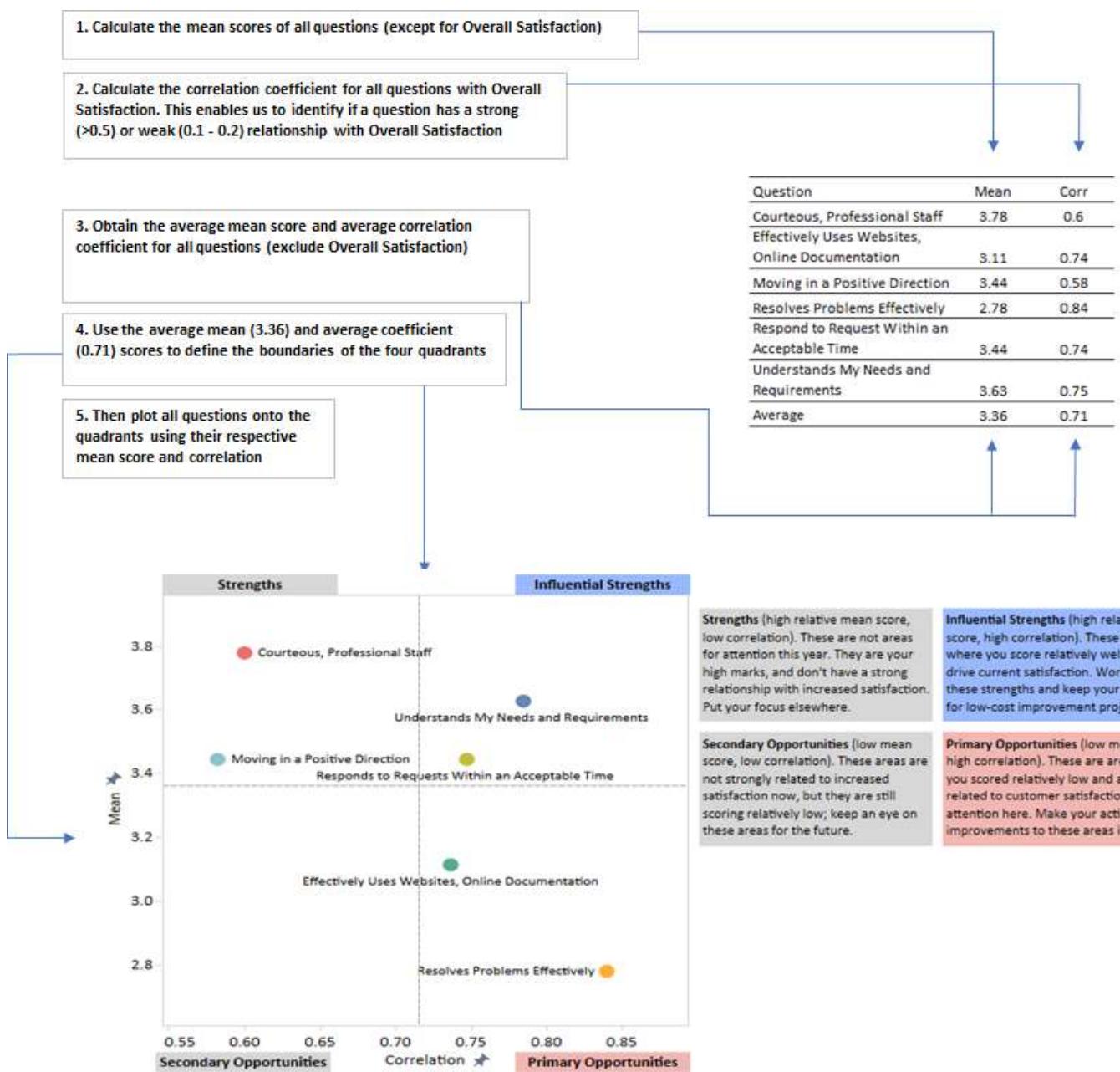
The following table describes the figures and tables contained in the report and where they can be found.

Differences between the Full Report (25 or more respondents) and the Basic Report (fewer than 25 respondents) will be noted.

Report Section	Location	Description
<b>Highlights</b>	Page 1, top left	Contains an overview of survey responses, including: <ul style="list-style-type: none"> <li>• The N (“number”) of overall survey responses.</li> <li>• The service’s <b>Strengths</b> and <b>Opportunities</b>, if any. If there are none, the label will not appear.               <ul style="list-style-type: none"> <li>○ The <b>Full Report</b> lists Influential Strengths and Primary Opportunities, based on correlation between mean question scores and Overall Satisfaction.</li> <li>○ The <b>Basic Report</b> lists Strengths and Opportunities, based on mean question scores alone.</li> </ul> </li> </ul>
<b>Overall Satisfaction Item Breakdown</b>	Page 1, top right	Shows total mean and percentage breakdown of customer responses for Overall Satisfaction.
<b>Satisfaction Mean Scores for Standard Questions</b>	Page 1, Center	Table shows mean scores for each of the 7 standard survey items. Color coding of cells indicates the level of each mean (Low, Marginal, Good, and Excellent).
<b>Survey Background</b>	Page 1, bottom	Details of survey history, distribution dates, description of sample, number of respondents, response rates, and contact information.
<b>Strength/Opportunity Plot</b>	Page 2	A graph that plots each question based on respondents’ average response and that question’s correlation with its Overall Satisfaction. This graph helps identify a service’s Strengths and Opportunities. <b>See page 3 of this guide for a detailed description.</b> <p>The Strength / Opportunity Plot only appears in the Full Report; 25 responses is the minimum number recommended to test for correlation in this survey. Services that had more than 4 but fewer than 25 responses receive the Basic Report.</p>
<b>Tables of Mean Scores by Response Group</b>	Page 3	Shows a heat map of mean scores for survey questions for comparison across respondent groups (Faculty, Staff, and Student). <p>Color-coding of cells shows which range (categorized Low, Marginal, Good, or Excellent) an item falls within. The number of respondents from each respondent group and unit are also displayed.</p>
<b>Tables of Mean Scores by Department and Response Group</b>	Page 4+ (Variable, depending on length of previous section)	Displays a heat map of mean scores of survey questions for comparison across home department and respondent groups (Faculty, Staff, and Student). <p>Color-coding of cells indicates to which range (categorized Low, Marginal, Good, or Excellent) an item belongs. The number of respondents from each respondent group and unit are also displayed. <i>Note: N not shown when number of responses is less than five.</i></p>

## THE STRENGTH/OPPORTUNITY SCATTERPLOT

### How to develop/interpret a Scatterplot for customer satisfaction questions



**Mean (1.0 - lowest, 5.0 - highest):** Average score of each question across all respondents. The higher the score, the more positive the response .

**Correlation Coefficient (-1.0 – lowest, +1.0 – highest):** Strength of a linear relationship between an attribute and Overall Satisfaction (Weak: 0.1, Moderate: 0.3, Strong: 0.5). The higher the coefficient, the stronger the relationship. Correlation does not imply causal relationship.

If all attributes' mean scores are above 4.3 (excellent) and the coefficients are above 0.5, all should be considered strengths. The opportunity for the following year will be to sustain the excellent scores.

**Note:** Some questions' dots on the scatterplot might not have a label nearby. This is a limitation of the software used to create the scatterplots. Use the color legend to the right of the graph to resolve any confusion.

## THE HEATMAPS

**Key:** Below 3.00 - Low | 3.00 to 3.59 - Marginal | 3.60 to 4.29 - Good | 4.30 & above - Excellent

Color code shows where mean scores fall relative to institutional benchmarks:

- **<3.00 (LOW):** Area scores notably below benchmark. Should be primary focus for efforts.
- **3.00-3.59 (MARGINAL):** Area's scores are weak, but not poor. A secondary focus for efforts after LOW scores.
- **3.60-4.29 (GOOD):** Area has strong scores, but has not at benchmark level. Seek to maintain or improve scores.
- **4.30 & above (EXCELLENT):** Area has achieved benchmark levels. Keep up the good work!

		Overall Satisfaction	Understands My Needs and Requirements	Effectively Uses Websites, Online Documentation	Responds to Requests Within an Acceptable Time	Courteous, Professional Staff	Resolves Problems Effectively	Moving in a Positive Direction
Number of respondents in parenthesis: (N). N not shown when # of responses is less than 5								
A&S ARTS	Staff	5.00	4.00			5.00	5.00	
	Student	5.00	5.00	5.00	5.00	5.00	5.00	5.00
A&S HUMANITIES	Faculty	1.00	1.00	2.00	1.00	1.00	1.00	
	Staff	4.00	4.00	4.00	4.00	4.00	4.00	4.00
A&S NATURAL SCI	Faculty	4.00	3.00	5.00		3.00	3.00	
	Staff	4.00	4.00	4.00	4.00	4.00	4.00	4.00
	Student	4.40 (5)	4.20 (5)	4.25	4.00 (5)	4.20 (5)	4.20 (5)	4.00 (5)

Columns provide insight into the range of responses to each survey question. Look for outlying scores within each column to identify units or groups that may not be experiencing a standard level of service or may have different needs.

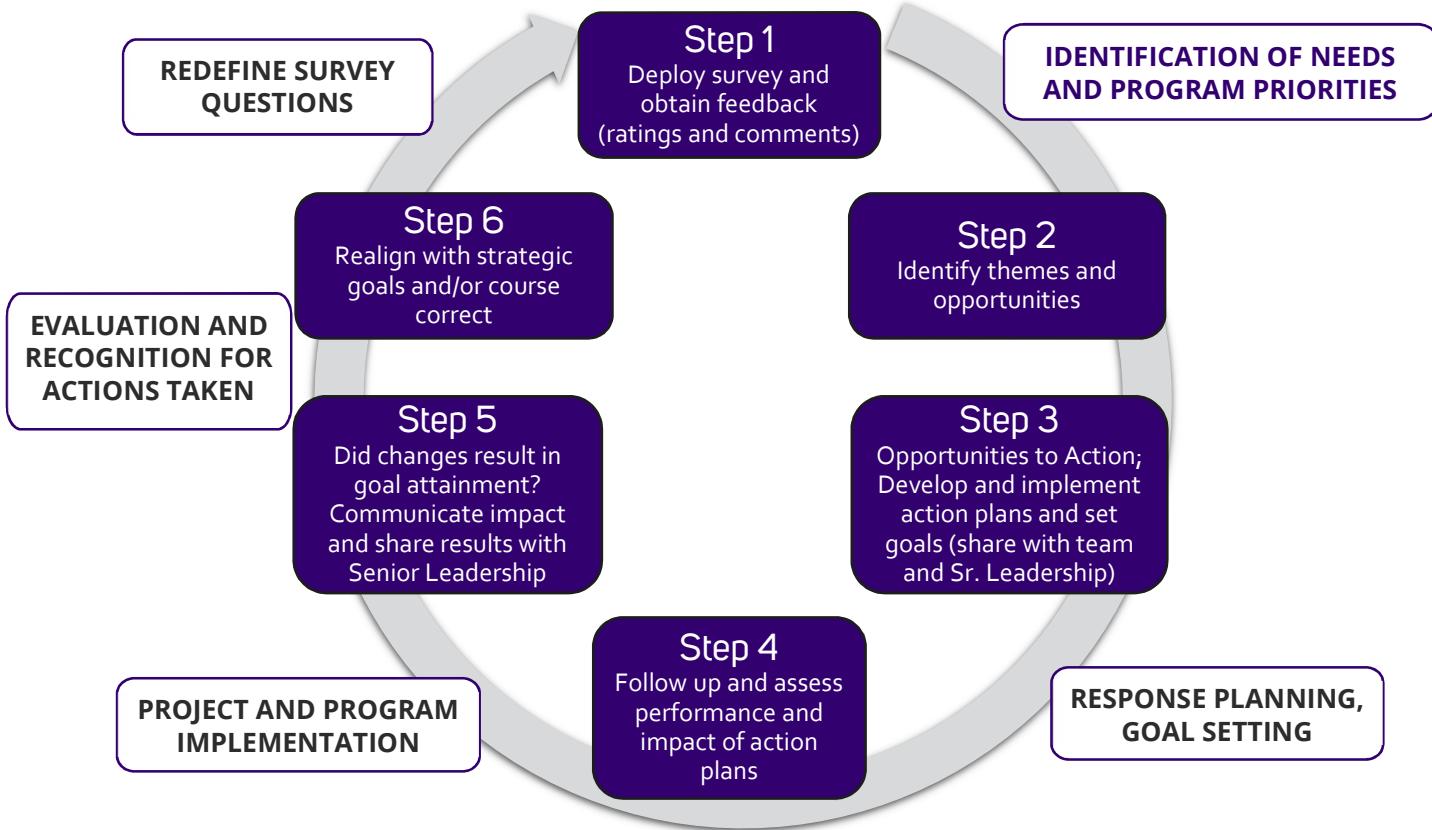
Rows provide insight into each school, college, unit, or group's opinions on your service. Low scores across a row suggest an opportunity to reach out to a potentially under-served group; high scores across a row suggest a well-served partner who may have positive insights to share.

Each box displays the score for a single question (columns) as determined by calculating the mean of scores given by respondents from each area and role at the university (rows). Where the number of respondents was 5+, each box also displays the number of respondents below the mean, in parenthesis; e.g. "(5)". Where the number of respondents was <5, no count of respondents is shown to preserve confidentiality.

All feedback can be valuable; do not discount a box or row just because it represents the feedback of <5 people. For services with a small number of respondents overall, low-respondent boxes may still be a substantial portion of the customer base. For all services, even those with a high number of respondents overall, these boxes represent specific insights. Consider the context: do faculty, staff, or students from the specific school, college, or unit interact with your service in such a way or at such a time that would contribute to the stand-out results?

**Note:** In cases where there are no respondents to a particular question from a combination of area and role, that box is left blank and colored grey.

## HOW TO USE YOUR RESULTS



## SHARING THE RESULTS IS THE MOST IMPORTANT STEP!

**Discuss** the meaning of results with leadership and staff.

- Ask what these results mean to them. Are there any surprises? Were there any particular cases or exceptional situations that may put the results in context?
- Is there a common understanding of what the questions mean?
- For the Strengths/Primary Opportunities scatterplot, look at the overall picture. Is the overall mean score already at or above 4.3? If so, be realistic about the ROI of investing resources into pushing these scores even higher.

**Commit** to taking specific needed action based on your results.

- Identify benchmarks that you are trying to meet. For example, how do your results compare to previous surveys?

**Communicate** the results.

- For example, post results on your internal webpage. DON'T FORGET TO CELEBRATE THE POSITIVE!

**Note about Verbatim Comments.**

- The verbatim comment files provide valuable insight into the thoughts and feeling of your customers, directly in their own words. This information is intended for senior leaders. Trust is critical. Be sensitive to how these verbatim comments are used or communicated within your organization. The verbatim comments are confidential but grouped by unit level, and thus perceptions of confidentiality may be a concern. We do not advise that these files be disseminated widely within your organization.