



***Noel-Levitz Employee Satisfaction Survey  
Results***

***Gallaudet University  
Spring 2015 Report***

---

October 19, 2015

---

Office of Institutional Research

---

# Gallaudet Employee Satisfaction Survey Spring 2015

<b>EXECUTIVE SUMMARY.....</b>	<b>2</b>
<b>I. INTRODUCTION .....</b>	<b>5</b>
A. BACKGROUND.....	5
B. METHODS .....	6
<b>II. EMPLOYEE CLIMATE SURVEY RESULTS .....</b>	<b>6</b>
A. CAMPUS CULTURE AND POLICIES .....	7
1. Rank ordering of item by mean scores.....	8
2. Strengths and Challenges.....	10
B. WORK ENVIRONMENT.....	11
1. Rank ordering of items by mean scores .....	11
2. Strengths and Challenges.....	15
C. COMPARISONS OF ESS WITH PREVIOUS GUCSS .....	16
D. INSTITUTIONAL GOALS .....	16
E. INVOLVEMENT IN PLANNING AND DECISION-MAKING .....	17
<b>III. COMPARING GALLAUDET WITH PEER INSTITUTIONS .....</b>	<b>18</b>
A. PEER COMPARISONS: CAMPUS CULTURE AND POLICIES.....	18
B. PEER COMPARISONS: WORK ENVIRONMENT .....	19
C. PEER COMPARISONS: INSTITUTIONAL GOALS.....	19
D. PEER COMPARISONS: INVOLVEMENT IN PLANNING AND DECISION-MAKING .....	19
<b>IV. LIMITATIONS.....</b>	<b>20</b>
<b>V. RECOMMENDATIONS AND PROPOSED NEXT STEPS.....</b>	<b>20</b>
<b>APPENDIX A: EMPLOYEE SATISFACTION SURVEY QUESTIONNAIRE .....</b>	<b>22</b>
<b>APPENDIX B: GALLAUDET UNIVERSITY SPECIFIC QUESTIONS ADDED TO NOEL-LEVITZ EMPLOYEE SATISFACTION SURVEY .....</b>	<b>26</b>
<b>APPENDIX C: DESCRIPTIVE STATISTICS FOR ADDITIONAL DEMOGRAPHIC QUESTIONS .....</b>	<b>27</b>
<b>APPENDIX D: ANALYSIS BY ITEM FOR ALL EMPLOYEES: CAMPUS CULTURE AND POLICIES.....</b>	<b>29</b>
<b>APPENDIX E: ANALYSIS BY ITEM FOR ALL EMPLOYEES: WORK ENVIRONMENT .....</b>	<b>32</b>
<b>APPENDIX F: ANALYSIS BY ITEM (IN ORDER OF IMPORTANCE) FOR ALL EMPLOYEES: INSTITUTIONAL GOALS .....</b>	<b>34</b>
<b>APPENDIX G: ANALYSIS BY ITEM (IN ORDER OF IMPORTANCE) FOR ALL EMPLOYEES: INVOLVEMENT IN PLANNING ...</b>	<b>35</b>
<b>APPENDIX H: LIST OF PEER INSTITUTIONS IN THE NATIONAL COMPARISON GROUP .....</b>	<b>36</b>
<b>APPENDIX I: PEER COMPARISONS: CAMPUS CULTURE AND POLICIES ITEMS.....</b>	<b>37</b>
<b>APPENDIX J: PEER COMPARISONS: WORK ENVIRONMENT ITEMS .....</b>	<b>39</b>
<b>APPENDIX K: PEER COMPARISONS: INSTITUTIONAL GOALS .....</b>	<b>40</b>
<b>APPENDIX L: PEER COMPARISONS: INVOLVEMENT IN PLANNING AND DECISION MAKING ITEMS .....</b>	<b>41</b>

### Executive Summary

The Employee Satisfaction Survey (ESS) consists of 83 items with 4 open-ended questions. Of these items, 13 were Gallaudet-specific and were designed to address areas of particular interest to Gallaudet, including bilingualism, diversity, ethics, and communication.

The ESS was administered for the first time at Gallaudet University in spring, 2015. Results from this year’s ESS are compared to a cohort of private 4-year institutions. The next scheduled administration of the ESS is in spring, 2016, which will allow us to compare results longitudinally.

Sections 1 and 4 of the ESS, which addresses Campus Culture and Policies, and Work Environment, ask employees to respond using a Likert scale to rate items in two ways: “importance to me” and “my level of satisfaction.” Areas with high importance and high satisfaction represent areas of strength. Areas with high importance and low satisfaction identify challenges for Gallaudet to examine. For section 2, Institutional Goals, employees were asked to rate how important each of the 10 institutional goals is on a Likert scale of 1 to 5 (1 = not important at all and 5 = very important). For section 3, Involvement in Planning and Decision-making, employees were asked to rate how involved they felt each of the eight constituents were in planning and decision-making at Gallaudet University. Again, the rating was on a Likert scale of 1 to 5 (1 = not enough involvement and 5 = too much involvement).

- 24.5% to 29.2% response rate, depending on the survey item.
- **Campus Culture and Policies**

<i>Strengths</i>	<i>Challenges</i>
<b>This institution promotes excellent employee-student relationships.</b>	The leadership of this institution has a clear sense of purpose.
<b>Faculty take pride in their work.</b>	The reputation of this institution continues to improve.
<b>Staff take pride in their work.</b>	There is a spirit of teamwork and cooperation at this institution.
<b>Administrator take pride in their work.</b>	This institution makes sufficient budgetary resources available to achieve important objectives.
<b>The goals and objectives of this institution are consistent with its mission and values.</b>	This institution plans carefully.

- Work Environment**

<i>Strengths</i>	<i>Challenges</i>
<b>The employee benefits available to me are valuable.</b>	I am paid fairly for the work I do.
<b>My supervisor pays attention to what I have to say.</b>	My department has the staff needed to do its job well.
<b>The work I do is valuable to the institution.</b>	My department has the budget needed to do its job well.
<b>The type of work I do on most days is personally rewarding.</b>	Transparent and informed communication is practiced consistently throughout the university community.
<b>I am proud to work at this institution.</b>	There is regular demonstration of expected ethical behavior and attitudes by influential University leaders.
<b>I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University.</b>	Information flows upward and is recognized at higher levels of the administration.

- Some of the strengths and concerns from past climate surveys that repeated in this year's survey were:

<i>Strengths</i>	<i>Concerns</i>
<b>Employees (faculty &amp; staff) feel attended to by their immediate supervisors.</b>	Clear sense of purpose.
<b>Adequate programs or resources in place to strengthen my use of English.</b>	Careful planning.
<b>Adequate programs or resources in place to strengthen my use of ASL.</b>	Communication.
<b>Employees appreciate their benefits and/or pay.</b>	Spirit of teamwork and cooperation.
	Flow of information upward.
	Sufficient budgetary resources to achieve objectives.
	Favoritism (e.g., processes for selecting staff)
	Lack of programs, statements and policies to support ethical behavior.

- **Institutional Goals**

Gallaudet University employees, overall, identified retention of current students to graduation as the most important institutional goal.

In addition, Gallaudet University employees, overall, ranked the top three institutional priority goals as:

1. Increase the enrollment of new students
2. Retain more of its current students to graduation
3. Improve employee morale

- **Involvement in Planning and Decision-Making**

Gallaudet University employees, as a whole, indicated senior administrators at the vice president and provost level or above to be the most involved in planning and decision-making.

- Compared to peer institutions, Gallaudet University employees are *less satisfied* on all campus culture and policies items, *equally satisfied* on two work environment items, and *less satisfied* on the remaining work environment (19) items. Gallaudet University employees were equally satisfied as peer institutions with opportunities for advancement and opportunities for training to improve their skills.
- Compared to peer institutions, Gallaudet University employees rated *equal importance* for one institutional goal: improving the appearance of campus buildings and grounds. For the remaining institutional goals, Gallaudet University employees rated *more importance*.

## I. Introduction

### A. Background

The Noel-Levitz Employee Satisfaction Survey (ESS) supports the university in better understanding perspectives of faculty, staff and administrators at Gallaudet. The ESS was administered for the first time in spring, 2015. Results from this year's ESS are compared to a cohort of private 4-year institutions. The next scheduled administration of the ESS is in spring, 2016, which will allow us to compare results longitudinally.

Gallaudet has administered an employee climate survey since 2007. That survey, the Gallaudet University Campus Climate Survey (GUCSS) was developed in response to internal issues that were important in 2007, along with concerns from our regional accreditor, the Middle States Commission on Higher Education (MSCHE). The GUCSS addressed six themes: 1) respect, trust, and fairness; 2) institutional communication and information sharing; 3) management style; 3) academic culture; and 4) freedom of expression. A fifth theme of bilingualism was added in 2011. Over time, the results of the GUCSS showed repeated patterns, and there was an interest in asking more detailed questions to provide specifics within those patterns. In addition, there was a desire to address a wider range of issues facing higher education, as well as to see to what extent Gallaudet University was comparable to other institutions in employee satisfaction. For these reasons, Gallaudet University adopted the Noel-Levitz Employee Satisfaction Survey (ESS).

The ESS consists of 83 items with 4 open-ended questions. Of these items, 13 were Gallaudet-specific and were designed to address areas of particular interest to Gallaudet, including bilingualism, diversity, ethics and communication.

The ESS includes four sections:

- Section 1: Campus Culture and Policies
- Section 2: Institutional Goals
- Section 3: Involvement in Planning and Decision-Making
- Section 4: Work Environment

Sections 1 and 4 of the ESS, which addresses Campus Culture and Policies and Work Environment, ask employees to respond using a Likert scale to rate items in two ways: "importance to me" and "my level of satisfaction." Scales ranged from 1-5, with 5 as the highest (very important or very satisfied) and 1 as the lowest (not important at all or not satisfied at all). Mean scores are presented using this 1-5 scale format. Means for importance are typically in the range of 4 to 5, while mean satisfaction scores are typically in the range of 2 to 3. Performance gaps are then calculated as the mean difference between perceived importance and satisfaction. The larger the performance gap, the greater the discrepancy between student importance and level of satisfaction. Areas with high importance and high satisfaction represent areas of strength. Areas with high importance and low satisfaction identify challenges for Gallaudet to examine. A copy of the survey instrument is located in Appendix A, and a copy of the institution-specific questions is provided in Appendix B.

For Section 2, Institutional Goals, employees were asked to rate how important each of the 10 institutional goals is on 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.

For Section 3, Involvement in Planning and Decision-making, employees were asked to rate how involved they felt each of the eight constituents were in planning and decision-making at Gallaudet University. Again, the rating was on a Likert scale of 1 to 5 (1 = not enough involvement and 5 = too much involvement.)

In addition to the items surveyed for the four themes, employees were to rate their overall satisfaction with their employment at Gallaudet University on a Likert scale of 1 to 5 (1 = not satisfied at all and 5 = very satisfied.)

## **B. Methods**

The Office of Institutional Research sent the Gallaudet Campus Climate survey to 1,200 university faculty, staff, and administrators during spring 2015 through an on-line link sent via staff and faculty email distribution lists. 306 employees completed surveys and 238 partial and/or abandoned surveys were received. Responses for each item ranged between 294 to 351 responses, which generated a 24.5% to 29.2% response rate, depending on the survey item. This response rate is a decrease from the 42% response rate for the 2013 GUCSS survey<sup>1</sup>. For additional descriptive statistics refer to Appendix C.

## **II. Employee Climate Survey Results**

Noel-Levitz suggests using the matrix in figure 1 to analyze SSI results and prioritize actions.

---

<sup>1</sup> GU Campus Climate Survey results from 2007 to 2013 can be found at [http://www.gallaudet.edu/Office\\_of\\_Academic\\_Quality/Institutional\\_Research/GU\\_Campus\\_Climate\\_Survey.html](http://www.gallaudet.edu/Office_of_Academic_Quality/Institutional_Research/GU_Campus_Climate_Survey.html).

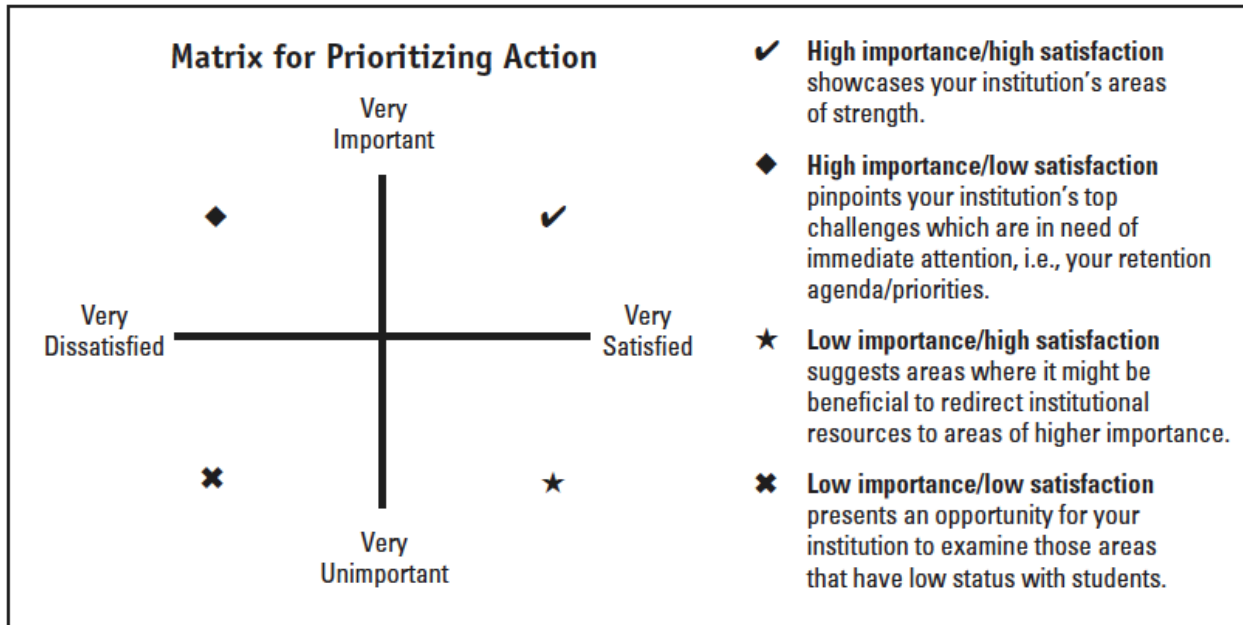


Figure 1. Matrix for Prioritizing Action

In identifying areas of strength, two conditions had to be met: 1) the item's average importance score was in the top 50% of all items' importance score and 2) the items' average satisfaction score was in the top 25% of all items' satisfaction scores. In identifying areas of challenges, two conditions had to be met: 1) the item's average importance score was in the top 50% of all items' importance score and 2) the item's average satisfaction score was in the bottom 25% of all items' satisfaction scores or the gap (difference between importance and satisfaction) was in the top 25% of all items' gap scores. In other words, items with high importance and high satisfaction are the institution's areas of strength, and items with high importance and low satisfaction are the institution's top challenges which are in need of immediate attention.

This report focuses on Gallaudet's areas of strength and challenge in Campus Culture , and in Work Environment for all employees (overall), while a Supplemental Report will compare areas of strength and challenge for three sets of employees: administrators, faculty, and staff. This report also presents detailed ESS results for other sections including institutional goals and involvement in planning and decision-making as follows:

### A. Campus Culture and Policies

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), and how.



1. Rank ordering of item by mean scores

The table below ranks the top and bottom ten campus culture and policies items by mean scores of satisfaction, mean scores of importance, and gap scores. Common themes in top areas of Satisfaction were: pride in work, understanding, support and consistency of mission, purpose and values of the institution. Common themes in bottom areas of Satisfaction included resources and communication.

**Satisfaction** Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

	Item	Satisfaction	Importance	Gap
↑ Top 10	This institution does a good job of meeting the needs of administrators	3.26	3.99	0.73
	Faculty take pride in their work*	3.17	4.53	1.36
	Staff take pride in their work*	3.11	4.52	1.41
	Most employees are generally supportive of the mission, purpose, and values of this institution	3.09	4.35	1.26
	The goals and objectives of this institution are consistent with its mission and values*	3.05	4.42	1.37
	Administrators take pride in their work*	3.03	4.44	1.41
	The mission, purpose, and values of this institution are well understood by most employees	3.02	4.39	1.37
	This institution promotes excellent employee-student relationships*	2.99	4.53	1.54
	This institution treats students as its top priority	2.96	4.59	1.63
	This institution is well-respected in the community	2.95	4.53	1.58
↓ Bottom 10	This institution does a good job of meeting the needs of staff	2.54	4.34	1.80
	There is good communication between staff and the administration at this institution	2.54	4.36	1.82
	This institution consistently follows clear processes for orienting and training new employees	2.54	4.38	1.84
	The leadership of this institution has a clear sense of purpose†	2.53	4.55	2.02
	This institution plans carefully†	2.47	4.48	2.01
	There are effective lines of communication between departments	2.47	4.35	1.88
	This institution makes sufficient staff resources available to achieve important objectives	2.46	4.37	1.91
	This institution makes sufficient budgetary resources available to achieve important objectives†	2.44	4.49	2.05
	Employee suggestions are used to improve our institution	2.39	4.35	1.96
	There is a spirit of teamwork and cooperation at this institution†	2.37	4.53	2.16

\* Area of strength as identified by Noel-Levitz’s matrix of prioritizing action  
 † Area of challenge as identified by Noel-Levitz’s matrix of prioritizing action

Areas of highest Importance included institutional response to students, leadership with purpose, and the reputation of the institution. Common themes in bottom areas of Importance included meeting the needs of employees and some areas of communication.

**Importance** Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

	Item	Importance	Satisfaction	Gap
↑ Top 10	This institution does a good job of meeting the needs of students	4.63	2.84	1.79
	This institution treats students as its top priority	4.59	2.96	1.63
	The leadership of this institution has a clear sense of purpose <sup>†</sup>	4.55	2.53	2.02
	The reputation of this institution continues to improve <sup>†</sup>	4.55	2.60	1.95
	This institution promotes excellent employee-student relationships*	4.53	2.99	1.54
	Faculty take pride in their work*	4.53	3.17	1.36
	There is a spirit of teamwork and cooperation at this institution <b>Error! Bookmark not defined.</b>	4.53	2.37	2.16
	This institution is well-respected in the community	4.53	2.95	1.58
	Staff take pride in their work*	4.52	3.11	1.41
	This institution makes sufficient budgetary resources available to achieve important objectives <b>Error! Bookmark not defined.</b>	4.49	2.44	2.05
↓ Bottom 10	This institution has written procedures that clearly define who is responsible for each operation and service	4.37	2.66	1.71
	There is good communication between staff and the administration at this institution	4.36	2.54	1.82
	Most employees are generally supportive of the mission, purpose, and values of this institution	4.35	3.09	1.26
	This institution involves its employees in planning for the future	4.35	2.75	1.60
	There are effective lines of communication between departments	4.35	2.47	1.88
	Employee suggestions are used to improve our institution	4.35	2.39	1.96
	This institution does a good job of meeting the needs of its faculty	4.34	2.74	1.60
	This institution does a good job of meeting the needs of staff	4.34	2.54	1.80
	This institution consistently follows clear processes for recognizing employee achievements	4.34	2.55	1.79
	This institution does a good job of meeting the needs of administrators	3.99	3.26	0.73

The chart below lists survey items according to how large the gap is between the importance of the item to an employee, and how satisfied they are with the item. The item with the largest gap is “There is a spirit of teamwork and cooperation at this institution.”

**Gap** Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

	Item	Gap	Importance	Satisfaction
Top 10	This institution does a good job of meeting the needs of administrators	0.73	3.99	3.26
	Most employees are generally supportive of the mission, purpose, and values of this institution	1.26	4.35	3.09
	Faculty take pride in their work*	1.36	4.53	3.17
	The mission, purpose, and values of this institution are well understood by most employees	1.37	4.39	3.02
	The goals and objectives of this institution are consistent with its mission and values*	1.37	4.42	3.05
	Staff take pride in their work*	1.41	4.52	3.11
	Administrators take pride in their work*	1.41	4.44	3.03
	This institution promotes excellent employee-student relationships*	1.54	4.53	2.99
	This institution is well-respected in the community	1.58	4.53	2.95
	This institution involves its employees in planning for the future	1.60	4.35	2.75
Bottom 10	This institution consistently follows clear processes for selecting new employees	1.83	4.41	2.58
	This institution consistently follows clear processes for orienting and training new employees	1.84	4.38	2.54
	There are effective lines of communication between departments	1.88	4.35	2.47
	This institution makes sufficient staff resources available to achieve important objectives	1.91	4.37	2.46
	The reputation of this institution continues to improve†	1.95	4.55	2.60
	Employee suggestions are used to improve our institution	1.96	4.35	2.39
	This institution plans carefully†	2.01	4.48	2.47
	The leadership of this institution has a clear sense of purpose†	2.02	4.55	2.53
	This institution makes sufficient budgetary resources available to achieve important objectives†	2.05	4.49	2.44
	There is a spirit of teamwork and cooperation at this institution†	2.16	4.53	2.37

Overall, items that were most important with a higher level of satisfaction and lower performance gaps were faculty and staff’s pride in work, the institution’s promotion of excellent employee-student relationships, and the institution’s respect in the community. These items were those that employees rated as important, and were satisfied with. For the mean scores of importance and satisfaction, and gap scores of each of the campus culture and policies items, refer to Appendix D.

## 2. Strengths and Challenges

The table below lists the Strengths and Challenges for Campus Culture and Policies in order of importance. Items that employees found to be important, and are satisfied with were employees’ pride in

their work, Gallaudet University’s promotion of excellent employee-student relationships, and the consistency of the goals and objectives of Gallaudet with its mission and values. Items that employees found to be important, but are not satisfied with were the sense of purpose of the leadership at Gallaudet, Gallaudet’s reputation, the spirit of teamwork and cooperation at Gallaudet, the budgetary resources available to achieve important objectives, and the institution’s planning.

**Campus Culture and Policies**

<i>Strengths</i>	<i>Challenges</i>
<b>This institution promotes excellent employee-student relationships.</b>	The leadership of this institution has a clear sense of purpose.
<b>Faculty take pride in their work.</b>	The reputation of this institution continues to improve.
<b>Staff take pride in their work.</b>	There is a spirit of teamwork and cooperation at this institution.
<b>Administrator take pride in their work.</b>	This institution makes sufficient budgetary resources available to achieve important objectives.
<b>The goals and objectives of this institution are consistent with its mission and values.</b>	This institution plans carefully.

**B. Work Environment**

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 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.

*1. Rank ordering of items by mean scores*

The table below ranks the top and bottom ten work environment items by mean scores of satisfaction, mean scores of importance, and gap scores. A common theme in the top areas of Satisfaction includes satisfaction with one’s own work (e.g., pride, rewarding, valuable). A common theme in the bottom areas of Satisfaction is communication (e.g., information flow, receptivity to input, transparency).

**Satisfaction**

Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

	Item	Satisfaction	Importance	Gap
Top 10	The employee benefits available to me are valuable*	4.57	4.73	0.16
	My supervisor pays attention to what I have to say*	4.33	4.73	0.40
	The work I do is appreciated by my supervisor	4.33	4.40	0.07
	The work I do is valuable to the institution*	4.27	4.53	0.27
	The type of work I do on most days is personally rewarding	4.13	4.53	0.40
	I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University	4.07	4.33	0.27
	I have the information I need to do my job well*	4.00	4.73	0.73
	I am paid fairly for the work I do*	4.00	4.60	0.60
	I am comfortable answering student questions about institutional policies and procedures*	4.00	4.47	0.47
	I have adequate opportunities for professional development	3.93	4.14	0.47
Bottom 10	University Administrator are accessible and receptive to input†	3.40	4.47	1.07
	My department has the staff needed to do its job well†	3.33	4.80	1.47
	It is easy for me to get information at this institution	3.27	4.33	1.07
	I learn about important campus events in a timely manner	3.27	4.13	0.87
	My department or work unit has written, up-to-date objectives	3.27	4.13	0.87
	There is regular demonstration of expected ethical behavior and attitudes by influential University leaders	3.27	4.47	1.20
	Transparent and informed communication is practiced consistently throughout the university community	2.87	4.40	1.53
	There are regular programs to inform and support ethical behaviors at all levels of the university†	2.67	4.47	1.80
	Information flows upward and is recognized at higher levels of the administration	2.67	4.40	1.73
	There is visible leadership to foster diversity/inclusion on campus	2.27	4.13	1.87

\* Areas of strength as identified from Noel-Levitz’s matrix of prioritizing action

† Areas of challenge as identified from Noel-Levitz’s matrix of prioritizing action

A common theme in the top items of Importance is resources (e.g., benefits, pay, and staffing). Somewhat surprisingly, items related to ethics, diversity and bilingualism appear in the bottom areas of Importance.

**Importance** Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

	Item	Importance	Satisfaction	Gap
↑ Top 10	My department has the staff needed to do its job well†	4.80	3.33	1.47
	I have the information I need to do my job well*	4.73	4.00	0.73
	My supervisor pays attention to what I have to say*	4.73	4.33	0.40
	My department has the budget needed to do its job well†	4.73	3.67	1.07
	The employee benefits available to me are valuable*	4.73	4.57	0.16
	My job responsibilities are communicated clearly to me	4.67	3.80	0.87
	There are clear and available statements and policies defining ethical behavior for all members of the campus community	4.60	3.67	0.93
	I am paid fairly for the work I do*	4.60	4.00	0.60
	I am empowered to resolve problems quickly	4.53	3.57	0.96
	My supervisor helps me improve my job performance	4.53	3.67	0.87
↓ Bottom 10	Information flows upward and is recognized at higher levels of the administration	4.40	2.67	1.73
	It is easy for me to get information at this institution	4.33	3.27	1.07
	I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University	4.33	4.07	0.27
	I have adequate opportunities for advancement	4.20	3.80	0.40
	There is visible leadership to foster diversity/inclusion on campus	4.13	2.27	1.87
	I learn about important campus events in a timely manner	4.13	3.27	0.87
	My department meets as a team to plan and coordinate work	4.13	3.40	0.73
	My department or work unit has written, up-to-date objectives	4.13	3.27	0.87
	There are adequate programs or resources in place to strengthen my use of ASL	3.27	3.73	-0.47
	There are adequate programs or resources in place to strengthen my use of English	2.79	3.50	-0.71

Items with large gaps are important because they focus on areas that are importance to employees, but ones with which they are not satisfied. Themes among the items with the largest gaps include resources and communication, especially receptivity to information that flows upward.

**Gap** Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

	Item	Gap	Importance	Satisfaction
↑ Top 10	There are adequate programs or resources in place to strengthen my use of English	-0.71	2.79	3.50
	There are adequate programs or resources in place to strengthen my use of ASL	-0.47	3.27	3.73
	The work I do is appreciated by my supervisor	0.07	4.40	4.33
	The employee benefits available to me are valuable*	0.16	4.73	4.57
	The work I do is valuable to the institution*	0.27	4.53	4.27
	I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University	0.27	4.33	4.07
	I have adequate opportunities for advancement	0.40	4.20	3.80
	My supervisor pays attention to what I have to say*	0.40	4.73	4.33
	The type of work I do on most days is personally rewarding*	0.40	4.53	4.13
	I am comfortable answering student questions about institutional policies and procedures*	0.47	4.47	4.00
↓ Bottom 10	I am empowered to resolve problems quickly	0.96	4.53	3.57
	My department has the budget needed to do its job well†	1.07	4.73	3.67
	University Administrator are accessible and receptive to input†	1.07	4.47	3.40
	It is easy for me to get information at this institution	1.07	4.33	3.27
	There is regular demonstration of expected ethical behavior and attitudes by influential University leaders	1.20	4.47	3.27
	My department has the staff needed to do its job well†	1.47	4.80	3.33
	Transparent and informed communication is practiced consistently throughout the university community	1.53	4.40	2.87
	Information flows upward and is recognized at higher levels of the administration	1.73	4.40	2.67
	There are regular programs to inform and support ethical behaviors at all levels of the university†	1.80	4.47	2.67
	There is visible leadership to foster diversity/inclusion on campus	1.87	4.13	2.27

Overall, items that were most important with a higher level of satisfaction and lower performance gaps were employees’ pride to work at Gallaudet, the employee benefits that are available to them, the personal reward and value to employees of the work that employees do, and attention from supervisors to what employees have to say. These items were those that employees rated as important, and were satisfied with. For the mean scores of importance, mean scores of satisfaction, and gap scores of each of the work environment items for all employees, refer to Appendix E.

2. *Strengths and Challenges*

The table below lists the Strengths and Challenges for Work Environment in order of importance. Items that employees found to be important, and are satisfied with were employee benefits, attention from supervisors to what employees have to say, the value and personal reward of work, pride in working at Gallaudet, and respect for cultural/personal differences in their unit/department at Gallaudet. Items that employees found to be important, but are not satisfied with, were how fairly employees feel they are paid for the work they do, the staff and budget that their department needs to do its job well, consistency of transparent and informed communication throughout the university community, demonstration of expected ethical behavior and attitudes by influential University leaders, and how information flows upward and is recognized at higher levels of the administration.

**Work Environment**

<i>Strengths</i>	<i>Challenges</i>
<b>The employee benefits available to me are valuable.</b>	I am paid fairly for the work I do.
<b>My supervisor pays attention to what I have to say.</b>	My department has the staff needed to do its job well.
<b>The work I do is valuable to the institution.</b>	My department has the budget needed to do its job well.
<b>The type of work I do on most days is personally rewarding.</b>	Transparent and informed communication is practiced consistently throughout the university community.
<b>I am proud to work at this institution.</b>	There is regular demonstration of expected ethical behavior and attitudes by influential University leaders.
<b>I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University.</b>	Information flows upward and is recognized at higher levels of the administration.



**C. Comparisons of ESS with Previous GUCSS**

There were strengths and concerns from past climate surveys that repeated in this year’s survey. Some of the strengths that were repeated from past surveys were:

<i>Strengths</i>	<i>Concerns</i>
<b>Employees (faculty &amp; staff) feel attended to by their immediate supervisors.</b>	Clear sense of purpose.
<b>Adequate programs or resources in place to strengthen my use of English.</b>	Careful planning.
<b>Adequate programs or resources in place to strengthen my use of ASL.</b>	Communication.
<b>Employees appreciate their benefits and/or pay.</b>	Spirit of teamwork and cooperation.
	Flow of information upward.
	Sufficient budgetary resources to achieve objectives.
	Favoritism (e.g., processes for selecting staff)
	Lack of programs, statements and policies to support ethical behavior.

**D. Institutional Goals**

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 standard deviations and valid respondents of the institutional goals, refer to Appendix F.

Employees as a whole (overall) found retention of current students to graduation to be the most important institutional goal followed by improving employee morale, improving the quality of existing academic programs, increasing the enrollment of new students, and improving the academic ability of entering student classes. Employees also found improving the appearance of campus buildings and grounds to be the least important institutional goal.

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Retain more of its current students to graduation	4.71
2. Improve employee morale	4.71
3. Improve the quality of existing academic programs	4.67
4. Increase the enrollment of new students	4.60
5. Improve the academic ability of entering student classes	4.58
6. Increase a sense of security and freedom to express diverse perspectives	4.42
7. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.32
8. Improve comparable standards for use of ASL and English in an academic setting	4.29
9. Increase the diversity of racial and ethnic groups represented among the student body	4.27
10. Recruit students from new geographic markets	4.08
11. Develop new academic programs	4.00
12. Improve the appearance of campus buildings and grounds	3.77
13. Some other goal	3.53

Employees, as a whole, ranked and listed the top three institutional priority goals as:

- First priority goal: Increase the enrollment of new students
- Second priority goal: Retain more of its current students to graduation
- Third priority goal: Improve employee morale

**E. Involvement in Planning and Decision-Making**

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. For the standard deviations and valid respondents of the involvement in planning and decision-making items, refer to Appendix G.

Employees 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. Employees also found staff to be the least involved.

<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)	3.90
How involved are: Deans or directors of administrative units	3.58
How involved are: Deans or chairs of academic units	3.42
How involved are: Trustees	3.22
How involved are: Faculty	2.81
How involved are: Alumni	2.48
How involved are: Students	2.46
How involved are: Staff	2.22

### 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. For the purpose of this analysis, peers are considered National Four-Year Private Institutions whose employees completed the same survey version in the last three academic years. A list of the institutions included in the National Comparison Group can be found in Appendix H. Below is a summary of comparisons for employees at Gallaudet University and in the National Comparison Group for each survey section (For a detailed list of item comparisons between Gallaudet University and other institutions including statistical significance levels, refer to Appendix I through L.)

#### A. Peer Comparisons: Campus Culture and Policies

Gallaudet’s employees’ ratings of the **Importance** of 20 of all items on the Campus Culture and Policies were the same as ratings of employees at peer institutions.

Gallaudet employees rated 4 items as *more important* than did employees at peer institutions. Those four items were:

- 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

Gallaudet employees rated 6 items as *less important* than did employees at peer institutions. Those six items were:

- This institution treats students as its top priority
- The leadership of this institution has a clear sense of purpose
- This institution does a good job meeting the needs of its administrators

- Faculty take pride in their work
- Staff take pride in their work
- Employee suggestions are used to improve our institution

Gallaudet's employees' ratings of **Satisfaction** of all 20 items on the Campus Culture and Policies scale were not the same as ratings of employees at peer institutions. Gallaudet's employees were *less satisfied* with all 20 items when compared to peer institutions.

### **B. Peer Comparisons: Work Environment**

Gallaudet's employees' ratings of the **Importance** of 18 of the items on the Work Environment scale were the same as ratings of employees at peer institutions.

Gallaudet employees rated 2 items as *more important* than did employees at peer institutions. Those four items were:

- I have adequate opportunities for advancement
- I have adequate opportunities for training to improve my skills

Gallaudet employees rated 1 item as *less important* than did employees at peer institutions. This item was:

- I have the information I need to do my job well

Gallaudet's employees' ratings of **Satisfaction** for two of the items on the Work Environment scale were the same as ratings of employees at peer institutions.

- The employee benefits available to me are valuable
- I have adequate opportunities for advancement

Gallaudet's employees were *less satisfied* with all other items (19) when compared to peer institutions.

### **C. Peer Comparisons: Institutional Goals**

Compared to peer institutions, Gallaudet's employees identified as of equal importance on one institutional goal, improving the appearance of campus buildings and grounds. For all of the other institutional goals, Gallaudet employees rated items as more important than peer institutions did.

### **D. Peer Comparisons: Involvement in Planning and Decision-Making**

Compared to peer institutions, Gallaudet's employees identified equal involvement for three constituents: staff, students, and alumni. Compared to other institutions, Gallaudet's employees identified faculty, deans or directors of administrative units, deans or chairs of academic units, and senior administrators at the vice president, provost level or above to be more involved in planning and decision-making. Finally,

Gallaudet's employees identified the trustees to be less involved in planning and decision-making compared to peer institutions.

#### **IV. Limitations**

A key limitation in interpretation of this data is the ambiguity in understanding who received surveys in each of the role groups (staff, faculty, and administrators), and who responded to the survey in each role group. Although the survey was sent through a link via two e-mail distribution lists, one for staff and one for faculty, the total distinct count of participants is unknown since one person could be in both distribution lists. In addition, although the goal of the ESS was to reach full-time, "regular," faculty, staff and administrators, it later became clear that the actual distribution lists included a combination of full-time and part-time, temporary and contract personnel. In addition, the distribution list for faculty apparently included many personnel who are in teaching roles in relation to classes currently offered, including staff and, in some cases, students. And it is also unclear as to who is included in the "administrator" responses, since there is not an administrator distribution list. Because survey responses are anonymous, we were unable to link actual responses to distribution list names. In spite of this ambiguity regarding the specifics of respondent role, we do know that 94% and 93% of the respondents for the faculty and staff distribution lists respectively are full-time. Because respondents were almost all full-time personnel at Gallaudet, interpretations can be made as to satisfaction of full-time employees at Gallaudet.

A second limitation in the results of the spring, 2015 administration of the ECSS was the response rate. The response rate for this survey of 24.5% to 29.2% was well below the response rate of the previous administration of the GUCSS (42%). The drop in response rate is likely due to several factors including the change in format from a simple survey to a more complicated and longer survey. Another likely influence was the limited communication and education of campus stakeholders about this change.

Another limitation of this survey was the lack of definition in defining who administrators are. Respondents were categorized as administrators through self-report on the demographic section of the survey. 15 respondents to this survey reported that they are administrators. However, we do not know how these respondents defined "administrators." It is possible that some staff self-reported as administrators, while other administrators may have self-reported as staff or faculty. As a result of this small sample, any interpretations with respect to responses of administrators should be taken with caution.

#### **V. Recommendations and Proposed Next Steps**

To improve the interpretation and generalization of the data for the next survey cycle during spring 2016, the Office of Institutional Research (OIR) will define the study population as well as clarify these roles within the survey. In other words, OIR will improve and create a distribution list to only include employees who are full-time and regular faculty, staff, and administrators. In addition, OIR will include a short definition of administrators within the survey to allow respondents to correctly choose their role.

To improve the response rate of the ECS, OIR will educate the community about the survey as well as the value of the survey with a representative sample. Educating the community includes creating an instructional video in ASL explaining how to complete the survey and the difference between rating for importance and rating for satisfaction with each item. In addition to educating the community, OIR will increase its publicity of the survey. Rather than relying on e-mail communication, campus community news (Daily Digest), and word of mouth, OIR will also make appearances in various units and departments' meetings and inform the community about the survey.

During the academic year of 2015 – 2016, OIR will also begin administering focus groups among faculty, staff, and administrators to increase understanding on the common themes that have appeared in previous surveys and this year's survey. A supplemental report will be posted to describe what each subgroup perceives to be leadership with a clear sense of purpose, an institution that plans carefully, an institution with transparent and effective communication, an institution that has a spirit of teamwork and cooperation, and an institution that follows clear processes in selecting staff and ethical behaviors.

The data from Gallaudet University's administration of the Noel-Levitz Employee Satisfaction Survey will be valuable to the extent that it is analyzed, discussed, and applied by employee subgroups and individuals on campus. Each person will, in particular, want to review the Strengths described in the Campus Culture and Policies, and the Work Environment sections to ask: "What are we doing well?" "What, specifically, does this show us about Gallaudet and its employees?" In addition, each person will want to examine carefully the challenges that Gallaudet University has in increasing the campus climate among employees. Where and how can you improve and make a difference in the lives of Gallaudet employees? Leaders across campus will want to consider how we can operationalize areas that need improvement. For example, performance reviews with items for evaluation adapted for the ESS, for administrators by the people they supervise are being implemented.

For more detailed information on the survey data, please contact Lindsay Buchko, Director of Institutional Research at [lindsay.buchko@gallaudet.edu](mailto:lindsay.buchko@gallaudet.edu).

**Appendix A: Employee Satisfaction Survey Questionnaire**

RESEARCH TOOLKIT – REVIEW SAMPLE

**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**

	too much involvement	more than enough involvement just the right	involvement	not quite enough involvement	not enough involvement
<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					
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	SECTION 4: Work environment  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.	very satisfied	satisfied	somewhat satisfied	not very satisfied	not satisfied at all
						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

#### 2015 Response Rate by Employment Category

	Surveyed	Responded	%
<b>Total</b>	<b>1200</b>	<b>301</b>	<b>25%</b>
Administrator	-	15	-
Faculty	478*	110	23%
Staff	722*	176	24%

\*N's are not verified by Institutional Research due to Noel-Levitz's Administration: administrator category was not defined by N-L.

#### 2015 Response Rate by Employment Category and Status

	Surveyed	Responded	%
<b>Total</b>	<b>1200</b>	<b>301</b>	<b>25%</b>
Administrator	-	15	-
Full-time		15	100%
Part-time		0	0%
Unknown		0	0%
Faculty	478*	110	23%
Full-time		101	21%
Part-time		7	2%
Unknown		2	0%
Staff	722*	176	24%
Full-time		162	22%
Part-time		13	2%
Unknown		1	0%

\*N's are not verified by Institutional Research due to Noel-Levitz's Administration: administrator category was not defined by N-L.

#### 2015 Response Rate by Years of Employment

	Surveyed	Responded	%
<b>Total</b>	<b>1200</b>	<b>305</b>	<b>25%</b>
Less than 1 year		14	5%
1 to 5 years		59	19%
6 to 10 years		71	23%
11 to 20 years		79	26%
More than 20 years		82	27%

**2015 Response Rate by Ethnicity**

	<b>Surveyed</b>	<b>Responded</b>	<b>%</b>
<b>Total</b>	<b>1200</b>	<b>306</b>	<b>26%</b>
American Indian or Alaska Native		6	2%
Asian		16	5%
Black or African American		47	15%
Hispanic		19	6%
Native Hawaiian or Other Pacific Islander		4	1%
White		214	70%

**2015 Response Rate by Hearing Status**

	<b>Surveyed</b>	<b>Responded</b>	<b>%</b>
<b>Total</b>	<b>1200</b>	<b>297</b>	<b>25%</b>
Deaf		155	52%
Hard of hearing		24	8%
Hearing		118	40%

**Appendix D: Analysis by Item for All Employees: Campus Culture and Policies**

**All Employees**

<b>Section 1: Campus Culture and Policies</b>							
<b>RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")</b>	<b>IMPORTANCE</b>			<b>SATISFACTION</b>			<b>GAP</b>
	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	
This institution promotes excellent employee-student relationships	4.53	.73	356	2.99	.98	350	1.54
This institution treats students as its top priority	4.59	.69	352	2.96	1.04	349	1.63
This institution does a good job of meeting the needs of students	4.63	.67	351	2.84	.96	347	1.79
The mission, purpose, and values of this institution are well understood by most employees	4.39	.73	352	3.02	1.05	348	1.37
Most employees are generally supportive of the mission, purpose, and values of this institution	4.35	.79	352	3.09	1.04	348	1.26
The goals and objectives of this institution are consistent with its mission and values	4.42	.77	351	3.05	1.05	350	1.37
This institution involves its employees in planning for the future	4.35	.81	353	2.75	1.11	349	1.60
This institution plans carefully	4.48	.81	352	2.47	1.06	350	2.01
The leadership of this institution has a clear sense of purpose	4.55	.77	351	2.53	1.12	348	2.02
This institution does a good job of meeting the needs of its faculty	4.34	.82	350	2.74	1.02	346	1.60
This institution does a good job of meeting the needs of staff	4.34	.82	353	2.54	.99	351	1.80
This institution does a good job of meeting the needs of administrators	3.99	.96	348	3.26	1.15	343	0.73
This institution makes sufficient budgetary resources available	4.49	.79	349	2.44	1.06	351	2.05

<b>Section 1: Campus Culture and Policies</b>							
<b>RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")</b>	<b>IMPORTANCE</b>			<b>SATISFACTION</b>			<b>GAP</b>
	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	
to achieve important objectives							
This institution makes sufficient staff resources available to achieve important objectives	4.37	.88	351	2.46	1.03	351	1.91
There are effective lines of communication between departments	4.35	.82	317	2.47	1.01	314	1.88
Administrators share information regularly with faculty and staff	4.45	.74	316	2.71	1.08	319	1.74
There is good communication between the faculty and the administration at this institution	4.42	.75	311	2.59	1.05	307	1.83
There is good communication between staff and the administration at this institution	4.36	.76	308	2.54	.98	312	1.82
Faculty take pride in their work	4.53	.67	310	3.17	1.04	311	1.36
Staff take pride in their work	4.52	.65	309	3.11	.99	310	1.41
Administrators take pride in their work	4.44	.77	307	3.03	1.09	304	1.41
There is a spirit of teamwork and cooperation at this institution	4.53	.77	315	2.37	1.08	317	2.16
The reputation of this institution continues to improve	4.55	.73	315	2.60	1.01	316	1.95
This institution is well-respected in the community	4.53	.72	314	2.95	1.05	311	1.58
Efforts to improve quality are paying off at this institution	4.45	.75	313	2.66	1.03	312	1.79
Employee suggestions are used to improve our institution	4.35	.80	311	2.39	1.01	309	1.96
This institution consistently follows clear processes for selecting new employees	4.41	.78	312	2.58	1.19	313	1.83
This institution consistently follows clear processes for	4.38	.76	311	2.54	1.13	308	1.84

<b>Section 1: Campus Culture and Policies</b>							
<b>RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")</b>	<b>IMPORTANCE</b>			<b>SATISFACTION</b>			<b>GAP</b>
	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	
orienting and training new employees							
This institution consistently follows clear processes for recognizing employee achievements	4.34	.81	316	2.55	1.14	317	1.79
This institution has written procedures that clearly define who is responsible for each operation and service	4.37	.77	313	2.66	1.04	315	1.71



**Appendix E: Analysis by Item for All Employees: Work Environment**

<b>Section 4: Work environment</b>							
<b>RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")</b>	<b>IMPORTANCE</b>			<b>SATISFACTION</b>			<b>GAP</b>
	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	
It is easy for me to get information at this institution	4.39	.72	306	2.87	1.10	310	1.52
I learn about important campus events in a timely manner	4.14	.77	306	3.37	.99	308	0.77
I am empowered to resolve problems quickly	4.37	.70	306	2.90	1.17	306	1.47
I am comfortable answering student questions about institutional policies and procedures	4.20	.82	304	3.26	1.07	307	0.94
I have the information I need to do my job well	4.52	.63	306	3.32	1.09	309	1.20
My job responsibilities are communicated clearly to me	4.53	.64	306	3.41	1.16	307	1.12
My supervisor pays attention to what I have to say	4.56	.63	304	3.59	1.34	310	0.97
My supervisor helps me improve my job performance	4.43	.71	306	3.33	1.32	308	1.10
My department or work unit has written, up-to-date objectives	4.24	.87	302	3.26	1.25	304	0.98
My department meets as a team to plan and coordinate work	4.34	.78	303	3.35	1.31	305	0.99
My department has the budget needed to do its job well	4.49	.76	303	2.58	1.25	305	1.91
My department has the staff needed to do its job well	4.57	.68	303	2.58	1.23	306	1.99
I am paid fairly for the work I do	4.58	.69	304	2.83	1.29	309	1.75
The employee benefits available to me are valuable	4.61	.59	304	3.85	1.09	305	0.76
I have adequate opportunities for advancement	4.41	.79	303	2.95	1.23	310	1.46
I have adequate opportunities for training to improve my skills	4.44	.74	304	3.10	1.22	309	1.34
I have adequate opportunities for professional development	4.34	.79	299	3.10	1.20	301	1.24
The type of work I do on most days is personally rewarding	4.49	.68	299	3.64	1.06	303	0.85

<b>Section 4: Work environment</b>							
<b>RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")</b>	<b>IMPORTANCE</b>			<b>SATISFACTION</b>			<b>GAP</b>
	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>	
The work I do is appreciated by my supervisor	4.39	.79	297	3.55	1.28	304	0.84
The work I do is valuable to the institution	4.54	.63	297	3.62	1.23	302	0.92
I am proud to work at this institution	4.49	.73	294	3.75	1.12	299	0.74
There are adequate programs or resources in place to strengthen my use of ASL	4.15	1.02	297	3.54	1.09	300	0.61
There are adequate programs or resources in place to strengthen my use of English	3.92	1.18	292	3.29	1.15	294	0.63
There are clear and available statements and policies defining ethical behavior for all members of the campus community	4.35	.75	297	3.12	1.19	298	1.23
There is regular demonstration of expected ethical behavior and attitudes by influential University leaders	4.45	.72	298	2.80	1.18	301	1.65
There are regular programs to inform and support ethical behaviors at all levels of the university	4.22	.83	295	2.82	1.10	298	1.40
Information flows upward and is recognized at higher levels of the administration	4.43	.72	297	2.46	1.15	298	1.97
University administrators are accessible and receptive to input	4.40	.76	297	2.46	1.14	297	1.94
Transparent and informed communication is practiced consistently throughout the university community	4.46	.74	297	2.46	1.13	301	2.00
I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University	4.46	.78	297	3.44	1.21	300	1.02
There is visible leadership to foster diversity/inclusion on campus	4.28	.90	296	2.70	1.14	301	1.58

**Appendix F: Analysis by Item (in Order of Importance) for All Employees: Institutional Goals**

<b>Section 2: Institutional Goals</b>			
<b>RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>
[B] Retain more of its current students to graduation	4.71	0.60	329
[I] Improve employee morale	4.71	0.63	329
[G] Improve the quality of existing academic programs	4.67	0.57	328
[A] Increase the enrollment of new students	4.60	0.75	329
[C] Improve the academic ability of entering student classes	4.58	0.64	329
[K] Increase a sense of security and freedom to express diverse perspectives	4.42	0.78	330
[L] Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.32	0.88	330
[J] Improve comparable standards for use of ASL and English in an academic setting	4.29	0.87	329
[E] Increase the diversity of racial and ethnic groups represented among the student body	4.27	0.94	327
[D] Recruit students from new geographic markets	4.08	1.05	327
[F] Develop new academic programs	4.00	1.07	328
[H] Improve the appearance of campus buildings and grounds	3.77	0.98	327
[M] Some other goal	3.53	1.32	260

**Appendix G: Analysis by Item (in Order of Importance) for All Employees: Involvement in Planning**

<b>Section 3: Involvement in planning and decision-making</b>			
<b>RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Valid Respondents</b>
How involved are: Faculty	2.81	1.18	318
How involved are: Staff	2.22	0.95	317
How involved are: Deans or directors of administrative units	3.58	0.99	313
How involved are: Deans or chairs of academic units	3.42	1.00	314
How involved are: Senior administrators (VP, Provost level or above)	3.90	1.02	317
How involved are: Students	2.46	0.97	314
How involved are: Trustees	3.22	1.04	314
How involved are: Alumni	2.48	1.06	314

**Appendix H: List of Peer Institutions in the National Comparison Group****4-Year Private Institutions**

Alverno College  
Ambrose University College  
Antioch University  
Biola University  
Booth University College  
California Lutheran University  
Canadian College of Naturopathic Medicine  
Davenport University  
DeSales University  
Elms College  
Friends University  
Indiana Institute of Technology  
Kettering University  
Milwaukee School of Engineering  
Misericordia University  
Mount Saint Mary College  
National Louis University  
Nebraska Wesleyan University  
Norwich University  
Ottawa University  
Saint Luke's College  
Saint Luke's College of Health Sciences  
Saint Lukes College of Health Sciences  
Schreiner University  
Suffolk University  
Touro University  
Touro University (CA)  
Touro University (NV)  
Unity College  
University of Mary  
University of St. Francis  
University of St. Thomas  
Viterbo University

**Appendix I: Peer Comparisons: Campus Culture and Policies Items**

Section 1: Campus Culture and Policies								
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Gallaudet			Comparison group			IMP Sign diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
This institution promotes excellent employee-student relationships	4.53	2.99	1.54	4.57	3.82	0.74	NS	***
This institution treats students as its top priority	4.59	2.96	1.63	4.67	3.74	0.93	**	***
This institution does a good job of meeting the needs of students	4.63	2.84	1.79	4.66	3.62	1.04	NS	***
The mission, purpose, and values of this institution are well understood by most employees	4.39	3.02	1.36	4.39	3.62	0.77	NS	***
Most employees are generally supportive of the mission, purpose, and values of this institution	4.35	3.09	1.26	4.37	3.67	0.70	NS	***
The goals and objectives of this institution are consistent with its mission and values	4.42	3.05	1.37	4.48	3.59	0.89	NS	***
This institution involves its employees in planning for the future	4.35	2.75	1.60	4.33	3.08	1.26	NS	***
This institution plans carefully	4.48	2.47	2.01	4.52	3.21	1.32	NS	***
The leadership of this institution has a clear sense of purpose	4.55	2.53	2.02	4.62	3.48	1.14	*	***
This institution does a good job of meeting the needs of its faculty	4.34	2.74	1.60	4.40	3.29	1.11	NS	***
This institution does a good job of meeting the needs of staff	4.34	2.54	1.81	4.38	3.12	1.26	NS	***
This institution does a good job of meeting the needs of administrators	3.99	3.26	0.73	4.20	3.58	0.62	***	***
This institution makes sufficient budgetary resources available to achieve important objectives	4.49	2.44	2.05	4.46	3.06	1.40	NS	***
This institution makes sufficient staff resources available to achieve important objectives	4.37	2.46	1.91	4.39	3.02	1.37	NS	***
There are effective lines of communication between departments	4.35	2.47	1.88	4.43	2.83	1.60	NS	***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

\*\*\* Difference statistically significant at the .001 level

IMP = Importance; SAT = Satisfaction; GAP = difference between IMP and SAT

Section 1: Campus Culture and Policies								
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Gallaudet			Comparison group			IMP Sign diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
Administrators share information regularly with faculty and staff	4.45	2.71	1.73	4.43	3.12	1.30	NS	***
There is good communication between the faculty and the administration at this institution	4.42	2.59	1.83	4.42	3.08	1.34	NS	***
There is good communication between staff and the administration at this institution	4.36	2.54	1.82	4.38	3.10	1.28	NS	***
Faculty take pride in their work	4.53	3.17	1.36	4.64	3.96	0.68	***	***
Staff take pride in their work	4.52	3.11	1.41	4.58	3.88	0.70	NS	***
Administrators take pride in their work	4.44	3.03	1.41	4.56	3.83	0.73	***	***
There is a spirit of teamwork and cooperation at this institution	4.53	2.37	2.15	4.55	3.18	1.37	NS	***
The reputation of this institution continues to improve	4.55	2.60	1.95	4.57	3.53	1.04	NS	***
This institution is well-respected in the community	4.53	2.95	1.58	4.56	3.67	0.89	NS	***
Efforts to improve quality are paying off at this institution	4.45	2.66	1.80	4.46	3.40	1.06	NS	***
Employee suggestions are used to improve our institution	4.35	2.39	1.96	4.26	2.97	1.28	*	***
This institution consistently follows clear processes for selecting new employees	4.41	2.58	1.83	4.29	3.25	1.04	**	***
This institution consistently follows clear processes for orienting and training new employees	4.38	2.54	1.84	4.29	3.19	1.10	*	***
This institution consistently follows clear processes for recognizing employee achievements	4.34	2.55	1.79	4.19	3.15	1.04	***	***
This institution has written procedures that clearly define who is responsible for each operation and service	4.37	2.66	1.71	4.24	3.04	1.20	**	***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

\*\*\* Difference statistically significant at the .001 level

IMP = Importance; SAT = Satisfaction; GAP = difference between IMP and SAT

**Appendix J: Peer Comparisons: Work Environment Items**

<b>Section 4: Work Environment</b>								
<b>RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")</b>	<b>Gallaudet</b>			<b>Comparison group</b>			<b>IMP Sign diff</b>	<b>SAT Sign diff</b>
	<b>IMP Mean</b>	<b>SAT Mean</b>	<b>GAP</b>	<b>IMP Mean</b>	<b>SAT Mean</b>	<b>GAP</b>		
It is easy for me to get information at this institution	4.39	2.87	1.51	4.42	3.26	1.15	NS	***
I learn about important campus events in a timely manner	4.14	3.37	0.76	4.10	3.57	0.53	NS	***
I am empowered to resolve problems quickly	4.37	2.90	1.47	4.37	3.39	0.98	NS	***
I am comfortable answering student questions about institutional policies and procedures	4.20	3.26	0.94	4.13	3.57	0.57	NS	***
I have the information I need to do my job well	4.52	3.32	1.20	4.59	3.64	0.95	*	***
My job responsibilities are communicated clearly to me	4.53	3.41	1.12	4.55	3.71	0.84	NS	***
My supervisor pays attention to what I have to say	4.56	3.59	0.98	4.57	3.95	0.63	NS	***
My supervisor helps me improve my job performance	4.43	3.33	1.10	4.41	3.73	0.67	NS	***
My department or work unit has written, up-to-date objectives	4.24	3.26	0.98	4.16	3.53	0.63	NS	***
My department meets as a team to plan and coordinate work	4.34	3.35	0.99	4.31	3.73	0.58	NS	***
My department has the budget needed to do its job well	4.49	2.58	1.90	4.51	3.03	1.48	NS	***
My department has the staff needed to do its job well	4.57	2.58	1.98	4.56	2.99	1.57	NS	***
I am paid fairly for the work I do	4.58	2.83	1.75	4.55	2.98	1.57	NS	*
The employee benefits available to me are valuable	4.61	3.85	0.76	4.55	3.80	0.75	NS	NS
I have adequate opportunities for advancement	4.41	2.95	1.46	4.22	3.01	1.20	***	NS
I have adequate opportunities for training to improve my skills	4.44	3.10	1.34	4.32	3.37	0.95	**	***
I have adequate opportunities for professional development	4.34	3.10	1.25	4.33	3.37	0.96	NS	***
The type of work I do on most days is personally rewarding	4.49	3.64	0.85	4.55	4.03	0.52	NS	***
The work I do is appreciated by my supervisor	4.39	3.55	0.84	4.43	3.93	0.49	NS	***
The work I do is valuable to the institution	4.54	3.62	0.92	4.54	4.01	0.53	NS	***
I am proud to work at this institution	4.49	3.75	0.74	4.52	4.07	0.45	NS	***

\* Difference statistically significant at the .05 level

\*\* Difference statistically significant at the .01 level

\*\*\* Difference statistically significant at the .001 level

IMP = Importance; SAT = Satisfaction; GAP = difference between IMP and SAT



**Appendix K: Peer Comparisons: Institutional Goals**

<b>Section 2: Institutional Goals</b>			
<b>RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")</b>	<b>Gallaudet Mean</b>	<b>Comparison group Mean</b>	<b>Sign diff</b>
A) Increase the enrollment of new students	4.60	3.96	***
B) Retain more of its current students to graduation	4.71	4.57	***
C) Improve the academic ability of entering student classes	4.58	4.23	***
D) Recruit students from new geographic markets	4.08	3.74	***
E) Increase the diversity of racial and ethnic groups represented among the student body	4.27	3.77	***
F) Develop new academic programs	4.00	3.68	***
G) Improve the quality of existing academic programs	4.67	4.45	***
H) Improve the appearance of campus buildings and grounds	3.77	3.71	NS
I) Improve employee morale	4.71	4.41	***

- \* Difference statistically significant at the .05 level
- \*\* Difference statistically significant at the .01 level
- \*\*\* Difference statistically significant at the .001 level

**Appendix L: Peer Comparisons: Involvement in Planning and Decision Making Items**

<b>Section 3: Involvement in planning and decision-making</b>			
<b>RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")</b>	<b>Gallaudet Mean</b>	<b>Comparison group Mean</b>	<b>Sign diff</b>
How involved are: Faculty	2.81	2.69	*
How involved are: Staff	2.22	2.32	NS
How involved are: Deans or directors of administrative units	3.58	3.23	***
How involved are: Deans or chairs of academic units	3.42	3.19	***
How involved are: Senior administrators (VP, Provost level or above)	3.90	3.66	***
How involved are: Students	2.46	2.43	NS
How involved are: Trustees	3.22	3.46	***
How involved are: Alumni	2.48	2.57	NS

- \* Difference statistically significant at the .05 level
- \*\* Difference statistically significant at the .01 level
- \*\*\* Difference statistically significant at the .001 level