

Customer Satisfaction Survey

Description of Purpose and Method

The Education Governance Reorganization Transition Task Force is charged with recommending the orderly three-year phase-in to a seamless K-20 academic educational system. This new approach to education governance, in which the student is at the core -- will rely on an administrative delivery system and organizational structure that is customer-focused, responsive and void of hurdles or roadblocks that would impede the delivery of services to students in any capacity.

In recommending a route to this new structure, one of the task force's first responsibilities is to recommend "how best to achieve economies in education services . . . while maximizing effectiveness within existing resources and staff." In addition, the task force must recommend "which if any current education staff functions and resources should be eliminated, transferred or realigned within the proposed new education organization chart."

The Transition Task Force directed staff to develop a customer satisfaction survey as one tool to provide insight about those education services that are valued by customers, those practices which impede their ability to meet students' needs and those which are currently not provided but which should be.

The responses will be used by the task force in evaluating services and functions that should be included in a K-20 Florida Department of Education.

A Customer Satisfaction Survey was drafted by the staff of the Education Governance Reorganization Transition Task Force and was distributed beginning November 17, 2000. The survey was sent to more than 370 schools in all 67 school districts, to all 28 Florida community colleges, to all 10 state universities, the members of the Board of Regents, members of the State Board of Community Colleges, the Community College Boards of Trustees, members of the State University System, and to Non-Public, Non-Traditional institutions. In addition, the survey was available and accessed online through the task force website. Responses were received through fax, email and U.S. Postal Service until December 21, 2000. Responses were compiled by delivery system.

The survey requested responses to three questions:

- 1) In priority order, describe the most valued functions and services provided by the Department of Education, or similar institution.
- 2) In priority order, describe services from a state agency that you would like to receive but currently do not.
- 3) In priority order, describe services provided that you acquire from other public or private entities that would help you meet your mission.

The responses varied among the different delivery systems, but common themes existed regardless of the type of institution.

The top three most valued functions provided by DOE and received by the K-12 Education System are: 1) Technical Assistance, 2) Interpretation and Clarification of standards, and 3) Legislative Interpretation.

When asked what services that they would like to receive, there were three answers that prevailed. K-12 would like to expand upon their:

1) Technical Assistance, 2) Certification (standards), and 3) FCAT Improvement.

A resounding theme among K-12 providers is their desire to be more efficient in preparing for, providing and analyzing the FCAT.

As is evidenced by all the education delivery systems, there are similar sources for outside assistance and support. K-12 thrives on their private Business partnerships and through the involvement of their communities. Some of the services provided by the community are mentoring programs and reading coaches. universities and churches contribute resources and assistance as well.

Community Colleges receive support and assistance from the Division of Community Colleges in the way of legislative assistance, funding, and data collection, analysis, reporting and distribution.

The members of the Community College System have two main suggestions for additional services they would like to receive. A funding model where a funding formula for freshmen and sophomores based on credit hours

and the comparable funding from universities is their first request. Lastly, it has been suggested that a statewide Community College Information System should be implemented. This system would provide the timely response of concerns, clarification of issues and statutes, and access to other Community Colleges.

In addition to the outside entities that aid K-12, Community Colleges receive assistance from the State University System, Workforce Agencies, the Articulation Coordinating Council, PEPC, FETPIP and consultants.

The State University System cites the most valued functions provided by the Department of Education as: 1) Coordinating Articulation Issues, 2) Addressing Legislative requests, and 3) Providing Information.

Other services they would like to receive are: 1) Clarification and interpretation of standards, and improved communication and dissemination of information, and 2) Help with Certification Issues.

Outside entities that assist the State University System are:

1) Professional Organizations and Associations, 2) Private Enterprise, 3) Local, State and Regional Economic Development Commissions, 4) Volunteer/Community Involvement, and 5) Accreditation Agencies.

Institutions that would be characterized as Non-Public and Non-Traditional report: 1) Standards and evaluation guidelines, 2) The development and maintenance of curriculum frameworks, 3) Technical Assistance, and 4)

Dissemination of Information as their most valued services provided by the State Board of Independent Colleges and Universities.

The institutions who responded to this survey assert that no additional services are necessary although some would like increased budget support, special funding, and an improved information system.

Services acquired from other public or private entities are provided by Community Involvement, Local/State and regional Government Agencies, Professional associations and workshops.

A total of 88 institutions responded, 11 of which did so anonymously.