CSUSM

Employee Engagement Survey Report Guide 2018

OVERVIEW

The survey is designed to obtain valuable feedback and assess employees' satisfaction with their work environment. The basic report is generated if there is between 5-24 responses for a department or subdivision. The survey consists of 52 items measured on a 5-point scale ranging from 1 ("Strongly Disagree") to 5 ("Strongly Agree"). It also consisted of a single item measured on a scale of 0 ("Not at all Likely") to 10 ("Extremely Likely"). Items are repeated each year to enable tacking of performance trends.

The survey begins with an Overall Satisfaction score based on the statement, "Overall, I am a satisfied FAS Employee" and ends with "How likely is it that you would recommend FAS to a friend or colleague?"

Survey items cluster around six dimensions: *Satisfaction with FAS, Department – Mission & Goals, Department Effectiveness, Department – Diversity & Climate, Supervisor Effectiveness, and Employee Effectiveness.*

The goal of the survey is to identify Strengths (areas where departments are doing well) and Opportunities (areas where departments can address issues).

NOTES ON STATISTICS AND ANALYSIS

- Keep the item response scale in mind when looking at item and dimension mean scores:

Below 3.00: Low	3.00 – 3.59: Marginal	3.60 – 4.29: Good	4.30 & above: Excellent

- **Statistical significance** indicates a difference between means that we are 95% certain did not occur by chance. The cutoff varies according to the size of the comparison groups. Small groups require a bigger difference to reach significance.
- Finally, statistical significance does not always translate to real-world significance. Whether or not they are significant, differences between means are probably more <u>important</u> when they:
    - *Change direction* (e.g., move from neutral to positive, neutral to negative, negative to positive)
    - *Cross a boundary* (Marginal to Low; Good to Excellent

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READING THE STATISTICAL REPORT

The table below shows a description of figures and tables contained in the report and where they can be found:
- **Basic Report:** Areas with 5-24 responses
- **Scatterplot Report:** Areas with 25 or more responses

Overview	Page 1, top left	Contains an overview of survey responses, including: • Overall mean and number of items in excellent range (4.3 or higher) • Items representing the top Strengths and Opportunities • Strengths and Opportunities are ranked by Correlation Coefficient x Mean Score
Overall Satisfaction Item Frequencies	Page 1, top right	Shows mean and standard deviation, the number and percentage of responses in each response category for the Overall Satisfaction question.
Dimension Mean Score Trending	Page 1, center	Shows side-by-side comparison of mean survey Dimension scores over two years
Employee Net Promoter Score (eNPS)	Page 1, bottom	See description on Page 3 of this guide
Survey Mean Score Trend Analysis	Page 2	Shows mean scores by item for comparison across 2 years. Indicates any changes from previous to present year and how the area compares with FAS overall. Mean scores are color-coded according to the scale in the upper left corner of the page to show patterns and trends across years. A central column presents color-coded bars showing positive, negative, or no change over two years. Changes that are statistically significant are marked with a star. The column at the far right of the table lists means for FAS overall for comparison.
Strength & Opportunity Scatterplot by <u>Dimension</u> (more than 24 responses)	Page 3, top left	Shows where each survey Dimension falls on the map of Strengths vs. Opportunities, based on each Dimension mean's correlation with overall satisfaction.
Strength & Opportunity Scatterplot by <u>Item</u> (more than 24 responses)	Page 3, bottom left	Shows where each survey item falls on the map of Strengths vs. Opportunities, based on each item's mean correlation with overall satisfaction.
List of Strength & Opportunity Scores (more than 24 responses)	Page 3, right	Exhibits data from **Strength/Opportunity Plot by Survey Item** in table form, showing item means by Dimension, correlation with Overall Satisfaction, and which category of Strength/Opportunity each Dimension and each individual item falls into.
Survey Items (Questions) (more than 24 responses)	Page 4	Shows full text of all survey satisfaction question by item number and Dimension.
Benchmark Comparison for FAS	<u>Basic:</u> Page 3 <u>Scatterplot:</u> Page 5	Bar graphs comparing the mean scores among the survey department within CSUSM FAS (represented by a black dot), CSU Chancellor's Office, and UC San Diego.

READING THE STATISTICAL REPORT

In addition to Overall Satisfaction, the survey also includes another key item, **"How likely is it that you would recommend FAS to a friend or colleague?"** answered on a scale from 0 to 10. In combination with the Overall Satisfaction item, responses are used to create an Employee Net Promoter Score (eNPS). The score is calculated by cross-tabulating the number of respondents answering at each level of the Overall Satisfaction item (1 to 5) against the number answering at each level of the Likelihood to Recommend item (0 to 10). The percent falling in the lowest quadrant on each item (red section below) is then subtracted from the percent falling in the highest quadrant on each item (blue section below) to determine the eNPS (circled score below).

Employee Net Promoter Score (eNPS)
"Overall, I am a satisfied employee...." by "How likely is it that you would recommend..."

71 eNPS*

74.3% - 3.5%

Below 40 - Low
40 to 59 - Marginal
60 to 79 - Good
80 & above - Excellent

		Likelihood to Recommend											Total
		0	1	2	3	4	5	6	7	8	9	10	
Satisfied Employee	5	2				2	7	5	13	107	250	928	1,314
	4	6	4	2	11	23	111	172	375	824	648	512	2,688
	3	8	4	16	26	45	138	94	121	94	25	24	595
	2	11	18	18	30	30	52	27	24	14	6	5	235
	1	23	13	15	8	4	13	4	1	3	2	4	90
Total		50	39	51	75	104	321	302	534	1,042	931	1,473	4,922

*How eNPS Works ▶

Satisfied Promoters score 4-5 on the "Satisfied" item and 7-10 on the "Recommend" item. **Dissatisfied Non-Promoters** score 1-2 on the "Satisfied" item and 0-4 on the "Recommend" item. Subtract the percentage of Dissatisfied Non-Promoters from the percentage of Satisfied Promoters to calculate eNPS. **Passives** score 3 on the "Satisfied" item and 5-6 on the "Recommend" item.

The rationale behind the measure is based on the Net Promoter Score, widely used in business to determine growth potential[1] Different types of employees within an organization can make positive or negative contributions in their work and in their willingness to be active promoters of their work unit. The eNPS uses the two key survey items to identify them, as follows:

- Satisfied Promoters: Score 7-10 on the Recommend question and 4-5 on the Satisfied question. These are *satisfied and enthusiastic* employees.
- Dissatisfied Non-Promoters: Score 0-4 on the Recommend question and 1-2 on the Satisfied question. These are *dissatisfied* employees who will not promote or recommend the survey unit to others at all and may undermine its success.
- Passives: Score 5 or 6 on the Recommend question and 3 on the Satisfied question. These are *neutral employees*, who, while perhaps satisfied, are likely to do nothing to actively contribute to the success of the survey unit. These employees are not used in computing the score.

The eNPS can potentially range from +100, where all employees are Satisfied Promoters, to -100, where all employees are Dissatisfied Non-Promoters. Evaluation of the eNPS is based on the following scale:

Below 40 — LOW	40 to 59 — MARGINAL	60 to 79 — GOOD	80 & above — EXCELLENT

The cut-off points were developed by examining the total distribution of Employee Net Promoter Scores from over 80 work units containing almost 6,000 total employees from three universities participating in employee surveys. They are intended to provide an externally-validated benchmark to help units track their overall progress over the course of future evaluations.

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[1]   *Reichheld, Frederick F. (December 2003). "One Number You Need to Grow". Harvard Business Review.*

HOW TO USE THE RESULTS
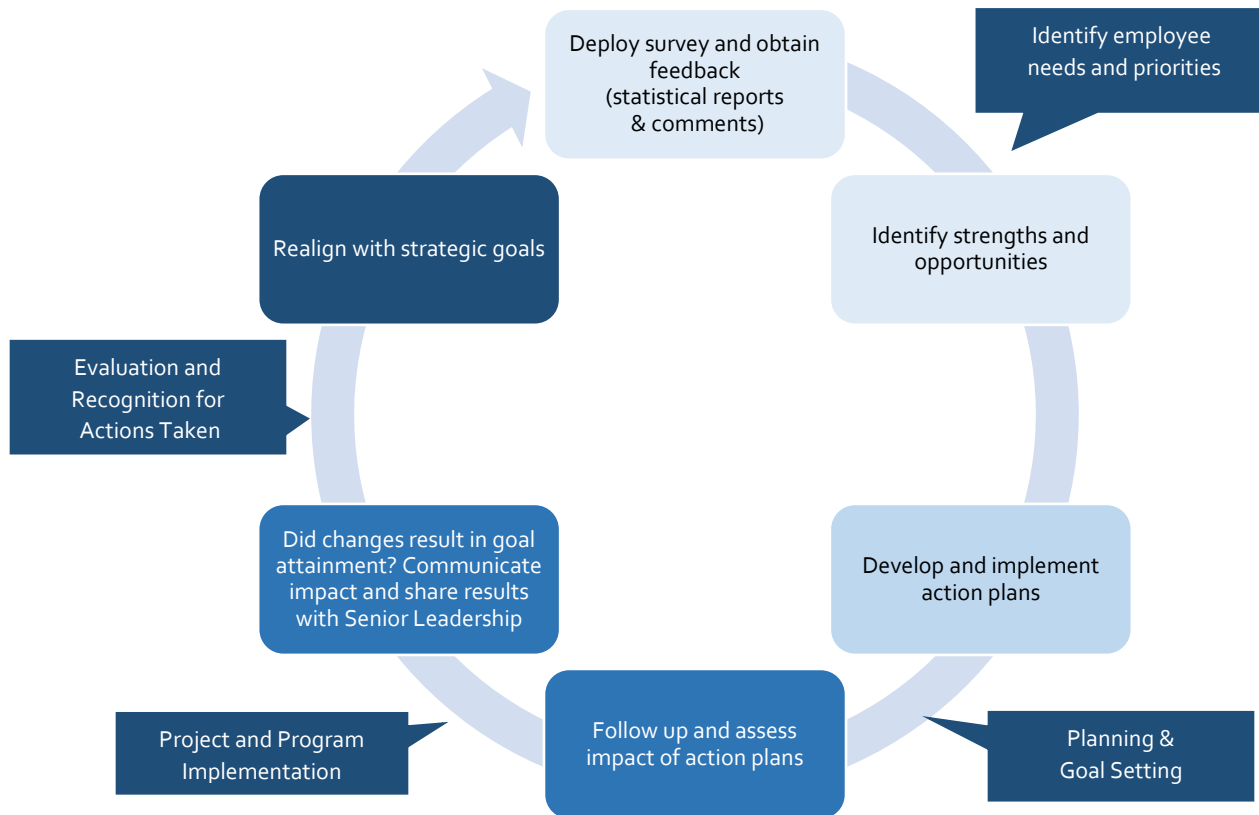
SHARING THE RESULTS IS THE MOST IMPORTANT STEP!

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 4.30? If so, be realistic about the ROI of investing resources to further raise these scores.
- Be sure to look at patterns across time as well as the current year.
- Consider a 5-year picture to place current results in context.

Commit to taking specific needed action based on your results.

- Identify benchmarks you are trying to meet. (e.g., how do your results compare to previous surveys?)

Communicate the results.

- All results will be posted on the Quality Improvement Website. Data will be used to inform annual goals.

Note on Verbatim Comments:

- Verbatim comment files provide valuable insight into the thoughts and feelings of FAS Employees, directly in their own words. It is intended for the VP, and for Senior Leaders at the VP's discretion. Trust is critical, please be sensitive to how these verbatim comments are used or communicated within your organization. Verbatim comments are anonymous but grouped by department, and thus perceptions of anonymity may be a concern. We do not advise that these files be disseminated widely within your organization.

GLOSSARY

Term	Definition
Dimension	A group of survey items that measure the different aspects of the same general concept (e.g., satisfaction with department climate).
Mean	An average response value. The mean is computed by adding the responses of all survey participants on a given item and dividing by the number of participants.
N	The total number of potential respondents to a survey (e.g., all FAS Employees). Also called the population.
n	The number of respondents in a sample or subsample.
Opportunity	Area where the survey department is currently receiving relatively low ratings.
Population	All members of a group or groups targeted by a survey (e.g., all university undergraduates or all full-time career staff).
p-value	The p (probability)-value indicates the likelihood that the result of a statistical test (such as a t-test or correlation) could have occurred due to chance. Generally, values <.05 are considered statistically significant. However, more stringent criteria (p<.01) may be used if many tests are being conducted on the same set of data. The size of the p-value is based on a total probability of 100 percent; a p-value of .05 means the observed result has only a 5% probability of occurring by chance, while a p-value of .01 means there is only a 1% likelihood of the results occurring by chance.
Respondent	A person providing responses in a survey. People are counted as respondents if they answer at least one survey item (not including screening or demographic items).
Response	A valid answer to a survey item.
Response Rate	The percentage of the total number of people invited to or eligible for a survey who provide responses.
Sample	The subset of a population who receive and/or respond to a survey.
Standard deviation (Std. dev.)	A statistical measure of the spread of a set of data points. Larger standard deviations indicate responses are more variable, rather than clustered around a particular value.
Statistical significance	A statistically significant result is one unlikely to have occurred by chance or random variation. Likelihood of detecting significant results increases with sample size.
Strength	Area where the survey department rates relatively highly.
t-test	A statistical test of the difference between two means (e.g., survey item means across two samples). A statistically significant t-test indicates the difference is larger than could reasonably be expected by chance.
Verbatim	The content of the response to an open-ended survey item written by the respondent.