



***Employee Satisfaction Survey Report:  
Supplement Disaggregated by Employee  
Role***

***Gallaudet University  
Spring 2016 Report***

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December 5, 2016

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Office of Institutional Research

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## I. Employee Satisfaction Survey Supplement: Introduction

### A. Background

This report is a supplement to the primary Gallaudet University (GU) Ruffalo Noel-Levitz Employee Satisfaction Survey (ESS) 2016 Report. While the [GU ESS Report for 2016](#) reports background, methodology, and results for all GU employees as a whole, this report analyzes the Strengths and Challenges identified by employees by role: Faculty, Staff or Administrator.

### B. Methods

During the 2016 spring semester, the Office of Institutional Research administered via email a link to the on-line version of the Employee Satisfaction Survey (ESS) to all full-time employees of Gallaudet<sup>1</sup>. A total of 537 employees (administrators, faculty, and staff, exempt and non-exempt, staff) completed or partially completed the survey. In the demographic section of the Survey, employees were asked to indicate which employee role they fill, and a definition was provided for each role. For example, Administrators were defined as directors and above. Of the total respondents, 26% were faculty (88), 61% (205) were Staff<sup>2</sup>, with 47% Exempt Staff (158) and 14% Non-Exempt Staff (47), and 14% were administrators (46). There were a higher number of Administrator and Staff respondents in 2016 than in 2015, and fewer Faculty respondents in 2016.

	<b>2015 ESS Responses</b>	<b>2015 ESS Responses</b>
Faculty	110	88
Staff	176	205
Administrator	15	46

Although this year’s survey was intended for full-time employees, respondents were also asked to identify whether they were full or part-time employees. A total of 12 part-time employees (6% of total) responded to the survey. Additional demographic information was collected and is reported in Appendix C.

## II. Employee Satisfaction Survey Results

This report focuses on Gallaudet’s areas of strength and challenge in Campus Culture and Work Environment for three sets of employees: administrators, faculty, and staff. The report also reports differences in Institutional Priorities and ratings of involvement in Planning and Decision Making among respondents in the various employee roles. ESS results are provided as follows:

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<sup>1</sup> Although the Employee Satisfaction Survey was intended for the employees of Gallaudet University and was distributed directly to these employees, the link to the ESS was also forwarded to Clerc Center employees. It is unknown how many Clerc Center employees completed the survey.

<sup>2</sup> 2016 is the first year in which ESS staff responses were separated into Non-Exempt and Exempt Staff.

- A. Campus Culture and Policies by Employee Category
- B. Work Environment by Employee Category
- C. Institutional Goals by Employee Category
- D. Involvement in Planning and Decision-Making by Employee Category
- E. Summary and Comparison by Employee Category: 2015 and 2016

**A. Campus Culture and Policies by Employment Category**

For Section 1: Campus Culture and Policies, employees were asked to rate 30 items. For each item, employees were to rate how satisfied they are with the item on a Likert scale of 1 to 5 (1 = not satisfied at all and 5 = very satisfied), and important the item is to them on a Likert scale of 1 to 5 (1 = not important at all and 5 = very important). The tables below list the Strengths and Challenges for Campus Culture and Policies for each employee category, in order of importance.

**Campus Culture and Policies: Faculty (N=88)**  
(in order of importance)

<b>Strengths</b>	<b>Challenges</b>
Faculty take pride in their work.	This institution makes sufficient budgetary resources available to achieve important objectives.
The institution treats students as its top priority.	There is good communication between the faculty and the administration at this institution.
Staff take pride in their work.	This institution does a good job of meeting the needs of its faculty.
This institution promotes excellent employee-student relationships.	This institution consistently follows clear processes for selecting new employees.

**Campus Culture and Policies: Exempt Staff (N=158)**  
(in order of importance)

<b>Strengths</b>	<b>Challenges</b>
This institution treats students as its top priority.	There is a spirit of teamwork and cooperation at this institution.
The institution does a good job of meeting the needs of students.	There are effective lines of communication between departments.
Staff take pride in their work.	The institution does a good job of meeting the needs of its staff.
This institution promotes excellent employee-student relationships.	The institution makes sufficient staff resources available to achieve important objectives.
This institution is well-respected in the community.	

**Campus Culture and Policies: Non-Exempt Staff (N=47)**  
(in order of importance)

<b>Strengths</b>	<b>Challenges</b>
This institution treats students as its top priority.	There are effective lines of communication between departments.
This institution is well-respected in the community.	The institution has written procedures that clearly define who is responsible for each operation and service.
Staff take pride in their work.*	
The institution does a good job of meeting the needs of students.*	
Faculty take pride in their work.	
The goals and objectives of this institution are consistent with its mission and values.	

\*These two items were rated the same in order of importance.

**Campus Culture and Policies: Administrator (N=46)**  
(in order of importance)

<b>Strengths</b>	<b>Challenges</b>
This institution treats students as its top priority.	The institution does a good job of meeting the needs of students.
This institution promotes excellent employee-student relationships.	There is a spirit of teamwork and cooperation at this institution.*
The leadership of this institution has a clear sense of purpose.	The reputation of this institution continues to improve.*
Faculty take pride in their work.*	There are effective lines of communication between departments.
Administrators take pride in their work.*	Efforts to improve quality are paying off at this institution.
Staff take pride in their work.	
The goals and objectives of this institution are consistent with its mission and values.	

\*These two items were rated the same in order of importance.

**Campus Culture and Policies:  
Comparisons by Employee Categories**

<b>Item</b>	<b>Faculty (N=88)</b>	<b>Exempt Staff (N=158)</b>	<b>Non-Exempt Staff (N=47)</b>	<b>Admin (N=46)</b>
This institution promotes excellent employee-student relationships	<b>Strength</b>	Strength		Strength
This institution treats students as its top priority	Strength	<b>Strength</b>	<b>Strength</b>	Strength (2015 Challenge)
This institution does a good job of meeting the needs of students		Strength	Strength	<b>Challenge</b>
Faculty take pride in their work	<b>Strength</b>		Strength	Strength
Staff take pride in their work	<b>Strength</b>	<b>Strength</b>	<b>Strength</b>	Strength (2015 Challenge)
Administrators take pride in their work	Strength			<b>Strength</b>
The goals and objectives of this institution are consistent with its mission and values	Strength		Strength	<b>Strength</b>
The leadership of this institution has a clear sense of purpose	Challenge			Strength (2015 Challenge)
This institution is well-respected in the community		<b>Strength</b>	<b>Strength</b>	
This institution plans carefully	Challenge	Challenge	Challenge	Challenge
There are effective lines of communication between departments.		Challenge	Challenge	Challenge
Most employees are generally supportive of the mission, purpose, and values of this institution				Challenge
This institution does a good job of meeting the needs of its faculty	<b>Challenge</b>			
This institution does a good job of meeting the needs of its staff		Challenge		
This institution makes sufficient budgetary resources available to achieve important objectives	<b>Challenge</b>	Challenge	Challenge	Strength
This institution makes sufficient staff resources available to achieve important objectives		Challenge		
There is good communication between the faculty and the administration at this institution	<b>Challenge</b>			
There is a spirit of teamwork and cooperation at this institution	Challenge	<b>Challenge</b>	Challenge	<b>Challenge</b>
The reputation of this institution continues to improve				<b>Challenge</b>

Efforts to improve quality are paying off at this institution				<b>Challenge</b>
This institution consistently follows clear processes for selecting new employees	Challenge	Challenge	Challenge	
This institution has written procedures that clearly define who is responsible for each operation and service			Challenge	
This institution consistently follows clear processes for orienting and training new employees		Challenge	Challenge	

**Bold:** Strength or Challenge for 2015 and 2016

~~Strikethrough:~~ Strength or Challenge for 2015 only

### B. Work Environment: By Employee Category

For Section 4: Work Environment, employees were asked to rate 31 items. As with Section I, for each item in Section 4, employees were to rate how satisfied they are with the item on a Likert scale of 1 to 5 (1 = not satisfied at all and 5 = very satisfied), and how important the item is to them on a Likert scale of 1 to 5 (1 = not important at all and 5 = very important), and how. The table below lists the Strengths and Challenges for Work Environment, for each employee category, order of importance.

#### Work Environment: Faculty (N=88) (in order of importance)

Strengths	Challenges
The type of work I do on most days is personally rewarding.	My department has the budget needed to do its job well.
The employee benefits available to me are valuable.	My department has the staff needed to do its job well.
My supervisor pays attention to what I have to say.	I am paid fairly for the work I do.
The work I do is valuable to the institution.	Transparent and informed communication is practiced consistently throughout the university community.
	There are regular demonstrations of expected ethical behaviors and attitudes by influential University leaders.
	University administrators are accessible and receptive to input.

**Work Environment: Exempt Staff (N=158)**  
(in order of importance)

<b>Strengths</b>	<b>Challenges</b>
The work I do is valuable for the institution.	I am paid fairly for the work I do.
My supervisor pays attention to what I have to say.	My department has the staff needed to do its job well.
The employee benefits available to me are valuable.	My department has the budget to do its job well.
The work I do is appreciated by my supervisor.	I have adequate opportunities for advancement.
I am proud to work at this institution.	
The type of work I do on most days is personally rewarding.	

**Work Environment: Non-Exempt Staff (N=47)**  
(in order of importance)

<b>Strengths</b>	<b>Challenges</b>
The employee benefits available to me are valuable.	I am paid fairly for the work I do.
My job responsibilities are communicated clearly to me.	My department has the staff needed to do its job well.
The work I do is valuable for the institution.	My department has the budget to do its job well.
There are adequate programs or resources in place to strengthen my use of ASL.	
I am proud to work at this institution.	
The type of work I do is personally rewarding.	

**Work Environment: Administrator (N=46)**  
(in order of importance)

<b>Strengths</b>	<b>Challenges</b>
The work I do is valuable to the institution.	My department has the staff needed to do its job well.
I am proud to work at this institution.	Transparent and informed communication is practiced consistently throughout the institution.
My supervisor pays attention to what I have to say.	There are regular demonstrations of expected ethical behavior and attitudes by influential University leaders.
The employee benefits available to me are valuable.	There are clear and available statements and policies defining ethical behavior for all members of the campus community.
The type of work I do on most days is personally rewarding.	University administrators are accessible and receptive to input.

**Work Environment:  
Comparisons by Employee Categories**

Item	Faculty (N=88)	Exempt Staff (N=158)	Non-Exempt Staff (N=47)	Admin (N=46)
The type of work I do on most days is personally rewarding	Strength	Strength	Strength	Strength
The work I do is valuable to the institution	Strength	Strength	Strength	Strength
I am proud to work at this institution	Strength	Strength	Strength	Strength
My supervisor pays attention to what I have to say	Strength	Strength	Strength	Strength
The employee benefits available to me are valuable	Strength	Strength	Strength	Strength
The work I do is appreciated by my supervisor		Strength		
There are adequate programs or resources in place to strengthen my use of ASL			Strength	
My job responsibilities are communicated clearly to me		Strength	Strength	
I am comfortable answering student questions about institutional policies and procedures				Strength
I have the information I need to do my job well				Strength
My department has the budget needed to do its job well	Challenge	Challenge	Challenge	Challenge
My department has the staff needed to do its job well	Challenge	Challenge	Challenge	Challenge
I am paid fairly for the work I do	Challenge	Challenge	Challenge	Strengths
I have adequate opportunities for advancement		Challenge	Challenge	
There are clear and available statements and policies defining ethical behavior for all members of the campus community				Challenge
There are regular demonstrations of expected ethical behavior and attitudes by influential University leaders	Challenge			Challenge
University administrators are accessible and receptive to input	Challenge			Challenge
Transparent and informed communication is practiced consistently throughout the university community	Challenge			Challenge
There are regular programs to inform and support ethical behaviors at all levels of the university.				Challenge

Information flows upward and is recognized at higher levels of the administration	Challenge			
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**Bold:** Strength or Challenge for 2015 and 2016

~~Strikethrough:~~ Strength or Challenge for 2015 only

**Analysis of Strengths and Challenges by Employee Group: Commonalities and Differences**

Analysis of employee responses regarding Campus Culture and Policies or Work Environment by role allows us to see areas of Strength and Challenge that are common to all roles across Gallaudet. This analysis also allows us to identify perspectives that are particular to any one employee role.

Employees across roles identified five areas as Strengths for Gallaudet:

- This institution treats students as its top priority.
- Staff take pride in their work
- The employee benefits available to me are valuable
- The type of work I do on most days is personally rewarding
- The work I do is valuable to the institution

Three out of four employee role groups also identified the following as Strengths:

- This institution promotes excellent employee-student relationships
- Faculty take pride in their work
- My supervisor pays attention to what I have to say
- I am proud of this institution.

Employees across roles identified one area as Challenges for Gallaudet:

- My department has the staff needed to do its job well

And three out of four employee role groups also identified the following as Challenges:

- There are effective lines of communication between departments.
- My department has the budget needed to do its job
- I am paid fairly for the work I do

Factors such as feeling appreciated and valued at your work, having a supervisor pay attention to what you say, finding work personally rewarding, taking pride in one’ work are all associated with organizational morale. Each employee group identifies their work being valuable and rewarding as a Strength for Gallaudet, and all employee groups appropriately identify varying aspects of pride and appreciation as a Gallaudet Strength. This is particularly true of Exempt Staff, which had the largest number of respondents to the ESS.

Another positive sign is the omission of concerns related to “careful planning” as a Challenge in 2016. “Careful planning” has been a long-standing area of concern in GU Campus Climate Surveys for many years prior to the ESS. In the 2015 ESS responses, all employee roles identified dissatisfaction with careful planning as a Challenge, but this Challenge was not identified this year. On the other hand, this

year Exempt Staff, again the largest group of respondents, also identified the Gallaudet's promotion of excellent employee-student relationships as Strengths for the first time. Progress in purpose and planning can also be seen implicitly in some of the changes in this year's Challenges. Specifically, the item "Leadership ..has a clear sense of purpose," which was identified as a Challenge by Faculty and Administrators in 2015 was not a Challenge in 2016, but also identified as a Strength by Administrators in 2016. On the other hand, Administrators express concerns about the outcomes of purpose and planning when they identify "Efforts to improve quality are paying off at the institution" as a Challenge in both 2015 and 2016.

Four other areas of Challenge did not fare so well in 2016: 1) teamwork and cooperation; 2) communication; 3) ethics related work environment issues; and 4) resources. Employees in all roles identified "communication" as a GU Challenge. For Faculty the Challenge is "good communication as between faculty and the administration", while for all other employees the Challenge is "effective lines of communication between departments." One possibly noteworthy change related to communication regards the item "Information flows upward and is recognized at higher levels of the information." This item was identified as a Challenge by Faculty in 2015, but not in 2016. However, consistent practice of "transparent and informed communication" continues to be identified as a Challenge by Faculty in 2016.

In a related area, in 2015 employees in all roles identified "spirit of teamwork and cooperation" as a Challenge. While it is good news that Faculty did not raise this to a level of challenge in 2016, Exempt Staff and Administrators continue to do so. And in 2016, employees in all roles continued to identify sufficient resources (staff or budgetary) as a Challenge.

Three items are included in the ESS that had been identified as areas of concern in previous GU Climate Surveys: 1) There are clear and available statements and policies defining ethical behavior for all members of the campus community; 2) There are regular demonstrations of expected ethical behavior and attitudes by influential University leaders; 3) There are regular programs to inform and support ethical behaviors at all levels of the university. In both 2015 and 2016 employees in different roles have identified one or more of these as Challenges for GU. In the 2015 ESS, Faculty identified "regular demonstration of expected ethical behaviors and attitudes by influential University leaders" as a Challenge, while Administrators expressed the same as well as a concern about a lack of programs to inform and support ethical behavior. In 2016 Faculty and Administrators again identified "demonstrations..." as the Challenge, while Administrators alone identified a lack of policies as a Challenge.

In 2016 new Challenges were identified. Employees in each both Faculty and Exempt roles did not feel the institution is doing a good job of meeting their needs, while Administrators did not feel the institution is doing a good job of meeting student needs. And in 2016, a lack of written procedures identifying responsibilities is identified as a Challenge by Non-Exempt employees. However, in 2015 Staff identified process for selecting, orienting and training new employees as a Challenge, and did not do so in 2016.

**D. Institutional Goals: : By Employee Category**

For Section 2: Institutional Goals, there were 10 items that employees were asked to rate using a Likert scale of 1 to 5 (1 = not important at all and 5 = very important). In addition, from the list of institutional goals, they were to rank and list the top three institutional priority goals. The table below lists items in order of importance from most important to least important for the top five rated items for each employee role (a complete list of ratings can be found in Appendix F).

**Administrators** found retention of current students to graduation to be the most important institutional goal followed by improving employee morale and improving the quality of existing academic programs. **Faculty** found improving employee morale to be the most important institutional goal followed by improving the quality of existing academic programs and increasing a sense of security and freedom to express diverse perspectives. **Exempt Staff** found retention of current students to graduation to be the most important institutional goal followed by increasing the enrollment of new students and improving the employee morale. **Non-exempt Staff** found improving the academic ability of entering student classes to be the most important institutional goal followed by improving the quality of existing academic programs and retention of current students to graduation.

**Faculty (N=88)**

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Improve employee morale	4.82
2. Improve the quality of existing academic programs	4.60
3. Increase a sense of security and freedom to express diverse perspectives	4.55
4. Improve the academic ability of entering student classes	4.53
5. Retain more of its current students to graduation	4.49

**Exempt Staff (N=158)**

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Retain more of its current students to graduation	4.85
2. Increase the enrollment of new students	4.73
3. Improve employee morale	4.69
4. Improve the quality of existing academic programs	4.65
5. Improve the academic ability of entering student classes	4.63

**Non-Exempt Staff (N=47)**

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Improve the academic ability of entering student classes	4.70
2. Improve the quality of existing academic programs	4.65
3. Retain more of its current students to graduation	4.62
4. Improve employee morale	4.57
5. Increase the enrollment of new students	4.53

**Administrator (N=46)**

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Retain more of its current students to graduation	4.87
2. Improve employee morale	4.80
3. Improve the quality of existing academic programs	4.72
4. Increase the enrollment of new students	4.65
5. Improve the academic ability of entering student classes	4.39

Respondents in all employee categories rated retention to graduation, quality of academic programs, and academic ability of entering student classes among the top five institutional priorities. While Staff and Administrators included enrollment in their top five priorities, Faculty did not. Instead Faculty included “Increase a sense of security and freedom to express diverse perspectives” as one of their top five priorities. Top rankings of institutional priorities in 2016 were very similar to those in 2015.

**E. Involvement in Planning and Decision-Making: : By Employee Category**

For Section 3: Involvement in Planning and Decision-Making, employees were asked to rate on a Likert scale of 1 to 5 (1 = not enough involvement and 5 = too much involvement) how involved they felt each of eight campus constituents were in planning and decision-making at Gallaudet University. The table below lists items in order of importance from most important to least important.

**Administrators** found senior administrators at the vice president and provost level or above to be the most involved in planning and decision-making followed by faculty, trustees, and deans or chairs of academic units. **Faculty and Exempt Staff** found senior administrators at the vice president and provost level or above to be the most involved in planning and decision-making followed by the deans or directors of administrative units, deans or chairs of academic units, and trustees. **Non-Exempt Staff** found faculty to be the most involved in planning and decision-making followed by staff, deans or directors of administrative units, and deans or chairs of academic units. **Administrators and Exempt Staff** also found staff to be the least involved , while **Faculty** found faculty to be the least involved with staff being the second to least involved and Non-Exempt Staff found alumni to be the least involved with trustees being the second to least involved.

**Administrator (N=46)**

<b>RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")</b>	<b>Mean</b>
How involved are: Senior administrators (VP, Provost level or above)	3.98
How involved are: Faculty	3.44
How involved are: Trustees	3.27
How involved are: Deans or chairs of academic units	3.14
How involved are: Deans or directors of administrative units	3.04
How involved are: Alumni	2.58
How involved are: Students	2.40
How involved are: Staff	1.98

**Faculty (N=88)**

<b>RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")</b>	<b>Mean</b>
How involved are: Senior administrators (VP, Provost level or above)	4.22
How involved are: Deans or directors of administrative units	3.85
How involved are: Deans or chairs of academic units	3.48
How involved are: Trustees	3.39
How involved are: Alumni	2.61
How involved are: Students	2.49
How involved are: Staff	2.27
How involved are: Faculty	2.24

**Exempt Staff (N= 158)**

<b>RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")</b>	<b>Mean</b>
How involved are: Senior administrators (VP, Provost level or above)	3.95
How involved are: Deans or directors of administrative units	3.71
How involved are: Deans or chairs of academic units	3.59
How involved are: Trustees	3.42
How involved are: Faculty	3.26
How involved are: Alumni	2.62
How involved are: Students	2.61
How involved are: Staff	2.22

**Non-Exempt Staff (N=47)**

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean
How involved are: Faculty	2.91
How involved are: Staff	2.13
How involved are: Deans or directors of administrative units	3.50
How involved are: Deans or chairs of academic units	3.43
How involved are: Senior administrators (VP, Provost level or above)	3.72
How involved are: Students	2.76
How involved are: Trustees	3.24
How involved are: Alumni	2.82

**Top Four Ranked Involvement in Planning and Decision-Making:  
Comparisons by Employee Categories**

Involvement in Planning and Decision-Making	Faculty	Exempt Staff	Non-Exempt Staff	Admin
Senior administrators (VP, Provost level or above)	<b>First</b>	<b>First</b>		First <del>Second</del>
Faculty			First	Second First
Staff			Second	
Deans or directors of administrative units	<b>Second</b>	<b>Second</b>	Third Second	Fourth Third
Deans or directors of academic units	<b>Third</b>	<b>Third</b>	Fourth Third	
Trustees	<b>Fourth</b>	<b>Fourth</b>	Fourth	Third Fourth

**Bold:** Same Rank of Importance for 2015 and 2016

~~Strikethrough:~~ Rank of Importance for 2015 only

As a whole, rankings for involvement in Planning and Decision Making are very similar in 2016 to those in 2015. Faculty, Exempt Staff, and Administrators all share a perception that Senior Administrators are the most involved in planning and decision-making. However, Non-Exempt Staff indicate that Faculty have the most involvement in this area. For Faculty and Exempt Staff, this is similar to 2015 rankings. For Administrators this ranking is a change since in 2015 they saw Faculty as the most involved.

### III. Comparing Gallaudet with Peer Institutions

Noel-Levitz provides data to allow GU to compare the responses of our employees to those at other peer

institutions. However, the data is provided for all employees as a whole and is not disaggregated by employee category.

## **V. Limitations**

A key limitation in interpretation of this data is the ambiguity in understanding who completed the Employee Satisfaction Survey (ESS) in 2016. In 2016 improvements were made in understanding survey responders through defining categories on the survey, requesting demographic information from respondents, and communicating the target audience to campus leadership. Because reliable email lists have not been available, the Office of Institutional Research hand-populated email lists for full-time employees of Gallaudet University based on information from Human Resources, and sent links to people on those lists. However, the link to the ESS was forwarded to Clerc Center employees. Although follow-up reminders were sent only to GU employees, it is possible that some Clerc Center employees completed the survey.

A second limitation in the results of the spring, 2016 administration of the ECSS was the response rate. Although this year's response rate increased by almost 5% from the 2015 response rate, a key goal for future administrations is to increase the response rate.

## Appendix A: Employee Satisfaction Survey

RESEARCH TOOLKIT – REVIEW SAMPLE

# Noel-Levitz Employee Satisfaction Survey

[INSTITUTION] has engaged Noel-Levitz to conduct this survey of employees to assess their satisfaction. This survey should take about 20 minutes to complete. Your answers are completely confidential, and no information is collected that will allow individuals to be identified.  
Thank you!

Q1	very important	important	somewhat important	not very important	not important at all	<b>SECTION 1: Campus culture and policies</b>					very satisfied	satisfied	somewhat satisfied	not very satisfied	not satisfied at all
						The following statements describe different aspects of colleges and universities. Rate how important each of these are to you as an employee of this institution, and then rate your satisfaction with how well the statement is implemented on your campus.									
						This institution promotes excellent employee-student relationships									
						This institution treats students as its top priority									
						This institution does a good job of meeting the needs of students									
						The mission, purpose, and values of this institution are well understood by most employees									
						Most employees are generally supportive of the mission, purpose, and values of this institution									
						The goals and objectives of this institution are consistent with its mission and values									
						This institution involves its employees in planning for the future									
						This institution plans carefully									
						The leadership of this institution has a clear sense of purpose									
						This institution does a good job of meeting the needs of its faculty									
						This institution does a good job of meeting the needs of staff									
						This institution does a good job of meeting the needs of administrators									
						This institution makes sufficient budgetary resources available to achieve important objectives									
						This institution makes sufficient staff resources available to achieve important objectives									
						There are effective lines of communication between departments									
						Administrators share information regularly with faculty and staff									
						There is good communication between the faculty and the administration at this institution									
						There is good communication between staff and the administration at this institution									
						Faculty take pride in their work									
						Staff take pride in their work									
						Administrators take pride in their work									
						There is a spirit of teamwork and cooperation at this institution									
						The reputation of this institution continues to improve									
						This institution is well-respected in the community									
						Efforts to improve quality are paying off at this institution									
						Employee suggestions are used to improve our institution									
						This institution consistently follows clear processes for selecting new employees									
						This institution consistently follows clear processes for orienting and training new employees									
						This institution consistently follows clear processes for recognizing employee achievements									
						This institution has written procedures that clearly define who is responsible for each operation and service									

**NOTE: WE CAN ACCOMMODATE UP TO 10 ADDITIONAL CAMPUS-SPECIFIC QUESTIONS IN SECTION 1.**

Q2	very important	important	somewhat important	not very important	not important at all	<b>SECTION 2: Institutional goals</b> How important is it to you that this institution pursue the following goals? [A] Increase the enrollment of new students [B] Retain more of its current students to graduation [C] Improve the academic ability of entering student classes [D] Recruit students from new geographic markets [E] Increase the diversity of racial and ethnic groups represented among the student body [F] Develop new academic programs [G] Improve the quality of existing academic programs [H] Improve the appearance of campus buildings and grounds [I] Improve employee morale [J] Some other goal	

**NOTE: WE CAN ACCOMMODATE UP TO 3 ADDITIONAL CAMPUS-SPECIFIC INSTITUTIONAL GOALS IN SECTION 2.**

From the list above (in Section 2), choose three goals that you believe should be this institution's top priorities, and enter the letter for that goal below, in order of importance:

First priority goal:   
 Second priority goal:   
 Third priority goal:

What other institutional goals do you think are important? Please describe them in the space below:

Q3		<b>SECTION 3: Involvement in planning and decision-making</b>					
		In your opinion, how much involvement do each of the following have in planning and decision-making at your institution					
		Faculty	too much involvement	more than enough involvement	just the right involvement	not quite enough involvement	not enough involvement
		Staff					
		Deans or directors of administrative units					
		Deans or chairs of academic units					
		Senior administrators (VP, Provost level or above)					
		Students					
		Trustees					
		Alumni					

**NOTE: WE CAN ACCOMMODATE UP TO 3 ADDITIONAL CAMPUS-SPECIFIC POPULATIONS IN SECTION 3.**

Q4	very important	important	somewhat important	not very important	not important at all	<b>SECTION 4: Work environment</b>					very satisfied	satisfied	somewhat satisfied	not very satisfied	not satisfied at all
						The following statements describe conditions of your work environment as an employee at this institution. Rate how important each of these are to you, and then rate your satisfaction with this aspect of your work environment.									
						It is easy for me to get information at this institution									
						I learn about important campus events in a timely manner									
						I am empowered to resolve problems quickly									
						I am comfortable answering student questions about institutional policies and procedures									
						I have the information I need to do my job well									
						My job responsibilities are communicated clearly to me									
						My supervisor pays attention to what I have to say									
						My supervisor helps me improve my job performance									
						My department or work unit has written, up-to-date objectives									
						My department meets as a team to plan and coordinate work									
						My department has the budget needed to do its job well									
						My department has the staff needed to do its job well									
						I am paid fairly for the work I do									
						The employee benefits available to me are valuable									
						I have adequate opportunities for advancement									
						I have adequate opportunities for training to improve my skills									
						I have adequate opportunities for professional development									
						The type of work I do on most days is personally rewarding									
						The work I do is appreciated by my supervisor									
						The work I do is valuable to the institution									
						I am proud to work at this institution									

**NOTE: WE CAN ACCOMMODATE UP TO 10 ADDITIONAL CAMPUS-SPECIFIC QUESTIONS IN SECTION 4.**

**Q5** Rate your overall satisfaction with your employment here so far:

- Very Satisfied
- Satisfied
- Somewhat satisfied
- Not very satisfied
- Not satisfied at all

**Q6** Please provide any additional feedback about the campus culture and policies at (INSTITUTION).

**Q7** Please provide any additional feedback about this institution's goals.

**Q8** Please provide any additional feedback about the work environment at (INSTITUTION).

**Q9 SECTION 5: Demographics**

How long have you worked at this institution?

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

**Q10** Is your Position:

- Full-time
- Part-time

**Q11** Is your position:

- Faculty
- Staff
- Administrator

**NOTE: WE CAN ACCOMMODATE UP TO 2 ADDITIONAL CAMPUS-SPECIFIC DEMOGRAPHIC QUESTIONS.**

## **Appendix B: Gallaudet University Specific Questions added to Noel-Levitz Employee Satisfaction Survey**

### **Section 2: Institutional Goals**

1. Improve comparable standards for use of ASL and English in an academic setting.
2. Increase a sense of security and freedom to express diverse perspectives.
3. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach.

### **Section 4: Work Environment**

1. There are adequate programs or resources in place to strengthen my use of ASL.
2. There are adequate programs or resources in place to strengthen my use of English.
3. There are clear and available statements and policies defining ethical behavior for all members of the campus community.
4. There is regular demonstration of expected ethical behavior and attitudes by influential University leaders.
5. There are regular programs to inform and support ethical behaviors at all levels of the university.
6. Information flows upward and is recognized at higher levels of the administration.
7. University administrators are accessible and receptive to input.
8. Transparent and informed communication is practiced consistently throughout the university community.
9. I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University.
10. There is visible leadership to foster diversity/inclusion on campus.

### **Demographics Section**

1. Is your hearing status: deaf, hard of hearing, or hearing
2. Is your ethnicity: American Indian or Alaska Native, Asian, Black or African American, Hispanic, Native Hawaiian or Other Pacific Islander, or White

## Appendix C: Descriptive Statistics for Additional Demographic Questions

### 2016 Response Rate by Employment Category

	Surveyed	Responded	%
<b>Total</b>	<b>837</b>	<b>333</b>	<b>40%</b>
Administrator	*	46	14%
Regular status faculty	*	88	26%
Regular status exempt staff (paid salary)	*	158	47%
Regular status non-exempt staff (paid hourly)	*	47	14%

\*N's are not verified by Institutional Research due to limitations with the distribution of the survey link beyond the sample population.

### 201 Response Rate by Employment Category and Status

	Surveyed	Responded	%
<b>Total</b>	<b>837</b>	<b>301</b>	<b>36%</b>
Administrator	*	46	-
Full-time		45	98%
Part-time		1	2%
Unknown		0	0%
Regular status faculty	*	88	-
Full-time		86	98%
Part-time		1	2%
Unknown		1	0%
Regular status exempt staff (paid salary)	*	158	-
Full-time		156	99%
Part-time		2	< 1%
Unknown		2	< 1%
Regular status non-exempt staff (paid hourly)	*	47	-
Full-time		39	83%
Part-time		8	17%
Unknown		0	0%

\*N's are not verified by Institutional Research due to limitations with the distribution of the survey link beyond the sample population.

### 201 Response Rate by Years of Employment

	Surveyed	Responded	%
<b>Total</b>	<b>837</b>	<b>340</b>	<b>41%</b>
Less than 1 year		22	7%
1 to 5 years		77	23%
6 to 10 years		64	19%
11 to 20 years		86	25%
More than 20 years		91	27%

**201 Response Rate by Ethnicity**

	<b>Surveyed</b>	<b>Responded</b>	<b>%</b>
<b>Total</b>	<b>837</b>	<b>318</b>	<b>38%</b>
American Indian or Alaska Native		1	1%
Asian		23	7%
Black or African American		50	16%
Hispanic		16	5%
Native Hawaiian or Other Pacific Islander		2	1%
White		226	71%

**201 Response Rate by Hearing Status**

	<b>Surveyed</b>	<b>Responded</b>	<b>%</b>
<b>Total</b>	<b>837</b>	<b>333</b>	<b>40%</b>
Deaf		154	46%
Hard of hearing		26	4%
Hearing		153	46%

**Appendix D: Analysis by Item for Each Employee Category: Campus Culture and Policies**

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Administrator			Faculty			Exempt Staff			Non-Exempt Staff		
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP
This institution promotes excellent employee-student relationships	4.76	3.02	1.74	4.52	3.36	1.16	4.54	3.28	1.26	4.34	2.89	1.45
This institution treats students as its top priority	4.78	3.04	1.74	4.62	3.13	1.49	4.76	3.42	1.34	4.62	3.22	1.40
This institution does a good job of meeting the needs of students	4.85	2.91	1.93	4.64	2.74	1.90	4.68	3.35	1.33	4.40	3.11	1.30
The mission, purpose, and values of this institution are well understood by most employees	4.61	3.00	1.61	4.30	3.17	1.13	4.51	3.10	1.42	4.28	2.93	1.34
Most employees are generally supportive of the mission, purpose, and values of this institution	4.72	2.98	1.74	4.28	3.20	1.08	4.44	3.21	1.24	4.17	2.98	1.19
The goals and objectives of this institution are consistent with its mission and values	4.63	3.02	1.61	4.35	3.07	1.28	4.47	3.18	1.29	4.34	3.20	1.14
This institution involves its employees in planning for the future	4.57	2.52	2.04	4.43	2.47	1.95	4.37	2.80	1.57	4.23	2.56	1.68
This institution plans carefully	4.54	2.30	2.24	4.38	2.29	2.09	4.36	2.75	1.61	4.13	2.62	1.51
The leadership of this institution has a clear sense of purpose	4.74	3.02	1.72	4.58	2.72	1.86	4.59	3.16	1.44	4.36	2.74	1.62
This institution does a good job of meeting the needs of its faculty	4.33	3.18	1.16	4.54	2.13	2.41	4.27	3.28	0.99	4.09	3.23	0.86
This institution does a good job of meeting the needs of staff	4.54	2.65	1.89	4.31	2.81	1.50	4.48	2.71	1.77	4.20	2.40	1.79
This institution does a good job of meeting the needs of Administrator	4.29	3.18	1.11	3.67	3.38	0.29	4.09	3.54	0.55	4.18	3.24	0.94
This institution makes sufficient budgetary resources available to achieve important objectives	4.59	2.87	1.72	4.64	2.17	2.47	4.44	2.72	1.72	4.31	2.64	1.67

<b>RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")</b>	Administrator			Faculty			Exempt Staff			Non-Exempt Staff		
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP
This institution makes sufficient staff resources available to achieve important objectives	4.57	2.65	1.91	4.36	2.29	2.08	4.46	2.63	1.83	4.13	2.45	1.68
There are effective lines of communication between departments	4.61	2.35	2.26	4.42	2.32	2.10	4.49	2.42	2.07	4.39	2.28	2.11
Administrator share information regularly with faculty and staff	4.59	2.85	1.74	4.53	2.61	1.93	4.46	2.81	1.65	4.24	2.62	1.62
There is good communication between the faculty and the administration at this institution	4.42	2.89	1.53	4.57	2.24	2.33	4.31	2.96	1.35	4.40	2.82	1.58
There is good communication between staff and the administration at this institution	4.41	2.63	1.78	4.35	2.57	1.79	4.41	2.61	1.79	4.24	2.55	1.69
Faculty take pride in their work	4.69	3.18	1.51	4.68	3.37	1.31	4.51	3.20	1.32	4.37	3.23	1.14
Staff take pride in their work	4.67	3.37	1.30	4.52	3.19	1.33	4.61	3.34	1.27	4.40	3.00	1.40
Administrator take pride in their work	4.69	3.40	1.29	4.27	3.23	1.04	4.49	3.19	1.30	4.35	2.93	1.42
There is a spirit of teamwork and cooperation at this institution	4.70	2.52	2.17	4.52	2.48	2.04	4.50	2.63	1.86	4.23	2.51	1.72
The reputation of this institution continues to improve	4.70	2.63	2.07	4.57	2.53	2.04	4.57	2.96	1.61	4.32	2.85	1.47
This institution is well-respected in the community	4.70	2.98	1.72	4.52	2.86	1.66	4.49	3.21	1.28	4.50	3.13	1.37
Efforts to improve quality are paying off at this institution	4.61	2.70	1.91	4.44	2.61	1.83	4.43	2.97	1.46	4.28	2.85	1.43
Employee suggestions are used to improve our institution	4.39	2.60	1.79	4.34	2.24	2.11	4.33	2.67	1.66	4.13	2.33	1.80
This institution consistently follows clear processes for selecting	4.48	2.63	1.85	4.48	2.38	2.10	4.38	2.75	1.62	4.17	2.53	1.64

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Administrator			Faculty			Exempt Staff			Non-Exempt Staff		
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP
new employees												
This institution consistently follows clear processes for orienting and training new employees	4.48	2.46	2.02	4.29	2.59	1.70	4.41	2.64	1.77	4.28	2.61	1.67
This institution consistently follows clear processes for recognizing employee achievements	4.28	2.76	1.52	4.29	2.44	1.85	4.34	2.51	1.83	4.15	2.71	1.44
This institution has written procedures that clearly define who is responsible for each operation and service	4.41	2.61	1.80	4.21	2.72	1.49	4.38	2.66	1.72	4.36	2.68	1.67

**Appendix E: Analysis by Item for Each Employee Category: Work Environment**

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Administrator			Faculty			Exempt Staff			Non-Exempt Staff		
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP
It is easy for me to get information at this institution	4.46	2.91	1.54	4.48	2.80	1.68	4.38	3.13	1.25	4.45	3.15	1.29
I learn about important campus events in a timely manner	4.20	3.22	0.98	4.17	3.16	1.01	4.22	3.45	0.77	4.15	3.39	0.76
I am empowered to resolve problems quickly	4.46	3.20	1.26	4.41	2.40	2.00	4.38	3.19	1.19	4.43	3.15	1.27
I am comfortable answering student questions about institutional policies and procedures	4.30	3.65	0.65	4.23	3.36	0.87	4.19	3.31	0.89	4.33	3.24	1.09
I have the information I need to do my job well	4.67	3.48	1.20	4.48	3.16	1.32	4.59	3.65	0.95	4.47	3.33	1.14
My job responsibilities are communicated clearly to me	4.65	3.57	1.09	4.49	3.31	1.18	4.65	3.71	0.94	4.50	3.52	0.98
My supervisor pays attention to what I have to say	4.63	3.98	0.65	4.59	3.53	1.06	4.64	3.83	0.81	4.46	3.46	1.00
My supervisor helps me improve my job performance	4.46	3.46	1.00	4.51	3.42	1.09	4.60	3.62	0.98	4.50	3.15	1.35
My department or work unit has written, up-to-date objectives	4.33	3.18	1.16	4.29	3.30	0.99	4.46	3.29	1.17	4.41	2.83	1.59
My department meets as a team to plan and coordinate work	4.44	3.31	1.13	4.47	3.77	0.70	4.52	3.45	1.07	4.40	3.11	1.29
My department has the budget needed to do its job well	4.65	3.22	1.43	4.64	2.08	2.56	4.57	3.01	1.56	4.48	2.73	1.74
My department has the staff needed to do its job well	4.70	2.65	2.04	4.63	2.31	2.32	4.60	2.77	1.83	4.53	2.43	2.11
I am paid fairly for the work I do	4.63	3.41	1.22	4.60	2.58	2.02	4.61	2.87	1.74	4.58	2.24	2.34
The employee benefits available to me are valuable	4.62	4.33	0.30	4.64	3.81	0.83	4.60	4.07	0.53	4.54	3.62	0.92
I have adequate opportunities for	4.33	3.37	0.96	4.49	2.82	1.67	4.48	2.90	1.58	4.28	2.46	1.83

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Administrator			Faculty			Exempt Staff			Non-Exempt Staff		
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP
advancement												
I have adequate opportunities for training to improve my skills	4.46	3.63	0.83	4.49	3.06	1.43	4.48	3.28	1.20	4.49	2.91	1.58
I have adequate opportunities for professional development	4.43	3.80	0.63	4.48	2.95	1.52	4.45	3.31	1.13	4.44	2.89	1.55
The type of work I do on most days is personally rewarding	4.55	3.82	0.72	4.74	3.85	0.88	4.48	3.71	0.77	4.43	3.50	0.93
The work I do is appreciated by my supervisor	4.49	3.69	0.80	4.45	3.61	0.84	4.59	3.76	0.82	4.39	3.20	1.19
The work I do is valuable to the institution	4.73	4.18	0.56	4.55	3.59	0.96	4.66	3.95	0.71	4.48	3.76	0.72
I am proud to work at this institution	4.69	4.07	0.62	4.47	3.48	0.99	4.54	4.03	0.51	4.46	3.76	0.70
There are adequate programs or resources in place to strengthen my use of ASL	4.28	3.80	0.48	4.36	3.24	1.12	4.32	3.82	0.50	4.48	3.61	0.86
There are adequate programs or resources in place to strengthen my use of English	4.05	3.27	0.77	3.97	2.88	1.08	4.11	3.63	0.48	4.22	3.56	0.66
There are clear and available statements and policies defining ethical behavior for all members of the campus community	4.53	3.09	1.44	4.49	2.89	1.61	4.32	3.45	0.87	4.39	3.37	1.02
There are regular demonstrations of expected ethical behavior and attitudes by influential University leaders	4.57	3.04	1.52	4.53	2.75	1.78	4.36	3.18	1.18	4.42	3.07	1.36
There are regular programs to inform and support ethical behaviors at all levels of the university.	4.44	2.84	1.60	4.33	2.77	1.56	4.24	3.13	1.11	4.38	3.06	1.31
Information flows upward and is recognized at higher levels of the administration	4.47	2.73	1.73	4.47	2.44	2.03	4.35	2.68	1.66	4.29	2.67	1.61

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Administrator			Faculty			Exempt Staff			Non-Exempt Staff		
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP
University administrators are accessible and receptive to input.	4.49	2.87	1.62	4.49	2.45	2.03	4.36	2.76	1.60	4.29	2.64	1.65
Transparent and informed communication is practiced consistently throughout the university community	4.62	2.73	1.89	4.55	2.37	2.17	4.41	2.78	1.63	4.36	2.65	1.71
I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University	4.58	3.39	1.20	4.62	3.38	1.24	4.45	3.54	0.90	4.40	3.23	1.17
I am proud to work at this institution.	4.69	4.07	0.62	4.47	3.48	0.99	4.54	4.03	0.51	4.46	3.76	0.70

**Appendix F: Rating of Institutional Goal Priorities – By Employee Role**

**Administrator**

<b>RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")</b>	<b>Mean</b>
1. Retain more of its current students to graduation	4.87
2. Improve employee morale	4.80
3. Improve the quality of existing academic programs	4.72
4. Increase the enrollment of new students	4.65
5. Improve the academic ability of entering student classes	4.39
6. Increase a sense of security and freedom to express diverse perspectives	4.39
7. Improve comparable standards for use of ASL and English in an academic setting	4.37
8. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.28
9. Increase the diversity of racial and ethnic groups represented among the student body	4.26
10. Develop new academic programs	4.17
11. Recruit students from new geographic markets	4.04
12. Improve the appearance of campus buildings and grounds	4.04
13. Some other goal	3.48

**Faculty**

<b>RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")</b>	<b>Mean</b>
1. Improve employee morale	4.82
2. Improve the quality of existing academic programs	4.60
3. Increase a sense of security and freedom to express diverse perspectives	4.55
4. Improve the academic ability of entering student classes	4.53
5. Retain more of its current students to graduation	4.49
6. Improve comparable standards for use of ASL and English in an academic setting	4.36
7. Increase the diversity of racial and ethnic groups represented among the student body	4.28
8. Increase the enrollment of new students	4.26
9. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.25
10. Recruit students from new geographic markets	3.99
11. Improve the appearance of campus buildings and grounds	3.93
12. Develop new academic programs	3.70
13. Some other goal	3.41

**Exempt Staff**

<b>RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")</b>	<b>Mean</b>
1. Retain more of its current students to graduation	4.85
2. Increase the enrollment of new students	4.73
3. Improve employee morale	4.69
4. Improve the quality of existing academic programs	4.65
5. Improve the academic ability of entering student classes	4.63
6. Improve comparable standards for use of ASL and English in an academic setting	4.56
7. Increase a sense of security and freedom to express diverse perspectives	4.47
8. Increase the diversity of racial and ethnic groups represented among the student body	4.41
9. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.39
10. Recruit students from new geographic markets	4.27
11. Develop new academic programs	4.14
12. Improve the appearance of campus buildings and grounds	4.07
13. Some other goal	3.57

**Non-Exempt Staff**

<b>RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")</b>	<b>Mean</b>
1. Improve the academic ability of entering student classes	4.70
2. Improve the quality of existing academic programs	4.65
3. Retain more of its current students to graduation	4.62
4. Improve employee morale	4.57
5. Increase the enrollment of new students	4.53
6. Increase the diversity of racial and ethnic groups represented among the student body	4.53
7. Improve comparable standards for use of ASL and English in an academic setting	4.45
8. Increase a sense of security and freedom to express diverse perspectives	4.38
9. Recruit students from new geographic markets	4.26
10. Improve the appearance of campus buildings and grounds	4.26
11. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.26
12. Develop new academic programs	4.22
13. Some other goal	3.72