[redacted] Exit Survey Report

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EXECUTIVE SUMMARY

This survey was created for [redacted] It was distributed by the MSIOP student consulting team at Texas A&M University. The purpose of this exit survey was to understand and identify the opinions of part-time [redacted] on five sections of policies and procedures at [redacted] scheduling, pay, training process, general procedures and tasks, and performance feedback. The main problem noted by [redacted] Personnel Director, [redacted] and [redacted] Managing Director, [redacted], was that there are high rates of turnover due to the nature of the work and the available market of part-time employees. There is also no current exit survey in place for departing employees.

After the initial meeting with [redacted] and [redacted], the MSIOP student consulting team determined the five sections of policies and procedures to collect feedback on. The student consulting team decided that the exit survey will ask for feedback on policies and procedures on the scheduling, pay, training process, general procedures and tasks, and performance feedback. The student consulting team reviewed the [redacted] and researched survey best practices to create an exit survey. The final exit survey included a total of 39 questions (5 administrative, 25 closed-ended, and 9 open-ended). The survey began with 5 administrative questions asking about the location, tenure, and [redacted] the former employee worked at. Each section consisted of 5 closed-ended questions, with a 5-point Likert scale, and between 0-2 open-ended questions. There were 21 positively scored items and 4 negatively (or reverse) coded items.

Results from the exit survey demonstrated an overall positive satisfaction with the five sections of policies and procedures. The lowest level of satisfaction was with the policies and procedures relating to pay and salary with a mean rating of 3.64. Item analysis by location was also conducted; however, due to a very small sample size, the results were not interpreted as the sample ratings were not generalizable to the location as a whole. Inter-item correlations were conducted to determine the construct validity of the items. The correlations found low correlations among a few items. To improve the survey responses, inter-item correlations, and the generalizability of results to each [redacted] location, it is recommended to collect a larger sample size and to reconduct the statistical tests.

INTRODUCTION

Purpose

This report will outline the developmental process, methods, and data analysis conducted in the creation of an exit survey for the [redacted] to be distributed to part-time [redacted] Outlining these processes will help in the understanding and validation of the conclusions. Recommendations will include best practices for the implementation of an exit survey based on research. Analytical information gathered from the piloting of the exit survey will provide recommendations for [redacted] policies and procedures to improve retention.

Problem Statement

The design of the [redacted] Exit Survey was managed by the student consulting team members: [redacted] Lawrence Liu, and [redacted] of the Texas A&M University master's program in Industrial-Organizational Psychology under the supervision of [redacted] Ph.D.

An exit survey is a tool utilized by organizations to uncover the reasons behind an employee's decision to leave in order to improve conditions for remaining employees. Exit surveys enable direct responses from former employees. The benefits of using an exit survey include improved working conditions, and reduced turnover and liability risks (Feldman & Klaas, 1999).

The objective of the [redacted] Exit Survey is to understand and identify the opinions of part-time [redacted] on [redacted] policies and procedures. This information will serve to inform the client of the reasons for attrition and opinions on policies. This will help improve retention, working conditions, and human resource practices regarding part-time [redacted] Currently, the [redacted] has no exit survey in place for departing employees. The part-time [redacted] position experiences high rates of turnover due to the nature of the work and the available market for temporary employees. The exit survey focuses on providing further information for areas that are within administrative control.

SURVEY DEVELOPMENT

Preparation Mechanisms

Information was gathered in the initial client interview with Personnel Director, [redacted] and Managing Director, [redacted]. To aid in item creation, the initial client interview focused on structured interview questions to determine the main sections of the survey. This interview provided general information on the [redacted] including [redacted] job responsibilities, work conditions, workload, [redacted] relationships, training, salary, the typical length of employment, performance reviews, and potential hypotheses for the higher turnover rate. From this interview, the client explicitly expressed that the exit survey should focus on former employees' attitudes and opinions towards policies on scheduling, pay, training, performance feedback, and other administrative procedures.

Survey Design

Research was conducted on exit surveys from the Society of Human Resource Management (Exit Interview Questionnaire) which is a professional human resource membership association that provides insights into the most current practices in human resources. These exit surveys provided general information and were used as a reference in the survey format and scale. The [redacted] exit survey items were created with team member collaboration following the [redacted] to provide a comprehensive examination of each of the sections in focus. The [redacted] is a manual provided to employees outlining all information and policies concerning employment at [redacted] Upon submission of the survey items to the client, further feedback was given to improve some terminology and reduce the number of items.

Sections of Interest

The [redacted] Exit Survey focuses on part-time [redacted] attitudes towards policies and procedures including scheduling, pay, training, general procedures and tasks, and performance feedback. As depicted in Figure 1, these five sections outline the potentially problematic areas which the [redacted] can adjust for future employees to improve work attitudes. The survey items developed for each section can be located in Appendix A.

Figure 1. The Sections of Interest for the [redacted] Exit Survey.

Scheduling

[redacted]

Pay

[redacted]

Training

[redacted]

General Procedures and Tasks

[redacted]

Performance Feedback

[redacted]

METHODOLOGY

Currently, [redacted] does not administer an exit survey to its employees. During our initial interview, [redacted] and [redacted] discussed the desire to focus on their previous employees' reactions towards [redacted] policies and procedures to determine if it is causing any turnover. The information gathered from this conversation was used to create the survey and help identify the most significant sections that would provide [redacted] team with the feedback for corrective action.

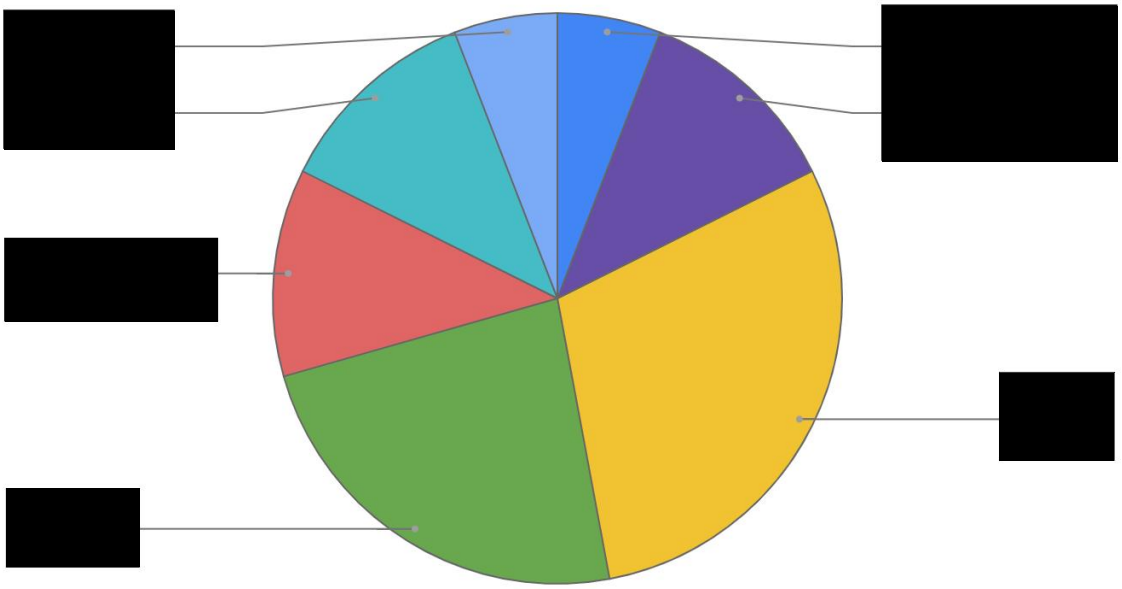
The survey assesses the employee's attitudes toward the following five measures:

1. Scheduling
2. Pay
3. Training
4. General Procedures and Tasks
5. Performance Feedback

Sample and Procedure

The [redacted] Exit Survey was created and administered using Qualtrics XM. The [redacted] Exit Survey was distributed on October 21, 2021, via email correspondence. The client provided the contact information for 143 former [redacted] who left the organization within the past two years, with inactive dates beginning in 2019. The client sent the consulting team the [redacted] and [redacted]. To increase response rates to the survey, both the email and [redacted] Exit Survey contained information regarding the purpose and anonymity of the survey. In addition to the [redacted] provided, the due date for the survey responses was communicated. The survey was active from October 21st to November 2nd. Within that period 33 responses were collected. No demographics-related information was collected, besides the respondent's previous work location, as they were not needed for the survey. Respondents provided information for seven [redacted] locations. Expanded details on the respondent's previous work location demographics can be found in Figure 2 below. Examinations and analyses of the responses were then conducted to determine their quality. Out of the 33 responses only 13 were filled out. The remaining responses were then altered to align with the remaining data or deleted. Preceding this, additional analysis had to be conducted for any reverse items within the survey. The survey results were then tested for reliability and content validity using descriptive statistics.

Figure 2. Respondent's Location of [redacted]



Measures

Through the initial assessment five sections were developed: scheduling, pay, training, general procedures and tasks, and performance feedback. In total, the survey had twenty-five questions, with each section having five items. The survey was scored on a 5- point Likert scale (1= strongly disagree, 5 = strongly agree). The survey also contained six open-ended questions to allow the respondents to freely respond with any relevant information that was not accounted for by the items. The items and the open-ended questions were used to assess the respondents' feelings about the [redacted] policies, procedures, and practices at [redacted]

Table 1. Number of Items and Open-ended questions per section.

	Items	Open-ended questions
Scheduling	5	1
Pay	5	1
Training	5	1
General Procedures and Tasks	5	1
Performance Feedback	5	2

SUMMARY OF DATA ANALYSIS

Handling of Missing Values

Of the 33 responses collected, 19 responses had too many missing values (from 5% completion to 59% completion); as a result, these responses were removed from the data. Of the remaining responses, one response was only 86% completed. A series mean imputation method was used to replace the missing values in this response. To complete a series mean imputation, the mean of the other responses of the items missing were used to fill in the missing value. In the end, further analysis was conducted on 14 responses. Table 2 displays the completion rate of responses of the 33 responses that were collected.

Table 2. Completion Rate of Responses.

Number of Respondents	Percentage Complete
13	100%
18	5%
1	59%
1	86%*

* This response was later completed to 100% with the use of a series mean imputation method.

It was noted that some values were missing completely at random (MCAR). In the distribution of the survey, the open-ended item for the training section did not display a text box where respondents could write in their responses due to an error in Qualtrics XM. Therefore, no responses were received from respondents on this particular open-ended question, and it was consequently not analyzed.

Scoring of Reverse Items

Within the 25-item survey, there were four reverse items. This refers to the fact that a high score on the item indicates a low level of satisfaction with the policy and a low score on the item indicates a high level of satisfaction. Because they are scored in this reverse fashion, they must be altered before analysis. As a result, to properly analyze the results, these four items were re-coded to transform them to the correct scale. For example, “1” was re-coded to the response of (strongly disagree), and “5” was re-coded to the response of (strongly agree). Table 3 presents the four reverse items that were re-coded. It is to be noted that, reverse coding an item does not change how the survey takers responded to the item. For example, “respondents disagree that taking days off would negatively impact their future schedule.” If reverse coded, this simply becomes “respondents agree that taking days off would not negatively impact their future schedule.”

Table 3. List of reverse items.

List of Reverse Items	
Scheduling Q4	[redacted]
Scheduling Q5	[redacted]
Procedures Q4	[redacted]
Performance Feedback Q4	[redacted]

Descriptive Statistics

Descriptive statistics (mean, SD, median, min, max, etc.) were conducted for each of the five areas of [redacted] policies and procedures: scheduling, pay, training, general procedures and tasks, and performance feedback. These statistics were calculated to learn more about the employee's opinions and reactions to the policies in place at [redacted]. Cronbach's Alpha and McDonald's Omega were calculated to check for internal consistency. To calculate alpha, omega, and item correlations we used the statistical software, R-studio. The remaining descriptive statistics were calculated with Excel.

Reliability (Alpha & Omega)

Reliability refers to the consistency of a measure when replicated. Three sections displayed low reliability. The low reliability was due to the low sample size and to the type of measures being used. The measures being used, policies/procedures, do not classify as dimensions. Measures that do not classify as dimensions are subject to greater amounts of random error. Cronbach's alpha is a measure of internal consistency that is expressed as a number between 0 to 1 and it estimates how well the test is measuring the construct. A low Cronbach's alpha could indicate a low number of questions and poor inter-relatedness between the question items (Tavakol, 2011).

RESULTS

General Open-Ended Questions

This section will go over the analysis of the open-ended questions within the [redacted] Exit Survey. Table 4 displays all of the open-ended questions in the survey. As stated above, only 16 previous employees responded to the exit survey that was distributed out of the 143. Each open-ended response had a different number of responses, ranging from 1 response to 22 responses (since multiple people responded with multiple answers).

Table 4. List of Open-Ended Questions.

List of Open-Ended Questions	
General	[redacted]
	[redacted]
	[redacted]
	[redacted]
Scheduling	[redacted]
Pay	[redacted]
Training Process	[redacted]
Procedures/Tasks	[redacted]
[redacted]	[redacted]

For question 6, there were 16 responses to the open-ended question regarding what led to the previous employee leaving [redacted] (shown in Table 5). However, some individuals had multiple factors that lead to leaving [redacted], so those responses were counted separately, totaling 20 responses. There were no positive factors that led to previous employees leaving, however, there were some factors that were out of the control of [redacted] (i.e., [redacted]). However, there were some negative responses which included an individual having to repeat training since they moved locations, individuals not feeling as though they were paid enough, conflict with the policies and other individuals, and [redacted] Table 5 also shows the responses categorized as feasible or infeasible for [redacted] to solve. Feasible for

[redacted] to solve means that they have some say in the problem and that they could change some policies to help with the problem. “Infeasible to solve" means that the problem is out of [redacted] control (for example, [redacted]). [redacted]

Table 5. Responses to Question 6

[redacted]

For question 7, there were 16 responses to the open-ended question regarding what [redacted] could have done in response to the previous employees leaving (shown in Table 6). [redacted]

[redacted]

For question 8, there were 16 individual responses, some of which had multiple parts, which created a new total of 22 responses to the open-ended question regarding what the previous employee liked most about working at [redacted] (shown in Table 7). [redacted]

Table 7. Responses to Question 8.

[redacted]

For question 9, there were 16 responses to the open-ended question regarding the previous employee's comments and concerns about their schedule at [redacted] (shown in Table 8).

[redacted]

Table 8. Question 9's open-ended responses.

[redacted]

Descriptive Statistics

To achieve an overarching idea of employee quantitative responses, we conducted descriptive statistics analysis for each section of the [redacted] policies and procedures: scheduling, pay, training process, general procedures/tasks, and performance feedback. The Mean (M), Standard Deviation (SD), Raw Alpha, and Omega can be found in Table 9. Overall, former employees were satisfied with the general procedures and tasks (M = 4.23). On the other hand, the pay was the least satisfying to the former employees (M=3.64). This indicates that compared to the other policies at [redacted] former employees show a relatively low level of satisfaction with pay. A separate analysis by location was conducted and is presented in Appendix B and descriptive statistics by item, which is presented in Appendix C. Although analysis has been provided by location, it is not recommended to interpret the results as a conclusion due to the low sample size. The generalizability of these results to the location is an issue due to the low sample size. We recommend concluding after a sufficient number of responses have been collected for each location. A detailed analysis of each section can be found in the next sections.

Table 9. Descriptive statistics item reliability by sections. The levels of Cronbach's alpha and McDonald's Omega were examined for each section.

	Mean	SD	Raw Alpha	Omega Total
Scheduling (S)	4.04	1.36	0.53	0.68
Pay (P)	3.64	1.14	0.87	0.93
Training Process (T)	4.06	1.25	0.89	0.97
General Procedures/Tasks (Pr)	4.23	0.87	0.47	0.93
Performance Feedback (F)	3.88	0.98	0.85	0.92

Scheduling

For question 10, there were 2 responses to the open-ended question regarding any comments and concerns about the previous employee's schedule (shown in Table 10). [redacted]

Table 10. Responses to Question 13.

[redacted]

The reliability analysis provided reliability estimates for the Scheduling section. The reliabilities of scheduling were low (α = 0.53; ω = 0.68). Although the reliability values for scheduling items were low, it is not considered problematic in this situation as scheduling is a section or type of policy that [redacted] has and not a psychological construct or dimension. The cause of the low reliability is that this section includes items that are related to scheduling; however, the items represent a broader/various perspectives. The low reliability can also be explained by the fairly high SD (1.36). A high Standard Deviation indicates that data is widely spread and not as clustered around the mean, which indicates low reliability. Once again, the purpose of this exit survey was to obtain feedback on [redacted] policies and procedures; therefore, it is

acceptable for responses to be spread widely apart. Another reason for the low reliability is the correlation between the items. Appendix D presents the inter-item correlations for the five closed-ended items relating to scheduling. It shows that items S4 and S5 are the only two items that are strongly correlated and statistically significant. The next section will provide greater detail about the correlations. We provide a stacked bar distribution of the responses for each item (see Figure 4) and the descriptive results (mean and standard deviation) of each item (see Table 11). The figure and table are followed by a detailed explanation of each item.

Figure 4. Distribution of Responses for Scheduling.

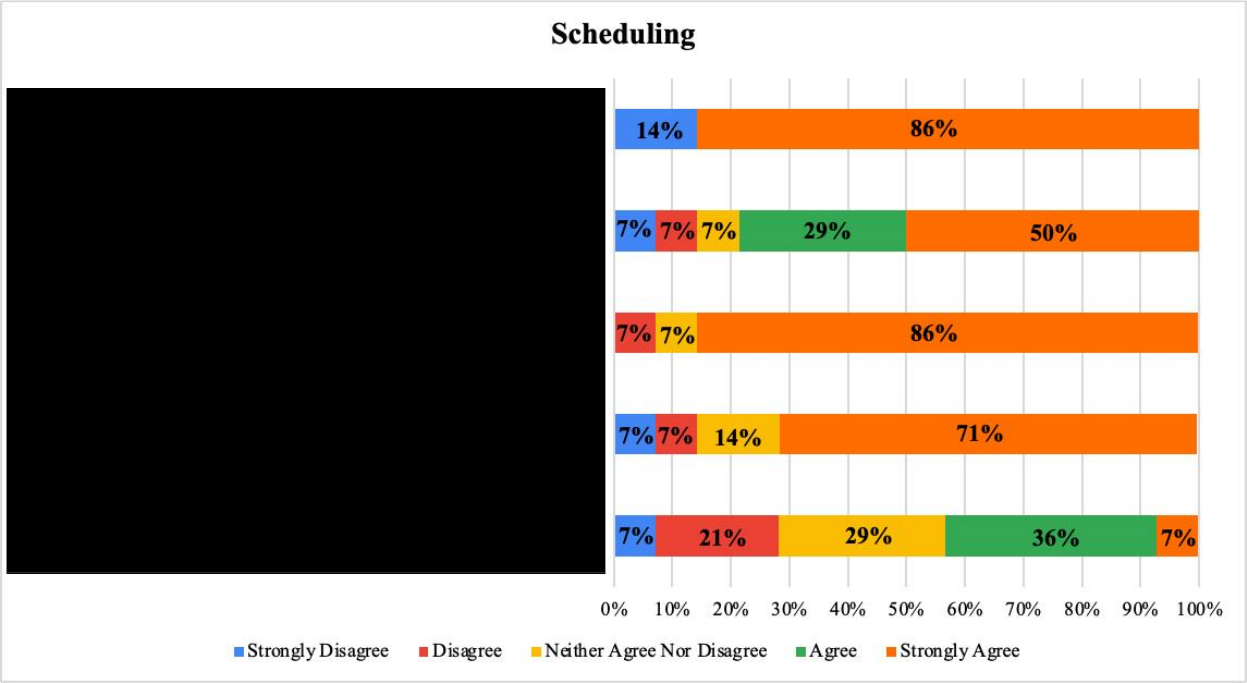


Table 11. Descriptive Statistics for Scheduling Items.

[redacted]	M	SD
	4.43	1.45
	4.07	1.27
	4.64	0.93
	4.21	1.37
	3.14	1.10

The mean of items S1, S2, S3, and S4 (shown in Table 11) were above 4.0, indicating that most respondents (73%) responded with an "Agree" or "Strongly Agree" (shown in Figure 4). This indicates that overall former employees felt that the [redacted] tried their best to work with their personal schedule, they were able to take the days off that they requested and were able to get their unwanted shifts covered. Item S4 was reversed coded. In this instance, the mean for item S4 is high (M = 4.21), which indicates that respondents agree that taking days off does not negatively impact their future schedule. Item S5 had the lowest mean (M = 3.15), with a close number of responses for "Disagree" (21%), "Neither Agree nor Disagree" (29%), and "Agree"

(36%). This indicates that overall, employees may not have understood this item; therefore, they selected “neutral”. Overall, former employees were satisfied with scheduling policies and procedures (M = 4.04; SD = 1.36).

Pay

For question 15, there were 5 responses to the open-ended question regarding the previous employee’s comments and concerns about their pay or pay system at [redacted] (shown in Table 12). [redacted]

Table 12. Responses to Question 15.

[redacted]

The reliability analysis provided reliability estimates for the Pay section. The reliabilities of this section were very good (α = 0.87; ω = 0.93). This indicates that the survey items for Pay cover similar areas, as a result, they are highly reliable. We provide a stacked bar distribution of the responses for each item (see Figure 5) and the descriptive results (mean and standard deviation) of each item (see Table 13). The figure and table are followed by a detailed explanation of each item.

Figure 5. Distribution of Responses for Pay.

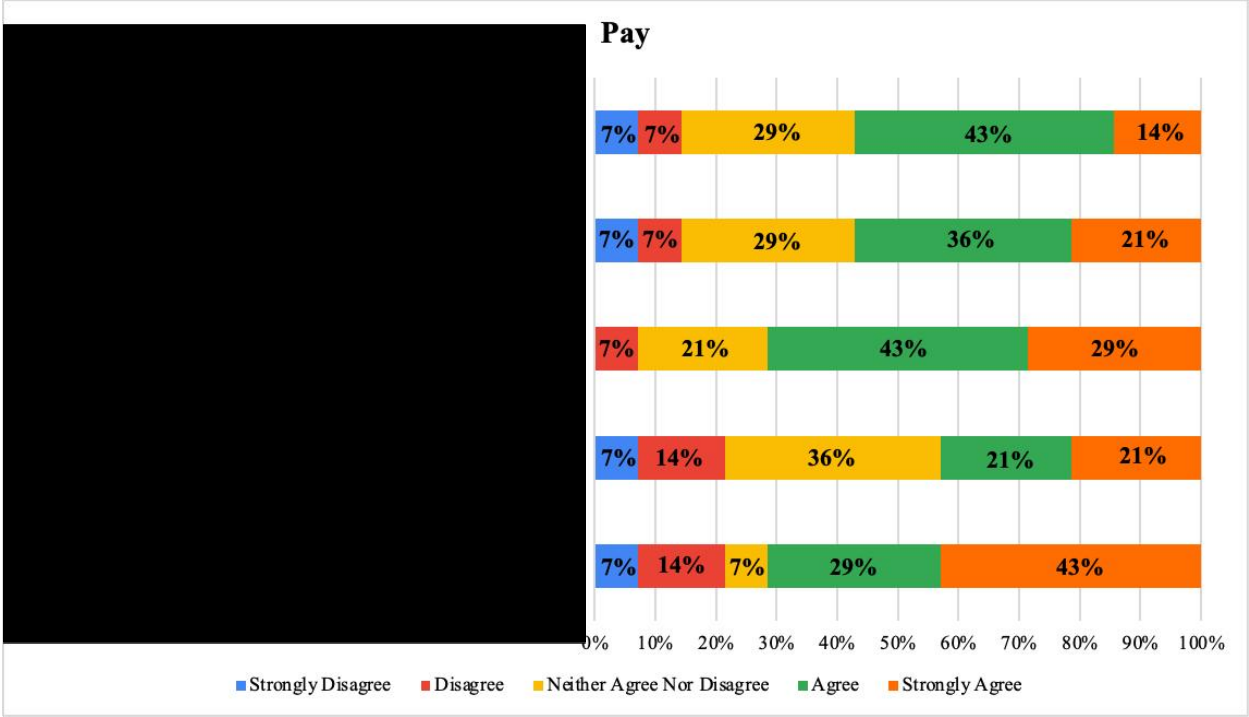


Table 13. Descriptive Statistics for Pay Items.

[redacted]	M	SD
	3.50	1.09
	3.57	1.16
	3.93	0.92
	3.36	1.22
	3.86	1.35

Overall, former employees were the least satisfied with policies and procedures related to pay (M = 3.64, SD = 1.14). The responses for all items were varied, with no one response having more than 50% responses. As shown in Figure 5, 43% of former employees responded with "Strongly Agree" for item P1, 43% of former employees responded with "Agree" for item P3, 36% responded with "Agree" for item P4, and 43% responded with "Agree" for item P5. [redacted]

Training Process

The reliability analysis provided reliability estimates for the Training Process section. The reliabilities of this section were very good (α = 0.89; ω = 0.97). This indicates that the survey items for Training Processes cover similar areas, as a result, they are highly reliable. We provide a stacked bar distribution of the responses for each item (see Figure 6) and the descriptive results (mean and standard deviation) of each item (see Table 14). The figure and table are followed by a detailed explanation of each item.

Figure 6. Distribution of Responses for the Training Process.

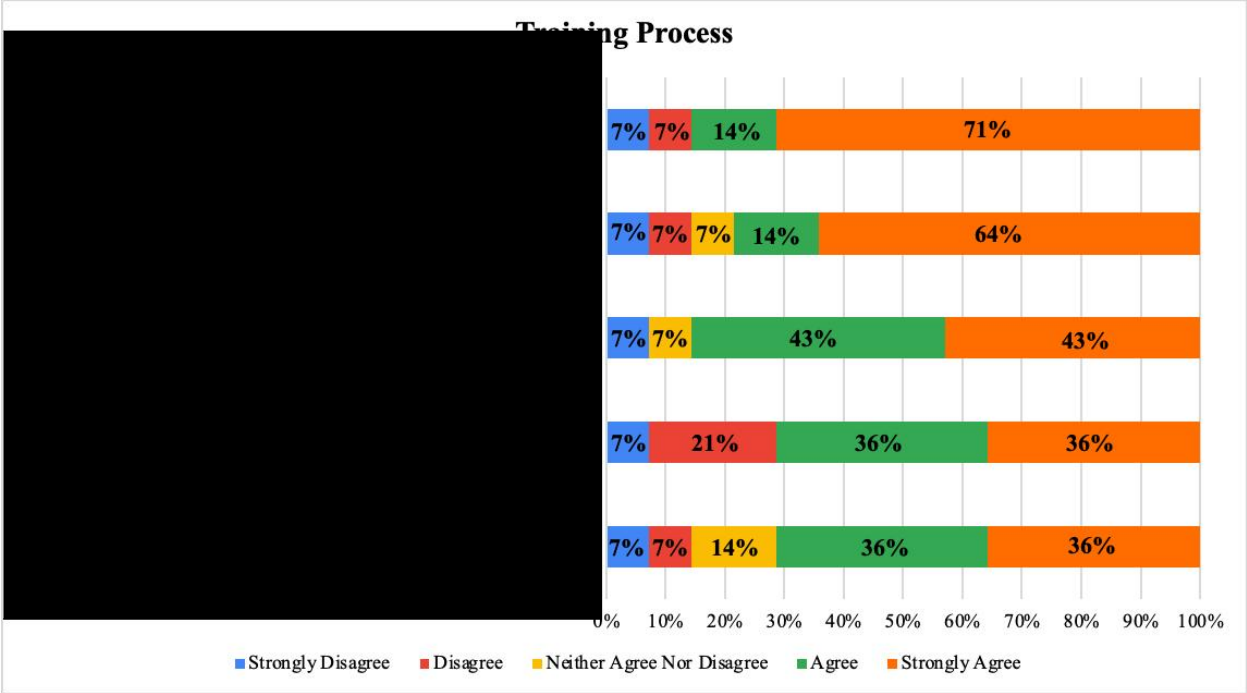


Table 14. Descriptive Statistics for Training Process Items.

[redacted]	M	SD
	4.39	1.28
	4.21	1.31
	4.14	1.10
	3.71	1.38
	3.86	1.23

Overall, former employees were satisfied with the training process (M = 4.06; SD = 1.25). As shown in figure 6, 79% of former employees responded to all training process items with an "Agree" or "Strongly Agree". This indicates that overall, former employees felt that the training process and material helped them develop the proper skills, grasp key learning concepts, and

provide tips to help with their development. The training process helped provide realistic situations they may encounter and helped them develop as an [redacted]. Item T4 had the lowest mean (M = 3.71) with the greatest amount of variability in responses (SD = 1.38). This means that on average, former employees somewhat believe that the training activity and discussion during the monthly staff meetings were helpful for their development. The variability in responses indicates that the respondents had a variety of different opinions on this statement. This could be due to the two different activities being asked in the question. Some employees may believe that the training activity was beneficial but not the discussion. To correct this problem, it is recommended to create two questions to determine the true opinion on that statement. However, the purpose of this exit survey is to obtain feedback on [redacted] policy and procedures; therefore, variability in responses is okay.

General Procedures/Tasks

For question 19, there was only one response to the open-ended question regarding the previous employee's comments and concerns about the procedures or tasks that they were required to complete while at [redacted] (shown in Table 15). The response was that the procedures kept on changing.

Table 15. Responses to Question 19

[redacted]

The reliability analysis provided reliability estimates for the General Procedures/Tasks section. The reliabilities of this section were sub-par ($\alpha = 0.47$; $\omega = 0.93$). This suggests that the survey items for the General Procedures/Tasks section are measuring different types of general procedures/tasks. Although general Procedures/Tasks should be considered as a section or type of policy that [redacted] has and not a psychological construct or dimension, an inconsistent reliability result could indicate that the items in the Procedures/Tasks section are problematic (will further explain in the recommendation section). Lastly, we provide a stacked bar distribution of the responses for each item (see Figure 7) and the descriptive results (mean and standard deviation) of each item (see Table 16). The figure and table are followed by a detailed explanation of each item.

Figure 7. Distribution of Responses for the General Procedures/Tasks.

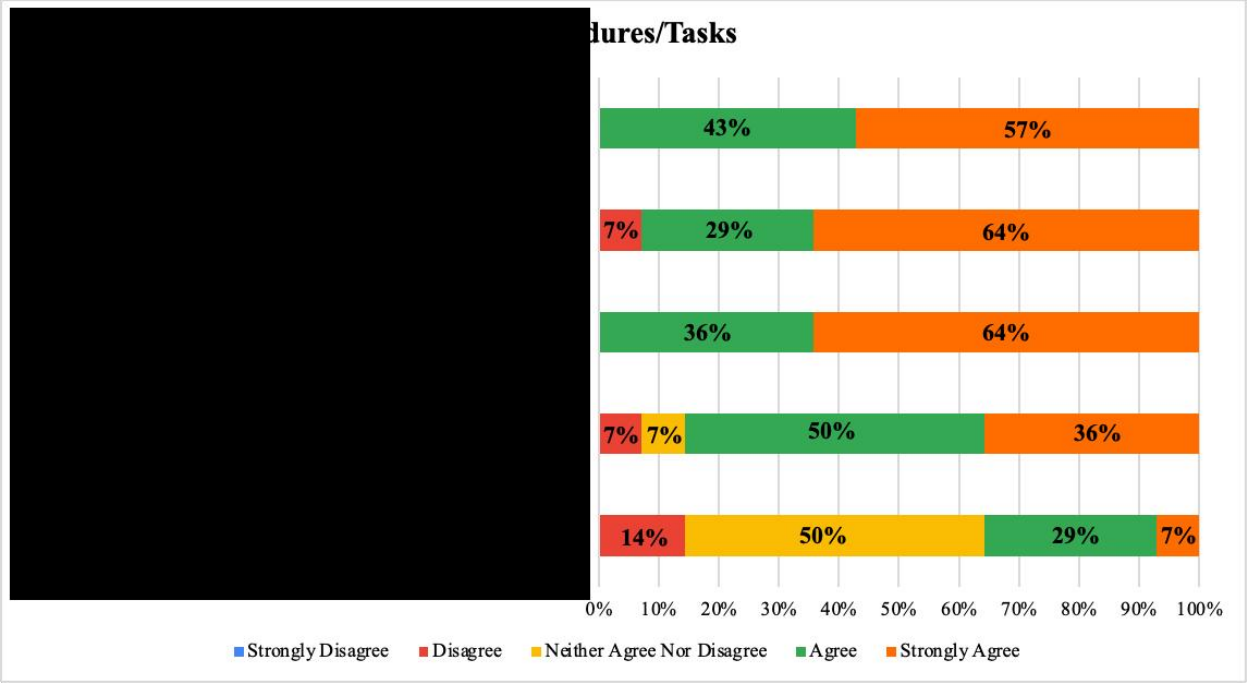


Table 16. Descriptive Statistics for Procedures/Tasks Items.

[redacted]	M	SD
	4.57	0.51
	4.50	0.85
	4.64	0.50
	4.14	0.86
	3.29	0.83

Overall, former employees were satisfied with the procedures and tasks of [redacted] (M = 4.23; SD = 0.87). As shown in Figure 7, 83% of former employees responded to all training process items with an "Agree" or "Strongly Agree." Item Pr4 is reverse coded for statistical analysis purposes. The mean of item Pr4 was 4.14. This indicates that overall, former employees felt that the procedures and tasks at [redacted] are overall stable and do not change all the time, are easy to follow, reasonable, and clearly define job duties and expectations. One thing that's worth noting is, although 83% of former employees agree with the procedures and tasks, only 36% believe the day-to-day procedures are improving [redacted] over time (Pr5). Besides Pr4, Item Pr5 had the lowest mean (M = 3.29); this indicates that, on average, former employees felt "neutral" about the changes to the day-to-day procedures.

Performance Feedback

For question 21, there were 4 responses to the open-ended question regarding how the previous employee's [redacted] could have helped them more at [redacted] (shown in Table 17). One of the responses was regarding taking feedback from the employees, shown in Table 17 as "Feedback from Employee", which was for the supervisors to take the employee's suggestions seriously. [redacted]

Table 17. Responses to Question 21.

[redacted]

The reliability analysis provided reliability estimates for the Performance Feedback section. The reliabilities of this section were really good ($\alpha = 0.85$; $\omega = 0.92$). This suggests that the survey items for the Performance Feedback section cover similar areas, as a result, they are highly reliable. As with the previous sections, we provide a stacked bar distribution of the responses for each item (see Figure 8) and the descriptive results (mean and standard deviation) of each item (see Table 18). The figure and table are followed by a detailed explanation of each item.

Figure 8. Distribution of Responses for the Performance Feedback.

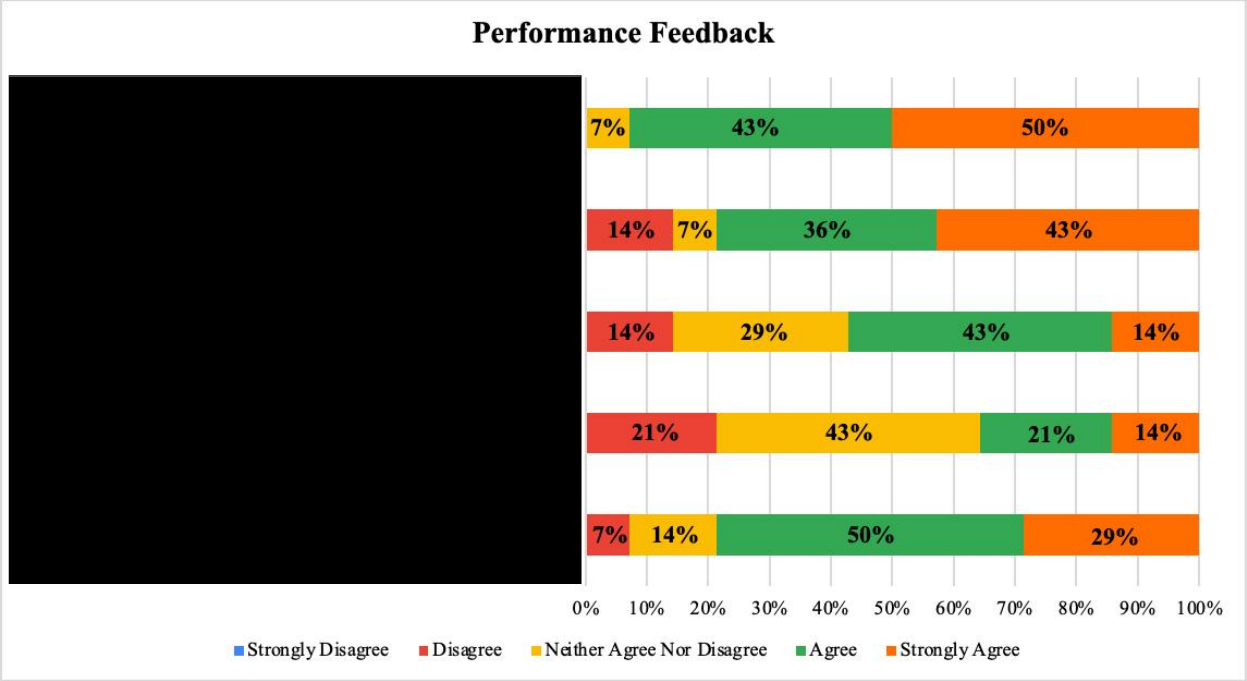


Table 18. Descriptive Statistics for Performance Feedback Items.

[redacted]	M	SD
	4.46	0.63
	4.08	1.07
	3.54	0.93
	3.31	0.99
	4.00	0.88

Although not the strongest performing section, former employees were overall somewhat satisfied with the performance feedback system and how it's implemented and executed at [redacted] (M = 3.88; SD = 0.98). As shown in Figure 8, 64% of former employees responded to all training process items with an "Agree" or "Strongly Agree." In terms of the satisfaction level among respondents, there is a notable discrepancy between the performance feedback section and the rest of the sections, with items F3 and F4 demonstrating the lowest mean score. This indicates that overall, former employees felt that the performance feedback system at [redacted] could use some improvement. For example, performance feedback from [redacted] could be implemented more consistently, frequently, and concisely. Finally, Items F4 (reverse coded) had the lowest mean (M = 3.31) in the performance feedback section. Because it is reverse coded, the mean score of item F4 indicates that overall, former employees only moderately felt that the performance review process helped them perform better on the job.

Content Validity

Content validity refers to the extent to which the test adequately measures the content domain. In this case, we determine whether the survey includes all important items to assess opinions on [redacted] policies and procedures. Content validity was determined by ensuring that items were created using the [redacted], a guide that lists all [redacted] policies and procedures, and were verified by [redacted] and [redacted] Therefore, for this exit survey, content validity will refer to how well the questions asked in this survey will measure the respondent's attitudes on [redacted] policies and procedures. Content validity can be improved by using the common responses from the open-ended questions as response choices in a close-ended question for that specific policy if it does not exist. [redacted]

Correlations

We created a correlation matrix for each section of the [redacted] policies and procedures: scheduling, pay, training process, general procedures/tasks, and performance feedback. A correlation was conducted to test the inter-item correlations of the items to determine how correlated items measuring the same section are with each other. Appendix D displays an in-depth analysis of the correlation results of scheduling, pay, training process, general procedures/ tasks, and feedback. Overall, the internal correlations between items in these sections are relatively high.

RECOMMENDATIONS

Survey Administration

The exit survey created by the student consulting team focused on gaining information on part-time [redacted] employment experience to help determine motivations for leaving. The addition of an exit survey in [redacted] administrative procedures provides valuable information regarding aspects of the business where improvements can be made in scheduling, pay, training, general procedures and tasks, and performance feedback. This is a cheap and quick alternative to use in comparison to exit interviews (Feldman & Klaas, 1999). While incorporating this survey into practice, it is recommended that administrators keep responses anonymous, confidential, and have processes handled by Human Resource managers rather than direct supervisors (Feldman & Klaas, 1999). These recommendations are crucial in influencing the amount employees are willing to express and whether distortion will exist. Utilizing Human Resource managers will build credibility and trust that responses will be handled appropriately. It is advised that survey administrators explicitly emphasize that respondents will not experience any repercussions and will not be identified. These practices will ensure that individuals will be equally honest and candid whether they have experienced positive or negative equity (Giacalone, Knouse, & Montagliani, 1997). Also, the procedures following the exit survey are equally as important. Exit survey responses must be acknowledged by top management and rectified. This will ensure that future exit survey responses will be honest and accurate because former employees will see the benefit of their disclosure (Feldman & Klaas, 1999).

Another recommendation regarding the administration of the survey focuses on the timing of the survey distribution. Prompt administration will ensure that information provided by respondents is both accurate and recent. As the time between departure and administration increases so does the inaccuracy and distortion of former employees' perceptions of their experiences. The ideal administration time is in the last few days of employment or within one week of departure (Gennaro, 2021). Due to the low sample size, it is recommended to collect a larger sample and to reconduct the analysis to determine the generalizability of results to [redacted] This low response rate may be in part caused by the amount of time between employee departure and survey distribution, for many employees we contacted this length of time reached over 2 years. To combat this issue and increase participation in recent departures as well, we recommend small incentives be instituted so more accurate conclusions can be drawn from the survey data. These incentives can include a reward of a few dollars depending on available financial resources (Perez, Nie, Ardern, Radhu, & Ritvo, 2013)

Survey Revision

Based on the data analysis several survey items must be altered or removed. Items S5, Pr4, Pr5, and F4 should be removed or revised because they have large neutral responses indicating that they were not easily understood or do not elicit a meaningful response. This is important to adjust because additional items that do not add to the meaningfulness of results, will just generate fatigue not value. Specifically, we recommend revising item S5 because having both the terms "[redacted]" in the question may confuse the respondents which led to the high amount of "neutral" responses. A respondent may perceive different experiences as [redacted] so using both terms may not be synonymous for them. We recommend removing item F4

because of the general unpopularity of performance appraisals by employees (Aguinis, 2019). Since the item does not identify any specific section or aspect of the appraisal, the respondents may have selected neutrally since they did not think about it critically. We as well recommend revising the wording of item Pr4 because the reliability results became inconsistent (low alpha and high omega) once this item was reverse coded (the reliability for the General Procedures and Tasks section assumes a normal value if item Pr4 isn't reverse coded, however, item Pr4 by nature should be a reverse item). This is unusual and indicates item Pr4 to be potentially problematic. Lastly, we recommend removing Pr5 because of attitudes on [redacted] in general. Respondents were probably confused on this question and selected "neutral" because [redacted] can be interpreted either highly positive or highly negative depending on the context. Without mentioning the types of [redacted], the respondents could not provide meaningful responses.

In addition, considering the survey only consisted of twenty-two items, a question to detect random responses was not included. Instead, reverse items were included to check for participants' engagement while answering the questions. However, it is still recommended to include an item that states, "For this statement, please select 'Agree'" to officially rule out any random responses. Especially if the exit survey is edited to contain more items, as random responses will increase with the increase of items. The inclusion of reverse items and random response detection items is recommended to increase survey reliability. A new survey based on these recommendations can be found in Appendix E.

Moreover, items that contain two or more ideas are recommended to be revised or removed. For example, two different activities were being asked in item T4. As a result, [redacted] When revising items that include multiple ideas, it is recommended to split the item into a number of individual items to determine the true opinion on each idea.

Policies and Procedures

Based on the open-ended questions concerning departures such as what led to the departure and what could be improved to stop it, most respondents proposed uncontrollable factors. A predominant number of respondents 11 out 14 stated that nothing could have been done to change their departure. The next highest factor reasoned by respondents involved higher pay. Lastly, respondents mentioned that the part of working at [redacted] that they enjoyed the least were the attitudes of others. We recommend utilizing group interventions to foster better culture and relationships amongst colleagues as it can lead to greater job embeddedness and improve retention (Knight, Patterson, & Dawson, 2017).

Table 19. Recommendations based on Data Analysis.

Section	**Recommendation**
Scheduling	• [redacted]

Pay	• [redacted]
Training	• [redacted]
Performance Feedback	• [redacted]
General Tasks and Procedures	• [redacted]

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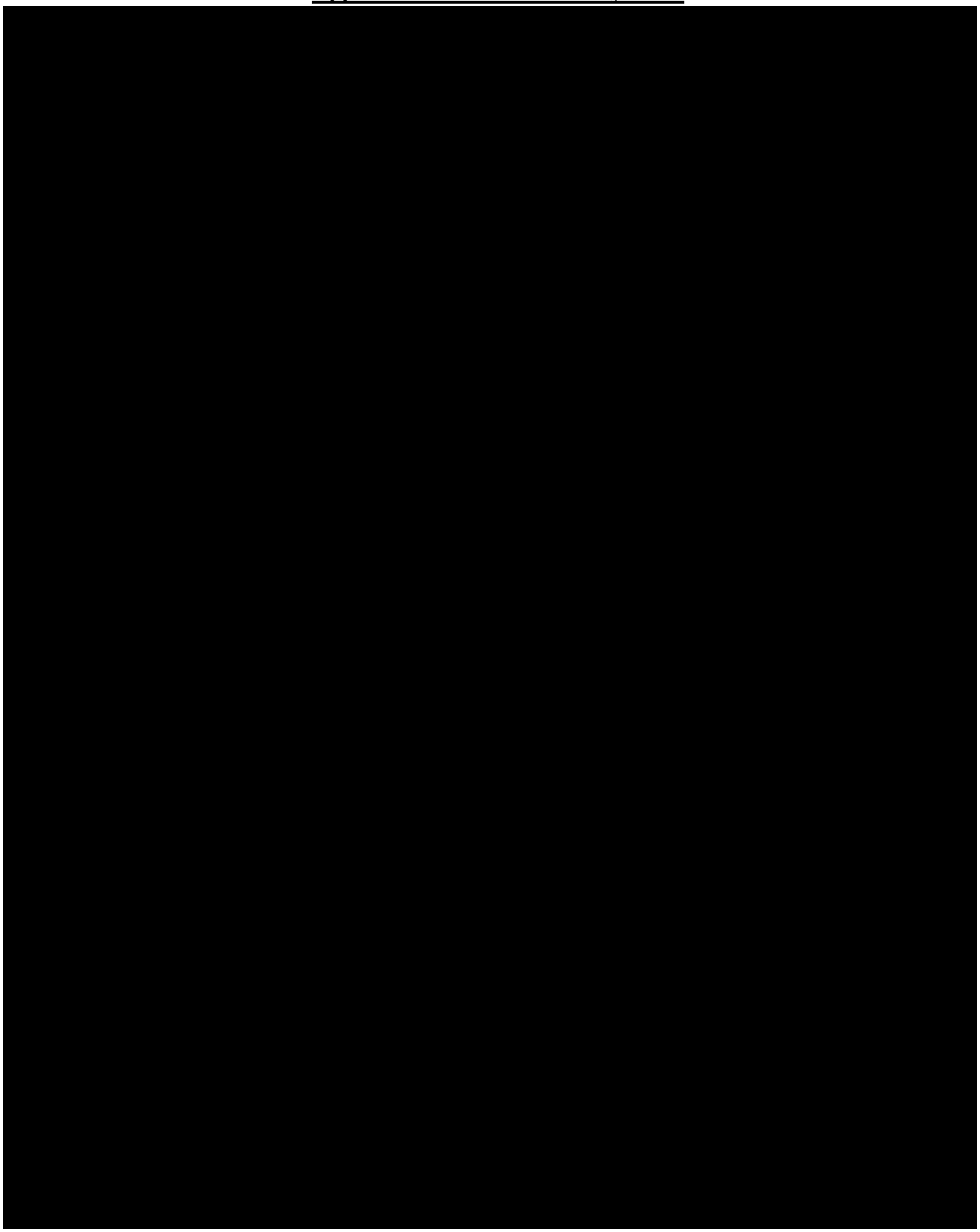
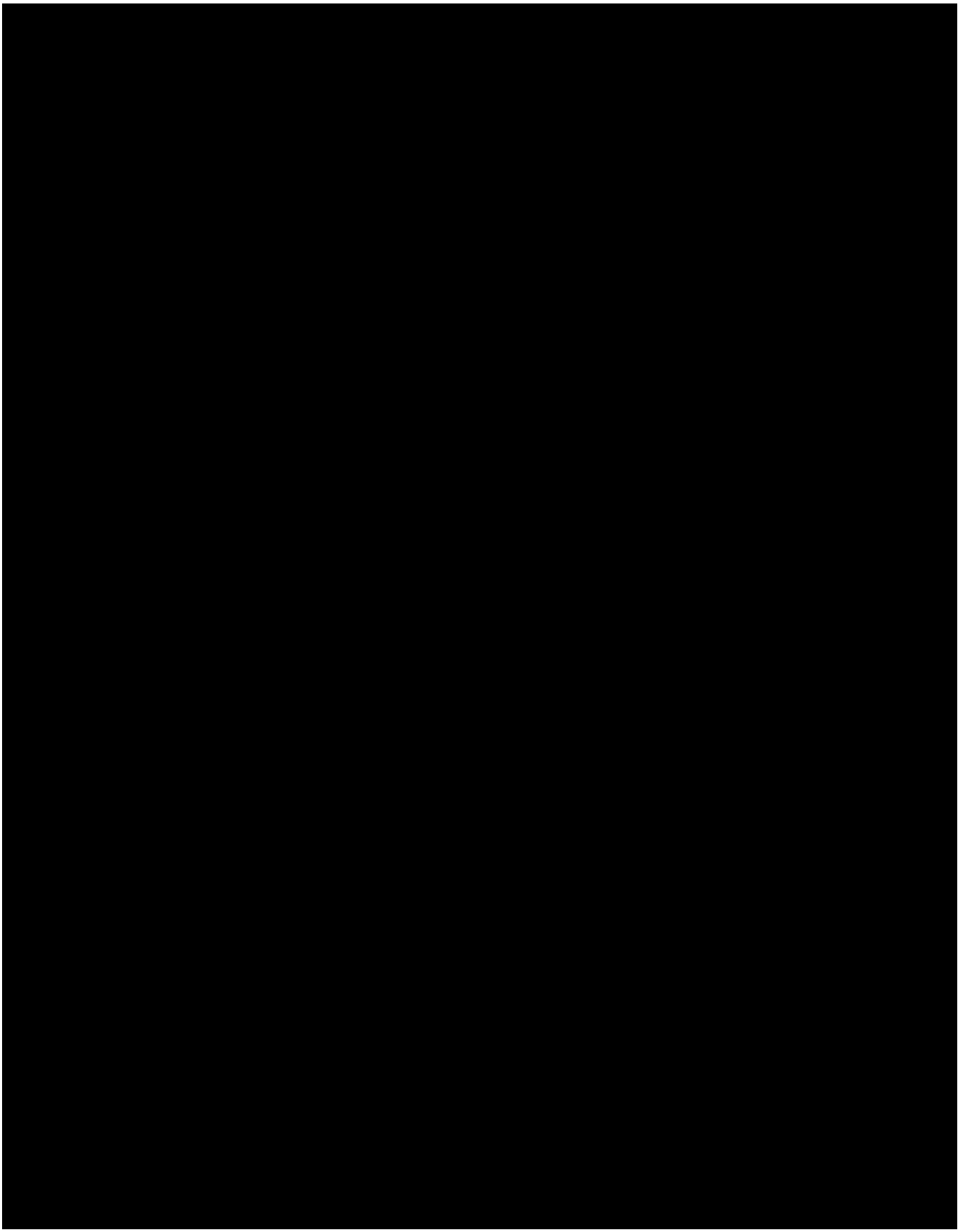
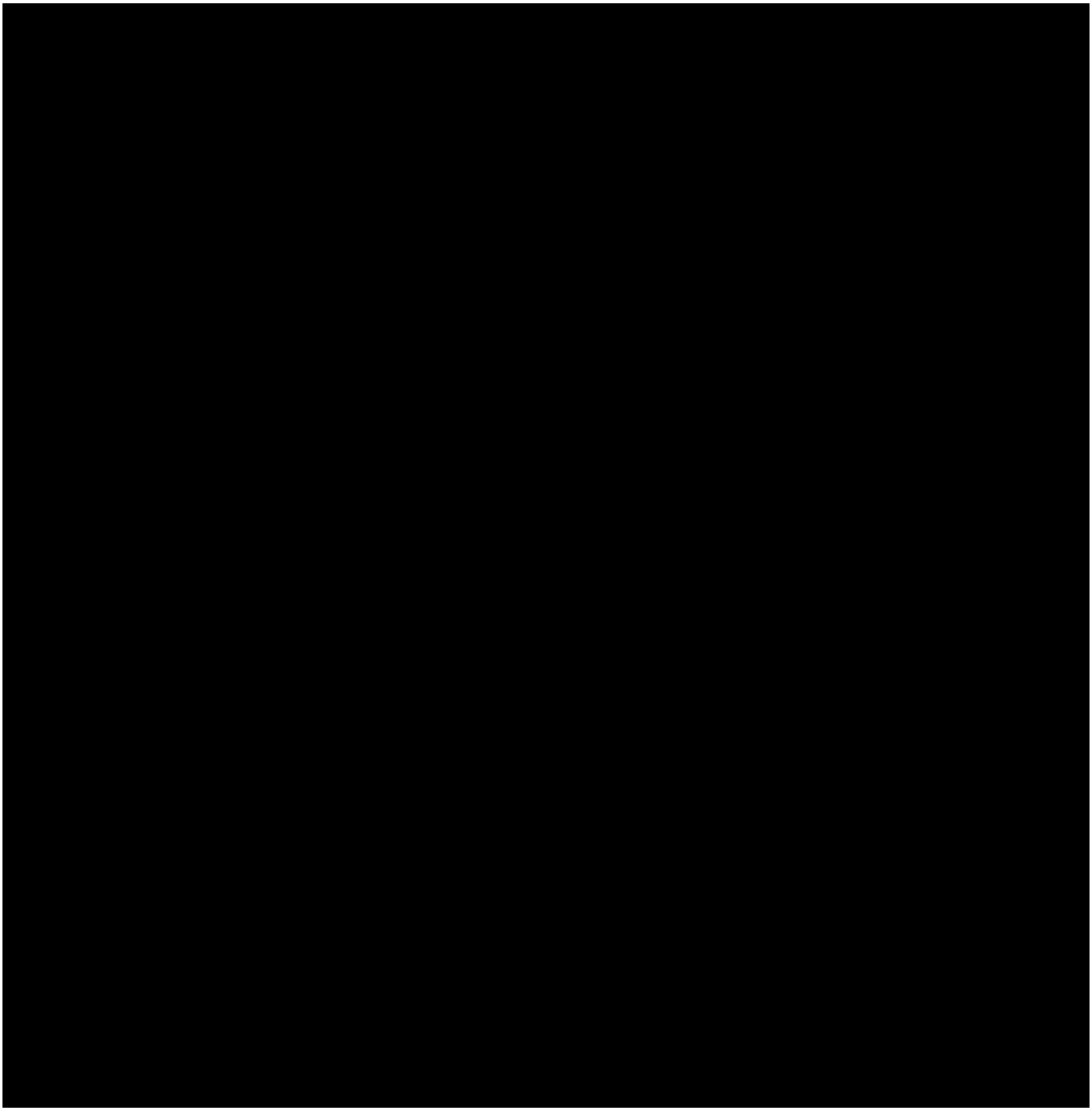
APPENDIX

Appendix A - Pilot Exit Survey Items







Appendix B - Item Agreement by [redacted]

[redacted]	Number of Respondents	S1	S2	S3	S4	S5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	Pr1	Pr2	Pr3	Pr4	Pr5	F1	F2	F3	F4	F5
	5	80%	100%	80%	100%	60%	60%	80%	40%	60%	80%	80%	80%	100%	80%	80%	100%	80%	100%	80%	40%	100%	100%	40%	40%	100%
	2	50%	50%	100%	50%	0%	50%	0%	100%	0%	50%	100%	50%	100%	100%	50%	100%	100%	100%	100%	50%	100%	100%	0%	0%	50%
	2	100%	100%	100%	50%	50%	100%	100%	50%	100%	100%	100%	100%	100%	100%	50%	100%	100%	100%	100%	0%	50%	0%	0%	0%	0%
	2	100%	50%	100%	50%	0%	50%	0%	100%	0%	100%	100%	100%	50%	0%	100%	100%	100%	100%	100%	50%	100%	100%	100%	100%	100%
	1	100%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	100%	100%	100%	0%	100%	0%	100%	0%	100%

Table 2. Percentage of respondents (by location) who indicated they "agree" (4) or "strongly agree" (5) with the item statement.

[redacted]	Number of Respondents	S1	S2	S3	S4	S5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	Pr1	Pr2	Pr3	Pr4	Pr5	F1	F2	F3	F4	F5
	5	20%	0%	20%	0%	0%	0%	0%	20%	20%	0%	20%	0%	0%	20%	0%	0%	20%	0%	0%	20%	0%	0%	0%	0%	0%
	2	50%	0%	0%	0%	50%	0%	0%	0%	0%	50%	0%	50%	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%	50%	50%	0%
	2	0%	0%	0%	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	50%	50%	50%	50%
	2	0%	50%	0%	50%	50%	0%	50%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	1	0%	100%	0%	0%	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	0%	0%	0%	0%	100%	0%	100%	0%	100%	0%

Table 3. Percentage of respondents [redacted] who indicated they "disagree" (2) or "strongly disagree" (1) with the item statement.

Appendix C - Descriptive Statistics by Item

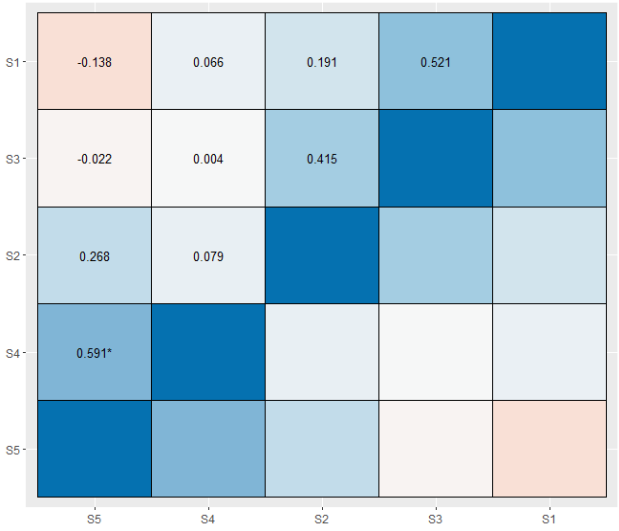
	S1	S2	S3	S4	S5	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	Pr1	Pr2	Pr3	Pr4	Pr5	F1	F2	F3	F4	F5
Mean	4.43	4.07	4.64	4.21	3.14	3.50	3.57	3.93	3.36	3.86	4.36	4.21	4.14	3.71	3.86	4.57	4.50	4.64	4.14	3.29	4.46	4.08	3.54	3.31	4.00
Median	5.00	4.50	5.00	5.00	3.00	4.00	4.00	4.00	3.00	4.00	5.00	5.00	4.00	4.00	4.00	5.00	5.00	5.00	4.00	3.00	4.73	4.04	3.77	3.00	4.00
Standard Deviation	1.45	1.27	0.93	1.37	1.10	1.09	1.16	0.92	1.22	1.35	1.28	1.31	1.10	1.38	1.23	0.51	0.85	0.50	0.86	0.83	0.63	1.07	0.93	0.99	0.88
Minimum	1.00	1.00	2.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	4.00	2.00	4.00	2.00	2.00	3.00	2.00	2.00	2.00	2.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Count	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00	14.00

Appendix D - Correlation Results

The matrices are color-coded so that blue indicates a positive correlation and orange indicates a negative correlation, and a darker color indicates a greater magnitude.

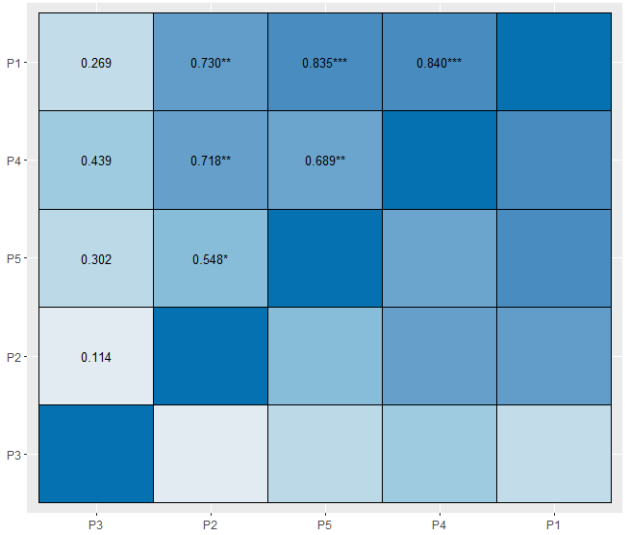
[redacted]

Figure 9. Correlation Matrix for Scheduling Items. The asterisks (*) indicate the level of significance (*p*-value) for each item correlation. $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$***.



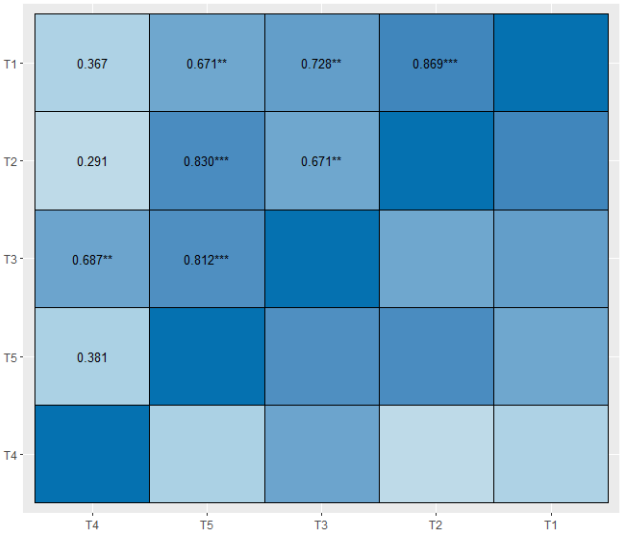
[redacted]

Figure 10. Correlation Matrix for Pay Items. The asterisks (*) indicate the level of significance (*p*-value) for each item correlation. $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$***.



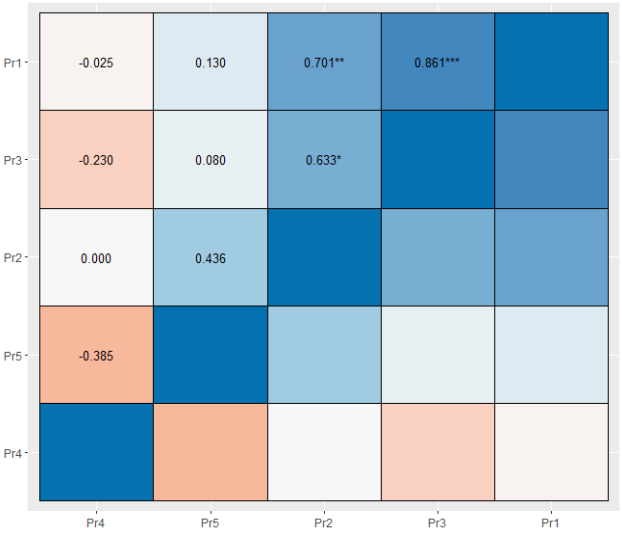
[redacted]

Figure 11. Correlation Matrix for Training Process Items. The asterisks (*) indicate the level of significance (*p*-value) for each item correlation. $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$***.



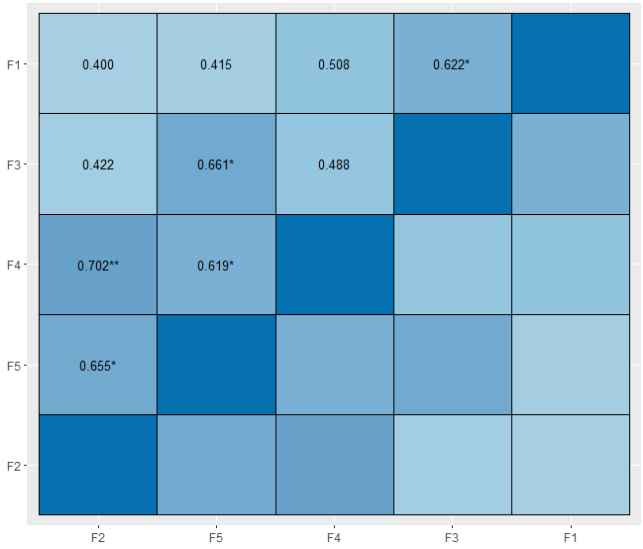
[redacted]

Figure 12. Correlation Matrix for General Procedures/Tasks Items. The asterisks (*) indicate the level of significance (*p*-value) for each item correlation. $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$***.



[redacted]

Figure 13. Correlation Matrix for Performance Feedback Items. The asterisks (*) indicate the level of significance (*p*-value) for each item correlation. $p < 0.05$ *; $p < 0.01$ **; $p < 0.001$***.



Appendix E - Revised Exit Survey Items