

**Gallaudet University
Campus Climate Survey - Spring, 2009**

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Version 9

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^a With thanks to Thomas Kluwin, the past Director of Institutional Research for his assistance in transitioning from the 2008 to 2009 GUCCS

Gallaudet University Campus Climate Survey (GUCCS) – Summary

Background

- Survey consists of 40 items, each describing a climate characteristic. Likert item responses are on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with an NA (Not Applicable) option.
- Response rate was 27% of GU employees. Faculty response rate was highest (58% of possible pool); while staff response rate was lowest (14%) (see Page 5: GUCCS Participation)

Subscales

- Six subscales were constructed based on themes from 2003 consultant report. 2009 subscale scores in all areas were lower than in 2008 (see Page 7: subscale radar graph).
- The significance of the decrease from 2008 to 2009 scores was highest for *Respect and Trust* and weakest for *Bilingualism*.
- Variance (degree of dispersion of responses) for the six subscales ranged from .53 to 1.16. Variation in responses was lowest on the *Respect and Trust* subscale. Variation was highest for all roles except faculty on *Academic Culture* (see pages 8-9: subscale scores).

Item Analysis

- Respondents feel **most positive** about official and formal actions taken to convey respect & trust and to share information (e.g., programs, timing and variety of communication; access to meetings, policies and statements). They also responded most positively to five statements about academic culture, including items related using consistent and reasonable academic standards.
- Respondents feel **most negative** about individual and specific decisions, consistency, reciprocity, and transparency in decision-making (especially budget decisions), and the efficiency of the organization. They were also concerned about the articulation of the concept of bilingualism and the evaluation of ASL and English proficiency.
- There is **inconsistency** among overall respondents in perception of a climate on about one-fourth of the items including several related to manager responsiveness, consistency, equality of opportunity in promotion and hiring, and proactive problem-solving.

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Questions for Action Planning:

- ❖ How can we increase the likelihood that formal and official statements and policies be better translated into daily actions?
- ❖ How can we increase the transparency, reciprocity, and effectiveness of communication and decision making? How can we increase transparency of resource allocation?
- ❖ How can we increase the sense of proactive and efficient problem solving at Gallaudet and make the related decision making transparent in efficient and timely ways?
- ❖ What strategies can be used to clarify and utilize consistent assessments of ASL and English proficiencies?
- ❖ How should the 2010 GU Campus Climate Survey be better aligned with current GU initiatives, including the revised Strategic Plan?
- ❖ How does the data from the GUCCS compare with data from National Survey of Student Engagement, Intergroup Dialogue Evaluations, and ODE's Student Climate Survey?

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Survey Background

The Gallaudet University Campus Climate Survey was developed in 2007 in order to better understand, respond to, and monitor concerns of GU employees regarding climate and campus strategies designed to improve climate. After piloting in 2007, the Survey was first used in 2008, and was again administered in 2009. The GUCCC is used in conjunction with other indicators of campus climate, include the National Survey of Student Engagement (NSSE), the Office of Diversity and Equity's Student Climate Survey, and evaluations of Intergroup Campus Dialogues..

Survey Methodology

Survey Instrument

The pilot GUCCS was based on a content analysis of consultant reports which had identified a series of themes including:

- Respect, trust, and fairness
- Institutional communication and information sharing
- Language, specifically access to both ASL and English
- Management style
- Academic culture
- Freedom of Expression

For each of the six thematic areas, four to nine statements were written describing campus climate characteristics for a total of 40 items^b. All but one of these statements was written as a positive statement (see Appendix 1). These statements were formatted into Likert items on a scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). An additional option for NA (Not Applicable) was also available.

Survey Participation

In Spring, 2009 the Survey was advertised to 1078 faculty, staff (professional and non-professional), and administrators through three BlackBoard announcements, two emails, and four DailyDigest postings. 236 individuals completed the English version, while five individuals completed the ASL version. The Office of Institutional Research (OIR) email was advertised in all communications about the survey and OIR received emails from some individuals stating that they were having difficulty completing the ASL version due to technology problems. Academic Technology staff was able to reset the ASL version of the survey and allowed for up to two attempts instead of one to complete the survey. This remedy was shared with the community, but participation in the ASL version did not increase significantly.

^b Some statements were used for more than one scale.

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Table 1: GU Climate Survey Responses: 2007-2009

	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Spring 2009</i>
Administrator	N/A	18	15
Faculty	84	158	91
Professional Staff	70	164	90
Staff	30	35	45
Total	184	375	241

The response rate for the 2009 survey was 27%, a 37% decrease from 2008 (see Table 1-above). Response rates were highest for faculty and professional staff (58% and 33% of the total possible responses respectively). (See Table 2) Non-professional staff and administrators had lower response rates at 14% and 16% respectively. It should be noted that for the purpose of the Survey, Administrators are self-reported in that role. Further work needs to be done to ascertain to what extent those Administrators match those in the role as reported by Human Resources.

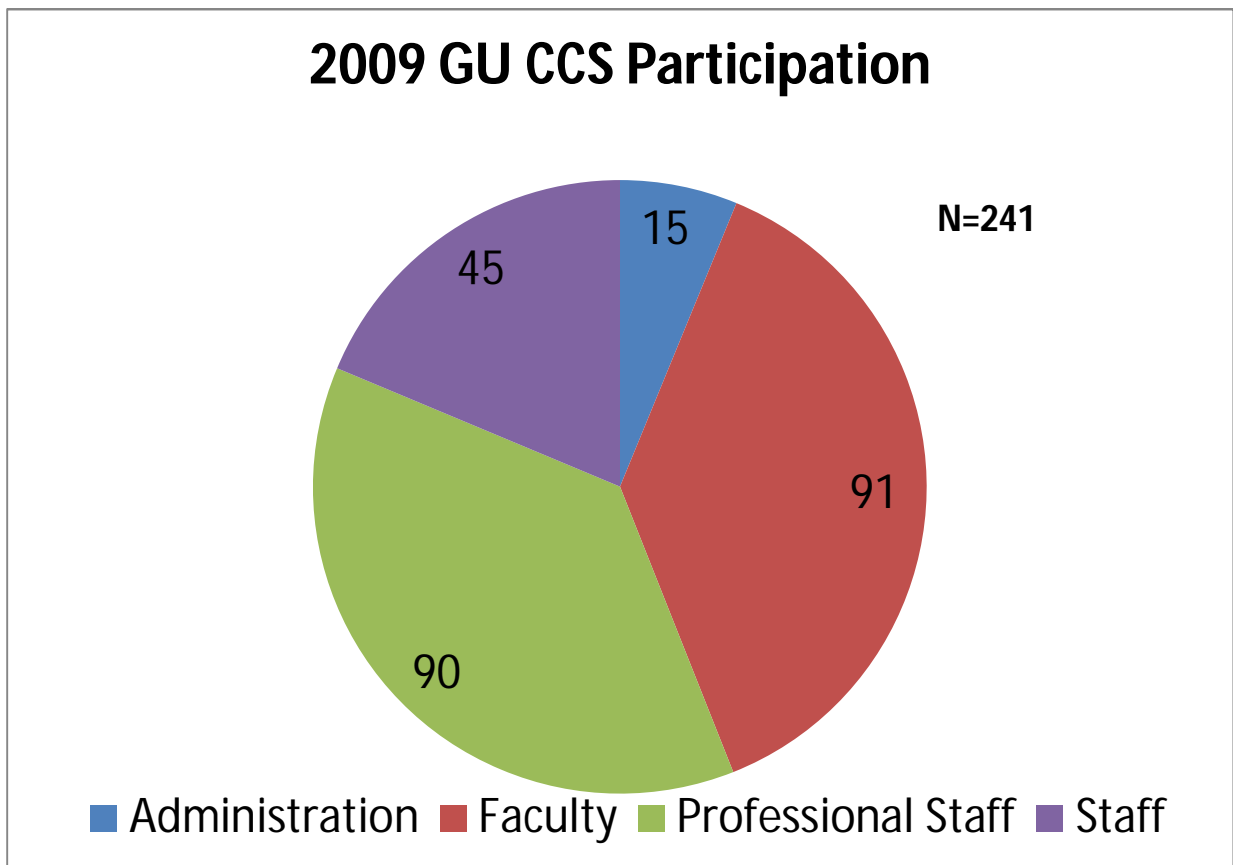
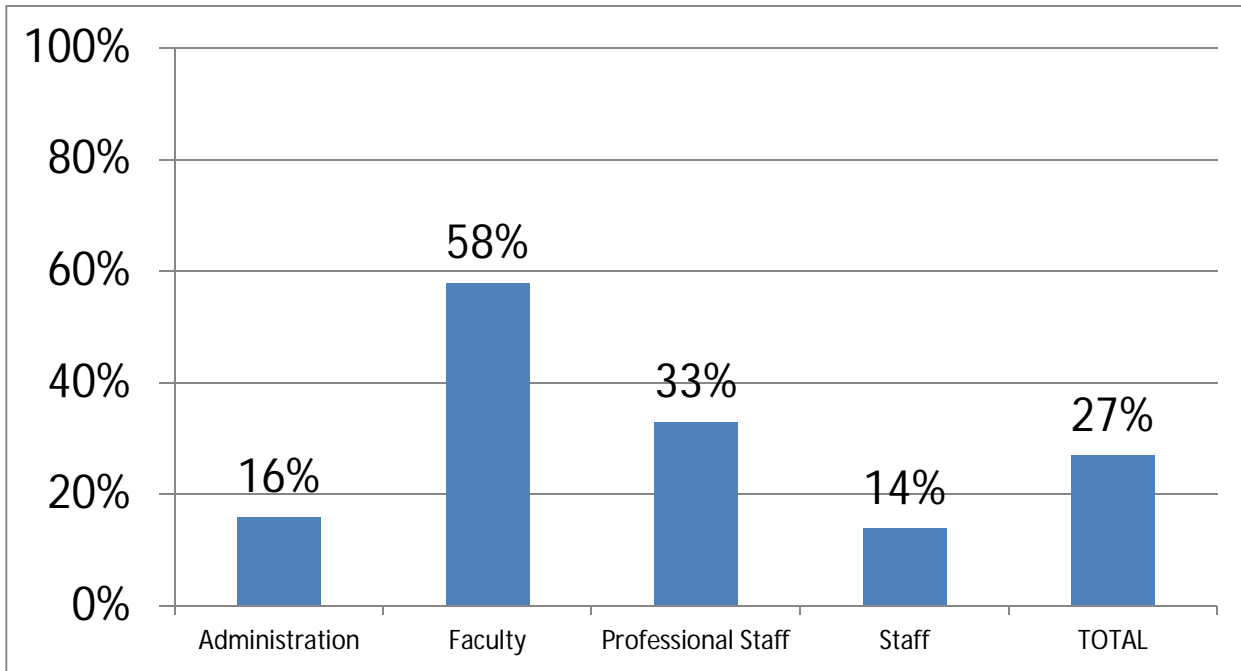


Table 2: GU Climate Survey: % of Participants from Total Possible



Possible reasons for the decline from 2008 to 2009 include:

- Technical problems with the ASL version of the survey^c.
- Context of the GUCCS: The 2008 Campus Climate Survey was distributed immediately prior to a monitoring visit regarding Gallaudet's probationary status with MSCHE.
- The 2009 GUCCS was distributed simultaneously with a "branding" survey from consultants working with Institutional Advancement. Reports from several respondents were that the two surveys seemed duplicative.

While OIR will continue to seek ways to improve Survey response rates, it should be noted that a 27% response rate is within the norm for campus surveys nationally.

Survey Analysis

Subscale Scores

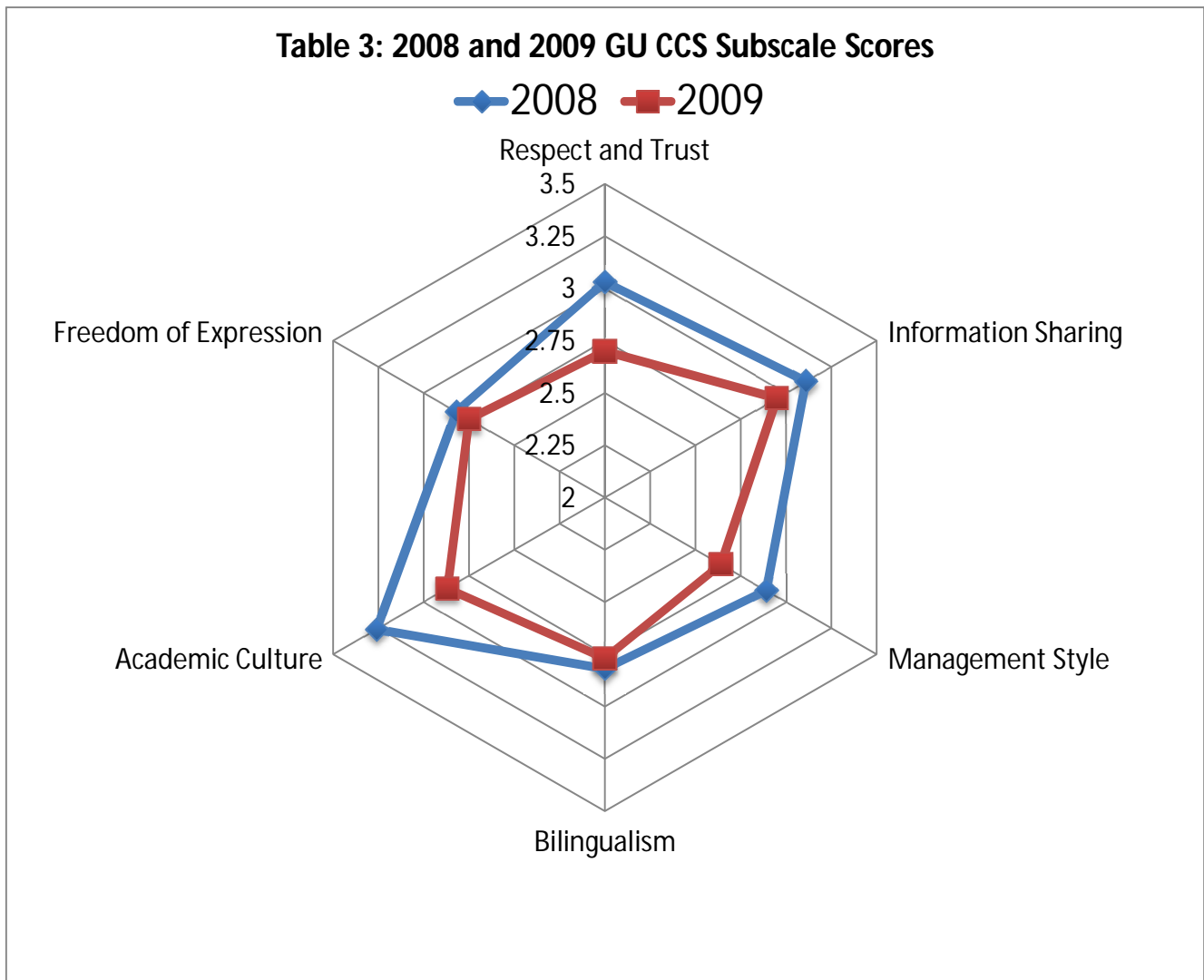
Based on the 2007 Pilot Survey, a series of simple additive subscales were computed. Each subscale is the average of the responses to questions in the scale. The specific contents of each subscale are provided in Appendix 1. Mean substitution for missing data was used for missing values because it would not alter the overall average of the subscale and at the same time prevent

^c In 2008, 183 individuals completed the ASL version of the survey, while 193 individuals completed the English version.

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the elimination of a respondent from inclusion in the final result because of a single missing value in the individual's subscale. The subscale score was computed as the sum of all responses divided by the number of possible responses in the subscale. This yielded a subscale average that reflects the original individual answers. In other words, a score of 4.5 to 5 on a subscale indicates strong agreement while a score of 0 to .5 would indicate strong disagreement.

Overall scores for all of the five subscales were lower in 2009 than in previous years indicating greater disagreement with statements of positive climate characteristics. For the *Bilingualism* and *Free Expression* subscales, the decrease in subscale score was negligible. (See Table 3 for a comparison of 2008 and 2009 scores. Scaled scores range from 1 to 5)



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Subscale Score Variance For some subscales, the consistency with which respondents rated an item was higher than for others. Variance (standard deviation or degree of dispersion of responses) for the five subscales ranged from .53 (i.e., Staff responses to *Respect and Trust*) to 1.16 (Administrator responses to *Academic Culture*). This indicates that Staff respondents were more in agreement regarding characteristics associated with *Respect and Trust* than were Administrators on characteristics associated with *Academic Culture*. In fact, responses were most consistent for *Respect and Trust* for all stakeholders, and most inconsistent for all roles except faculty on *Academic Culture*.

Subscale Scores: *Respect and Trust*

	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Spring 2009</i>
Total Mean (s.d.)	3.03 (0.85)	3.03 (0.80)	2.70 (.64)
Administrator	N/A	3.26 (0.66)	2.93 (.62)
Faculty	3.10 (0.82)	3.05 (0.83)	2.69 (.74)
Professional Staff	2.92 (0.81)	2.97 (0.78)	2.62 (.57)
Staff	3.13 (0.91)	3.19 (0.80)	2.82 (.53)

Subscale Scores: *Information Sharing*

	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Spring 2009</i>
Total Mean (s.d.)	3.11 (0.76)	3.11 (0.72)	2.95 (.77)
Administrator	N/A	3.27 (0.75)	3.24 (.76)
Faculty	3.11 (0.75)	3.09 (0.74)	2.78 (.85)
Professional Staff	3.07 (0.75)	3.07 (0.70)	2.96 (.74)
Staff	3.23 (0.83)	3.26 (0.69)	3.18 (.59)

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Subscale Scores: Management Style

	Fall 2007	Spring 2008	Spring 2009
Total Mean (s.d.)	2.83 (0.79)	2.89 (0.75)	2.64 (.72)
Administrator	N/A	3.14 (0.74)	2.71 (.77)
Faculty	2.83 (0.75)	2.83 (0.77)	2.50 (.79)
Professional Staff	2.80 (0.72)	2.87 (0.72)	2.68 (.67)
Staff	2.87 (0.83)	3.18 (0.74)	2.82 (.59)

Subscale Scores: Bilingualism

	Fall 2007	Spring 2008	Spring 2009
Total Mean (s.d.)	2.86 (0.81)	2.82 (0.82)	2.77 (.85)
Administrator	N/A	3.11 (0.78)	2.64 (.97)
Faculty	2.75 (0.84)	2.73 (0.85)	2.79 (.91)
Professional Staff	2.88 (0.80)	2.85 (0.78)	2.66 (.80)
Staff	3.15 (0.70)	2.96 (.80)	3.00 (.76)

Subscale Scores: Academic Culture

	Fall 2007	Spring 2008	Spring 2009
Total Mean (s.d.)	3.29 (0.69)	3.26 (0.67)	2.87 (.97)
Administrator	N/A	3.25 (.59)	2.53 (1.16)
Faculty	3.28 (0.73)	3.28 (0.72)	3.18 (.70)
Professional Staff	3.29 (0.58)	3.24 (0.63)	2.63 (1.03)
Staff	3.34 (0.80)	3.26 (.64)	2.73 (1.10)

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Subscale Scores: Freedom of Expression

	<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Spring 2009</i>
Total Mean (s.d.)	2.48 (0.82)	2.82 (0.88)	2.75 (.80)
Administrator	N/A	3.00 (0.85)	3.10 (.72)
Faculty	2.53 (0.87)	2.80 (0.89)	2.60 (.92)
Professional Staff	2.32 (0.90)	2.76 (0.86)	2.72 (.74)
Staff	2.63 (0.85)	3.08 (0.87)	2.98 (.68)

Subscale Score Effect Size Because raw subscale scores do not take into account how many people responded, nor how much the scores are spread out or vary among responders, analysis of effect size were conducted. Effect size is based on response rate and variance which provides a statistical estimate of the significance of the difference in comparing two scores (in this case the 2008 and 2009 scores) was calculated for each of the subscale scores (see Appendix 2).

The strongest effect size for subscale scores was for *Respect and Trust*, meaning that the decrease in the subscale score for Respect and Trust from 2008 to 2009 was the most statistically significant. The weakest effect size was for *Bilingualism*, meaning that the decrease in score was least significant for that subscale.

Effect sizes were also calculated for the various roles at Gallaudet (see Table 4, below and Appendix 3). For faculty the largest effects (significance of their response change from 2008 to 2009) were in Respect and Trust, then Management Style, then Information Sharing. For the Professional Staff, Respect and Trust, then Management Style were the most important.

Table 4: Effect Sizes for Subscale Differences between 2008 and 2009: By Role

	Largest comparable change	Second largest comparable change	Third largest comparable change
Faculty	Respect & Trust	Management Style	Information Sharing
Professional Staff	Respect & Trust	Academic Culture	Management Style
Administrators	Management Style	Academic Culture	Respect & Trust
Staff	Respect & Trust	Management Style	Academic Culture

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Item Analysis

While analysis of subscale scores can provide a sense of general areas of concern and well-being with respect to campus climate, responses to individual items provide a more detailed picture. The 40 individual items on the GU Campus Climate Survey consist of statements about campus climate. All but one of these was stated as a positive campus characteristic. Survey respondents could respond positively (**Agree or Strongly Agree**), negatively (**Disagree or Strongly Disagree**), Neutrally (**Neither Agree Nor Disagree**), or with NA (Not Applicable). In order to better determine what actions could be taken to improve campus climate, individual items were analyzed individually.

For the purpose of this analysis, responses were categorized as Positive if the respondent indicated **Agree or Strongly Agree** on a positive climate characteristics, and, **Negative** if they indicated **Disagree or Strongly Disagree** on a positive climate characteristic OR Agreed or Strongly Agreed on a negative statement (e.g., "Favoritism occurs in the operation of the university." Responses were categorized as Neutral if participants indicated Neither Agree nor Disagree.

In order to categorize survey respondents' attitudes about individual campus climate statements, OIR ranked items according to the percent of responses on that item that were **Positive**, and those that were **Negative**. A third set of items were identified that received a mixture of Positive and Negative responses. Those we categorized as **Varied or Distributed**.

Campus climate statements that received a response of 40% or more **Agree or Strongly Disagree** were categorized as "Positive" responses^d. Similarly, items which received a response of **Disagree or Agree** from 40% or more of survey participants were categorized as "Negative." For items on which responses were divided somewhat evenly among the three categories (Agree/Strongly Agree, Neutral, and Disagree/Strongly Disagree), the responses were categorized as "**Varying/Distributed**." We looked for patterns of items that tended to have more positive responses, items that received more negative responses, and items that varied (a mix of positive, negative, and neutral).

Of the 40 items, seventeen items received **Positive** responses (**Agree or Strongly Agree**) from 40% or more respondents, twelve items received "**Negative**." responses (**Disagree or Strongly Disagree**) from 40% or more respondents, and 11 items received "**Varying/Distributed**" (i.e., responses were distributed among the positive, negative, and neutral categories) (see Appendix 4).

As a whole, respondents feel most **Positive** about official and formal actions taken to convey respect & trust and to share information. For example:

- means, frequency and timing of communication (esp., admin to university);

^d Very few items (statements about campus climate) received more than 50% response in the Positive, Negative, or Neutral responses.

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- ongoing programs to encourage diversity and respect;
- demonstration of multiculturalism and social justice throughout university;
- access to and accommodations for diverse language users and students with exceptionalities;
- clear statements, policies, and teaching defining academic integrity and ethical behavior;
- accountability of unit managers to supervisors

They also responded most **positively** to five statements about academic culture, including questions related to individual faculty and departments using consistent and reasonable academic standards, and a statement about mutual respect being encouraged among all constituents.

As a whole, respondents feel most **negative** about individual and specific decisions, consistency and transparency of decision-making, and the efficiency of the organization. For example, 74% of all respondents responded **Agree or Strongly Agree** to the statement, "Favoritism occurs in the operation of the university " (74% or 178 out of 241 responses). 59% **Disagreed or Strongly Disagreed** with the statement, "Decision making at all levels is inclusive and transparent," and "The organizational structure of the university is efficient." 49% of responses **Agreed/Strongly Agreed** that, "Transparent and informed communication is practiced consistently..." All of these sets of responses were categorized as Negative. Other themes about which respondents had **negative** responses included:

- Transparency and inclusivity of decision making and communication (2-way information flow)
- Efficiency of the organizational structure and coordination among units to resolve problems
- Security and freedom to express diverse perspectives

Respondents were also concerned about the articulation of the concept of bilingualism and the evaluation of ASL and English proficiency (see both **Negative** and **Varying/Distributed** item lists).

When we compare the **Positive** response themes to the **Negative** response themes, some subtle patterns emerge that help to shed light on concerns (as well as successes) of current climate.

- ❖ Respondents were **positive** about the *means, frequency, and timing* of communication from University Administration to the community BUT **negative** about the *transparency* and *reciprocity* of the communication and decision making (especially re resource allocation).
- ❖ Mutual, multiculturalism and social justice are seen by the respondents as encouraged. However, respondents don't feel there is freedom to express diverse perspectives.

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- ❖ While respondents **Agreed** with statements about policies defining ethical behavior for the campus community, they **Disagreed** that there are programs to inform and support ethical behavior at all levels of the university.
- ❖ Respondents indicated they **Agreed** that academic departments are working together to establish consistent standards for academic performance, they **Disagreed** that there is coordination across units to solve problems.

There is inconsistency among respondents in perception of a climate on about one-fourth of the items including items in the following areas:

- ❖ Units use institutional criteria and existing policies to decide (units, student grades, hiring, promotion) (3 items)
- ❖ Managers accessible and receptive to subordinates' input (2 items)
- ❖ Managers communicate and demonstrate ethical behavior and attitudes; rules of civil behavior modeled and enforced (2 items)
- ❖ Availability of processes for conflict resolution
- ❖ University is proactive in solving problems with community input

Survey Limitations

As with all surveys, response bias can influence survey data.. That is, those people who chose to respond to the survey (27% of the potential pool) may be those who have strongest opinions (either positive or negative) and may not be representative of the campus as a whole.

Strategic initiatives to strengthen Gallaudet University in a variety of ways have created a different context than was the case in 2007 when the GU CCS was first developed. Focused efforts to improve student engagement, academic rigor, and effective use of resources may mean that the themes (along with the items) on which the Survey was based, are not longer **the most appropriate** ones for a GU Campus Climate Survey. Reexamination of the content of the GUCCS will be an important part of realigning data use for the revised strategic plan.

Questions for Action Planning

- ❖ How can we increase the likelihood that formal and official statements and policies be better translated into daily actions?
- ❖ How can we increase the transparency, reciprocity, and effectiveness of communication and decision making? How can we increase transparency of resource allocation?
- ❖ How can we increase the sense of proactive and efficient problem solving at Gallaudet and make the related decision making transparent in efficient and timely ways?

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- ❖ What strategies can be used to clarify and utilize consistent assessments of ASL and English proficiencies?
- ❖ How should the 2010 GU Campus Climate Survey be better aligned with current GU initiatives, including the revised Strategic Plan?
- ❖ How does the data from the GUCCS compare with data from National Survey of Student Engagement, Intergroup Dialogue Evaluations, and ODE's Student Climate Survey?

Appendix 1: Content of the Subscales by Items

The survey items are presented below according to their original conceptual factors with their final positions in the survey listed to the left of each item.

Respect & Trust (8)

- The university actively demonstrates multiculturalism and social justice in its day-to-day operations and interpersonal interactions among all community members throughout the university community.
- There are ongoing programs focusing on diversity and respect for multiple perspectives.
- Evaluation practices reward individual effort.
- There is a sense of security and freedom to express diverse perspectives.
- Mutual respect is encouraged and practiced among my peers (students, staff, faculty, administration).
- Mutual respect is encouraged and practiced between and among groups (students, staff, faculty, administration).
- Transparent and informed communication is practiced consistently throughout the university community.
- There is equality of opportunity in promotion and hiring.

Institutional Communication & Information Sharing (9)

- The University Administration communicates with the campus community on frequent basis and in timely manner.
- The University Administration uses a variety of means to communicate with the campus community.
- It is clear that unit managers are accountable to their supervisors.
- The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner.
- The University is proactive in creating and applying solutions to problems/barriers with input from the community.
- There is coordination across units in the resolution of problems.
- Information flows upward and is recognized at higher levels of the administration.
- There are specific processes for resolving conflicts between units and individuals.
- University administrators are accessible and receptive to input.

Management Style (9)

- There are clear and available statements and policies defining ethical behavior for all members of the campus community.
- There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.
- There are regular programs to inform and support ethical behavior at all levels of the university.
- Unit managers, whether academic units or non-academic units, are responsive to their subordinates' input.

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- Unit success is defined on the basis of institutional criteria rather than the personalities of those involved.
- The organizational structure of the university is efficient.
- Decision making at all levels is inclusive and transparent.
- Policies used in budget making for the University are transparent.
- There is a "customer friendly" attitude in services for students.

Bilingualism (4)

- The concept of bilingualism is clearly articulated at Gallaudet.
- There are adequate programs in place that may be utilized as a means of strengthening my articulation of either English or ASL.
- There are appropriate and adequate means of evaluating English proficiency within my unit.
- There are appropriate and adequate means of evaluating ASL proficiency within my unit.

Academic Culture (7)

- Students are taught and encouraged to observe standards of academic integrity.
- Faculty model appropriate standards of academic integrity.
- Students are held to consistent but reasonable standards of academic performance.
- Rules of civil behavior are modeled and enforced in the dorms.
- Academic departments are working together to establish consistent standards for academic performance.
- Individual faculty sets clear standards for academic performance, and challenges students to meet them.
- Existing policies regarding grades and participation in extracurricular activities are enforced.

Free Expression (9)

- There is a sense of security and freedom to express diverse perspectives.
- The University actively demonstrates multiculturalism and social justice in its day-to-day operations and interpersonal interactions among all community members throughout the university community.
- There is regular communication and demonstration of expected ethical behavior and attitudes by influential University leaders.
- The reasons for institutional changes such as unit closings or budget decisions are communicated to all concerned on frequent basis and in timely manner.
- Mutual respect is encouraged and practiced between and among groups (students, staff, faculty, administration).
- Information flows upward and is recognized at higher levels of the administration.
- Decision making at all levels is inclusive and transparent.
- University administrators are accessible and receptive to input
- Transparent and informed communication is practiced consistently throughout the university community.

Appendix 2: Effect Size Analysis

Effect size is a method for generating a standard metric across several different measures. Essentially it is like a z score in that the difference between two indices is standardized using the variance. In other words, the theoretical mean for all of the measures has become zero with a standard deviation of +/- 1. It is a useful descriptive statistic in that it permits one to compare measures without resorting to either the limits or the rhetoric of significance testing. Computationally it involves subtracting the mean of a group on one measure from the mean of that group on another measure and dividing the difference by the variance.

In order to compare the change in climate scores from 2008 to 2009, one takes the overall mean for a 2008 subscale and subtracts the overall mean for a 2009 subscale. This difference score is then divided by the standard deviation of the 2009 subscale to yield the effect size for the subscale. The subscale effect size permits comparisons among the various subscales to assess which one has changed the most down to which one has changed the least.

	<i>2008 mean</i>	<i>2009 mean</i>	<i>2009 standard deviation</i>	<i>Effect size value</i>	<i>Rank order of effect</i>
Respect & trust	3.03	2.70	0.64	0.52	1
Information sharing	3.11	2.95	0.78	0.21	4
Management style	2.89	2.63	0.72	0.36	3
Bilingualism	2.82	2.77	0.85	0.06	6
Academic culture	3.26	2.87	0.97	0.40	2
Free expression	2.82	2.75	0.80	0.09	5

Based on the effect size, the greatest change occurred in the perception of respect and trust. The least change occurred in the perception of bilingualism.

Appendix 3 : Effect Size Analysis by Role

ADMINISTRATORS

	<i>2008 mean</i>	<i>2009 mean</i>	<i>2009 standard deviation</i>	<i>Effect size value</i>	<i>Rank order of effect</i>
Respect & trust	3.26	2.93	0.62	0.53	3
Information sharing	3.27	3.24	0.76	0.04	6
Management style	3.40	2.71	0.77	0.90	1
Bilingualism	3.11	2.64	0.97	0.48	4
Academic culture	3.25	2.53	1.16	0.62	2
Free expression	3.00	3.10	0.72	-0.14	5

FACULTY

	<i>2008 mean</i>	<i>2009 mean</i>	<i>2009 standard deviation</i>	<i>Effect size value</i>	<i>Rank order of effect</i>
Respect & trust	3.05	2.69	0.74	0.49	1
Information sharing	3.09	2.78	0.85	0.36	3
Management style	2.83	2.50	0.79	0.42	2
Bilingualism	2.73	2.79	0.91	-0.07	6
Academic culture	3.28	3.18	0.70	0.14	5
Free expression	2.80	2.60	0.92	0.22	4

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PROFESSIONAL
STAFF

	<i>2008 mean</i>	<i>2009 mean</i>	<i>2009 standard deviation</i>	<i>Effect size value</i>	<i>Rank order of effect</i>
Respect & trust	2.97	2.62	0.57	0.61	1
Information sharing	3.07	2.96	0.74	0.15	5
Management style	2.87	2.68	0.67	0.28	3
Bilingualism	2.85	2.66	0.80	0.24	4
Academic culture	3.24	2.63	1.03	0.59	2
Free expression	2.76	2.72	0.74	0.05	6

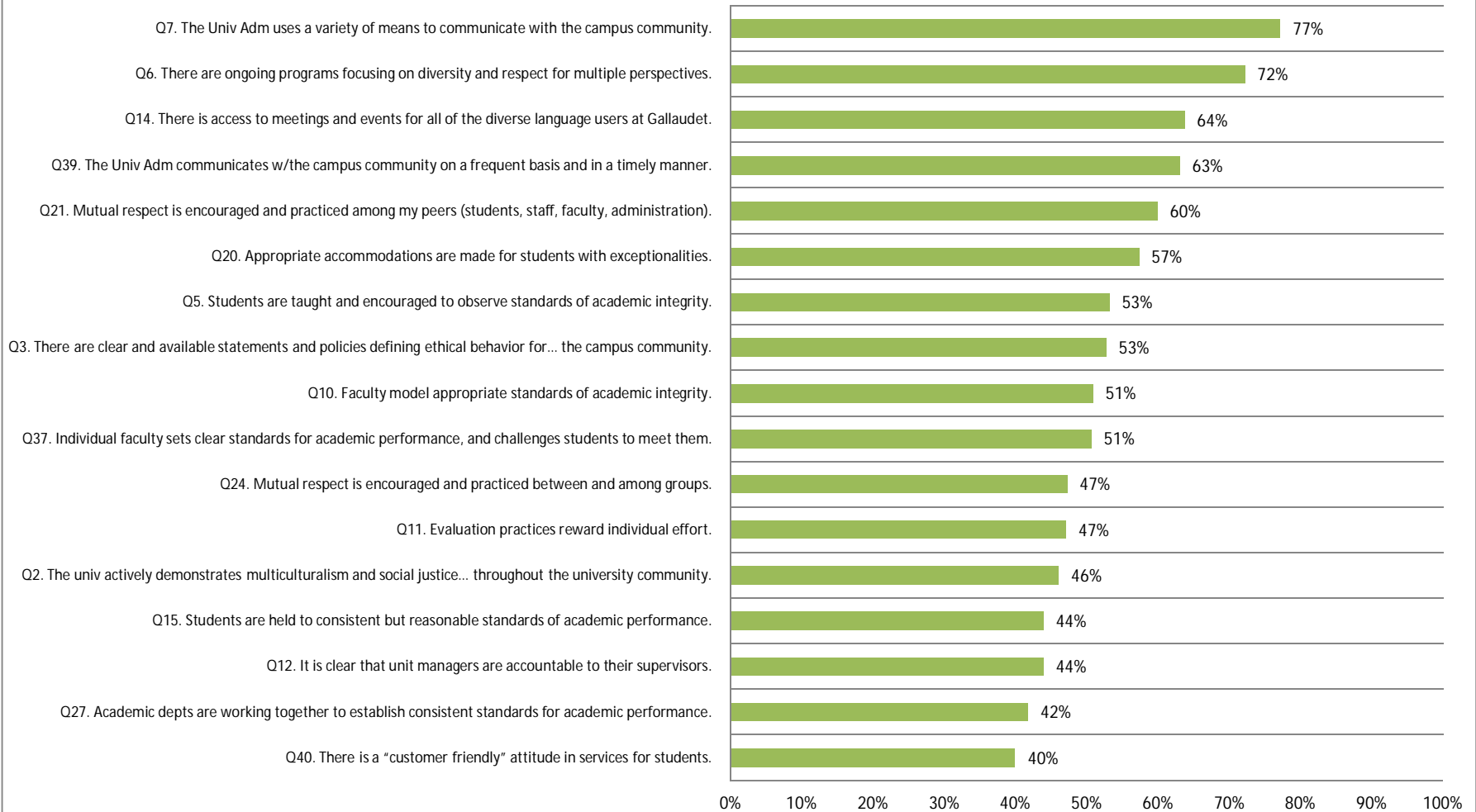
STAFF

	<i>2008 mean</i>	<i>2009 mean</i>	<i>2009 standard deviation</i>	<i>Effect size value</i>	<i>Rank order of effect</i>
Respect & trust	3.19	2.82	0.53	0.70	1
Information sharing	3.26	3.18	0.59	0.14	5
Management style	3.18	2.82	0.59	0.61	2
Bilingualism	2.96	3.00	0.76	-0.05	6
Academic culture	3.26	2.73	1.10	0.48	3
Free expression	3.08	2.98	0.68	0.15	4

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Appendix 4: Item Analysis – All Roles

Positive Responses to Climate Characteristics: * All Roles

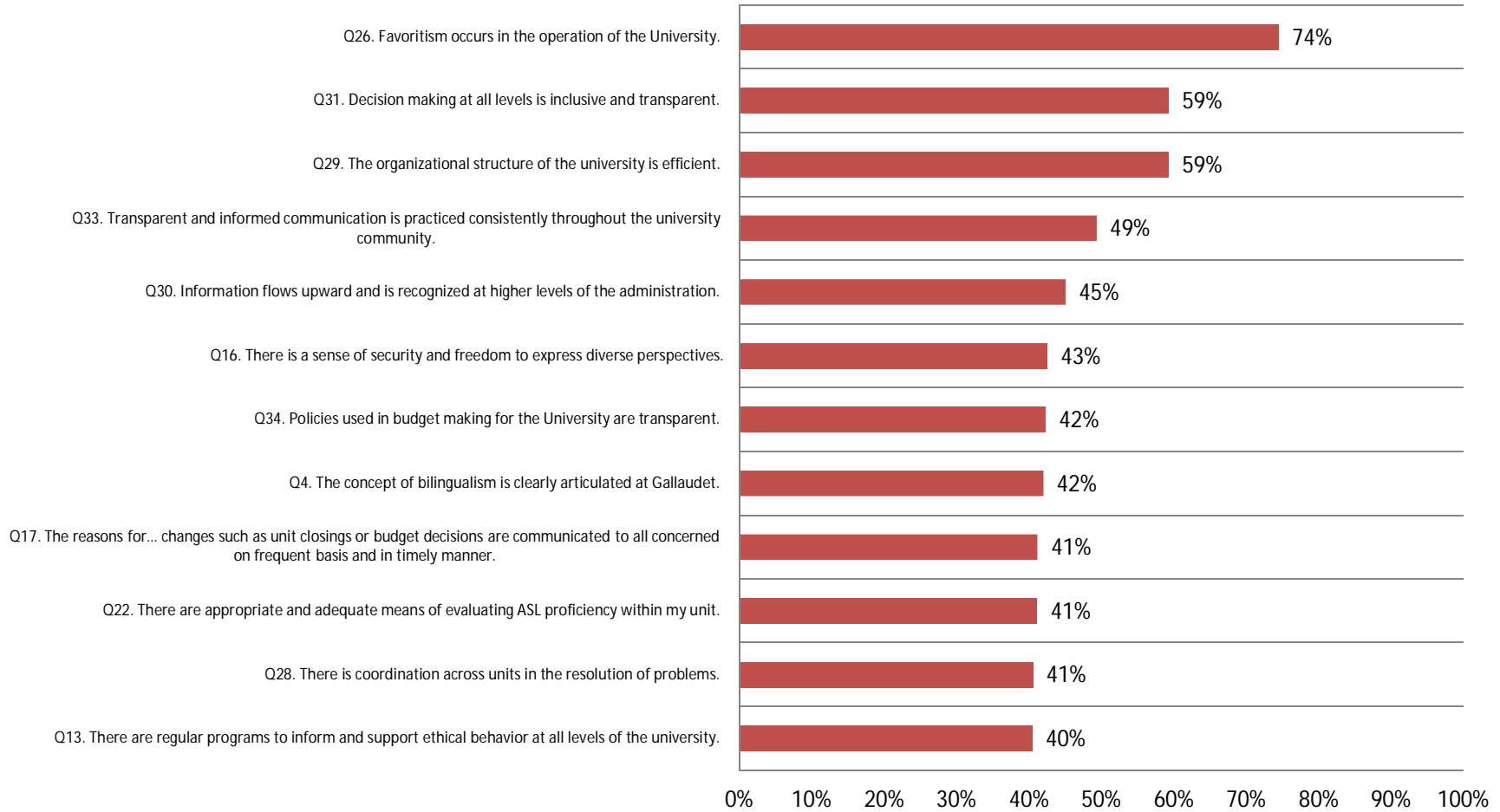


* "Positive" is defined as "strongly agree" or "agree" responses totaling 40% or more and surpassing negative responses.

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Negative Responses to Climate Characteristics:* All Roles

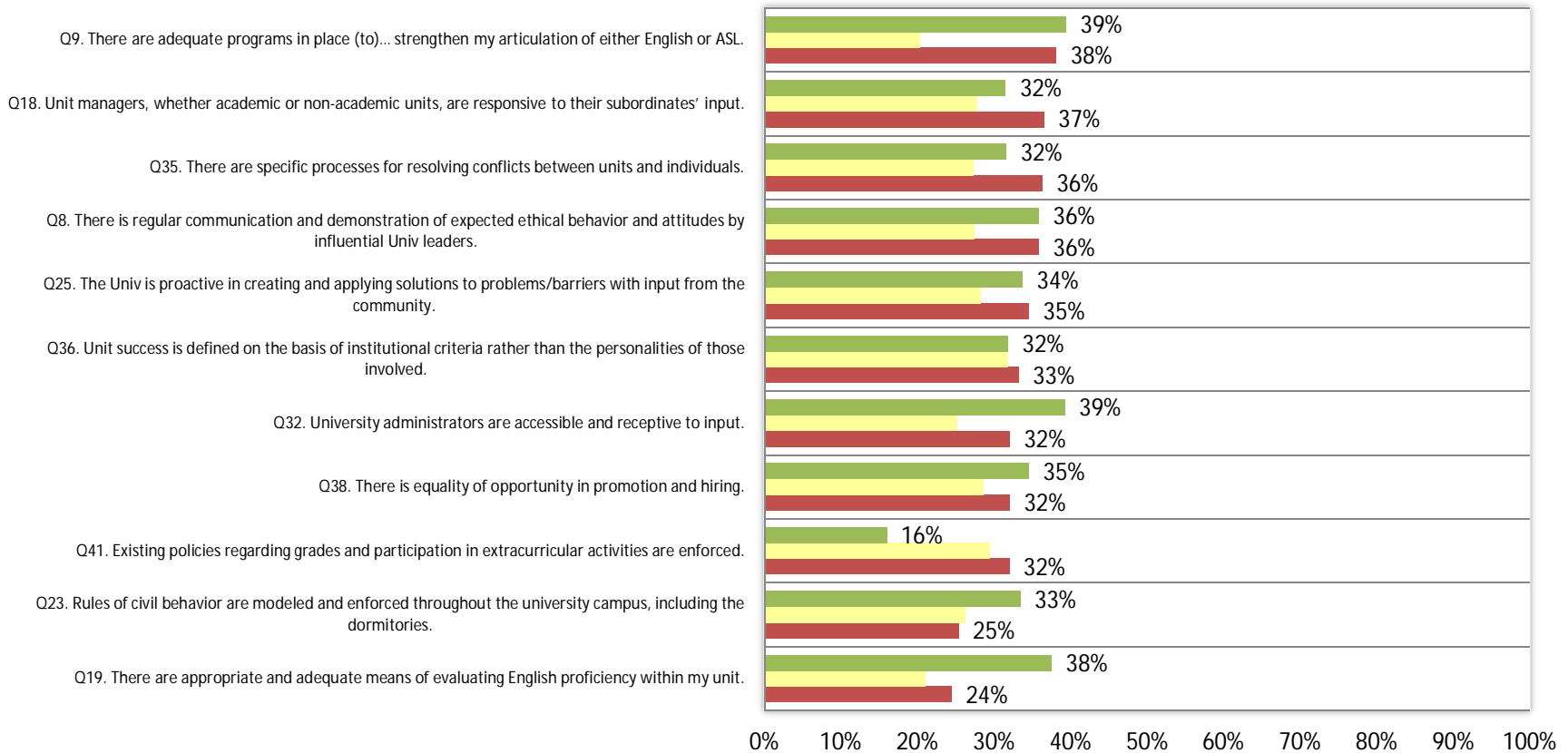


* "Negative" is defined as "strongly disagree" or "disagree" responses totaling 40% or more and surpassing positive responses.

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Varying/Distributed Responses to Climate Characteristics:* All Roles

■ Negative ■ Neutral ■ Positive



* "Varying/Distributed" is defined as not having more than 40% in either positive or negative responses.