



**Agency Strategic Plan
Fiscal Years 2017 to 2021**

by

The Texas State Board of Examiners of Psychologists

Board Member Name	Dates of Term	Hometown
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June 13, 2016

Signed by:

Handwritten signature of Darrel D. Spinks in blue ink.

Darrel D. Spinks, Executive Director

Approved by:

Handwritten signature of Tim F. Branaman in blue ink.

Tim F. Branaman, Ph.D., Board Chair

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Strategic Plan

Agency Mission

The mission of the Texas State Board of Examiners of Psychologists (“Board”) is to protect the public by ensuring that psychological services are provided to the people of Texas by qualified and competent practitioners who adhere to established professional standards. This mission, derived from the Psychologists’ Licensing Act¹ (“Act”), supersedes the interest of any individual or special interest group.

The objective of the Board is to carry out its mission by implementing the various provisions of the Psychologists’ Licensing Act.

The following are the key functions utilized by the Board to carry out its mission and objective:

1. Licensing. Establishing educational, experience, and examination requirements for licensure, and requiring annual renewal of licensure with an appropriate amount of annual professional development.
2. Enforcement. Establishing professional standards for the practice of psychology, as well as investigating and enforcing compliance with the requirements of the various laws affecting the practice of psychology in Texas.
3. Providing Information. Serving as a source of information to the public, the profession, and governmental entities, as well as adhering to all mandated reporting requirements under state and federal law.

¹ Title 3, Subtitle I, Ch. 501, Occupations Code

Agency Goals and Action Plan

Operational Goal #1: Licensing

The primary operational goal of this agency is to establish and maintain educational, experience, and examination requirements for licensure and require annual renewal of licensure with an appropriate amount of annual professional development in accordance with the Act.

The objective behind this goal is to protect the public by maintaining a quality program of examination and licensure to ensure the initial and continuing professional character and competency of psychologists, provisionally licensed psychologists, psychological associates, and licensed specialists in school psychology.

Specific Action Items Necessary in Achieving Goal

Reduce Employee Turnover. Merit salary increases are needed for deserving and competent staff to ensure the agency is able to retain those individuals capable of achieving agency goals and meeting all required performance measures. Increased staff salaries will also assist the agency in replacing those staff who decide to leave or retire, with equally competent individuals.

The most recent State Auditor's (SAO) Legislative Workforce Summary shows that for fiscal year 2010, the average salary at this agency was \$7,421 (15%) below that of the average salary at other Article VIII regulatory agencies. That same report showed that the salary disparity had grown to \$10,423 (19%) for fiscal year 2014. The State Auditor's Legislative Workforce Summaries have repeatedly shown such a disparity in Board salaries since 2004.

This disparity contributes to the Board's ongoing risk of losing its experienced staff, and can only serve to exacerbate the 37% turnover rate reflected in the SAO's most recent summary. The disparity is also a frequent topic of conversation between the Executive Director and staff, and represents the largest area of concern identified in the agency's *2016 Survey of Employee Engagement* conducted by the [Institute for Organizational Excellence](#).

Despite the nominal salary increases received by state employees during the 83rd and 84th Legislatures, the disparity in salaries for this agency as compared to other Article VIII agencies persists. Clearly, this agency is underfunded regarding staff salaries when compared to other Article VIII agencies. Because of this fact, the Board intends to request additional funding from the 85th Legislature so that it may award merit salary increases to deserving staff in the next biennium. This will be necessary to ensure competitive salaries for agency staff, and should serve to reduce the agency's high turnover rate. Merit salary increases for experienced staff may also serve to dissuade some of the more experienced staff currently eligible or soon to be eligible for retirement, from retiring and taking their vast wealth of institutional knowledge with them.

The Board intends to submit its LAR on or before the 2018-19 biennium submission deadline established by the Legislative Budget Board, so that same may be considered by the 85th Legislature when it convenes on January 10, 2017.

Expand Use of Digital Services. The Board intends to explore and implement an online application process, if it is determined that the system benefits outweigh the costs, favorable terms can be reached with a vendor, and the requisite authority secured from DIR and the 85th Legislature. According to the [2016-2020 State Strategic Plan for Information Resources Management](#):

Public sector organizations have come to view information technology (IT) as the foundation for providing quality services to their constituents. Managing IT within state government requires balancing traditional daily operations, citizen expectations, efficiency measures, and security against budget constraints. In a constantly changing technology environment, agencies have to be cost efficient, yet innovative; measured, yet responsive; operational, yet visionary.

Recent advancements in technology, programming, and third-party services have allowed the Board to provide applicants and licensees with improved responsiveness and access previously unachievable. By way of example, the following significant advancements have been made to the licensing process:

- Implementation of an on-line version of the Board's Jurisprudence Examination. Examinees are now able to take the exam from any location having internet access, and receive immediate (official) notification of their results upon completion of the exam.
- Providing examinees with immediate (unofficial) notification of their results upon completion of the Examination for Professional Practice in Psychology exam (EPPP).
- Implementation of the PLUS System on a limited basis. The [PLUS System](#) is a secure online application system designed with mobility between licensing jurisdictions in mind. The PLUS System is currently being offered as an alternative to submitting one of the standard applications for licensure available for download from the Board's website.

The Board hopes to continue enhancing its responsiveness and accessibility by implementing an online application system for all license applications. While the costs of online application systems may have outweighed their benefits in the past², an increasing focus on licensure mobility, rapidly expanding use of the internet, and increasing trend toward interjurisdictional practice, together with a dearth of mental health providers in Texas³, require that the cost-benefit analysis of an online application system be revisited. Moreover, given the public's expectation of 24/7 access to digital services, combined with the efficiencies and mobility-friendly characteristics inherent in online application systems, it is highly likely that the actual and perceived benefits of such a system would outweigh the costs of implementation.

² Prior to January 2003, when the Board first began doing online renewals, the Texas Online Authority indicated that it would not be cost effective to implement an online application process based upon the number of applications received by the Board each year. The issue has not been revisited until now.

³ The Mental Health Workforce Shortage in Texas, a report prepared by the Department of State Health Services pursuant to Tex. H.B. 1023, 83rd Leg., R.S. (2013).

Contingent upon the system benefits outweighing the costs, reaching favorable terms with a vendor, and securing the requisite authority from DIR and the 85th Legislature, the Board could implement an online application system on or before September 1, 2019.

Description of How Goal Supports Statewide Objectives

The Board’s licensing function supports each of the following statewide objectives:

1. Accountable to tax and fee payers of Texas.
2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective.
3. Effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.
4. Providing excellent customer service.
5. Transparent such that agency actions can be understood by any Texan.

First and foremost, the Board’s licensing functions are accountable to the tax and fee payers of Texas not only through the biennial legislative process, but also by virtue of the accessible nature of upper level management (e.g. the Executive Director and Deputy Executive Director), Sunset Review Process, the rule review processes mandated by Tex. Gov’t Code Ann. §§2001.032 and .039, the rulemaking processes set forth in Ch. 2001 of the Texas Government Code, and the right to seek review of a denial of licensure pursuant to §501.409 of the Psychologists’ Licensing Act. The Board also remains accountable by virtue of an individual’s right to petition both state and federal courts for any relief allowed under law.

Second, the Board’s licensing function continues to fulfill its objective of ensuring the initial and continuing professional character and competency of licensees, while also achieving maximum results with no waste of taxpayer funds. A good measure of the effectiveness and efficiency of the Board’s Licensing Division is its performance measures.

Performance Measure	FY2013	FY2014	FY2015
Outcome Measures			
Percent of Licensees with No Recent Violations ⁴	98.67%	98.58%	98.72%
Percent of Licensees Who Renew Online ⁴	83%	84%	86%
Output Measures			
Number of New Licenses Issued to Individuals	659	780	668
Number of Licenses Renewed	8314	8498	8446

Additionally, the Board continues to look for ways to improve efficiencies within its licensing function. By way of example, the Board has done the following recently:

- Implemented a secure online application system on a limited basis, designed with mobility between licensing jurisdictions in mind.

⁴ Annual Performance Measure

- Implemented an on-line version of its Jurisprudence Examination.
- Begun providing examinees with immediate (official) notification of their results upon completion of the Oral Examination, as well as improving feedback from the examiners.
- Begun providing examinees with immediate (unofficial) notification of their results upon completion of the EPPP.
- Made more agency forms available for download from the Board's website. The Board is steadily working toward putting most, if not all of its forms online for download.

Lastly, the Board provides clear direction in its rules, website, and application materials for individuals seeking licensure and members of the general public. A good measure of the Board's transparency and customer service can be found in its most recent report on customer service.

Other Relevant Considerations

Texas, the second most populous state, was among the nation's fastest-growing states between 2000 and 2010, increasing by over 12% as reported by the U.S. Census Bureau. Between 2017 and 2021, the resident population of Texas is projected to increase by approximately 6.97%.

According to the February 2014 report entitled *The Mental Health Workforce Shortage in Texas* published by the Texas Department of State Health Services (DSHS):

Nationally, 46.4% of adults experience mental illness in their lifetime and 26.2% of adults experience mental illness annually. On an annual basis, 5.8% of adults in the US experience a serious mental illness (Hogg Foundation for Mental Health, 2011). Moreover, the aging of the US population requires behavioral health services with special knowledge and skills (Hoge, Stuart, Morris, Flaherty, Paris, & Goplerud, 2013).

The report goes on to say that:

Nationwide, only 39% of persons with mental illness and just 10.8% of persons with substance abuse issues receive needed mental health treatment (Hoge, Stuart, Morris, Flaherty, Paris, & Goplerud, 2013). In fact, a national study found that 66.8% of primary care physicians were unable to refer their patients to high quality mental health specialists. This is a far higher rate of unavailability than those seen for other specialty referrals, nonemergency hospital admissions, or high quality imaging services. This unavailability was most often attributed to either inadequate health coverage or a shortage of mental health providers (Cunningham, 2009).

Workforce-based explanations for a lack of mental health providers generally focus on insufficient numbers of mental health providers, high turnover (a national average of 18.5% annually), low compensation, minimal diversity, and little competence in evidence-based treatment (Hoge, Stuart, Morris, Flaherty, Paris, & Goplerud, 2013).

While it is difficult to accurately estimate the number of people who receive psychological services in this state due to confidentiality laws, we do know that licensees of this Board provide services to these individuals in many venues, including public schools, private practice, organizational settings, court proceedings, as well as in many exempt facilities. We also know that the number of licensees has only increased by 31.6% since 2004 and that there is an 84.3% difference between the number of psychologists in metropolitan and non-metropolitan areas⁵.

Furthermore, according to the U.S. Department of Labor, Bureau of Labor Statistics, employment of psychologists is expected to be much faster than the average for all occupations through 2024 due to greater demand for psychological services in schools, hospitals, social service agencies, and mental health centers. This means that the employment of psychologists is projected to increase between 2014 and 2024 by 19%⁶.

Thus, while the number of providers licensed by this agency has increased steadily over the years, and is expected to continue growing according to federal government projections and the agency's own internal numbers⁷, demand is also expected to continue exceeding supply.

Though the Board's mission emphasizes public safety through establishing appropriate licensing standards, together with oversight and discipline of incompetent or unsafe practitioners, the Board maintains a vigilant watch over the dynamic and changing landscape of mental health care, and is aware of the serious shortage of mental health care providers in this state. And while the Board is ill-equipped or unable to remediate this provider shortage on its own, it has identified some steps to increase efficiencies in the licensure process which will hopefully increase the number of newly licensed providers available to the citizenry.

The Board agrees with DIR's assertion that agencies must adapt planning and governance processes to the emerging world of 24/7 access to government to meet the needs of our mobile citizenry, and believes that a secure online application system would be a positive step in that direction.

⁵ Health Professions Resource Center, Trends, Distribution, and Demographics of Psychologists in Texas, 2014.

⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Psychologists, on the Internet at <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm> (visited April 25, 2016).

⁷ The Board was regulating 9,512 licenses at the close of FY2015. This figure represents a 5% increase from FY2014 and a 24% increase from FY2007.

Operational Goal #2: Enforcement

A second, yet equally important operational goal of this agency is establishing and maintaining standards for the ethical practice of psychology as contemplated under the Act, as well as the enforcement of those standards together with various other laws governing the practice of psychology in Texas.

The objective behind this goal is to protect the public by investigating complaints and monitoring compliance with the various laws governing the practice of psychology in Texas, and taking action to limit, restrict, or revoke the authority to practice psychology if it is determined that a licensee poses a danger to the public.

Specific Action Items Necessary in Achieving Goal

Reduce Employee Turnover. For purposes of brevity and to avoid undue repetition, the Board hereby incorporates by reference, as if set forth verbatim herein, its [plan and timeline](#) regarding reduction of employee turnover found under Operational Goal #1.

Description of How Goal Supports Statewide Objectives

The Board's enforcement function supports each of the following statewide objectives:

1. Accountable to tax and fee payers of Texas.
2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective.
3. Effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.
4. Providing excellent customer service.
5. Transparent such that agency actions can be understood by any Texan.

First and foremost, the Board's enforcement functions are accountable to the tax and fee payers of Texas not only through the biennial legislative process, but also by virtue of the accessible nature of upper level management (e.g. the Executive Director and Deputy Executive Director), Sunset Review Process, the rule review processes mandated by Tex. Gov't Code Ann. §§2001.032 and .039, the rulemaking processes set forth in Ch. 2001 of the Texas Government Code, and the right to seek review of any sanction imposed pursuant to Subchapter I of the Psychologists' Licensing Act and Ch. 2001 of the Texas Government Code. The Board also remains accountable by virtue of an individual's right to petition both state and federal courts for any relief allowed under law.

Second, the Board's enforcement function continues to fulfill its objective of protecting the public by enforcing ethical standards of practice, while also achieving maximum results with no waste of taxpayer funds. A good measure of the effectiveness and efficiency of the Board's Enforcement Division is its performance measures.

Performance Measure	FY2013	FY2014	FY2015
Outcome Measures			
Percent of Documented Complaints Resolved within Six Months ⁴	50%	39%	40%
Output Measures			
Complaints Resolved	261	251	279
Explanatory Measures			
Number of Jurisdictional Complaints Received ⁴	286	243	271

Additionally, the Board continues to look for ways to improve efficiencies within its enforcement function. By way of example, the Board has made more agency forms available for download from the Board’s website. The Board is steadily working toward putting most, if not all of its forms online for download.

Lastly, the Board provides clear direction in its rules, website, and enforcement materials for individuals seeking to file or respond to a complaint. A good measure of the Board’s transparency and customer service can be found in its most recent report on customer service.

Operational Goal #3: Providing Information

A third operational goal of this agency is providing information to the public, the profession, and governmental entities, as well as adhering to all mandated reporting requirements under state and federal law.

The objective behind this goal is to protect the public by serving as a resource for individuals or entities inquiring about the profession in general, as well as individual licensees. This objective also extends to providing information to lawmakers, officials, and other governmental entities when requested, to assist them in carrying out important governmental functions.

Specific Action Items Necessary in Achieving Goal

Reduce Employee Turnover. For purposes of brevity and to avoid undue repetition, the Board hereby incorporates by reference, as if set forth verbatim herein, its [plan and timeline](#) regarding reduction of employee turnover found under Operational Goal #1.

Description of How Goal Supports Statewide Objectives

The Board's information resource functions support each of the following statewide objectives:

1. Accountable to tax and fee payers of Texas.
2. Efficient by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective.
3. Effective by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve.
4. Providing excellent customer service.
5. Transparent such that agency actions can be understood by any Texan.

The Board's information resource functions are accountable to the tax and fee payers of Texas not only through the biennial legislative process, but also by virtue of the accessible nature of upper level management (e.g. the Executive Director and Deputy Executive Director), Sunset Review Process, the rule review processes mandated by Tex. Gov't Code Ann. §§2001.032 and .039, and the rulemaking processes set forth in Ch. 2001 of the Texas Government Code. Furthermore, both the Act and Public Information Act, as well as several other transparency laws applicable to the Board, grant broad access to virtually all agency records and information at rates established by the [Attorney General](#). The Board also remains accountable by virtue of an individual's right to petition both state and federal courts for any relief allowed under law.

The Board provides clear direction in its rules and on its website about the information it maintains that is publicly available. A good measure of the Board's effectiveness in carrying out this operational goal can be found in its most recent report on customer service, and by reviewing the reports submitted by the Board to the [OAG Open Records Reporting Portal](#), the [NPDB](#), and the [Office of the Attorney General, HB300 Reporting Portal](#).

Redundancies and Impediments

The Board’s functions do not overlap or duplicate those of another state or federal agency, and no other agency stands equipped to regulate the profession of psychology given the long standing history and institutional knowledge acquired by this agency over a period of 46 years.

Services, Statutes, Rules, or Regulations which are Redundant or Impede Effectiveness/Efficiency	Description of how the Service, Statute, Rule or Regulation Results in Inefficient or Ineffective Agency Operations	Agency Recommendations for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
The lack of a secure online application process fails to meet the public’s expectations for modern government, and may serve to impede licensure mobility.	For purposes of brevity and to avoid undue repetition, the Board hereby incorporates by reference, as if set forth verbatim herein, its plan regarding expanded use of digital services found under Operational Goal #1.		The benefits resulting from the implementation of a secure online application system include greater accessibility and licensure mobility, plus greater customer satisfaction. Depending upon the vendor utilized, it may be possible to implement a secure online application system with little to no additional cost to the state.
Tex. Occ. Code Ann. §501.251	Section 501.251 of the Act requires an individual providing psychological services be licensed by the Board, or exempt under Section 501.004 of the Act ⁸ . No reference is made to the authority of those individuals acquiring the supervised experience required by Sections 501.252(b)(2) or 501.260(b)(3) of the Act to provide psychological services without a license or exemption.	Amend §501.251 of the Act to read “A person may not engage in or represent that the person is engaged in the practice of psychology unless the person is licensed <u>or granted trainee status</u> under this chapter or exempt under Section 501.004.	Such a change will solidify the Board’s interpretation of those statutes, and continue ensuring public protection through accountability for unlicensed non-exempt individuals who are in the process of acquiring the supervised experience required for licensure.

⁸ See OAG Letter Op. No. 96-147

Services, Statutes, Rules, or Regulations which are Redundant or Impede Effectiveness/Efficiency	Description of how the Service, Statute, Rule or Regulation Results in Inefficient or Ineffective Agency Operations	Agency Recommendations for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
Tex. Occ. Code Ann. §501.207(a)	This law does not include the Board's General Counsel as one of the individuals who may issue a subpoena on behalf of the agency. This results in the General Counsel having to request issuance of a subpoena from the Executive Director or Board Chair, despite the General Counsel being better situated to understand the evidentiary needs in a case.	Amend Tex. Occ. Code Ann. §501.207(a) to include the Board's General Counsel as one of the individuals who may issue a subpoena on behalf of the agency.	Attorneys already have authority to issue subpoenas in civil litigation pursuant to Tex. R. Civ. P. 176, and given that the Board's General Counsel is trusted to render legal advice to the Board, it only seems reasonable to entrust that same individual with the power to issue a subpoena on behalf of the Board in disciplinary proceedings.
Tex. Occ. Code Ann. §501.158	Under the current language of §501.158, all applicants and licensees are subject the provision, however, the Board may only order an <i>applicant or person seeking renewal of a provisional license</i> who refuses a request for an evaluation, to a show cause hearing and subsequently to undergo an evaluation. If the individual is a psychologist, psychological associate, or LSSP, the Board is limited to merely refusing the licensee's renewal if he/she refuses the Board's request to submit to an evaluation. The current wording of the statute provides for disparate treatment and is confusing when trying to apply it within the disciplinary framework. While the Board believes the ability to order mental and physical evaluations is crucial in	Amend Tex. Occ. Code Ann. §501.158 to more closely reflect Tex. Occ. Code Ann. §164.056, or any other statute which clearly and simply sets forth the categories of individuals subject to a mental or physical evaluation, as well as the process and standards for requesting/requiring a mental or physical evaluation.	Such a change would bring the express wording of the statute in line with what the Board believes the spirit of the law to be, and would eliminate the disparate treatment between categories of licensees.

Services, Statutes, Rules, or Regulations which are Redundant or Impede Effectiveness/Efficiency	Description of how the Service, Statute, Rule or Regulation Results in Inefficient or Ineffective Agency Operations	Agency Recommendations for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	guarding against incompetency in the profession, an attempt to more clearly capture the spirit of this particular statute would be appreciated, especially in light of the fact that the Board lacks a peer-assistance or alternative disciplinary program.		
Tex. Occ. Code Ann. §501.154	Because of budget cuts in fiscal years 2003-05, the Board discontinued the printing and mailing of an annual roster. In lieu of an annual roster however, the public may access a listing of the Board's licensees via the Public Licensee Search function which can be accessed through the Board's website. This search function allows an individual to search the Board's licensees by name, license type, license number, city, or county. By law the annual roster is required to be distributed to licensees. The Board believes that by providing the public with access to the licensee search function it is fulfilling the spirit of §501.154 in a more cost-effective manner, as well as going a step beyond by making it freely available to the public. Additionally, by providing the public with an online search function, the Board is also improving the accuracy	Section 501.154 should be amended to reflect the Board's current methodology in providing a listing of its licensees to the public.	The state saves thousands of dollars each year by granting real-time public access to licensee information through the Public Licensee Search function. To require the Board to resume printing and mailing copies of its licensee roster on an annual basis would be a waste of state funds, and runs contrary to the statewide objectives identified above, as well as the goals set forth in the 2016-2020 State Strategic Plan for Information Resources Management .

Services, Statutes, Rules, or Regulations which are Redundant or Impede Effectiveness/Efficiency	Description of how the Service, Statute, Rule or Regulation Results in Inefficient or Ineffective Agency Operations	Agency Recommendations for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	of the information available. Printed rosters are only accurate as of the date of printing, and would become dated almost immediately following publication, whereas the online search function provides the public with current licensee information.		
Tex. Health and Safety Code Ann. §611.0045(b)	<p>HIPAA, 45 C.F.R. §164.524(a)(3)(i), sets forth a higher standard for withholding information from a patient than Tex. Health & Safety Code Ann. §611.0045(b). Pursuant to HIPAA, 45 C.F.R. §160.203, a state law which is contrary to HIPAA’s provisions is preempted, and according to the <i>Preemption Analysis of Texas Laws Relating to the Privacy of Health Information & the Health Insurance Portability & Accountability Act & Privacy Rules (HIPAA)</i> (November 1, 2004) (Tex. Att’y Gen.), the standards for withholding patient information set forth in §611.0045(b) are preempted by federal law.</p> <p>The Board is concerned that the different standards set forth in state and federal law may serve to confuse licensees and</p>	The Board believes that Section 611.0045(b) of the Health and Safety Code should be amended to reflect the standard for withholding records under HIPAA, 45 C.F.R. §164.524(a)(3)(i).	Such a change would bring state law into alignment with federal healthcare privacy laws, and avoid confusion by the public and healthcare providers in this state. The Board has already amended its rule found at 22 TAC, Pt. 21, §465.22(c)(8)(C) to reflect the standard set forth in HIPAA.

Services, Statutes, Rules, or Regulations which are Redundant or Impede Effectiveness/Efficiency	Description of how the Service, Statute, Rule or Regulation Results in Inefficient or Ineffective Agency Operations	Agency Recommendations for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	the public when faced with situations where records are being withheld, or where a practitioner seeks to withhold records.		
<p>The Board is concerned about the interplay between Tex. Occ. Code Ann. §501.351(b) and Chapter 35 of the Texas Penal Code.</p>	<p>Section 501.351 grants licensed psychologists the general authority to delegate any psychological test or service that a reasonable and prudent psychologist could delegate within the scope of sound psychological judgment, if certain criteria are met. The authority to delegate extends only to those individuals set forth in Tex. Occ. Code Ann. §501.351(a). Section 501.351(b) goes on to provide that any test or service provided by a delegate is considered to be delivered by the delegating psychologist for billing purposes, including bills submitted to third-party payors.</p> <p>While the Board certainly understands that Section 501.351 grants licensed psychologists the authority to delegate as set forth in that section and submit bills or invoices for services rendered by their delegates, a question exists about whether a licensed psychologists must reveal the</p>	<p>The Board is not requesting a statutory change per se, but rather bringing this issue to the Governor’s attention in the event he feels changes are warranted.</p>	<p>A clarification of this issue would result in the Board being able to provide clear guidance and direction to its licensees, as well as the public. Out of an abundance of caution, and to ensure that its licensees remain well within the confines of the law, the Board maintains a rule whereby licensees must reveal the identity of the actual provider when reporting their services to third-party payors. See Board rule 465.15(a)(4).</p>

Services, Statutes, Rules, or Regulations which are Redundant or Impede Effectiveness/Efficiency	Description of how the Service, Statute, Rule or Regulation Results in Inefficient or Ineffective Agency Operations	Agency Recommendations for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	<p>identity of the actual service provider when submitting bills to third-party payors. This question is further complicated by the fact that providers often do not provide a means for reporting such services in their electronic billing formats.</p> <p>Despite the language in Section 501.351(b) indicating that delegated tests or services are considered to be delivered by the delegating psychologist, the Board is concerned that the prohibition against insurance fraud found in Chapter 35 of the Texas Penal Code may nevertheless require licensees to notify third-party payors that the test or service was rendered by a supervisee, rather than the billing psychologist. Given the fact that many third-party payors condition reimbursement upon licensure or provide for scaled reimbursement depending upon licensure status, a licensee's failure to divulge this information could be viewed as false or misleading under Ch. 35 of the Penal Code.</p>		
Tex. Occ. Code Ann. §501.003(c).	Section 501.003(c) of the Act was struck down as unconstitutional in <u>Serafine v.</u>	The Board and its stakeholders are currently working on a new definition for the	

Services, Statutes, Rules, or Regulations which are Redundant or Impede Effectiveness/Efficiency	Description of how the Service, Statute, Rule or Regulation Results in Inefficient or Ineffective Agency Operations	Agency Recommendations for Modification or Elimination	Estimated Cost Savings or Other Benefit Associated with Recommended Change
	<p><u>Branaman</u>, 810 F.3d 354 (5th Cir. Tex. 2016). As a result, the Board no longer has a definition for the “practice of psychology” and is unable to fully enforce the Act.</p>	<p>“practice of psychology” and will make this definition available for use by the Sunset Commission, the Legislature, and the general public once it have been finalized.</p>	

Separate and apart from the needed changes identified hereinabove, the Board would also direct the reader’s attention to the full list of major issues and statutory changes requested in the Board’s [2015 Sunset Self-Evaluation Report](#).

Supplemental Schedules⁹

Schedule A: Budget Structure

Schedule B: Performance Measure Definitions

Schedule C: Historically Underutilized Business Plan

Schedule F: Agency Workforce Plan and the Texas Workforce System Strategic Plan

Schedule G: Report on Customer Service

⁹ Only those schedules applicable to the agency have been included in the appendix.

GOAL 1

LICENSURE

Protect Public through Quality Program of Licensure

To protect the public by maintaining a quality program of examination and licensure to ensure the initial and continuing competency of psychologists, provisionally licensed psychologists, psychological associates and licensed specialists in school psychology.

Objective 1 – Ensure Standards Met

Ensure Practitioners Meet Standards for Licensure

Ensure that practitioners meet required competency standards for the practice of psychology through 2021.

Strategy 1 - Licensing

Operate Quality Program of Licensure

To operate a quality licensure program through an efficient and cost effective program of licensure, including education, experience and examination requirements, continuing education requirements and renewal requirements.

Outcome Measures

- 1) Percent of Licensees with No Recent Violations (**Key Measure**)
- 2) Percent of Licensees Who Renew Online (**Key Measure**)

Output Measures

- 1) Number of New Licenses Issued to Individuals (**Key Measure**)
- 2) Number of Licenses Renewed (Individuals) (**Key Measure**)
- 3) Number of Individuals Examined

Explanatory Measures

- 1) Total Number of Individuals Licensed

Strategy 2 – Texas.gov

Texas.gov (Estimated and Non-transferable)

Provide for the processing of occupational license, registration, or permit fees through Texas.gov. Estimated and non-transferable.

GOAL 2

ENFORCEMENT OF LAWS AND RULES

Protect the Public through Enforcement of Laws & Rules

Protect the public through enforcement of the laws and rules governing the practice of psychology in Texas and to ensure swift, fair and effective disciplinary action for violators, including re-education and/or rehabilitation of those violators.

Objective 1 – Ensure Compliance

Ensure All Practitioners Comply with Established Laws and Rules

Ensure that all practitioners comply with established law and rules through 2021.

Strategy 1 - Enforcement

Operate a Quality Investigation/Enforcement Program

Operate a quality investigations/enforcement program in response to complaints concerning psychological practice consistent with the due process laws of Texas, in a timely manner and with a focus during enforcement on rehabilitation of the psychological provider.

Outcome Measures

- 1) Percent of Complaints Resolved Resulting in Disciplinary Action
- 2) Percent of Documented Complaints Resolved Within Six Months (**Key Measure**)

Output Measures

- 1) Number of Complaints Resolved (**Key Measure**)

Efficiency Measures

- 1) Average Time for Complaint Resolution (**Key Measure**)

Explanatory Measures

- 1) Jurisdictional Complaints Received (**Key Measure**)

GOAL 3

INDIRECT ADMINISTRATION

Indirect Administration

Objective 1 – Indirect Administration

Indirect Administration

Strategy 1 – Indirect Administration - Licensing

Indirect Administration - Licensing

Strategy 2 – Indirect Administration - Enforcement

Indirect Administration - Enforcement

GOAL 4

HISTORICALLY UNDERUTILIZED BUSINESS GOAL

The agency will establish and carry out a policy of government purchases encouraging inclusion of Historically Underutilized Businesses (HUBs).

Objective 1

To make a good faith effort to increase government purchases in HUB categories awarded annually in each fiscal year.

Strategy 1

Develop and implement a plan for increasing the use of HUBs.

Outcome Measure

- (1) Percent of total dollar value of commodities contracts awarded to HUBs.

Output Measures

- (1) Total Amount HUB Purchases
- (2) Total HUB Vendors Used

LICENSING STRATEGY

OUTCOME MEASURE

(1) **Percent of Licensees with No Recent Violations¹**

Short Definition: The percent of the total number of licensed individuals at the end of the reporting period who have not incurred a violation within the current and preceding two years (three years total).

Purpose/Importance: Licensing individuals helps ensure that practitioners meet legal standards for professional education and practice which is a primary agency goal. This measure is important because it indicates how effectively the agency's activities deter violations of professional standards established by statute and rule.

Source/Collection of Data: This measure is calculated from reports generated from the agency's licensing/enforcement system by the Fiscal Manager which show the names of the persons who have received disciplinary action from the Board for the past three years. The total number of licensees is obtained from the system at the end of the reporting period by the Fiscal Manager.

Method of Calculation: The total number of individuals currently licensed by the agency who have *not* incurred a violation within the current and preceding two years divided by the total number of individuals currently licensed by the agency. The numerator for this measure is calculated by subtracting the total number of licensees with violations during the three-year period from the total number of licensees at the end of the reporting period. The denominator is the total number of licensees at the end of the reporting period. The result is multiplied by 100 to achieve a percentage.

Data Limitations: The agency has no control over the number of individuals who will incur violations in any given year. The agency has no control over the number of individuals who meet the requirements for licensure and or licensees who choose to renew their licenses each year.

Calculation Type: Non-cumulative.

New Measure: No

Desired Performance: Higher than target.

(2) **Percent of Licensees Who Renewal Online**

Short Definition: Percent of total number of licensed, registered, or certified individuals that renewed their license, registration or certification online during the reporting period.

Purpose/Importance: To track use of online license renewal technology by the licensee population.

Source/Collection of Data: This measure is calculated by the Fiscal Manger using a report which is generated from the agency's licensing system. This report gives the number of renewals that are issued during the reporting period, and includes a column indicating whether they were renewed through the online renewal system or entered by staff in the office. The report is generated after the close of the reporting period.

Method of Calculation: This measure is calculated by querying the agency's licensing database to produce the report of the total number of renewals which have been issued during the reporting period. This report is then sorted by method of renewal (online versus staff entry). The total number of online renewals is then divided by the total number of renewals to achieve the percentage of online renewals.

Data Limitations: None.

Calculation Type: Non-cumulative.

New Measure: No

Desired Performance: Higher than target.

2) Percent of New Individual Licenses Issued Online

Short Definition: Percent of all new licenses, registrations, or certifications issued online to individuals during the reporting period.

Purpose/Importance: To track use of online license issuance technology by the licensee population.

Source/Collection of Data: N/A

Method of Calculation: N/A

Data Limitations: The Texas Online Authority has determined that it is not cost effective at this time to implement original applications online for our agency. This decision was based on the fact that our agency does not receive enough original applications per year to meet their threshold level for implementing an online system.

Calculation Type: Non-cumulative.

New Measure: No

Desired Performance: Higher than target.

OUTPUT MEASURES

(1) Number of New Licenses Issued to Individualsⁱ

Short Definition: The number of licenses issued to previously unlicensed individuals during the reporting period.

Purpose/Importance: A successful licensing structure must ensure that legal standards for professional education and practice are met prior to licensure. This measure is a primary workload indicator which is intended to show the number of unlicensed persons who were documented to have successfully met all licensure criteria established by statute and rule as verified by the agency during the reporting period.

Source/Collection of Data: This measure is calculated by the Fiscal manager using reports obtained from the agency's licensing system which list the number of individuals receiving new licenses by type of license during the reporting period. These reports are generated after the end of the reporting period. The system includes on the reports lists of only those persons who received licenses during the reporting period. The system calculates the totals in each report. The totals are then manually added.

Method of Calculation: This measure counts the total number of licenses issued to previously unlicensed individuals during the reporting period, regardless of when the application was originally received. Those individuals who had a license in the previous reporting period are not counted. Only new licenses are counted. Licenses are counted as new for persons who were previously licensed, but whose license expired so that they were required to meet all criteria of a new applicant.

Data Limitations: The agency cannot predict how many individuals will apply to become licensed, meet the qualifications and pass the exam(s) in any given quarter. There are other uncontrollable variables such as the timing of the receipt of an application, the Board meeting dates, and the exam dates which also factor into the number of licenses that will actually be issued during a quarter.

Calculation Type: Cumulative

New Measure: No

Desired Performance: Higher than target.

(2) Number of Licenses Renewed (Individuals)ⁱ

Short Definition: The number of licensed individuals who held licenses previously and renewed their license during the current reporting period.

Purpose/Importance: Licensure renewal is intended to ensure that persons who want to continue to practice in their respective profession satisfy current legal standards established by statute and rule for professional education and practice. This measure is intended to show the number of licenses that were issued during the reporting period to individuals who currently held a valid license.

Source/Collection of Data: This measure is calculated by the Fiscal Manager using a report which is generated from the agency's licensing system. This report gives the number of renewals that are issued during the reporting period. The report is generated after the close of the reporting period.

Method of Calculation: This measure is calculated by querying the agency's licensing database to produce the report of the total number of renewals which have been issued during the reporting period.

Data Limitations: None.

Calculation Type: Cumulative

New Measure: No

Desired Performance: Higher than target.

(3) Number of Individuals Examinedⁱⁱ

Short Definition: The number of individuals to whom examinations were administered in whole or in part during the reporting period.

Purpose/Importance: The measure shows the number of individuals examined which is a primary step in licensing the individual and represents a major cost element for the agency. Examination purchase, grading, and notification costs are directly related to this measure.

Source/Collection of Data: The Fiscal Manager receives exam statistic summaries from the Licensing Division Supervisor. The Supervisor obtains stats for the two written examinations administered during the reporting period from paper reports provided by the two grading entities: University of Texas and Professional Examination Service. Additionally, the Supervisor compiles the statistics manually for the Oral Examination, an in-house graded exam, which was administered during the reporting period. These reports are then forwarded to the Fiscal Manager.

Method of Calculation: Calculation of this measure includes all examinations administered to all individuals who sit for the Examination for Professional Practice in Psychology (national exam), the Texas Jurisprudence Examination, and the Texas Oral Examination. If one individual sits for two examination sessions, this will count as two. The Fiscal Manager adds together all statistics to arrive at one total of examinees who were examined during the reporting period.

Data Limitations: The agency has no control over the number of individuals who qualify to take the exams required for licensure. The agency examines all applicants who qualify to be examined.

Calculation Type: Cumulative

New Measure: No

Desired Performance: Higher than target.

EFFICIENCY MEASURES

None

EXPLANATORY MEASURES

(1) **Total Number of Individuals Licensed¹**

Short Definition: Total number of individuals licensed at the end of the reporting period.

Purpose/Importance: The measure shows the total number of individual licenses currently issued which indicates the size of one of the agency's primary constituencies.

Source/Collection of Data: The Fiscal Manager generates a report from the licensing system which provides the total, unduplicated number of individuals who hold licenses from this agency on the date that the report is run after the end of the reporting period.

Method of Calculation: The total unduplicated number of individuals licensed that is stored in the licensing database by the agency at the end of the reporting period. An individual who holds more than one license is counted only once. Individuals on inactive status are not included in the calculation for this measure.

Data Limitations: This information cannot be recaptured at a later time because the database changes daily and does not maintain a beyond one-day history file of current licenses.

Calculation Type: Non-cumulative

New Measure: No

ENFORCEMENT STRATEGY

For the purpose of measuring performance in enforcement strategies, a complaint is defined as a request for agency intervention or mediation. Requests may be by telephone, in writing, or in person depending on agency rules and documented by agency staff upon receipt.

Outcome measures

(1) **Percent of Complaints Resulting in Disciplinary Action**

Short Definition: Percent of complaints which were resolved during the reporting period that resulted in disciplinary action.

Purpose/Importance: This measure is intended to show the extent to which the agency exercises its disciplinary authority in proportion to the number of complaints resolved. It is important that both the public and licensees have an expectation that the agency will work to ensure fair and effective enforcement of the act and this measure seeks to indicate agency responsiveness to this expectation.

Source/Collection of Data: The Fiscal Manager generates reports from the licensing/enforcement system which list the total number of complaints resolved by type of resolution during the reporting period.

Method of Calculation: The total number of complaints resolved during the reporting period that resulted in disciplinary action (numerator) is divided by the total number of complaints resolved during the reporting period (denominator). The result should be multiplied by 100 to achieve a

percentage. Disciplinary action includes agreed orders, reprimands, suspensions, probation, revocation, and administrative fines on which the Board has acted.

Data Limitations: The agency has no control over the content of the complaints filed against licensees. This measure does not take into account complaints where there have been no violations or when there are multiple complaints for the same offense. Additionally, for cases that are referred to SOAH, the Board cannot assign disciplinary action if the administrative law judge does not recommend disciplinary action, except in certain limited circumstances.

Calculation Type: Non-cumulative

New Measure: No

Desired Performance: Higher than target.

(2) Recidivism Rate for Those Receiving Disciplinary Action

Short Definition: The number of repeat offenders at the end of the reporting period as a percentage of all offenders during the most recent three-year period.

Purpose/Importance: This measure is intended to show how effectively the agency enforces its regulatory requirements and prohibitions. It is important that the agency enforce its act and rules strictly enough to ensure consumers are protected from unsafe, incompetent and unethical practice by the registered or licensed professionals.

Source/Collection of Data: The Fiscal Manager uses previous performance report data to obtain the number of individuals receiving disciplinary actions during the current and preceding two fiscal years. The Fiscal Manager generates a report from the licensing/enforcement system that encompasses the current and preceding two fiscal years to list by name those individuals who have received disciplinary action. She then does a manual scan to see if any licensee has had more than one disciplinary action during this three year period.

Method of Calculation: The number of individuals against whom two or more disciplinary actions were taken by the Board within the current and preceding two fiscal years (numerator) is divided by the total number of individuals receiving disciplinary actions within the current and preceding two fiscal years (denominator). The result should be multiplied by 100 to achieve a percentage.

Data Limitations: None

Calculation Type: Non-cumulative

New Measure: No

Desired Performance: Lower than target.

(3) Percent of Documented Complaints Resolved within Six Months

Short Definition: The percent of complaints resolved during the reporting period, which were resolved within a six month period from the time they were initially received by the agency.

Purpose/Importance: The measure is intended to show the percentage of complaints which are resolved within a reasonable period of time. It is important to ensure the swift enforcement of the Psychologists' Licensing Act, which is an agency goal.

Source/Collection of Data: The Fiscal Manager obtains a report from the licensing/enforcement system which includes all the complaints resolved during the reporting period, the date they were received and the date they were resolved.

Method of Calculation: The report automatically calculates the number of days it took to resolve the complaint. The Fiscal Manager manually counts those complaints that were resolved in 180 days or less from this report. That number (numerator) is divided by the total number of

complaints resolved during the reporting period (denominator). The result should be multiplied by 100 to achieve a percentage.

Data Limitations: The agency has less control over the time required to resolve cases that are referred to SOAH for resolution. Also, the agency has no control over the complexity of the complaints it receives, which significantly impacts the length of the investigations.

Calculation Type: Non-cumulative

New Measure: No

Desired Performance: Higher than target.

Output Measure

(1) **Number of Complaints Resolved**

Short Definition: The total number of complaints resolved during the reporting period.

Purpose/Importance: The measure shows the workload associated with resolving complaints.

Source/Collection of Data: The Fiscal Manager obtains a report from the licensing/enforcement system which lists the complaints resolved by resolution type during the reporting period.

Method of Calculation: The report provides the number of complaints resolved. The number of complaints resolved includes determinations that a violation did not occur. A complaint that after preliminary investigation is determined to be non-jurisdictional is not a resolved complaint.

Data Limitations: The agency cannot control the type or complexity of the complaints it receives. The more complex complaints require more investigation time and therefore fewer complaints may be resolved during any given time period.

Calculation Type: Cumulative

New Measure: No

Desired Performance: Higher than target.

Efficiency Measures

(1) **Average Time for Complaint Resolution**

Short Definition: The average length of time to resolve a complaint for all complaints resolved during the reporting period.

Purpose/Importance: The measure shows the agency's efficiency in resolving complaints.

Source/Collection of Data: The Fiscal Manager generates a report from the licensing/enforcement system which lists the complaints resolved during the reporting period, the dates they were received and the dates they were resolved.

Method of Calculation: This report automatically calculates the number of calendar days per complaint resolved that elapsed from receipt of a request for agency intervention to the date of final disposition of the complaint by the Board, and then sums for all complaints resolved. This number (numerator) is divided by the number of complaints resolved during the reporting period (denominator). The calculation excludes complaints determined to be non-jurisdictional of the agency's statutory responsibilities.

Data Limitations: The agency cannot control the time to resolve those cases which it has to refer to SOAH for resolution. SOAH sets its own schedules and the schedules of the responding attorneys for the licensees must be accommodated as well. Also, the agency cannot control the type or complexity of the cases it receives. The more complex complaints require more investigation and therefore take longer to resolve.

Calculation Type: Non-cumulative

New Measure: No

Desired Performance: Lower than target.

Explanatory Measure

(1) **Number of Jurisdictional Complaints Received**

Short Definition: The total number of complaints received during the reporting period that are within the agency's jurisdiction of statutory responsibility.

Purpose/Importance: The measure shows the number of jurisdictional complaints which helps determine agency workload.

Source/Collection of Data: The Fiscal Manager generates a report from the licensing/enforcement system which lists all jurisdictional complaints received during the time period.

Method of Calculation: The agency sums the total number of complaints received only relative to their jurisdiction. It also keeps track of the total number of complaints that are not in its jurisdiction but does not use that figure in its calculation.

Data Limitations: The agency cannot control the number of complaints nor the type of complaints that it receives.

Calculation Type: Cumulative

New Measure: No

ⁱ Agency has requested a change to this measure. See attached change request.

ⁱⁱ Agency has requested that this measure be deleted. See attached change request.

**REQUESTED CHANGES TO AGENCY BUDGET STRUCTURE ELEMENTS
(GOALS, STRATEGIES, MEASURES AND MEASURE DEFINITIONS)
FOR THE 2018-19 BIENNIUM**

AGENCY NAME: Board of Examiners of Psychologists

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
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Note: The most recent goal, strategy and measure definition descriptions are located on Web ABEST. After logging on, select *Performance* then *Reports* to obtain the appropriate text. Measure definition must include all eight prescribed categories of information (i.e., short definition, purpose/importance, source/collection of data, method of calculation, data limitations, calculation type, new or existing measure, and desired performance).

Goal A, Strategy A.1.1, Output Measure "Individuals Examined"	Delete entire measure	The agency recently converted from a mail out jurisprudence exam to contracting with an outside vendor to host the exam online. By converting the exam to online, this measure no longer indicates workload for the agency. Additionally, counting the number of times the exam is taken does not reflect the true number of people who are seeking licensure as some individuals have to take the exam multiple times in order to pass.			
Goal A, Strategy A.1.1, Output Measure, "Number of New Certificates/Licenses Issued to Individuals"	<i>Method of Calculation:</i> This measure counts the total number of licenses issued to previously unlicensed individuals during the reporting period, regardless of when the application was originally received. Those individuals who had a license in the previous reporting period are not counted. Only new licenses are counted. Licenses are counted as new for persons who were previously licensed, but whose license expired so that they were required to meet all criteria of a new applicant. <u>Licenses who upgrade to a new license type, but keep their current license number, are also counted as new.</u>	This change is requested as the result of a performance measure audit conducted by the State Auditor's Office, in order to align the method of calculation to reflect how the agency is currently collecting the data.			

ELEMENT Identify the current Goal, Strategy, Measure or Measure Definition.	REQUESTED CHANGE Indicate requested change using strike-through to delete text and underscore to add text.	JUSTIFICATION FOR REQUESTED CHANGE Explain the reason for the proposed change.	LBB AND/OR OOG APPROVED CHANGE (if different from agency request)	LBB / OOG COMMENTS	STATUS
Goal A, Strategy A.1.1, Output Measure "Number of Certificates/Licenses Renewed (Individuals)"	<i>Method of Calculation:</i> This measure is calculated by querying the agency's licensing database to produce the report of the total number of renewals which have been issued during the reporting period. <u>If a licensee holds more than one type of license and renews both, they are counted as two renewals.</u>	This change is requested as the result of a performance measure audit conducted by the State Auditor's Office, in order to align the method of calculation to reflect how the agency is currently collecting the data.			
Goal A, Strategy A.1.1, Explanatory Measure "Total Number of Individuals Licensed"	<i>Method of Calculation:</i> The total unduplicated number of individuals licensed that is stored in the licensing database by the agency at the end of the reporting period. An individual who holds more than one license is counted only once. Individuals on <u>any type of renewable status (delinquent, inactive, suspension)</u> inactive status are not included in the calculation for this measure.	This change is requested as the result of a performance measure audit conducted by the State Auditor's Office, in order to align the method of calculation to reflect how the agency is currently collecting the data.			
Goal A, Strategy A.1.1, Outcome Measure "Percent of Licensees With no Recent Violations"	<i>Short Definition:</i> The percent of the total number of licensed individuals <u>holding a license at any point during at the end of the current reporting period or preceding two years</u> , who have not incurred a violation within the current and preceding two years (three years total) ; <u>that same time period.</u>	This change is requested as the result of a performance measure audit conducted by the State Auditor's Office, in order to better define this measure.			

**TEXAS STATE
BOARD OF
EXAMINERS OF
PSYCHOLOGISTS**



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November 25, 2015

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**Re: Texas State Board of Examiners (520)
HUB Compliance Plan Mandated by Art. IX, Section 7.07 Historically Underutilized
Business Policy Compliance of Tex. H.B. 1, 84th Leg., R.S. (2015).**

Ms. Conklin and Mr. Gibson:

In accordance with Art. IX, Section 7.07 Historically Underutilized Business Policy Compliance of Tex. H.B. 1, 84th Leg., R.S. (2015), the Texas State Board of Examiners of Psychologists ("Board") hereby submits this report on its compliance and plan for maintaining future compliance with Government Code, §2161.123.

In accordance with Section 7.07(a), the Board would show the following information as evidence of its efforts to comply with its HUB goals.¹

FY2014					
Category	Total \$ Spent	Total HUB \$ Spent	Percent	Agency Specific Goal	Statewide Goal
Other Services	\$24,071	\$0	0%	2%	24.6%
Commodities	\$25,645	\$11,327	44.17%	50%	21.0%

¹ This information can be verified through the Consolidated HUB Reports published semi-annually and annually by the Comptroller of Public Accounts.

FY2015					
Category	Total \$ Spent	Total HUB \$ Spent	Percent	Agency Specific Goal	Statewide Goal
Other Services	\$26,173	\$223	0.85%	.5%	26.0%
Commodities	\$27,722	\$14,423	52.03%	45%	21.10%

The Board's HUB policy is responsive to the Sec. 7.07 (a)(1) and (a)(3)(E)-(F) and requires that the Board purchase commodities and other services from HUB vendors in specified percentages. The percentages are adjusted annually based upon the agency's performance during the prior year and anticipated needs. According to Board policy, the agency will attempt to obtain at least three bids, including a minimum of two bids from HUBs, on all commodity purchases in excess of \$5,000. The vast majority of agency purchases however, involve commodities or IT services from set-aside vendors or DIR. Additionally, agency expenditures for other services include such things as contracts with (1) licensees who administer the Oral Examination, (2) licensees who serve on the Jurisprudence Examination Consultants Workgroup, (3) licensees who serve on the Vignette Writing Workgroup, (4) licensees who serve on the Oral Examination Consultants Workgroup, and (5) licensees who serve as professional reviewers in complaint cases. Given the highly particularized nature of these services, it is often difficult to secure the services from a HUB vendor.

The Board refers to the 2009 Texas Disparity Study conducted by the Comptroller of Public Accounts, Texas Procurement and Support Services Division (TPASS) for the information requested in Sec. 7.07 (a)(3)(A)-(D). The findings and results from 2009 Disparity Study are fully incorporated herein for all pertinent purposes, as if set forth verbatim herein. The activities stated in Sec. 7.07 (3)(A)-(D) are activities associated with conducting a disparity study. These reporting requirements were also included in Rider 18, from the previous legislative session. TPASS addressed these reporting activities in its response to the State Auditor's Office (SAO) Report No. 15-006, October 2014, Page 83-84 (see excerpt below). The Board is in agreement with TPASS' statement and furthermore notes, the agency has not been appropriated any funds to conduct future disparity study activities nor does the agency currently have the expertise, information required, or resources to sufficiently conduct these activities.

C. We did not include Items (a) through (d) of Rider 18 in the assessment instrument. This decision was based on the fact that state agencies and institutions of higher education neither have sufficient resources nor the required information to perform quarterly tasks identified in items (a) through (d). Conducting items (a), (b), and (c) requires access to "Availability" data. In that respect, one must have an exhaustive list of all Ready, Willing, and Able minority (not limited to HUB vendors) and non-Minority vendors in Texas to be able to perform those tasks. Conducting "statistical disparities by race, ethnicity, and gender" in "firms earning" and "in the area of utilization of women-and minority owned firms" and "in commercial construction" is a very complex task which requires a high level of statistical expertise and collection of relevant data through surveys and interviews, which would be nearly impossible to conduct on a quarterly basis. Likewise, item (d), which requires an analysis of "anecdotal testimony of disparate treatment ... [of] business owners," is a lengthy and costly process and practically impossible to conduct on a quarterly basis. Anecdotal data for recording "disparate treatment as presented by business owners" must be collected through public hearings, focus groups, and statewide surveys of business owners. The process of collecting anecdotal testimonies is often lengthy and extremely costly, and it requires a high level of expertise and resources. These tasks are commonly performed when conducting a disparity study and may take a

year or longer to complete. In that respect, items (a), (b), (c), and (d) listed in Rider 18 can be performed by conducting a new statewide Disparity Study or updating the Texas Disparity Study-2009, which we already have underway.

The Board, by and through its HUB policy and goals, will continue to make good faith efforts to meet its goals established under Tex. Gov't Code Ann. §261.123(d)(5) for increasing its use of historically underutilized businesses.

Should you have any questions or concerns regarding this report, please do not hesitate to contact either myself or Ms. Jennifer Noack, the Board's Chief Financial Officer, at 512-305-7700.

Sincerely,

A handwritten signature in blue ink that reads "Darrel D. Spinks". The signature is written in a cursive, flowing style.

Darrel D. Spinks
Executive Director

WORKFORCE PLAN

Texas State Board of Examiners of Psychologists May 2016

Overview

History:

The Texas State Board of Examiners of Psychologists was created by the Psychologists' Licensing Act passed by the Texas Legislature in 1969.

Mission:

The mission of the Texas State Board of Examiners of Psychologists is to protect the public by ensuring that psychological services are provided to the people of Texas by qualified and competent practitioners who adhere to established professional standards.

The Board accomplishes this mission through its regulation of the practice of psychology by:

- ❑ Establishing educational, experience, and examination requirements;
- ❑ Adopting professional standards for the practice of psychology;
- ❑ Investigating and enforcing compliance with the requirements of the Act and rules of the Board; and
- ❑ Serving as a source of information to the public, the profession, and governmental entities.

Goals and Objectives:

Licensure:

Objective: Ensure that practitioners meet required competency standards for the practice of psychology through 2019

Strategy: To operate a quality licensure program through an efficient and cost effective program of licensure, including education, experience, and examination requirements, continuing education requirements and renewal requirements.

Strategy: Provide for the processing of occupational license, registration, or permit fees through Texas.gov.

Enforcement and Laws and Rules:

Objective: Ensure that all practitioners comply with established law and rules through 2019.

Strategy: Operate a quality investigations/enforcement program in response to complaints concerning psychological practice consistent with the due process laws of Texas, in a timely manner and with a focus during enforcement on rehabilitation of the psychological provider.

Indirect Administration:

Objective: Indirect administration.

Strategy: Indirect administration licensing.

Strategy: Indirect administration enforcement.

Historically Underutilized Business:

Objective: To make a good faith effort to increase government purchases in HUB categories awarded annually in each fiscal year.

Strategy: Develop and implement a plan for increasing the use of HUBs.

Business Functions:

The Psychology Board is charged with regulating the practice of psychology in the State of Texas. The Board reviews applications for licensure in accordance with the Psychologists' Licensing Act and the Board rules and policies. The Board administers the Jurisprudence Examination and the Oral Examination and approves applicants to sit for the national psychology examination, the Examination for Professional Practice in Psychology. Four types of licensure are available: psychological associate, psychologist, provisionally licensed psychologist, and specialist in school psychology. The Board issues approximately 700 new licenses per year.

The Board investigates complaints and resolves them either by dismissal or disciplinary action. Disciplinary action ranging from reprimand to revocation is usually attained by agreed order. On average, the Board resolves approximately 264 complaints per year.

The Board is mandated to have a website and to produce an annual roster of licensees. The Board provides information about licensees to various segments of the public including insurance companies and health maintenance organizations as well as individual consumers. The agency's website has become its primary means of conveying information to its licensees as well as to all other entities seeking information about the Board and its operations.

Anticipated Changes to Mission, Strategies, and Goals for the Next Five Years:

The Psychology Board anticipates no changes to its mission, strategies, and goals for the next five years. However, the agency does expect to undergo some changes in the next five years that will affect its workforce.

Factors Expected to Result in Changes to the Agency:

The following factors are expected to result in some changes at the agency in the next few years.

Key Economic, Environmental, and Other Factors:

The key factors facing the Psychology Board are:

- ❑ Potential for staff turnover due to low staff salaries;
- ❑ In recent years the rare across-the-board state salary increases do not keep up with the cost of living increases;

- ❑ The Legislature and other state and federal entities mandating additional duties for the agency;
- ❑ The need for more mental health practitioners because of the increasing population of Texas;
- ❑ The Board's dedication to timely and efficient services and its willingness to continually change processes to achieve this goal;
- ❑ Information technology increasingly used by the agency and other entities with which the agency interfaces;
- ❑ The economic forecast for the state predicts an economy that is slowed but still growing better than that of the nation;
- ❑ Customers demanding more timely services and greater access to information;
- ❑ Insufficient federal funding for various programs resulting in the need for the state to devote more state funding to high priority items like transportation, criminal justice, border security, social services, and especially Medicaid and Medicare;
- ❑ Static funding for state agencies not identified as top priorities for state funding; and
- ❑ The Board's desire to expand its use of online services to include an online application process

Organization and Structure of Board:

The Psychology Board's 13.5 FTEs are divided into the Licensing, Enforcement, Legal and Administrative Divisions.

Supply Analysis

Current Workforce Analysis

Classified, Exempt, and Temporary Workers

The Psychology Board has a total of 13 classified employees (2 employees are part-time) and 1 exempt employee as of May 2016. Currently, the agency has no vacant positions and no temporary employees.

Salary Budget

Fiscal Year 2016	\$668,350	FTE Salaries
Fiscal Year 2017	\$671,092	FTE Salaries

Location

All employees work in the agency's one location in Austin: William P. Hobby Building.

Retirement

Two employees retired from the agency in the last two years.

Diversity

The workforce diversity for the agency is:

Gender		
Male	5	36%
Female	9	64%
Race/Ethnicity		
Hispanic	4	29%
Black	1	7%
White	9	64%
Age		
Under 30	1	7%
30-39	4	29%
40-49	4	29%
50-59	4	29%
60+	1	7%
Agency Tenure		
Less than 1 year	1	7%
1 year or more but less than 3 years	4	29%
3 years or more but less than 5 years	2	14%
5 years or more but less than 10 years	1	7%
10 years or more but less than 15 years	2	14%
15 years or more but less than 20 years	1	7%
20 years or more	3	22%

Projected Attrition Rate

One employee is currently eligible for retirement and is scheduled to retire on September 30, 2016. Three additional employees will become eligible for retirement before the end of 2016, and at least one of those employees is expected to retire within the next three years. Additionally, other staff may leave for higher paying positions.

Workforce Trend Analysis

Turnover

FY 2011	14.29%
FY 2012	23.08%
FY 2013	23.08%
FY 2014	37%
FY 2015	7.8%

Prior to FY2015, the agency had a higher turnover rate than the statewide average. Any turnover at the agency is a setback to performance because of the time required to hire, the training that is required for new personnel, and the time required of experienced staff in providing that training. Also, because the agency is small, all staff perform a variety of functions, each with many required steps.

Skill Assessment of Employees

All agency staff must have customer service skills since all staff interface with the public by phone, email, written correspondence, and fax.

1. Executive Director

College degree in English, social sciences, or other appropriate. Communication and organization skills. Develops required agency reports, form letters, forms. Multi-tasking. Ability to supervise diverse functions of agency. Supervision experience. Extensive knowledge of state government, including legislative, accounting, human resources, administrative hearings, etc. Knowledge of health licensing activities and responsibilities.

2. Deputy Executive Director

College degree in English, social sciences, or other appropriate. Communication and organization skills. Drafts original correspondence regarding licensing, ethical practice and administrative matters. Responds orally to inquiries. Word processing skills. Maintains extensive paper and electronic administrative files. Multi-tasking ability.

3. Chief Financial Officer

College degree in accounting, knowledge of all state automated functions and accounting requirements, including payroll and purchasing. Knowledge and experience in financial reporting including AFR and LAR. This person also serves as the agency information resource manager. Knowledge of agency licensing and enforcement database and cash processing functions. Interface with contracted vendor and programmers for the shared licensing/enforcement system.

4. Investigator IV/Enforcement Division Manager

College degree in English, social sciences, or other appropriate. Ability to read legal documents including court transcripts, write concise reports based on investigation of documents and personal interviews, and make recommendations for complaint resolution based on evidence collected. Communication and interviewing skills. Ability to supervise three staff. Ability to coordinate with General Counsel regarding the resolution of complaints.

5. Permit Specialist II/Renewal Coordinator

College degree in English, social sciences, or other appropriate. Organization skills. Data entry and electronic cash processing. Ability to create and maintain extensive paper and electronic files. Ability to review renewal and continuing education forms in compliance with rules and policies.

6. Investigator III/Compliance Officer (Part-time)

College degree in English, social sciences, or other appropriate. Ability to read legal documents, write concise reports based on investigation of agency records and other documents, and make recommendations for complaint resolution based on evidence collected. Communication skills. This person serves as the compliance officer for licensees fulfilling agreed orders.

7. Admin Asst I/Enforcement Assistant

High school degree. Ability to generate form letters, maintain detailed calendars of time sensitive activities and extensive paper files, enter information in enforcement database, and compile notebooks of complaint materials and reports for meetings. Ability to provide information by phone and email.

8. General Counsel I

Licensed attorney in Texas. Knowledge of Texas Public Information Act, Texas Open Meetings Act, Administrative Procedures Act, HIPAA, Psychologists Licensing Act, Texas Administrative Code, and other state and federal laws. Experience with health licensing agencies enforcement and licensing activities. Communication skills. Ability to supervise an assistant. Ability to coordinate complaint resolution activities with Enforcement Manager.

9. Admin Asst III/Legal Assistant/Open Records Clerk/Accounting Assistant

High school education. Ability to perform detailed record keeping electronically and in paper format. Ability to summarize board and committee meetings. Knowledge of desktop publishing. Ability to submit rules electronically in accordance with Texas Register requirements. Communication skills. This person also serves as the accounting assistant. Ability to perform state agency accounting procedures for leave accounting, payroll, and purchasing. Ability to use 10-key by touch. Experience in office setting. Ability to perform daily cash processing activities. Ability to provide basic information by phone and to route calls.

10. Permit Specialist IV/Licensing Division Manager

Two years of college in business, social sciences, or other appropriate field. Communication and organization skills. Data entry and electronic cash processing. Ability to create and maintain paper files. Ability to review and approve applications in compliance with rules and policies. Ability to organize administration of oral examination. Ability to supervise four staff.

11. Permit Specialist II/ Licensing Coordinator of PLPs and LPAs.

Two years of college in business, social sciences, or other appropriate field. Communication and organization skills. Data entry and electronic cash processing. Ability to create and maintain extensive paper and electronic files. Ability to review and approve applications in compliance with rules and policies. Ability to administer jurisprudence examination. Ability to assist in coordination of oral examination.

12. Permit Specialist II/ Licensing Coordinator of LSSPs/ Renewal Coordinator

Two years of college in business, social sciences, or other appropriate field. Communication and organization skills. Data entry and electronic cash processing. Ability to create and maintain extensive paper and electronic files. Ability to review and approve applications in compliance with rules and policies. Ability to assist in administration of jurisprudence examination. Ability to process renewals for LSSPs.

13. Administrative Assistant I/Receptionist

High school education. Ability to open and sort daily mail and receipt of fees. Ability to provide basic information by phone and to route calls. Ability to use copier and FAX. Ability to

maintain application requests. Limited data entry and information search on database. Ability to mail out licenses and packets of information.

14. Investigator II

College degree in English, social sciences, or other appropriate. Ability to read legal documents including court transcripts, write concise reports based on investigation of documents and personal interviews, and make recommendations for complaint resolution based on evidence collected. Communication and interviewing skills.

Organizational Chart
(Attached)

Future Workforce Skills

- Future skills for agency staff will include increased use of technology and interface with technology to provide services.
- All staff need ongoing training in computer security and instruction on how to avoid computer viruses.
- Staff need on-going training in written communication in order to correspond through e-mail, rather than form letters.
- Customer service skills will continue to be a high priority for all staff.
- All staff need periodic training in risk management, including business continuity and disaster recovery.
- All staff need training and mentorship to develop the critical decision making skills and confidence necessary to exercise greater independent judgment in carrying out their duties.

Demand Analysis

There will be changes to the Psychology Board's workforce functions in the next few years. Generally, these changes will be caused by the following factors.

- A. The trend of the Legislature and other entities to place new mandates on the agency which increases the workload on staff.
- B. The current and projected need for more mental health practitioners, exponentially increased by the projected increase of the total population.
- C. The Board's dedication to timely and efficient services results in frequent changes to Board rules and policies.
- D. Online services, including online renewal and online examinations, resulting in more diverse staff duties and increased use of technology to deliver services.
- E. Turnover of staff caused by low staff salaries and retirements.

To continue to meet the Board's workload, legislative and public needs, the agency must make better use of available budget/FTEs, cross-train within and outside of departments, establish automated procedures to provide efficiency and streamline processes, improve communication across departments, prepare and plan for change in leadership as retirements occur and increase the use of technology throughout the agency.

With anticipated increased workload and to meet future workforce required skill sets, the Board must commit to developing the work skills of the current workforce as well as recruit individuals that possess the critical work skills identified below to fulfill the agency's mission and goals:

- Expert Program/Regulatory Knowledge
- Policy and Rules Development/Making
- Independent Judgment
- Customer Service
- Data Collection and Data Analysis
- Advanced Computer Skills
- Investigation
- Influencing and Negotiation Skills
- Oral Presentation and Facilitation Skills
- Research/Writing/Editing Skills
- Critical Decision Making Skills
- Team Building and Motivation
- Staff Development and Mentoring
- Detailed Oriented
- Financial and Budget Management
- Interpersonal Relationships
- Personal Responsibility
- Legislative Process
- Communication Skills

GAP ANALYSIS

A comparison of the Psychology Board's workforce supply to the agency's workforce demand reveals that there are some gaps that need to be further addressed.

- Additional Skills for Staff Needed:

Staff positions already require computer literacy and data-entry skills, however, both licensing and enforcement staff need additional training in drafting and editing correspondence and reports. For licensing staff, email is becoming increasingly important when communicating with licensees, applicants, and the general public, and will become more so as the Board seeks to further expand its online services. Reliance upon basic form letters and information provided by phone will no longer be sufficient as the shift to online services occurs. For enforcement staff, the ability to draft clear and concise reports and summaries on investigations is essential to allowing the Board to carry out its enforcement functions.

Additionally, staff need further mentoring to foster and develop the critical thinking skills and confidence needed to exercise greater independent judgment when carrying out their duties. The need for independent judgment by staff has been limited in the past, but as the agency rules and policies are refined and the workload increases, there will be greater opportunity and need for the exercise of independent judgment by staff. Such

opportunity will be contingent upon a variety of factors such as the availability of mentors within the agency, the proven ability of staff to use good judgment when making decisions, and the potential benefits and risks of allowing staff to exercise greater judgment in a given area.

- **Financial/Accounting Division:** While presently the agency has enough staff in this division, the Board does acknowledge the potential need for a replacement CFO within the next five years, should the current CFO retire. Replacing the current CFO will be extremely difficult, given her vast knowledge of the legislative process and governmental budgeting, management and critical decision making skills, detail oriented nature, and exceptional work ethic.
- **Staff Turnover Ongoing Concern:** The agency's ability to carry out its mission depends heavily on its retaining its trained, experienced staff. Relatively low staff salaries continue to make possible turnover a concern to the agency. In those situations where seasoned staff left the agency, it has become increasingly difficult to find a suitable replacement. Presently, there are several seasoned staff members who will be eligible to retire in the coming months, and should they choose to do so, will be extremely difficult to replace.

Gap Strategy Development

Gap Strategy: Reorganization of Staff Duties

Because of limited staffing in the past and a growing list of duties and functions imposed upon the agency by the legislature and other governmental entities, many of the staff positions within the agency include job duties either wholly unrelated or only loosely related to that particular position. Such a mismatch of job title and function has been necessary to carry out those tasks assigned to the agency by outside parties.

However, in an effort to realign staff positions with their more closely related duties and expectations, the agency has begun the process of reorganizing the duties assigned to each staff member into a more intuitive grouping as the opportunity presents itself. This often occurs when a replacement is sought for a staff member that has left his or her employment with the agency. As time permits, the agency will continue these reorganization efforts for those positions where no turnover has occurred.

Such changes improve efficiency by allowing staff to learn, carry out, and maintain proficiency in related or known areas.

Gap Strategy: Succession Planning

Staff Position Books

Positions at the agency have training manuals which include materials pertinent to each position including policies and procedures, as well as form letters, checklists, etc. Some positions have

such complex duties that other procedure manuals serve as the primary position books. These manuals are invaluable in training new staff persons. They are updated and added to as procedures in various areas change or are enhanced. These manuals assist with the standardization of agency functions, the cross-training of staff, and serve as valuable training resources for new staff.

Cross Training of Staff

When possible, staff are provided cross training for other positions within the agency. This is difficult to achieve because of the intricacies of each position and the resulting amount of time required to cross train for another position. Additionally, staff do not receive any kind of increased salary for cross training in other positions.

Gap Strategy: Employee Development

Staff Training

The agency hopes to assist all staff with improving their writing and editing skills by sending them to various training opportunities. However, inadequate funding for staff development and limited training opportunities make it difficult to send all those in need to training.

Staff Involvement in Rulemaking and Policy Development

Opinions and input are sought from key staff persons before changes are made to rules, policies, and procedures. This allows the agency to make full use of the expertise of staff and facilitates both development and implementation of the changes by investing the staff in the success of the changes.

Gap Strategy: Retention of Staff

Flexitime

The Board provides the options of flexitime and the 4 day work week for most positions. However, at small state agencies alternative scheduling is inherently limited because the office must remain open each weekday from 8am to 5pm. Therefore, not all staff are able to participate in these alternate work schedules. Staff are informed of the availability of these options, as well as their limitations, before they are hired.

Additionally, staff who must have second jobs are given some leeway in their work hours to accommodate their second jobs when possible. Also, in certain limited circumstances, key staff are allowed to complete work assignments from home.

Promotion from Within

When a vacancy occurs in the agency, qualified internal staff are encouraged to apply for the position. Such upward mobility of staff provides added impetus to entry level staff to perform their duties to the best of their abilities.

Gap Strategy: Increased Use of Online Services

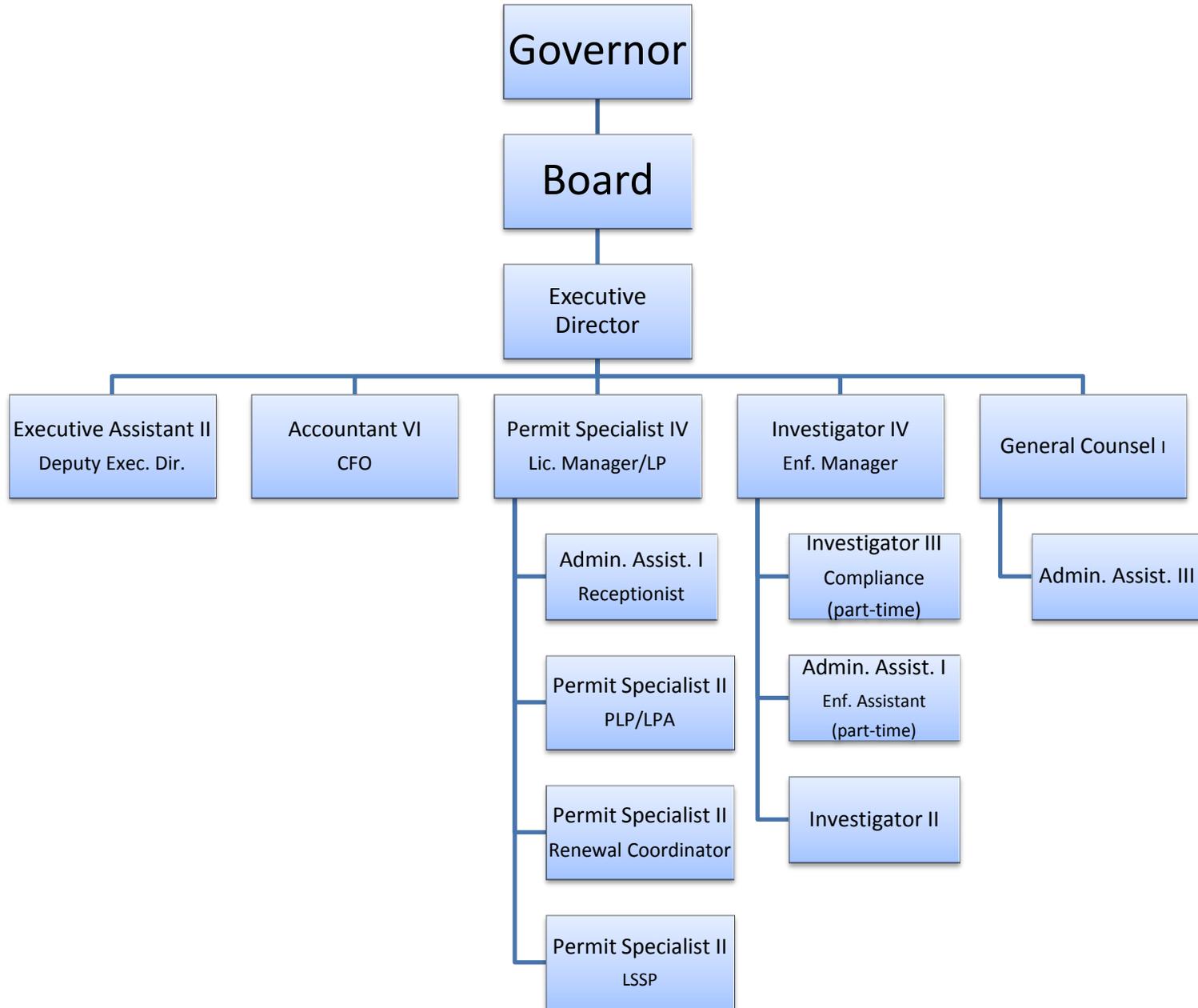
Enhanced Use of Board Website

The Board's website is the single most powerful tool for increasing efficiency and customer service that the Board has at its disposal. While the Board has most of its forms and a great deal of licensing and enforcement information on its website, it is steadily working toward making its website a comprehensive source of information easily accessible by the public 24/7.

Gap Strategy: Legislative Appropriation Request

The agency anticipates that it will request additional funding for the 2018-2019 biennium for salary increases for those staff identified as deserving a merit salary increase.

Texas State Board of Examiners of Psychologists





SURVEY OF EMPLOYEE ENGAGEMENT

Board of Examiners of Psychologists

Executive Summary

2016

Executive Summary

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 Fax (512) 471-9600

Introduction

THANK YOU for your participation in the Survey of Employee Engagement (SEE). We trust that you will find this information helpful in your leadership planning and organizational development efforts. The SEE is specifically focused on the key drivers relative to the ability to engage employees towards successfully fulfilling the vision and mission of the organization.

Inside this report, you will find many tools to assist you in understanding the engagement of your employees. Your first indication of engagement will be the response rate of your employees. From there, we share with you the overall score for your organization, averaging all survey items. You will also find a breakdown of the levels of engagement found among your employees. We have provided demographic information about the employees surveyed as well as what percent are leaving or retiring in the near future. Then, this report contains a breakdown of the scoring for each construct we surveyed, highlighting areas of strength and areas of concern. Finally, we have provided Focus Forward action items throughout the report and a timeline suggesting how to move forward with what you have learned from the survey results.

Your report represents aggregate data, but some organizations will want further information. For example, the SEE makes it possible to see results broken down by demographic groupings. We would enjoy hearing how you've used the data, and what you liked and disliked about the SEE experience. We are here to help you engage your employees in achieving your vision and mission.



Noel Landuyt
Associate Director
Institute for Organizational Excellence

Organization Profile



Board of Examiners of Psychologists

Organizational Leadership:
Darrel Spinks, Executive Director

Benchmark Categories:
Size 1: Organizations with fewer than 26 employees
Mission 8 : Regulatory

Survey Administration

Collection Period:
04/13/2016 through 04/24/2016

Survey Liaison:
Darrel Spinks
Executive Director
333 Guadalupe, Ste 2-450
Austin, TX 78701

(512) 305-7700
Executive.Director@tsbep.texas.gov

48
Primary
Items

Primary Items

The Survey of Employee Engagement (SEE) consists of a series of 48 primary items used to assess essential and fundamental aspects of how the organization functions. The items are on a 5-point scale from Strongly Disagree (1) to Strongly Agree (5).

Demographic Items

Also included on the SEE instrument are a series of items to ascertain the demography of the respondents.

Constructs

Similar items are grouped together, and their scores are averaged to produce twelve construct measures. These constructs capture the concepts most utilized by leadership and drive organizational performance and engagement.

12
Constructs



Workgroup



Strategic



Supervision



Workplace



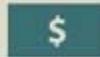
Community



Information
Systems



Internal
Communication



Pay



Benefits



Employee
Development



Job
Satisfaction



Employee
Engagement

2
Key
Scores

Overall Score

The Overall Score is an average of all survey items and represents the overall score for the organization. It is a broad indicator for comparison purposes with other entities.

Levels of Employee Engagement

Twelve items crossing several survey constructs have been selected to assess the level of engagement (high, moderate, or low) among individual employees.

0 Breakout Categories

Organizations can use breakout categories to get a cross-sectional look at specific functional or geographic areas. Your organization did not use breakout categories.

0 Additional Items

Organizations can customize their survey with up to 20 additional items. These items can target issues specific to the organization. Your organization did not use additional items.

Employee Engagement

85.7%

Response Rate

The response rate to the survey is your first indication of the level of employee engagement in your organization. Of the 14 employees invited to take the survey, 12 responded for a response rate of 85.7%. As a general rule, rates higher than 50% suggest soundness, while rates lower than 30% may indicate problems. At 85.7%, your response rate is considered high. High rates mean that employees have an investment in the organization and are willing to contribute towards making improvements within the workplace. With this level of engagement, employees have high expectations from leadership to act upon the survey results.

Overall Score

The overall score is a broad indicator for comparison purposes with other entities. Scores above 350 are desirable, and when scores dip below 300, there should be cause for concern. Scores above 400 are the product of a highly engaged workforce.



*Combined for groups with less than 20 respondents.

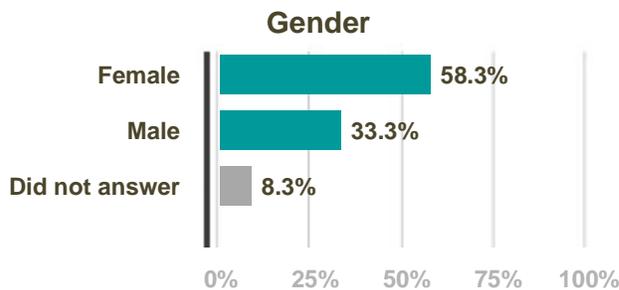
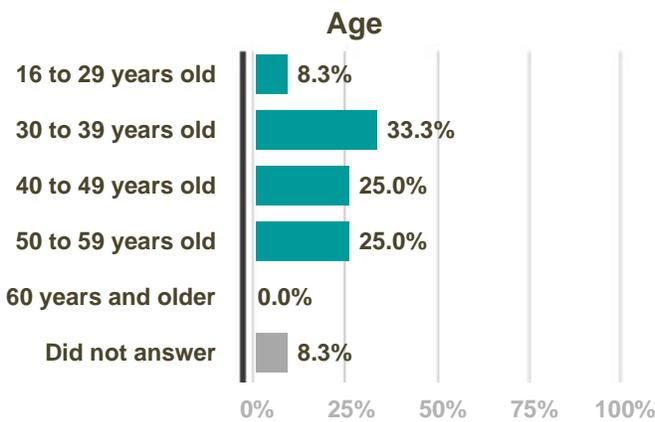
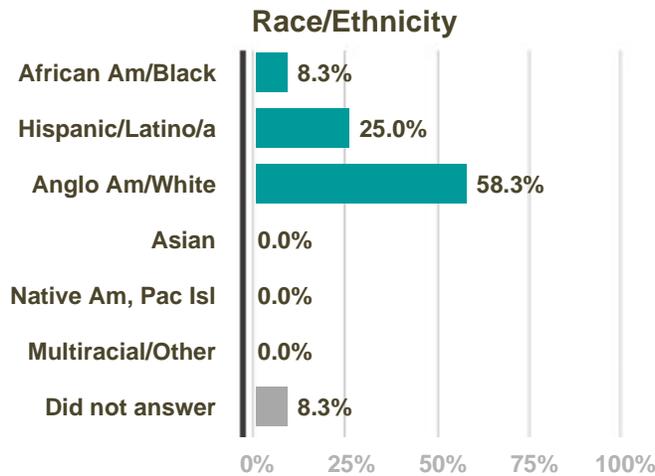
Levels of Employee Engagement

Twelve items crossing several survey constructs have been selected to assess the level of engagement among individual employees. For this organization, 25% of employees are Highly Engaged and 17% are Engaged. Moderately Engaged and Disengaged combine for 58%.

Highly Engaged employees are willing to go above and beyond in their employment. Engaged employees are more present in the workplace and show an effort to help out. Moderately Engaged employees are physically present, but put minimal effort towards accomplishing the job. Disengaged employees are disinterested in their jobs and may be actively working against their coworkers.

For comparison purposes, according to nationwide polling data, about 30% of employees are Highly Engaged or Engaged, 50% are Moderately Engaged, and 20% are Disengaged. While these numbers may seem intimidating, they offer a starting point for discussions on how to further engage employees. Focus on building trust, encouraging the expression of ideas, and providing employees with the resources, guidance, and training they need to do their best work.

Examining demographic data is an important aspect of determining the level of consensus and shared viewpoints across the organization. A diverse workforce helps ensure that different ideas are understood, and that those served see the organization as representative of the community. Gender, race/ethnicity, and age are just a few ways to measure diversity. While percentages can vary among different organizations, extreme imbalances should be a cause for concern.



FOCUS FORWARD >>>

8% CAN RETIRE

This percentage of respondents indicated that they are eligible for retirement, or will be within the next two years.

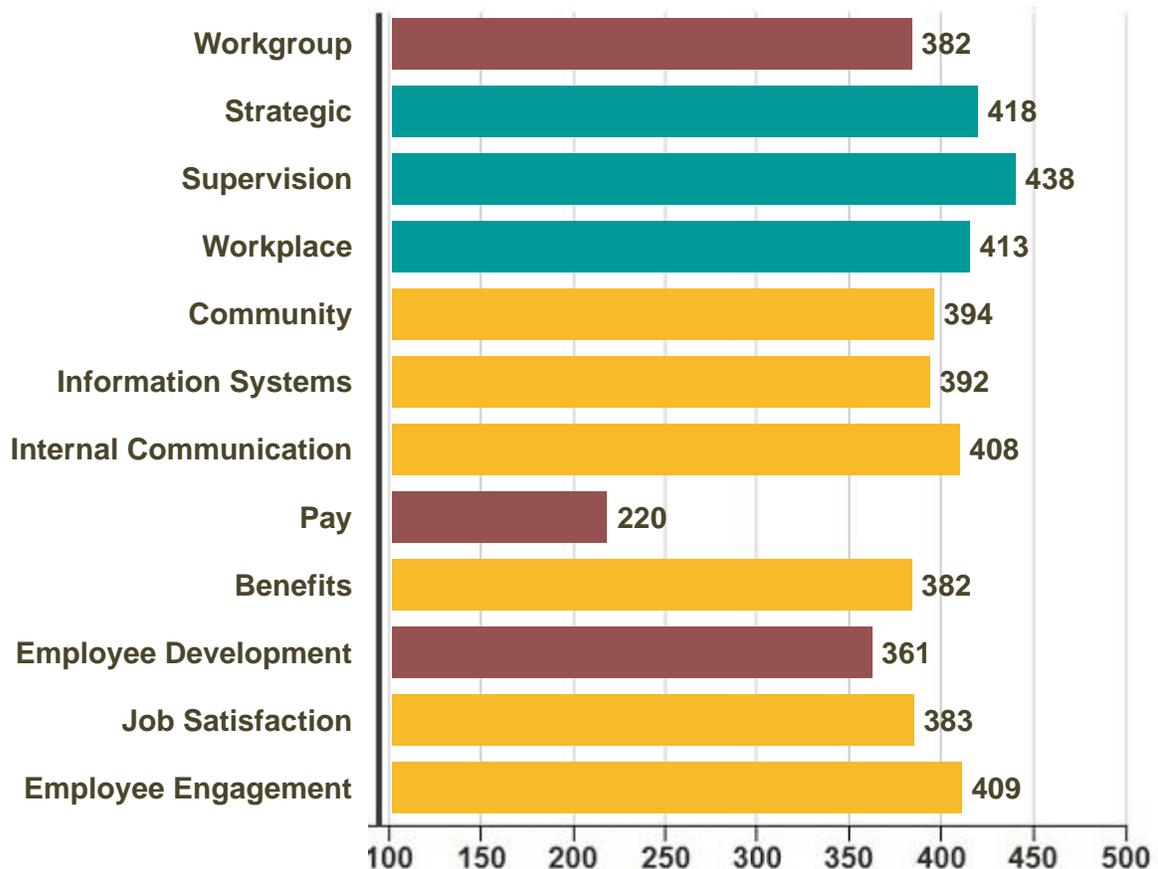
Similar items are grouped together and their scores are averaged and multiplied by 100 to produce 12 construct measures. These constructs capture the concepts most utilized by leadership and drive organizational performance and engagement.

Each construct is displayed below with its corresponding score. Constructs have been coded below to highlight the organization's areas of strength and concern. The three highest are green, the three lowest are red, and all others are yellow. Scores typically range from 300 to 400, and 350 is a tipping point between positive and negative perceptions. The lowest score for a construct is 100, while the highest is 500.

FOCUS FORWARD >>>

Every organization faces different challenges depending on working conditions, resources, and job characteristics. On the next page, we highlight the constructs that are relative strengths and concerns for your organization. While it is important to examine areas of concern, this is also an opportunity to recognize and celebrate areas that employees have judged to be strengths. All organizations start in a different place, and there is always room for improvement within each area.

Constructs



Areas of Strength and Concern

Areas of Strength



Supervision

Score: 438

The supervision construct captures employees' perceptions of the nature of supervisory relationships within the organization. Higher scores suggest that employees view their supervisors as fair, helpful and critical to the flow of work.



Strategic

Score: 418

The strategic construct captures employees' perceptions of their role in the organization and the organization's mission, vision, and strategic plan. Higher scores suggest that employees understand their role in the organization and consider the organization's reputation to be positive.



Workplace

Score: 413

The workplace construct captures employees' perceptions of the total work atmosphere, the degree to which they consider it safe, and the overall feel. Higher scores suggest that employees see the setting as satisfactory, safe and that adequate tools and resources are available.

Areas of Concern



Pay

Score: 220

The pay construct captures employees' perceptions about how well the compensation package offered by the organization holds up when compared to similar jobs in other organizations. Lower scores suggest that pay is a central concern or reason for discontent and is not comparable to similar organizations.



Employee Development

Score: 361

The employee development construct captures employees' perceptions about the priority given to their personal and job growth needs. Lower scores suggest that employees feel stymied in their education and growth in job competence.



Workgroup

Score: 382

The workgroup construct captures employees' perceptions of the people they work with on a daily basis and their effectiveness. Lower scores suggest that employees may have issues with cooperation, incorporating members' opinions and effectiveness of the work processes.

The climate in which employees work does, to a large extent, determine the efficiency and effectiveness of an organization. The appropriate climate is a combination of a safe, non-harassing environment with ethical abiding employees who treat each other with fairness and respect. Moreover, it is an organization with proactive management that communicates and has the capability to make thoughtful decisions. Below are the percentages of employees who marked disagree or strongly disagree for each of the 6 climate items.

<p>8.3%</p> <p>feel there aren't enough opportunities to give supervisor feedback.</p> <p>Leadership skills should be evaluated and sharpened on a regular basis. Consider implementing 360 Degree Leadership Evaluations so supervisors can get feedback from their boss, peers, and direct reports.</p>	<p>0.0%</p> <p>feel they are not treated fairly in the workplace.</p> <p>Favoritism can negatively affect morale and cause resentment among employees. When possible, ensure responsibilities and opportunities are being shared evenly and appropriately.</p>	<p>Highest Level of Disagreement</p> 
<p>0.0%</p> <p>feel that upper management should communicate better.</p> <p>Upper management should make efforts to be visible and accessible, as well as utilize intranet/internet sites, email, and social media as appropriate to keep employees informed.</p>	<p>0.0%</p> <p>believe the information from this survey will go unused.</p> <p>Conducting the survey creates momentum and interest in organizational improvement, so it's critical that leadership acts upon the data and keeps employees informed of changes as they occur.</p>	
<p>0.0%</p> <p>feel there are issues with ethics in the workplace.</p> <p>An ethical climate is the foundation of building trust within an organization. Reinforce the importance of ethical behavior to employees, and ensure there are appropriate channels to handle ethical violations.</p>	<p>0.0%</p> <p>feel workplace harassment is not adequately addressed.</p> <p>While no amount of harassment is desirable within an organization, percentages above 5% require a serious look at workplace culture and the policies for dealing with harassment.</p>	 <p>Lowest Level of Disagreement</p>

FOCUS FORWARD >>>

After the survey data has been compiled, the results are returned approximately one to two months after data collection stops. Survey results are provided in several formats to provide maximum flexibility in interpreting the data and sharing the data with the entire organization. The quick turnaround in reporting allows for immediate action upon the results while they are still current.

Survey Results Received

Executive Summaries, Data Reports, and Excel data are provided for the organization as a whole and for breakout categories. Any of these formats can be used alone or in combination to create rich information on which employees can base their ideas for change.



MAY
2016

JUN
2016



Review Survey Data

Review the data and summaries with the executive staff, and develop a plan for circulating the data to all employees. Several types of benchmark scores provide relevant external comparisons, and breakdown categories can be used to make internal comparisons.

Share with All Employees

Share results by creating reports, newsletters, or PowerPoint presentations providing data along with illustrations pertinent to the organization. Have employees participate in small work unit groups to review reports as they are distributed.



JUL
2016

AUG
2016



Engage Employees in Change

Designate the Change Team composed of a diagonal slice across the organization that will guide the effort. Review the organization's strengths and brainstorm on how to best address weaknesses. Provide employees with comment cards to express their ideas.

Move Forward with Change

Have the Change Team compile the priority change topics and action points, and present them to the executive staff. Discuss the administrative protocols for implementing the changes. Determine the plan of action, set a reasonable timeline, and keep employees informed of changes.



OCT
2016

DEC
2016



Sharpen Your Focus

Further data breakdowns and custom reports are available. We also offer leadership assessments, employee pulse and exit surveys, and customer satisfaction surveys. Consultation time for presentations and focus groups is available as well. Please contact us at any time: www.survey.utexas.edu

Resurvey

Administer the Survey of Employee Engagement again to document the effectiveness of your change efforts.



FEB
2018

Demographic Items

Survey respondent information reports the response rate and frequency information for all demographic variables that were asked of participants. Response Rate is a good indicator of employees' willingness to engage in efforts to improve the organization. Scope of Participation is a gauge to see whether or not employees by demographic characteristics participated in the survey.

Response Rate

Your response rate is the percentage of surveys distributed divided by the number of valid surveys received. For category reports, we only report the response rate for the organization as a whole.

What is a good response rate?

If your organization sampled employees, the answer must take into consideration size, sampling strategy, variance, and error tolerance. When all employees are surveyed (census), a general rule for organizations of at least 500, is that a 30% rate is a low, but an acceptable level of response. In general, response rates of greater than 50% (regardless of number of employees) indicate a strong level of participation.

What about non-respondents?

First, you should review the scope of participation discussed in the following paragraph. Second, you need to ascertain whether or not a more focused effort is needed to determine why some groups did not respond.

Scope of Participation

Respondent information is used as a gauge of the scope of participation. For example, the percentages of male and female respondents should roughly mirror your organization's gender composition. This should be true for the other demographic categories. If not, consider whether or not additional efforts need to be made to engage those low participating categories. It is important to note the following:

- If less than five respondents selected a demographic variable, "Less Than Five" and "Not Available" is reported to protect the respondents' anonymity.
- Participants have the option to skip items or select prefer not to answer. Both of these non-responses are combined to give a total "Prefer not to answer" count.

Demographic Items

Total Respondents: 12
 Surveys Distributed: 14
 Response Rate: 85.71%

	Number of Survey Respondents	Percent of Survey Respondents
--	------------------------------------	-------------------------------------

My highest education level

Did not finish high school:	Less than 5	Not Available
High school diploma (or GED):	Less than 5	Not Available
Some college:	Less than 5	Not Available
Associate's Degree:	Less than 5	Not Available
Bachelor's Degree:	6	50.00%
Master's Degree:	Less than 5	Not Available
Doctoral Degree:	Less than 5	Not Available
Prefer not to answer:	Less than 5	Not Available

I am

Female:	7	58.33%
Male:	Less than 5	Not Available
Prefer not to answer:	Less than 5	Not Available

My annual salary (before taxes)

Less than \$15,000:	Less than 5	Not Available
\$15,000-\$25,000:	Less than 5	Not Available
\$25,001-\$35,000:	Less than 5	Not Available
\$35,001-\$45,000:	Less than 5	Not Available
\$45,001-\$50,000:	Less than 5	Not Available
\$50,001-\$60,000:	Less than 5	Not Available
\$60,001-\$75,000:	Less than 5	Not Available
More than \$75,000:	Less than 5	Not Available
Prefer not to answer:	Less than 5	Not Available

My age (in years)

16-29:	Less than 5	Not Available
30-39:	Less than 5	Not Available
40-49:	Less than 5	Not Available
50-59:	Less than 5	Not Available
60+:	Less than 5	Not Available
Prefer not to answer:	Less than 5	Not Available

Demographic Items

Total Respondents: 12
 Surveys Distributed: 14
 Response Rate: 85.71%

	Number of Survey Respondents	Percent of Survey Respondents
--	------------------------------	-------------------------------

Years of service with this organization

Less than 1:	Less than 5	Not Available
1-2:	Less than 5	Not Available
3-5:	Less than 5	Not Available
6-10:	Less than 5	Not Available
11-15:	Less than 5	Not Available
16+:	Less than 5	Not Available
Prefer not to answer:	Less than 5	Not Available

My race/ethnic identification

African-American or Black:	Less than 5	Not Available
Hispanic or Latino/a:	Less than 5	Not Available
Anglo-American or White:	7	58.33%
Asian:	Less than 5	Not Available
American Indian or Pacific Islander:	Less than 5	Not Available
Multiracial or Other:	Less than 5	Not Available
Prefer not to answer:	Less than 5	Not Available

I am currently in a supervisory role.

Yes:	Less than 5	Not Available
No:	8	66.67%
Prefer not to answer:	Less than 5	Not Available

I received a promotion during the past two years.

Yes:	Less than 5	Not Available
No:	11	91.67%
Prefer not to answer:	Less than 5	Not Available

I received a merit increase during the past two years.

Yes:	9	75.00%
No:	Less than 5	Not Available
Prefer not to answer:	Less than 5	Not Available

Demographic Items

Total Respondents: 12
 Surveys Distributed: 14
 Response Rate: 85.71%

**Number
 of Survey
 Respondents**

**Percent
 of Survey
 Respondents**

I plan to be working for this organization in one year.

Yes:	9	75.00%
No:	Less than 5	Not Available
Prefer not to answer:	Less than 5	Not Available

I am eligible for retirement within the next two years.

Yes:	Less than 5	Not Available
No:	11	91.67%
Prefer not to answer:	Less than 5	Not Available

Primary Items

For the primary items (numbered 1-48), participants were asked to indicate how they agreed with each positively phrased statement. If participants did not have information or the item did not apply, they were to select don't know/not applicable.

Each primary item is returned with the item text and two types of reported numerical data, response data and benchmark data. The following definitions correspond to survey items:

Response Data

- **Score** is calculated by averaging all item responses on a five point scale ranging from 5=Strongly Agree to 1=Strongly Disagree. If the participant selected Don't Know/Not Applicable, their response is considered a valid response, but it is not used in the calculation of the score.
- **Standard Deviation** calculates the level of agreement. Large deviations indicate greater levels of disagreement. For this report, you can expect standard deviations to be between .7 and 1.10.
- **Total Respondents** is the number of valid responses including Don't Know/Not Applicable. If everyone did not answer every item, the number of respondents for an item is less than the number of respondents reported in your response rate.
- **Respondents** is the number of participants who selected each item (strongly agree, agree, etc.).
- **Percentage** is the number of participants who selected each item (strongly agree, agree, etc.) divided by the total number of valid responses.
- **Percent Agreement** is the number of participants who agreed with the item (strongly agree or agree) divided by the total number of valid responses.

Benchmark Data

- **Past Score** is your organization's score reported from the previous iteration, if available.
- **Similar Mission** is the average score from organizations that share a similar mission to your organization.
- **Similar Size** is the average score from organizations that are a similar size to your organization.
- **All Organizations** is the average score from all organizations.
- **Organizational Categories** are benchmarked against the organization as a whole.

Interpreting Data

Any interpretation of data must be done in context of the organizational setting and environmental factors impacting the organization. Regardless of the averages, scores range from areas of strength to areas of concern. In general, most scores are between 3.00 and 4.00. Scores below a 3.25 are of concern because they indicate general dissatisfaction. Scores above 3.75 indicate positive perceptions. When available, over time data provides previous scores from and benchmark data comparative scores. In general (because various factors and statistical test would be needed to confirm), scores that have changed or differ by .2 may be significant.

Primary Items

	1. My work group cooperates to get the job done.	92% Agreement																					
		SCORE: 4.08 Std. Dev.: 0.79 Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>3</td> <td>8</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>25.00%</td> <td>66.67%</td> <td>0.00%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	3	8	0	1	0	0	Percentage:	25.00%	66.67%	0.00%	8.33%	0.00%	0.00%	BENCHMARKS Past Score: None Similar Mission: 4.20 Similar Size: 4.23 All Orgs: 4.18
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	3	8	0	1	0	0																	
Percentage:	25.00%	66.67%	0.00%	8.33%	0.00%	0.00%																	
	2. In my work group, my opinions and ideas count.	92% Agreement																					
		SCORE: 4.08 Std. Dev.: 0.79 Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>3</td> <td>8</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>25.00%</td> <td>66.67%</td> <td>0.00%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	3	8	0	1	0	0	Percentage:	25.00%	66.67%	0.00%	8.33%	0.00%	0.00%	BENCHMARKS Past Score: None Similar Mission: 3.81 Similar Size: 4.00 All Orgs: 3.70
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	3	8	0	1	0	0																	
Percentage:	25.00%	66.67%	0.00%	8.33%	0.00%	0.00%																	
	3. My work group regularly uses performance data to improve the quality of our work.	50% Agreement																					
		SCORE: 3.18 Std. Dev.: 1.25 Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1</td> <td>5</td> <td>1</td> <td>3</td> <td>1</td> <td>1</td> </tr> <tr> <td>Percentage:</td> <td>8.33%</td> <td>41.67%</td> <td>8.33%</td> <td>25.00%</td> <td>8.33%</td> <td>8.33%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1	5	1	3	1	1	Percentage:	8.33%	41.67%	8.33%	25.00%	8.33%	8.33%	BENCHMARKS Past Score: None Similar Mission: 3.72 Similar Size: 3.79 All Orgs: 3.60
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	1	5	1	3	1	1																	
Percentage:	8.33%	41.67%	8.33%	25.00%	8.33%	8.33%																	
	4. In my work group, there is a real feeling of teamwork.	75% Agreement																					
		SCORE: 3.92 Std. Dev.: 0.90 Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>3</td> <td>6</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>25.00%</td> <td>50.00%</td> <td>16.67%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	3	6	2	1	0	0	Percentage:	25.00%	50.00%	16.67%	8.33%	0.00%	0.00%	BENCHMARKS Past Score: None Similar Mission: 3.87 Similar Size: 3.93 All Orgs: 3.82
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	3	6	2	1	0	0																	
Percentage:	25.00%	50.00%	16.67%	8.33%	0.00%	0.00%																	

Primary Items

	5. Our organization is known for the quality of work we provide.	58% Agreement																					
		SCORE: 4.22 Std. Dev.: 0.83 Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>4</td> <td>3</td> <td>2</td> <td>0</td> <td>0</td> <td>3</td> </tr> <tr> <td>Percentage:</td> <td>33.33%</td> <td>25.00%</td> <td>16.67%</td> <td>0.00%</td> <td>0.00%</td> <td>25.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	4	3	2	0	0	3	Percentage:	33.33%	25.00%	16.67%	0.00%	0.00%	25.00%	BENCHMARKS Past Score: None Similar Mission: 3.97 Similar Size: 4.16 All Orgs: 3.93
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	4	3	2	0	0	3																	
Percentage:	33.33%	25.00%	16.67%	0.00%	0.00%	25.00%																	
	6. I know how my work impacts others in the organization.	92% Agreement																					
		SCORE: 4.25 Std. Dev.: 0.62 Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>4</td> <td>7</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>33.33%</td> <td>58.33%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	4	7	1	0	0	0	Percentage:	33.33%	58.33%	8.33%	0.00%	0.00%	0.00%	BENCHMARKS Past Score: None Similar Mission: 4.21 Similar Size: 4.22 All Orgs: 4.12
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	4	7	1	0	0	0																	
Percentage:	33.33%	58.33%	8.33%	0.00%	0.00%	0.00%																	
	7. My organization develops services to match the needs of our customers/clients.	83% Agreement																					
		SCORE: 4.09 Std. Dev.: 0.54 Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>8</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>66.67%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>8.33%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	8	1	0	0	1	Percentage:	16.67%	66.67%	8.33%	0.00%	0.00%	8.33%	BENCHMARKS Past Score: None Similar Mission: 4.05 Similar Size: 4.26 All Orgs: 3.97
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	2	8	1	0	0	1																	
Percentage:	16.67%	66.67%	8.33%	0.00%	0.00%	8.33%																	
	8. Our organization communicates effectively with the public.	83% Agreement																					
		SCORE: 4.08 Std. Dev.: 0.67 Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>3</td> <td>7</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>25.00%</td> <td>58.33%</td> <td>16.67%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	3	7	2	0	0	0	Percentage:	25.00%	58.33%	16.67%	0.00%	0.00%	0.00%	BENCHMARKS Past Score: None Similar Mission: 4.12 Similar Size: 4.29 All Orgs: 3.97
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	3	7	2	0	0	0																	
Percentage:	25.00%	58.33%	16.67%	0.00%	0.00%	0.00%																	

Primary Items

	9. I have a good understanding of our mission, vision, and strategic plan.	92% Agreement																											
<div style="background-color: #008080; color: white; padding: 5px; text-align: center;">92% Agreement</div>		SCORE: 4.25 Std. Dev.: 0.62 Total Respondents: 12																											
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Strongly Agree</th> <th style="width: 15%;">Agree</th> <th style="width: 15%;">Neutral</th> <th style="width: 15%;">Disagree</th> <th style="width: 15%;">Strongly Disagree</th> <th style="width: 15%;">Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Response:</td> <td>Agree</td> <td>Agree</td> <td>Neutral</td> <td>Disagree</td> <td>Strongly Disagree</td> <td>Don't Know/NA</td> </tr> <tr> <td>Respondents:</td> <td>4</td> <td>7</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>33.33%</td> <td>58.33%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	4	7	1	0	0	0	Percentage:	33.33%	58.33%	8.33%	0.00%	0.00%	0.00%	BENCHMARKS Past Score: None Similar Mission: 4.20 Similar Size: 4.33 All Orgs: 4.13
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																							
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																							
Respondents:	4	7	1	0	0	0																							
Percentage:	33.33%	58.33%	8.33%	0.00%	0.00%	0.00%																							
	10. My supervisor provides me with a clear understanding of my work responsibilities.	92% Agreement																											
<div style="background-color: #008080; color: white; padding: 5px; text-align: center;">92% Agreement</div>		SCORE: 4.33 Std. Dev.: 0.65 Total Respondents: 12																											
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																							
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																							
Respondents:	5	6	1	0	0	0																							
Percentage:	41.67%	50.00%	8.33%	0.00%	0.00%	0.00%																							
	11. My supervisor recognizes outstanding work.	92% Agreement																											
<div style="background-color: #008080; color: white; padding: 5px; text-align: center;">92% Agreement</div>		SCORE: 4.50 Std. Dev.: 0.67 Total Respondents: 12																											
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Strongly Agree</th> <th style="width: 15%;">Agree</th> <th style="width: 15%;">Neutral</th> <th style="width: 15%;">Disagree</th> <th style="width: 15%;">Strongly Disagree</th> <th style="width: 15%;">Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Response:</td> <td>Agree</td> <td>Agree</td> <td>Neutral</td> <td>Disagree</td> <td>Strongly Disagree</td> <td>Don't Know/NA</td> </tr> <tr> <td>Respondents:</td> <td>7</td> <td>4</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>58.33%</td> <td>33.33%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	7	4	1	0	0	0	Percentage:	58.33%	33.33%	8.33%	0.00%	0.00%	0.00%	BENCHMARKS Past Score: None Similar Mission: 4.01 Similar Size: 4.11 All Orgs: 3.95
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																							
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																							
Respondents:	7	4	1	0	0	0																							
Percentage:	58.33%	33.33%	8.33%	0.00%	0.00%	0.00%																							
	12. I am given the opportunity to do my best work.	92% Agreement																											
<div style="background-color: #008080; color: white; padding: 5px; text-align: center;">92% Agreement</div>		SCORE: 4.42 Std. Dev.: 0.67 Total Respondents: 12																											
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Strongly Agree</th> <th style="width: 15%;">Agree</th> <th style="width: 15%;">Neutral</th> <th style="width: 15%;">Disagree</th> <th style="width: 15%;">Strongly Disagree</th> <th style="width: 15%;">Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Response:</td> <td>Agree</td> <td>Agree</td> <td>Neutral</td> <td>Disagree</td> <td>Strongly Disagree</td> <td>Don't Know/NA</td> </tr> <tr> <td>Respondents:</td> <td>6</td> <td>5</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>50.00%</td> <td>41.67%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	6	5	1	0	0	0	Percentage:	50.00%	41.67%	8.33%	0.00%	0.00%	0.00%	BENCHMARKS Past Score: None Similar Mission: 4.16 Similar Size: 4.25 All Orgs: 4.09
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																							
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																							
Respondents:	6	5	1	0	0	0																							
Percentage:	50.00%	41.67%	8.33%	0.00%	0.00%	0.00%																							



13. My supervisor is consistent when administering policies concerning employees.

75% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	5	4	2	1	0	0
Percentage:	41.67%	33.33%	16.67%	8.33%	0.00%	0.00%

75% Agreement

SCORE: 4.08

Std. Dev.: 1.00

Total Respondents: 12

BENCHMARKS

Past Score: None

Similar Mission: 3.89

Similar Size: 4.08

All Orgs: 3.85



14. My supervisor evaluates my performance fairly.

100% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	7	5	0	0	0	0
Percentage:	58.33%	41.67%	0.00%	0.00%	0.00%	0.00%

100% Agreement

SCORE: 4.58

Std. Dev.: 0.52

Total Respondents: 12

BENCHMARKS

Past Score: None

Similar Mission: 3.95

Similar Size: 4.03

All Orgs: 3.86



15. Given the type of work I do, my physical workplace meets my needs.

92% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	5	6	1	0	0	0
Percentage:	41.67%	50.00%	8.33%	0.00%	0.00%	0.00%

92% Agreement

SCORE: 4.33

Std. Dev.: 0.65

Total Respondents: 12

BENCHMARKS

Past Score: None

Similar Mission: 4.08

Similar Size: 4.19

All Orgs: 3.98



16. My workplace is well maintained.

83% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	4	6	2	0	0	0
Percentage:	33.33%	50.00%	16.67%	0.00%	0.00%	0.00%

83% Agreement

SCORE: 4.17

Std. Dev.: 0.72

Total Respondents: 12

BENCHMARKS

Past Score: None

Similar Mission: 3.88

Similar Size: 4.08

All Orgs: 3.82



17. There are sufficient procedures to ensure the safety of employees in the workplace.

92% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	5	6	1	0	0	0
Percentage:	41.67%	50.00%	8.33%	0.00%	0.00%	0.00%

92% Agreement

SCORE: 4.33

Std. Dev.: 0.65

Total Respondents: 12

BENCHMARKS

Past Score: None

Similar Mission: 4.09

Similar Size: 4.30

All Orgs: 4.02



18. I have adequate resources and equipment to do my job.

67% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	2	6	3	0	1	0
Percentage:	16.67%	50.00%	25.00%	0.00%	8.33%	0.00%

67% Agreement

SCORE: 3.67

Std. Dev.: 1.07

Total Respondents: 12

BENCHMARKS

Past Score: None

Similar Mission: 4.02

Similar Size: 4.19

All Orgs: 3.91



19. The people I work with treat each other with respect.

83% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	3	7	1	0	1	0
Percentage:	25.00%	58.33%	8.33%	0.00%	8.33%	0.00%

83% Agreement

SCORE: 3.92

Std. Dev.: 1.08

Total Respondents: 12

BENCHMARKS

Past Score: None

Similar Mission: 3.90

Similar Size: 3.87

All Orgs: 3.87



20. My organization works to attract, develop, and retain people with diverse backgrounds.

58% Agreement

Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA
Respondents:	4	3	4	0	0	1
Percentage:	33.33%	25.00%	33.33%	0.00%	0.00%	8.33%

58% Agreement

SCORE: 4.00

Std. Dev.: 0.89

Total Respondents: 12

BENCHMARKS

Past Score: None

Similar Mission: 3.86

Similar Size: 4.09

All Orgs: 3.76

Primary Items

 <p>21. The people I work with care about my personal well-being.</p> <p style="text-align: center;">83% Agreement</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: teal;">Strongly Agree</th> <th style="color: teal;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: teal;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>8</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>66.67%</td> <td>8.33%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	8	1	1	0	0	Percentage:	16.67%	66.67%	8.33%	8.33%	0.00%	0.00%	<p style="text-align: center; color: teal;">83% Agreement</p> <p>SCORE: 3.92</p> <p>Std. Dev.: 0.79</p> <p>Total Respondents: 12</p> <p>BENCHMARKS</p> <p>Past Score: None</p> <p>Similar Mission: None</p> <p>Similar Size: None</p> <p>All Orgs: None</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	2	8	1	1	0	0																
Percentage:	16.67%	66.67%	8.33%	8.33%	0.00%	0.00%																
 <p>22. I trust the people in my workplace.</p> <p style="text-align: center;">83% Agreement</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: teal;">Strongly Agree</th> <th style="color: teal;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: teal;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>8</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>66.67%</td> <td>8.33%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	8	1	1	0	0	Percentage:	16.67%	66.67%	8.33%	8.33%	0.00%	0.00%	<p style="text-align: center; color: teal;">83% Agreement</p> <p>SCORE: 3.92</p> <p>Std. Dev.: 0.79</p> <p>Total Respondents: 12</p> <p>BENCHMARKS</p> <p>Past Score: None</p> <p>Similar Mission: None</p> <p>Similar Size: None</p> <p>All Orgs: None</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	2	8	1	1	0	0																
Percentage:	16.67%	66.67%	8.33%	8.33%	0.00%	0.00%																
 <p>23. My work group uses the latest technologies to communicate and interact.</p> <p style="text-align: center;">50% Agreement</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: teal;">Strongly Agree</th> <th style="color: teal;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: teal;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>4</td> <td>4</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>33.33%</td> <td>33.33%</td> <td>16.67%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	4	4	2	0	0	Percentage:	16.67%	33.33%	33.33%	16.67%	0.00%	0.00%	<p style="text-align: center; color: teal;">50% Agreement</p> <p>SCORE: 3.50</p> <p>Std. Dev.: 1.00</p> <p>Total Respondents: 12</p> <p>BENCHMARKS</p> <p>Past Score: None</p> <p>Similar Mission: 3.70</p> <p>Similar Size: 3.73</p> <p>All Orgs: 3.58</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	2	4	4	2	0	0																
Percentage:	16.67%	33.33%	33.33%	16.67%	0.00%	0.00%																
 <p>24. Our computer systems provide reliable information.</p> <p style="text-align: center;">100% Agreement</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: teal;">Strongly Agree</th> <th style="color: teal;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: teal;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>83.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	10	0	0	0	0	Percentage:	16.67%	83.33%	0.00%	0.00%	0.00%	0.00%	<p style="text-align: center; color: teal;">100% Agreement</p> <p>SCORE: 4.17</p> <p>Std. Dev.: 0.39</p> <p>Total Respondents: 12</p> <p>BENCHMARKS</p> <p>Past Score: None</p> <p>Similar Mission: 3.90</p> <p>Similar Size: 4.07</p> <p>All Orgs: 3.80</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	2	10	0	0	0	0																
Percentage:	16.67%	83.33%	0.00%	0.00%	0.00%	0.00%																

Primary Items

 <p>25. Support is available for the technologies we use.</p> <p style="text-align: center;">83% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1</td> <td>9</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>8.33%</td> <td>75.00%</td> <td>16.67%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1	9	2	0	0	0	Percentage:	8.33%	75.00%	16.67%	0.00%	0.00%	0.00%	<p style="text-align: right;">83% Agreement</p> <p>SCORE: 3.92</p> <p>Std. Dev.: 0.52</p> <p>Total Respondents: 12</p> <p>BENCHMARKS</p> <p>Past Score: None</p> <p>Similar Mission: None</p> <p>Similar Size: None</p> <p>All Orgs: None</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1	9	2	0	0	0																
Percentage:	8.33%	75.00%	16.67%	0.00%	0.00%	0.00%																
 <p>26. Our computer systems enable me to quickly find the information I need.</p> <p style="text-align: center;">100% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>1</td> <td>11</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>8.33%</td> <td>91.67%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1	11	0	0	0	0	Percentage:	8.33%	91.67%	0.00%	0.00%	0.00%	0.00%	<p style="text-align: right;">100% Agreement</p> <p>SCORE: 4.08</p> <p>Std. Dev.: 0.29</p> <p>Total Respondents: 12</p> <p>BENCHMARKS</p> <p>Past Score: None</p> <p>Similar Mission: 3.73</p> <p>Similar Size: 3.94</p> <p>All Orgs: 3.61</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	1	11	0	0	0	0																
Percentage:	8.33%	91.67%	0.00%	0.00%	0.00%	0.00%																
 <p>27. The communication channels I must go through at work are reasonable.</p> <p style="text-align: center;">100% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>4</td> <td>8</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>33.33%</td> <td>66.67%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	4	8	0	0	0	0	Percentage:	33.33%	66.67%	0.00%	0.00%	0.00%	0.00%	<p style="text-align: right;">100% Agreement</p> <p>SCORE: 4.33</p> <p>Std. Dev.: 0.49</p> <p>Total Respondents: 12</p> <p>BENCHMARKS</p> <p>Past Score: None</p> <p>Similar Mission: 3.86</p> <p>Similar Size: 3.99</p> <p>All Orgs: 3.70</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	4	8	0	0	0	0																
Percentage:	33.33%	66.67%	0.00%	0.00%	0.00%	0.00%																
 <p>28. My work atmosphere encourages open and honest communication.</p> <p style="text-align: center;">83% Agreement</p> <table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>3</td> <td>7</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>25.00%</td> <td>58.33%</td> <td>8.33%</td> <td>0.00%</td> <td>8.33%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	3	7	1	0	1	0	Percentage:	25.00%	58.33%	8.33%	0.00%	8.33%	0.00%	<p style="text-align: right;">83% Agreement</p> <p>SCORE: 3.92</p> <p>Std. Dev.: 1.08</p> <p>Total Respondents: 12</p> <p>BENCHMARKS</p> <p>Past Score: None</p> <p>Similar Mission: 3.68</p> <p>Similar Size: 3.77</p> <p>All Orgs: 3.57</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	3	7	1	0	1	0																
Percentage:	25.00%	58.33%	8.33%	0.00%	8.33%	0.00%																

Primary Items

	29. The communications I receive at work are timely and informative.	75% Agreement																					
		<p>SCORE: 4.00 Std. Dev.: 0.74 Total Respondents: 12</p> <p>BENCHMARKS Past Score: None Similar Mission: None Similar Size: None All Orgs: None</p>																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>3</td> <td>6</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>25.00%</td> <td>50.00%</td> <td>25.00%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	3	6	3	0	0	0	Percentage:	25.00%	50.00%	25.00%	0.00%	0.00%	0.00%		
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	3	6	3	0	0	0																	
Percentage:	25.00%	50.00%	25.00%	0.00%	0.00%	0.00%																	
	30. My pay keeps pace with the cost of living.	8% Agreement																					
		<p>SCORE: 2.09 Std. Dev.: 1.04 Total Respondents: 12</p> <p>BENCHMARKS Past Score: None Similar Mission: 2.78 Similar Size: 2.86 All Orgs: 2.50</p>																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>0</td> <td>1</td> <td>3</td> <td>3</td> <td>4</td> <td>1</td> </tr> <tr> <td>Percentage:</td> <td>0.00%</td> <td>8.33%</td> <td>25.00%</td> <td>25.00%</td> <td>33.33%</td> <td>8.33%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	0	1	3	3	4	1	Percentage:	0.00%	8.33%	25.00%	25.00%	33.33%	8.33%		
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	0	1	3	3	4	1																	
Percentage:	0.00%	8.33%	25.00%	25.00%	33.33%	8.33%																	
	31. Salaries are competitive with similar jobs in the community.	0% Agreement																					
		<p>SCORE: 2.00 Std. Dev.: 0.74 Total Respondents: 12</p> <p>BENCHMARKS Past Score: None Similar Mission: 2.74 Similar Size: 2.86 All Orgs: 2.56</p>																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>0</td> <td>0</td> <td>3</td> <td>6</td> <td>3</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>0.00%</td> <td>0.00%</td> <td>25.00%</td> <td>50.00%</td> <td>25.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	0	0	3	6	3	0	Percentage:	0.00%	0.00%	25.00%	50.00%	25.00%	0.00%		
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	0	0	3	6	3	0																	
Percentage:	0.00%	0.00%	25.00%	50.00%	25.00%	0.00%																	
	32. I feel I am paid fairly for the work I do.	8% Agreement																					
		<p>SCORE: 2.50 Std. Dev.: 0.91 Total Respondents: 12</p> <p>BENCHMARKS Past Score: None Similar Mission: 3.03 Similar Size: 3.12 All Orgs: 2.81</p>																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>0</td> <td>1</td> <td>6</td> <td>3</td> <td>2</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>0.00%</td> <td>8.33%</td> <td>50.00%</td> <td>25.00%</td> <td>16.67%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	0	1	6	3	2	0	Percentage:	0.00%	8.33%	50.00%	25.00%	16.67%	0.00%		
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	0	1	6	3	2	0																	
Percentage:	0.00%	8.33%	50.00%	25.00%	16.67%	0.00%																	

Primary Items

	33. Retirement benefits are competitive with similar jobs in the community.	58% Agreement																					
58% Agreement		SCORE: 3.82																					
		Std. Dev.: 0.75																					
		Total Respondents: 12																					
		BENCHMARKS																					
		Past Score: None																					
		Similar Mission: 3.85																					
		Similar Size: 4.00																					
		All Orgs: 3.78																					
<table border="1" data-bbox="235 388 1015 546"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>5</td> <td>4</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>41.67%</td> <td>33.33%</td> <td>0.00%</td> <td>0.00%</td> <td>8.33%</td> </tr> </tbody> </table>			Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	5	4	0	0	1	Percentage:	16.67%	41.67%	33.33%	0.00%	0.00%	8.33%
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	2	5	4	0	0	1																	
Percentage:	16.67%	41.67%	33.33%	0.00%	0.00%	8.33%																	
	34. Health insurance benefits are competitive with similar jobs in the community.	75% Agreement																					
75% Agreement		SCORE: 3.83																					
		Std. Dev.: 0.84																					
		Total Respondents: 12																					
		BENCHMARKS																					
		Past Score: None																					
		Similar Mission: 4.06																					
		Similar Size: 4.18																					
		All Orgs: 4.03																					
<table border="1" data-bbox="235 787 1015 945"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>7</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>58.33%</td> <td>16.67%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>			Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	7	2	1	0	0	Percentage:	16.67%	58.33%	16.67%	8.33%	0.00%	0.00%
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	2	7	2	1	0	0																	
Percentage:	16.67%	58.33%	16.67%	8.33%	0.00%	0.00%																	
	35. Benefits can be selected to meet individual needs.	67% Agreement																					
67% Agreement		SCORE: 3.82																					
		Std. Dev.: 0.60																					
		Total Respondents: 12																					
		BENCHMARKS																					
		Past Score: None																					
		Similar Mission: 4.01																					
		Similar Size: 4.06																					
		All Orgs: 3.92																					
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Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	1	7	3	0	0	1																	
Percentage:	8.33%	58.33%	25.00%	0.00%	0.00%	8.33%																	
	36. I believe I have a career with this organization.	67% Agreement																					
67% Agreement		SCORE: 3.67																					
		Std. Dev.: 0.78																					
		Total Respondents: 12																					
		BENCHMARKS																					
		Past Score: None																					
		Similar Mission: 3.97																					
		Similar Size: 4.01																					
		All Orgs: 3.89																					
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Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																	
Respondents:	1	7	3	1	0	0																	
Percentage:	8.33%	58.33%	25.00%	8.33%	0.00%	0.00%																	

Primary Items

	37. Training is made available to me so that I can do my job better.	75% Agreement																												
		SCORE: 3.83																												
		Std. Dev.: 0.84																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 3.86																												
		Similar Size: 4.10																												
		All Orgs: 3.83																												
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	2	7	2	1	0	0																								
Percentage:	16.67%	58.33%	16.67%	8.33%	0.00%	0.00%																								
	38. Training is made available to me for personal growth and development.	42% Agreement																												
		SCORE: 3.33																												
		Std. Dev.: 1.16																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 3.72																												
		Similar Size: 3.96																												
		All Orgs: 3.66																												
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	2	3	5	1	1	0																								
Percentage:	16.67%	25.00%	41.67%	8.33%	8.33%	0.00%																								
	39. My work environment supports a balance between work and personal life.	83% Agreement																												
		SCORE: 3.92																												
		Std. Dev.: 1.24																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 4.00																												
		Similar Size: 4.13																												
		All Orgs: 3.88																												
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	4	6	0	1	1	0																								
Percentage:	33.33%	50.00%	0.00%	8.33%	8.33%	0.00%																								
	40. I feel free to be myself at work.	75% Agreement																												
		SCORE: 3.83																												
		Std. Dev.: 1.03																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	3	6	1	2	0	0																								
Percentage:	25.00%	50.00%	8.33%	16.67%	0.00%	0.00%																								

Primary Items

	41. The amount of work I am asked to do is reasonable.	67% Agreement																												
		SCORE: 3.58																												
		Std. Dev.: 0.90																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 3.81																												
		Similar Size: 3.97																												
		All Orgs: 3.71																												
<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Response:</td> <td>Agree</td> <td>Agree</td> <td>Neutral</td> <td>Disagree</td> <td>Strongly Disagree</td> <td>Don't Know/NA</td> </tr> <tr> <td>Respondents:</td> <td>1</td> <td>7</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>8.33%</td> <td>58.33%</td> <td>16.67%</td> <td>16.67%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>				Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	1	7	2	2	0	0	Percentage:	8.33%	58.33%	16.67%	16.67%	0.00%	0.00%
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	1	7	2	2	0	0																								
Percentage:	8.33%	58.33%	16.67%	16.67%	0.00%	0.00%																								
	42. I am proud to tell people that I work for this organization.	67% Agreement																												
		SCORE: 4.00																												
		Std. Dev.: 0.85																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 4.07																												
		Similar Size: 4.14																												
		All Orgs: 3.97																												
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	4	4	4	0	0	0																								
Percentage:	33.33%	33.33%	33.33%	0.00%	0.00%	0.00%																								
	43. Harassment is not tolerated at my workplace.	100% Agreement																												
		SCORE: 4.58																												
		Std. Dev.: 0.52																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 4.21																												
		Similar Size: 4.28																												
		All Orgs: 4.15																												
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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	7	5	0	0	0	0																								
Percentage:	58.33%	41.67%	0.00%	0.00%	0.00%	0.00%																								
	44. Employees are generally ethical in my workplace.	92% Agreement																												
		SCORE: 4.25																												
		Std. Dev.: 0.62																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 4.10																												
		Similar Size: 4.24																												
		All Orgs: 4.06																												
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Percentage:	33.33%	58.33%	8.33%	0.00%	0.00%	0.00%																								

Primary Items

 <p>45. I believe we will use the information from this survey to improve our workplace.</p> <p style="text-align: center;">75% Agreement</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: teal;">Strongly Agree</th> <th style="color: teal;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: teal;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>3</td> <td>6</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>25.00%</td> <td>50.00%</td> <td>25.00%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	3	6	3	0	0	0	Percentage:	25.00%	50.00%	25.00%	0.00%	0.00%	0.00%	<p style="text-align: center; color: teal;">75% Agreement</p> <p>SCORE: 4.00 Std. Dev.: 0.74 Total Respondents: 12</p> <p>BENCHMARKS Past Score: None Similar Mission: 3.75 Similar Size: 3.92 All Orgs: 3.57</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	3	6	3	0	0	0																
Percentage:	25.00%	50.00%	25.00%	0.00%	0.00%	0.00%																
 <p>46. I am satisfied with the opportunities I have to give feedback on my supervisor's performance.</p> <p style="text-align: center;">67% Agreement</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: teal;">Strongly Agree</th> <th style="color: teal;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: teal;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>4</td> <td>4</td> <td>1</td> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>Percentage:</td> <td>33.33%</td> <td>33.33%</td> <td>8.33%</td> <td>0.00%</td> <td>8.33%</td> <td>16.67%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	4	4	1	0	1	2	Percentage:	33.33%	33.33%	8.33%	0.00%	8.33%	16.67%	<p style="text-align: center; color: teal;">67% Agreement</p> <p>SCORE: 4.00 Std. Dev.: 1.25 Total Respondents: 12</p> <p>BENCHMARKS Past Score: None Similar Mission: 3.58 Similar Size: 3.70 All Orgs: 3.47</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	4	4	1	0	1	2																
Percentage:	33.33%	33.33%	8.33%	0.00%	8.33%	16.67%																
 <p>47. Upper management (i.e. Executive and/or Senior Leadership) effectively communicates important information.</p> <p style="text-align: center;">100% Agreement</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: teal;">Strongly Agree</th> <th style="color: teal;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: teal;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>6</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>50.00%</td> <td>50.00%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	6	6	0	0	0	0	Percentage:	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%	<p style="text-align: center; color: teal;">100% Agreement</p> <p>SCORE: 4.50 Std. Dev.: 0.52 Total Respondents: 12</p> <p>BENCHMARKS Past Score: None Similar Mission: 3.86 Similar Size: 4.09 All Orgs: 3.68</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	6	6	0	0	0	0																
Percentage:	50.00%	50.00%	0.00%	0.00%	0.00%	0.00%																
 <p>48. I am treated fairly in my workplace.</p> <p style="text-align: center;">92% Agreement</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Response:</th> <th style="color: teal;">Strongly Agree</th> <th style="color: teal;">Agree</th> <th>Neutral</th> <th>Disagree</th> <th style="color: teal;">Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>5</td> <td>6</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>41.67%</td> <td>50.00%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>	Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	5	6	1	0	0	0	Percentage:	41.67%	50.00%	8.33%	0.00%	0.00%	0.00%	<p style="text-align: center; color: teal;">92% Agreement</p> <p>SCORE: 4.33 Std. Dev.: 0.65 Total Respondents: 12</p> <p>BENCHMARKS Past Score: None Similar Mission: None Similar Size: None All Orgs: None</p>
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																
Respondents:	5	6	1	0	0	0																
Percentage:	41.67%	50.00%	8.33%	0.00%	0.00%	0.00%																

Additional Items

Organizations participating in the Survey are invited to submit up to 20 additional items for inclusion in the Survey. These items are included at the end of the online survey or are printed on an insert and included in each employee's survey packet. Please refer to the survey customization sheet that has been included later in this report for more information on additional items submitted by this organization.

*Additional Items are not included if none were submitted.

Each additional item is returned with the item text and two types of reported numerical data, response data and benchmark data. The following definitions correspond to additional items:

Response Data

- **Score** is calculated by averaging all item responses on a five point scale ranging from 5=Strongly Agree to 1=Strongly Disagree. If the participant selected Don't Know/Not Applicable, their response is considered a valid response, but it is not used in the calculation of the score.
- **Standard Deviation** calculates the level of agreement. Large deviations indicate greater levels of disagreement. For this report, you can expect standard deviations to be between .7 and 1.10.
- **Total Respondents** is the number of valid responses including Don't Know/Not Applicable. If everyone did not answer every item, the number of respondents for an item is less than the number of respondents reported in your response rate.
- **Respondents** is the number of participants who selected each item (strongly agree, agree, etc.).
- **Percentage** is the number of participants who selected each item (strongly agree, agree, etc.) divided by the total number of valid responses.
- **Percent Agreement** is the number of participants who agreed with the item (strongly agree or agree) divided by the total number of valid responses.

Benchmark Data

Benchmark and over time data are not available for Additional Items.

Interpreting Data

Any interpretation of data must be done in context of the organizational setting and environmental factors impacting the organization. Regardless of the averages, scores range from areas of strength to areas of concern. In general, most scores are between 3.00 and 4.00. Scores below a 3.25 are of concern because they indicate general dissatisfaction. Scores above 3.75 indicate positive perceptions. When available, over time data provides previous scores from and benchmark data comparative scores. In general (because various factors and statistical test would be needed to confirm), scores that have changed or differ by .2 may be significant.

Engagement Items

Employee Engagement items span several constructs, and capture the degree to which employees are willing to go above and beyond, feel committed to the organization and are present while working. This construct measures the degree to which employees feel that their ideas count, their work impacts the organization and their well being and development is valued.

Each engagement item is returned with the item text and two types of reported numerical data, response data and benchmark data. The following definitions correspond to survey items:

Response Data

- **Score** is calculated by averaging all item responses on a five point scale ranging from 5=Strongly Agree to 1=Strongly Disagree. If the participant selected Don't Know/Not Applicable, their response is considered a valid response, but it is not used in the calculation of the score.
- **Standard Deviation** calculates the level of agreement. Large deviations indicate greater levels of disagreement. For this report, you can expect standard deviations to be between .7 and 1.10.
- **Total Respondents** is the number of valid responses including Don't Know/Not Applicable. If everyone did not answer every item, the number of respondents for an item is less than the number of respondents reported in your response rate.
- **Respondents** is the number of participants who selected each item (strongly agree, agree, etc.).
- **Percentage** is the number of participants who selected each item (strongly agree, agree, etc.) divided by the total number of valid responses.
- **Percent Agreement** is the number of participants who agreed with the item (strongly agree or agree) divided by the total number of valid responses.

Benchmark Data

- **Past Score** is your organization's score reported from the previous iteration, if available.
- **Similar Mission** is the average score from organizations that share a similar mission to your organization.
- **Similar Size** is the average score from organizations that are a similar size to your organization.
- **All Organizations** is the average score from all organizations.

Interpreting Data

Any interpretation of data must be done in context of the organizational setting and environmental factors impacting the organization. Regardless of the averages, scores range from areas of strength to areas of concern. In general, most scores are between 3.00 and 4.00. Scores below a 3.25 are of concern because they indicate general dissatisfaction. Scores above 3.75 indicate positive perceptions. When available, over time data provides previous scores from and benchmark data comparative scores. In general (because various factors and statistical test would be needed to confirm), scores that have changed or differ by .2 may be significant.

Schedule F - Agency Workforce Plan
Engagement Items

	2. In my work group, my opinions and ideas count.	92% Agreement																												
		SCORE: 4.08																												
		Std. Dev.: 0.79																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 3.81																												
		Similar Size: 4.00																												
		All Orgs: 3.70																												
<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Response:</td> <td>Agree</td> <td>Agree</td> <td>Neutral</td> <td>Disagree</td> <td>Strongly Disagree</td> <td>Don't Know/NA</td> </tr> <tr> <td>Respondents:</td> <td>3</td> <td>8</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>25.00%</td> <td>66.67%</td> <td>0.00%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	3	8	0	1	0	0	Percentage:	25.00%	66.67%	0.00%	8.33%	0.00%	0.00%	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	3	8	0	1	0	0																								
Percentage:	25.00%	66.67%	0.00%	8.33%	0.00%	0.00%																								
	5. Our organization is known for the quality of work we provide.	58% Agreement																												
		SCORE: 4.22																												
		Std. Dev.: 0.83																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 3.97																												
		Similar Size: 4.16																												
		All Orgs: 3.93																												
<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Response:</td> <td>Agree</td> <td>Agree</td> <td>Neutral</td> <td>Disagree</td> <td>Strongly Disagree</td> <td>Don't Know/NA</td> </tr> <tr> <td>Respondents:</td> <td>4</td> <td>3</td> <td>2</td> <td>0</td> <td>0</td> <td>3</td> </tr> <tr> <td>Percentage:</td> <td>33.33%</td> <td>25.00%</td> <td>16.67%</td> <td>0.00%</td> <td>0.00%</td> <td>25.00%</td> </tr> </tbody> </table>			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	4	3	2	0	0	3	Percentage:	33.33%	25.00%	16.67%	0.00%	0.00%	25.00%	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	4	3	2	0	0	3																								
Percentage:	33.33%	25.00%	16.67%	0.00%	0.00%	25.00%																								
	6. I know how my work impacts others in the organization.	92% Agreement																												
		SCORE: 4.25																												
		Std. Dev.: 0.62																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 4.21																												
		Similar Size: 4.22																												
		All Orgs: 4.12																												
<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Response:</td> <td>Agree</td> <td>Agree</td> <td>Neutral</td> <td>Disagree</td> <td>Strongly Disagree</td> <td>Don't Know/NA</td> </tr> <tr> <td>Respondents:</td> <td>4</td> <td>7</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>33.33%</td> <td>58.33%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	4	7	1	0	0	0	Percentage:	33.33%	58.33%	8.33%	0.00%	0.00%	0.00%	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	4	7	1	0	0	0																								
Percentage:	33.33%	58.33%	8.33%	0.00%	0.00%	0.00%																								
	10. My supervisor provides me with a clear understanding of my work responsibilities.	92% Agreement																												
		SCORE: 4.33																												
		Std. Dev.: 0.65																												
		Total Respondents: 12																												
		BENCHMARKS																												
		Past Score: None																												
		Similar Mission: 4.18																												
		Similar Size: 4.29																												
		All Orgs: 4.10																												
<table border="1"> <thead> <tr> <th></th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Response:</td> <td>Agree</td> <td>Agree</td> <td>Neutral</td> <td>Disagree</td> <td>Strongly Disagree</td> <td>Don't Know/NA</td> </tr> <tr> <td>Respondents:</td> <td>5</td> <td>6</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>41.67%</td> <td>50.00%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	5	6	1	0	0	0	Percentage:	41.67%	50.00%	8.33%	0.00%	0.00%	0.00%	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Response:	Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																								
Respondents:	5	6	1	0	0	0																								
Percentage:	41.67%	50.00%	8.33%	0.00%	0.00%	0.00%																								

Schedule F - Agency Workforce Plan
Engagement Items

	11. My supervisor recognizes outstanding work.	92% Agreement	SCORE: 4.50 Std. Dev.: 0.67 Total Respondents: 12 BENCHMARKS Past Score: None Similar Mission: 4.01 Similar Size: 4.11 All Orgs: 3.95																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>7</td> <td>4</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>58.33%</td> <td>33.33%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	7	4	1	0	0	0	Percentage:	58.33%	33.33%	8.33%	0.00%	0.00%	0.00%		
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																		
Respondents:	7	4	1	0	0	0																		
Percentage:	58.33%	33.33%	8.33%	0.00%	0.00%	0.00%																		
	12. I am given the opportunity to do my best work.	92% Agreement	SCORE: 4.42 Std. Dev.: 0.67 Total Respondents: 12 BENCHMARKS Past Score: None Similar Mission: 4.16 Similar Size: 4.25 All Orgs: 4.09																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>6</td> <td>5</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>50.00%</td> <td>41.67%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	6	5	1	0	0	0	Percentage:	50.00%	41.67%	8.33%	0.00%	0.00%	0.00%		
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																		
Respondents:	6	5	1	0	0	0																		
Percentage:	50.00%	41.67%	8.33%	0.00%	0.00%	0.00%																		
	14. My supervisor evaluates my performance fairly.	100% Agreement	SCORE: 4.58 Std. Dev.: 0.52 Total Respondents: 12 BENCHMARKS Past Score: None Similar Mission: 3.95 Similar Size: 4.03 All Orgs: 3.86																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>7</td> <td>5</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>58.33%</td> <td>41.67%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	7	5	0	0	0	0	Percentage:	58.33%	41.67%	0.00%	0.00%	0.00%	0.00%		
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																		
Respondents:	7	5	0	0	0	0																		
Percentage:	58.33%	41.67%	0.00%	0.00%	0.00%	0.00%																		
	18. I have adequate resources and equipment to do my job.	67% Agreement	SCORE: 3.67 Std. Dev.: 1.07 Total Respondents: 12 BENCHMARKS Past Score: None Similar Mission: 4.02 Similar Size: 4.19 All Orgs: 3.91																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>6</td> <td>3</td> <td>0</td> <td>1</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>50.00%</td> <td>25.00%</td> <td>0.00%</td> <td>8.33%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	6	3	0	1	0	Percentage:	16.67%	50.00%	25.00%	0.00%	8.33%	0.00%		
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																		
Respondents:	2	6	3	0	1	0																		
Percentage:	16.67%	50.00%	25.00%	0.00%	8.33%	0.00%																		

Engagement Items

	21. The people I work with care about my personal well-being.	83% Agreement	SCORE: 3.92																					
		Std. Dev.: 0.79	Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>8</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>66.67%</td> <td>8.33%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	8	1	1	0	0	Percentage:	16.67%	66.67%	8.33%	8.33%	0.00%	0.00%	BENCHMARKS	
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																		
Respondents:	2	8	1	1	0	0																		
Percentage:	16.67%	66.67%	8.33%	8.33%	0.00%	0.00%																		
		Past Score: None	Similar Mission: None																					
		Similar Size: None	All Orgs: None																					
	22. I trust the people in my workplace.	83% Agreement	SCORE: 3.92																					
		Std. Dev.: 0.79	Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>8</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>66.67%</td> <td>8.33%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	8	1	1	0	0	Percentage:	16.67%	66.67%	8.33%	8.33%	0.00%	0.00%	BENCHMARKS	
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																		
Respondents:	2	8	1	1	0	0																		
Percentage:	16.67%	66.67%	8.33%	8.33%	0.00%	0.00%																		
		Past Score: None	Similar Mission: None																					
		Similar Size: None	All Orgs: None																					
	37. Training is made available to me so that I can do my job better.	75% Agreement	SCORE: 3.83																					
		Std. Dev.: 0.84	Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>7</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>58.33%</td> <td>16.67%</td> <td>8.33%</td> <td>0.00%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	7	2	1	0	0	Percentage:	16.67%	58.33%	16.67%	8.33%	0.00%	0.00%	BENCHMARKS	
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																		
Respondents:	2	7	2	1	0	0																		
Percentage:	16.67%	58.33%	16.67%	8.33%	0.00%	0.00%																		
		Past Score: None	Similar Mission: 3.86																					
		Similar Size: 4.10	All Orgs: 3.83																					
	38. Training is made available to me for personal growth and development.	42% Agreement	SCORE: 3.33																					
		Std. Dev.: 1.16	Total Respondents: 12																					
<table border="1"> <thead> <tr> <th>Response:</th> <th>Strongly Agree</th> <th>Agree</th> <th>Neutral</th> <th>Disagree</th> <th>Strongly Disagree</th> <th>Don't Know/NA</th> </tr> </thead> <tbody> <tr> <td>Respondents:</td> <td>2</td> <td>3</td> <td>5</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>Percentage:</td> <td>16.67%</td> <td>25.00%</td> <td>41.67%</td> <td>8.33%</td> <td>8.33%</td> <td>0.00%</td> </tr> </tbody> </table>		Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA	Respondents:	2	3	5	1	1	0	Percentage:	16.67%	25.00%	41.67%	8.33%	8.33%	0.00%	BENCHMARKS	
Response:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/NA																		
Respondents:	2	3	5	1	1	0																		
Percentage:	16.67%	25.00%	41.67%	8.33%	8.33%	0.00%																		
		Past Score: None	Similar Mission: 3.72																					
		Similar Size: 3.96	All Orgs: 3.66																					

Constructs and Related Items

The Survey of Employee Engagement framework is composed of twelve Survey Constructs designed to broadly profile areas of strength and concern so that interventions may be targeted appropriately. Survey Constructs are developed from the Primary Items (numbered 1-48). This Appendix contains a summary of the Survey Constructs and the related Primary Items. Constructs are scored differently from items to denote them as a separate measure. Using this scoring convention, construct scores can range from a low of 100 to a high of 500.

Your Data

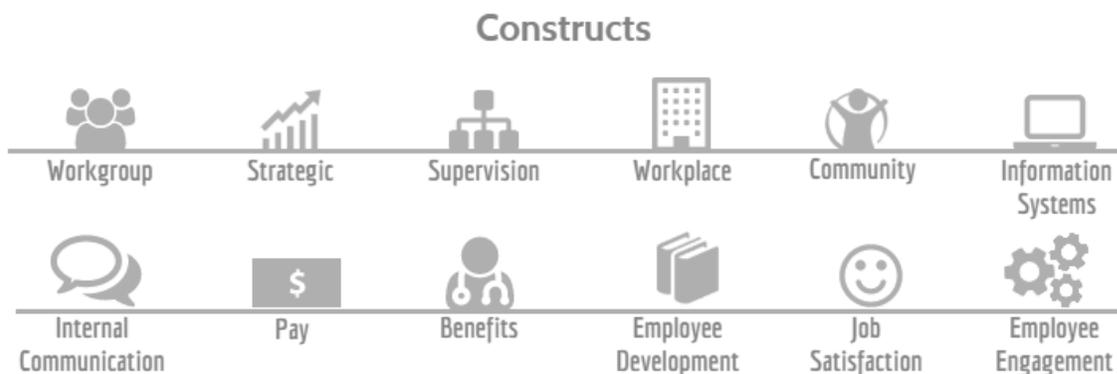
Current Score is calculated by averaging the mean score of the related primary items and then multiplying by 100. For example if the construct score is 389, then the average of the related primary items is 3.89.

Benchmark Data

- **Past Score** is your organization's score reported from the previous iteration. "None" is reported if there is no past score, if the construct is new or consists of new items, or if no comparative data is available.
- **All Respondents** is the average score from all participants from all organizations.
- **Size Category** is the average score from organizations that are similar size to your organization.
- **Mission** is the average score from organizations of similar mission to your organization.
- **Organizational Categories** are benchmarked against the organization as a whole.

What is a good score?

Any interpretation of data must be done in context of the organizational setting and environmental factors impacting the organization. In general, most scores are between 300 and 400. Scores below a 325 are of concern because they indicate general dissatisfaction. Scores above 375 indicate positive perceptions.



Constructs and Related Items



Workgroup

Construct Score: 382

The workgroup construct captures employees' perceptions of the people they work with on a daily basis and how effective they are. This construct measures the degree to which employees view their workgroup as effective, cohesive and open to the opinions of all members.	Score	Std. Dev.
1. My work group cooperates to get the job done.	4.08	0.79
2. In my work group, my opinions and ideas count.	4.08	0.79
3. My work group regularly uses performance data to improve the quality of our work.	3.18	1.25
4. In my work group, there is a real feeling of teamwork.	3.92	0.90



Strategic

Construct Score: 418

The strategic construct captures employees' perceptions of their role in the organization and the organization's mission, vision, and strategic plan. This construct measures the degree to which employees understand their role in the organization and consider the organization's reputation to be positive.	Score	Std. Dev.
5. Our organization is known for the quality of work we provide.	4.22	0.83
6. I know how my work impacts others in the organization.	4.25	0.62
7. My organization develops services to match the needs of our customers/clients.	4.09	0.54
8. Our organization communicates effectively with the public.	4.08	0.67
9. I have a good understanding of our mission, vision, and strategic plan.	4.25	0.62



Supervision

Construct Score: 438

The supervision construct captures employees' perceptions of the nature of supervisory relationships within the organization. This construct measures the degree to which employees view their supervisors as fair, helpful and critical to the workflow.	Score	Std. Dev.
10. My supervisor provides me with a clear understanding of my work responsibilities.	4.33	0.65
11. My supervisor recognizes outstanding work.	4.50	0.67
12. I am given the opportunity to do my best work.	4.42	0.67
13. My supervisor is consistent when administering policies concerning employees.	4.08	1.00
14. My supervisor evaluates my performance fairly.	4.58	0.52



Workplace

Construct Score: 413

The workplace construct captures employees' perceptions of the total work atmosphere, workplace safety, and the overall feel. This construct measures the degree to which employees see the setting as satisfactory, safe and that adequate tools and resources are available.	Score	Std. Dev.
15. Given the type of work I do, my physical workplace meets my needs.	4.33	0.65
16. My workplace is well maintained.	4.17	0.72
17. There are sufficient procedures to ensure the safety of employees in the workplace.	4.33	0.65
18. I have adequate resources and equipment to do my job.	3.67	1.07



Constructs and Related Items



Community

Construct Score: 394

The community construct captures employees' perceptions of the relationships between employees in the workplace, including trust, respect, care, and diversity among colleagues. This construct measures the degree to which employees feel respected, cared for, and have established trust with their colleagues.	Score	Std. Dev.
19. The people I work with treat each other with respect.	3.92	1.08
20. My organization works to attract, develop, and retain people with diverse backgrounds.	4.00	0.89
21. The people I work with care about my personal well-being.	3.92	0.79
22. I trust the people in my workplace.	3.92	0.79



Information Systems

Construct Score: 392

The information systems construct captures employees' perceptions of whether computer and communication systems prove accessible, accurate, and clear information. This construct measures the degree to which employees view the availability and utility of information positively.	Score	Std. Dev.
23. My work group uses the latest technologies to communicate and interact.	3.50	1.00
24. Our computer systems provide reliable information.	4.17	0.39
25. Support is available for the technologies we use.	3.92	0.52
26. Our computer systems enable me to quickly find the information I need.	4.08	0.29



Internal Communication

Construct Score: 408

The internal communication construct captures employees' perceptions of whether communication in the organization is reasonable, candid and helpful. This construct measures the degree to which employees view communication with peers, supervisors and other parts of the organization as functional and effective.	Score	Std. Dev.
27. The communication channels I must go through at work are reasonable.	4.33	0.49
28. My work atmosphere encourages open and honest communication.	3.92	1.08
29. The communications I receive at work are timely and informative.	4.00	0.74



Pay

Construct Score: 220

The pay construct captures employees' perceptions of how well the compensation package offered by the organization holds up when compared to similar jobs in other organizations. This construct measures the degree to which employees view pay as well valued relative to the type of work, work demands and comparable positions.	Score	Std. Dev.
30. My pay keeps pace with the cost of living.	2.09	1.04
31. Salaries are competitive with similar jobs in the community.	2.00	0.74
32. I feel I am paid fairly for the work I do.	2.50	0.91

Constructs and Related Items



Benefits

Construct Score: 382

The benefits construct captures employees' perceptions of how the benefits package compares to packages at similar organizations and how flexible it is. This construct measures the degree to which employees see health insurance and retirement benefits as competitive with similar jobs in the community.	Score	Std. Dev.
33. Retirement benefits are competitive with similar jobs in the community.	3.82	0.75
34. Health insurance benefits are competitive with similar jobs in the community.	3.83	0.84
35. Benefits can be selected to meet individual needs.	3.82	0.60



Employee Development

Construct Score: 361

The employee development construct captures employees' perceptions about the priority given to their personal and job growth needs. This construct measures the degree to which employees feel the organization provides opportunities for growth in organizational responsibilities and personal needs in their careers.	Score	Std. Dev.
36. I believe I have a career with this organization.	3.67	0.78
37. Training is made available to me so that I can do my job better.	3.83	0.84
38. Training is made available to me for personal growth and development.	3.33	1.16



Job Satisfaction

Construct Score: 383

The job satisfaction construct captures employees' perceptions about the overall work situation and ability to maintain work-life balance. This construct measures the degree to which employees are pleased with working conditions and their workload.	Score	Std. Dev.
39. My work environment supports a balance between work and personal life.	3.92	1.24
40. I feel free to be myself at work.	3.83	1.03
41. The amount of work I am asked to do is reasonable.	3.58	0.90
42. I am proud to tell people that I work for this organization.	4.00	0.85



Climate

While not scored as a construct, the following six items assess the climate in which employees work. The appropriate climate is a combination of a safe, non-harassing environment with ethical abiding employees who treat each other with fairness and respect. Moreover, it is an organization with proactive management that communicates and has the capability to make thoughtful decisions.	Score	Std. Dev.
43. Harassment is not tolerated at my workplace.	4.58	0.52
44. Employees are generally ethical in my workplace.	4.25	0.62
45. I believe we will use the information from this survey to improve our workplace.	4.00	0.74
46. I am satisfied with the opportunities I have to give feedback on my supervisor's performance.	4.00	1.25
47. Upper management (i.e. Executive and/or Senior Leadership) effectively communicates important information.	4.50	0.52
48. I am treated fairly in my workplace.	4.33	0.65



Constructs and Related Items



Employee Engagement

Construct Score: 409

<p>Twelve items spanning several constructs were selected to get a more focused look at Employee Engagement. The Employee Engagement construct captures the degree to which employees are willing to go above and beyond, feel committed to the organization and are present while working. This construct measures the degree to which employees feel that their ideas count, their work impacts the organization and their well being and development is valued at the organization.</p>	Score	Std. Dev.
2. In my work group, my opinions and ideas count.	4.08	0.79
5. Our organization is known for the quality of work we provide.	4.22	0.83
6. I know how my work impacts others in the organization.	4.25	0.62
10. My supervisor provides me with a clear understanding of my work responsibilities.	4.33	0.65
11. My supervisor recognizes outstanding work.	4.50	0.67
12. I am given the opportunity to do my best work.	4.42	0.67
14. My supervisor evaluates my performance fairly.	4.58	0.52
18. I have adequate resources and equipment to do my job.	3.67	1.07
21. The people I work with care about my personal well-being.	3.92	0.79
22. I trust the people in my workplace.	3.92	0.79
37. Training is made available to me so that I can do my job better.	3.83	0.84
38. Training is made available to me for personal growth and development.	3.33	1.16

Survey Customization Sheet

Additional Items

REPORT ON CUSTOMER SERVICE

Texas State Board of Examiners of Psychologists

Submitted: June 2016

<u>Board Member</u>	<u>Date of Term</u>	<u>Hometown</u>
Jeffrey M. Baker, Ph.D.	2010-2015	League City
Donna Lord Black, M.A.	2007-2017	Frisco
Tim F. Branaman, Ph.D.	2008-2019	Dallas
Jo Ann Campbell, M.S.	2008-2017	Abilene
Carlos R. Chacón	2008-2015	Houston
Angela A. Downes, J.D.	2008-2019	Dallas
John Huffman, J.D.	2012-2017	Southlake
Lou Ann Todd Mock, Ph.D.	2008-2019	Bellaire
Leslie D. Rosenstein, Ph.D.	2010-2015	Dallas

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REPORT ON CUSTOMER SERVICE January 2015 – May 2016

Texas State Board of Examiners of Psychologists

Submitted: June 2016

A. Inventory of External Customers

Customers by strategy with the types of services provided:

Strategy: A.1.1. Licensing

Licensees:

Processing of fees; review and issuance of renewal permits, professional development audits, enforcement services; newsletter, online rulebook, website information; individual correspondence and Board opinions.

Applicants:

Processing of fees; distribution of application packets, application processing, issuance of licenses; enforcement; website information.

Patients/Clients of licensees:

Verification of licenses and statuses; open records information; contact information; website information.

Insurance companies:

Status of licenses; open records information; enforcement information.

Managed care entities:

Status of licenses; open records information; enforcement information

Students:

Application packets, online rulebooks, website.

Higher education training programs:

Information on agency programs, examination results, rules.

Licensees of other states who may wish to become licensed in Texas:

Processing of fees; distribution of application packets; dissemination of licensure and examination requirements.

Other states' psychology licensing boards:

Status of licenses; open records information; disciplinary and enforcement information.

Professional organizations:

Presentations, correspondence, information on licensees and agency programs.

National testing services:

Approval of candidates for national psychology exam; requests for scores

Legislators:

Provide various types of information, budget requests, constituents' requests for information, required fiscal and performance measure reporting.

Other state agencies:

Provide various types of information responsive to requests.

Federal agencies:

Cooperation on federal investigations, prosecutions, and proceedings.

Examinees:

Processing of fees; approval of applicants for national examination, jurisprudence examination and oral examination

Examiners:

Training of persons who administer oral examinations.

Strategy B.1.1. Enforcement

Patients/Clients of licensees:

Complaint packets, processing of complaints, informal conferences, notifications of status of complaint, and correspondence; verification of licensee disciplinary history; website information

Licensees:

Processing of complaints, enforcement, informal conferences, notifications of status of complaint, and correspondence; professional development audits; newsletter and online rulebook.

Applicants:

Processing of complaints, enforcement, eligibility orders, informal conferences, notifications of status of complaint, and correspondence; newsletter and online rulebook.

Insurance companies:

Status of licenses; disciplinary and enforcement information.

Managed care entities:

Status of licenses; disciplinary and enforcement information.

Other states' psychology licensing boards:

Status of licenses; open records information; disciplinary and enforcement information.

Professional organizations:

Presentations, correspondence, disciplinary and enforcement information; information on licenses and agency programs.

Legislators:

Provide various types of information responsive to requests; budget requests, constituents' requests for information, required fiscal and performance reporting; disciplinary and enforcement information.

Other state agencies:

Provide various types of information responsive to requests from: Attorney General's Office, Comptroller's Office, Office of the Governor, Auditor's Office, etc.

Federal agencies:

Cooperation on federal investigations, prosecutions, and proceedings.

Attorneys:

Negotiation of agreed orders for their clients.

B. Information Gathering Methods

- The Psychology Board, like all other state agencies, is mandated by Chapter 2114 of the Government Code to develop customer service standards and to implement customer satisfaction assessment plans. Of the customers identified for each of its strategies, the Board then selected its most prominent groups of customers who receive services directly. The agency used the surveys that it had developed previously for this report again as the results from previous years were appropriate, effective and reliable.
- Customer groups surveyed include: current licensees, applicants, written examinees, oral examination candidates, oral examiners, complainants, respondents, and persons who make open record requests to the agency. These groups involve the agency's two strategies: licensure and enforcement.

- Eight different surveys were used for these eight groups. Two of the surveys existed and have been used on an on-going basis by the agency for several years. The other six surveys were developed specifically for this mandate.
- The style of the surveys is similar; however, some questions on each are modified to better address the customer group being surveyed. Copies of the eight surveys are provided.
- Each survey consists of approximately 6-10 statements, which the survey participant (participant) is asked to mark on a scale of 1 to 4 (strongly disagree, disagree, agree, strongly agree). Additionally each survey includes a space for the participant to make suggestions if he/she thinks the process could be improved.
- A total of 670 surveys were distributed and 432 were returned. To maximize response rates, the surveys were mailed with enclosed, self-addressed, stamped envelopes. The agency believes that the use of these return envelopes is partially responsible for the high return rate on the surveys. Additionally, the name of the participant was optional, therefore persons could respond anonymously. The survey response rate is provided in an accompanying chart. Overall the response rate was 64.47%, a 15.49% increase from 2012.
- Random sampling was used in this manner:

Current licensees: licensees who renewed in April 2016.

Applicants: persons applying for licensure between January 2015 and March 2016.

Written examinees: applicants who took the written examinations in April 2016.

Respondents: licensees whose cases were resolved between February 2015 and November 2015.

Complainants: persons whose complaints against licensees were resolved between February 2015 and November 2015.

Requestors for Open Records: persons who made open record requests from the agency between January and May 2016.

Oral examiners: licensees who served as examiners at the between January 2015 and January 2016.

Oral Examination candidates: applicants who took the Oral Examination between January 2015 and January 2016.

C. Customer-Determined Satisfaction Synopsis

The Psychology Board determines satisfaction on the surveys by considering a score of either 3 or 4 as satisfactory. A score of either 1 or 2 is not satisfactory. Each survey returned is entered into a spreadsheet noting the rating of 1-4 that each question on the survey received. A total satisfaction rating for each question on all surveys is obtained and then these are totaled for a final satisfaction rating for the survey type.

The satisfaction ratings can be compared in many ways including determining which surveys received the worst or best ratings from a target population, the question per survey type that received the best and worst ratings, and satisfaction ratings per survey type from year to year.

For the 2015-2016 surveys, the agency received an overall satisfaction rate of 88.27%, a slight decrease of 3.46% from the overall rating of 91.73% received in FY2012¹. The satisfaction rate for Fiscal Year 2011 was 90.52%, Fiscal Year 2010 was 90.70% and Fiscal Year 2009 was 90.38%. The agency has been unable to discern why the overall satisfaction rating fell by 3.46% since FY2012.

For the time period covered by this report, the Psychology Board received a higher score on one of its eight different surveys than it did the previous year.

The Psychology Board received overall favorable ratings (scores of 3 and 4) from all eight consumer groups surveyed.

Attached is a synopsis of the total number of surveys which were distributed, the number of surveys returned, the percentage of the responses for each survey that were satisfactory and the final overall satisfaction rate. Also attached are copies of the eight surveys that were used: Licensee Survey, Complainant Survey, Respondent Survey, Applicant Survey, Jurisprudence Exam Survey, Open Records Requestor Survey, Oral Examiner Survey, and Oral Examination Candidate Survey.

D. Analysis of Survey Results

The Psychology Board believes that the overall results of the 2015-2016 surveys were favorable to the Board and its operations. The lowest scores were received

¹ Since publishing its May 2014 report reflecting data for FY2012, the agency has adjusted its survey time period so that survey results will reflect agency operations closer in time to the date of the report. The agency believes greater survey participation and accuracy will result from more recent customers, rather than those more remote in time.

on the Complainant Survey, although it still reflects an overall satisfaction rating of 69.58%. Satisfaction rating for this survey has ranged from a high of 82.14% in 2011 to a low of 35.71% in 2000. It should be noted that only 6 of the 30 complainants surveyed chose to return their surveys. The fact that complainants chose not to respond could be interpreted as their being basically satisfied with the Board's resolution of their complaints. Also, since the majority of complaints filed with the Board cannot be substantiated and are therefore dismissed, this fact alone could account for why this survey reflects the lowest satisfaction rate.

In reviewing all the surveys and their responses, the one question that had the lowest satisfaction rating was on the Applicants' Survey. This survey has a total of nine questions. The question with the low rating states: "The total application fees, including exam fees, were reasonable." The satisfaction rating was 41.38%. The Board is aware that the exam and application fees are high. The fee for the national examination (Examination for Professional Practice in Psychology) is not set by the Board, but by the organization that owns the exam. This exam is used by all 50 states, as well as the District of Columbia. With the exception of the national exam, fees for applications and other required exams have increased little since 1993. There is no apparent reason why the overall satisfaction rating should have declined, as the fees are the same as in previous years. With the Legislature's removal of the \$200 professional fee that was attached to the fee for the national exam, the Board expects the satisfaction rating for this item to increase in future surveys.

The second lowest average rating for any one question on any survey was 60% on the Complainants' Survey. This survey has a total of eight questions. The question with the low rating states: "Was the reason for the Board's resolution of the complaint provided to you."

Again, there is no apparent reason for the low rating for this question. All complainants are sent a letter informing them of the final status of their complaint and, within the confines allowed by law, are informed of the reason for the Board's resolution of the complaint. Often, people are unhappy when their complaints are dismissed due to a lack of evidence or when the Board determines that no violation occurred.

All comments received are discussed with the agency staff. Comments identifying ways to improve services are weighed for feasibility and economic impact. In past years many of the comments have led to changes in procedures. All comments received on the surveys are presented to the Board for their review at a regularly scheduled Board meeting. The Board reviews the detailed statistics from the surveys returned.

In response to some of the comments received, the Board has taken the following actions. All application for licensure forms and support materials are now on the agency's website and can be downloaded free of charge. Regarding enforcement,

the Board expanded its reasons for dismissal of complaints that are provided to complainants. Additionally, the Board has developed child clinical vignettes as an optional testing area for the Oral Examination. Maps for the Oral Examination have been updated, more directional posters have been added to the exam site, and the Handbook for Oral Examinees and Board rules concerning the Oral Examination have been expanded and clarified. Most recently, instructions for oral examiners have been expanded, and as part of new examiner orientation/training a mentorship program has been instituted pairing experienced oral examiners with psychologists examining for the first time. The Board has computerized its Jurisprudence Exam, which has made taking the exam more convenient for applicants. Additionally, the Board has amended its Oral Examination procedures so that candidates now receive their exam results on the day of the exams, thereby decreasing the amount of time it takes for applicants to become licensed.

The Board continues to make changes in its enforcement and licensing rules and processes to improve the timeliness of complaint resolution and license issuance. The advent of online renewals has assisted licensees in timely renewal and the requirement for online profiles as a condition of license renewal assists the consumer in accessing information about individual psychologists.

Most recently the Board has decided to increase the administrative fee for complaints that are filed as the result of licensees failing to submit proof of professional development as a condition for annual renewal of their licenses. The Board anticipates that this will decrease the large number of professional development complaints that must be filed and therefore conserve agency resources.

E. Customer-related Performance Measures Definitions

1. OUTCOME MEASURES:

Percentage of Surveyed Customer Respondents Expressing Overall Satisfaction with Services Rendered

Short Definition: The percentage of persons who responded to the customer surveys who expressed general satisfaction with the agency's services that they were provided.

Purpose/Importance: This measure is intended to show the percentage of agency customers that are generally satisfied with the services they received.

Source/Collection of Data: Information comes from different surveys which are mailed to representatives of each of the agency's customer

groups on an annual basis. Responses are requested via self-addressed, stamped envelopes provided to the survey participants.

- a. Current licensees: licensees who renew in one month, varying the months for random sampling.
- b. New licensees: all those persons who received their licenses during the designated fiscal year.
- c. Written examinees: persons who took the written examinations at any one national examination administered by the Board.
- d. Persons who received Open Record request information: persons who received open record request information in any two consecutive months.
- e. Complainants: persons whose complaints were resolved at any one Board meeting.
- f. Respondents: licensees whose complaints were resolved at any one Board meeting.
- g. Oral Examiners: oral examiners for any one administration of the Oral Examination.
- h. Oral Examination Candidates: all persons who took the Oral Examination at any one administration of this examination.

Method of Calculation: The measure is calculated by placing the scores for each type of survey on one spreadsheet per type. Thus, there are eight spreadsheets. Each spreadsheet provides the percentages of satisfactory responses on each question for each survey returned, arriving at one total percentage of satisfaction per each survey type. These totals from each survey are then added together and the resulting number is divided by 8, which is the number of the different types of surveys.

Data Limitations: Not all customers can be surveyed. Only the major customer groups are surveyed: current licensees, newly licensed persons, written examinees, persons who received open records request information, complainants, respondents, oral examiners and candidates for the Oral Examination.

Calculation: Non-cumulative

New Measure: New

Desired Performance: Performance that is higher than target is preferable.

Percentage of Surveyed Customer Respondents Identifying Ways to Improve Service Delivery

Short Definition: The percentage of customers surveyed by the agency that responded and identified ways for the agency to improve the delivery of services.

Purpose/Importance: The measure is intended to show the percentage of customers who offered suggestions of ways that services could be improved by the agency.

Source/Collection of Data: Information comes from different surveys which are mailed to representatives of each of the agency's customer groups. Responses are requested via self-addressed, stamped envelopes provided to the participants.

- a. Current licensees: all those licensees who renew in any given month, varying months each year.
- b. New licensees: all those persons who received their licenses during the designated fiscal year.
- c. Written examinees: persons who took the written examinations at any one national examination administered by the Board.
- d. Persons who received Open Record request information: persons who received open records request information in any two consecutive months.
- e. Complainants: persons whose complaints were resolved at any one Board meeting.
- f. Respondents: licensees whose complaints were resolved at any one Board meeting.
- g. Oral examiners: oral examiners for any one administration of the oral examination.
- h. Candidates for the Oral Examination: all persons who took the Oral Examination at any one administration of this examination.

Method of Calculation: The measure is calculated by totaling the number of surveys to all customer groups with suggestions for improvements and then dividing by the total number of all returned surveys.

Data Limitations: Not all customers are surveyed. Only the major customer groups are surveyed: current licensees, newly licensed persons, written examinees, persons who received open record request information, complainants, respondents, oral examiners, oral examinees.

Calculation: Non-cumulative

New Measure: New

Desired Performance: Performance that is higher than target might show that there are more problems that need to be corrected. Performance that

is lower than target might show that the agency is doing a better job and therefore there are fewer suggestions for corrections. The agency has no control over the number of customers who respond to its surveys.

2. OUTPUT MEASURES:

Number of Customers Surveyed

Short Definition: The total number of persons to whom a survey was mailed.

Purpose/Importance: The measure is intended to show how extensive the survey was.

Source/Collection of Data: The information comes from counting the number of surveys that are mailed out.

Method of Calculation: The measure is calculated by counting the number of surveys that are mailed out.

Data Limitations: There are no data limitations. It is expected that the number surveyed will fluctuate from year to year, due to the source/collection of data methodology for random sampling.

Calculation Type: Cumulative

New Measure: New

Desired Performance: A higher performance would indicate that more persons were surveyed. A lower performance would indicate that fewer persons were surveyed.

The agency has no control over the number of customers that seek its services.

Number of Customers Served

Short Definition: Total number of customers served in target customer groups per fiscal year.

Purpose/Importance: This measure is intended to show the total number of customers served in target customer groups per fiscal year.

Source/Collection of Data: Information comes from totaling the following:

- a. Total number of current licensees.
- b. Total number of persons who received licensure in the fiscal year.
- c. Total number of persons who took the two written examinations in the fiscal year.
- d. Total number of persons who received open record requests information in the fiscal year.
- e. Total number of complainants who had their cases resolved during the fiscal year.
- f. Total number of respondents who had their cases resolved during the fiscal year.
- g. Total number of oral examiners per fiscal year.
- h. Total number of oral examinees per fiscal year.

Method of Calculation: This measure is calculated by totaling all of the customers in the fiscal year for all the target customer groups.

Data Limitations: Not all customers are surveyed. Only the major customer groups are surveyed: current licensees, newly licensed persons, written examinees, persons who received open record request information, complainants, respondents, oral examiners, oral examinees.

Calculation: Cumulative

New Measure: New

Desired Performance: Performance that is higher would indicate a greater number of customers. Performance that is lower would indicate a lower number of customers served. The agency has no control over the number of customers that seek its services.

3. **EFFICIENCY MEASURES:**

Cost per Customer Surveyed

Short Definition: The cost of sending a survey by mail with a self-addressed, stamped envelope to participant.

Purpose/Importance: The measure is intended to assess the cost of surveying one person.

Source/Collection of Data: The measure is collected by totaling the costs for paper, copying, envelopes, and stamps used for the surveys.

Method of Calculation: The measure is collected by totaling the costs for paper, copying, envelopes, and stamps used for the surveys and dividing by the total number of surveys mailed out.

Data Limitations: The measure does not capture the amount of staff hours that are required to prepare the surveys for mail out, receiving the surveys back, entering them in a database, and calculating the responses.

Calculation: Non-cumulative

New Measure: New

Desired Performance: Performance that is higher would indicate that the costs for the surveys have increased. Performance that is lower would indicate that the costs for the surveys have decreased.

4. EXPLANATORY MEASURES

Number of Customers Identified

Short Definition: The total number of persons from the target customer groups for which the agency has a name and address.

Purpose/Importance: This measure is intended to verify that the agency knows who its customers are.

Source/Collection of Data: This information is collected at the end of the fiscal year, when the agency can calculate the following:

- a. The total number of current licensees.
- b. The total number of persons who obtained licensure.
- c. The total number of persons who took the written examinations.
- d. The total number of persons who made written open record requests to the agency.
- e. The total number of complainants who had their cases resolved.
- f. The total number of respondents who had their cases resolved.
- g. The total number of oral examiners.
- h. The total number of candidates for the Oral Examination.

Method of Calculation: The measure is calculated by adding up the totals from all of these groups.

Data Limitations: The agency has other customer groups that it does not survey including: the state legislature, higher education institutions, other state agencies, etc.

Calculation: Cumulative

New Measure: New

Desired Performance: A performance that is higher would indicate that the agency has more customers in these customer groups. A performance that is lower would indicate that the agency is serving fewer customers. The agency has no control over the number of customers that seek its services.

Number of Customer Groups Inventoried

Short Definition: The number of customer groups that the agency uses to calculate its customer service performance measures. These are the major customer groups for the agency.

Purpose/Importance: This measure is intended to identify the total number of major customer groups for the agency.

Source/Collection of Data: Information for this measure comes from totaling the number of major customer groups surveyed.

Method of Calculation: Adding major customer groups

Data Limitations: None

Calculation: Cumulative

New Measure: New

Desired Performance: A higher performance would indicate that more customer groups were surveyed. A lower performance would indicate that fewer customer groups were surveyed.

F. Customer Service Performance Measures for Jan. 2015 – May 2016

1.	Percentage of Surveyed Customer Respondents Expressing Overall Satisfaction with Services Rendered	88.27%
2.	Percentage of Surveyed Customer Respondents Identifying Ways to Improve Service Delivery	29.62%
3.	Number of Customers Surveyed	670
4.	Number of Customers Served	9,962
5.	Cost Per Customer Surveyed	\$0.94
6.	Number of Customers Identified	9,962
7.	Number of Customer Groups Inventoried	8

G. Estimated Fiscal Year 2016 Customer Service Performance Measures

1. Percentage of Surveyed Customer Respondents Expressing Overall Satisfaction with Services rendered	90%
2. Percentage of Surveyed Customer Respondents Identifying Ways to Improve Service Delivery	25%
3. Number of Customers Surveyed	680
4. Number of Customers Served	10,000
5. Cost per Customer Served	\$0.94
6. Number of Customers Identified	10,000
7. Number of Customer Groups Inventoried	8

**Synopsis of Customer Service Assessment Surveys
January 2015 – May 2016
Texas State Board of Examiners of Psychologists**

Oral Examinee Survey

Surveys Distributed:	170
Surveys Returned:	170
No. of Questions on Survey:	6
Satisfaction Rate:	94.86%
(FY 2000: 79/79; 81.90%)	
(FY 2001: 67/67; 85.33%)	
(FY 2002:60/58; 82.08%)	
(FY2003:79/79; 84.93%)	
(FY2004:60/59; 86.69%)	
(FY 2005:41/38; 82.02%)	
(FY 2006: 75/65; 95.62%)	
(FY 2007: 81/81; 93.98%)	
(FY 2008: 99/98; 93.69%)	
(FY 2009: 85/81; 96.09%)	
(FY 2010: 86/86; 95.74%)	
(FY 2011: 106/106; 95.91%)	
(FY 2012: 108/108; 96.74%)	

Oral Examiner Survey

Surveys Distributed:	95
Surveys Returned:	95
No. of Questions on Survey:	6
Satisfaction Rate:	99.64%
(FY 2000: 59/54; 94.43%)	
(FY 2001: 48/44; 96.48%)	
(FY 2002: 61/59; 94.45%)	
(FY 2003; 61/59; 95.63%)	
(FY 2004: 46/42; 96.78%)	
(FY 2005: 43/42; 97.48%)	

(FY 2006: 52/46; 99.62%)
(FY 2007: 58/28; 100%)
(FY 2008: 52/52; 100%)
(FY 2009: 60/60; 98.85%)
(FY 2010: 53/53; 98.42%)
(FY 2011: 55/51; 90.29%)
(FY 2012: 58/58; 99.65%)

Written Examinees

Surveys Distributed: 50
Surveys Returned: 31
No. of Questions on Survey: 5
Satisfaction Rate: 94.80%
(FY 2000: 103/56; 85.36%)
(FY 2001: 103/49; 91.24%)
(FY 2002: 50/11; 85.45%)
(FY 2003: 50/32; 93.19%)
(FY 2004: 50/34; 93.49%)
(FY 2005: 50/30; 97.33%)
(FY 2006: 50/27; 97.78%)
(FY 2007: 50/23; 97.39%)
(FY 2008: 50/23; 98.26%)
(FY 2009: 50/28; 94.95%)
(FY 2010: 50/22; 97.23%)
(FY 2011: 50/6; 85.36%)
(FY 2012: 50/6; 96.67%)

Open Records Requests

Surveys Distributed: 40
Surveys Returned: 20
No. of Questions on Survey: 5
Satisfaction Rate: 97.00%
(FY 2000: 60/34; 83.73%)
(FY 2001: 80/44; 88.83%)
(FY 2002: 40/2; 100%)
(FY 2003: 40/21; 92.24%)
(FY 2004: 40/15; 96%)
(FY 2005: 40/24; 90.26%)
(FY 2006: 40/16; 96.17%)
(FY 2007: 40/12; 98.33%)
(FY 2008: 40/17; 86.25%)
(FY 2009: 40/32; 84.54%)
(FY 2010: 40/20; 93.61%)
(FY 2011: 40/27; 97.66%)
(FY 2012: 40/9; 100%)

Applicants

Surveys Distributed: 75
Surveys Returned: 30
No. of Questions on Survey: 9
Satisfaction Rate: 83.41%
(FY 2000: 72/46; 70.47%)
(FY 2001: 162/82; 74.47%)
(FY 2002: 75/46; 82.14%)
(FY 2003: 75/44; 80.28%)
(FY 2004: 75/36; 79.41%)
(FY 2005: 75/35; 81.42%)
(FY 2006: 75/27; 84.97%)
(FY 2007: 75/26; 86.04%)
(FY 2008: 75/31; 82.66%)
(FY 2009: 75/35; 89.89%)
(FY 2010: 75/32; 93.61%)
(FY 2011: 75/28; 81.26%)
(FY 2012: 75/20; 91.12%)

Current Licensees

Surveys Distributed: 200
Surveys Returned: 61
No. of Questions on Survey: 12
Satisfaction Rate: 89.58%
(FY 2000: 428/241; 78.33%)
(FY 2001: 300/249; 78.74%)
(FY 2002: 150/59; 78.88%)
(FY 2003: 150/80; 83.46%)
(FY 2004: 150/87; 86.03%)
(FY 2005: 150/78; 78.63%)
(FY 2006: 150/72; 80.09%)
(FY 2007: 150/57; 85.12%)
(FY 2008: 150/77; 86.54%)
(FY 2009: 150/68; 87.88%)
(FY 2010: 150/68; 89.47%)
(FY 2011: 150/68; 87.10%)
(FY 2012: 150/40; 90.59%)

Complainants

Surveys Distributed: 30
Surveys Returned: 11
No. of Questions on Survey: 8
Satisfaction Rate: 69.58%
(FY 2000: 15/2; 35.71%)
(FY 2001: 34/8; 50.00%)
(FY 2002: 30/10; 62.86%)

(FY 2003: 30/18; 68.44%)
 (FY 2004: 30/11; 65.32%)
 (FY 2005: 30/11; 75.19%)
 (FY 2006: 30/10; 62.86%)
 (FY 2007: 30/12; 63.07%)
 (FY 2008: 43/12; 60.39%)
 (FY 2009: 30/14; 74.95%)
 (FY 2010: 11/8; 74.95%)
 (FY 2011: 9/9; 82.14%)
 (FY 2012: 30/11; 67.18%)

Respondents:

Surveys Distributed: 30
 Surveys Returned: 19
 No. of Questions on Survey: 8
Satisfaction Rate: 77.36%

(FY 2000: 24/8; 60.04%)
 (FY 2001: 89/29; 80.70%)
 (FY 2002: 40/19; 79.30%)
 (FY 2003: 40/11; 88.31%)
 (FY 2004: 40/15; 85.27%)
 (FY 2005: 40/15; 88.03%)
 (FY 2006: 40/15; 85.87%)
 (FY 2007: 40/18; 79.14%)
 (FY 2008: 50/25; 81.27%)
 (FY 2009: 40/18; 94.96%)
 (FY 2010: 40/16; 86.30%)
 (FY 2011: 18/18; 85.16%)

TOTAL: 88.27%
 (FY 2000: 73.74%)
 (FY 2001: 80.75%)
 (FY 2002: 83.15%)
 (FY 2003: 85.81%)
 (FY 2004: 86.12%)
 (FY 2005: 86.295%)
 (FY 2006: 87.87%)
 (FY 2007: 87.88%)
 (FY 2008: 86.01%)
 (FY 2009: 90.38%)
 (FY 2010: 90.70%)
 (FY 2011: 90.52%)
 (FY 2012: 91/73%)