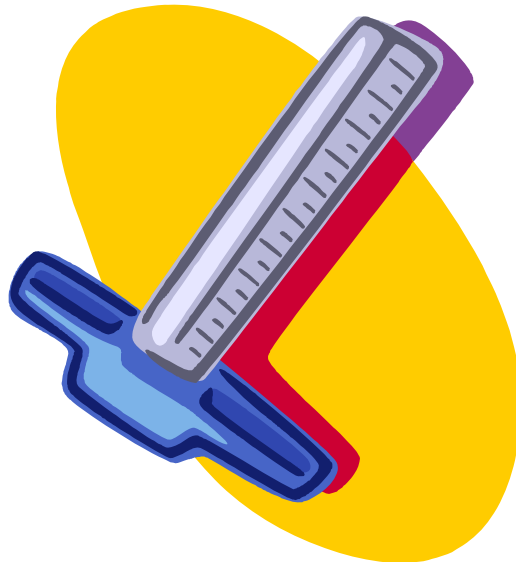

Local Quality Assurance Resource Manual

Chapter 5

Measuring Customer Satisfaction



NOTE: This Resource Manual is a product of the Research and Evaluation contract between the University of Oregon's Educational and Community Supports unit within the College of Education and the Department of Human Services, Seniors and People with Disabilities, State of Oregon (Agreement # 108857, Amendment 1). This chapter presents some of the quality assurance program requirements, as well as items that are not specifically required but offered as suggestions or examples. All CDDPs must remember that their role is to implement a Quality Assurance program that supports the state's current Quality Assurance Plan. The Resource Manual includes requirements for Quality Assurance Programs that are current as of June 2005. Because Administrative Rules and Contract requirements change, CDDPs should always check for and apply more current rules and contracts developed after the publication of this workbook.

Measuring Customer Satisfaction

Table of Contents

DESIGNING AND IMPLEMENTING SURVEYS TO MEASURE CUSTOMER SATISFACTION	5-2
Tips for Developing a Good Survey	5-2
Designing Good Questions	5-3
Delivering the Survey: Protocols for Getting Good Results	5-4
Analyzing the Results: Tips for Developing Good Reports of Survey Results.....	5-6
FOCUS GROUPS	5-8
Advantages of a Focus Group	5-8
Planning	5-9
Recruiting	5-10
Moderating.....	5-10
Analyzing and Reporting Results	5-11
“OPEN FORUMS”—BENTON COUNTY	5-12
Results of the Demonstration Open Forum.....	5-14
What Barriers and Challenges are You Facing as QA Coordinators?	5-14
What Solutions? What Ideas Do You Have for Addressing These? Next Steps?	5-15
Customer Satisfaction Measures	5-15
APPENDIX – SAMPLE CUSTOMER SATISFACTION SURVEY QUESTIONS AND FORMATS	5-16

MEASURING CUSTOMER SATISFACTION

Objective: Provide an overview of the purpose, requirements and potential methods for measuring customer satisfaction.

Requirements: While the OARs related to the CDDP Quality Assurance program do not specifically list customer satisfaction measures, they do require local quality assurance systems to provide direct support to SPD in implementation of its QA plan and generally improve the quality of services by evaluating service delivery and outcomes and adjusting local planning and performance where needed. One method---or quality assurance component---the SPD QA plan cites for evaluating service quality are individual and family satisfaction surveys.

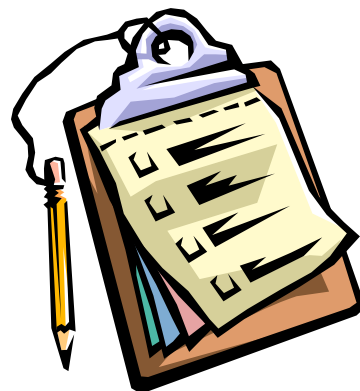
411-320-0040 Community Developmental Disability Program (08/03/04)

- (a) *QA system purpose and scope. The local quality assurance system will:*
(Sections deleted)
- (C) *Include, at a minimum, the quality indicators and all activities that are to be carried out at the local level according to the most recent edition of the Department's Quality Assurance Plan for Developmental Disability Services (Department's QA Plan).*

This excerpt from the CDDP rule is current as of May 2005. Be sure to check the DHS website for any changes and updates. That website is:

<http://www.dhs.state.or.us/policy/spd/alpha.htm>

Note: Other sections of the CDDP OAR related to services require consideration of individual and family preference. In such cases, consumer satisfaction instruments might help address other requirements in the rule. For example, 411-320-0120 cites principles for planning that includes “(b) Choice and preferences. The process is critical in determining the individual’s and the family’s preferences for services and supports. The preferences of the individual and family must serve to guide the team. The individual’s active participation and input must be facilitated throughout the planning process.”



Guidelines and Suggestions



There are several approaches that may be used for measuring the satisfaction of service customers, their families and advocates, including written surveys, focus groups, forums, and individual interviews. Surveys may be the most commonly-used approach, and can be an excellent tool if carefully designed and executed. A well-conducted survey may allow you to generalize your findings to the entire group of customers, while the interpretation of focus group responses must be limited to representing only those who are present. However, surveys usually require more resources to execute than do focus groups.

This chapter presents some guidelines and suggestions for using surveys and focus groups for measuring customer satisfaction. Also included is information on “Open Forums”—an approach used by Benton County to gather community input.

DESIGNING AND IMPLEMENTING SURVEYS TO MEASURE CUSTOMER SATISFACTION

The path to achieving a great survey that yields useful results is much more difficult than developing a series of questions, gathering the data from customers, and tallying the results. Hopefully, the following guidelines will help you to avoid at least some of the potential pitfalls and land mines.



TIPS FOR DEVELOPING A GOOD SURVEY

- Before launching a survey project, consider how you will use the survey in your Quality Program. What is the purpose of the survey? For what will the data be used? What kinds of decisions will be made based on the results? How will you use what you collect? Will you be able to do something about what people are asking for? Limit your questions—it is frustrating for people to take time to give you input that you are unable to use.

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- How will you compile the survey results? Do you have resources to compile and analyze the responses? There are many completed survey forms sitting in drawers and boxes that are unanalyzed because the developers failed to realize the size of the task of compiling the data. If you have limited resources for compiling data, then limit the number and scope of questions. Your customers will thank you for a short survey as well!!
 - Find someone with experience in survey research who can help with the questions of reliability, validity, sampling, and issues of potentially biased data during the period of survey design. These issues, related to research design, are beyond more than a rudimentary review in this chapter. If you are unable to do that, then be very cautious. Do not assume that your data are representative of the whole group you tried to survey, but only those who responded.
 - Will you try to use the survey to measure the satisfaction with some change that will be implemented? If so, you will need to give the survey prior to the change, as well as after it, to know if the change resulted in improved satisfaction.
 - Try to use some questions that stay the same across time, so that you can compare your results from one survey point to another.

DESIGNING GOOD QUESTIONS

- Remember the purpose of the survey as you design questions. While it may be helpful if they find the furniture in the front room comfortable, it won't be helpful if you are trying to find out about their satisfaction with opportunities for choice in the ISP planning process.
- Don't ask customers what you already know. (If it is commonly known that people think the biggest problem in summer is mosquitoes, and the biggest problem in winter is rain, then don't ask.) It is a waste of your time, and theirs.
- One way to keep a survey shorter is to ask only those questions that will give you new information AND information that you have the authority and resources to take action on. For every question included in the survey ask, "What will we be able to do if they say they are dissatisfied with this?"



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- Form unambiguous, unbiased questions. Will everyone interpret each question in the same way? Include only ONE thing in each question. If people have to consider two parts to a question, then it will be unclear to them how to answer if they feel differently about each part. In addition, you will not know which part they are answering.

For example, a poorly worded question:

I believe that service coordinators are handsome and work hard.

This is better:

I believe that service coordinators are handsome.
I believe that service coordinators work hard.



- Pilot test your survey before implementing it full scale. Ask a few people who are representative of those in the target population to respond to the survey and give you feedback on its clarity and ease of completion.
- As of the time of the development of this manual, SPD is developing a set of core customer satisfaction questions for use in all SPD services. When you are developing a survey, check in on the status of these questions to see if they are ready for use.
- The appendix to this chapter includes several sample customer surveys to use as a resource.

DELIVERING THE SURVEY: PROTOCOLS FOR GETTING GOOD RESULTS

- Determine **how often** you will administer the survey. Be sure that you have resources available for compiling and analyzing the results after each time after each time period.
- Determine **how you will select individuals** to receive the survey. Will you give it to everyone in the target group? Or will you use a sample? There are many different sampling techniques; the most accepted is Random Sampling. However, random sampling requires some work to determine the number of individuals who must be selected to be truly representative of the full group, and then to draw the actual sample. So, again, it is best if you can get some help from a researcher if you need to select a sample. The question of “how many” is not as simple as it seems, as it varies with the size of the target population and the level of confidence you want to have that your results are truly representative.

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- If your target group has several **identifiable subgroups** (e.g., ISP planning teams could be a target group for a survey on ISP planning processes, but it is made up of individuals with disabilities, provider staff, family/advocates, and service coordinator), then it may be best to use a “stratified” sample. Stratified samples adjust the selection of participants to ensure that each of the subgroups is represented in the final sample. While doing a formal stratified random sample may be beyond the interest of many CDDPs, being aware that it is important to get individuals from each subgroup may be sufficient to improve the quality of the sample you get.



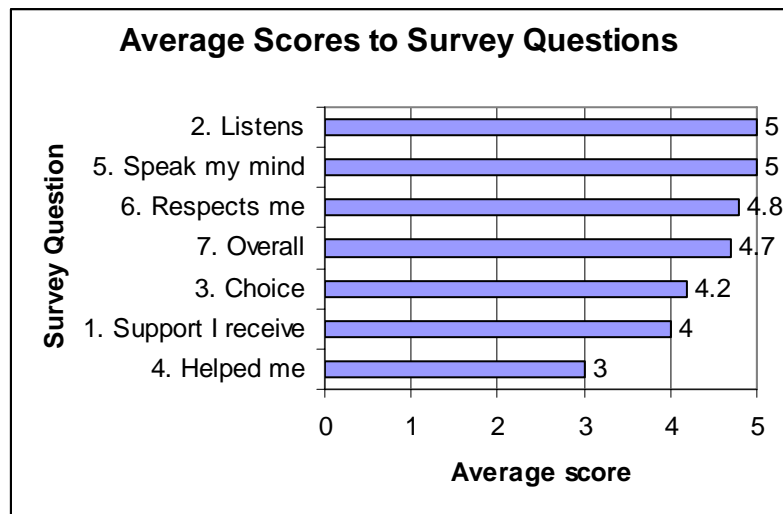
- Determine **how you will administer** the survey. Will you hand it to people in the waiting room who come for appointments? Mail it with the eligibility determination letter? Take it to ISP meetings during a particular month? Make phone calls?
- Another issue with surveys, whether written or interviews, is “bias.” Interviewer bias may affect the results when persons being interviewed react in a negative or positive way to the interviewer, rather than responding accurately to the question. But there are other potential sources of bias as well. Be careful in wording, placement of questions, and how surveys are administered to **reduce possible bias**.
- Consider how to make sure you get a good **response rate**. If only 20-30% of individuals surveyed actually respond, it is difficult to feel comfortable that their opinions reflect the full group.
- Consider using a **follow-up reminder** for survey recipients. For example, send a reminder card to those who have not responded within 2 weeks.



ANALYZING THE RESULTS: TIPS FOR DEVELOPING GOOD REPORTS OF SURVEY RESULTS

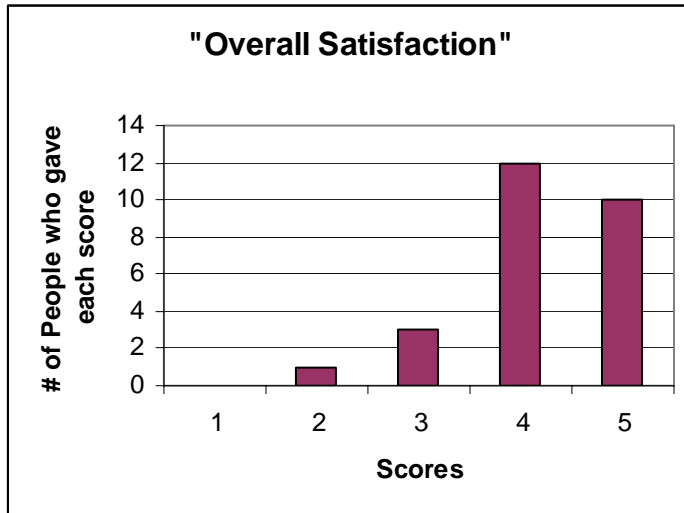
- A good report of survey results summarizes when and how the survey was conducted, as well as presenting the results. Be sure to describe the target group that the survey was designed to question.
- It is usually good practice in your report to identify any issues—or suspected issues—with the survey, the representativeness of the sample, the response rate, or other aspects of the design or implementation of the survey.
- It may be helpful to use a “Pareto Chart” (See Chapter 4, Data) for presenting survey data. This chart is a bar graph presented in descending order with the tallest bar presented. Thus, rather than listing the questions in the order they were presented in the survey, use the Pareto Chart to present them, for example, in order of the number of people who responded positively to items, or the average score of items.
- Keep the report as simple as possible. If the survey covered several topics, you might want to divide the data into mini-reports, by topic.
- In addition to presenting the numbers or graphs, try to include some conclusions or recommendations related to what the data mean.

Here is one way to use a Pareto-style chart for displaying the results to survey questions. The graph below was developed from a survey in which questions were scored on a 5-point scale. Calculate the average score across all respondents for each question, then rank order them from lowest average to highest average. Build the graph from that data.



From this, it is easy to see, that on the average, people are most pleased with question #2, about “Listens” and question #5, about “Speak my mind.”

Another type of bar graph, referred to as a “histogram” also is useful for displaying survey data that is scored with a numerical or scaled scores. (Scales such as “Excellent, Good, Poor” can be turned into a numerical, 3-point scale.) In this example, for an individual question from the survey, count the number of people who gave a response at each score. Display that in a graph. Therefore, this graph



displays the number of people who scored their “Overall Satisfaction” with services as a 1 (Very unsatisfied), 2 (Unsatisfied), 3 (Not Sure), 4 (Satisfied), or 5 (Very satisfied). So, in this case, 12 people rated their overall satisfaction at 4, 10 rated it at 5. Therefore, 22 out of 26 (86%) respondents indicated they were satisfied or very satisfied with services.

This kind of graph is always presented with the scores in numerical order. The purpose of the graph is to show a picture of what the “distribution” of scores looks like. You cannot use this type of graph with average scores across different questions, as we did in the graph above.

One other way to use a Pareto Chart with customer satisfaction data from open-ended questions was discussed in Chapter 4 on Data. It is possible, if you have a lot of surveys (say, more than 100) to categorize the responses to open-ended questions, then count the number of surveys that included an answer that fell in that category. You can present the results in a Pareto Chart, with the category that was listed most often at the top or left side of the graph. For example, an open ended question such as, “What other needs do you have that have not been met?” Be cautious about graphing responses to questions like this however. If you can possibly write the question with a list of possible choices, you will likely get more reliable responses.



FOCUS GROUPS

Objective: Provide an overview of the purpose, requirements and potential methods for measuring customer satisfaction.

Guidelines and Suggestions

A focus group is a strategy to collect data through small conversations around pre-determined topics. Usually a focus group is a carefully designed event, with specifically invited participants, and a focus topic. This model creates lines of communication for people to express their experiences, attitudes, beliefs, and perceptions. A focus group is NOT a set of individual interviews with a moderator who fires questions at first one then another of the members of the group. It is important that the moderator allow discussion to occur, for the power of a focus group lies in results of the interaction among the members.



ADVANTAGES OF A FOCUS GROUP

There are several advantages to using focus groups rather than surveys.

1. They are **quick** to plan and carry out.
2. They are **low-Cost**, with little printing or postage costs.
3. Focus groups allow **direct interaction with participants** for clarification and follow-up.
4. Because people are present, there is an opportunity to **observe non-verbal responses**.
4. Participants can react and **build upon responses of others**.
5. Focus groups are an effective method with **people with varying skill levels**, including those who cannot read or write.
6. Results of focus groups are **easy to understand**.

There are four basic areas to consider when planning focus groups: Planning, Recruiting, Moderating, and Analyzing & Reporting Results.

PLANNING

1. Establish the **purpose** for holding Focus Group. What do you want to learn? How will the information be used?
2. Determine the **concepts** that will be discussed. Brainstorm and prioritize possible topics. Then limit the number of topics that will be discussed by the group.



3. Determine the **number of groups** that will be held. One effective strategy is to run a series of groups, with the initial group topics being wide open, and unstructured, and later ones more structured and based on themes that emerged from earlier groups.
4. Plan the **size of each group**, based on the purpose. A group of 5-6 persons encourages in-depth discussion. A group 10-12 may be able to generate more ideas. Groups that are larger than that seldom really interact as a focus group.
5. Plan the **composition of participants**. Variables to consider include: age, gender, and experts vs. novices. You may want to have a homogeneous group of family members, or a mixed group that includes family members with service providers, individuals, and advocates. Consider how the mixture will affect the interaction of participants, and their willingness to speak openly.
6. Plan for **participant and site logistics**. Consider the type of invitation, location, refreshments, and any incentives.
7. Consider the **length of the session**. Forty-five minutes to one hour usually is sufficient for a group.
8. Plan for **data collection**. Consider note-takers, videotape or audio tape.
9. Plan for **data analysis**. It is useful to know how you will be analyzing the data you gather before you go into the focus group itself.



RECRUITING

1. Based on the plan, select a **recruitment method**. Personal invitations usually are most effective. However, it also is possible to do a mass mailing or advertisement for an event and then operate several focus groups at the same time.
2. Be sure to **target the recruitment** effort to attract the different groups of participants planned to be present.

MODERATING

1. The moderator's purpose is to **support group discussion**.
2. Various **styles** may be used by the moderator or facilitator. The particular style used should be selected based on the purpose for holding the group.
3. A **passive, non-directive approach** works well in more informal groups and with exploratory groups. For example, a moderator might open a group by saying, "We are really interested in hearing a lot of different opinions. Everyone has different experiences and that is what we are trying to figure out."
4. The moderator may even move out of the group, allowing the group to self-manage. However, s/he should be ready with additional questions to use in the event that discussion slows down or stops.
5. In more formal settings, or where more specific areas are being explored, the moderator may use a **more directive and structured approach**. For example, the moderator might ask a series of questions, asking others about the responses made by individual group members. "How many of you agree with what Janice just said?"
6. Try asking the group to visualize what services would be like if they were "better."
7. **Present some of the results** of data gathering efforts and ask the group to discuss their reaction to it.



ANALYZING & REPORTING RESULTS

1. Various methods are available for **collecting information** from focus groups, such as videotaping or audiotaping the group, for later transcription, and notetakers who record the discussion points directly.
2. In reviewing the comments, look for items that appear to relate to or define a **theme**. Initially, code comments based on the discussion guidelines or topics introduced to the groups. Create additional codes to represent patterns that emerge from the discussion.
3. If separate, homogeneous groups were held, it may be useful to **compare responses to similar questions** across types of participants. Are these differences meaningful and important to understand?
4. Develop a **summary document** that includes and explanation of how the group was conducted, the type of people who were invited, the focus topics and the general logistics of the event. Present the major themes discussed by participants, and if appropriate, their agreements and areas of disagreements. It also may be useful to conclude with recommendations for how to use the information.




“OPEN FORUMS”—BENTON COUNTY

At the February 3, 2005 QA Coordinator’s Meeting, Benton County personnel demonstrated an “Open Forum”--a technique they have been using as a way of gathering community input related to quality. This section of the chapter describes how Benton County uses Open Forums, and presents the results form that demonstration.

- Purpose of Open Forums:
 - Provide public information
 - Identify barriers to service
 - Identify unmet needs
 - Evaluate how participants perceive the service that has been provided.
 - Over time, they have wanted to have more of the public information part, so that participants understand the service.
 - Brainstorm. Some of the ideas will go into work groups for action.
- They use the open meeting as an advisory committee, targeting topics for each meeting on various elements of the system (e.g., residential, employment, transportation.) Topics: they originally tried having forums focused on families, consumers, providers, but now they are more topic-based. For example, for the March meeting, the topic is Direct care staff (they will have a case manager bake-off contest, vote for the best). At the April meeting, they will report on their QA plan, and things that came out of the forums. “These are the ways we’ve met our assurances in the past year.”
- The Open Forums have been more dynamic, and provided better information than what they were able to get from a survey.
- They hold forums at different times of the day, hoping to make it available to different people with differing work schedules. However, they have planned and announced the topics and schedules for several meetings well in advance. Most meetings are held during the day, unless the topic suggests evening is better. E.g., Family Support forum was held in evening. They have changed times around as needed.



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- The forums are open to everyone. More and more people are showing up at the forums.
 - They use red, yellow and green index cards for participants to indicate their satisfaction related to particular questions asked during the forum. Red means that they are not happy, or there are issues. Green means they are satisfied, no problems. Yellow indicates that they are not sure.
- 
- Benton county's perspective is that everything they do is part of the QA/QI process, and so everything could be discussed at an Open Forum.
 - They try to get input from everyone who is present at the forum.
 - People were worried they would get too much grumbling in the meetings, but that hasn't happened.
 - They went to Open Forums because they were receiving little useful information from surveys, "everyone loves us". There were no actionable items coming from survey results. Using this process, they are trying to get people to criticize them.
 - Benton County uses small groups to follow up on action items. Sometimes the large group itself works out the issue.
 - They also find out what people need training on.
 - All forums have been held at the county DD Program office, as most services are centralized in Corvallis. Other counties would need to consider the best places for their particular situation.
 - They advertise the forums through the ARC newsletter, targeted mailings, county newsletter, special invitations to people they particularly want to attend.
 - They have food available at the meetings.
 - Because the forums including people with developmental disabilities: they keep it simple.
 - a) colored cards to vote
 - b) meetings have 3 basic components: Information, Issues, and Any Ideas

As an example of an Open Forum, the results of the forum demonstration conducted on February 3, 2005 are presented below.

RESULTS OF THE DEMONSTRATION OPEN FORUM:



As a topic, we used:

“We are interested in gaining an understanding of your experiences and perspectives related to the QA Coordinator role. What barriers and challenges are you experiencing?”

All meeting participants (including QA coordinators and Program Directors) participated in the Open Forum. No state personnel were present for the discussion.

WHAT BARRIERS AND CHALLENGES ARE YOU FACING AS QA COORDINATORS?

- Getting information from other people in their offices.
 - They don't have a networked computer application to help with tracking, so have to go to other people to get the data they need.
- The perpetual state/county potential conflict.
- We have a plan in place, a lot to be checking. I have been around a while, so many come to me for answers, so little gets put into putting the system in place—Lots of splintering. I know a little about everything—“Head Hen.” But, how do we show we are doing the things in our plan?
- We have tons of documentation but no one who wants to look at it—so guidelines would help program directors know what to ask for.
- As we try to do more with less, there are 2 customers of QA:
 - QI—consumers who want wonderful services.
 - QA—state and federal governments (paperwork).
 - These can be diametrically opposed.
- We are floundering around what exactly are the government entities requiring, what data, what format? Need clear guidelines.

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- Visibility in the office. Make what we do a part of the fabric of the office, not a lone ranger, but part of the team; give meaning to the data so that people can be motivated by it.
 - Hard to shift into more accountability, and we represent that by virtue of our job title.

WHAT SOLUTIONS? WHAT IDEAS DO YOU HAVE FOR ADDRESSING THESE? NEXT STEPS?

- Doing a self-evaluation for visit from the state.
 - We knew there were big chunks where we were ok.
 - Jessie M’s checklist.
- Our meetings here are helpful; especially the last several. Continue these meetings.
- Our group here could make recommendations so there is more of a loop, feed into state, make suggestions for forms not working, changes, be a mouthpiece via this group.
- In these meetings, we have said it would be nice to have clear direction format. If we had a clear dialogue, gave consistent message.
- Decide here what we are going to do.
- Need the feedback on how we do things.



CUSTOMER SATISFACTION MEASURES (using colored index cards: Red—not important or not good, Green—important, or very good, Yellow—not sure).

“How do you feel about the QA processes in your county?”

Results: Red: 1
 Yellow: 10
 Green: 8

APPENDIX

Sample Customer Satisfaction Survey Questions and Formats

The following pages include sample questions and formats for customer satisfaction surveys that have been used by various organizations in Oregon and across the country. Use these as samples for designing your own survey. They present ways to word questions, even if the question itself doesn't apply to the particular survey you need to develop. Some would work well for an interview ("Do You Have Quality Services?"), others are better as written surveys.

Whatever survey you develop, DHS and SPD may wish to establish a set of common questions that would be asked by every CDDP. When this occurs, you will need to add them to your survey.

Do You Have Quality Services?

Check if your answer is “Yes.”

- _____ 1) Do you feel you are treated with courtesy and respect?
- _____ 2) Do staff members ask you what you want?
- _____ 3) Do staff members make it easy for you to work with them?
- _____ 4) Do people try to help even if it is not their department?
- _____ 5) Can you get help in time to avoid a crisis?
- _____ 6) Do you feel that you can rely on your services and providers?
- _____ 7) Is there a complaint system that is easy to use?
- _____ 8) Are you asked whether your supports are working okay?
- _____ 9) Are you asked if your needs are changing?
- _____ 10) Is the information you need easy to find and understand?
- _____ 11) Is it easy to tell if you’re eligible for service?
- _____ 12) Can you get help if you need it while you’re on a waiting list for service?
- _____ 13) Is it easy to change your services?
- _____ 14) Can you choose how you get your services?
- _____ 15) Can you turn down services you don’t value?
- _____ 16) Do organizations that serve you tell you their service standards in writing?
- _____ 17) Can you get information and data to help you compare services?
- _____ 18) Would you choose these services or supports for yourself?
- _____ 19) Is alternative dispute resolution such as mediation available to you?
- _____ 20) Do you know who to call if you suspect abuse or neglect?

--Adapted from *Shaping Our Destiny: Consumer’s Guide to Quality Community Services*.

http://www.open.org/~people1/articles/shaping_destiny_consumer.htm

**Commission on Rehabilitation Services
Customer Satisfaction Survey
(Excerpt)**

Circle the answer to the right which BEST tells how you grade each item below. Feel free to ask for help in filling out this survey if you need it.	Customer number:					
1. It was easy for me to find and visit my counselor's office	☺ VERY GOOD	GOOD	OKAY	BAD	☹ VERY BAD	
2. I got the services I needed	VERY GOOD	GOOD	OKAY	BAD	VERY BAD	
3. I was able to pick the kind of help I got.	VERY GOOD	GOOD	OKAY	BAD	VERY BAD	
4. I was able to pick the people who helped me.	VERY GOOD	GOOD	OKAY	BAD	VERY BAD	
5. My counselor was nice to me.	VERY GOOD	GOOD	OKAY	BAD	VERY BAD	
6. The other staff were nice to me.	VERY GOOD	GOOD	OKAY	BAD	VERY BAD	
7. I was able to talk to my counselor when I wanted to.	VERY GOOD	GOOD	OKAY	BAD	VERY BAD	
8. I got help fast when I needed it.	VERY GOOD	GOOD	OKAY	BAD	VERY BAD	
If you want to talk to someone about your services, then check the box here <input type="checkbox"/>						
DID SOMEONE HELP YOU FILL OUT THIS FORM? ___ YES ___ NO						

Lane County Developmental Disabilities Services Survey



You receive case management services from us, such as:

- * *Care plans*
- * *On-going support and assistance*
- * *Foster care or group home placement*
- * *Housing*
- * *Referrals for school and work programs*

We would like to know what you think. Will you please answer the following questions and return this form to our office in the postage-paid enclosed envelope? Thank you.

How did we do in these areas (please circle one):

1. The support and services I receive from my case manager have helped me	Excellent	Good	Poor
2. I feel that my case manager listens to what I need.	Excellent	Good	Poor
3. I feel that my case manager tries to get the support and services that I say I need.	Excellent	Good	Poor
4. My service and support plan includes my choices and things that are important to me.	Excellent	Good	Poor
5. I get to speak my mind with my case manager.	Excellent	Good	Poor
6. I think my case manager treats me fairly and respects my rights.	Excellent	Good	Poor
7. My case manager returns my phone calls promptly.	Excellent	Good	Poor
8. My case manager works with me to make sure I'm getting the supports and services in my plan.	Excellent	Good	Poor
9. I feel okay asking my case manager any questions I may have about my services or supports.	Excellent	Good	Poor
10. I feel okay letting my case manager know when I don't like something about the services I get.	Excellent	Good	Poor
11. I feel my case manager works at making sure I am healthy and safe.	Excellent	Good	Poor
12. My case manager works with other people in my life, such as my family, care provider, and people at my work or school.	Excellent	Good	Poor
13. I would rate how satisfied I am with the case management services I receive at Lane County DD as:	Excellent	Good	Poor

This form was completed by: ___ Me ___ Family Member ___ Parent/Guardian ___ Other

Thank you for your feedback!!!

07/04 I\DDS\Survey\Case Management Survey.doc

Lane County Developmental Disabilities Services Survey



You just applied for services from Lane County Developmental Disabilities Services and we'd like to hear from you. Could you please answer the following questions and return this form to our office in the postage-paid enclosed envelope? Thank you.

How did we do in these areas (please circle one):

1. Helping me understand about applying for services	Excellent	Good	Poor
2. Helping me complete the application and forms	Excellent	Good	Poor
3. How I was treated by staff	Excellent	Good	Poor
4. How long the process took to complete	Excellent	Good	Poor
5. Having someone available to answer any questions I had	Excellent	Good	Poor
6. Helping me understand the decision that was made	Excellent	Good	Poor
7. Helping me know what to do if I disagreed with the decision	Excellent	Good	Poor

What was helpful to you this process? _____

What wasn't helpful to you in this process? _____

This form was completed by:

_____ Me (the person applying for services) _____ Other Family Member

_____ Parent/Guardian _____ Other

Thank you for your feedback!!!

07/04 I\DDS\Survey\Adult Survey.doc

CUSTOMER SATISFACTION SURVEY

This survey was filled out by:

Me, the Customer A family member/legal guardian

A person I know and trust helped me

<p>1. Do you know what "<u>Name of brokerage</u>" services can do for you?</p> <p style="text-align: center;">Yes _____ Not Sure _____ No _____</p> <p>Comments: _____</p>																				
<p>2. I feel that people at "<u>Name of brokerage</u>" listen to me.</p> <p style="text-align: center;">All the time _____ Sometimes _____ Not at all _____</p> <p>Comments: _____</p>																				
<p>3. My plan says what I want it to say.</p> <p style="text-align: center;">Yes _____ Not Sure _____ No _____</p> <p>Comments: _____</p>																				
<p>4. I am happy with the supports and services I get.</p> <p style="text-align: center;">Very happy _____ They're okay _____ Not happy _____</p> <p>Comments: _____</p>																				
<p>5. The support and services I receive are helping me to get what I want (to reach my goals).</p> <p style="text-align: center;">Yes _____ Not Sure _____ No _____</p> <p>Comments: _____</p>																				
<p>6. When I want to make changes, people support me.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 5px;">PA:</td> <td style="padding: 2px 5px;">All the time _____</td> <td style="padding: 2px 5px;">Sometimes _____</td> <td style="padding: 2px 5px;">Not at all _____</td> </tr> <tr> <td style="padding: 2px 5px;">Provider:</td> <td style="padding: 2px 5px;">All the time _____</td> <td style="padding: 2px 5px;">Sometimes _____</td> <td style="padding: 2px 5px;">Not at all _____</td> </tr> <tr> <td style="padding: 2px 5px;">Family:</td> <td style="padding: 2px 5px;">All the time _____</td> <td style="padding: 2px 5px;">Sometimes _____</td> <td style="padding: 2px 5px;">Not at all _____</td> </tr> <tr> <td style="padding: 2px 5px;">Friends:</td> <td style="padding: 2px 5px;">All the time _____</td> <td style="padding: 2px 5px;">Sometimes _____</td> <td style="padding: 2px 5px;">Not at all _____</td> </tr> <tr> <td style="padding: 2px 5px;">Others:</td> <td style="padding: 2px 5px;">All the time _____</td> <td style="padding: 2px 5px;">Sometimes _____</td> <td style="padding: 2px 5px;">Not at all _____</td> </tr> </table> <p>Comments: _____</p>	PA:	All the time _____	Sometimes _____	Not at all _____	Provider:	All the time _____	Sometimes _____	Not at all _____	Family:	All the time _____	Sometimes _____	Not at all _____	Friends:	All the time _____	Sometimes _____	Not at all _____	Others:	All the time _____	Sometimes _____	Not at all _____
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Others:	All the time _____	Sometimes _____	Not at all _____																	
<p>7. I know what to do when I have a disagreement with the "<u>Name of brokerage</u>" (Example: Grievance Policy)</p> <p style="text-align: center;">Yes _____ Not Sure _____ No _____</p> <p>Comments: _____</p>																				

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8. I feel better about my life because of the supports and services I get through " <u>Name of brokerage</u> "			
A lot better _____	A little better _____	No better _____	
Comments: _____			
9. People in my life support me with reaching <u>my</u> life choices.			
PA:	All the time ___	Sometimes _____	Not at all _____
Provider:	All the time ___	Sometimes _____	Not at all _____
Family:	All the time ___	Sometimes _____	Not at all _____
Friends:	All the time ___	Sometimes _____	Not at all _____
Others:	All the time ___	Sometimes _____	Not at all _____
Comments: _____			
10. Are there supports and services that you need and don't get?			
Yes _____	Not Sure _____	No _____	
What are they? _____			
11. Do you feel safe? All the time ___ Most of the time _____ Not really _____ Please tell us why: _____			

12. I am happy with my life. All the time ___ Most of the time _____ Not really _____ Please tell us why: _____			

13. What would you change about the support and services you get, other areas you want to grow in or dreams you want to explore? _____			

_____ This is my first year with the brokerage

_____ I've been with the brokerage more than a year and have at least two annual plans.

Customer name (Optional): _____ Date: _____

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