



***Ruffalo Noel Levitz Employee Satisfaction
Survey Results: All Employees***

***Gallaudet University
Spring 2016 Report***

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Office of Institutional Research

Gallaudet Employee Satisfaction Survey Spring 2016

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Executive Summary

Spring 2016 semester was the second administration of the Employee Satisfaction Survey (ESS) at Gallaudet University (GU). A total of 537 employees (administrators, faculty, and staff) completed or partially completed the survey. Results from this year’s ESS are compared to a cohort of private 4-year institutions.

The ESS consists of 82 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.

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).

- 29.9% to 40.5% response rate, depending on the survey item.
- **Campus Culture and Policies**

<i>Strengths</i>	<i>Challenges</i>
This institution treats students as its top priority.	There is a spirit of teamwork and cooperation at this institution.
Staff take pride in their work.	This institution makes sufficient budgetary resources available to achieve important objectives.
Faculty take pride in their work.	There are effective lines of communication between departments.
This institution promotes excellent employee-student relationships.	
The goals and objectives of this institution are consistent with its mission and values.	

- Work Environment**

Strengths	Challenges
The employee benefits available to me are valuable.	My department has the staff needed to do its job well.
The work I do is valuable to the institution.	I am paid fairly for the work I do.
My supervisor pays attention to what I have to say.	My department has the budget needed to do its job well.
My job responsibilities are communicated clearly to me.	Transparent and informed communication is practiced consistently throughout the university community.
The type of work I do on most days is personally rewarding.	
I am proud to work at this institution.	
The work I do is appreciated by my supervisor.	

- Institutional Goals**

Gallaudet University employees, overall, identified retention of current students to graduation as the most important institutional goal followed by improving employee morale and improving the quality of existing academic programs.

- 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 and on 17 work environment items, *equally satisfied* on three work environment items, and *more satisfied* on one work environment item. The item that Gallaudet University’s employees were *more satisfied* on was “the employee benefits made available to me are valuable”.
- Compared to peer institutions, Gallaudet University employees rated *more important* for all institutional goals. The two items with the greatest mean difference were: increasing the diversity of racial and ethnic groups represented among the student body and increasing the enrollment of new students.
- Compared to peer institutions, Gallaudet University employees rated *less involvement* in planning and decision making among trustees and staff, *equal involvement* in planning and decision-making among alumni, *more involvement* in planning and decision-making among faculty; deans or directors of administrative units; deans or chairs of academic units; senior administrators at the vice president, provost level or above; and students.

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- Many of the areas of strengths and challenges identified in 2015 were also identified in 2016.
 - *Campus Culture and Policies - New areas of strength:* institution treats students as its top priority
 - *Campus Culture and Policies - New areas of challenge:* effective lines of communication between departments
 - *Work Environment – New areas of strength:* job responsibilities are communicated clearly to the employee, the work the employee does is appreciated by their supervisor
 - *Work Environment – New areas of challenge:* N/A
 - Employees who responded to the 2016 ESS identified the same top three institutional goals that were also identified by employees who responded to the 2015 ESS: retain more of its current student to graduation, improve employee morale, and improve the quality of existing academic programs.
 - Employees who responded to the 2016 ESS identified the involvement of each constituent in the same order that was identified by employees who responded to the 2015 ESS. While employees in 2016 rated higher involvement for all constituents except for staff compared to 2015, the differences were not significant.

I. Introduction

A. Background

The Ruffalo Noel Levitz Employee Satisfaction Survey (ESS) supports the university in better understanding perspectives of faculty, staff, and administrators at Gallaudet University (GU). The ESS was administered for the second time in spring, 2016. Results from this year's ESS are compared to a cohort of private 4-year institutions.

Gallaudet has administered an employee climate survey since 2007. The climate survey used between 2007 and 2014, the Gallaudet University Campus Climate Survey (GUCCS), 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 GUCCS addressed six themes: 1) respect, trust, and fairness; 2) institutional communication and information sharing; 3) management style; 4) academic culture; and 5) freedom of expression. A sixth theme of bilingualism was added in 2011. Over time, the results of the GUCCS 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 what extent Gallaudet University was comparable to other institutions in employee satisfaction. For these reasons, Gallaudet University adopted the Ruffalo Noel Levitz Employee Satisfaction Survey (ESS) in spring, 2015. Gallaudet University administered the ESS again in spring, 2016 to compare results longitudinally.

The ESS consists of 82 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, which 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 or high gap 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 Ruffalo Noel Levitz ESS to 837 faculty, staff, and administrators, and Clerc Center staff during spring 2016, through an on-line link sent via e-mail. Instructions in ASL and English for completing the survey were publicized through Daily Digest. 537 employees completed or partially completed the survey. Responses for each item ranged from 250 to 339 responses, which generated a 29.9% to 40.5% response rate, depending on the survey item. This response rate is an increase from the 24.5% to 29.2% response rate for the 2015 ESS survey. However, for many of the ESS items, it is still a decrease from the 42% response rate for the 2013 GUCSS survey¹. For additional descriptive statistics, refer to Appendix C.

II. Employee Satisfaction Survey Results

This report presents detailed ESS results as follows:

- A. Campus Culture and Policies
- B. Work Environment
- C. Institutional Goals
- D. Involvement in Planning and Decision-Making

Ruffalo Noel Levitz suggests using the matrix in figure 1 to analyze the ESS results and prioritize actions, particularly for the campus culture and policies and work environment sections.

¹ 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

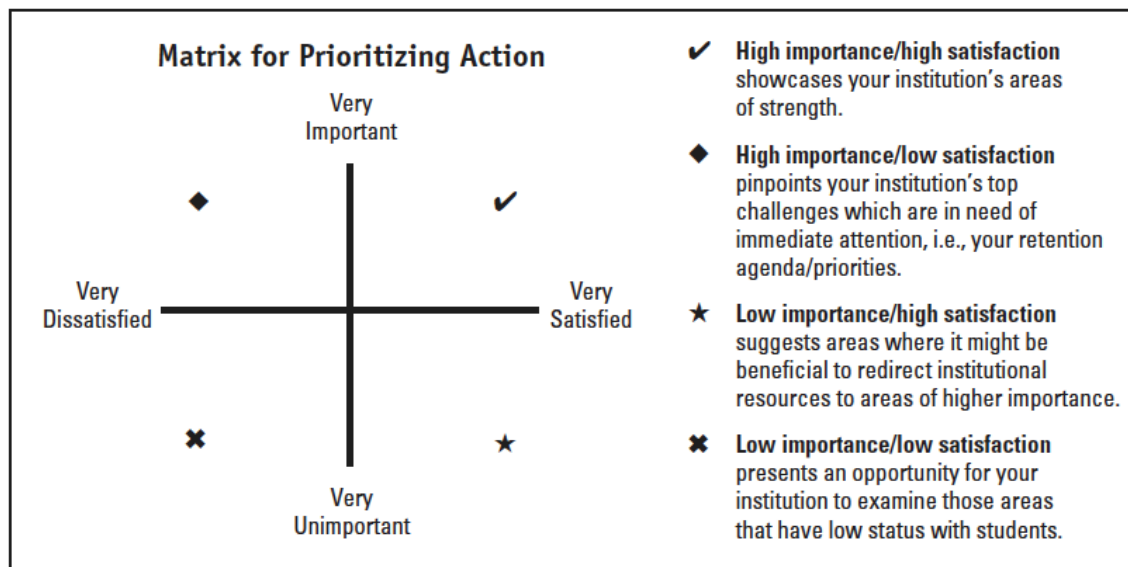


Figure 1. Matrix for prioritizing action

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.

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

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; and meeting the needs of administrators and students. Common themes in bottom areas of Satisfaction included resources, communication, and following clear processes.

Table 1. Top and bottom ten campus culture and policies items by mean scores of satisfaction

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.	3.42	4.01	0.59
	Staff take pride in their work*	3.27	4.56	1.30
	Faculty take pride in their work	3.25	4.55	1.30
	This institution treats students as its top priority	3.25	4.67	1.43
	This institution promotes excellent employee-student relationships	3.23	4.53	1.30
	Administrators take pride in their work	3.21	4.43	1.23
	Most employees are generally supportive of the mission, purpose, and values of this institution	3.16	4.41	1.26
	The goals and objectives of this institution are consistent with its mission and values	3.15	4.44	1.29
	This institution does a good job of meeting the needs of students	3.10	4.62	1.52
	This institution is well-respected in the community	3.10	4.54	1.44
Bottom 10	This institution consistently follows clear processes for selecting new employees	2.62	4.40	1.78
	There is good communication between staff and the administration at this institution	2.61	4.37	1.75
	This institution consistently follows clear processes for orienting and training new employees	2.61	4.37	1.76
	This institution makes sufficient budgetary resources available to achieve important objectives†	2.59	4.48	1.89
	There is a spirit of teamwork and cooperation at this institution†	2.57	4.49	1.91
	This institution plans carefully	2.57	4.34	1.77
	This institution consistently follows clear processes for recognizing employee achievements	2.57	4.29	1.72
	This institution makes sufficient staff resources available to achieve important objectives	2.56	4.40	1.84
	Employee suggestions are used to improve our institution	2.52	4.31	1.79
	There are effective lines of communication between departments†	2.37	4.46	2.09

* Area of strength as identified by Ruffalo Noel Levitz’s matrix of prioritizing action

† Area of challenge as identified by Ruffalo Noel Levitz’s matrix of prioritizing action

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

Table 2. Top and bottom ten campus culture and policies items by mean scores of importance
Importance Scale: 1 (not important/satisfied at all) – 3 (neutral) – 5 (very important/satisfied)

	Item	Importance	Satisfaction	Gap
Top 10	This institution treats students as its top priority*	4.67	3.25	1.43
	This institution does a good job of meeting the needs of students	4.62	3.10	1.52
	Staff take pride in their work*	4.56	3.27	1.30
	The leadership of this institution has a clear sense of purpose	4.56	3.00	1.56
	The reputation of this institution continues to improve	4.55	2.81	1.75
	Faculty take pride in their work*	4.55	3.25	1.30
	This institution is well-respected in the community	4.54	3.10	1.44
	This institution promotes excellent employee-student relationships*	4.53	3.23	1.30
	There is a spirit of teamwork and cooperation at this institution†	4.49	2.57	1.91
	This institution makes sufficient budgetary resources available to achieve important objectives†	4.48	2.59	1.89
Bottom 10	There is good communication between the faculty and the administration at this institution	4.39	2.75	1.64
	This institution consistently follows clear processes for orienting and training new employees	4.37	2.61	1.76
	There is good communication between staff and the administration at this institution	4.37	2.61	1.75
	This institution involves its employees in planning for the future	4.36	2.66	1.70
	This institution plans carefully	4.34	2.57	1.77
	This institution has written procedures that clearly define who is responsible for each operation and service	4.33	2.68	1.65
	Employee suggestions are used to improve our institution	4.31	2.52	1.79
	This institution does a good job of meeting the needs of its faculty	4.31	2.95	1.36
	This institution consistently follows clear processes for recognizing employee achievements	4.29	2.57	1.72
	This institution does a good job of meeting the needs of administrators	4.01	3.42	0.59

* Area of strength as identified by Ruffalo Noel Levitz’s matrix of prioritizing action

† Area of challenge as identified by Ruffalo Noel Levitz’s matrix of prioritizing action

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 are effective lines of communication between departments.” followed by “There is a spirit of teamwork and cooperation at this institution.”

Table 3. Top and bottom ten campus culture and policies items by mean scores of gap

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	0.59	4.01	3.42
	Administrators take pride in their work	1.23	4.43	3.21
	Most employees are generally supportive of the mission, purpose, and values of this institution	1.26	4.41	3.16
	The goals and objectives of this institution are consistent with its mission and values*	1.29	4.44	3.15
	Staff take pride in their work*	1.30	4.56	3.27
	This institution promotes excellent employee-student relationships*	1.30	4.53	3.23
	Faculty take pride in their work*	1.30	4.55	3.25
	The mission, purpose, and values of this institution are well understood by most employees	1.35	4.44	3.09
	This institution does a good job of meeting the needs of its faculty	1.36	4.31	2.95
	This institution treats students as its top priority*	1.43	4.67	3.25
Bottom 10	The reputation of this institution continues to improve	1.83	4.41	2.58
	There is good communication between staff and the administration at this institution	1.84	4.38	2.54
	This institution consistently follows clear processes for orienting and training new employees	1.88	4.35	2.47
	This institution plans carefully	1.91	4.37	2.46
	This institution consistently follows clear processes for selecting new employees	1.95	4.55	2.60
	Employee suggestions are used to improve our institution	1.96	4.35	2.39
	This institution makes sufficient staff resources available to achieve important objectives	2.01	4.48	2.47
	This institution makes sufficient budgetary resources available to achieve important objectives†	2.02	4.55	2.53
	There is a spirit of teamwork and cooperation at this institution†	2.05	4.49	2.44
	There are effective lines of communication between departments†	2.16	4.53	2.37

Overall, items that were most important with a higher level of satisfaction and lower performance gaps were the institution’s treatment of students as its top priority, faculty and staff’s pride in work, the institution’s promotion of excellent employee-student relationships, and the consistency of the institution’s goals and objectives with its mission and values. 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.

* Area of strength as identified by Ruffalo Noel Levitz’s matrix of prioritizing action

† Area of challenge as identified by Ruffalo Noel Levitz’s matrix of prioritizing action

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.

Table 4. Campus culture and policies strengths and challenges

Strengths	Challenges
This institution treats students as its top priority.	There is a spirit of teamwork and cooperation at this institution.
Staff take pride in their work.	This institution makes sufficient budgetary resources available to achieve important objectives.
Faculty take pride in their work.	There are effective lines of communication between departments.
This institution promotes excellent employee-student relationships.	
The goals and objectives of this institution are consistent with its mission and values.	

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 how important the item is to them on a Likert scale of 1 to 5 (1 = not important at all and 5 = very important), and how.

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).

Table 5. Top and bottom ten work environment items by mean scores of satisfaction

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*	3.97	4.61	0.63
	The work I do is valuable to the institution*	3.86	4.61	0.76
	I am proud to work at this institution*	3.85	4.53	0.68
	The type of work I do on most days is personally rewarding*	3.74	4.55	0.82
	My supervisor pays attention to what I have to say*	3.72	4.60	0.88
	There are adequate programs or resources in place to strengthen my use of ASL	3.64	4.35	0.71
	The work I do is appreciated by my supervisor*	3.63	4.51	0.88
	My job responsibilities are communicated clearly to me*	3.57	4.58	1.01
	My supervisor helps me improve my job performance	3.48	4.54	1.06
	My department meets as a team to plan and coordinate work	3.47	4.48	1.01
Bottom 10	It is easy for me to get information at this institution	3.03	4.43	1.40
	There are regular programs to inform and support ethical behaviors at all levels of the university.	2.99	4.31	1.32
	I am empowered to resolve problems quickly	2.99	4.41	1.41
	I have adequate opportunities for advancement	2.89	4.43	1.54
	I am paid fairly for the work I do†	2.78	4.60	1.82
	My department has the budget needed to do its job well†	2.76	4.59	1.84
	University administrators are accessible and receptive to input.	2.68	4.40	1.72
	Transparent and informed communication is practiced consistently throughout the university community†	2.65	4.47	1.82
	Information flows upward and is recognized at higher levels of the administration	2.63	4.39	1.76
	My department has the staff needed to do its job well†	2.59	4.62	2.03

* Area of strength as identified from Ruffalo Noel Levitz’s matrix of prioritizing action

† Area of challenge as identified from Ruffalo 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.

Table 6. Top and bottom ten work environment items by mean scores 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†	4.62	2.59	2.03
	The work I do is valuable to the institution*	4.61	3.86	0.76
	The employee benefits available to me are valuable*	4.61	3.97	0.63
	I am paid fairly for the work I do†	4.60	2.78	1.82
	My supervisor pays attention to what I have to say*	4.60	3.72	0.88
	My department has the budget needed to do its job well†	4.59	2.76	1.84
	My job responsibilities are communicated clearly to me*	4.58	3.57	1.01
	I have the information I need to do my job well	4.56	3.45	1.11
	The type of work I do on most days is personally rewarding*	4.55	3.74	0.82
	My supervisor helps me improve my job performance	4.54	3.48	1.06
↓ Bottom 10	There are clear and available statements and policies defining ethical behavior for all members of the campus community	4.41	3.25	1.16
	I am empowered to resolve problems quickly	4.41	2.99	1.41
	University administrators are accessible and receptive to input.	4.40	2.68	1.72
	My department or work unit has written, up-to-date objectives	4.39	3.21	1.18
	Information flows upward and is recognized at higher levels of the administration	4.39	2.63	1.76
	There are adequate programs or resources in place to strengthen my use of ASL	4.35	3.64	0.71
	There are regular programs to inform and support ethical behaviors at all levels of the university.	4.31	2.99	1.32
	I am comfortable answering student questions about institutional policies and procedures	4.24	3.37	0.87
	I learn about important campus events in a timely manner	4.20	3.34	0.86
There are adequate programs or resources in place to strengthen my use of English	4.08	3.38	0.71	

† Area of challenge as identified by Ruffalo Noel Levitz’s matrix of prioritizing action

* Area of strength as identified by Ruffalo Noel Levitz’s matrix of prioritizing action

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 staffing.

Table 7. Top and bottom ten work environment items by mean scores of gap

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

	Item	Gap	Importance	Satisfaction
Top 10	The employee benefits available to me are valuable*	0.63	4.61	3.97
	I am proud to work at this institution*	0.68	4.53	3.85
	There are adequate programs or resources in place to strengthen my use of English	0.71	4.08	3.38
	There are adequate programs or resources in place to strengthen my use of ASL	0.71	4.35	3.64
	The work I do is valuable to the institution*	0.76	4.61	3.86
	The type of work I do on most days is personally rewarding*	0.82	4.55	3.74
	I learn about important campus events in a timely manner	0.86	4.20	3.34
	I am comfortable answering student questions about institutional policies and procedures	0.87	4.24	3.37
	My supervisor pays attention to what I have to say*	0.88	4.60	3.72
	The work I do is appreciated by my supervisor*	0.88	4.51	3.63
Bottom 10	It is easy for me to get information at this institution	1.40	4.43	3.03
	There are regular demonstrations of expected ethical behavior and attitudes by influential University leaders	1.40	4.44	3.04
	I am empowered to resolve problems quickly	1.41	4.41	2.99
	I have adequate opportunities for advancement	1.54	4.43	2.89
	University administrators are accessible and receptive to input.	1.72	4.40	2.68
	Information flows upward and is recognized at higher levels of the administration	1.76	4.39	2.63
	Transparent and informed communication is practiced consistently throughout the university community†	1.82	4.47	2.65
	I am paid fairly for the work I do†	1.82	4.60	2.78
	My department has the budget needed to do its job well†	1.84	4.59	2.76
	My department has the staff needed to do its job well†	2.03	4.62	2.59

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.

* Area of strength as identified by Ruffalo Noel Levitz's matrix of prioritizing action

† Area of challenge as identified by Ruffalo Noel Levitz's matrix of prioritizing action

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, and pride in working 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, and consistency of transparent and informed communication throughout the university community.

Table 8. Work environment areas of strengths and challenges

Strengths	Challenges
The employee benefits available to me are valuable.	My department has the staff needed to do its job well.
The work I do is valuable to the institution.	I am paid fairly for the work I do.
My supervisor pays attention to what I have to say.	My department has the budget needed to do its job well.
My job responsibilities are communicated clearly to me.	Transparent and informed communication is practiced consistently throughout the university community.
The type of work I do on most days is personally rewarding.	
I am proud to work at this institution.	
The work I do is appreciated by my supervisor.	

C. 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 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.

Table 9. Mean scores of importance for institutional goals in 2016

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean
1. Retain more of its current students to graduation	4.73
2. Improve employee morale	4.72
3. Improve the quality of existing academic programs	4.65
4. Improve the academic ability of entering student classes	4.59
5. Increase the enrollment of new students	4.58
6. Improve comparable standards for use of ASL and English in an academic setting	4.48
7. Increase a sense of security and freedom to express diverse perspectives	4.48
8. Increase the diversity of racial and ethnic groups represented among the student body	4.38
9. Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.33
10. Recruit students from new geographic markets	4.18
11. Improve the appearance of campus buildings and grounds	4.07
12. Develop new academic programs	4.06
13. Some other goal	3.58

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

- First priority goal: Retain more of its current students to graduation
- Second priority goal: Improve employee morale
- Third priority goal: Improve the quality of existing academic programs

D. Involvement 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 involvement in planning and decision making from most involved to least involved. 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.

Table 10. Mean scores of involvement for involvement in planning and decision-making in 2016

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean
How involved are: Senior administrators (VP, Provost level or above)	3.98
How involved are: Deans or directors of administrative units	3.62
How involved are: Deans or chairs of academic units	3.46
How involved are: Trustees	3.36
How involved are: Faculty	2.96
How involved are: Alumni	2.63
How involved are: Students	2.58
How involved are: Staff	2.19

Results from 2015 and 2016 were compared to determine which areas of institutional choice, general satisfaction, strengths, and challenges were similar and which were different.

III. Comparing Gallaudet’s 2015 and 2016 ECS Results

A. 2015 compared to 2016: Campus Culture and Policies

The ESS provides data to inform decision-making at a level of strengths and challenges. As indicated earlier in this report, Ruffalo Noel Levitz suggests using areas of strength and areas of challenge to prioritize actions for campus culture and policies and work environment sections. Nearly half of the areas of strength and challenge from 2015 were again identified by employees as a strength or challenge in 2016.

Table 11. Areas of strength and areas of challenge for campus culture and policies in 2015 and 2016

Item	2015	2016
This institution treats students as its top priority.		Strength
Staff take pride in their work.	Strength	Strength
The leadership of this institution has a clear sense of purpose.	Challenge	
The reputation of this institution continues to improve.	Challenge	
Faculty take pride in their work.	Strength	Strength
This institution promotes excellent employee-student relationships.	Strength	Strength
There is a spirit of teamwork and cooperation at this institution.	Challenge	Challenge
This institution makes sufficient budgetary resources available to achieve important objectives.	Challenge	Challenge
There are effective lines of communication between departments.		Challenge
The goals and objectives of this institution are consistent with its mission and values.	Strength	Strength
Administrators take pride in their work.	Strength	
This institution plans carefully.	Challenge	

Areas of Strength Highlights

All areas of strength in 2015 continued to be areas of strength in 2016. These areas of strength included faculty and staff’s pride in their work, the institution’s promotion of excellent employee-student

relationships, and the consistency of aligning the goals and objectives with its mission and values continued. Among these continued strengths, employees were significantly *more satisfied* in 2016 than in 2015 with the following:

- This institution promotes excellent employee-student relationships
- Staff take pride in their work

One new area of strength identified by employees in 2016 was “the institution treats students as its top priority.” Employees were significantly *more satisfied* in 2016 in this area when compared to 2015.

Areas of Challenge Highlights

Two of the five areas of challenge from 2015 continued to be areas of challenge in 2016. These areas of challenge included the spirit of teamwork and cooperation at this institution as well as the institutions’ ability to make sufficient budgetary resources available continued to be part of Gallaudet’s areas of challenge. While the item, spirit of teamwork and cooperation, continued to be a challenge in 2016, employees were significantly *more satisfied* in 2016 compared to 2015.

One new area of challenge identified by employees in 2016 was “there are effective lines of communication between departments.” However, employees were equally satisfied in this area in 2016 compared to 2015.

The leadership of this institution’s clear sense or purpose, the reputation of this institution, and the institution’s careful planning as areas of challenge in 2015 were not reported as areas of challenge in 2016. This may be attributed to how employees placed *less importance* on an item or how employees rated *more satisfaction* on an item, which removed these items from the areas of challenge. For example, employees placed *less importance* on the institution’s careful planning in 2016 compared to 2015. Also, employees rated *more satisfaction* with the leadership of this institution’s clear sense of purpose and the reputation of this institution in 2016 compared to 2015.

B. 2015 compared to 2016: Work Environment

Employees who responded to the 2016 ESS identified almost all of the areas of strength and areas of challenge that were also identified by employees who responded to the 2015 ESS.

Table 12. Areas of strength and areas of challenge for work environment in 2015 and 2016

Item	2015	2016
My department has the staff needed to do its job well.	Challenge	Challenge
The work I do is valuable to the institution.	Strength	Strength
The employee benefits available to me are valuable.	Strength	Strength
I am paid fairly for the work I do.	Challenge	Challenge
My supervisor pays attention to what I have to say.	Strength	Strength
My department has the budget needed to do its job well.	Challenge	Challenge
My job responsibilities are communicated clearly to me.		Strength
The type of work I do on most days is personally rewarding.	Strength	Strength
I am proud to work at this institution.	Strength	Strength
The work I do is appreciated by my supervisor.		Strength
I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University.	Strength	
Transparent and informed communication is practiced consistently throughout the university community.	Challenge	Challenge
There are regular demonstrations of expected ethnical behavior and attitudes by influential University leaders.	Challenge	
Information flows upward and is recognized at higher levels of the administration.	Challenge	

Areas of Strength Highlights

Five of the six areas of strength from 2015 continued to be areas of strength in 2016. These areas of strength included employees' positive perceptions of their work, the employee benefits made available, and the attention that their supervisor provides. Among these continued strengths, employees were significantly *more satisfied* in 2016 than in 2015 with the following:

- The work I do is valuable to the institution

Two new areas of strength identified by employees in 2016 were that their job responsibilities are communicated clearly to them and their supervisor appreciates their work. The item of employees' supervisor appreciating their work became a new area of strength since employees perceived this item to be significantly *more important* in 2016 compared to 2015.

Employees reported that they are treated with respect for cultural/personal differences in their unit/department at Gallaudet University as an area of strength in 2015, but not in 2016. However, employees placed equal importance and rated equal satisfaction on this item in 2016 compared to 2015.

Areas of Challenge Highlights

Four of the six areas of challenge from 2015 continued to be areas of challenge in 2016. These areas of challenge included the availability of resources (staff and budget) to do its job well, being paid fairly for the work they do, and the consistency of transparent and informed communication throughout the university community continued to be part of Gallaudet's areas of challenge. Among these continued challenges, employees perceived its department having the budget to do its job well significantly *more important* and were significantly *more satisfied* with transparent and informed communication in 2016 compared to 2015. Also, there were no new areas of challenge identified by employees in 2016.

The regular demonstrations of expected ethical behavior and attitudes by influential University leaders as well as the upward flow and recognition of information at higher levels of the administration as areas of challenge in 2015 were not reported as areas of challenge in 2016. Employees reported that they were significantly *more satisfied* with the regular demonstrations of expected ethical behaviors and attitudes in 2016 compared to 2015.

C. 2015 compared to 2016: Institutional Goals

Employees who responded to the 2016 ESS identified the same top three institutional goals that were also identified by employees who responded to the 2015 ESS: retain more of its current student to graduation, improve employee morale, and improve the quality of existing academic programs. Table 13 lists the institutional goals in 2015 and 2016, and the top institutional goals identified by employees for each year are in **bold**.

Table 13. Mean Scores of Importance for Institutional Goals in 2015 and 2016

Institutional Goal	2015 Importance Mean Score	2016 Importance Mean Score
Increase the enrollment of new students	4.60	4.58
Retain more of its current students to graduation	4.71	4.73
Improve the academic ability of entering student classes	4.58	4.59
Recruit students form new geographical markets	4.08	4.18
Increase the diversity of racial and ethnic groups represented among the student body	4.27	4.38
Develop new academic programs	4.00	4.06
Improve the quality of existing academic programs	4.67	4.65
Improve the appearance of campus buildings and grounds	3.77	4.07
Improve employee morale	4.71	4.72
Improve comparable standards for use of ASL and English in an academic setting	4.29	4.48
Increase a sense of security and freedom to express diverse perspectives	4.42	4.48
Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.32	4.33
Some other goal	3.53	3.58

D. 2015 compared to 2016: Involvement in Decision-Making

Employees who responded to the 2016 ESS identified the involvement of each constituent in the same order that was identified by employees who responded to the 2015 ESS. While employees in 2016 rated higher involvement for all constituents except for staff compared to 2015, the differences were not significant. Table 14 lists items in order of involvement in planning and decision making from most involved to least involved for 2015 and 2016.

Table 14. Mean Scores of Involvement in Planning and Decision-Making for 2015 and 2016

How involved are:	2015 Involvement Mean Score	2016 Involvement Mean Score
Senior administrators (VP, Provost level or above)	3.90	3.98
Deans or directors of administrative units	3.58	3.62
Deans or chairs of academic units	3.42	3.46
Trustees	3.22	3.36
Faculty	2.81	2.96
Alumni	2.48	2.63
Students	2.46	2.58
Staff	2.22	2.19

IV. Comparing Gallaudet with the National Comparison Groups

Ruffalo Noel Levitz provides data to allow Gallaudet University (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. 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 H through K.)

A. GU compared to Peers: Campus Culture and Policies

Gallaudet’s employees’ **importance** ratings for 22 out of all 30 items on the Campus Culture and Policies were the same as ratings of employees at peer institutions.

Gallaudet employees rated 3 items as *more important* than did employees at peer institutions. Those three items were:

- This institution consistently follows clear processes for selecting 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 5 items as *less important* than did employees at peer institutions. Those five items were:

- This institution does a good job meeting the needs of its administrators
- This institution plans carefully
- Administrators take pride in their work
- This institution does a good job of meeting the needs of its faculty
- Faculty take pride in their work

Gallaudet's employees' satisfaction ratings for all 30 items on the Campus Culture and Policies scale were not the same ratings of employees at peer institutions. Gallaudet's employees were *less satisfied* with all 30 items when compared to peer institutions.

B. GU compared to Peers: Work Environment

Gallaudet's employees' **importance** ratings for 10 out of all 21 items on the Work Environment scale were the same as ratings of employees at peer institutions.

Gallaudet employees rated the remaining 11 items as *more important* than did employees at peer institutions. Those 11 items were:

- My department or work unit has written, up-to-date objectives
- I have adequate opportunities for advancement
- My department meets as a team to plan and coordinate work
- I have adequate opportunities for training to improve my skills
- My supervisor helps me improve my job performance
- I have adequate opportunities for professional development
- I am comfortable answering student questions about institutional policies and procedures
- I learn about important campus events in a timely manner
- My department has the budget needed to do my job well
- The work I do is appreciated by my supervisor
- The work I do is valuable to the institution

Gallaudet's employees' **satisfaction** ratings for three out of all 21 items on the Work Environment scale were the same as ratings of employees at peer institutions.

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

With the remaining items, Gallaudet's employees were *less satisfied* with all other items (17) except for one item in which Gallaudet's employees were *more satisfied* when compared to peer institutions. The one item was:

- The employee benefits available to me are valuable

C. GU compared to Peers: Institutional Goals

Compared to peer institutions, Gallaudet's employees rated items as *more important* than peer institutions did for all institutional goals. The two items with the greatest mean differences were: increasing the diversity of racial and ethnic groups represented among the student body and increasing the enrollment of new students.

Gallaudet employees and peer institutions' employees rated retaining more of its current students to graduation, improving employee morale, and improving the quality of existing academic programs as their top three institutional goal. However, peer institutions rated improving the quality of existing academic programs more important than improving employee morale.

D. GU compared to Peers: Involvement in Planning and Decision-Making

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

V. Limitations

A key limitation in the 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. The goal of the ESS was to reach Gallaudet's full-time, regular faculty (non-tenured and tenured), full-time, regular staff (exempt and non-exempt), and full-time, regular administrators. The survey was sent through a link via an e-mail distribution list that was created and controlled by the Office of Institutional Research. However, the survey link was sent on to a larger group of employees including Clerc Center staff (excluding teachers). 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 115 Clerc Center staff received the e-mail in addition to the 722 university faculty, staff, and administrators from the Office of Institutional Research's list. Because 86% of the people who received the link indicated on the survey that they were Gallaudet employees and 97% of the respondents indicated they were full-time personnel, survey results have been interpreted as responses of full-time employees at Gallaudet, including Clerc Center.

A second limitation in the results of the spring, 2015 administration of the ECSS was the response rate. The response rate was 29.9% to 40.5%, depending on the survey item. This response rate is an increase from the 24.5% to 29.2% response rate for the 2015 EES survey. However, for many of the ESS items, it is still below the response rate of the 2013 administration of the GUCSS (42%). While the response rate has improved, the low response rate is likely due to several factors including the change in format from a simple survey to a more complicated and longer survey as well as limited communication to and education of campus stakeholders about this change. In addition, Gallaudet University is a bilingual ASL/English campus in which many of the employees' first or preferred language is ASL. The survey was provided in English, which may have had some influence on the respondents' lack of participation.

VI. Key Takeaways

To improve the interpretation and generalization of the data for the next survey cycle, the Office of Institutional Research (OIR) will continue to create a distribution list to only include employees who are full-time and regular faculty, staff, and administrators. In addition, OIR will list and define the employment roles of intended survey takers within the survey. This will allow the respondents to self-identify their positions as well as allow OIR to limit the analyses to the intended survey population in the event that the survey link is sent to an employee outside of the intended audience.

To improve the response rate of the ESS, OIR will educate the community about the survey as well as the value of the survey with a representative sample, a sample that closely matches the characteristics of the population of interest as a whole. Educating the community includes continuing the use of an

instructional video in ASL explaining how to complete the survey, with particular emphasis and the difference between rating for importance and rating for satisfaction with each item. In addition, OIR will increase its publicity of the survey. Rather than rely 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.

The data in this report offers areas of strength and areas of challenge. Both sets of information are valuable. Gallaudet seldom does enough to celebrate our strengths, and these (and other) strengths are what make Gallaudet a place like no other. At the same time, Gallaudet needs to be aware of campus climate perceptions and respond appropriately. More specifically, Gallaudet needs to examine further the challenges that we face in terms of employee satisfaction. Gallaudet leaders have opportunities to improve campus climate perceptions such as:


- Exploring what “transparent and informed communication,” “effective lines of communication between departments,” and “spirit of teamwork and cooperation” at Gallaudet means to employees.
- Looking for ways to generate and implement appropriate actions or expectations to address the areas of challenges.

Comprehensively, the data from Gallaudet University's administration of the Ruffalo 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?” and “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 have been implemented.

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

Appendix A: Employee Satisfaction Survey

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	SECTION 1: Campus culture and policies	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	SECTION 2: Institutional goals 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	SECTION 3: Involvement in planning and decision-making In your opinion, how much involvement do each of the following have in planning and decision-making at your institution	too much involvement	more than enough involvement just the right	just the right	not quite enough involvement	not enough involvement	
		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		very satisfied	satisfied	somewhat satisfied	not very satisfied	not satisfied 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.										
					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:

<input type="checkbox"/>	Very Satisfied
<input type="checkbox"/>	Satisfied
<input type="checkbox"/>	Somewhat satisfied
<input type="checkbox"/>	Not very satisfied
<input type="checkbox"/>	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-Specific Questions for the 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 position:
 - a. administrator (directors and above, i.e. directors, deans, vice president, assistant provost, provost, or president),
 - b. regular status faculty (professor, associate professor, assistant professor, instructor, or lecturer)
 - c. regular status exempt staff (paid salary)
 - d. regular status non-exempt staff (paid hourly)
2. Is your hearing status:
 - a. Deaf
 - b. Hard of hearing
 - c. Hearing
3. Is your ethnicity:
 - a. American Indian or Alaska Native
 - b. Asian
 - c. Black or African American
 - d. Hispanic
 - e. Native Hawaiian or Other Pacific Islander
 - f. White

Appendix C: Descriptive Statistics for Additional Demographic Questions

2016 Response Rate by Employment Category

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

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

2016 Response Rate by Employment Category and Status

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

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

2016 Response Rate by Years of Employment

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

2016 Response Rate by Ethnicity

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

2016 Response Rate by Hearing Status

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

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

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")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
This institution promotes excellent employee-student relationships	4.53	.68	381	3.23	.93	380	1.30
This institution treats students as its top priority	4.67	.62	380	3.25	1.01	377	1.43
This institution does a good job of meeting the needs of students	4.62	.63	374	3.10	1.00	379	1.52
The mission, purpose, and values of this institution are well understood by most employees	4.44	.75	377	3.09	1.02	380	1.35
Most employees are generally supportive of the mission, purpose, and values of this institution	4.41	.71	379	3.16	1.01	380	1.26
The goals and objectives of this institution are consistent with its mission and values	4.44	.74	377	3.15	1.02	375	1.29
This institution involves its employees in planning for the future	4.36	.82	377	2.66	1.09	376	1.70
This institution plans carefully	4.34	.86	377	2.57	1.05	372	1.77
The leadership of this institution has a clear sense of purpose	4.56	.71	375	3.00	1.18	375	1.56
This institution does a good job of meeting the needs of its faculty	4.31	.81	368	2.95	1.11	369	1.36
This institution does a good job of meeting the needs of staff	4.40	.77	349	2.70	1.01	349	1.69
This institution does a good job of meeting the needs of administrators	4.01	.89	343	3.42	1.06	339	0.59
This institution makes sufficient budgetary resources available to achieve important objectives	4.48	.72	345	2.59	1.08	349	1.89
This institution makes sufficient staff resources available to achieve important objectives	4.40	.79	346	2.56	1.02	349	1.84
There are effective lines of communication between departments	4.46	.76	346	2.37	1.05	348	2.09
Administrators share information regularly with faculty and staff	4.46	.78	346	2.75	1.15	351	1.71
There is good communication between the faculty and the administration at this institution	4.39	.79	338	2.75	1.09	341	1.64
There is good communication between staff and the administration at this institution	4.37	.78	345	2.61	1.06	343	1.75
Faculty take pride in their work	4.55	.67	344	3.25	.96	343	1.30

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")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
Staff take pride in their work	4.56	.62	345	3.27	1.00	347	1.30
Administrators take pride in their work	4.43	.84	340	3.21	1.05	340	1.23
There is a spirit of teamwork and cooperation at this institution	4.49	.71	346	2.57	.98	348	1.91
The reputation of this institution continues to improve	4.55	.66	346	2.81	1.03	347	1.75
This institution is well-respected in the community	4.54	.67	342	3.10	1.02	344	1.44
Efforts to improve quality are paying off at this institution	4.44	.70	344	2.83	1.00	348	1.61
Employee suggestions are used to improve our institution	4.31	.77	344	2.52	.98	344	1.79
This institution consistently follows clear processes for selecting new employees	4.40	.78	344	2.62	1.17	344	1.78
This institution consistently follows clear processes for orienting and training new employees	4.37	.82	344	2.61	1.13	345	1.76
This institution consistently follows clear processes for recognizing employee achievements	4.29	.86	344	2.57	1.11	345	1.72
This institution has written procedures that clearly define who is responsible for each operation and service	4.33	.80	344	2.68	1.08	348	1.65

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

Section 4: Work environment							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
It is easy for me to get information at this institution	4.43	0.68	341	3.03	1.05	342	1.40
I learn about important campus events in a timely manner	4.20	0.74	341	3.34	1.04	342	0.86
I am empowered to resolve problems quickly	4.41	0.65	340	2.99	1.12	341	1.41
I am comfortable answering student questions about institutional policies and procedures	4.24	0.79	339	3.37	1.05	341	0.87
I have the information I need to do my job well	4.56	0.65	339	3.45	1.09	341	1.11
My job responsibilities are communicated clearly to me	4.58	0.63	339	3.57	1.15	342	1.01
My supervisor pays attention to what I have to say	4.60	0.61	339	3.72	1.26	343	0.88
My supervisor helps me improve my job performance	4.54	0.63	338	3.48	1.28	341	1.06
My department or work unit has written, up-to-date objectives	4.39	0.74	336	3.21	1.25	340	1.18
My department meets as a team to plan and coordinate work	4.48	0.71	336	3.47	1.31	343	1.01
My department has the budget needed to do its job well	4.59	0.59	335	2.76	1.19	337	1.84
My department has the staff needed to do its job well	4.62	0.60	336	2.59	1.17	340	2.03
I am paid fairly for the work I do	4.60	0.58	337	2.78	1.23	341	1.82
The employee benefits available to me are valuable	4.61	0.59	337	3.97	0.98	338	0.63
I have adequate opportunities for advancement	4.43	0.70	337	2.89	1.20	340	1.54
I have adequate opportunities for training to improve my skills	4.47	0.67	336	3.23	1.20	339	1.24
I have adequate opportunities for professional development	4.45	0.67	337	3.24	1.21	341	1.21
The type of work I do on most days is personally rewarding	4.55	0.63	334	3.74	1.07	340	0.82
The work I do is appreciated by my supervisor	4.51	0.64	334	3.63	1.28	338	0.88
The work I do is valuable to the institution	4.61	0.61	335	3.86	1.16	339	0.76
I am proud to work at this institution	4.53	0.62	335	3.85	1.06	338	0.68

Section 4: Work environment							
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
There are adequate programs or resources in place to strengthen my use of ASL	4.35	0.88	328	3.64	1.12	331	0.71
There are adequate programs or resources in place to strengthen my use of English	4.08	1.13	330	3.38	1.16	325	0.71
There are clear and available statements and policies defining ethical behavior for all members of the campus community	4.41	0.73	334	3.25	1.13	334	1.16
There are regular demonstrations of expected ethical behavior and attitudes by influential University leaders	4.44	0.75	331	3.04	1.14	334	1.40
There are regular programs to inform and support ethical behaviors at all levels of the university.	4.31	0.77	332	2.99	1.07	335	1.32
Information flows upward and is recognized at higher levels of the administration	4.39	0.71	332	2.63	1.10	335	1.76
University administrators are accessible and receptive to input.	4.40	0.69	332	2.68	1.16	337	1.72
Transparent and informed communication is practiced consistently throughout the university community	4.47	0.67	327	2.65	1.04	333	1.82
I am treated with respect for cultural/personal differences in my unit/department at Gallaudet University	4.50	0.65	329	3.44	1.21	335	1.07
I am proud to work at this institution	4.53	0.62	335	3.85	1.06	338	0.68

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

Section 2: Institutional Goals			
RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
[B] Retain more of its current students to graduation	4.73	0.59	348
[I] Improve employee morale	4.72	0.61	347
[G] Improve the quality of existing academic programs	4.65	0.55	347
[C] Improve the academic ability of entering student classes	4.59	0.65	348
[A] Increase the enrollment of new students	4.58	0.69	348
[J] Improve comparable standards for use of ASL and English in an academic setting	4.48	0.69	348
[K] Increase a sense of security and freedom to express diverse perspectives	4.48	0.74	348
[E] Increase the diversity of racial and ethnic groups represented among the student body	4.38	0.84	347
[L] Increase research activities to establish Gallaudet as the epicenter of research, development, and outreach	4.33	0.83	348
[D] Recruit students from new geographic markets	4.18	0.93	346
[H] Improve the appearance of campus buildings and grounds	4.07	0.95	348
[F] Develop new academic programs	4.06	0.98	346
[M] Some other goal	3.58	1.32	250

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

Section 3: Involvement in planning and decision-making			
RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Standard Deviation	Valid Respondents
How involved are: Senior administrators (VP, Provost level or above)	3.98	0.98	339
How involved are: Deans or directors of administrative units	3.62	0.98	337
How involved are: Deans or chairs of academic units	3.46	0.98	335
How involved are: Trustees	3.36	0.96	334
How involved are: Faculty	2.96	1.13	337
How involved are: Alumni	2.63	1.01	334
How involved are: Students	2.58	0.99	342
How involved are: Staff	2.19	0.92	342

Appendix H: 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 University			Comparison group			IMP Sign diff²	SAT Sign diff²
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
This institution promotes excellent employee-student relationships	4.53	3.23	1.30	4.56	3.81	0.75	NS	***
This institution treats students as its top priority	4.67	3.25	1.43	4.67	3.75	0.92	NS	***
This institution does a good job of meeting the needs of students	4.62	3.10	1.52	4.65	3.62	1.03	NS	***
The mission, purpose, and values of this institution are well understood by most employees	4.44	3.09	1.35	4.39	3.60	0.79	NS	***
Most employees are generally supportive of the mission, purpose, and values of this institution	4.41	3.16	1.26	4.37	3.64	0.72	NS	***
The goals and objectives of this institution are consistent with its mission and values	4.44	3.15	1.29	4.47	3.58	0.88	NS	***
This institution involves its employees in planning for the future	4.36	2.66	1.70	4.32	3.07	1.25	NS	***
This institution plans carefully	4.34	2.57	1.77	4.50	3.21	1.29	***	***
The leadership of this institution has a clear sense of purpose	4.56	3.00	1.56	4.60	3.47	1.13	NS	***
This institution does a good job of meeting the needs of its faculty	4.31	2.95	1.36	4.39	3.29	1.09	*	***
This institution does a good job of meeting the needs of staff	4.40	2.70	1.69	4.38	3.11	1.27	NS	***
This institution does a good job of meeting the needs of administrators	4.01	3.42	0.59	4.19	3.59	0.60	***	**
This institution makes sufficient budgetary resources available to achieve important objectives	4.48	2.59	1.89	4.45	3.08	1.38	NS	***
This institution makes sufficient staff resources available to achieve important objectives	4.40	2.56	1.84	4.38	3.03	1.35	NS	***
There are effective lines of communication between departments	4.46	2.37	2.09	4.42	2.81	1.61	NS	***
Administrators share information regularly with faculty and staff	4.46	2.75	1.71	4.42	3.14	1.28	NS	***
There is good communication between the faculty and the administration at this institution	4.39	2.75	1.64	4.41	3.10	1.31	NS	***
There is good communication between staff and the administration at this institution	4.37	2.61	1.75	4.38	3.09	1.29	NS	***
Faculty take pride in their work	4.55	3.25	1.30	4.63	3.95	0.68	*	***

² * Difference statistically significant at the 0.05 level
 ** Difference statistically significant at the 0.01 level
 *** Difference statistically significant at the 0.001 level
 IMPT = Importance; SAT = Satisfaction; GAP = difference between IMPT 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 University			Comparison group			IMP Sign diff²	SAT Sign diff²
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
Staff take pride in their work	4.56	3.27	1.30	4.57	3.86	0.71	NS	***
Administrators take pride in their work	4.43	3.21	1.23	4.55	3.83	0.72	***	***
There is a spirit of teamwork and cooperation at this institution	4.49	2.57	1.91	4.53	3.17	1.37	NS	***
The reputation of this institution continues to improve	4.55	2.81	1.75	4.55	3.50	1.05	NS	***
This institution is well-respected in the community	4.54	3.10	1.44	4.55	3.68	0.87	NS	***
Efforts to improve quality are paying off at this institution	4.44	2.83	1.61	4.45	3.40	1.05	NS	***
Employee suggestions are used to improve our institution	4.31	2.52	1.79	4.27	2.97	1.29	NS	***
This institution consistently follows clear processes for selecting new employees	4.40	2.62	1.78	4.29	3.23	1.06	**	***
This institution consistently follows clear processes for orienting and training new employees	4.37	2.61	1.76	4.30	3.17	1.13	NS	***
This institution consistently follows clear processes for recognizing employee achievements	4.29	2.57	1.72	4.20	3.13	1.07	*	***
This institution has written procedures that clearly define who is responsible for each operation and service	4.33	2.68	1.65	4.24	3.06	1.18	*	***

Appendix I: Peer Comparisons: Work Environment

Section 4: Work environment								
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Gallaudet University			Comparison group			IMP Sign Diff ²	SAT Sign diff ²
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
It is easy for me to get information at this institution	4.43	3.03	1.40	4.41	3.28	1.13	NS	***
I learn about important campus events in a timely manner	4.20	3.34	0.86	4.09	3.58	0.52	*	***
I am empowered to resolve problems quickly	4.41	2.99	1.41	4.36	3.39	0.97	NS	***
I am comfortable answering student questions about institutional policies and procedures	4.24	3.37	0.87	4.13	3.56	0.57	*	***
I have the information I need to do my job well	4.56	3.45	1.11	4.57	3.64	0.93	NS	***
My job responsibilities are communicated clearly to me	4.58	3.57	1.01	4.54	3.71	0.83	NS	*
My supervisor pays attention to what I have to say	4.60	3.72	0.88	4.58	3.93	0.65	NS	**
My supervisor helps me improve my job performance	4.54	3.48	1.06	4.42	3.73	0.69	**	***
My department or work unit has written, up-to-date objectives	4.39	3.21	1.18	4.18	3.53	0.64	***	***
My department meets as a team to plan and coordinate work	4.48	3.47	1.01	4.32	3.72	0.60	***	***
My department has the budget needed to do its job well	4.59	2.76	1.84	4.50	3.02	1.48	**	***
My department has the staff needed to do its job well	4.62	2.59	2.03	4.55	2.99	1.56	NS	***
I am paid fairly for the work I do	4.60	2.78	1.82	4.55	2.95	1.60	NS	*
The employee benefits available to me are valuable	4.61	3.97	0.63	4.54	3.77	0.76	NS	***
I have adequate opportunities for advancement	4.43	2.89	1.54	4.23	3.00	1.23	***	NS
I have adequate opportunities for training to improve my skills	4.47	3.23	1.24	4.33	3.34	0.99	***	NS
I have adequate opportunities for professional development	4.45	3.24	1.21	4.33	3.34	1.00	**	NS
The type of work I do on most days is personally rewarding	4.55	3.74	0.82	4.55	4.02	0.53	NS	***
The work I do is appreciated by my supervisor	4.51	3.63	0.88	4.43	3.91	0.52	*	***
The work I do is valuable to the institution	4.61	3.86	0.76	4.54	3.99	0.55	*	*
I am proud to work at this institution	4.53	3.85	0.68	4.52	4.06	0.46	NS	***

Appendix J: Peer Comparisons: Institutional Goals

Section 2: Institutional Goals			
RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Gallaudet University Mean	Comparison group Mean	Sign diff
A) Increase the enrollment of new students	4.58	4.02	***
B) Retain more of its current students to graduation	4.73	4.59	***
C) Improve the academic ability of entering student classes	4.59	4.24	***
D) Recruit students from new geographic markets	4.18	3.78	***
E) Increase the diversity of racial and ethnic groups represented among the student body	4.38	3.81	***
F) Develop new academic programs	4.06	3.69	***
G) Improve the quality of existing academic programs	4.65	4.45	***
H) Improve the appearance of campus buildings and grounds	4.07	3.68	***
I) Improve employee morale	4.72	4.42	***

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

Appendix K: Peer Comparisons: Involvement in Planning and Decision-Making

Section 3: Involvement in planning and decision-making			
RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Gallaudet University Mean	Comparison group Mean	Sign diff
How involved are: Faculty	2.96	2.76	***
How involved are: Staff	2.19	2.32	**
How involved are: Deans or directors of administrative units	3.62	3.28	***
How involved are: Deans or chairs of academic units	3.46	3.23	***
How involved are: Senior administrators (VP, Provost level or above)	3.98	3.68	***
How involved are: Students	2.58	2.47	*
How involved are: Trustees	3.36	3.50	**
How involved are: Alumni	2.63	2.63	NS

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