

2012

Student affairs turned inside--out: evaluating communication satisfaction, identity, and values from within an organization

Stacey L. Reece
Eastern Washington University

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STUDENT AFFAIRS TURNED INSIDE – OUT:
EVALUATING COMMUNICATION SATISFACTION, IDENTITY, AND VALUES
FROM WITHIN AN ORGANIZATION

A Thesis

Presented To

Eastern Washington University

Cheney, Washington

In Partial Fulfillment of the Requirements

For the Degree

Master of Science

By

Stacey L. Reece

Summer 2012

THESIS OF STACEY REECE APPROVED BY

Dr. Jeffrey Stafford, Ph.D., Graduate Study Committee Chair

DATE_____

Dr. Robert C. Zinke, Ph.D., Graduate Study Committee

DATE_____

Dr. Nick Jackson, Ph.D., Graduate Study Committee

DATE_____

MASTER'S THESIS

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Abstract

How well individuals relate to their assigned organization is vital to the organizations' success. The lack of communication within an organization is often to blame for the shortcomings of the organization. Other associated factors that lead to the dysfunction of an organization are the lack of understanding or acceptance of the values of the organization and the lack of being able to identify with the mission or values of the organization. This thesis examines how organizations internally communicate and assess the satisfaction levels of individuals within an organization in how well the organizational communication performs within the organization. In addition, this thesis reviews the collective perception of the identity of the organization and will examine how individuals within the organization relate to the overall identity and values of the organization. Finally, the thesis reviews how individuals within the organization assess and identify with the values of the organization. Using a communication satisfaction survey and observations of a sub-group known as the Student Affairs Professional Development Committee, this paper will attempt to answer the following questions. Can the self-assessment of an organization improve communication efforts within the organization? How effective is organizational self-assessment in impacting the cultural and climate change of an organization? How effective can organizational self-assessment be in assisting with the development of common values and identity among individuals within the organization? In using the information gained by the organizational self-assessment, can the use of a sub-group within the larger organization be an effective tool in breaking down silos and correcting the dysfunctional symptoms that exist within the larger organization?

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CHAPTER ONE INTRODUCTION

The Student Affairs Division is comprised of a variety of offices whose main function is to provide co-curricular and non-academic service to students who attend Eastern Washington University. During the administration of the first survey for this research thesis, the Student Affairs Division consisted of 123 employees¹. The Student Affairs Division publicly states that its mission is to serve students “by promoting and contributing to a university centered on student learning and success” (Student Affairs Annual Report, 2009-2010). In addition, the Division lists its vision as being one that engages “students along their transformational journey to develop self confidence, a sense of purpose, resiliency and active citizenship” (Student Affairs Annual Report, 2009-2010). The Division lists its value structure as one that “promotes integrity, respect, commitment, creativity, collaboration, inclusivity and diversity” (Student Affairs Annual Report, 2009-2010).

I have been with the Student Affairs Division for over ten years, and during this time I have served in a number of different roles. I was initially hired as the Advisor for Student Organizations within the Student Life Unit. In 2003, I was asked by the Dean of Students to move into the Office of Student Rights and Responsibilities on an interim basis. I became the director of this office in 2004. On January 1, 2011, I was asked by the Dean of Students to take on the role of Interim Director for the Student Activities,

¹ At the time the first survey was administered the Division consists of four main areas. These areas included Enrollment Services (including General Undergraduate Academic Advising), Housing and Residential Life, Career Services and Student Life. By the time the second survey was administered, the Division experienced an organizational change. This change involved the removal of General Undergraduate Academic Advising from the Student Affairs Division. The Eastern Advantage program, which was once part of Student Affairs, was now placed with the Academic Success Center. This change lowered the number of employees reporting in the Division to 113 and with 8 vacant positions within the Division, the total number of available participants for the second survey was 105.

Involvement and Leadership Office as well as maintain my current directorship in the Office of Student Rights and Responsibilities. In addition to these roles, I serve on multiple committees for the Division, including the Professional Development Committee. My involvement with this committee and its relevance to this thesis will be discussed in the latter part of this paper.

During my time with the Division, I have observed direct and indirect lack of communication throughout the Division. I have also observed and directly experienced a lack of connection between the various units and offices that make up the Student Affairs Division. Members of the Division speak about Student Affairs as if it is some far off office that exists externally from their world. In fact, it is the umbrella organization that provides the direction for all of its sub-units to operate. Over the last ten years, Division members have been asked to take climate surveys and other “how are we doing” type of surveys for both the Division and the university as a whole. Members have not been asked, however, to take a survey that attempts to get to the core root of communication issues. Additionally, members of the Division have not taken a survey asking if they understand what Student Affairs does or why it exists. I hope that by assessing the Student Affairs Division from within, this thesis will provide an honest look at the organization and that the data produced through the survey will create an opportunity for real change.

The purpose of this research is to submit the general themes to the upper administration of this Division and to have them utilize this information through the Professional Development Committee enhancing the programs this committee hosts for the Division. I also intend to use the information gathered by the survey to highlight the

various strengths and weaknesses within the three target areas of assessment: communication satisfaction, organizational culture, and organizational identity. I hope that this information will be used to increase the overall satisfaction levels of the employees who work within the Division and enhance the work environment within the organization.

SIGNIFICANCE OF STUDY

This study will allow employees from the Student Affairs Division to provide feedback on their levels of satisfaction or dissatisfaction regarding to the communication practices and interactions that occur within the Division. The study will also provide the organization feedback on whether the organized efforts that have been implemented as a result of the initial survey have been successful. The study will assess the employees' satisfaction levels and will help promote a better understanding about the culture and identity of the Division. The measures put in place as a result of the survey data would have the potential to create change within the existing organization. The data will be translatable to other organizations, which are similar in nature and function.

There are several concerns about the project as it begins to unfold:

- The first major concern is the external factors that impact the Student Affairs Division. With reduced state-supported funding, employee layoffs and other budgetary issues impacting the institution, survey participants could potentially use the survey as a tool to vent their frustrations on issues that the Division might have no control over, thus skewing the data set.
- A second concern for this research project is that the survey is a self-assessment of the organization: employees may not be willing to openly and honestly report their work experience, whether it is positive or negative.

- A final concern with the project is the environmental factors that have impacted the Division over the last ten-plus years. The Division has not had consistent leadership, in either the mid-level or upper-level administration. In addition, the Division has made several organizational changes within this time period. As a result, this may impact the satisfaction levels of the respondents who take the survey and their perceptions about the Student Affairs Division.

RESEARCH OBJECTIVE

How well employees relate to their assigned organization is often vital to the organization's success. The lack of communication within an organization is often the blame for the dysfunctional aspects of the organization. Other associated factors leading to the dysfunction of an organization are the lack of understanding or acceptance of the values of the organization. Finally, organizations fail to articulate to its members why they exists, leading to organizational struggle and/or failure, and therefore creating a lack of shared common identity between the organization and the individuals that make up the organization.

The objective of this thesis is to look at how an organization internally communicates and to assess the satisfaction levels of those individuals within the organization. Additionally, this paper will examine the collective perceptions and responses of individuals within the Student Affairs Division in how they relate to the overall identity and values of the organization. The final objective of this paper is to review how individuals within the organization assess and identify with the values of the organization and why it exists.

Using the Communication Satisfaction survey developed by Dr. Cal W. Downs and Dr. Allyson D. Adrian (2004), and the observations of a sub-group known as the

Student Affairs Professional Development Committee, this paper will attempt to answer the following Research Questions:

RQ 1: How effectively can organizational self-assessment is utilized in assisting with the development of a common set of values and identity among individuals within the organization?

RQ2: In using the information gained by the organizational self-assessment, can the use of a sub-group within the larger organization be an effective tool in breaking down silos and correcting the dysfunctional symptoms that exist within the larger organization?

RQ3: Can an organization develop a more holistic understand of why it exists through the use of self-assessment evaluation and programming efforts?

Additionally, this paper may give insight into the following questions:

RQ4: Can the self-assessment of an organization improve the communication efforts within the organization?

RQ5: How effective is organizational self-assessment in impacting the cultural and climate change of an organization?

SUMMARY

The goal of this thesis is to use the Downs-Hazen Communication Satisfaction Questionnaire (Downs & Adrian, 2004) with additional survey questions (Likert Scale and open-ended questions) that focus on the identity and value perceptions of employees within the Student Affairs Division. This information will be used to assess the current collective perceptions held within the organization. The intent of this research is to use

the self-assessment tool to enhance communication and to generate program topics for the organization. It is the ultimate goal of this research is to shift the current organizational perceptions of communication, organizational culture and identity to a more collective positive reflection about the organization, which will establish better communication and alignment with the organization's identity and values.

Within the framework of this goal, it is the intention of the research design to address these following questions: How effective can organizational self-assessment be in assisting with the development of a common set of values and identity among individuals within the organization? In using the information gained by the organizational self-assessment, can the use of a sub-group within the larger organization be an effective tool in breaking down silos and correcting the dysfunctional symptoms that exist within the larger organization? Can an organization develop a more holistic understanding of why it exists through the use of self-assessment evaluations and programming efforts? Additionally, this paper may give insight into the following questions: Can the self-assessment of an organization improve the communication efforts within the organization? How effective is organizational self-assessment in impacting the cultural and climate change of an organization?

CHAPTER TWO

REVIEW OF LITERATURE

When we view a “thing” as an organization, what are we looking at? Is it the structure of the organization-its function (identity) and purpose (value)-or is it the people within the organization? An organization, when observed from a macro level, is comprised of all these aspects, producing a dynamic work environment regardless of the directional charge of the organization. With this said, it is important for leaders within an organization, regardless of its function, to routinely assess the individuals within the organization for their satisfaction levels as being part of the organization (Byrne & LeMay, 2006; Downs & Adrian, 2004). It is common for organizations to falter because the leadership has not assessed the level of communication satisfaction, identity connection or alignment of values of the individuals within the organization.

PERCEPTIONS OF ORGANIZATIONAL COMMUNICATION SATISFACTION

Individuals within an organization often perceive that if there were better levels of communication between themselves and their managers or leaders, they would feel more connected to their work environment. It is from this concept that researchers Bennis, Goleman and Biederman (2008) argue that leaders must create a transparent environment where bad ideas and issues can be as openly discussed as good ideas and issues. They argue that if a leader creates a culture of fear and distrust, then the organization will not be able to have transparent communication on all levels and topics (Bennis, Goleman, & Biederman, 2008).

Data collected by Tsai and Chung (2009) supported Bennis and his colleagues' work, in that when communication is transparent and individuals are satisfied with the amount they are receiving from their managers or leaders, then this satisfaction will result in better satisfaction overall within the organization. Tsai and Chung's study examined how employee communication satisfaction impacted their employee job performance and the employee turnover intention for an organization. The authors wanted to investigate what correlation might exist between the levels of communication satisfaction within an organization and what type of impact positive or negative communication interactions had on job performance and turnover intentions. The subjects in this study consisted of the employment population of the top 500 service industries in Taiwan. In this study, 1,260 people comprised the sampling population. Of these, 467 completed surveys were used for the study. Their data demonstrate that how the employees felt about their communication satisfaction with their direct supervisors was significantly important, regardless of the country in which the study was conducted (Tsai & Chuang, 2009).

Research conducted by Byrne and LeMay (2006) further highlighted the importance of communication satisfaction levels of individuals within an organization. The subjects of the study were from a high-technology focused organization in the western part of the United States. The sample consisted of 598 employees: 65% males, 30% females, and 5% who chose not to identify as either male or female. There was a range in employment history with the organization among the participants.

The research methodology used in this study was quantitative in nature. The research team used the Media Richness Theory developed by Daft and Lengel in 1984 (Daft & Lengel, 1984) and the multidimensional communication measures developed by

Downs and Hazen in 1977 (Downs & Hazen, 1977). Downs and Hazen administered the survey as part of a larger survey (the International Communication Association Communication Audit) distributed throughout the organization. The researchers used three different media classifications to categorize the type of communication employees reported satisfaction on. The three media classifications were: rich media (includes face-to-face communication with verbal and non-verbal cues), moderate media (includes email, but lacks non-verbal cues but personally relevant communication), and lean media (includes newsletters and memos). The survey ran a 5-point Likert scale. The categories the survey looked at were the satisfaction of the medium, the quality of the information being communicated, the trust of the communication and where it came from, and the urgency of the news shared within the communication media. Byrne and LeMay's (2006) data articulated that in media rich communication environments (face-to-face communication), satisfaction was high relative to the employee's job or to the unit(s) to which the employee belonged. The research additionally demonstrated that communication satisfaction would be high when using lean-media communication methods (newsletters or email) to discuss broad topics that affect the organization as a whole (Byrne & LeMay, 2006).

The data Tsai and Chuang (2009) collected also showed strong correlation that an employee's levels of communication satisfaction impacted the turnover intention of the employee within the organization, if the employee's satisfaction level was low. Low satisfaction levels resulted in the employee leaving the organization. High satisfaction levels resulted in staying with and buying into the organization. The data also showed

that job performance was affected if communication satisfaction was low (Tsai, & Chuang, 2009).

In the book, *Assessing Organizational Communication*, Cal W. Downs and Allyson D. Adrian advocated routine assessment of the communication efforts within any organization. The researchers expressed the need to continually assess the communication needs because organizations are evolving organisms and are subject to change of structure, employee turnover, and economic issues (Downs & Adrian, 2004). The authors argue, “organizations need to monitor how well employees communicate because the organization’s very survival often depends on workers’ abilities to exchange and coordinate information” (Downs & Adrian, 2004, p. 2).

Paul Preston supports this argument in his article, “Teams as the Key to Organizational Communication.” Preston contends that organizations need to communicate “to gather people together, to explain the purpose or goal for the gathering to answer and ask questions, to gain buy-in, to ward off resistance, and ultimately to achieve the institution’s and department’s goals” (Preston, 2005, p.16).

FUNCTION AND DYSFUNCTION OF ORGANIZATIONS

When reviewing why organizations fail, communication issues are typically at the core of the problem. Leaders of the organization often find it tempting to hoard information out of fear of losing control of the organization (Bennis, Goleman, & Biederman, 2008). Preston (2005) found that team members in dysfunctional organizations have a hard time learning how to depend on each other to accomplish the

task. Often, members of the team will “silo up” and not share in the communication and work process for fear the tasks will not get done to their liking (Preston, 2005).

Bennis et al. (2008) stated that self-destructive behavior often damages the progress of the organization. This behavior can lead to the suppression of good ideas or the discovery of problems that can cause serious harm to both the organization and to individuals outside of the organization. These researchers cautioned against leaders trying to hoard information and use it for a power-play purpose. Instead, they suggest using multiple methods of communication to inform members of the organization and allow them to have a say in how the organization operates (Bennis, et al, 2008).

PERCEPTIONS OF JOB SATISFACTION

In reviewing what creates a functional or dysfunctional organization, the literature supports the need to review the perceptions of individuals’ job satisfaction within an organization. Research supports that if an individual has perceived job satisfaction, it affects the perception of organizational effectiveness, and therefore creates a perception of a healthy organizational culture, relationships, and communication (Shockley-Zalabak & Ellis, 2000). The purpose of Shockley-Zalabak and Ellis’s research (2000) reviewed and challenged the traditional concept that organizational culture, relationships, and communication determine employee job satisfaction and organizational effectiveness. The research team sought to challenge the widely accepted theory that job satisfaction and organizational effectiveness resulted from individuals’ perception of the culture within the organization. The research team hypothesized that it was the role of job

satisfaction and organizational effectiveness that produced organizational culture and satisfactory organizational relationships and communication.

The subjects in the study came from 21 different organizations from various parts of the world. Shockley-Zalabak and Ellis conducted the study over a span of 13 years, from 1987 to 1999. The organizations' industrial focus was in the area of software, hardware/software, manufacturing, banking, and sales. The number of employees from these organizations ranged from 200 to 86,000. A total of 2245 workers completed the survey issued by the research team. The data showed that job satisfaction did impact the perceptions that the employee had about their own experience and how it affected the overall organizational relationship, culture, and effectiveness (Shockley-Zalabak & Ellis, 2000).

IDENTITY OF AN ORGANIZATION

During times of perceived organizational dysfunction, and when searching for a solution to the dysfunction, a manager or leader of the organization may primarily focus on only one aspect of the organization. Often, one of the primary issues that arises when giving a cursory glance at the symptoms of dysfunction is the identification of a lack of communication within the organization (Downs & Adrian, 2004). This is a limited view into the dynamics of an organization and will only produce a "band-aid solution" to the developing woes of the organization. To have an effective solution to solving dysfunctional aspects of an organization, managers and leaders not only need to focus on enhancing the communication efforts within the organization, but they will also need to assess other problem areas of the organization that might not be so easily detectable.

Managers or leaders will need to assess how their subordinates within the organization relate to the organization's identity and values. They will need to assess whether or not the current structure supports the perceived identity and values of the people within the organization. To provide adequate attention to this topic, managers and leaders will need to develop these topics as important areas of focus when assessing symptomatic issues of organizational dysfunction. As stated by Krone (2005), "how organizations construct, communicate and control work feelings are not just relevant to the overall quality of work life, although they certainly are that, but also to whether organizations will realize their capacity for great good or great harm" (Krones, 2005, p. 98).

Tsai and Chuang (2009) support the need for individuals to be able to make a connection with their organization and their direct supervisors. Their research indicates that the level of satisfaction in communication among peers and supervisors is important to create a solid identity with the organization and to create a healthy work environment (Tsai, & Chuang, 2009). The researchers also found a strong correlation between negative communication satisfaction and job turnover intention, indicating that if employees were dissatisfied with the level of communication within the organization, they were less likely to identify with the organization and were more likely to leave (Tsai, & Chuang, 2009).

Blanchard and Stoner (2004) argue that the leaders of "world-class" organizations need to have in place the vision and purpose of the organization for individuals to identify with the organization as a whole. Individuals within the organization must buy into the vision to bridge a connection between them and the organization. Without it, the organization will flounder and often fail at serving its employees and customers

(Blanchard & Stoner, 2004). Furthermore, leaders need to train their employees to implement the vision and purpose into their every day work environment. This requires the employees to buy into this vision and the process of its implementation. The employees need to see themselves in the purpose of the organization and as partners in the success of the organization (Blanchard & Stoner, 2004).

In addition to assessing the communication dynamics of an organization, it is equally important to assess how individuals within the organization express and relate to the identity and values of the organization. The organization's managers and leaders of need to assess how employees define the organization, and how these individuals see themselves as a reflection of the organization's identity and values. The lack of understanding about the role of identity and values in the organization can lead to the organization's dysfunction. It is therefore imperative to assess this aspect of the organization and understand how "the quality of our day-to-day working lives, is to be learning more about the role of emotion in the construction of community in the workplace" (Shuler & Sypher, 2000, p. 56).

VALUES OF AN ORGANIZATION

An organization's value structure is hard to measure when it comes to assisting the satisfaction levels of individuals within an organization. It is a topic that is readily spoken about, but hard to assess if the individuals within the organization hold the same value system of the organization. Research points out that both the organization leaders and their employees need to hold similar values within the organization for the organization to function at maximum efficiency (Kickul, Gundry, & Posig, 2005).

Blanchard and O'Connor (2007) support the need to evaluate what the managers or leaders and workers' values are and assess if their values align with the core values of the organization (Blanchard, & O'Connor, 1997). Often, the value structure of the management and subordinates are at odds with each other because of the conflicting communication and value structure of the organization. Managers or leaders often just want the job done, but fail to plan how to get the job done. They also fail to align the job with the values of their team or organization. This frequently leaves the team working as individuals to accomplish the job and not working as a team, thus producing a lack of trust between co-workers and the management of the organization (Preston, 2005). Kickul, et al., (2005) found that when a lack of trust was present within the organization, individuals within the organization would hoard important information, creating silos and limiting the sharing of creative ideas. This behavior ultimately affects the production and viability of the organization. The research team additionally suggests that a lack of trust within the organization also correlates with the employees' perception of justice within the organization and a lack of buying into the organizations value structure (Kickul, Gundry, & Posig, 2005).

SUMMARY OF REVIEWED LITERATURE

In summary, for an organization to function at its peak, there are several factors that leaders of organizations need to consider.

- Research shows that good communication within the organization promotes satisfaction within the employee ranks. This in turn promotes a healthier organization. With a high level of satisfaction in communication streams within the organization, the employees will develop a better connection between themselves and the organization. From healthy communication, it is easier for an organization to articulate its mission, values and cultural

expectations to the employee. This in turn promotes the development of a better identity between the employee and the organization. A clearer understanding promotes whether or not the employee will identify with the organization.

- Research shows that a lack of understanding in these areas promotes the creation of silos and thus creates a dysfunctional organization. This will eventually lead to the failure of the organization or a high turnover rate amongst its employees.
- Research also supports the need to create a shared vision and buy-in from the employee to promote job satisfaction. Communication about this shared vision is a key factor in accomplishing this goal. The literature supports that the employee's satisfaction with the communication flows throughout the organization impacts whether or not the employee has a high or low level of job satisfaction. This potentially impacts the job turnover rate for an organization.
- Communication satisfaction and the alignment with the organization's culture and values all support whether an employee is happy with their organization, and will heavily determine whether or not the organization will have a healthy future.

CHAPTER THREE METHODOLOGY

This thesis involves a design combination of qualitative and quantitative research questions and an action research model. This thesis utilizes the Downs-Hazen Communication Satisfaction Questionnaire (ComSat) (Downs & Adrian, 2004) with additional survey (Likert scale) and open-ended response questions developed specifically for this question. The additional questions have been designed to assess the respondents' perceptions of the current organizational culture and identity of the Student Affairs Division.

By utilizing the Action Research Model, it brings together the desire of the Vice President of Student Affairs, the Student Affairs Professional Development Committee and this researcher to facilitate a positive change to the Division. The survey was administered twice to the professional staff of the Student Affairs Division. The survey was administered in November of 2011 and was re-administered to the members of Student Affairs Division during May, 2012. To administer the survey, this research project utilized a web-based program called Survey Monkey. This online survey administration tool made it possible to electronically administer the survey to all the employees within the Student Affairs Division and provided a mechanism to collect and analyze the data from the survey. The respondents were allowed to opt out of the survey and were allowed to answer only the questions they wished to answer. As a result, many of the respondents chose not to answer the open-ended questions, but did complete most of the Likert scale questions.

The respondent group for this survey consisted of Student Affairs professionals including upper executive administrators, mid-level managers, and entry-level staff members. As stated previously, there were 123 positions existing within the Division during the first run of the survey. However, there were several vacant positions within the Division resulting in the availability of 113 employees eligible to take the survey. Out of this number, 60 employees of the organization began the survey and 48 surveys were fully completed. During the second administering of the survey, the number of accessible respondents to the survey changed. Again due to vacant positions within the Division and a significant organizational change within the Enrollment Services side of the Division, only 105 participants were available to take the survey. A total of 45 employees of the organization started the survey and 36 surveys were fully completed.

THE COMMUNICATION SATISFACTION SURVEY INSTRUMENT

As stated earlier in this paper, the Communication Satisfaction (ComSat) Survey is a standardized instrument originally developed by Dr. Cal W. Downs and Dr. Michael Hazen used to assess the communication satisfaction levels of employees within an organization. This tool uses factor analysis to assess the levels of satisfaction for all participants in relation to their organization. This questionnaire consists of 46 questions; 40 questions that are loaded on eight factors that “range from personal feedback to corporate-wide communication” (Downs & Adrian, 2004, p. 139) and the other 23 questions of the survey cover different aspects of organizational communication, identity and culture.

The factors Downs and Hazen (2004) created are as follows:

1. Satisfaction with **communication climate** reflects communication on both the organizational and personal level.
2. Satisfaction with **communication with supervisors** includes both upward and down-ward aspects of communicating with supervisors.
3. Satisfaction with **organizational integration** revolves around the degree to which individuals receive information about the immediate work environment such as departmental plans and personnel news.
4. Satisfaction with **media quality** obtains reactions to meetings, written directives and several other important communication channels.
5. Satisfaction with **horizontal and informal communication** the degree to which the grapevine is active and the degree to which horizontal and informal communication is accurate and free-flowing.
6. Satisfaction with **organizational perspective** concerns the degree to which employees receive the broadest kind of information about the organization as a whole.
7. Satisfaction with **communication with subordinates** focuses on upward and down-ward communication with subordinates.
8. Satisfaction with **personal feedback** deals with employees needs to know how they are being judged and how their performance is being appraised. (p. 141)

This particular instrument has been used as the “basis for more than 30 Ph.D. dissertations and M.A. theses” (Downs and Adrian, 2004, p. 139) and “provides a uniquely theoretical and empirically sound method of gathering information about organizational communication” (Downs & Adrian, 2004, p. 141). The data sets collected from the use of the questions provided in the survey have produced valuable data to be assessed.

ACTION RESEARCH METHOD

Once the survey data were gathered and themes were developed from the provided responses, an Action Research Model was used as part of the research design for this thesis paper. Action Research is a method in which the researcher actively participates with a group that uses collected data to effect change within their existing organization. As part of the research design, I observed and actively participated in the

Student Affairs Professional Development Committee, which was developed during the summer of 2010 by the Vice President of Student Affairs. This committee's charge was to identify and deliver professional development activities and to respond to identified needs of the Division. Another focus area for the committee was to deliver training on the best practices within the profession of Student Affairs and to deliver programs that support employee morale and well-being.

By using an Action Research Model design, the group was able to implement the identified programmatic themes that were produced from the survey. This committee met biweekly to discuss the areas of improvement that were identified by the survey, as well as the programmatic themes and ideas that the survey participants' generated for the Division.

DATA SET COLOR CODING RESEARCH METHOD

A final research method designed for this study was the color-coding of items and factors to highlight certain aspects of the data set. The color scheme was designed to highlight area of strengths and weaknesses based on the charts. A set of decision rules was used to establish the meaning of the color code for the data set.

- Good: The color green represented items that rated a 5 or higher. This color represented that the organization was doing "well" in this item.
- Okay: The color yellow represented items that rated a 4.5 to 4.99. This color represented the meaning that the organization was doing "okay", but this item could be improved upon.
- Needs Significant Attention: The color red represented items that rated a 4.49 or lower. This color represented the meaning that the organization "needs significant attention" in this item to raise the satisfaction levels of the organization.

A color code method was also selected to highlight the standard deviation of the data set. This method was designed to point out areas of needed improvement for the organization.

- The color green was assigned to a standard deviation of 0.5 to 1.0. This color represents that the standard deviation is “relatively” small and the organization has a more normal bell curve in its data set. It should be noted that in an organization that has experienced less change or chaos, it would be more positive to have a standard deviation close to 0.5.
- The color yellow was assigned to a standard deviation of 1.1 to 1.4. This color represents the need for review to assess why the standard deviation is higher.
- The color red was assigned to a standard deviation of 1.5 or higher. This color represents the need for the organization to assess and focus on why the standard deviation is so high and how this affects the overall satisfaction of the organization. It suggests a very broad distribution of scores, or even more likely a bimodal distribution.

POTENTIAL LIMITATIONS

There are several potential limitations to this study. The first potential limitation is regarding to how well participants of the survey trust that the information they submit to the survey will be kept in confidence. It is more common to do this type of self-assessment survey with an outside consulting firm than with a researcher who is a member of the larger organization. This factor may affect the level of disclosure, and should be taken into consideration when reviewing the findings the survey produces as it may have impacted the results.

A second potential limitation is a low return rate of completed surveys. Currently there are several vacant positions within the Division. The University-with mandates from the State of Washington- could take additional budget cuts from the general

operation budget for the institution, resulting in a reduction of employees available to participate in the survey process. The concerns with the budget cuts also may impact employee's willingness to take the survey. The stress of the pending cuts might discourage individuals from wanting to participate in the survey.

A third potential limitation to this research is the impending reorganization of the Student Affairs Division. The number of participants in the study has already been reduced since the running of the first survey. The General Undergraduate Academic Advising unit was removed from the Student Affairs Division. This will affect the number of participants available to take the second survey of this project.

A final limitation for the survey is employee indifference when it comes to taking surveys that promise solutions, but produce no change. As stated earlier in the introduction, employees are surveyed often and tend to develop distrust for this feedback method. Employees may become suspicious as to whether or not they should complete this survey due to past experiences with surveys that were meant to create change, but resulted in a perceived lack of action taken regarding the feedback they provided.

DEFINITIONS AND TERMINOLOGY

The **Communication Satisfaction Survey** (ComSat) was created by Dr. Cal W. Downs and Dr. Michael D. Hazen in 1979. This survey is a standardized instrument that is designed to audit the communication practices of an organization and helps to highlight areas of needed improvement within the organization (Downs & Adrian 2004).

Student Affairs Division is a large work group within a college or university that is responsible for providing non-academic services to students. Often these services have

co-curricular connections with numerous academic fields, which engage the student both inside and outside of the classroom (Hamrick, Evans, & Schuh, 2002).

Factor Analysis is a “statistical technique that combines into clusters those questions that seem to be measuring the same phenomena” (Downs & Adrian, 2004, p. 139). This method of analysis is what produced the Communication Satisfaction survey instrument, which in turn produced the data sets that are used in this thesis paper.

Action Research Model is a research method used to allow individuals within a given organization to study the processes, strategies and environment of the organization. The intent of doing this type of research is to internally assist the organization in active change and to help identify problems and find solutions that are prevalent within the organization (Ozanne, & Saatcioglu, 2008).

Silo(s) is a term used in this paper to describe the vertical separation of the various work groups within the Student Affairs Division. This separation can be caused by many factors, both internally and externally. The silos may be created by a lack of communication between the work groups, the withholding of vital information, or a lack of face-time between members within each work group. The creation of silos between work groups often produces a negative impact on the organization. It is difficult to work within the silo mentality when those professionals who seek to collaborate “need to go up the organization before they can go across it” (Bryan & Joyce, 2005, p. 22). It is difficult to be creative and innovative if work groups remain in the silo mentality.

A Set of Decision Rules: This set of rules represents a decision that was made in order to help define and clearly outline certain aspects of the data sets that were

developed from both the pre and spring 2012 survey. A set of decision rules was used to establish the meaning of the color code for the data set in this paper.

Employee Turnover Intention is a term used in this paper to describe the potential problem of employees leaving their jobs as a result of low communication satisfaction levels.

CHAPTER FOUR RESULTS

This chapter will report the results of the data from the pre and spring 2012 survey. This report will include an explanation of what decisions rules were made to highlight the items of the survey. Secondly, these results will highlight four of the eight factors used in the survey that are the most meaningful to the study. Thirdly, this chapter will examine survey questions that were added to explore the attitudes and perceptions of organizational culture and identity within the Student Affairs Division and will provide a brief summary of the responses to the open-ended questions contained within the survey. Finally, this section will discuss the programs developed by the Student Affairs Professional Development Committee resulting from the feedback produced from the survey.

The research for this thesis paper encompasses the administration of two surveys that will be identified as the fall 2011 survey and the spring 2012 survey. Along with these surveys, the research will also include an Action Research Model design, which was used in working with the Student Affairs Professional Development Committee. Both surveys were sent to all the professional staff members of the Student Affairs Division, using the web-based survey program, surveymonkey.com.

The survey design was used to inform the Student Affairs Division about the areas of needed improvement within the organization. The Division, through its middle and upper management and through the Professional Development Committee, would then use this information to help develop strategies to assist in addressing these areas of need. The survey was then administered to assess how the efforts being made by the

above-mentioned groups were impacting the satisfaction levels of employees within the organization. Additionally, spring 2012 survey was meant to measure any change in how the employees assessed the organizational culture and identity within the Student Affairs Division.

For the fall 2011 survey, 60 surveys were started and 48 surveys were fully completed. For the spring 2012 survey, 45 surveys were started and 36 surveys were fully completed. An important factor to note about the spring 2012 survey is that three demographic questions were added to the survey. This addition resulted in the numbering change of items within the survey. This will be apparent in both the review of certain factors within the body of this paper as well as in the appendix section.

In reviewing the survey data, a set of decision rules were made to help identify what a healthy organization would look like. As discussed in Chapter 3, it was decided to create a division line in the responses that would represent a healthy Student Affairs organization. As part of this decision, I determined that responses listed in the data set as “satisfied” to “very satisfied” would represent the examples of a healthy organization. Responses listed as “somewhat satisfied” to “very dissatisfied” would represent a less than healthy organization. The use of these decision rules would assist in highlighting areas of needed improvement and draw attention to areas where the organization was doing “good” or “okay” in.

Color-coding was used in the analysis to focus the attention of the organization on the positive areas and on areas of needed improvement and growth. As part of these sets of decision rules, the mean scores were coded as follows:

- Mean scores of 5 or higher would be color coded green and would represent a “good” score for the organization.

- Mean scores that fell between 4.5 and 4.9 would be color-coded yellow and would represent an “okay” score for the organization.
- Mean scores that fell at 4.4 or below would be color coded red and would represent a “needs significant attention” score for the organization.

In using this decision rule approach in examining the data sets in both surveys, several items showed a need for growth and improvement in the organization. In reviewing the spring 2012 survey data, these decision rules still highlighted areas that needed significant attention. However, the decision rules did highlight a slight shift towards improvement in many of the items within the survey².

The mean for all questions, per factor, are listed as follows³.

Table 4.1: Factor Means

Mean per Factor	Fall 2011 Survey	Spring 2012 Survey	Difference
Organizational Perspective	4.018	4.058	0.04
Personal Feedback	4.256	4.494	0.238
Organizational Integration	4.738	4.956	0.218
Communication Climate	4.132	4.168	0.036
Supervisor Relations	5.056	5.278	0.222
Media Quality	4.748	4.846	0.098
Horizontal/Informal Communication	4.52	4.616	0.096
Subordinate Communication	4.733	4.895	0.162

In reviewing the data sets in both surveys, certain factors from the Communication Satisfaction portion of the survey highlighted areas of concern for the

² The survey questions for the Communication Satisfaction questions for this survey were based on a 1-7 Likert scale: 1 being very dissatisfied and 7 being very satisfied. When looking at the factor means, most of the responses fall between indifferent to somewhat satisfied.

³ In this data set for the fall 2011 survey, the N ranges between 51-57 for all items except for items that are loaded on the supervisor’s only factor for subordinate communication. For the subordinate communication factor items, the N range is between 29-31. In this data set for the spring 2012 survey, the N ranges between 36-43 for all items except for items that are loaded on the supervisor’s only factor for subordinate communication. For the subordinate communication factor items, the N is 21.

Student Affairs Division. However, the spring 2012 survey highlighted a shift towards the positive for the Division in several of the items within these factors. As a result, four out of the eight factors were selected for discussion in this next section. These four factors were chosen due to the note worthiness of the information contained within these data sets, which can be used to inform the Student Affairs Division about the strengths and weaknesses of the organization.

COMMUNICATION SATISFACTION SURVEY (COMSAT) 4 OF 8 FACTORS

Table: 4.1
Communication Climate: Item and Factor Mean

Fall 2011 Survey	19	21	23	26	27	Factor Mean
Mean	3.85	4	3.96	4.45	4.4	4.132
Std Dev	1.598	1.609	1.671	1.76	1.672	

Spring 2012 Survey	22	24	26	29	30	Factor Mean
Mean	4.1	3.64	3.69	4.9	4.51	4.168
Std Dev	1.619	1.592	1.597	1.683	1.699	

When looking at the mean and frequency distribution for the questions related to communication climate, Table 4.1 highlights that the majority of the respondents fall within the “indifferent” to “somewhat satisfied” category for this section of questions. The communication climate section is the most concerning data sets of all the factors reviewed in this paper. This section shows significant dissatisfaction about the communication climate within the organization. Several items shared information that is worthy of noting.

- ***Extent to which the Student Affairs Division communication motivates me to meet its goals: Items 19 of the fall 2011 survey and 22 of the spring 2012 survey.***

Communication as a motivator within the Division is not well received in either survey. In the fall 2011 survey, 43 out of 54 (80%) respondents in this section reported being somewhat satisfied to very dissatisfied in this area. In the spring 2012 survey, 30 out of 39 (77%) respondents reported being somewhat to very dissatisfied in this area. However, the spring 2012 survey did show a slight improvement in the satisfaction levels in this item.

- ***Extent to which the people in the Student Affairs Division have great ability as communicators: Items 21 of the fall 2011 survey and 24 of the spring 2012 survey.***

The respondents do not demonstrate a lot of confidence in the area of communication among members within the organization. In the fall 2011 survey, 41 out 51 (80%) respondents reported being somewhat satisfied to very dissatisfied in this area. In the spring 2012 survey, 33 out of 39 (85%) respondents reported being somewhat to very dissatisfied in this area.

- ***Extent to which communication in the Student Affairs Division makes me identify with it or feel a vital part of it: Items 23 of the fall 2011 survey and Item 26 of the spring 2012 survey.***

In the fall 2011 survey, the largest percentage of respondents (27.8%) reported being satisfied with how communication with the Student Affairs Division made them feel a vital part of the organization. However, out of 54 respondents, 39 reported being somewhat satisfied to very dissatisfied in this area. This highlights

that 72% of the respondents are not satisfied with their connection with the Division.

In the spring 2012 survey, the largest number of respondents (25.6%) reported a change from being satisfied to somewhat dissatisfied, to being a bimodal response of both somewhat satisfied and somewhat dissatisfied. This resulted in over 87% of the respondents reporting being somewhat to very dissatisfied with how the organization made them feel like a vital part of it.

- ***Extent to which I receive in time the information needed to do my job: Items 26 of the fall 2011 survey and 29 of the spring 2012 survey.***

In this item, 17 respondents reported being satisfied to very satisfied in the fall 2011 survey. However, 36 out of 53 (68%) respondents reported being less than satisfied to very dissatisfied.

In the spring 2012 survey, there was a slight improvement in the satisfaction level within this item. Out of the 39 respondents, 51% rated their satisfaction levels to range from satisfied to very satisfied. However, the standard deviation for this item remains quite high.

- ***Extent to which conflicts are handled appropriately through proper communication channels: Items 27 of the fall 2011 survey and 30 of the spring 2012 survey.***

In the fall 2011 survey, the perception of how satisfied respondents are with how conflicts are handled within the Student Affairs Division is another area of concern. While the majority of people (32.6%) reported being satisfied to very satisfied with how conflicts are handled through proper channels within the

organization, 35 respondents or 67.3% were somewhat to very dissatisfied in this item. In the spring 2012 survey, the mean did increase slightly in this item; however, the standard deviation still remains high for this question.

Table: 4.2
Media Quality: Item and Factor Mean

Fall 2011 Survey	25	33	35	36	38	Factor Mean
Mean	5.72	4.96	4.85	4.23	3.98	4.748
Std Dev	1.522	1.427	1.5	1.567	1.525	

Spring 2012 Survey	28	36	38	39	41	Factor Mean
Mean	5.95	4.95	5.05	4.28	4	4.846
Std Dev	1.191	1.45	1.297	1.427	1.395	

When looking at the mean and frequency distribution for the questions related to Media Quality factor, Table 4.2 highlights that the majority of the respondents once again fall within the “indifferent” to “somewhat satisfied” category for this section of questions. In the fall 2011 survey the mean ranges from 3.98 to 5.72. When looking at the frequency distribution tables, four out of the five questions show that the Student Affairs Division is struggling in this category. All areas also show significantly high standard deviation within the data set.

In the spring 2011 survey, the mean ranges showed an improvement on two items measuring media quality. For the spring 2011 survey, the mean ranges from 4.00 to 5.95. In fact, the mean increase in several of the items and the standard deviations decreased. As a result, several items shared information that is worthy of noting.

- ***Extent to which my supervisor trusts me: Items 25 of the fall 2011 survey and 28 of the spring 2012 survey.***

The responses in the fall 2011 survey showed that there are very favorable responses from the survey participants regarding to the level of trust they feel with their supervisor. Out of 54 responses to this item, 38 respondents (70.3%) reported being satisfied to very satisfied. In the spring 2012 survey, this area continues to improve with 30 out of 39 respondents reporting being satisfied to very satisfied in this area. This should be an area to watch and to train on. If the current level of satisfaction continues to be a strong point for the organization in this area, the Division can use its strength in this category to help improve the other areas in which it is struggling.

- ***Extent to which our meetings are organized: Items 33 of the fall 2011 survey and 36 of the spring 2012 survey.***

There was a mixed response in how respondents feel meetings are organized in their reporting units. In the fall 2011 survey, 48.1% report a level of satisfied to very satisfied. However, 51.8% of the respondents reported being somewhat to very dissatisfied. The responses to this question in the spring 2012 survey did not change much from the fall 2011 survey. A possible solution in this area is to have trainings about how to run effective meetings, which may influence the rating in this particular area.

- ***Extent to which written directives and reports are clear and concise: Items 35 of the fall 2011 survey and 38 of the spring 2012 survey.***

Respondents are divided in their responses in the fall 2011 survey regarding clarity and conciseness in written directives. Out of 52 responses, 42.3% reported being satisfied to very satisfied. 57.7% reported being somewhat satisfied to very dissatisfied. However, the spring 2012 survey shows an increase in the mean for this item. This indicates an increase in the satisfaction levels of the respondents in this item. The standard deviation also decreased for this item. This demonstrates a trend in the right direction in how directives are being communicated within the organization.

- ***Extent to which the attitudes toward communication in the Student Affairs Division are basically healthy: Items 36 of the fall 2011 survey and 39 of the spring 2012 survey.***

In the fall 2011 survey, 71.2% of the respondents reported being somewhat to very dissatisfied. This response did not change much in the spring 2012 survey only increasing slightly. This is an area that the organization needs to assess. It needs to look at what current methods of communication are being used and evaluate which methods are working and which ones are not.

- ***Extent to which the amount of communication in the Student Affairs Division is about right: Items 38 of the fall 2011 survey and 41 of the spring 2012 survey.***

In the fall 2011 survey, 81.1% of the respondents reported being somewhat satisfied to very dissatisfied. A similar level of dissatisfaction was also reported in the spring 2012 survey, with a slight increase in the mean for this item. This

data set points out a general concern about the lack of communication that is occurring within the Division. Mid-level and upper management within the Division needs to assess what type of communication barriers the organization is experiencing and take corrective measures to fix this problem. Left unchecked, the level of dissatisfaction will continue to grow.

Table: 4.3
Organizational Integration: Item and Factor Mean

Fall 2011 Survey	4	5	10	11	15	Factor Mean
Mean	4.88	4.84	4.73	4.82	4.42	4.738
Std Dev	1.593	1.189	1.578	1.713	1.546	

Spring 2012 Survey	7	8	13	14	18	Factor Mean
Mean	5.08	5	4.72	5.15	4.83	4.956
Std Dev	1.366	1.17	1.552	1.369	1.551	

In the fall 2011 survey, the mean and frequency distribution highlight that the majority of the respondents fall between the indifferent to somewhat satisfied levels for this section. The mean for this section ranges from 4.42 -4.88. When looking at the frequency distribution tables, all five items show that the organization is struggling in the area. All areas show a significantly high standard deviation within the data set, with the exception of one item.

However, the spring 2012 survey data sets show improvement in three out of the five items in this section. The mean for the spring 2012 survey did show an increase with a range from 4.72 to 5.15. This indicates that the Division, as a whole, has done a better

job in communicating information about the work environments and divisional plans.

Several items shared information that is worthy of noting.

- ***Information about my progress in my job: Items 4 of the fall 2011 survey and 7 of the spring 2012 survey.***

In the fall 2011 survey, the respondents (36.8%) reported to be satisfied with the amount of information they received about their work progress. However, the majority of the respondents (52.6%) reported being somewhat satisfied to very dissatisfied.

The spring 2012 survey did show an increase in satisfaction to this question. The mean for this question increased from 4.88 to 5.08. This data highlight the constant need for mid-level to upper management to assess various strategies that will better inform the employees within the organization about how they are progressing in their jobs. Informing an employee about their progress may assist in improving the morale of the organization as a whole.

- ***Personal news: Items 5 of the fall 2011 survey and 8 of the spring 2012 survey.***

The fall 2011 survey seems to show a high level of indifference regarding this item. In this area, 18 (35.3%) out of 51 respondents reported being satisfied to very satisfied. However, 33 respondents (64.7%) reported being somewhat satisfied to very dissatisfied. An area of concern with this item is the number of respondents (37.3%) that reported being indifferent to the item. However, in the spring 2012 survey, the respondents reported a higher level of satisfaction in this area. The mean for this question increased from 4.84 to 5.00. This indicates that

the organization as a whole is doing a better job in communicating personal news to its members.

- ***Information about departmental policies and goals: Items 10 of the fall 2011 survey and 13 of the spring 2012 survey.***

This area has bimodal representation in its data both in the surveys. In the fall 2011 survey, the bimodal categories were somewhat satisfied and satisfied.

However, over 62.5% of the respondents report being somewhat satisfied to very dissatisfied. The spring 2012 survey's bimodal categories were indifferent to somewhat dissatisfied. The standard deviation of this area in both surveys was high. This is an area that the Division should review and assess how to better communicate its goals and policies.

- ***Information about the requirements of my jobs: Items 11 of the fall 2011 survey and 14 of the spring 2012 survey.***

In the fall 2011 survey, respondents were almost equally split on how they feel they have been informed about the requirements of their job. Out of 57 respondents, 38.8% reported being satisfied with communication about their job and 10.5% being very satisfied. However, 50.9% of the respondents did report being somewhat satisfied to very dissatisfied. In the spring 2012 survey, the mean for this question rose from 4.82 to 5.15, showing an increase in satisfaction for this item. The standard deviation for this area also decreased. Even though this area is not highlighted as a significant problem, mid-level to upper

management within the organization should look at training and orientation practices for their perspective areas.

- ***Information about employee benefits and salaries: Items 15 of the fall 2011 survey and 18 of the spring 2012 survey.***

In the fall 2011 survey, the respondents show a lack of satisfaction in this item.

Over half of the respondents (70.2%) responded somewhat satisfied to very dissatisfied. The spring 2012 survey showed a slight increase in satisfaction in this item. However, there still remains a strong level of dissatisfaction with how this information is communicated to employees within the organization about this topic.

Table: 4.8
Supervisor Communication: Items and Factor Mean

Fall 2011 Survey	20	22	24	29	34	Factor Mean
Mean	5.24	5.07	4.11	5.37	5.49	5.056
Std Dev	1.873	1.736	1.489	1.663	1.601	

Spring 2012 Survey	23	25	27	32	37	Factor Mean
Mean	5.54	5.44	3.85	5.82	5.74	5.278
Std Dev	1.374	1.095	1.531	1.355	1.39	

The area that reported the strongest level of satisfaction from the respondents in both surveys was the factor that assessed supervisor relations and communications. When looking at the mean and frequency distribution for the items that are related to this factor, the data sets highlight that the majority of the respondents fall within the indifferent to

satisfied category. In the fall 2011 survey, the mean ranged from 4.11 to 5.49. In the spring 2012 survey, there was an increase in four out of five means. When looking at the frequency distribution tables in the fall 2011 survey, four out of the five questions showed significantly high standard deviations. In the spring 2012 survey, the standard deviations decreased. As a result, several items highlighted information that is worthy of noting.

- ***Extent to which my supervisor listens and pays attention to me: Items 20 of the fall 2011 survey and 23 of the spring 2012 survey.***

Out of a total of 54 responses, 33 (61.1%) respondents reported feeling satisfied to very satisfied in this item in the fall 2011 survey. The spring 2012 survey demonstrated an increase in the satisfaction level in this item. This data shows that the supervisor to subordinate relationship is strong and that subordinates are feeling supported by their supervisors.

- ***Extent to which my supervisor offers guidance for solving job related problems: Items 22 of the fall 2011 survey and 25 of the spring 2012 survey.***

In the item, 30 (55.6%) of the respondents in the fall 2011 survey reported being satisfied to very satisfied. Even though this statistic shows the majority of the respondents feeling supported in this area, 24 (44.4%) of the respondents reported being somewhat satisfied to very dissatisfied. In the spring 2012 survey, the mean of this item increased, indicating that the level of satisfaction in this area rose and the standard deviation decreased.

- ***Extent to which the Student Affairs Division communications are interesting and helpful: Items 24 of the fall 2011 survey and 27 of the spring 2012 survey.***

In both surveys, there was a negative response to this item. In the fall 2011 survey, 44 out of 53 respondents reported being somewhat to very dissatisfied. In the spring 2012 survey, the mean lowered to 3.85 and the standard deviation rose to 1.531. This data indicates problems with the type of information supervisors are sharing with their subordinates. The mid-level to upper management needs to assess whether or not the type of communication relayed to their subordinates is truly helpful in assisting employees in managing their jobs.

- ***Extent to which my supervisor is open to ideas: Items 29 of the fall 2011 survey and 32 of the spring 2012 survey.***

The extent to which the respondents feel their supervisor is open to ideas received a high rating for this item in both surveys. In the fall 2011 survey, 34 out of 54 respondents reported being satisfied to very satisfied. In the spring 2012 survey, the mean increased from 5.37 to 5.82 and the standard deviation decreased from 1.663 to 1.355. This demonstrates that the respondents feel that they are listened to and supported by their supervisors when exploring new ideas for their perspective areas.

- ***Extent to which the amount of supervision given to me is about right: Items 34 of the fall 2011 survey and 37 of the spring 2012 survey.***

The extent to which respondents feel that the supervision given to them is about the right amount received a high rating for this item in both the surveys. Out of 53 respondents, 35 (66%) reported being satisfied to very satisfied in the fall 2011

survey. In the spring survey, the mean increased from 5.49 to 5.74, which indicated an increase in satisfaction levels in this item.

Table: 4.9

Overall Satisfaction and Production Levels: Items and Factor Means

Fall 2011 Survey	Overall Satisfaction 1	Overall Productivity 39
Mean	4.91	5.61
Std Dev	1.73	1.265

Spring 2012 Survey	Overall Satisfaction 4	Overall Productivity 42
Mean	5.27	5.53
Std Dev	1.397	1.202

The review of the overall satisfaction and productivity items offers a general insight into the attitudes of the employees within the Division. This information should be used as the backdrop to the other questions in the survey.

In the fall 2011 survey, less than half or 27 (48.2%) of the respondents reported being satisfied to very satisfied with their jobs. The majority of the respondents 29 (51.8%) reported being somewhat satisfied to very dissatisfied with their jobs. The fall 2011 survey data also showed a high rating in the overall productivity level of the respondents. The majority of the respondents (96.3%) reported being average to very high in their job productivity. In fact, 50% of this group reported having a high level of productivity in their job.

The spring 2012 survey data showed an increase in the satisfaction levels of the respondents, but highlighted a slight decrease in the productivity levels. The decrease in productivity levels may be influenced by the time of year the spring 2012 survey was given. Spring quarter tends to be a significantly busy time of year for the Student Affairs

Division and the employees may have felt overwhelmed at this point in the academic year.

DISCUSSION OF ORGANIZATIONAL CULTURE AND IDENTITY ASSESSMENT QUESTIONS

Seventeen additional questions were created for the survey to assess the organizational culture and identity of the Student Affairs Division. Respondents were provided the opportunity to report and reflect on their connection to the culture and identity of the organization both within their own offices and in Student Affairs Division as a whole.

As stated earlier in this paper, a set of color coded decision rules was established to help interpret the meaning of the data set. The data set in this section was based on a 1 – 5 Likert scale. As a result, the number range for the color-coding has been adjusted to fit this scale. The following categories represent this change:

- Good: The color green represented items that rated a 4 or higher. This color represented that the organization was doing “good” in this item.
- Okay: The color yellow represented items that rated a 3.5 to 3.99. This color represented the meaning that the organization was doing “okay”, but this item could be improved upon.
- Needs Significant Attention: The color red represented items that rated a 3.49 or lower. This color means that the organization “needs significant attention” in this item to raise the satisfaction levels of the organization.

The mean for all questions in this section, per factor, are listed as follows.⁴

Mean per Question	Fall 2011 Survey	Spring 2012 Survey
SQ46 & 49	3.31	3.29
SQ47 & 50	3.41	3.27
SQ48 & 51	3.73	3.66
SQ49 & 52	3.61	3.63
SQ50 & 53	2.71	2.76
SQ51 & 54	2.63	2.63
SQ52 & 55	3.06	3.21
SQ53 & 56	4.02	4.08
SQ54 & 57	3.17	3.30
SQ55 & 58	2.83	2.69
SQ56 & 59	3.31	3.05
SQ57 & 60	3.22	3.13
SQ58 & 61	3.02	2.95
SQ59 & 62	3.09	3.11
SQ60 & 63	4.00	3.74
SQ61 & 64	3.57	3.74
SQ62 & 65	3.23	3.13

Upon reviewing the data sets collected from this section, five of the seventeen questions were worthy of noting. The review of these questions is as follows:

- *I have a clear understanding of how my role connects to the overall vision of Student Affairs Division (SQ47 & 50).*

Fall 2011 Survey: In this item, the percentages of responses were almost equally divided between respondents who either agree or strongly agree that they understood their connection to the organization. Out of 49 responses, 51% of the respondents understood the connection between their positions and the Division.

⁴ In the fall 2011 survey, the number of responses gathered in this section range from 46-49. In the spring 2012 survey, the number of responses gathered in this section range from 36-38. This will account for the mean being lower in the spring 2012 survey, even though the responses may show a positive increase in the satisfaction levels on multiple items in this section.

However, 49% reported being neutral to this connection or disagree to strongly disagree that there was a connection between their role at the University and at the Division.

Spring 2012 Survey: Satisfaction levels increased on this item in the survey.

Out of 37 responses, 56.8% of the respondents either agreed or strongly agreed that they understand how their role connects to the overall vision of the Student Affairs Division. However, 43.2% of the respondents reported to disagree or strongly disagree that they feel connected to the vision of the organization.

- ***I feel people understand what the purpose of my office is (SQ 52 & 55).***

Fall 2011 Survey: The majority (57.1%) of the respondents felt that there was a lack of understanding regarding the purpose of their office. Out of 49 responses, 28 respondents (42.9%) reported within the range of neutral to strongly disagree in this item.

Spring 2012 Survey: The responses increased toward the positive in the survey where 57.9% of the respondents felt that people better understood the purpose of their office.

- ***I feel that the various offices within the Student Affairs Division lack an identity with the rest of the campus (SQ 54 & 57).***

Fall 2011 Survey: The respondents reported that they felt that the various offices within the Student Affairs Division did not lack an identity with the rest of the campus. Out of 47 respondents, 61.7% felt neutral to a strong disagreement to the

idea that the Student Affairs Division lacks an identity with the rest of the institution.

Spring 2012 Survey: However, there was a negative shift in this perception in the survey. Out of 37 responses provided in this section, 16 respondents (43.2%) agree to strongly agree that there is a lack of identity for the Division with the rest of the institution.

- *I feel the Student Affairs Division has a good sense of “Who we are” (SQ 55 & 58).*

Fall 2011 Survey: This item highlighted the existence of a very negative perception of identity by the respondents in relation to the Division. 75% of the responses in this item ranged between neutral to a strong disagreement that the organization had a good collective understanding of its purpose.

Spring 2012 Survey: The level of disconnect rose in the spring 2012 survey regarding how respondents felt about their understanding of the purpose or “Who we are” within the Division. Over 80.6% of the respondents felt that there was a lack of identity and self-awareness of the collective purpose within the organization.

- *I feel that Student Affairs is seen as a valuable unit within the overall Eastern Washington University’s mission and vision (SQ 61 & 64).*

Fall 2011 Survey: 59.2% of the respondents reported they felt that the Student Affairs Division is seen as a valuable unit within Eastern Washington University’s overall mission and vision. Out of 49 respondents, 40.8% reported

being neutrality to strong disagreement that the Division is seen as a valuable unit to the university.

Spring 2012 Survey: This question showed an increase in the positive response towards seeing the Division as a valuable unit within the institution's mission and vision. Out of 38 respondents, 63.2% agreed that the Division is seen as a valuable unit within the institution.

DISCUSSION ABOUT OPEN-ENDED QUESTIONS

The open-ended questions of the survey were designed to allow the respondents an opportunity to provide, in their own words, the current perspectives of the Student Affairs Division members. It also allowed the respondents to provide suggestions on how to improve the organization. There were seven open-ended questions in this section. The responses did not vary greatly between the each survey. The following is an overview of the questions and their responses.

Q3. If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how.

The purpose of this question was to gather responses on communication satisfaction as it relates to the respondents' job. The respondents expressed a desire for more transparent communication between the upper, middle and subordinate levels of the Division. The respondents perceived that discussion items are being kept a secret and are only being shared when it suits an individuals' purpose. The respondents also reported wanting less gossip about what is or isn't changing and expressed a desire to hear it directly from the middle to upper management of the organization. The respondents

expressed a desire for clearer communication about policy changes and a clear method of delivery of this information to the entire Division.

Q41. If the communication associated with your job could be changed in any way to make you more productive, please tell how.

The intent of this question was to allow the respondents the opportunity to provide recommendations that would help them be more productive in their jobs. As imagined, the responses were all over the board. Respondents felt that there are too many channels for communication to go through between the subordinate to the upper administration. They expressed concerns that the upper administration might not see the importance of the day-to-day work environment and needs of their subordinates. The respondents expressed a desire for more positive feedback and recognition for what they do.

The respondents want to stop having useless meetings where everyone reports what they are doing. Instead, they expressed the need to have meetings where teams are working on actual projects that could benefit the organization. Respondents also expressed a need for a website that hosts more current information and a calendar of events that would be easy to access both for the Division and University as a whole. Again as was discussed in previous responses, respondents expressed a need for more transparent communication and less hording of information for self-promotion.

Q63. What is your current perception of the function of the Student Affairs Division?

There were a variety of responses provided to this question that demonstrated the respondents' perception of the function of the organization. Many responses highlighted

the Division's responsibility to support and help students grow. The respondents felt the organization was responsible for creating co-curricular experiences and for developing students into productive social beings.

Q64. How would you describe the identity of the Student Affairs Division?

This question was meant to assess the perceptions of identity within the Division. Respondents used a wide range of descriptors when answering the question. They described the identity of the organization as being split or bifurcated. Further descriptors provided by the respondents were that the organization was fragmented, lost, sadly nonexistent, unclear, disjointed and "anonymous unless something goes wrong".

Positive descriptors provided by the respondents were that the organization is supportive of students and student-centered.

Q65. How would you describe the current climate within the Student Affairs Division?

The responses to this question vary greatly between both negative and positive perceptions of the organization's current climate. The respondents described the current climate as stressed, overworked and underpaid: that it is a challenging climate, "where it feels like we are walking through a swamp" and morale is low. Respondents expressed feelings of being disjointed and tired.

Some positive responses provided by the respondents are that they feel that the organization is being taken more seriously than in the past due to change in leadership and that the climate is fine overall.

Q66. What type of programming and/or professional development opportunities would you like to see provided to you by the Student Affairs Division?

The respondents generated a wide variety of ideas for this question. The respondents expressed a desire for a two-day, Division-wide retreat. In addition, the respondents provided the following ideas for training topics for the organization. They are as follows: trainings on student development theory, how to assist faculty, customer service strategies, leadership styles, communication, computer and software topics, cultural competency, social skills and relationship building, personal development and stress reduction strategies.

Q67. What factors would make you feel more connected to the Student Affairs Division?

Respondents desired more collaboration between offices, especially between the Enrollment Services and Student Life Units. They desired for more cross-training opportunities between offices with the expressed thought that this would produce a better understanding about what people within each unit does.

Respondents expressed a desire to create functional professional development opportunities and not have ones that heavily lack substance. The respondents wanted to see the implementation of an all-Division retreat, and meetings to help employees connect with other staff members whom they do not see every day. The respondents indicated a need expressed for clearly articulated goals, values and mission statements articulating how the mid-level to upper management was planning to implement changes for the Division. The respondents wanted the management to highlight when new people

were hired, when employees move on to other positions within or when employees retire from the University.

Q68. What incentives and/or recognition practices would you like to see implemented within the Student Affairs Division?

The respondents wanted formal conferences or meetings that would recognize individuals within the organization. Respondents also wanted to see the implementation of an employee of the month program. They wanted the employees within the organization to develop a culture of saying “thank you for your efforts”. Finally, the respondents wanted the development of retreats and trainings designed to rekindle the purpose of Student Affairs professions.

Q69. What are some fun activities you would like to see the Student Affairs Division participate in?

The response rate for this section was low in both the fall 2011 and spring 2012 survey. Many of the respondents articulated that fun activities were either not their “thing” or that these types of events were a waste of time given the current budget climate. The remaining respondents offered several suggestions for members of the organization to participate in. These ideas ranged from informal non-work related gatherings to social gatherings for the entire organization. Respondents would like to see an annual program for the Division such as a carnival or group Christmas party. They would be willing to participate in football tailgating, a divisional picnic, Spokane Chiefs or Spokane Indians Student Affairs Night, Ropes Course or some other interactive game to help break down silos within the organization.

ACTION RESEARCH AND THE DEVELOPMENT OF THEMES

It is from the feedback of the open-ended questions and in correlation with the Communication Satisfaction survey, that the following themes were developed and presented to the Student Affairs Professional Development Committee. These themes were used during the Action Research Model portion of this paper. The five areas of focus identified are:

- Communication Issues
- Organizational Culture Issues
- Perception of Function of the Student Affairs Division
- Organizational Identity Issues
- Connection Factors to Student Affairs

These areas align with the factors from the Communication Satisfaction survey in that they highlight the areas of greatest need for development with the Student Affairs Division.

WORKING WITH THE PROFESSIONAL DEVELOPMENT COMMITTEE: RESEARCH IN ACTION

As stated earlier in this paper, the Student Affairs Professional Development Committee is comprised of representatives from various offices within the Student Affairs Division. The team is made up of members from the following offices: Career Services; the Office of Student Affairs; Health, Wellness and Prevention Services; Housing and Residential Life; New Student Transitions and Orientation; Enrollment Services; Admissions; and Student Activities, Involvement and Leadership.

The charge of this committee has three main components. They are as follows:

- To identify and deliver professional development activities to respond to identified needs.
- To identify and deliver training about cutting edge practices that will enhance services to students.
- To identify and deliver programs and activities that support employee morale and well-being.

A meeting was held with this group in January of 2012. The point of this meeting was to discuss the purpose of the survey and to present some of the data gathered from the fall 2011 survey. The information presented was a collection of responses that were pulled from the open-ended questions. The group was provided an explanation of the purpose of this research and the goals that were to be accomplished. The group agreed to allow me this researcher to join the committee and report on general topics of discussion, and the direction the group planned to pursue to accomplish their purpose.

The group was excited to receive the information from the survey. The survey data sets gave the group new areas to focus on. From this initial meeting, the group started to evaluate topics or ideas the group could realistically accomplish. The data assisted in helping the group determine which projects they would begin working on immediately and which topics or ideas would become long-term projects. As a result, the committee focused on the following four program areas:

- The development of a program that could be done immediately (SAC Luncheons).
- The development of a program that could be developed by the committee over the long-term (a divisional retreat).
- The development of an employee recognition program (The Throwing Starfish Employee Recognition program).
- Assisting with the developing better communication practices for the entire Division (the Student Affairs quarterly newsletter).

Out of this discussion, four programs were developed. The first program developed out of this committee was generating a quarterly Student Affairs Newsletter. As part of this program, members of the Student Affairs Division would be asked to provide submissions to the newsletter. The Student Affairs Office would create and publish the newsletter for the organization. As a result of these efforts, the first edition of this newsletter was released in April of 2012.

The second program that was development from the survey information was the Student Affairs Community (SAC) Brownbag Luncheons. The concept for this program is that the luncheons would be held on the third Wednesday of each month. Employees of the Division would bring their own lunches and participate in some type of professional development workshop.

Twenty-five participants attended the first workshop that was held on April 18, 2012. The focus of this workshop was on the book *The Book of Awesome* by Neil Pasricha. Two members of the Student Affairs Professional Development Committee lead the presentation. As part of the workshop, the presenters showed a TED.com video that highlighted the book's author, Neil Pasricha. The presenters then broke the larger group into several smaller groups and had them brainstorm a list of awesome things. The presenters then returned focus to Neil Pasricha's book and his concept of the three A's: Attitude, Awareness and Authenticity. The presenters then assigned each group to work with one of the A's and develop a list of 10 statements that represented their "A". The end result was that the entire group actively engaged in the discussion about what attitude, awareness or authenticity meant to them and how it reflected in their work environment or personal life.

The third major program that the committee is currently working on is a division-wide retreat for all employees to participate in. This retreat is tentatively scheduled for August 16, 2012. The purpose of the retreat will be based on the programming suggestions gathered through the survey.

The final program with which the Professional Development Committee has assisted the Vice President of Student Affairs is the implementation of the Throwing Starfish Employee Recognition program. The recognition program was inspired by *The Star Thrower* poem by Loren Eiseley. The poem tells the story of a young boy who spends his time throwing the beached starfish back into the sea. An old man, passing by, asks why the boy bothered to waste his time in throwing the starfish back into the sea. The old man argues that one dying starfish really doesn't matter because there are thousands of others in the sea. The boy rebuts that it mattered to the starfish he was saving (Eiseley, 1978). The poem reminds us that sometimes we need to be the ones who are willing to help others and sometimes we are the ones who need help.

The Vice President of Student Affairs shared the poem with the committee with the intention of building the recognition program around the concept of the poem. As a result, the employee recognition program was designed to recognize the efforts of Student Affairs employees who went out of their way to help a student, staff or faculty member of the University. Each Student Affairs Director is eligible to nominate an employee for the Throwing Starfish Award. It is up to the senior team of the Student Affairs Division to vote on who will receive the award.

CHAPTER FIVE DISCUSSION

In this chapter, there will be a review of the research questions and a discussion of whether or not the questions were answered. Secondly, there will be a discussion regarding the implications of this research and a brief discussion on the various environmental factors that may have impacted the data produced in both the surveys. Thirdly, there will be a discussion of limitations to this research. Finally, this paper will discuss suggestions for the Student Affairs Division and for future research on this topic.

REVIEW OF THE RESEARCH QUESTIONS

Several salient propositions form the foundation of this study. The data collected in the both surveys was used to assess the current collective perceptions held within the organization. The intent of this research is to use the self-assessment tool to enhance communication and to generate program topics for the organization. A primary goal of this research was to shift the current organizational perceptions of communication, organizational culture and identity to a more collective and positive reflection about the organization. This would then be used as a catalyst in establishing better communication and alignment with the organization's identity and values.

Within the framework of this goal, the following is a review of the research questions that were stated at the beginning of this thesis paper:

RQ 1: How effectively can organizational self-assessment is utilized in assisting with the development of a common set of values and identity among individuals within the organization?

Findings: The effectiveness of this survey in assessing the development of a common set of values and identity among individuals within the organization can be seen in the data sets. There was a small but positive shift in many of the items used in the survey tool. This indicated that there was a shift towards a higher level of satisfaction within the organization.

RQ2: In using the information gained by the organizational self-assessment, can the use of a sub-group within the larger organization be an effective tool in breaking down silos and correcting the dysfunctional symptoms that exist within the larger organization?

Findings: The data suggests that there is something motivating a positive shift in the satisfaction levels of the respondents who took the survey. However, it is unclear whether it is from the efforts that the Student Affairs Professional Development Committee has implemented. It is safe to assume that their efforts have made an impact in those members of the organization who have attended the brownbag luncheons and from the divisional newsletter the committee assisted in creating. However, it is premature to state that this positive change directly correlates with the efforts made by the committee. More review in this area needs to be done to truly ascertain the effectiveness of this sub-group.

RQ3: Can an organization develop a more holistic understanding of why it exists through the use of self-assessment evaluation and programming efforts?

Findings: This survey pointed out that the majority of the respondent's do not feel that the organization has a true sense of purpose within the larger institution. It is evident that more attention needs to be paid to how the employees within the Division perceive its function in relation to the rest of the University. There is insufficient data, at this point in time, that supports whether the use of a self-assessment evaluation and the subsequent programming efforts will develop a holistic understanding as to why the organization exists.

RQ4: Can the self-assessment of an organization improve the communication efforts within the organization?

Findings: The answer to this question is inconclusive. It is important to observe how the mid-level to upper management of the Student Affairs Division uses the information from this study. If the information is used in a visible way that enhances the communication strategies of the Division, then it will have the potential to positively impact the satisfaction levels of the organization. However, if this information is ignored, it will produce a negative impact on the communication satisfaction levels of the organization.

RQ5: How effective is organizational self-assessment in impacting the cultural and climate change of an organization?

Findings: This study produced evidence of a small shift in a positive direction within the organization. Through the efforts of the Student Affairs Professional Development Committee, the launching of the Student Affairs Division's Newsletter and the planning of a division-wide retreat, a change towards a higher level of satisfaction has been recorded in the data. The changes are small, but it is much like the analogy of how an ocean liner moves. When an ocean liner attempts to make a change in its direction, it requires a lot of space and time to complete its course correction. An organization the size of the Student Affairs Division is much the same. The work groups that make up the larger organization are constantly trying to change the direction of the organization. It takes time, energy and commitment to make this positive change occur.

IMPLICATIONS

One of the implications from this research is that it highlights the Student Affairs Division's need to create a clearer identity for its employees. The organization could do this through better alignment of its goals with the newly announced strategic plan, values and mission of the University, which was launched in April of 2012. Through the use of work-group committees, the Student Affairs Division should review its own mission statement, value statement, and goals/priorities to realign the existing statement to that of the University's new strategic plan. From there, the mid-level and upper management need to communicate this new vision to the rest of the staff members of the Division.

This communication should occur though using the various suggestions that the feedback in this survey provided. The feedback represented various options and communication techniques that the respondents felt would be methods that would best fit with their communication satisfaction needs.

Environmental and Organizational Impact on the Student Affairs Division

The findings from the fall 2011 survey do not initially show a positive reflection on the satisfaction levels of employees within the Student Affairs Division. There is clear frustration and dissatisfaction among the respondents regarding to how they feel about their satisfaction levels within the organization in a number of categories. Many issues could be impacting the responses provided. Some of these factors may be influenced by the organizational change and environmental factors that the Division has undergone in the last ten to fifteen years.

The University as a whole has not had consistent leadership. Since the time that I joined the organization in 2001, there have been two different presidents for the institution. There have been four different Vice Presidents of Student Affairs. The Dean of Students position has also changed frequently within the organization over the last ten years. During this period, the Student Life Unit has had three different Dean of Students and two Interim Deans of Students.

The Enrollment Services side of the organization has not been without its change as well. The Associate Vice President for Enrollment Services position has had three different individuals occupy that role during the above mentioned timeframe.

The Student Affairs Division's organizational structure has been continuously shifting over the last ten to fifteen years. Ten-plus years ago, Student Life Unit only consisted of the Dean of Students office, Student Activities and Disability Support Services. Over the years Student Life has added Residential Life, Counseling and Psychological Services, Health Wellness and Prevention Services, Student Life Accounting, Office of Student Rights and Responsibilities, and the Associate Dean of Students office. Enrollment Services also saw the addition of the New Student and Transition Office and the Pride Center.

As of today, there has been yet more organizational change within the Division. The Housing and Residential Life offices have merged into one unit and are now lead by a Chief Housing Officer. This senior management person now reports directly to the Vice President of Student Affairs. It should be noted that the senior management team has also transformed. Formerly the team structure only consisted of the Vice President for Student Affairs, the Assistant Vice President of Enrollment Services and the Assistant Vice President of Student Life/Dean of Students. The current team structure still includes these positions, but has also added the following positions to the leadership team: the Chief Housing Officer, the Director of Veteran Services, and the Director of Career Services.

Additional changes have occurred to the organizational structure of the Division. General Academic Advising moved from Enrollment Services to Academic Affairs. The Director for Career Services, who formerly reported to the Dean of Students, now reports directly to the Vice President of Student Affairs. And finally, although still a program under the Student Life Unit, Health, Wellness and Prevention Services no longer reports

directly to the Dean of Students. It now reports to the Counseling and Psychological Services Office.

A final change in the organizational structure within the Division is the advising of the ASEWU Student Government. Previously, the Dean of Students advised the student government. Advising and staff supervision have now been placed under the Student Activities, Involvement and Leadership office (formerly known as the Office of Student Activities).

After reviewing this type of constant change within the organization over the last ten-plus years, it is understandable why the data shows that the respondents are tired and frustrated with the lack of stability within their working units. Additionally it is evident that the instability within the organization has also heavily impacted the communication satisfaction and saliency of the group.

Another factor that may be influencing the responses within this study is that the University, as a whole, has gone through many budget reductions, hiring freezes, and travel restrictions which have had a direct impact on the employees of the Student Affairs Division. Since the mid 2000's, the University has undergone two rounds of significant budget cuts, ranging from 10% to 15% of its state operations budget. These cuts have resulted in a number of employees being laid off from the University, the reorganization of the University from six academic colleges to four, and the merging of job functions within existing work groups.

As a result of these cuts, offices and units within the Student Affairs Division have had staff reductions resulting in the reorganization of employee's jobs. In some cases the work that was once performed by two employees has now currently being

absorbed by only one person, or the duties of one position have been absorbed by many individuals within various office units. This type of situation could be an influencing factor in the responses to the survey.

In November of 2011, it was announced that the University might have to undergo another round of budget reductions. It was originally speculated that the University might face up to a 17% reduction of its existing state funded operations budget. This announcement was released during the timeframe that the first survey was administered; thus potentially impacting how the respondents felt at the time they took the survey.

However, with all the change that has impacted the Division for over a decade, there have been some positive things experienced in the last two years. For the first time in a number of years, a new Vice President of Student Affairs entered the organization with a background in the profession of Student Affairs. This person has implemented changes within the organization that will strengthen and help promote better communication for the Division, such as the quarterly newsletter. Another positive change within this timeframe is the merging of the Housing and the Residential Life offices.

A final change that has had a positive impact on the organization is the recent announcement from the Washington State Legislature issued in during Spring Quarter 2012: the State would not be issuing budget cuts to K-12 and higher education. This announcement will allow the Division to keep the employee levels stable, which will assist in any further organizational change that might still need to happen.

Overall, when looking at the larger picture of what this research produced and comparing it to the organizational changes that are occurring within the Division, it is evident that the organization is going through a form of transformational change. The trend in organizational change and structure, along with the positive change in the attitude of its members, represents a shift in the organization. The organization seems to be moving away from a transactional way of functioning to being more transformational in how it operates. The organization as a whole reflects this change by evaluating its former structures and changing them to meet the current needs of the institution as a whole and the individuals in which it serves.

Suggestions for the Future: Programming and Training

One of the areas for which the respondents seemed the most eager was the opportunity to participate in more training and professional development workshops. The survey produced numerous topics for the following areas:

- communication strategies and delivery methods
- work gatherings and non-work or informal activities
- professional development topics

Instead of guessing what to do for staff training, the mid-level to upper management of the Division needs to focus on the responses that the employees provided in survey. These responses contain specific items that the Division employees have expressed a desire and willingness to do. Ignoring the feedback provided in this survey could negatively impact the satisfaction levels of the employees within the organization.

Secondly, the survey demonstrated a clear need for enhanced communication within the organization. There is a need and a desire for not only improved

communication about what is happening within the Division, but also for the type of communication that explains the purpose or shared vision of the organization. The survey highlights that employees want to be a part of the goals and vision of the Division. They want to know and understand how these topics impact their relationship to the organization. The respondents offered many opinions as to what method and type of communication would be of use to them. The idea of quarterly newsletters and meetings to discuss the current and future status of the Division would be an added benefit to the employees.

A final suggestion gathered from the survey is to provide more social engagement opportunities for the members of the Division. The survey demonstrated that the employees have a desire for more active engagement with each other. The respondents want more social gatherings, both informally and formally, to engage with their colleagues. These gatherings could range from picnics, brownbag luncheons, and Student Affairs nights at some of the local sports venues.

LIMITATIONS

There were several limitations encountered during this research process. The first limitation was the fact that I am a member of the group being assessed. When a researcher approaches their research topic, it is considered best practice to try and eliminate the potential for bias in the research. This was a challenge for this project. When reviewing the data, I did have an emotional reaction to what was produced. I had to take a look at my own management style and ask how much of my own style was contributing to others not being satisfied with their work environment or the other

communication practices occurring within the Division. Although I do not see my own self-assessment as a negative, it was hard to try to separate what I was seeing in the data and not have a negative reaction to it.

The second limitation was the lack of access to demographic data. Being a member of the subject group in this study made it difficult to secure demographic data for several reasons. One reason was that it would have made it easier to identify respondents with their responses. To ensure those individuals who participated in the survey could not be identified, demographic information taken from the survey could not be cross-referenced to other data sets the survey produced. Had I been able to cross reference the data, the results may have enhanced the research by targeting specific groups who may have had higher or lower satisfaction level in the various surveyed items. This data could have informed the management team of the various areas of certain strengths and weakness the specific work groups are experiencing.

Without the demographic data, this project was left to make generalizations for the entire Student Affairs group. The only demographic data that was collected was in the spring 2012 survey. The data that was collected was the percentage of males vs. females who took the survey, the average of years in the profession and the number of respondents who took the survey from each of the four units within the Student Affairs Division. This information is useful, but it has limited use in this study.

A final limitation to this survey has to do with the use of the online survey instrument, surveymonkey.com. This web-based program was used to administer the survey to the Student Affairs Division. The program provided some challenges when gathering the data for this thesis. The mean of the means produced from this program

does not provide as meaningful analysis as a true factor means would have provided.

This part of the data analysis was limited because of the limitations of the Survey

Monkey instrument.

CLOSING THOUGHTS

The survey provides a snapshot of the satisfaction levels of the employees within the Student Affairs Division at Eastern Washington University. It demonstrates that the self-assessment of the organization is a good way to determine the satisfaction levels of its employees, and this will assist in pointing out areas of strength and weakness within the organization. For this assessment method to remain effective, however, there needs to be a continual effort made to “take the temperature” of the organization. This needs to be done on a consistent basis to inform the Division for its future planning. It is with this closing thought that I make a recommendation to re-administer the survey in nine months is made. Afterward the survey should be administered on a yearly basis. This should be done to inform the organization about the employee’s satisfaction level and connection to the Student Affairs Division, thus promoting the continual improvement and health of the organization.

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APPENDIX A

SURVEY TOOL

Please fill out the survey questions listed below. **Please do not put your name on the survey.** The purpose of this survey is to assess the current understanding, levels of communication, feeling of connection and identity of those who work within the Student Affairs Division. The survey will be given to each Student Affairs professional employee to fill out during Fall Quarter 2011. The survey will be given again in May 2012. The goal of this survey is three fold:

Goal One: To gather your response about communication and work climate/identity issues in the Student Affairs Division.

Goal Two: To establish a baseline for responses to these questions.

Goal Three: To gather information for planning future events/meetings/retreats and professional development opportunities for the Student Affairs Division.

A summary report will be available to review once the data has been compiled. The information will only be reported as aggregate data and in the form of themes that developed after the review of the data has been completed. The information provided in this survey will be kept confidential and no individual answer will be released.

Your responses will not be identified with you personally. The data set produced in this survey will not be used to link you to the office or unit in which you currently work in. You may opt out of this survey.

Please select which option applies to you for each question.

1. Please select one: Male Female

2. How long have you worked for the Division of Student Affairs?

0-5 years 5-10 years 10-15 years 15-20 years Over 20 years

3. Which one of the four areas of the Division of Student Affairs do you currently work in?

Enrollment Services, Career Services, Student Life, Housing and Residential Life

Communication Satisfaction Questionnaire, by Cal W. Downs and Michael D. Hazen.

1. How satisfied are you with your job? (Circle one)

- | | |
|--------------------------|-----------------------|
| 1. Very satisfied | 5. Somewhat satisfied |
| 2. Dissatisfied | 6. Satisfied |
| 3. Somewhat dissatisfied | 7. Very satisfied |
| 4. Indifferent | |

2. In the past 6 months, what has happened to your level of satisfaction? (check one)

1. Stayed the same
2. Gone up
3. Gone down

3. If the communication associated with your job could be changed in any way to make you more satisfied, please indicate how. _____

A. Listed below are several kinds of information often associated with a person's job. Please indicate how satisfied you are with the amount and/or quality of each kind of information by circling the appropriate number at the right.

1 = Very dissatisfied	2 = Dissatisfied	3 = Somewhat
dissatisfied		
4 = Indifferent	5 = Somewhat dissatisfied	6 = Satisfied
7 = Very satisfied		

- | | |
|--|---------------|
| 4. Information about my progress in my job | 1 2 3 4 5 6 7 |
| 5. Personal news | 1 2 3 4 5 6 7 |
| 6. Information about University policies and goals | 1 2 3 4 5 6 7 |
| 7. Information about how my job compares to others | 1 2 3 4 5 6 7 |
| 8. Information about how I am being evaluated | 1 2 3 4 5 6 7 |
| 9. Recognition of my efforts | 1 2 3 4 5 6 7 |
| 10. Information about departmental policies and goals. | 1 2 3 4 5 6 7 |
| 11. Information about the requirements of my job. | 1 2 3 4 5 6 7 |
| 12. Information about government regulatory action affecting the Student Affairs Division. | 1 2 3 4 5 6 7 |
| 13. Information about changes in Student Affairs Division | 1 2 3 4 5 6 7 |
| 14. Reports on how problems in my job are being handled. | 1 2 3 4 5 6 7 |
| 15. Information about employee benefits and salaries. | 1 2 3 4 5 6 7 |
| 16. Information about the Student Affairs' budgetary standing. | 1 2 3 4 5 6 7 |
| 17. Information about achievements and /or failures of the Student Affairs Division. | 1 2 3 4 5 6 7 |

B. Please indicate how satisfied you are with the following by circling the appropriate number at the right.

- | | |
|---|---------------|
| 18. Extent to which my managers/supervisors understand the problems facing my staff. | 1 2 3 4 5 6 7 |
| 19. Extent to which the Student Affairs Division communication motivates me to meet its goals. | 1 2 3 4 5 6 7 |
| 20. Extent to which my supervisor listens and pays attention to me. | 1 2 3 4 5 6 7 |
| 21. Extent to which the people in the Student Affairs Division have great ability as communicators. | 1 2 3 4 5 6 7 |
| 22. Extent to which my supervisor offers guidance for solving job related problems. | 1 2 3 4 5 6 7 |
| 23. Extent to which communication in the Student Affairs Division makes me identify with it or feel a vital part of it. | 1 2 3 4 5 6 7 |
| 24. Extent to which the Student Affairs Division communications are interesting and helpful. | 1 2 3 4 5 6 7 |
| 25. Extent to which my supervisor trusts me. | 1 2 3 4 5 6 7 |
| 26. Extent to which I receive in time the information needed to do my job. | 1 2 3 4 5 6 7 |
| 27. Extent to which conflicts are handled appropriately through proper communication channels. | 1 2 3 4 5 6 7 |
| 28. Extent to which the grapevine is active in the Student Affairs Division. | 1 2 3 4 5 6 7 |
| 29. Extent to which my supervisor is open to ideas. | 1 2 3 4 5 6 7 |
| 30. Extent to which communication with other employees at my level is accurate and free-flowing. | 1 2 3 4 5 6 7 |
| 31. Extent to which communication practices are adaptable to emergencies. | 1 2 3 4 5 6 7 |
| 32. Extent to which my work group is compatible. | 1 2 3 4 5 6 7 |
| 33. Extent to which our meetings are well organized. | 1 2 3 4 5 6 7 |
| 34. Extent to which the amount of supervision given to me is about right. | 1 2 3 4 5 6 7 |

35. Extent to which written directives and reports are clear and concise. 1 2 3 4 5 6 7
36. Extent to which the attitudes toward communication in the Student Affairs Division are basically health. 1 2 3 4 5 6 7
37. Extent to which informal communication is active and accurate. 1 2 3 4 5 6 7
38. Extent to which the amount of communication in the Student Affairs Division is about right. 1 2 3 4 5 6 7

C. Please indicate your estimates about your productivity.

39. How would one rate your productivity in your job?

- | | |
|-----------------------------|------------------------------|
| 1. Very low | 5. Slightly higher than most |
| 2. Low | 6. High |
| 3. Slightly lower than most | 7. Very high |
| 4. Average | |

40. In the last 6 months, what has happened to your productivity?

1. Stayed the same
2. Gone up
3. Gone down

41. if the communication associated with your job could be changed in any way to make you more productive, please tell how. _____

D. Indicate your satisfaction with the following only if you are responsible for staff as a manager or supervisor.

42. Extent to which my staff are responsive to downward-directive communication. 1 2 3 4 5 6 7
43. Extent to which my staff anticipate my needs for information. 1 2 3 4 5 6 7
44. Extent to which I can avoid having communication overload. 1 2 3 4 5 6 7
45. Extent to which my staff feel responsible for initiating accurate upward communication. 1 2 3 4 5 6 7

E. Rating Scale: On a scale of 1-5, please answer the following questions. Circle the number that best fits your answer to the question. Survey questions by Stacey Reece

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

46. I have a clear understanding about what the vision of Student Affairs Division is. 1 2 3 4 5

47. I have a clear understanding how my role connects to the overall vision of Student Affairs Division. 1 2 3 4 5
48. I feel there is a lack of communication between the offices within the Student Affairs Division. 1 2 3 4 5
49. I feel there are many silos within the Student Affairs Division. 1 2 3 4 5
50. I feel that there is ample collaboration between the offices within the Student Affairs Division. 1 2 3 4 5
51. I feel a sense of connection to my Student Affairs co-workers, who are outside of my immediate office. 1 2 3 4 5
52. I feel people understand what the purpose of my office is. 1 2 3 4 5
53. I feel a sense of connection to my office. 1 2 3 4 5
54. I feel that the various offices within Student Affairs Division lack an identity with the rest of the campus. 1 2 3 4 5
55. I feel the Student Affairs Division has a good sense of "Who we are". 1 2 3 4 5
56. I can see how I am connected to other individuals within the Student Affairs Division. 1 2 3 4 5
57. I feel that I gather a better understanding about Student Affairs through the meetings and events we do. 1 2 3 4 5
58. I feel that the programs, meetings and trainings provided by Student Affairs have meaning to me personally. 1 2 3 4 5
59. I feel that the programs, meeting and trainings provided by Student Affairs have meaning to me as a professional. 1 2 3 4 5
60. I enjoy participating in professional development opportunities with my co-workers. 1 2 3 4 5
61. I feel that Student Affairs is seen as a valuable unit within the overall Eastern Washington University's mission and vision. 1 2 3 4 5
62. I feel the Student Affairs Division is built on a strong student development theoretical foundation. 1 2 3 4 5

F. Please answer the following questions in a short answer format.

- 63. What is your current perception of the function of the Student Affairs Division?
- 64. How would you describe the identity of the Student Affairs Division?
- 65. How would you describe the current climate within the Student Affairs Division?
- 66. What type of programming and/or professional development opportunities would you like to see provided to you by the Student Affairs Division?
- 67. What factors would make you feel more connected to the Student Affairs Division?
- 68. What incentives and/or recognition practices would you like to see implemented within the Student Affairs Division?
- 69. What are some fun activities you would like to see the Student Affairs Division participate in?

APPENDIX B

September 11, 2011

Dear Student Affairs Members,

I am conducting this survey in hope to provide the Student Affairs Division information regarding the perceptions, identity, communication and connection of the professional staff who work within the organization. It is my hope that though the data and themes collected by this survey, the Student Affairs Professional Development Committee can plan more effectively and purposefully for the organization for the upcoming 2011-2012 academic year. Additionally I am hopeful that the data will provide some insight into the perceptions and concerns of the organization that can be addressed over time.

The propose of this survey is to take an internal look at the Student Affairs Division while keeping in mind that there are external factors within the University that do affect how the organization is able to function. It is with this fact in mind that the focus of your response should remain internal as they pertain to the Student Affairs Division.

Participation in this survey is optional. Your responses will not be identified with you personally, nor will anyone be able to determine which office you work for. You do not have to answer any question that you do not want to. Nothing you say on the questionnaire will in any way influence your present or future employment with the University. The information gathered will be reported in aggregate form or by themes that emerge from the responses to the survey. A summary report will be available to review once the data has been completed and analyzed.

The survey should take about 20 minutes to complete. You can find the survey at the following web address (LIST SURVEY MONKEY HERE). **Please complete the survey prior to the October 15, 2011.**

If you have any questions regarding this survey, please feel free to contact me at 509-359-6889 or by my cell phone at 509-720-3907. You may also email me at sreece@ewu.edu or slreece36@gmail.com.

Thank you for your time and consideration on this project.

Sincerely,

Stacey L. Reece

April 30, 2012

Dear Student Affairs Members,

I am conducting this survey in hope to provide the Student Affairs Division information regarding the perceptions, identity, communication and connection of the professional staff who work within the organization. It is my hope that though the data and themes collected by this survey, the Student Affairs Professional Development Committee can plan more effectively and purposefully for the organization for the upcoming 2011-2012 academic year. Additionally I am hopeful that the data will provide some insight into the perceptions and concerns of the organization that can be addressed over time.

The propose of this survey is to take an internal look at the Student Affairs Division while keeping in mind that there are external factors within the University that do affect how the organization is able to function. It is with this fact in mind that the focus of your response should remain internal as they pertain to the Student Affairs Division.

Participation in this survey is optional. Your responses will not be identified with you personally. The data sets produced in this survey will not be used to link you to the office or unit in which you currently work in. You do not have to answer any question that you do not want to. Nothing you say on the questionnaire will in any way influence your present or future employment with the University. The information gathered will be reported in aggregate form or by themes that emerge from the responses to the survey. A summary report will be available to review once the data has been completed and analyzed.

The survey should take about 20 minutes to complete. You can find the survey at the following web address (LIST SURVEY MONKEY HERE). **Please complete the survey prior to the May 16, 2012**

If you have any questions regarding this survey, please feel free to contact me at 509-359-6889 or by my cell phone at 509-720-3907. You may also email me at sreece@ewu.edu or slreece36@gmail.com.

Thank you for your time and consideration on this project.

Sincerely,

Stacey L. Reece

ITEMS AND FACTOR MEAN TABLES

Table: 4.1
Communication Climate: Item and Factor Means

Fall 2011 Survey	19	21	23	26	27	Factor Mean
Mean	3.85	4	3.96	4.45	4.4	4.132
Std Dev	1.598	1.609	1.671	1.76	1.672	

Spring 2012 Survey	22	24	26	29	30	Factor Mean
Mean	4.1	3.64	3.69	4.9	4.51	4.168
Std Dev	1.619	1.592	1.597	1.683	1.699	

Table: 4.2
Media Quality: Item and Factor Means

Fall 2011 Survey	25	33	35	36	38	Factor Mean
Mean	5.72	4.96	4.85	4.23	3.98	4.748
Std Dev	1.522	1.427	1.5	1.567	1.525	

Spring 2012 Survey	28	36	38	39	41	Factor Mean
Mean	5.95	4.95	5.05	4.28	4	4.846
Std Dev	1.191	1.45	1.297	1.427	1.395	

Table: 4.3
Organization Integration: Item and Factor Means

Fall 2011 Survey	4	5	10	11	15	Factor Mean
Mean	4.88	4.84	4.73	4.82	4.42	4.738
Std Dev	1.593	1.189	1.578	1.713	1.546	

Spring 2012 Survey	7	8	13	14	18	Factor Mean
Mean	5.08	5	4.72	5.15	4.83	4.956
Std Dev	1.366	1.17	1.552	1.369	1.551	

Table: 4.4
Organization Perspective: Item and Factor Means

Fall 2011 Survey	6	12	13	16	17	Factor Mean
Mean	4.61	3.86	3.8	3.86	3.96	4.018
Std Dev	1.278	1.407	1.52	1.608	1.426	

Spring 2012 Survey	9	15	16	19	20	Factor Mean
Mean	4.6	4.18	3.6	3.88	4.03	4.058
Std Dev	1.336	1.318	1.614	1.636	1.423	

Table: 4.5

Horizontal and Informal Communication: Item and Factor Means

Fall 2011 Survey	28	30	31	32	37	Factor Mean
Mean	4.06	4.53	4.65	5	4.36	4.52
Std Dev	1.19	1.877	1.545	1.664	1.52	

Spring 2012 Survey	31	33	34	35	40	Factor Mean
Mean	4.05	4.74	4.62	5.13	4.54	4.616
Std Dev	1.075	1.639	1.462	1.809	1.393	

Table: 4.6

Personal Feedback: Item and Factor Means

Fall 2011 Survey	7	8	9	14	18	Factor Mean
Mean	4.07	4.39	4.14	4.09	4.59	4.256
Std Dev	1.524	1.78	1.913	1.651	1.938	

Spring 2012 Survey	10	11	12	17	21	Factor Mean
Mean	4.26	4.55	4.43	4.47	4.76	4.494
Std Dev	1.571	1.648	1.92	1.485	1.651	

Table: 4.7

Subordinate Communication: Item and Factor Means

Fall 2011 Survey	42	43	44	45	Missing Question	Factor Mean
Mean	4.61	4.84	4.76	4.72		4.7325
Std Dev	1.453	1.393	1.327	1.437		

Spring 2012 Survey	45	46	47	48	Missing Question	Factor Mean
Mean	4.81	4.81	4.86	5.1		4.895
Std Dev	1.078	1.209	1.493	1.136		

Table: 4.8

Supervisor Communication: Item and Factor Means

Fall 2011 Survey	20	22	24	29	34	Factor Mean
Mean	5.24	5.07	4.11	5.37	5.49	5.056
Std Dev	1.873	1.736	1.489	1.663	1.601	

Spring 2012 Survey	23	25	27	32	37	Factor Mean
Mean	5.54	5.44	3.85	5.82	5.74	5.278
Std Dev	1.374	1.095	1.531	1.355	1.39	

Table: 4.9

Overall Satisfaction and Production Levels: Item and Factor Means

Fall 2011 Survey	Sat 1	Prod 39
Mean	4.91	5.61
Std Dev	1.73	1.265

Spring 2012 Survey	Sat 4	Prod 42
Mean	5.27	5.53
Std Dev	1.397	1.202

Table: 4.10

6 Month Satisfaction and Production Levels: Item and Factor Means

Fall 2011 Survey	Sat 6month 2	Prod 6month 40
Mean	1.95	1.72
Std Dev	0.915	0.69

Spring 2012 Survey	Sat 6month 5	Prod 6month 43
Mean	1.58	1.56
Std Dev	0.823	0.641

FREQUENCY TABLES

Table 4.1 – Communication Climate
Fall 2011 Survey: Item 19

Response	Frequency	Percent
1	5	8.8
2	6	10.5
3	11	19.3
4	12	21.1
5	9	15.8
6	9	15.8
7	1	1.8
Total	53	93
Missing	4	7
N	57	100

Spring 2012 Survey: Item 22

Response	Frequency	Percent
1	4	9.3
2	1	2.3
3	8	18.6
4	11	25.6
5	6	14
6	7	16.3
7	2	4.7
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.1 – Communication Climate
Fall 2011 Survey: Item 21

Response	Frequency	Percent
1	1	1.8
2	14	24.6
3	5	8.8
4	8	14
5	13	22.8
6	10	17.5
7	1	1.8
Total	52	91.2
Missing	5	8.8
N	57	100

Spring 2012 Survey: Item 24

Response	Frequency	Percent
1	2	4.7
2	10	23.3
3	8	18.6
4	6	14
5	7	16.3
6	5	11.6
7	1	2.3
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.1 – Communication Climate
Fall 2011 Survey: Item 23

Response	Frequency	Percent
1	3	5.3
2	11	19.3
3	9	15.8
4	8	14
5	8	14
6	15	26.3
7	0	0
Total	54	94.7
Missing	3	5.3
N	57	100

Spring 2012 Survey: Item 26

Response	Frequency	Percent
1	3	7
2	7	16.3
3	10	23.3
4	4	9.3
5	10	23.3
6	4	9.3
7	1	2.3
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.1 – Communication Climate
Fall 2011 Survey: Item 26

Response	Frequency	Percent
1	3	5.3
2	8	14
3	5	8.8
4	5	8.8
5	15	26.3
6	12	21.1
7	5	8.8
Total	53	93
Missing	4	7
N	57	100

Spring 2012 Survey: Item 29

Response	Frequency	Percent
1	1	2.3
2	3	7
3	7	16.3
4	2	4.7
5	6	14
6	15	34.9
7	5	11.6
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.1 – Communication Climate
Fall 2011 Survey: Item 27

Response	Frequency	Percent
1	4	7
2	5	8.8
3	5	8.8
4	9	15.8
5	12	21.1
6	15	26.3
7	2	3.5
Total	52	91.2
Missing	5	8.8
N	57	100

Spring 2012 Survey: Item 30

Response	Frequency	Percent
1	3	7
2	2	4.7
3	6	14
4	6	14
5	8	18.6
6	11	25.6
7	3	7
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.2 – Media Quality
Fall 2011 Survey: Item 25

Response	Frequency	Percent
1	1	1.8
2	3	5.3
3	2	3.5
4	2	3.5
5	8	14
6	18	31.6
7	20	35.1
Total	54	94.7
Missing	3	5.3
N	57	100

Spring 2012 Survey: Item 28

Response	Frequency	Percent
1	1	2.3
2	0	0
3	1	2.3
4	0	0
5	7	16.3
6	17	39.5
7	13	30.2
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.2 – Media Quality
Fall 2011 Survey: Item 33

Response	Frequency	Percent
1	0	0
2	4	7
3	7	12.3
4	6	10.5
5	11	19.3
6	22	38.6
7	4	7
Total	54	94.7
Missing	3	5.3
N	57	100

Spring 2012 Survey: Item 36

Response	Frequency	Percent
1	0	0
2	3	7
3	5	11.6
4	5	11.6
5	7	16.3
6	16	37.2
7	3	7
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.2 – Media Quality
Fall 2011 Survey: Item 35

Response	Frequency	Percent
1	1	1.8
2	4	7
3	6	10.5
4	6	10.5
5	13	22.8
6	18	31.6
7	4	7
Total	52	91.2
Missing	5	8.8
N	57	100

Spring 2012 Survey: Item 38

Response	Frequency	Percent
1	0	0
2	1	2.3
3	5	11.6
4	6	14
5	10	23.3
6	13	30.2
7	4	9.3
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.2– Media Quality
Fall 2011 Survey: Item 36

Response	Frequency	Percent
1	1	1.8
2	9	15.8
3	8	14
4	9	15.8
5	10	17.5
6	14	24.6
7	1	1.8
Total	52	91.2
Missing	5	8.8
N	57	100

Spring 2012 Survey: Item 39

Response	Frequency	Percent
1	1	2.3
2	4	9.3
3	3	7
4	14	32.6
5	5	11.6
6	8	18.6
7	1	2.3
Total	36	83.7
Missing	7	16.3
N	43	100

Table 4.2 – Media Quality
Fall 2012 Survey: Item 38

Response	Frequency	Percent
1	2	3.5
2	9	15.8
3	10	17.5
4	10	17.5
5	12	21.1
6	9	15.8
7	1	1.8
Total	53	93
Missing	4	7
N	57	100

Spring 2012 Survey: Item 41

Response	Frequency	Percent
1	1	2.3
2	5	11.6
3	8	18.6
4	12	27.9
5	5	11.6
6	8	18.6
7	0	0
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.3 – Organizational Integration
Fall 2011 Survey: Item 4

Response	Frequency	Percent
1	2	3.5
2	3	5.3
3	8	14
4	7	12.3
5	10	17.5
6	21	36.8
7	6	10.5
Total	57	100
Missing	0	0
N	57	100

Spring 2012 Survey: Item 7

Response	Frequency	Percent
1	1	2.3
2	0	0
3	5	11.6
4	5	11.6
5	12	27.9
6	12	27.9
7	5	11.6
Total	40	93
Missing	3	7
N	43	100

Table 4.3 – Organizational Integration
Fall 2011 Survey: Item 5

Response	Frequency	Percent
1	1	1.8
2	1	1.8
3	1	1.8
4	19	33.3
5	11	19.3
6	16	28.1
7	2	3.5
Total	51	89.5
Missing	6	10.5
N	57	100

Spring 2012 Survey: Item 8

Response	Frequency	Percent
1	0	0
2	1	2.3
3	2	4.7
4	12	27.9
5	7	16.3
6	15	34.9
7	2	4.7
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.3 – Organizational Integration
Fall 2011 Survey: Item 10

Response	Frequency	Percent
1	1	1.8
2	7	12.3
3	5	8.8
4	6	10.5
5	16	28.1
6	16	28.1
7	5	8.8
Total	56	98.2
Missing	1	1.8
N	57	100

Spring 2012 Survey: Item 13

Response	Frequency	Percent
1	2	4.7
2	1	2.3
3	6	14
4	6	14
5	11	25.6
6	10	23.3
7	4	9.3
Total	40	93
Missing	3	7
N	43	100

Table 4.3 – Organizational Integration
Fall 2011 Survey: Item 11

Response	Frequency	Percent
1	3	5.3
2	4	7
3	8	14
4	4	7
5	10	17.5
6	22	38.6
7	6	10.5
Total	57	100
Missing	0	0
N	57	100

Spring 2012 Survey: Item 14

Response	Frequency	Percent
1	1	2.3
2	1	2.3
3	3	7
4	6	14
5	7	16.3
6	19	44.2
7	3	7
Total	40	93
Missing	3	7
N	43	100

Table 4.3 – Organizational Integration
Fall 2011 Survey: Item 15

Response	Frequency	Percent
1	3	5.3
2	4	7
3	9	15.8
4	10	17.5
5	14	24.6
6	15	26.3
7	2	3.5
Total	57	100
Missing	0	0
N	57	100

Spring 2012 Survey: Item 18

Response	Frequency	Percent
1	1	2.3
2	3	7
3	5	11.6
4	5	11.6
5	8	18.6
6	15	34.9
7	3	7
Total	40	93
Missing	3	7
N	43	100

Table 4.4 – Organizational Perspective
Fall 2011 Survey: Item 6

Response	Frequency	Percent
1	0	0
2	5	8.8
3	7	12.3
4	9	15.8
5	21	36.8
6	14	24.6
7	1	1.8
Total	57	100
Missing	0	0
N	57	100

Spring 2012 Survey: Item 9

Response	Frequency	Percent
1	0	0
2	3	7
3	7	16.3
4	6	14
5	12	27.9
6	11	25.6
7	1	2.3
Total	40	93
Missing	3	7
N	43	100

Table 4.4 – Organizational Perspective
Fall 2011 Survey: Item 12

Response	Frequency	Percent
1	2	3.5
2	10	17.5
3	9	15.8
4	17	29.8
5	12	21.1
6	6	10.5
7	1	1.8
Total	57	100
Missing	0	0
N	57	100

Spring 2012 Survey: Item 15

Response	Frequency	Percent
1	0	0
2	5	11.6
3	7	16.3
4	13	30.2
5	6	14
6	9	20.9
7	0	0
Total	40	93
Missing	3	7
N	43	100

Table 4.4 – Organizational Perspective
Fall 2011 Survey: Item 13

Response	Frequency	Percent
1	3	5.3
2	10	17.5
3	11	19.3
4	11	19.3
5	12	21.1
6	7	12.3
7	1	1.8
Total	55	96.5
Missing	2	3.5
N	57	100

Spring 2012 Survey: Item 16

Response	Frequency	Percent
1	4	9.3
2	7	16.3
3	10	23.3
4	6	14
5	6	14
6	7	16.3
7	0	0
Total	40	93
Missing	3	7
N	43	100

Table 4.4 – Organizational Perspective
Fall 2011 Survey: Item 16

Response	Frequency	Percent
1	5	8.8
2	7	12.3
3	14	24.6
4	7	12.3
5	14	24.6
6	9	15.8
7	1	1.8
Total	57	100
Missing	0	0
N	57	100

Spring 2012 Survey: Item 19

Response	Frequency	Percent
1	2	4.7
2	7	16.3
3	11	25.6
4	4	9.3
5	7	16.3
6	8	18.6
7	1	2.3
Total	40	93
Missing	3	7
N	43	100

Table 4.4 – Organizational Perspective
Fall 2011 Survey: Item 17

Response	Frequency	Percent
1	2	3.5
2	8	14
3	12	21.1
4	13	22.8
5	12	21.1
6	10	17.5
7	0	0
Total	57	100
Missing	0	0
N	57	100

Spring 2012 Survey: Item 20

Response	Frequency	Percent
1	1	2.3
2	4	9.3
3	12	27.9
4	7	16.3
5	9	20.9
6	6	14
7	1	2.3
Total	40	93
Missing	3	7
N	43	100

Table 4.5 – Horizontal and Informal Communication

Fall 2011 Survey: Item 28

Response	Frequency	Percent
1	2	3.5
2	3	5.3
3	6	10.5
4	26	45.6
5	7	12.3
6	7	12.3
7	0	0
Total	51	89.5
Missing	6	10.5
N	57	100

Spring 2012 Survey: Item 31

Response	Frequency	Percent
1	1	2.3
2	1	2.3
3	7	16.3
4	21	48.8
5	4	9.3
6	5	11.6
7	0	0
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.5 – Horizontal and Informal Communication

Fall 2011 Survey: Item 30

Response	Frequency	Percent
1	5	8.8
2	4	7
3	9	15.8
4	4	7
5	7	12.3
6	19	33.3
7	5	8.8
Total	53	93
Missing	4	7
N	57	100

Spring 2012 Survey: Item 33

Response	Frequency	Percent
1	1	2.3
2	3	7
3	6	14
4	6	14
5	5	11.6
6	13	30.2
7	4	9.3
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.5 – Horizontal and Informal Communication

Fall 2011 Survey: Item 31

Response	Frequency	Percent
1	4	7
2	1	1.8
3	5	8.8
4	9	15.8
5	16	28.1
6	14	24.6
7	3	5.3
Total	52	91.2
Missing	5	8.8
N	57	100

Spring 2012 Survey: Item 34

Response	Frequency	Percent
1	0	0
2	5	11.6
3	3	7
4	10	23.3
5	7	16.3
6	12	27.9
7	2	4.7
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.5 – Horizontal and Informal Communication

Fall 2011 Survey: Item 32

Response	Frequency	Percent
1	2	3.5
2	2	3.5
3	8	14
4	6	10.5
5	9	15.8
6	16	28.1
7	10	17.5
Total	53	93
Missing	4	7
N	57	100

Spring 2012 Survey: Item 35

Response	Frequency	Percent
1	2	4.7
2	3	7
3	3	7
4	3	7
5	7	16.3
6	11	25.6
7	10	23.3
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.5 – Horizontal and Informal Communication

Fall 2011 Survey: Item 37

Response	Frequency	Percent
1	4	7
2	3	5.3
3	6	10.5
4	10	17.5
5	19	33.3
6	9	15.8
7	2	3.5
Total	53	93
Missing	4	7
N	57	100

Spring 2012 Survey: Item 40

Response	Frequency	Percent
1	1	2.3
2	2	4.7
3	5	11.6
4	11	25.6
5	9	20.9
6	9	20.9
7	2	4.7
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.6 – Personal Feedback
Fall 2011 Survey: Item 7

Response	Frequency	Percent
1	3	5.3
2	8	14
3	7	12.3
4	14	24.6
5	13	22.8
6	10	17.5
7	1	1.8
Total	56	98.2
Missing	1	1.8
N	57	100

Spring 2012 Survey: Item 10

Response	Frequency	Percent
1	1	2.3
2	3	7
3	10	23.3
4	9	20.9
5	4	9.3
6	8	18.6
7	3	7
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.6 – Personal Feedback
Fall 2011 Survey: Item 8

Response	Frequency	Percent
1	5	8.8
2	5	8.8
3	9	15.8
4	7	12.3
5	9	15.8
6	19	33.3
7	3	5.3
Total	57	100
Missing	0	0
N	57	100

Spring 2012 Survey: Item 11

Response	Frequency	Percent
1	1	2.3
2	3	7
3	10	23.3
4	5	11.6
5	4	9.3
6	14	32.6
7	3	7
Total	40	93
Missing	3	7
N	43	100

Table 4.6 – Personal Feedback
Fall 2011 Survey: Item 9

Response	Frequency	Percent
1	9	15.8
2	3	5.3
3	10	17.5
4	5	8.8
5	14	24.6
6	11	19.3
7	5	8.8
Total	57	100
Missing	0	0
N	57	100

Spring 2012 Survey: Item 12

Response	Frequency	Percent
1	3	7
2	4	9.3
3	9	20.9
4	3	7
5	5	11.6
6	10	23.3
7	6	14
Total	40	93
Missing	3	7
N	43	100

Table 4.6 – Personal Feedback
Fall 2011 Survey: Item 14

Response	Frequency	Percent
1	3	5.3
2	8	14
3	8	14
4	14	24.6
5	7	12.3
6	11	19.3
7	3	5.3
Total	54	94.7
Missing	3	5.3
N	57	100

Spring 2012 Survey: Item 17

Response	Frequency	Percent
1	1	2.3
2	2	4.7
3	10	23.3
4	6	14
5	7	16.3
6	13	30.2
7	1	2.3
Total	40	93
Missing	3	7
N	43	100

Table 4.6 – Personal Feedback
Fall 2011 Survey: Item 18

Response	Frequency	Percent
1	3	5.3
2	7	12.3
3	10	17.5
4	3	5.3
5	7	12.3
6	14	24.6
7	10	17.5
Total	54	94.7
Missing	3	5.3
N	57	100

Spring 2012 Survey: Item 21

Response	Frequency	Percent
1	0	0
2	6	14
3	2	4.7
4	7	16.3
5	10	23.3
6	6	14
7	7	16.3
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.7 – Subordinate Communication
Fall 2011 Survey: Item 42

Response	Frequency	Percent
1	0	0
2	3	5.3
3	5	8.8
4	6	10.5
5	5	8.8
6	11	19.3
7	1	1.8
Total	31	54.4
Missing	26	45.6
N	57	100

Spring 2012 Survey: Item 45

Response	Frequency	Percent
1	0	0
2	0	0
3	3	7
4	5	11.6
5	6	14
6	7	16.3
7	0	0
Total	21	48.8
Missing	22	51.2
N	43	100

Table 4.7 – Subordinate Communication
Fall 2011 Survey: Item 43

Response	Frequency	Percent
1	1	1.8
2	1	1.8
3	3	5.3
4	6	10.5
5	7	12.3
6	12	21.1
7	1	1.8
Total	31	54.4
Missing	26	45.6
N	57	100

Spring 2012 Survey: Item 46

Response	Frequency	Percent
1	0	0
2	0	0
3	3	7
4	7	16.3
5	3	7
6	7	16.3
7	1	2.3
Total	21	48.8
Missing	22	51.2
N	43	100

Table 4.7 – Subordinate Communication
Fall 2011 Survey: Item 44

Response	Frequency	Percent
1	1	1.8
2	1	1.8
3	1	1.8
4	9	15.8
5	7	12.3
6	9	15.8
7	1	1.8
Total	29	50.9
Missing	28	49.1
N	57	100

Spring 2012 Survey: Item 47

Response	Frequency	Percent
1	0	0
2	3	7
3	1	2.3
4	2	4.7
5	6	14
6	8	18.6
7	1	2.3
Total	21	48.8
Missing	22	51.2
N	43	100

Table 4.7 – Subordinate Communication
Fall 2011 Survey: Item 45

Response	Frequency	Percent
1	1	1.8
2	2	3.5
3	2	3.5
4	5	8.8
5	9	15.8
6	9	15.8
7	1	1.8
Total	29	50.9
Missing	28	49.1
N	57	100

Spring 2012 Survey: Item 48

Response	Frequency	Percent
1	0	0
2	0	0
3	1	2.3
4	7	16.3
5	4	9.3
6	7	16.3
7	2	4.7
Total	21	48.8
Missing	22	51.2
N	43	100

Table 4.8 – Supervisor Communication
Fall 2011 Survey: Item 20

Response	Frequency	Percent
1	4	7
2	5	8.8
3	1	1.8
4	1	1.8
5	10	17.5
6	19	33.3
7	14	24.6
Total	54	94.7
Missing	3	5.3
N	57	100

Spring 2012 Survey: Item 23

Response	Frequency	Percent
1	1	2.3
2	0	0
3	4	9.3
4	1	2.3
5	7	16.3
6	18	41.9
7	8	18.6
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.8 – Supervisor Communication
Fall 2011 Survey: Item 22

Response	Frequency	Percent
1	1	1.8
2	7	12.3
3	5	8.8
4	1	1.8
5	10	17.5
6	20	35.1
7	10	17.5
Total	54	94.7
Missing	3	5.3
N	57	100

Spring 2012 Survey: Item 25

Response	Frequency	Percent
1	0	0
2	0	0
3	2	4.7
4	7	16.3
5	7	16.3
6	18	41.9
7	5	11.6
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.8 – Supervisor Communication
Fall 2011 Survey: Item 24

Response	Frequency	Percent
1	3	5.3
2	5	8.8
3	9	15.8
4	13	22.8
5	14	24.6
6	7	12.3
7	2	3.5
Total	53	93
Missing	4	7
N	57	100

Spring 2012 Survey: Item 27

Response	Frequency	Percent
1	2	4.7
2	7	16.3
3	8	18.6
4	7	16.3
5	8	18.6
6	7	16.3
7	0	0
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.8 – Supervisor Communication
Fall 2011 Survey: Item 29

Response	Frequency	Percent
1	1	1.8
2	5	8.8
3	4	7
4	1	1.8
5	9	15.8
6	20	35.1
7	14	24.6
Total	54	94.7
Missing	3	5.3
N	57	100

Spring 2012 Survey: Item 32

Response	Frequency	Percent
1	1	2.3
2	0	0
3	2	4.7
4	2	4.7
5	6	14
6	14	32.6
7	14	32.6
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.8 – Supervisor Communication
Fall 2011 Survey: Item 34

Response	Frequency	Percent
1	2	3.5
2	3	5.3
3	2	3.5
4	2	3.5
5	9	15.8
6	21	36.8
7	14	24.6
Total	53	93
Missing	4	7
N	57	100

Spring 2012 Survey: Item 37

Response	Frequency	Percent
1	1	2.3
2	1	2.3
3	2	4.7
4	0	0
5	6	14
6	18	41.9
7	11	25.6
Total	39	90.7
Missing	4	9.3
N	43	100

Table 4.9 – Overall Satisfaction
Fall 2011 Survey: Item 1

Response	Frequency	Percent
1	3	5.3
2	4	7
3	7	12.3
4	2	3.5
5	13	22.8
6	19	33.3
7	8	14
Total	56	98.2
Missing	1	1.8
N	57	100

Spring 2012 Survey: Item 4

Response	Frequency	Percent
1	1	2.3
2	1	2.3
3	3	7
4	3	7
5	13	30.2
6	13	30.2
7	7	16.3
Total	41	95.3
Missing	2	4.7
N	43	100

Table 4.10 – 6 Month Satisfaction
Fall 2011 Survey: Item 2

Response	Frequency	Percent
1	25	41.7
2	10	16.7
3	25	41.7
Total	60	100
Missing	0	0
N	0	100

Spring 2012 Survey: Item 5

Response	Frequency	Percent
1	27	62.8
2	7	16.3
3	9	20.9
Total	43	100
Missing	0	0
N	0	0

Table 4.11 – Overall Productivity
Fall 2011 Survey: Item 39

Response	Frequency	Percent
1	2	3.5
2	0	0
3	0	0
4	6	10.5
5	9	15.8
6	27	47.4
7	10	17.5
Total	54	94.7
Missing	3	5.3
N	57	100

Spring 2012 Survey: Item 42

Response	Frequency	Percent
1	1	2.3
2	0	0
3	0	0
4	6	14
5	7	16.3
6	18	41.9
7	6	14
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.12 – 6 Month Productivity
Fall 2011 Survey: Item 40

Response	Frequency	Percent
1	22	41.5
2	24	45.3
3	7	13.2
Total	53	88.3
Missing	7	11.7
N	60	100

Spring 2012 Survey: Item 43

Response	Frequency	Percent
1	20	46.5
2	16	37.2
3	3	7
Total	39	90.7
Missing	4	9.3
N	43	100

FREQUENCY TABLES FOR IDENTITY AND ORGANIZATIONAL CULTURE QUESTIONS

Table 4.13

Fall 2011 Survey: Item 46

Response	Frequency	Percent
1	1	1.8
2	11	19.3
3	14	24.6
4	18	31.6
5	5	8.8
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 49

Response	Frequency	Percent
1	3	7
2	8	18.6
3	4	9.3
4	21	48.8
5	2	4.7
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.14

Fall 2011 Survey: Item 47

Response	Frequency	Percent
1	2	3.5
2	8	14
3	14	24.6
4	18	31.6
5	7	12.3
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 50

Response	Frequency	Percent
1	4	9.3
2	6	14
3	6	14
4	18	41.9
5	3	7
Total	37	86
Missing	6	14
N	43	100

Table 4.15

Fall 2011 Survey: Item 48

Response	Frequency	Percent
1	1	1.8
2	7	12.3
3	12	21.1
4	13	22.8
5	16	28.1
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 51

Response	Frequency	Percent
1	0	0
2	5	11.6
3	13	30.2
4	10	23.3
5	10	23.3
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.16

Fall 2011 Survey: Item 49

Response	Frequency	Percent
1	1	1.8
2	5	8.8
3	16	28.1
4	17	29.8
5	10	17.5
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 52

Response	Frequency	Percent
1	0	0
2	5	11.6
3	12	27.9
4	13	30.2
5	8	18.6
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.17

Fall 2011 Survey: Item 50

Response	Frequency	Percent
1	6	10.5
2	17	29.8
3	14	24.6
4	9	15.8
5	3	5.3
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 53

Response	Frequency	Percent
1	4	9.3
2	12	27.9
3	11	25.6
4	11	25.6
5	0	0
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.18

Fall 2011 Survey: Item 51

Response	Frequency	Percent
1	10	17.5
2	15	26.3
3	7	12.3
4	17	29.8
5	0	0
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 54

Response	Frequency	Percent
1	8	18.6
2	11	25.6
3	6	14
4	13	30.2
5	0	0
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.19

Fall 2011 Survey: Item 52

Response	Frequency	Percent
1	5	8.8
2	14	24.6
3	9	15.8
4	15	26.3
5	6	10.5
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 55

Response	Frequency	Percent
1	4	9.3
2	9	20.9
3	3	7
4	19	44.2
5	3	7
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.20

Fall 2011 Survey: Item 53

Response	Frequency	Percent
1	4	7
2	2	3.5
3	6	10.5
4	14	24.6
5	23	40.4
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 56

Response	Frequency	Percent
1	2	4.7
2	2	4.7
3	5	11.6
4	11	25.6
5	18	41.9
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.21

Fall 2011 Survey: Item 54

Response	Frequency	Percent
1	1	1.8
2	10	17.5
3	18	31.6
4	16	28.1
5	2	3.5
Total	47	82.5
Missing	10	17.5
N	57	100

Spring 2012 Survey: Item 57

Response	Frequency	Percent
1	0	0
2	7	16.3
3	14	32.6
4	14	32.6
5	2	4.7
Total	37	86
Missing	6	14
N	43	100

Table 4.22

Fall 2011 Survey: Item 55

Response	Frequency	Percent
1	2	3.5
2	18	31.6
3	16	28.1
4	10	17.5
5	2	3.5
Total	48	84.2
Missing	9	15.8
N	57	100

Spring 2012 Survey: Item 58

Response	Frequency	Percent
1	1	2.3
2	16	37.2
3	12	27.9
4	7	16.3
5	0	0
Total	36	83.7
Missing	7	16.3
N	43	100

Table 4.23

Fall 2011 Survey: Item 56

Response	Frequency	Percent
1	3	5.3
2	7	12.3
3	14	24.6
4	22	38.6
5	3	5.3
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 59

Response	Frequency	Percent
1	3	7
2	9	20.9
3	9	20.9
4	17	39.5
5	0	0
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.24

Fall 2011 Survey: Item 57

Response	Frequency	Percent
1	3	5.3
2	9	15.8
3	12	21.1
4	19	33.3
5	3	5.3
Total	46	80.7
Missing	11	19.3
N	57	100

Spring 2012 Survey: Item 60

Response	Frequency	Percent
1	5	11.6
2	5	11.6
3	10	23.3
4	16	37.2
5	2	4.7
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.25

Fall 2011 Survey: Item 58

Response	Frequency	Percent
1	6	10.5
2	7	12.3
3	15	26.3
4	16	28.1
5	2	3.5
Total	46	80.7
Missing	11	19.3
N	57	100

Spring 2012 Survey: Item 61

Response	Frequency	Percent
1	7	16.3
2	4	9.3
3	13	30.2
4	10	23.3
5	3	7
Total	37	86
Missing	6	14
N	43	100

Table 4.26

Fall 2011 Survey: Item 59

Response	Frequency	Percent
1	6	10.5
2	7	12.3
3	13	22.8
4	19	33.3
5	2	3.5
Total	47	82.5
Missing	10	17.5
N	57	100

Spring 2012 Survey: Item 62

Response	Frequency	Percent
1	6	14
2	4	9.3
3	11	25.6
4	14	32.6
5	3	7
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.27

Fall 2011 Survey: Item 60

Response	Frequency	Percent
1	0	0
2	3	5.3
3	11	19.3
4	16	28.1
5	17	29.8
Total	47	82.5
Missing	10	17.5
N	57	100

Spring 2012 Survey: Item 63

Response	Frequency	Percent
1	1	2.3
2	4	9.3
3	7	16.3
4	18	41.9
5	8	18.6
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.28

Fall 2011 Survey: Item 61

Response	Frequency	Percent
1	3	5.3
2	6	10.5
3	11	19.3
4	18	31.6
5	11	19.3
Total	49	86
Missing	8	14
N	57	100

Spring 2012 Survey: Item 64

Response	Frequency	Percent
1	0	0
2	5	11.6
3	9	20.9
4	15	34.9
5	9	20.9
Total	38	88.4
Missing	5	11.6
N	43	100

Table 4.29

Fall 2011 Survey: Item 62

Response	Frequency	Percent
1	1	1.8
2	8	14
3	20	35.1
4	15	26.3
5	3	5.3
Total	47	82.5
Missing	10	17.5
N	57	100

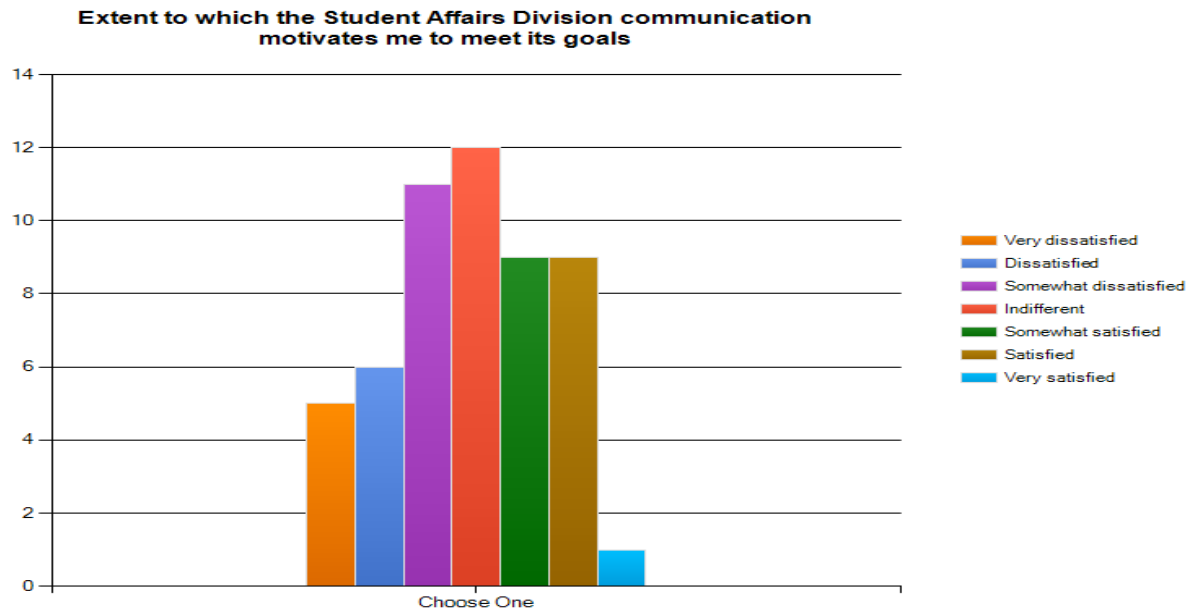
Spring 2012 Survey: Item 65

Response	Frequency	Percent
1	2	4.7
2	6	14
3	16	37.2
4	13	30.2
5	1	2.3
Total	38	88.4
Missing	5	11.6
N	43	100

FREQUENCY TABLES NUMBER OF RESPONDENTS PER ITEM

Figure 4.1 – Communication Climate

Fall 2011 Survey: Item 19



Spring 2012 Survey: Item 22

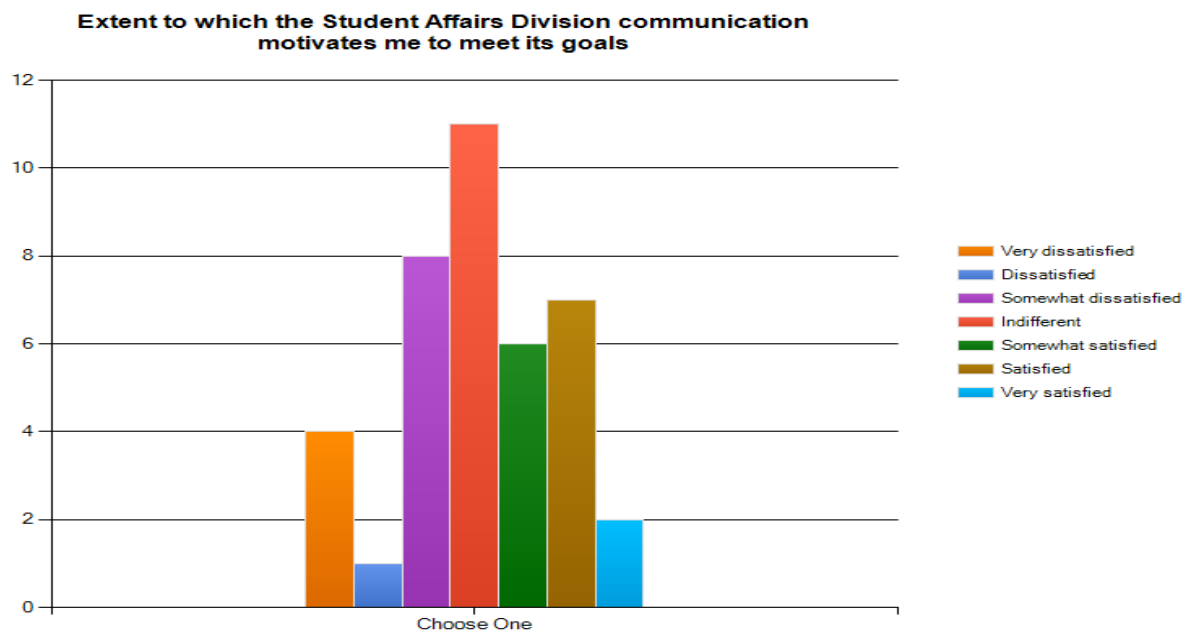
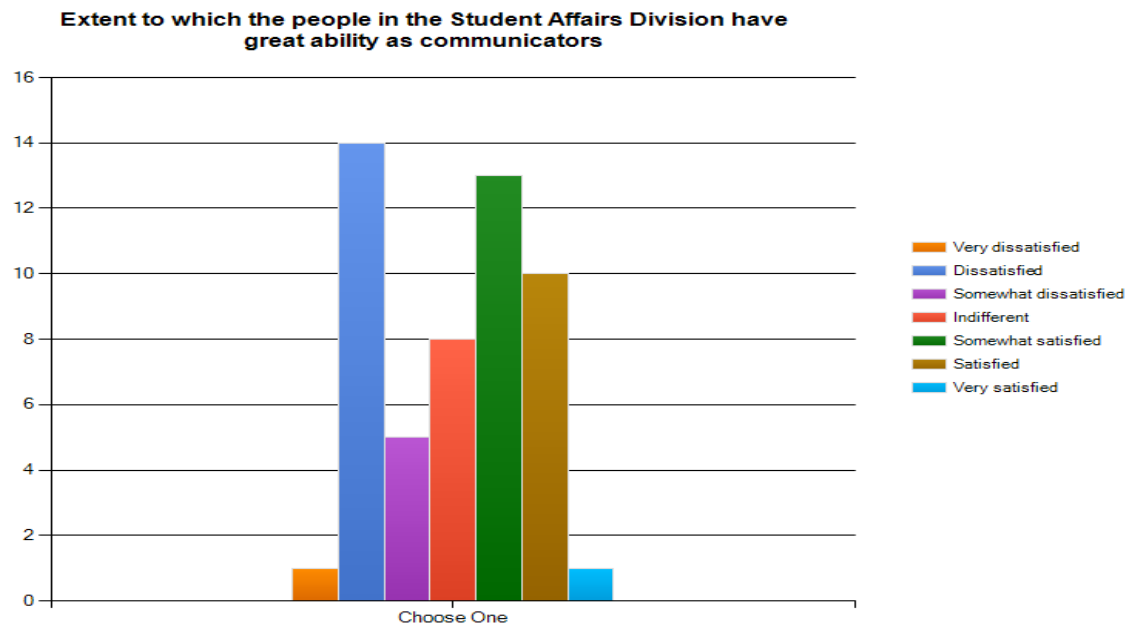


Figure 4.1 – Communication Climate

Fall 2011 Survey: Item 21



Spring 2012 Survey: Item 24

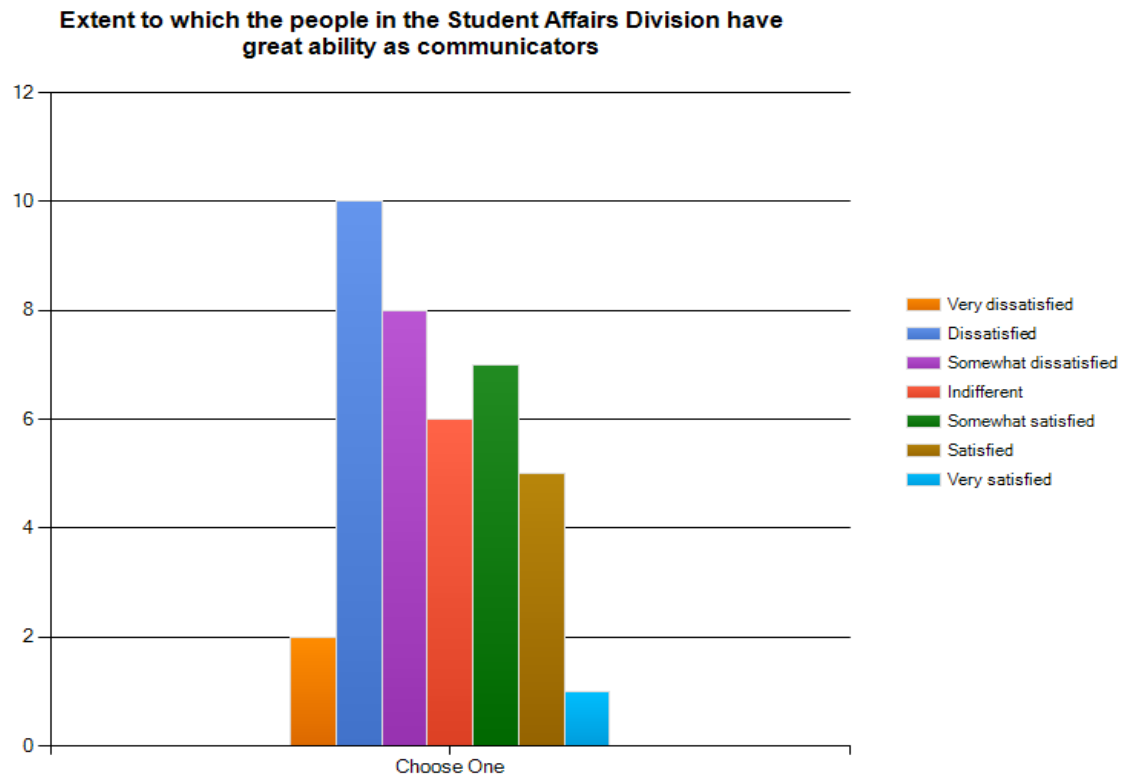
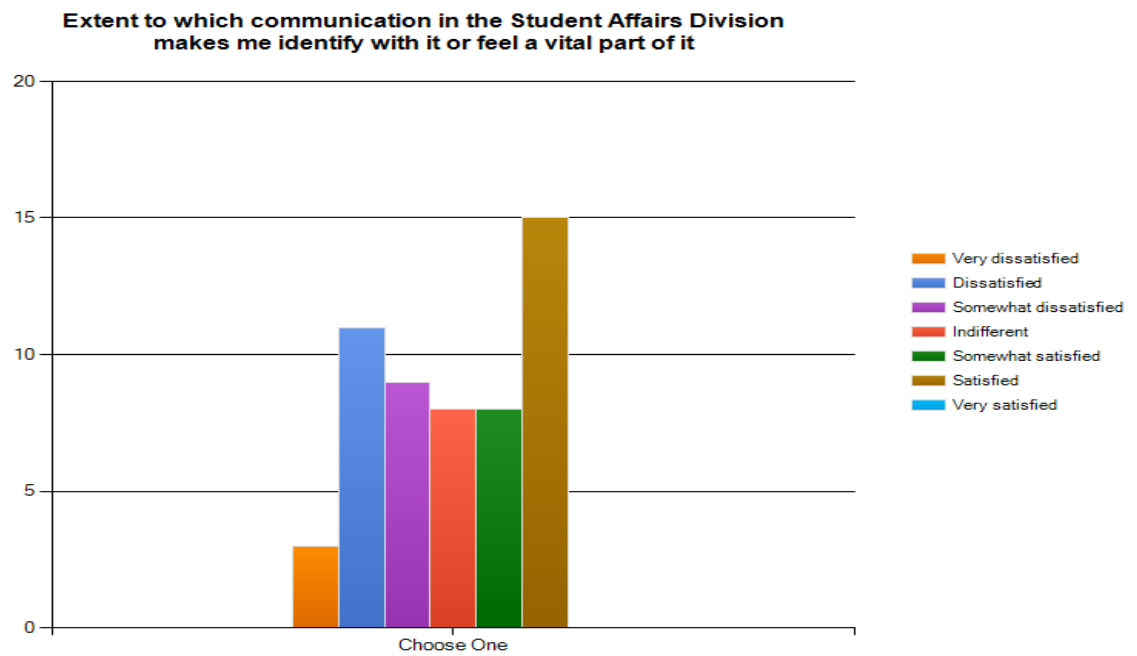


Figure 4.1 – Communication Climate

Fall 2011 Survey: Item 23



Spring 2012 Survey: Item 26

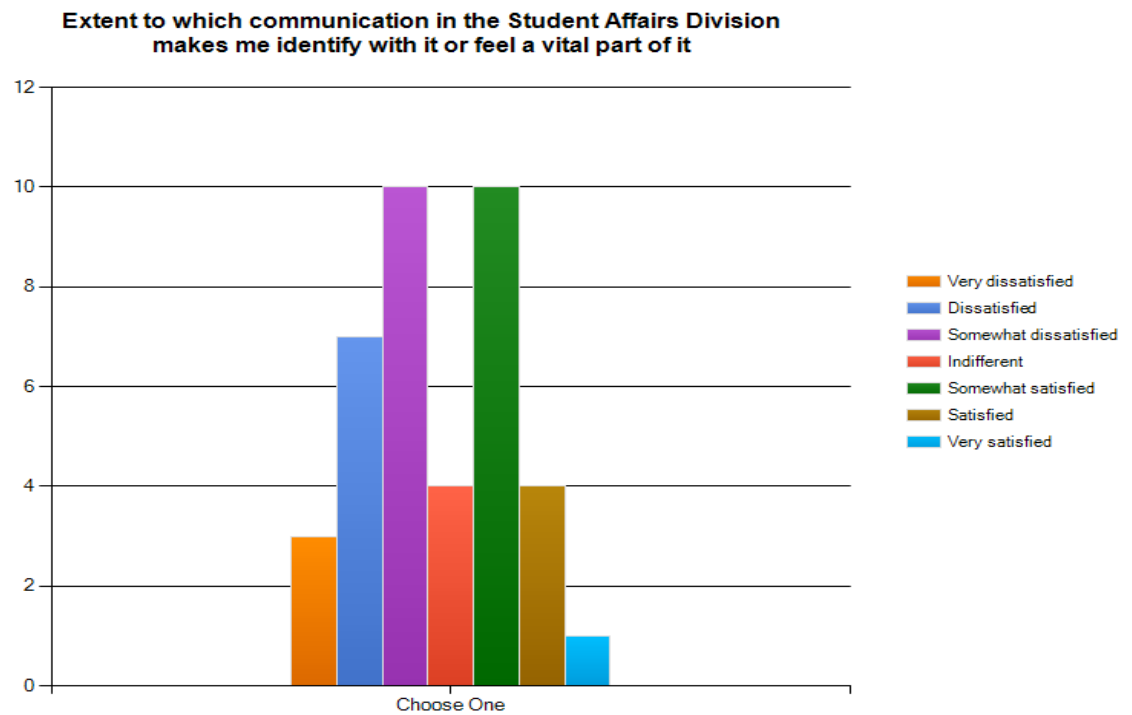
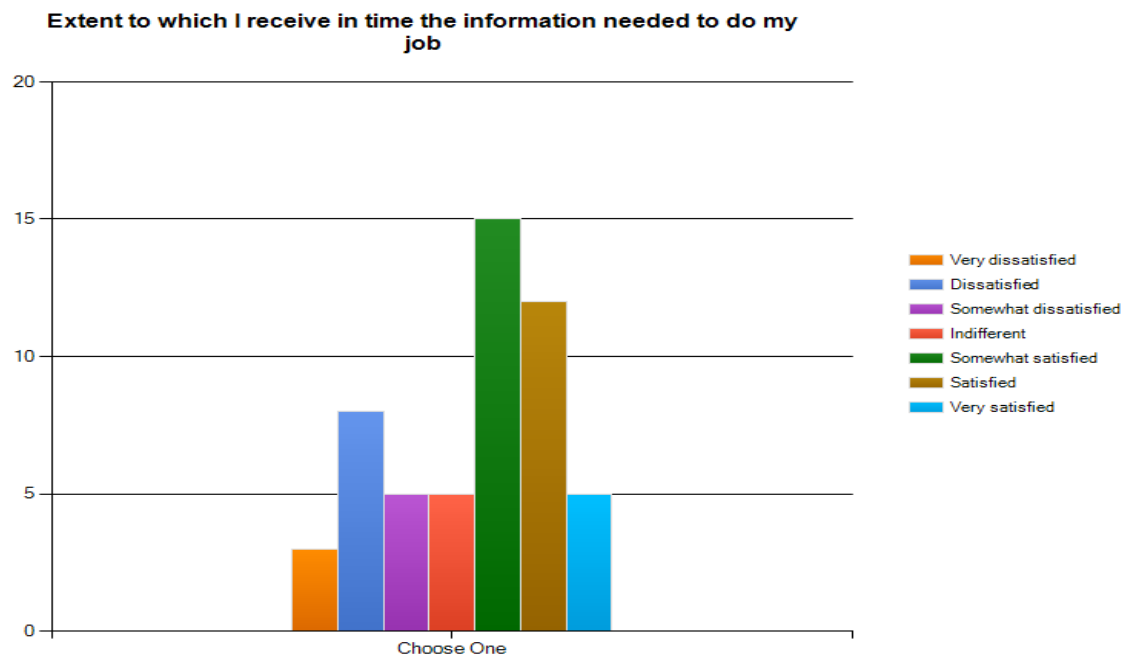


Figure 4.1 – Communication Climate

Fall 2011 Survey: Item 26



Spring 2012 Survey: Item 29

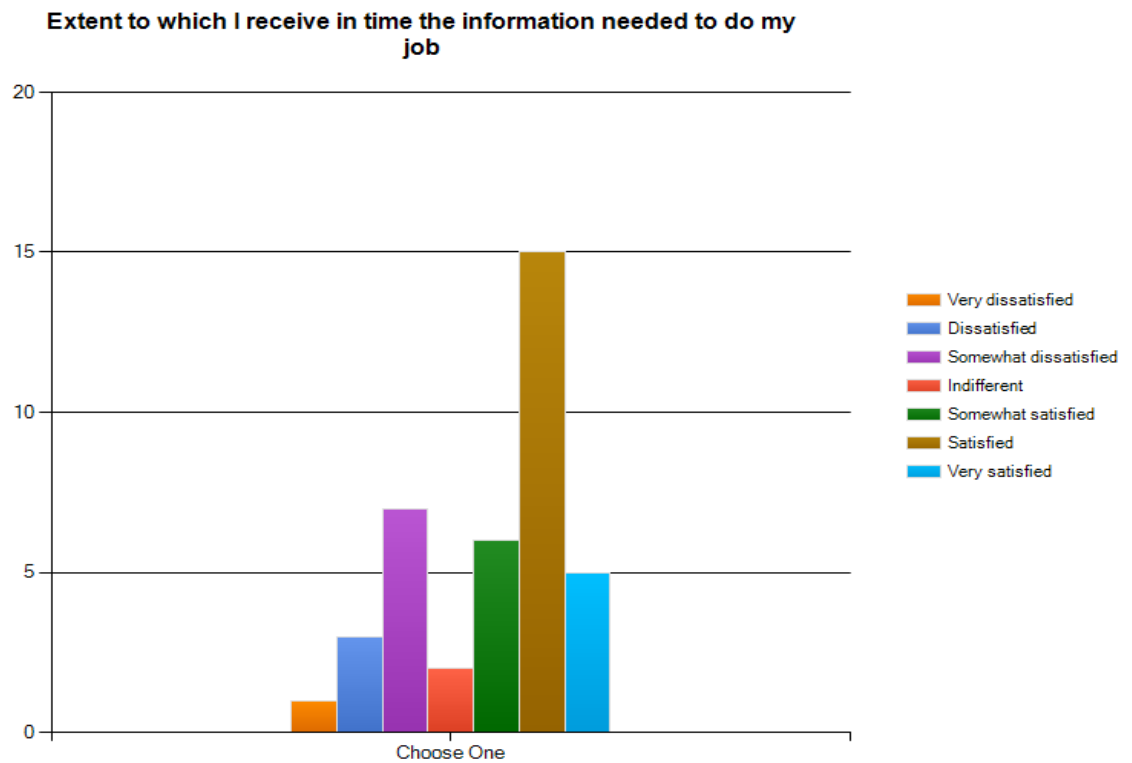
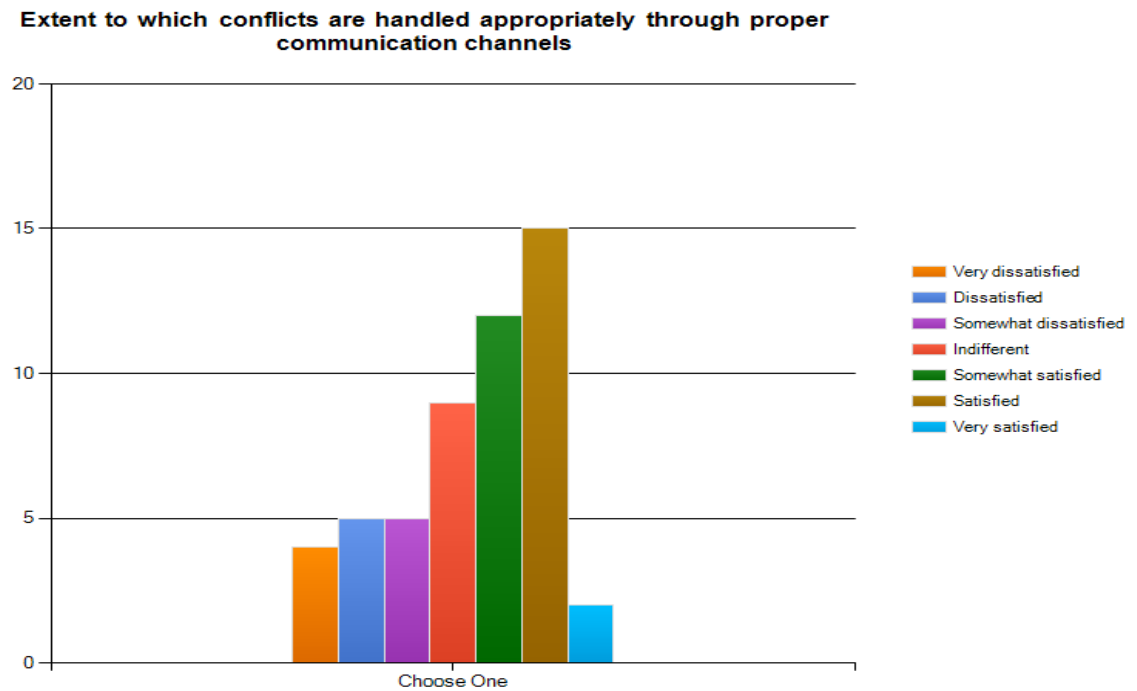


Figure 4.1 – Communication Climate

Fall 2011 Survey: Item 27



Spring 2012 Survey: Item 30

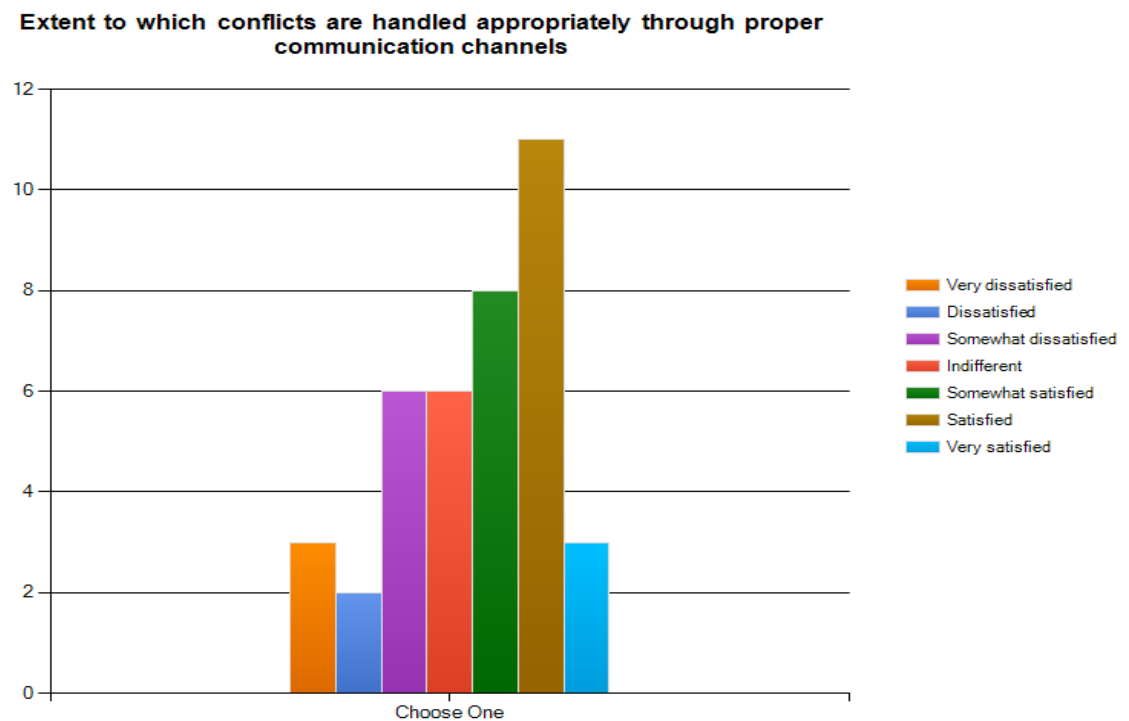
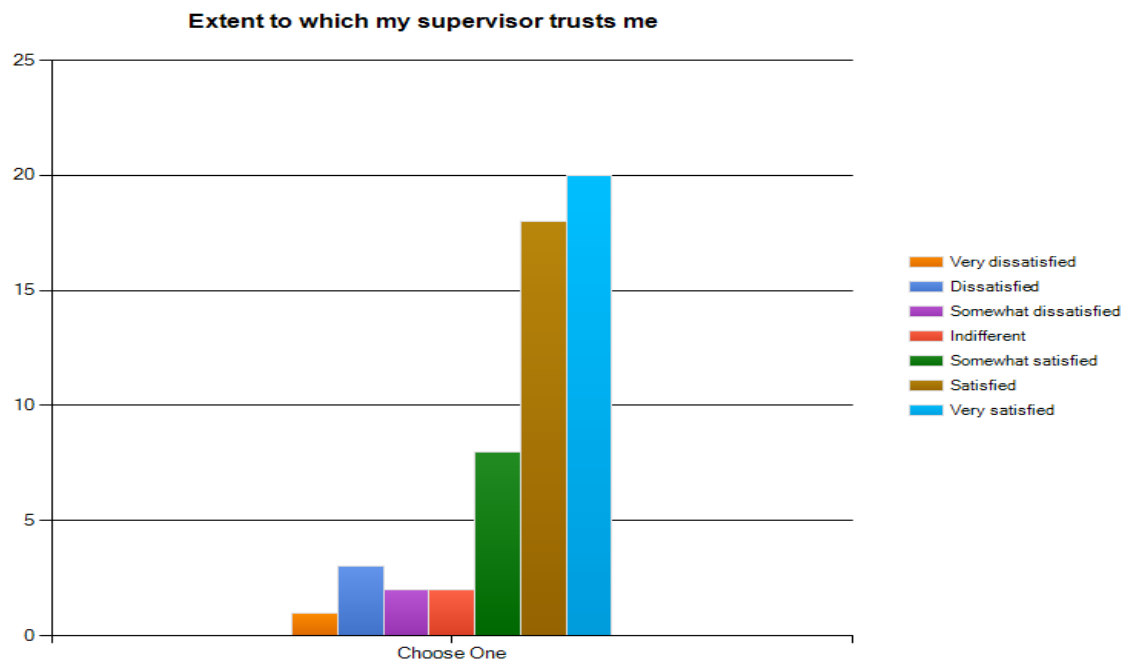


Figure 4.2 – Media Quality

Fall 2011 Survey: Item 25



Spring 2012 Survey: Item 28

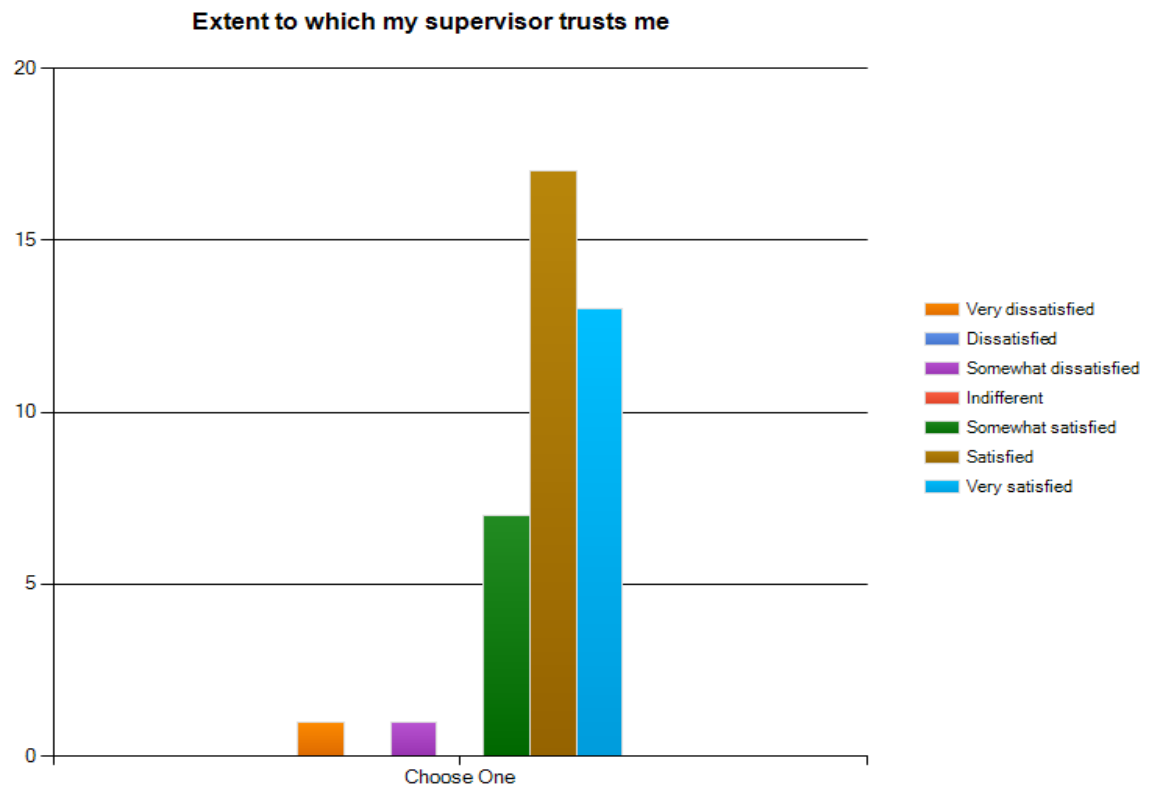
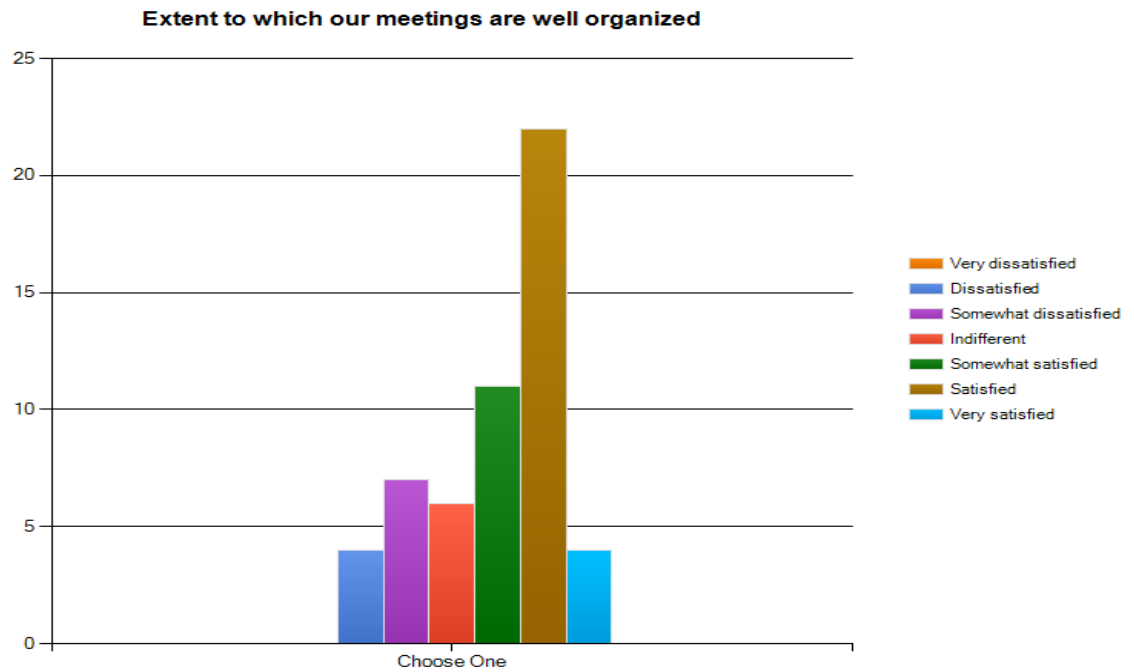


Figure 4.2– Media Quality

Fall 2011 Survey: Item 33



Spring 2012 Survey: Item 36

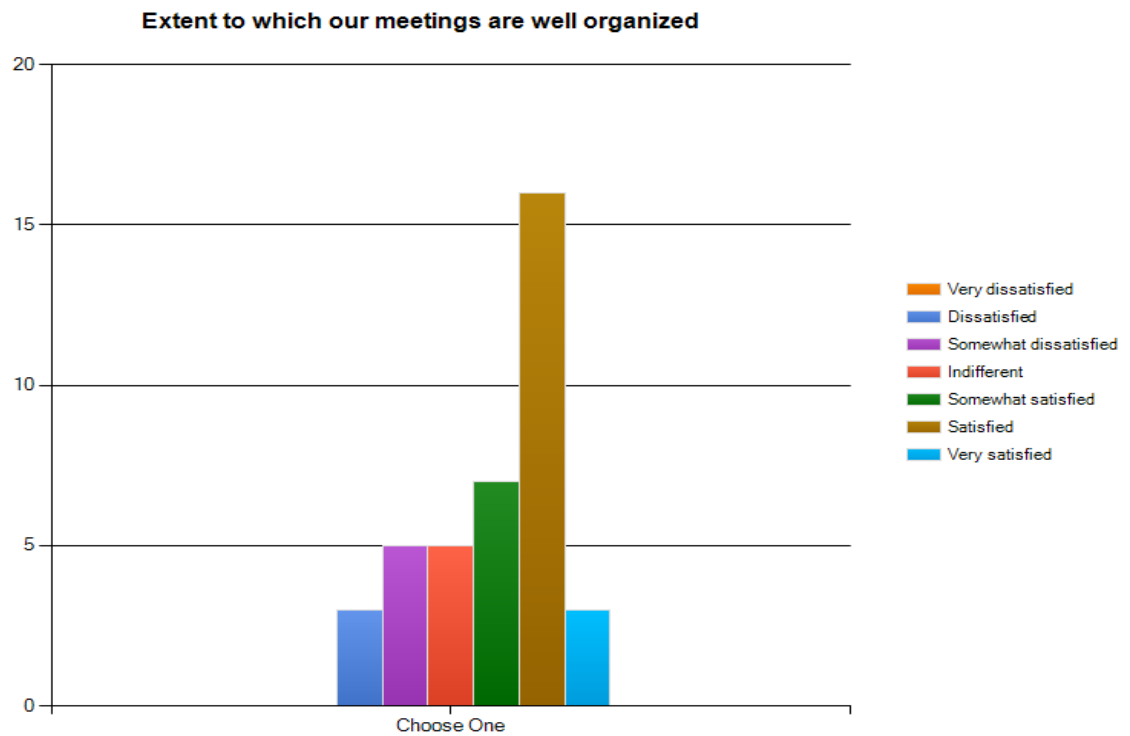
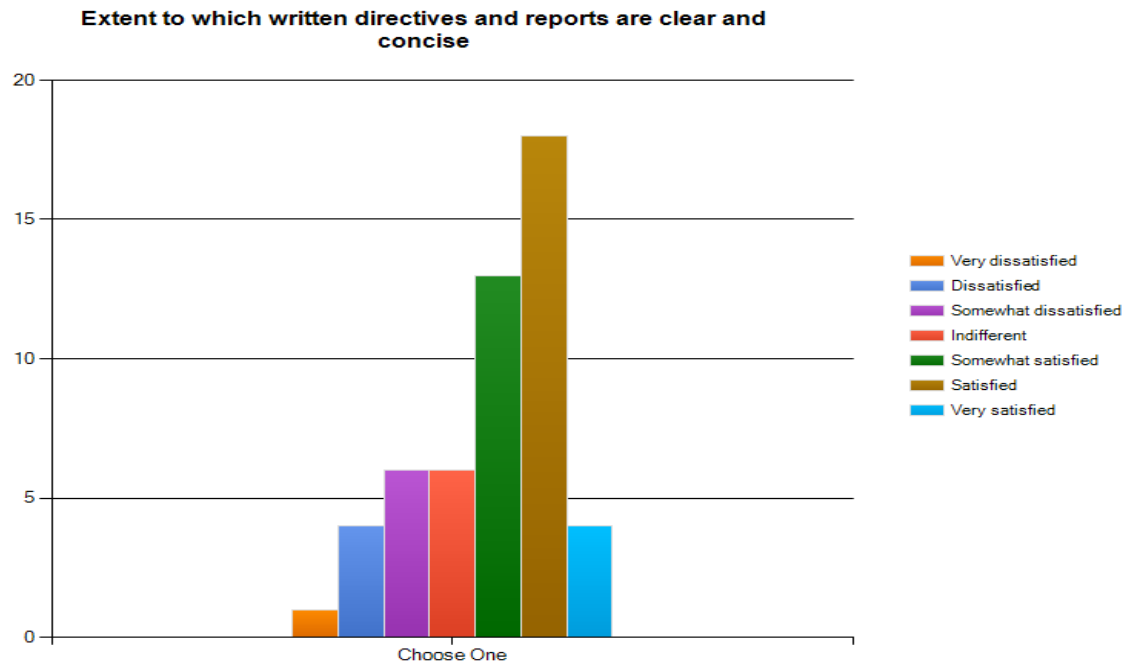


Figure 4.2 – Media Quality

Fall 2011 Survey: Item 35



Spring 2012 Survey: Item 38

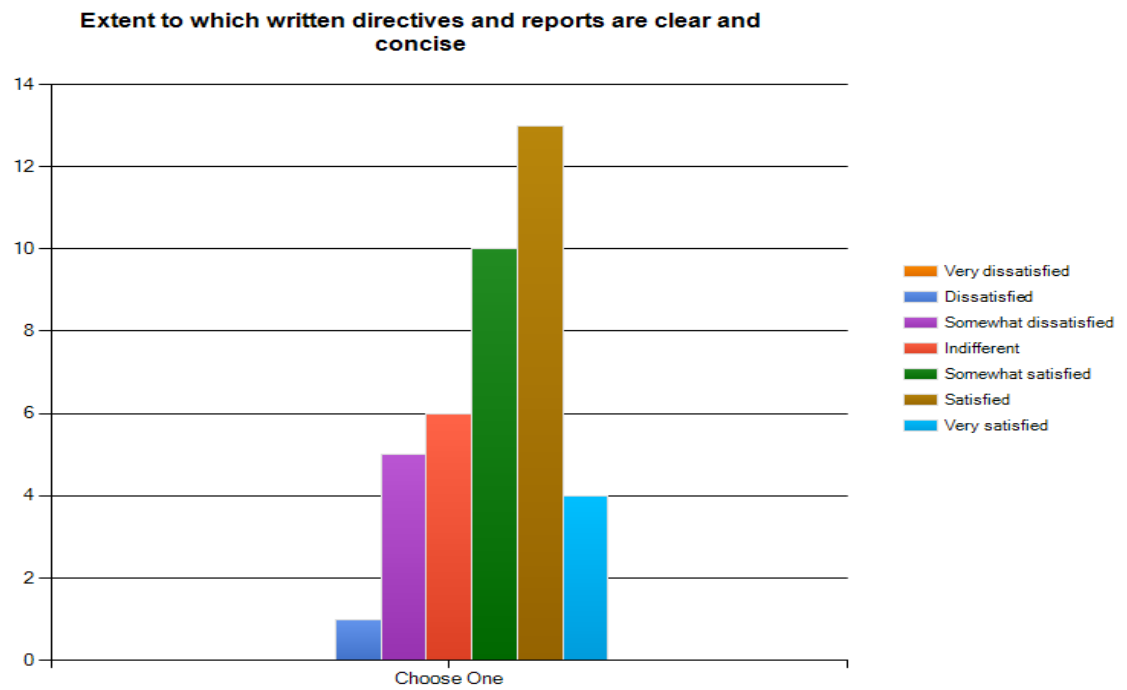
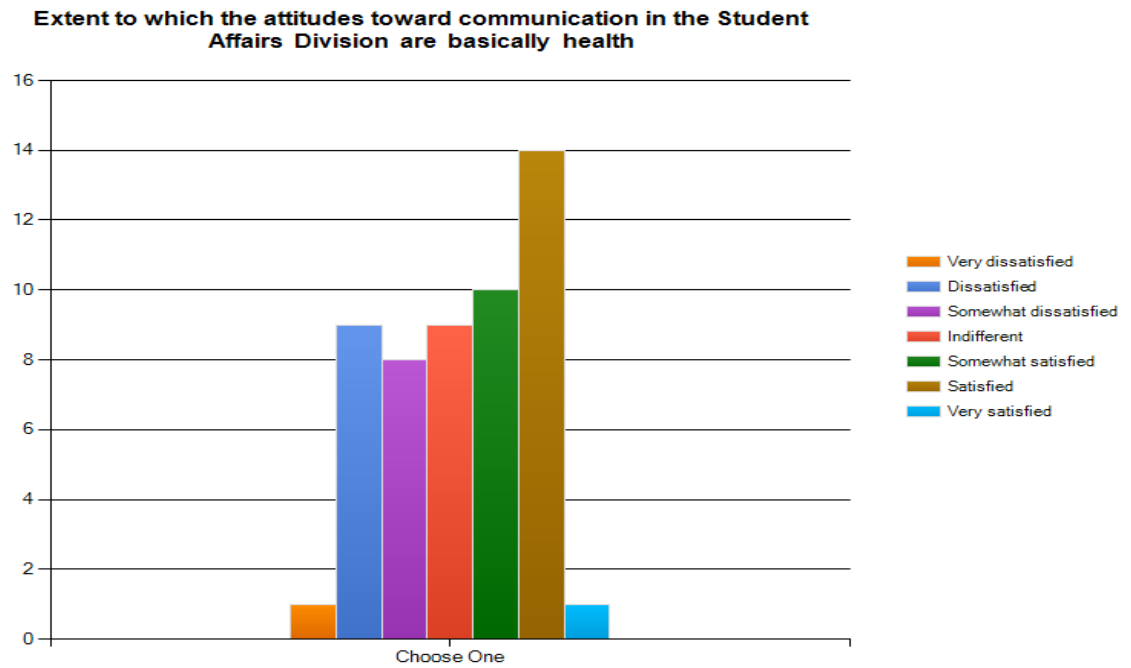


Figure 4.2 – Media Quality

Fall 2011 Survey: Item 36



Spring 2012 Survey: Item 39

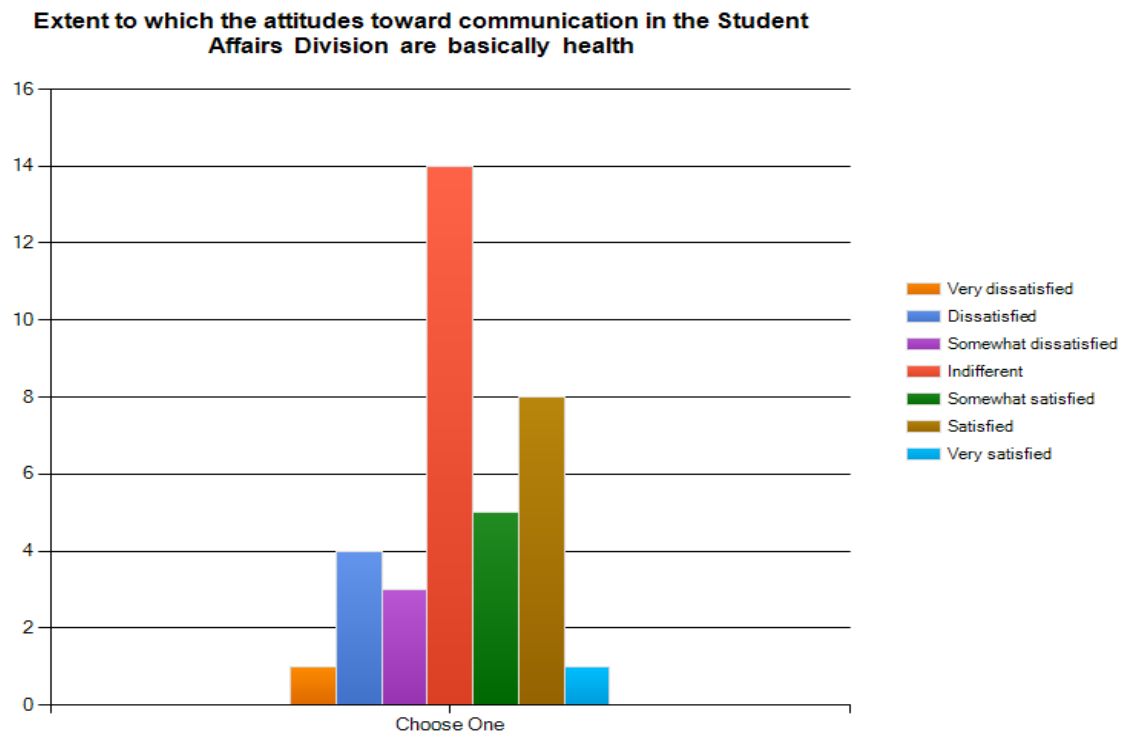
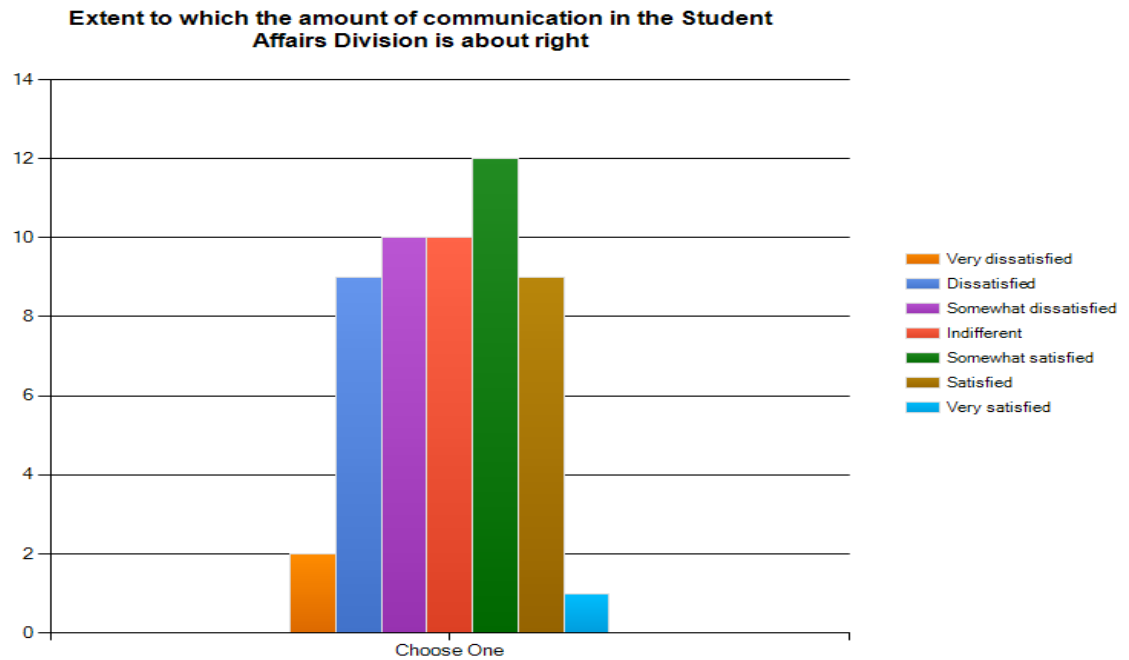


Figure 4.2 – Media Quality

Fall 2011 Survey: Item 38



Spring 2012 Survey: Item 41

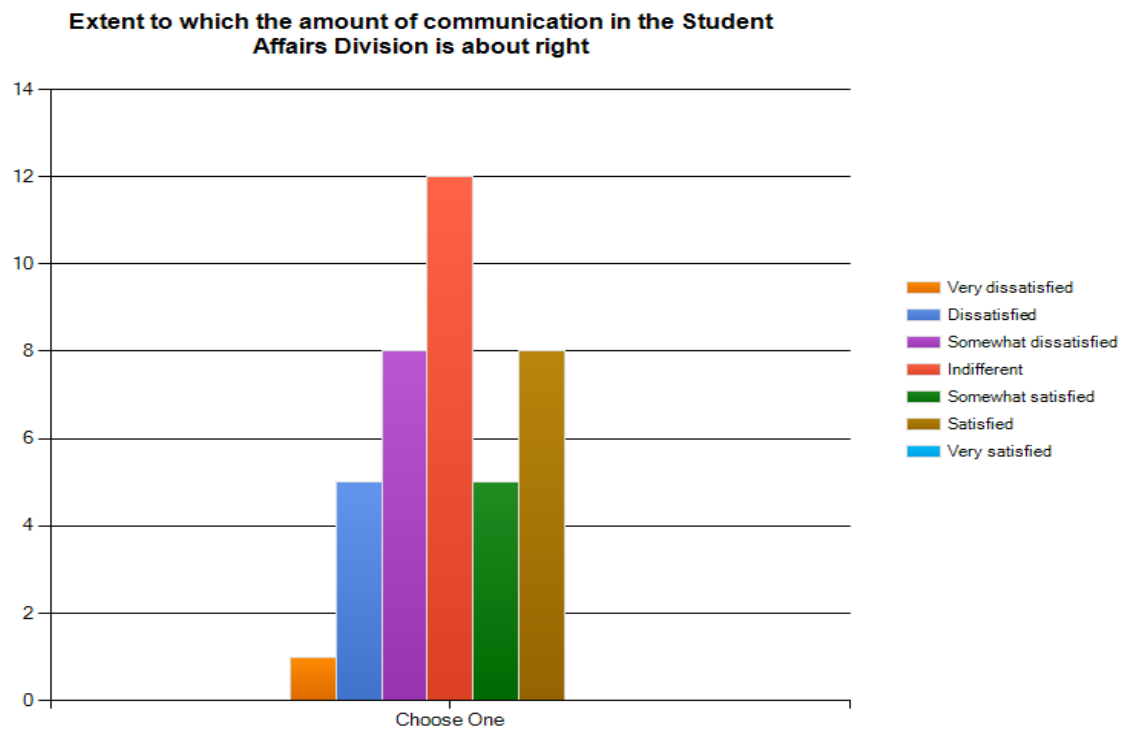
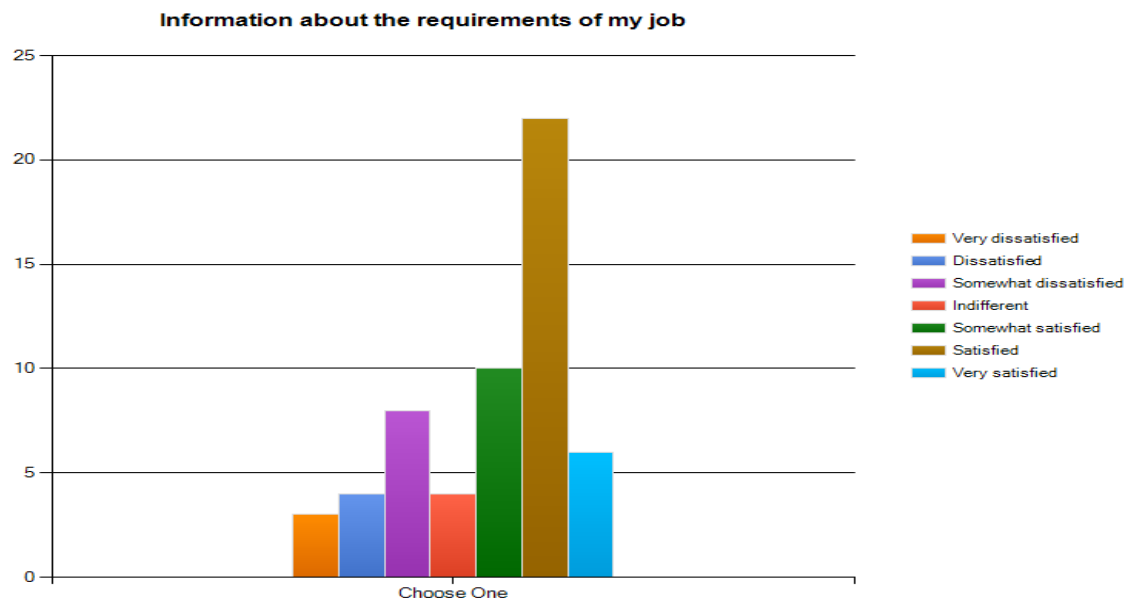


Figure 4.3 – Organizational Integration
Fall 2011 Survey: Item 4



Spring 2012 Survey: Item 7

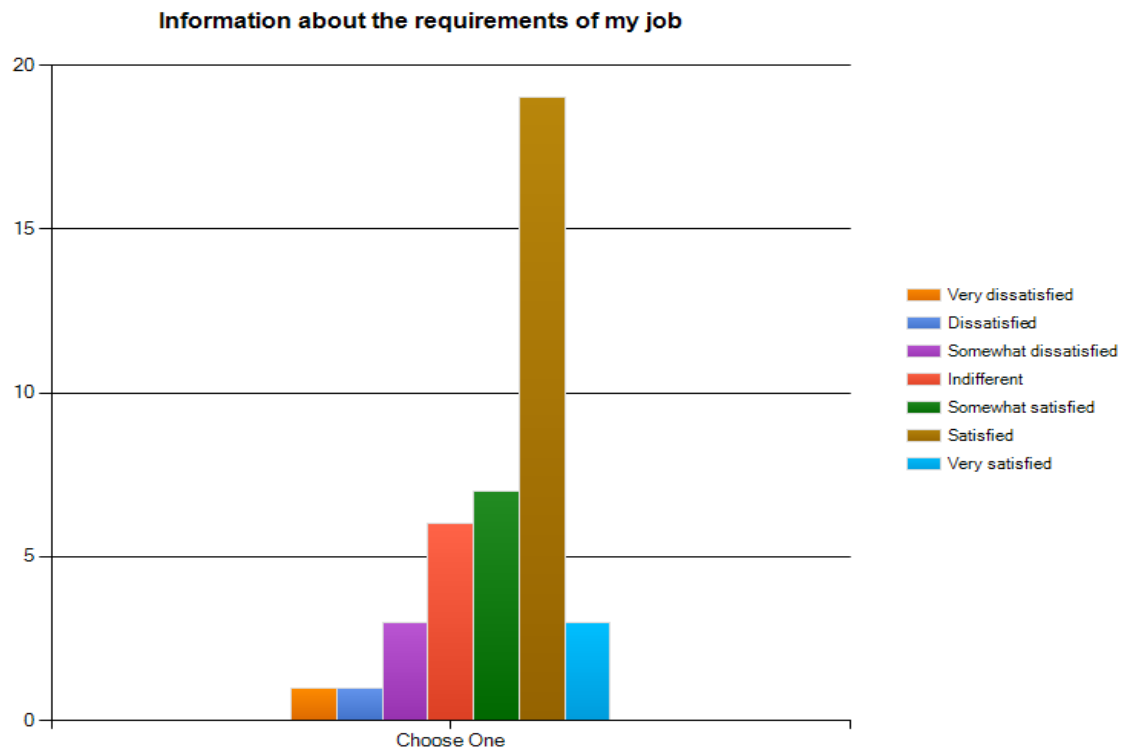
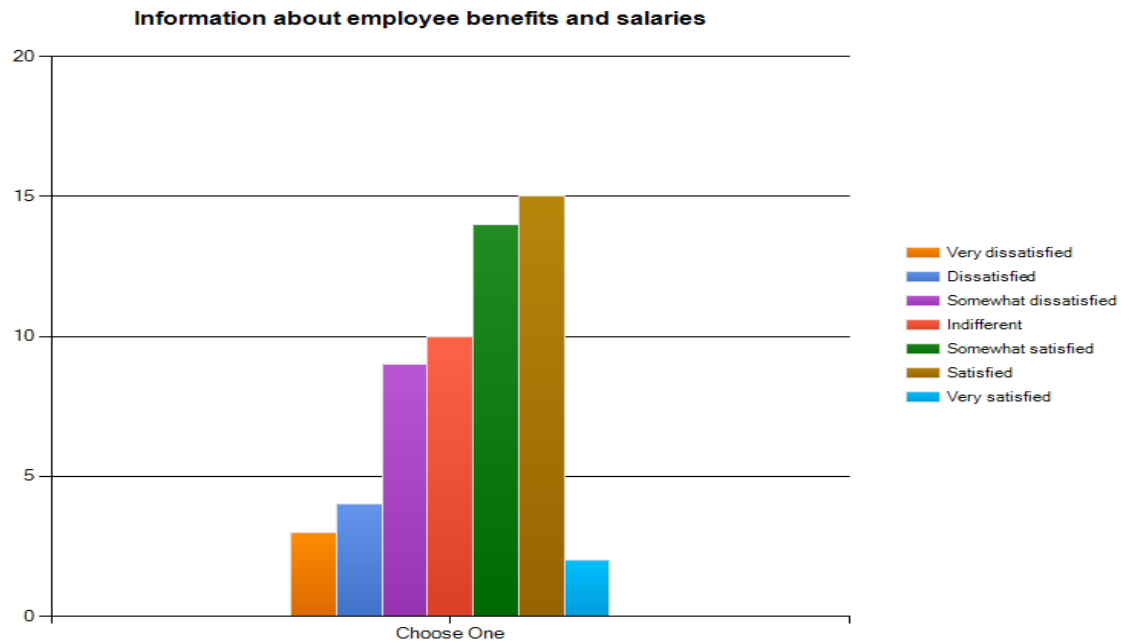


Figure 4.3 – Organizational Integration

Fall 2011 Survey: Item 5



Spring 2012 Survey: Item 8

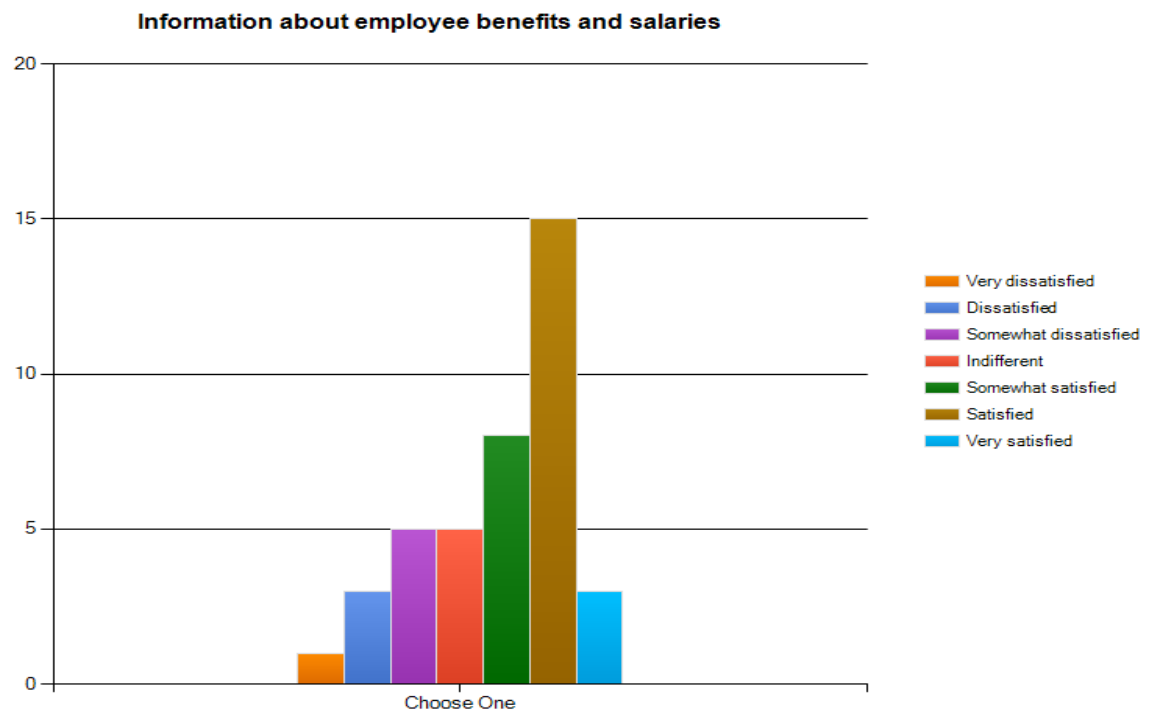
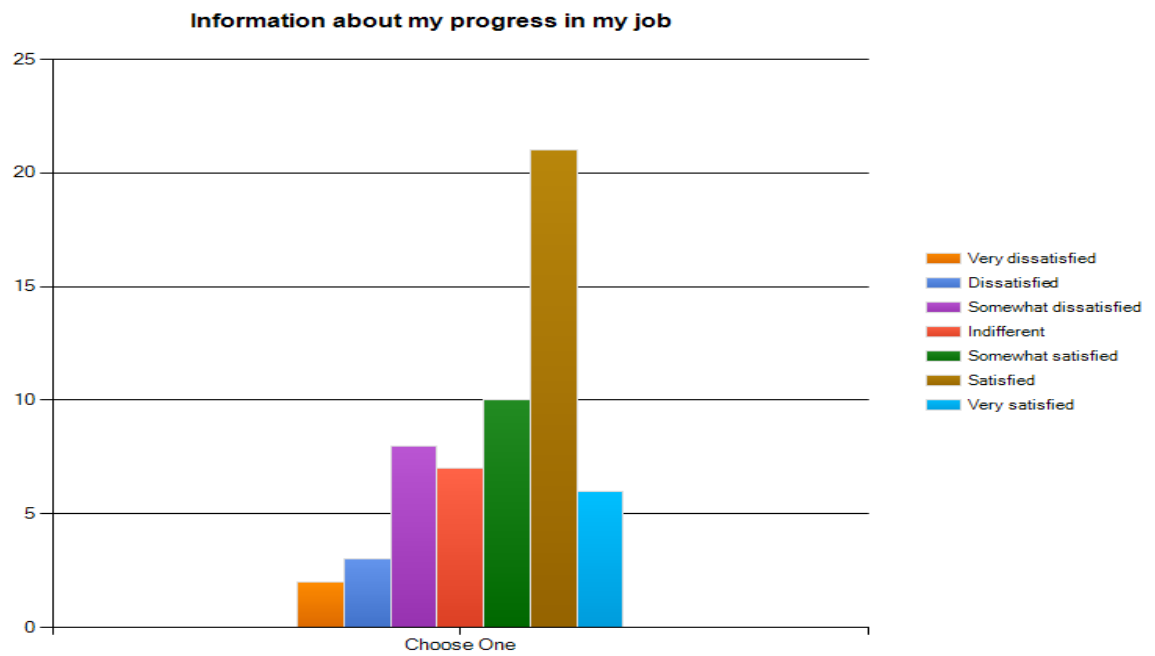


Figure 4.3 – Organizational Integration

Fall 2011 Survey: Item 10



Spring 2012 Survey: Item 13

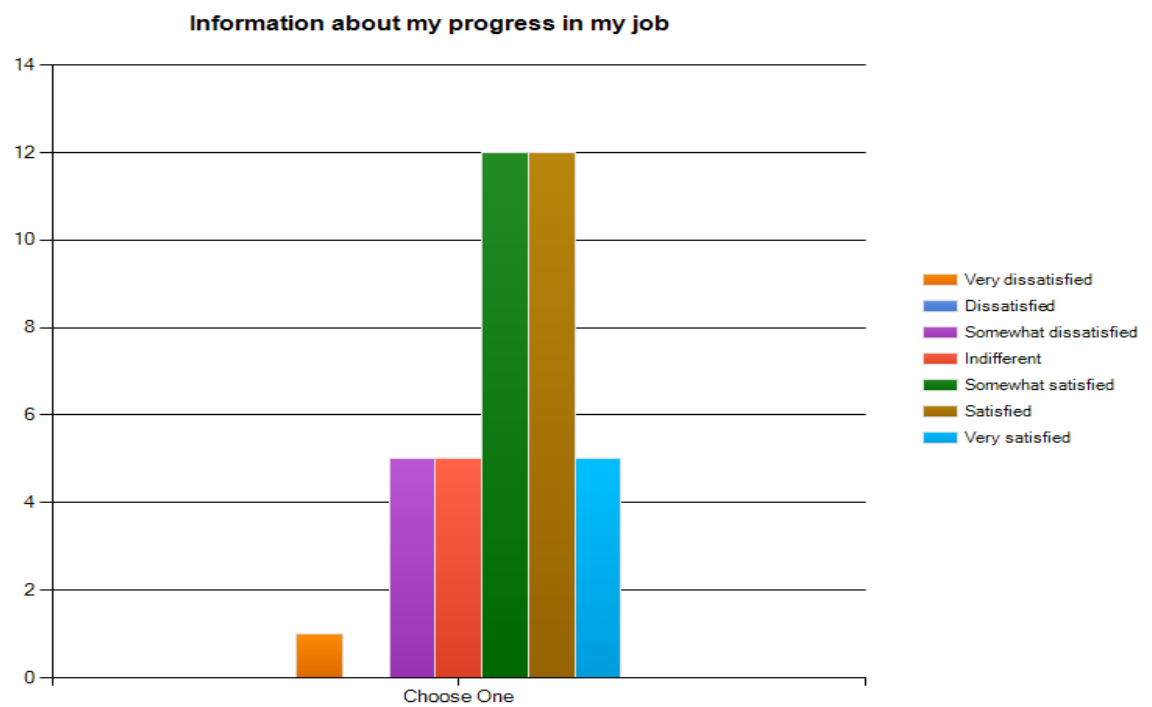
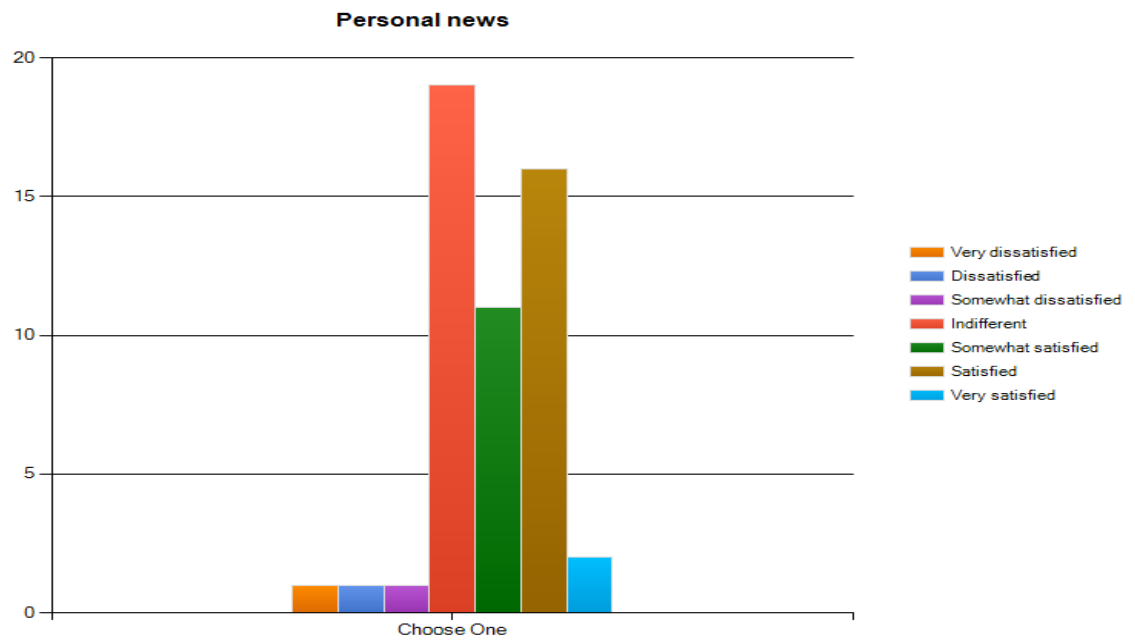


Figure 4.3 – Organizational Integration

Fall 2011 Survey: Item 11



Spring 2012 Survey: Item 14

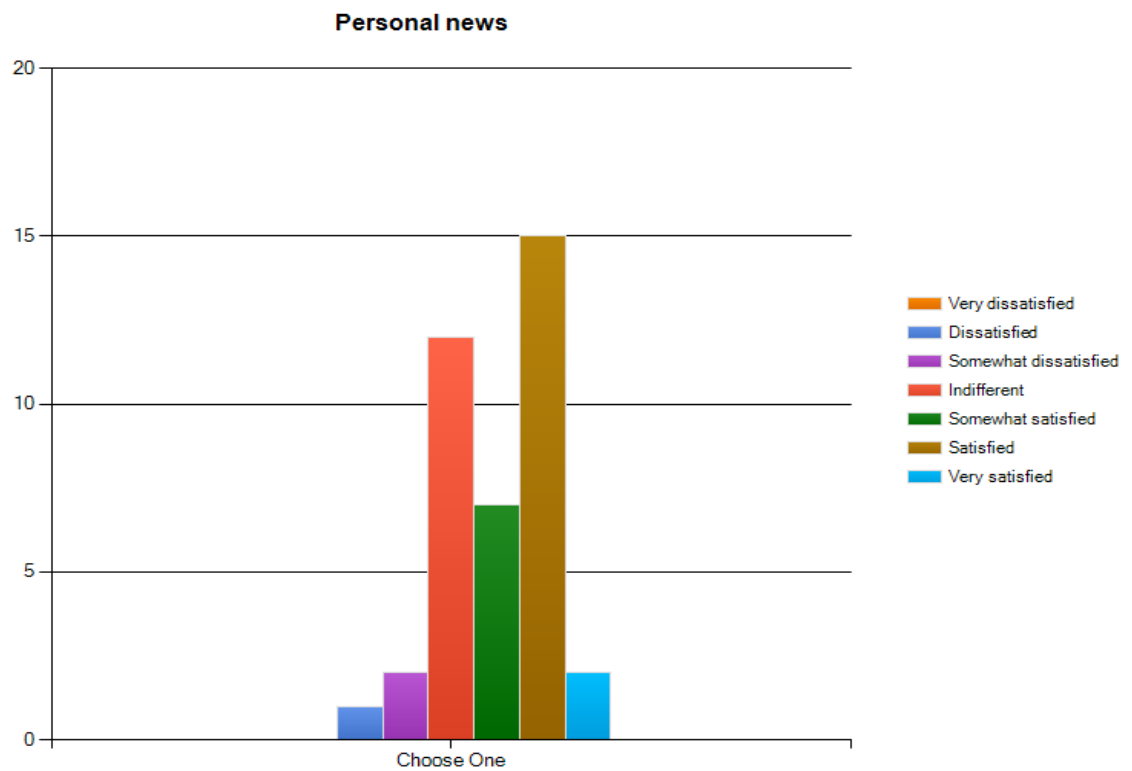
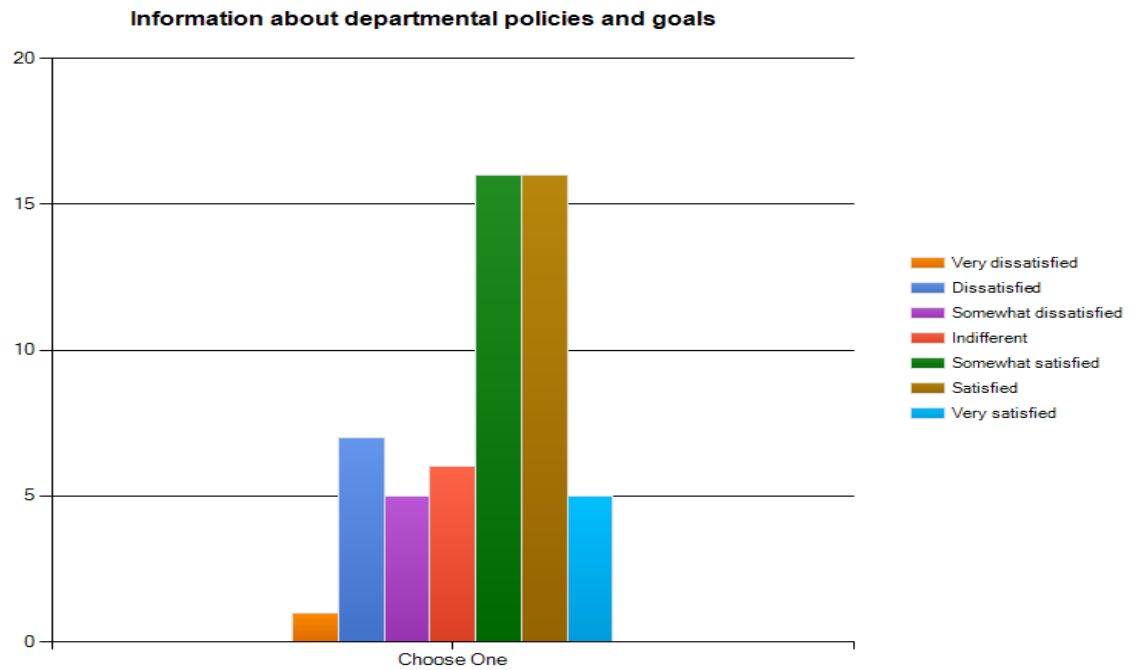


Figure 4.3 – Organizational Integration

Fall 2011 Survey: Item 15



Spring 2012 Survey: Item 18

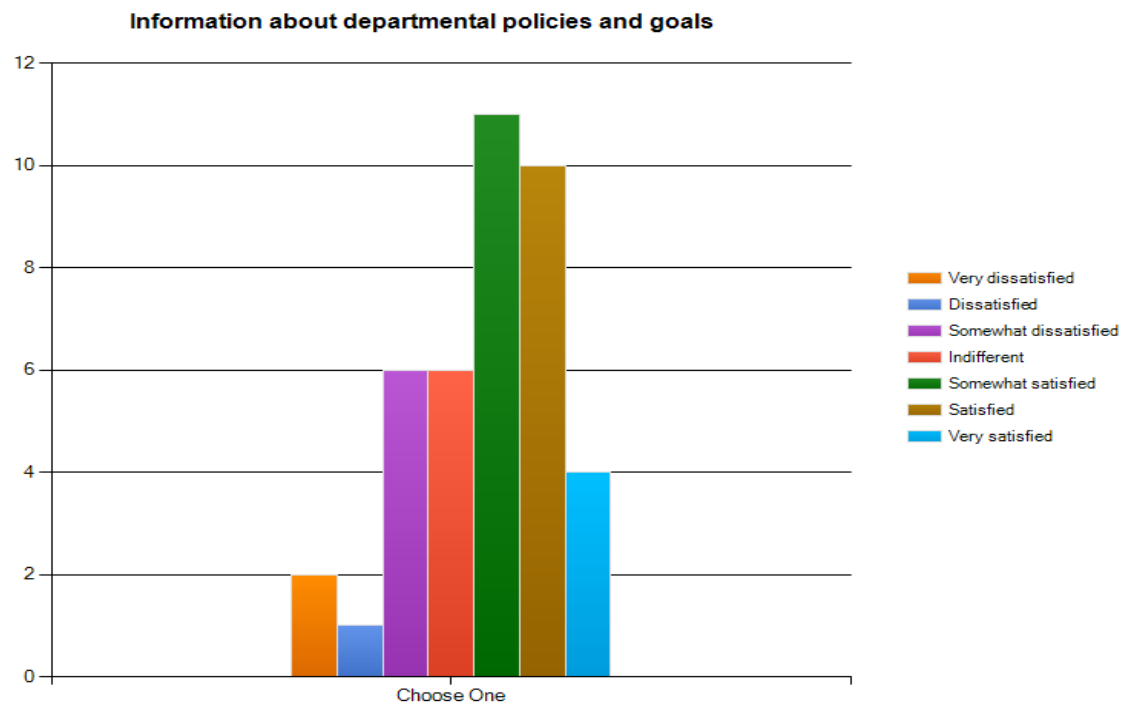
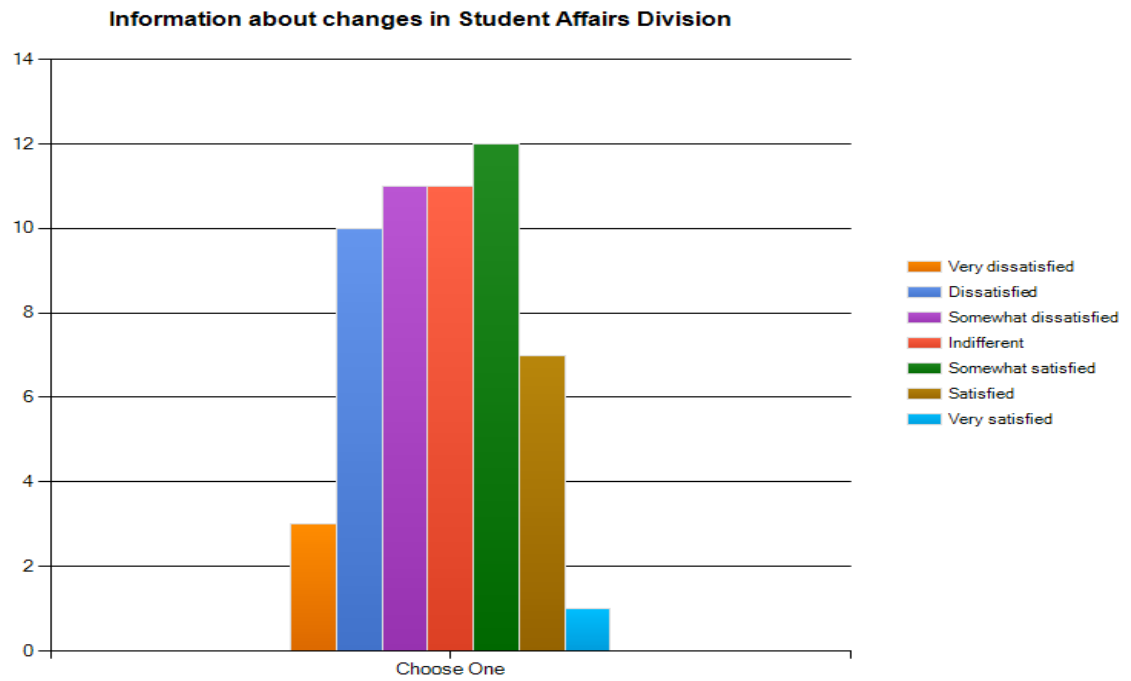


Figure 4.4 – Organizational Perspective

Fall 2011 Survey: Item 6



Spring 2012 Survey: Item 9

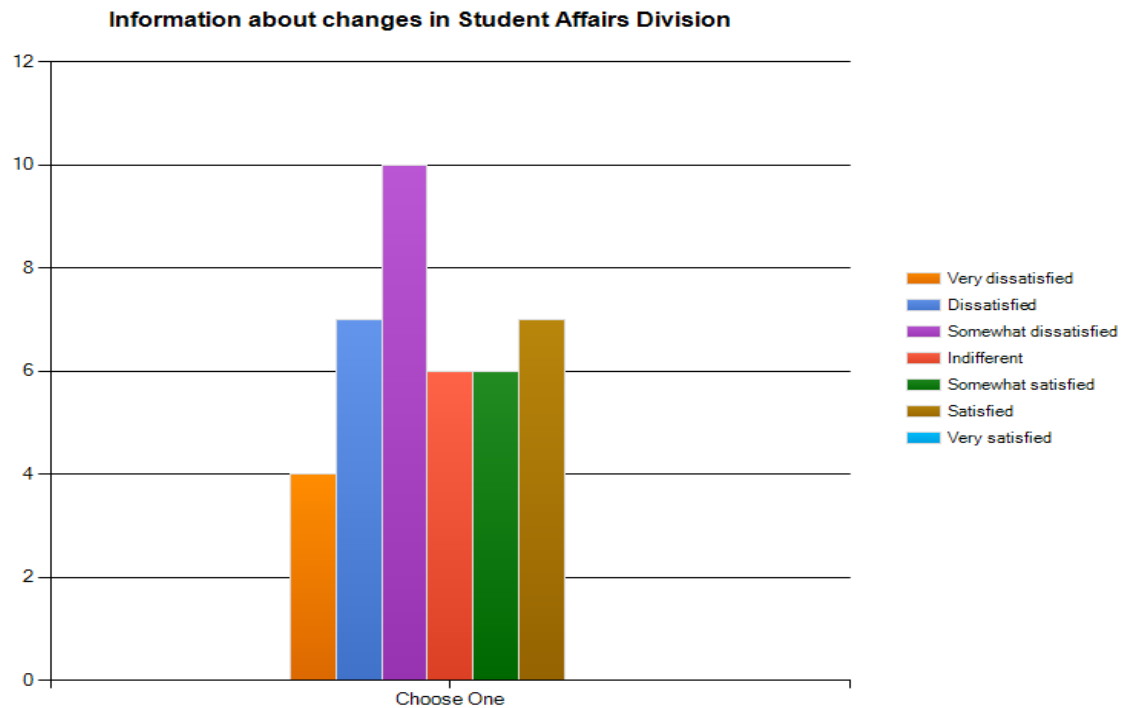
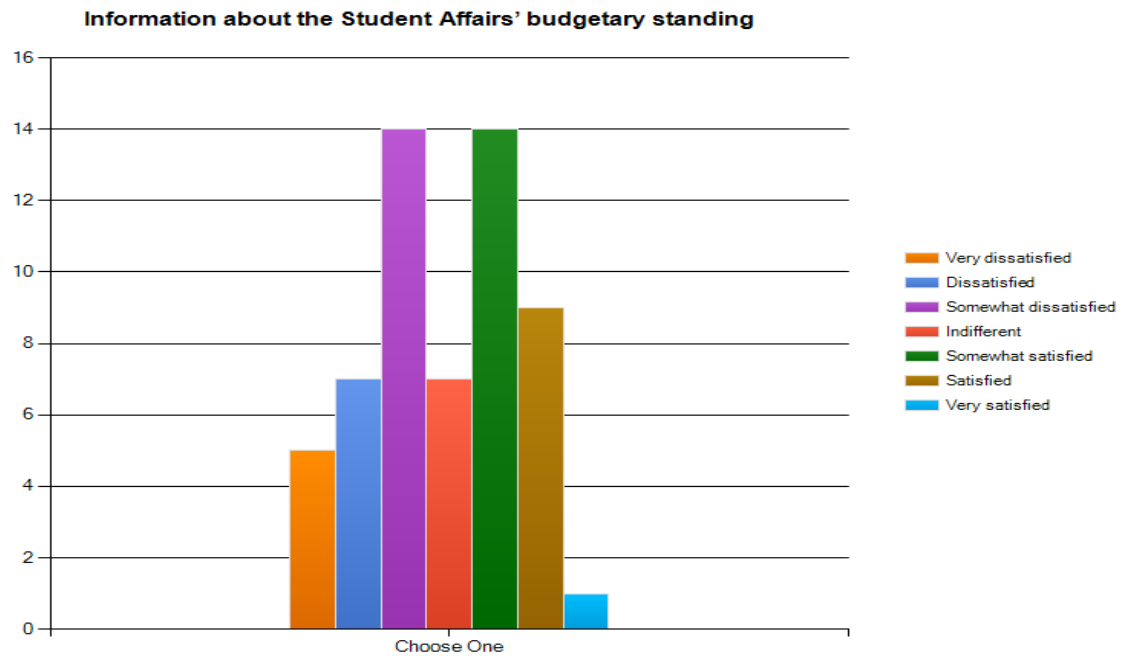


Figure 4.4 – Organizational Perspective

Fall 2011 Survey: Item 12



Spring 2012 Survey: Item 15

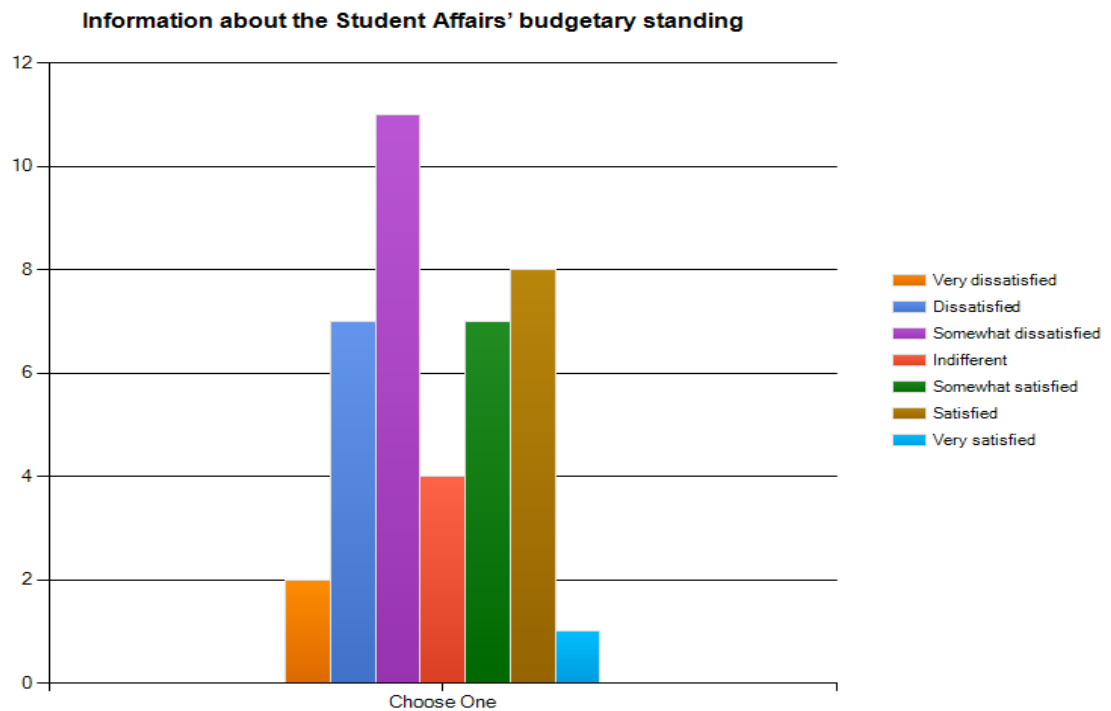
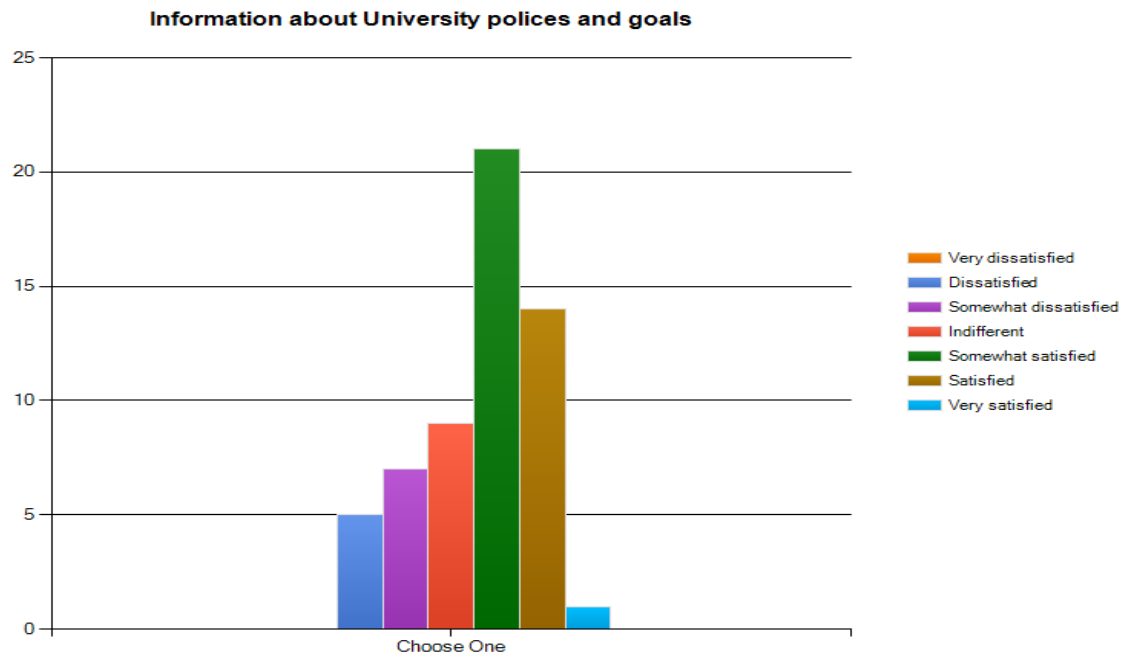


Figure 4.4 – Organizational Perspective

Fall 2011 Survey: Item 13



Spring 2012 Survey: Item 16

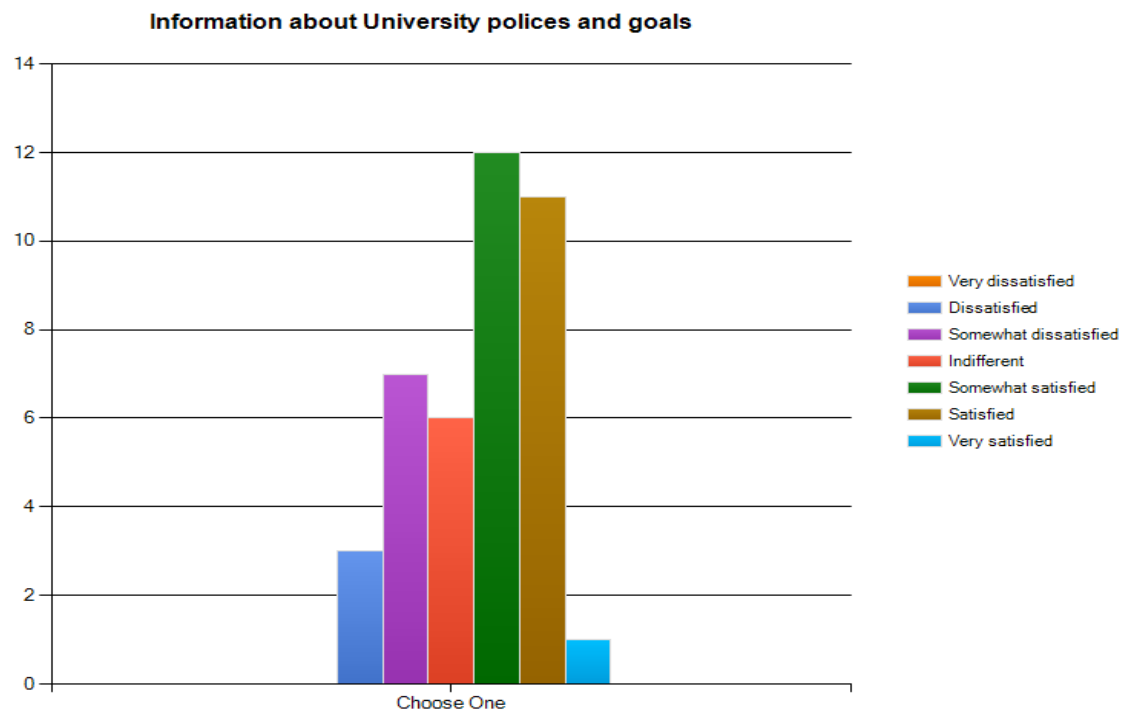
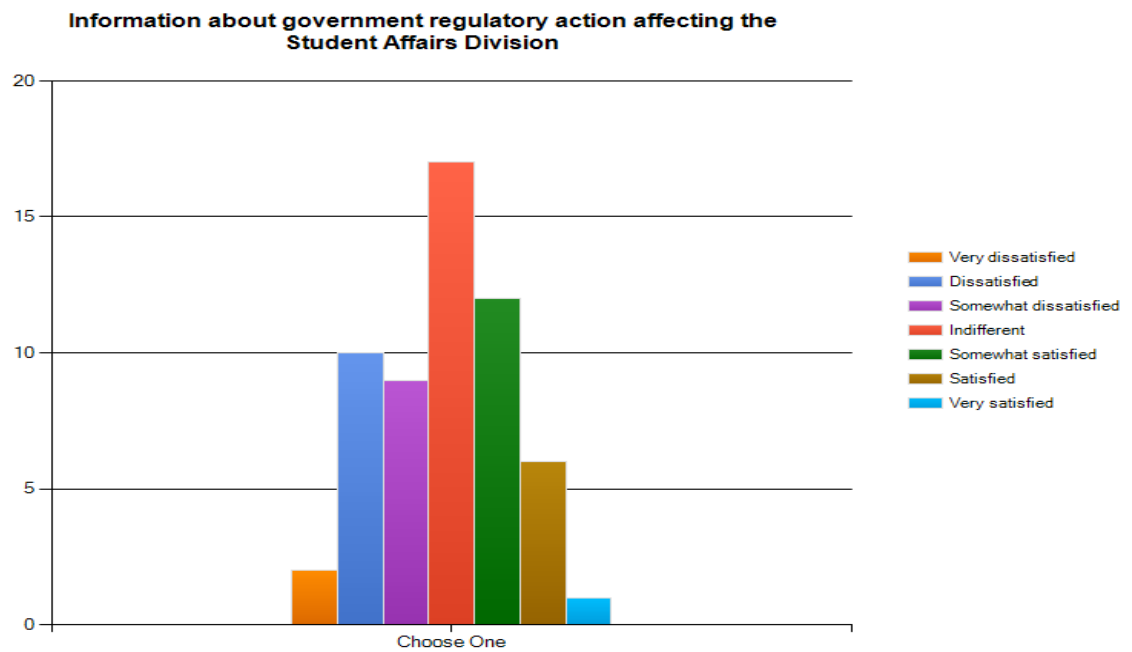


Figure 4.4 – Organizational Perspective

Fall 2011 Survey: Item16



Spring 2012 Survey: Item 19

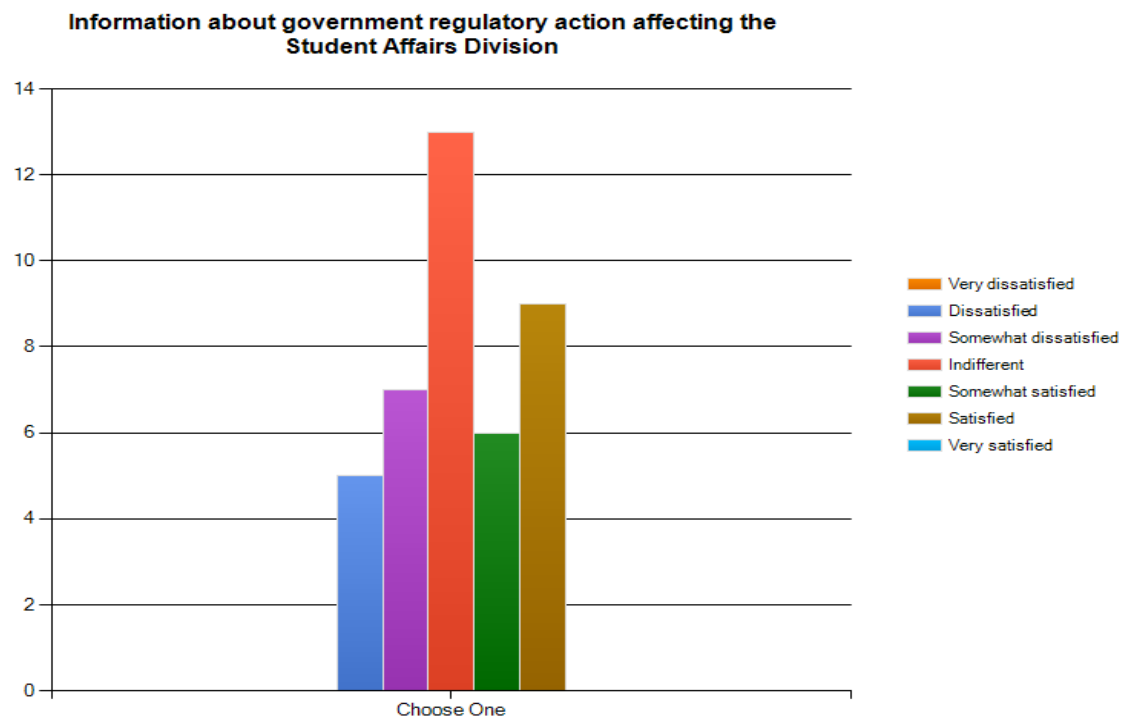
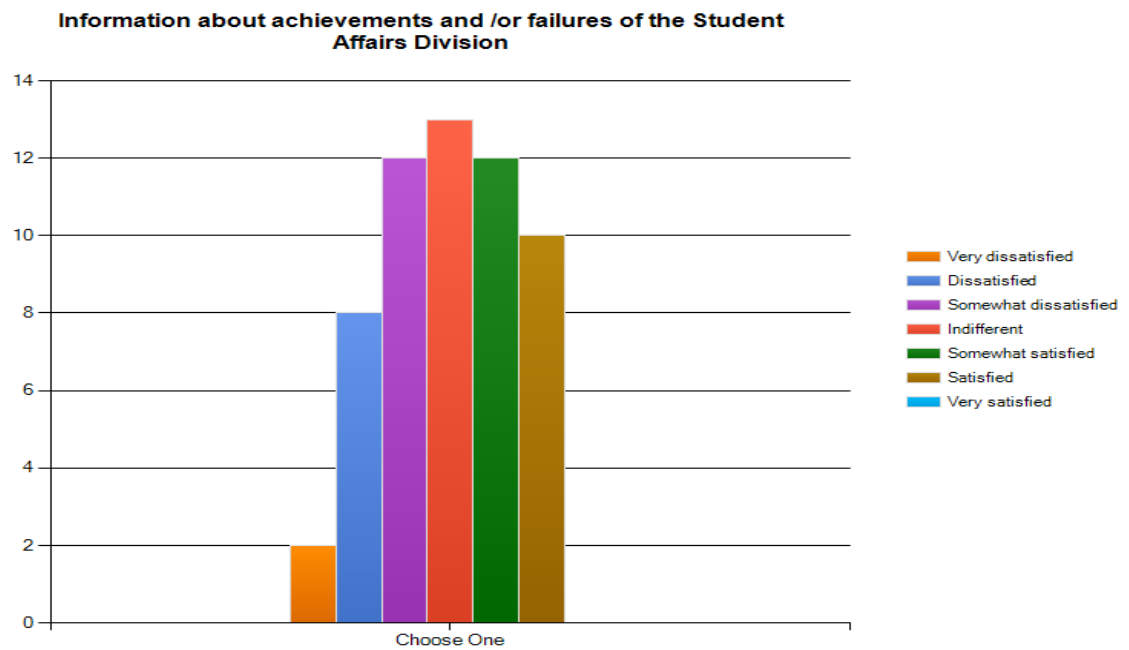


Figure 4.4 – Organizational Perspective

Fall 2011 Survey: Item 17



Spring 2012 Survey: Item 20

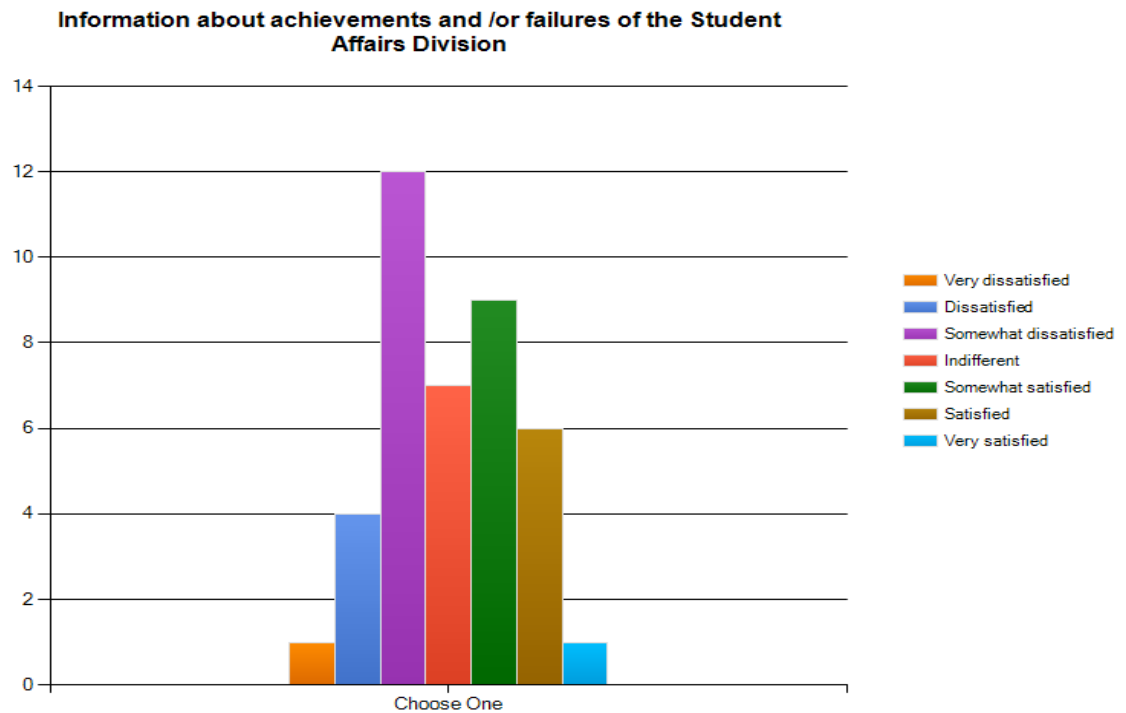
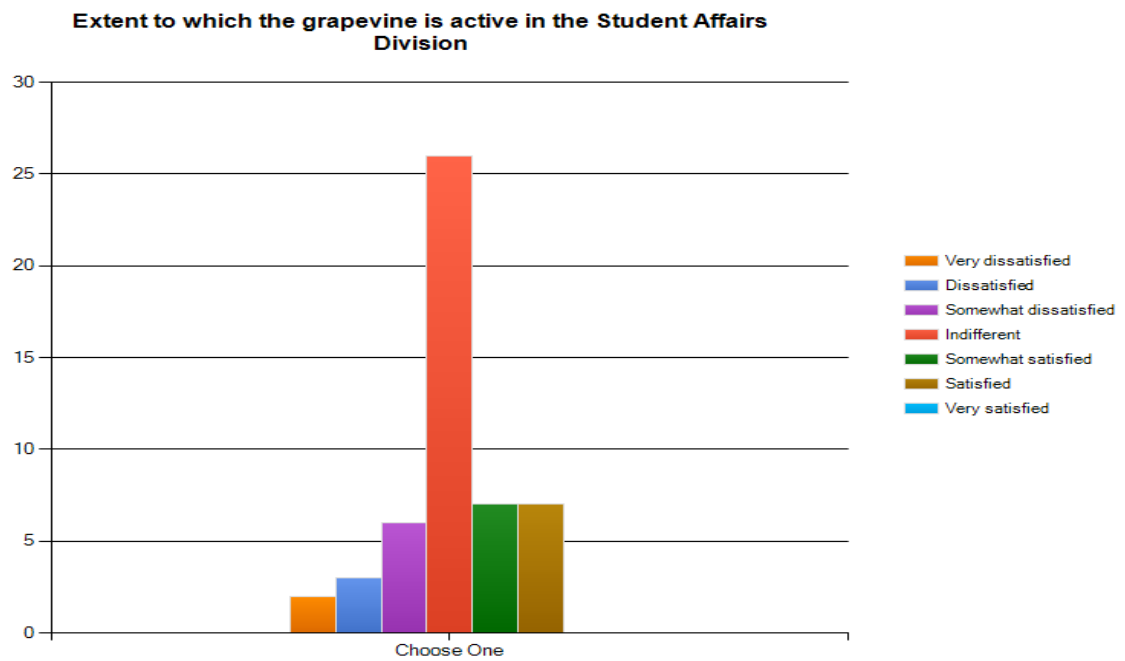


Figure 4.5– Horizontal and Informal Communication

Fall 2011 Survey: Item 28



Spring 2012 Survey: Item 31

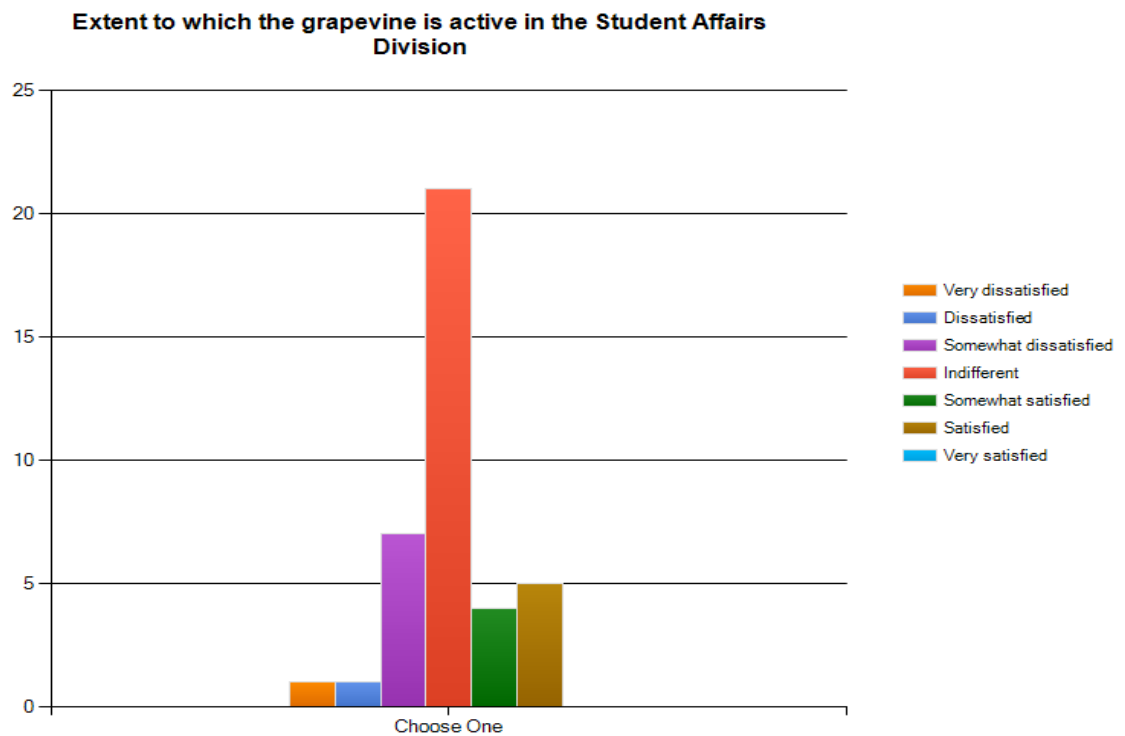
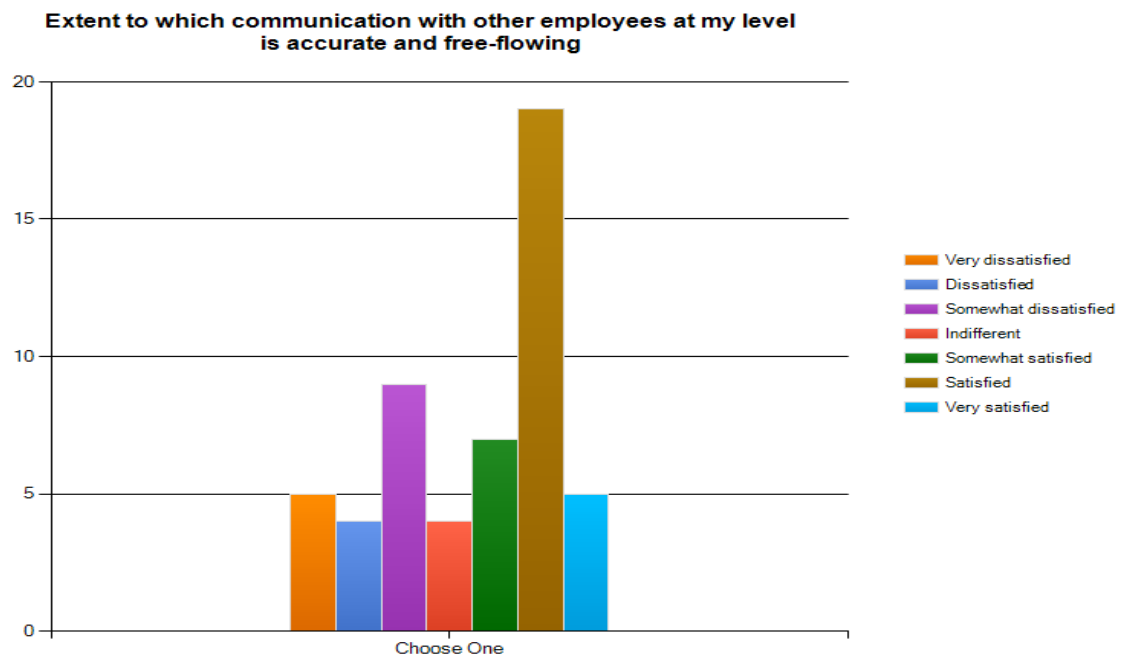


Figure 4.5 – Horizontal and Informal Communication

Fall 2011 Survey: Item 30



Spring 2012 Survey: Item 33

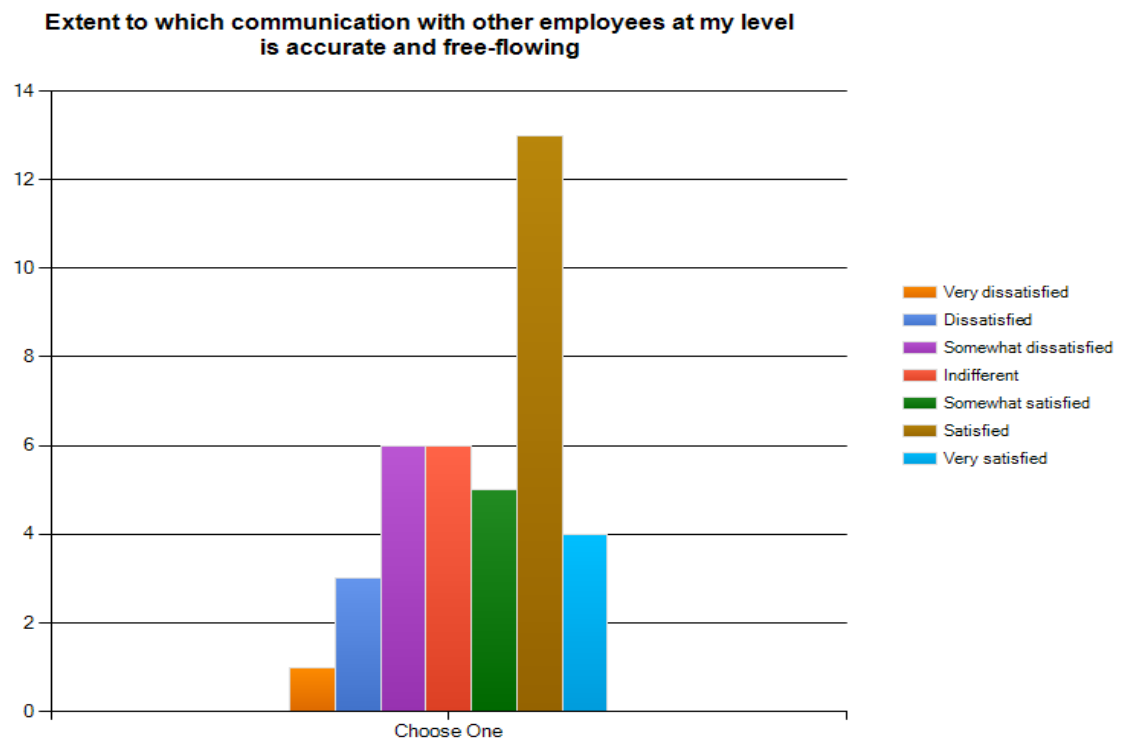
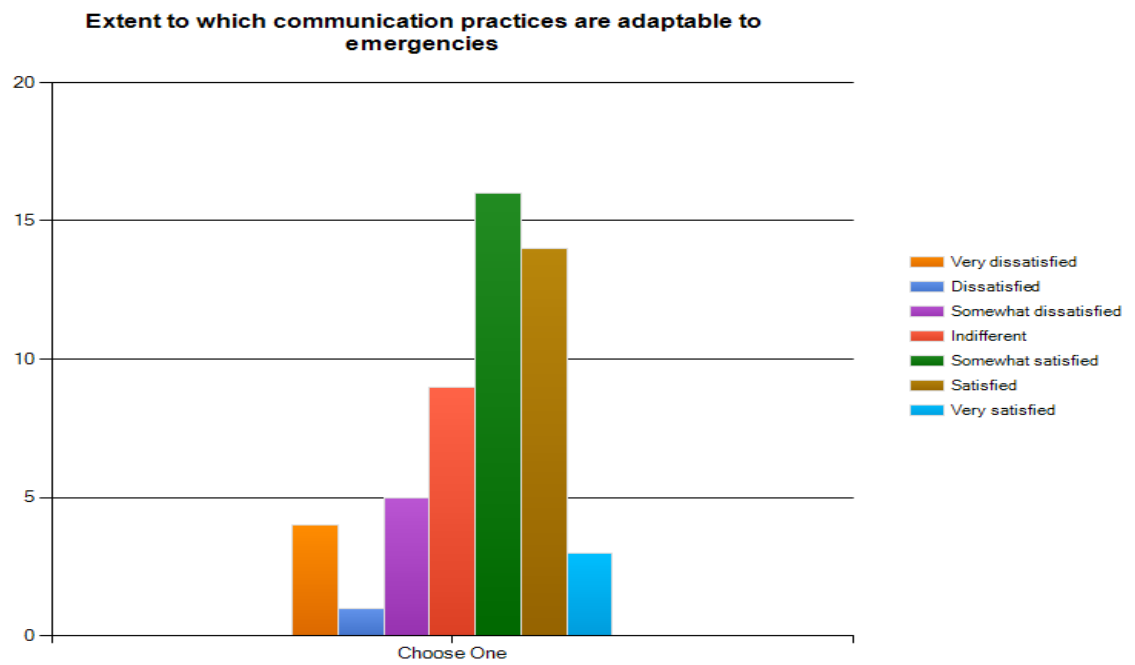


Figure 4.5 – Horizontal and Informal Communication

Fall 2011 Survey: Item 31



Spring 2012 Survey: Item 34

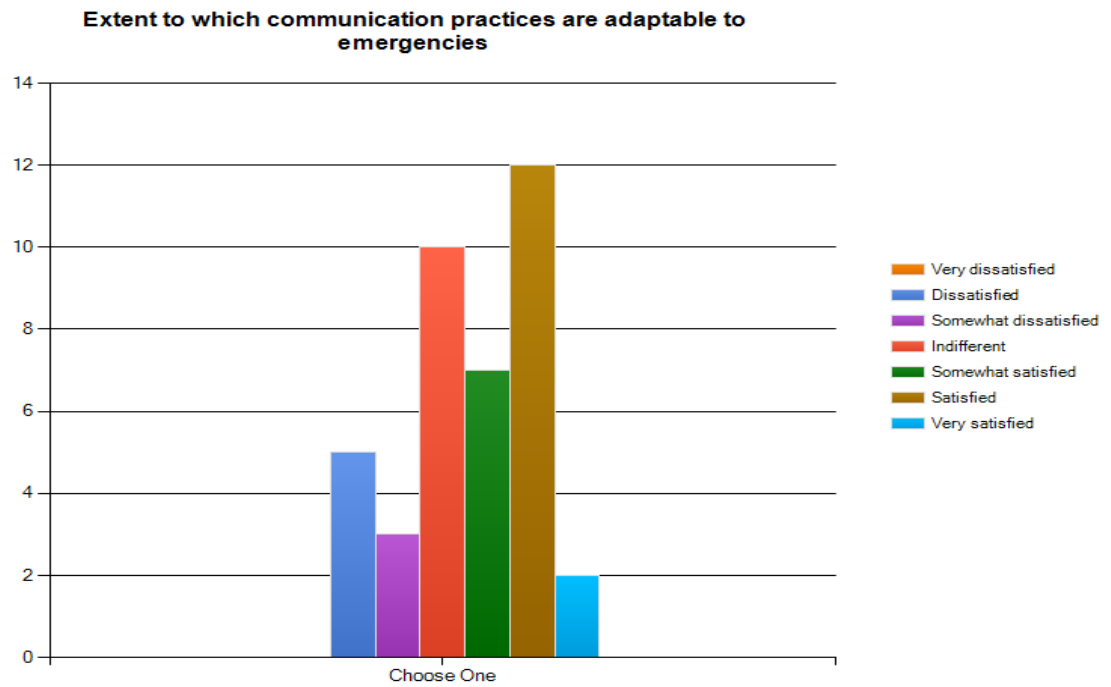
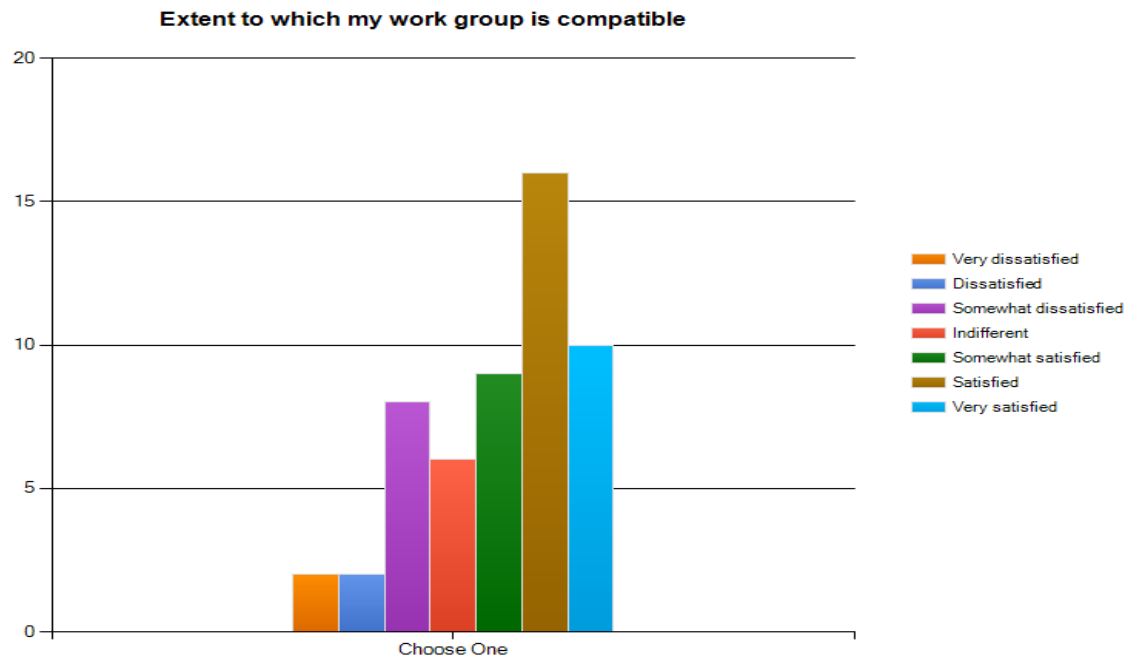


Figure 4.5 – Horizontal and Informal Communication

Fall 2011 Survey: Item 32



Spring 2012 Survey: Item 35

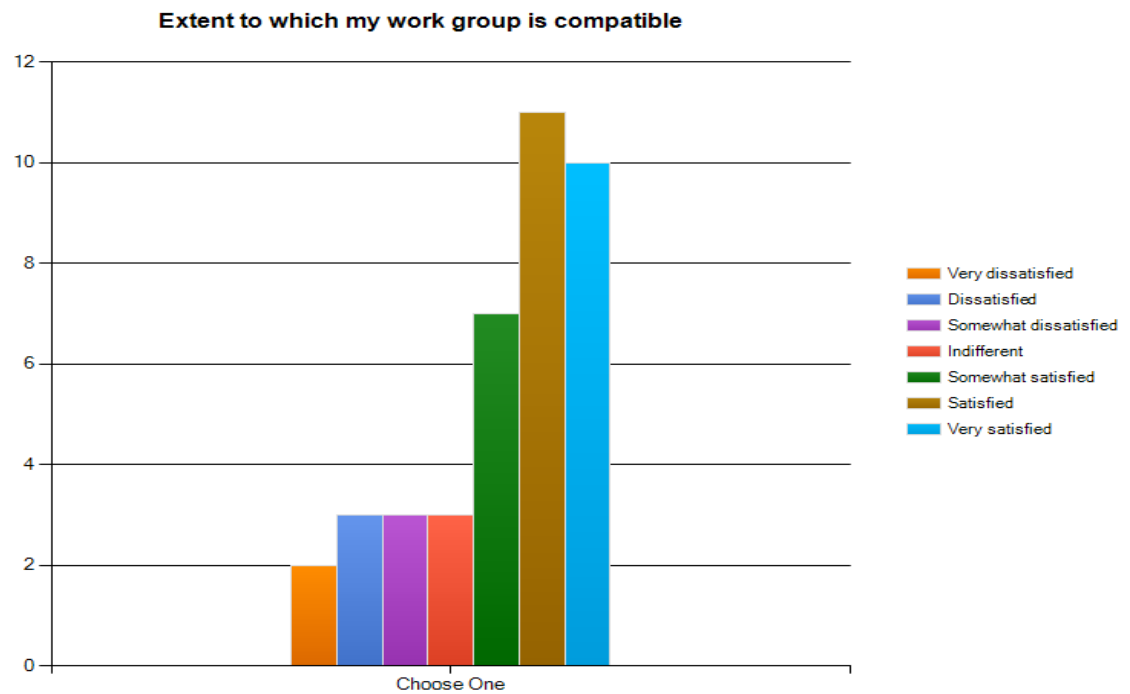
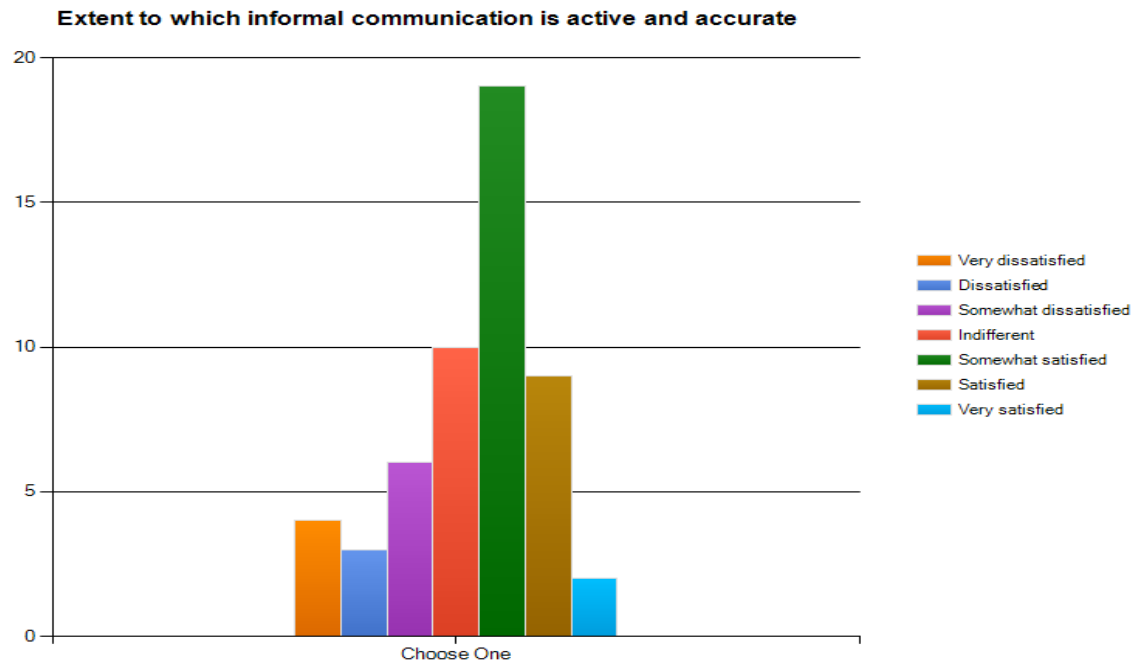


Figure 4.5 – Horizontal and Informal Communication

Fall 2011 Survey: Item 37



Spring 2012 Survey: Item 40

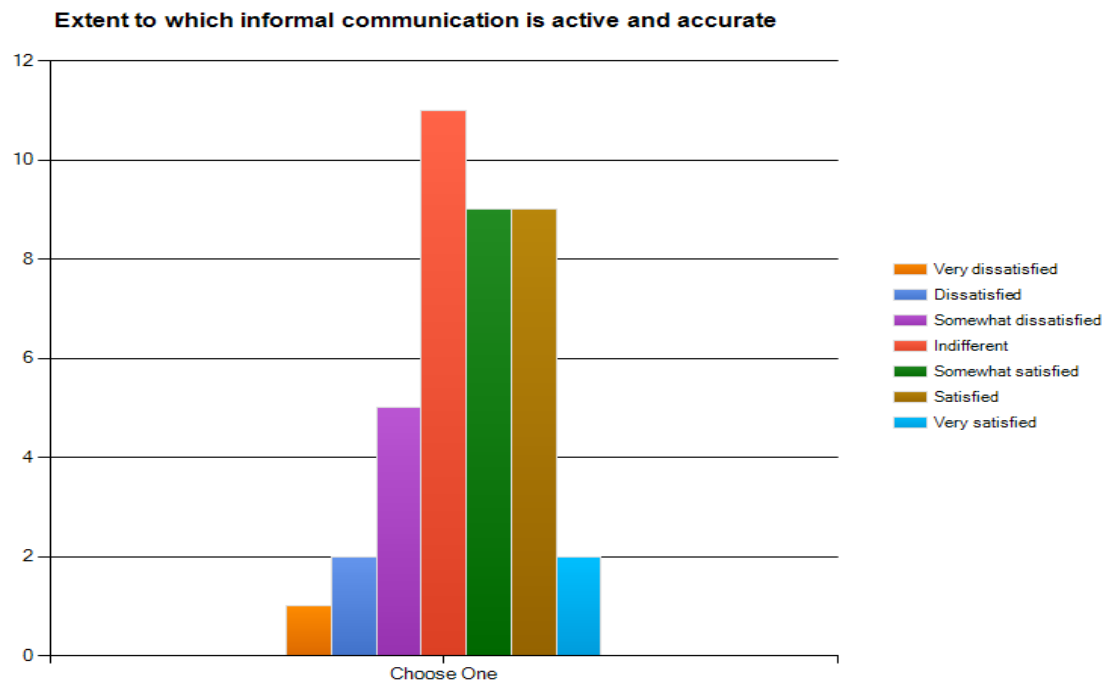
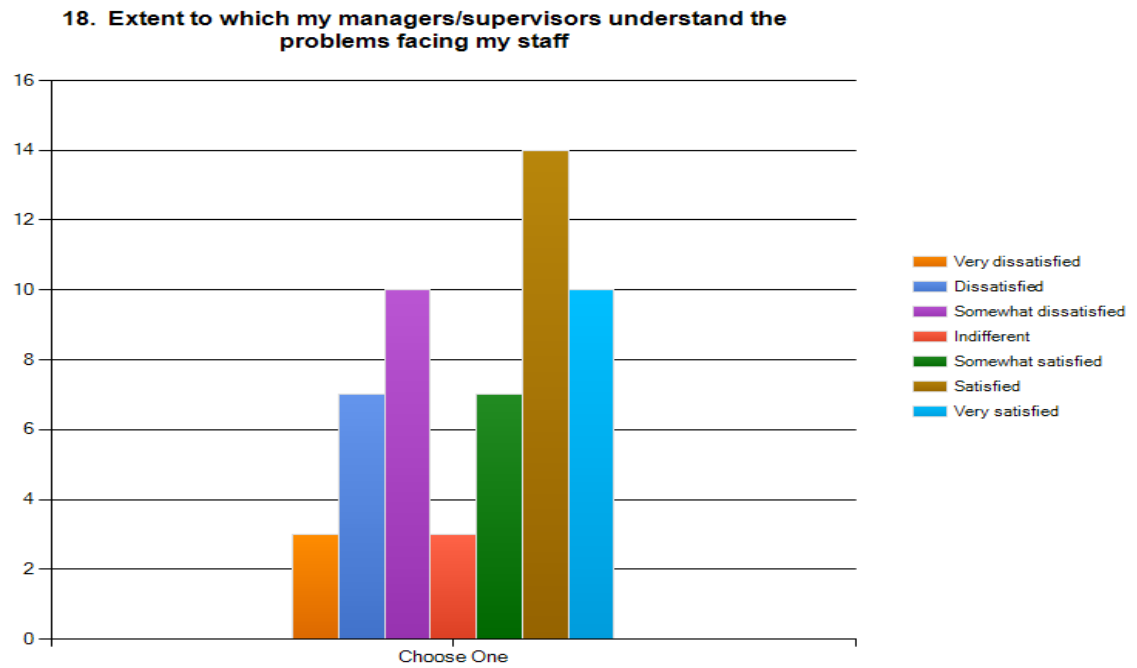


Figure 4.6 – Personal Feedback

Fall 2011 Survey: Item 18



Spring 2012 Survey: Item 21

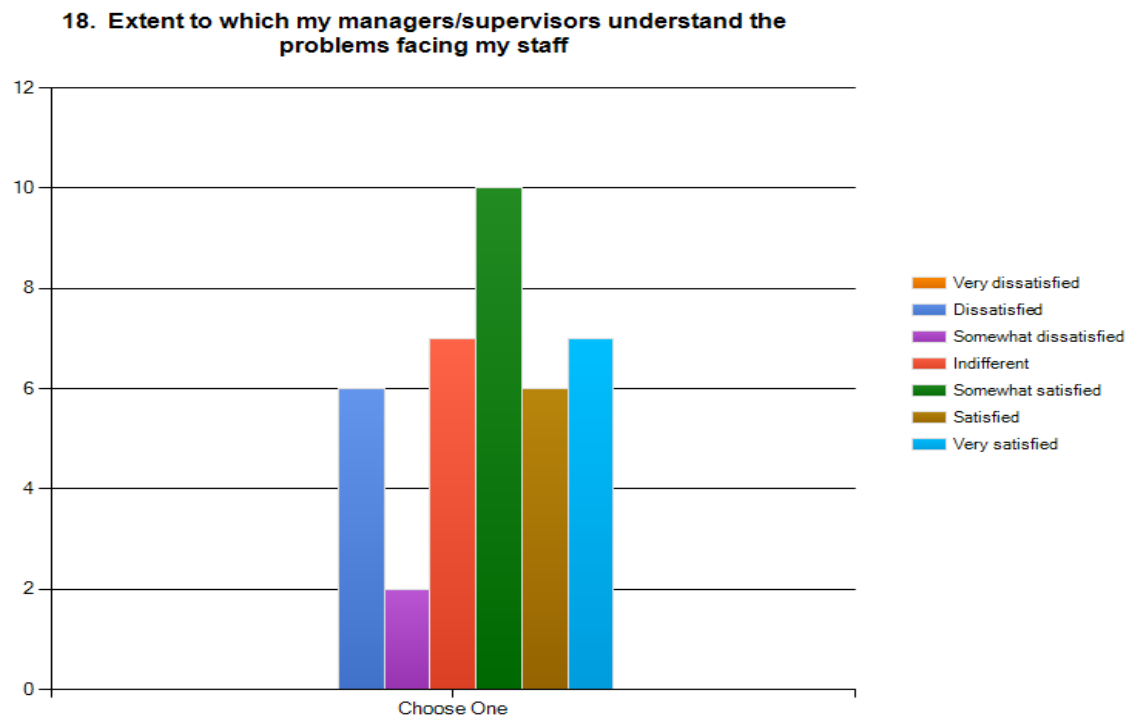
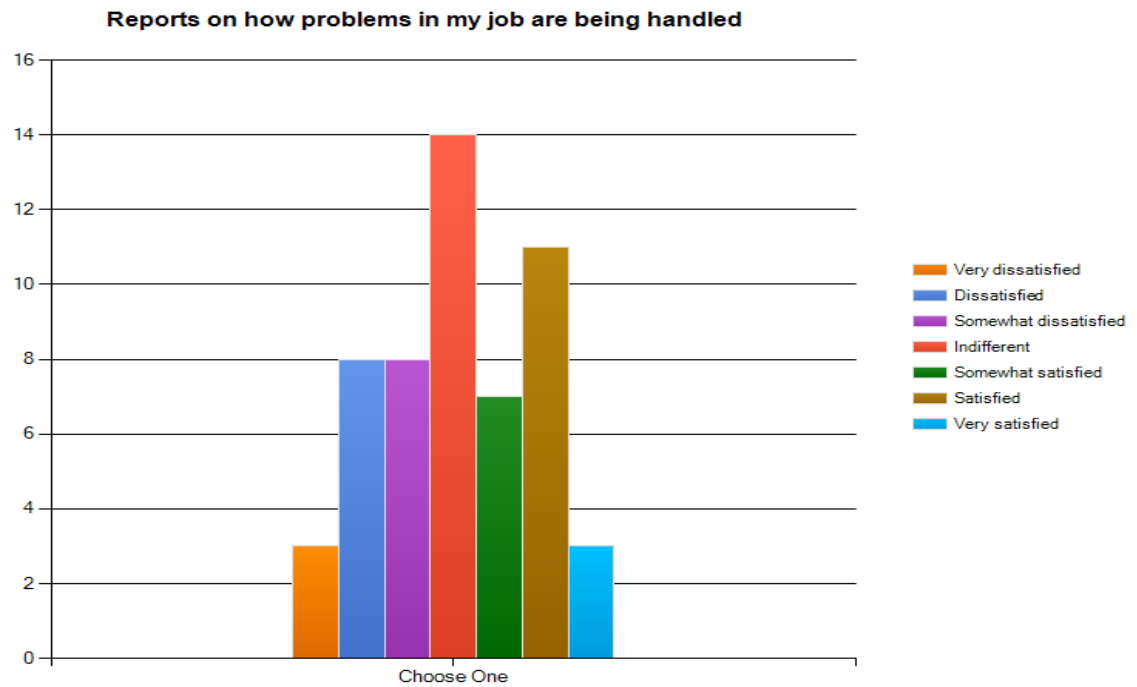


Figure 4.6 – Personal Feedback

Fall 2011 Survey: Item 14



Spring 2012 Survey: Item 17

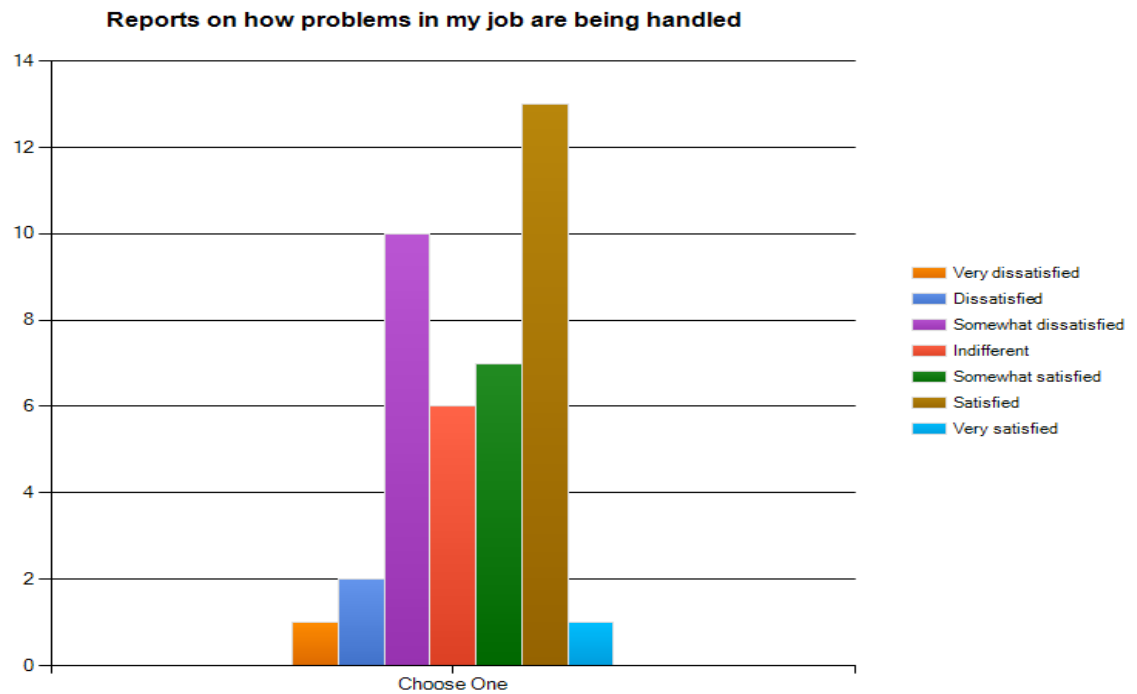
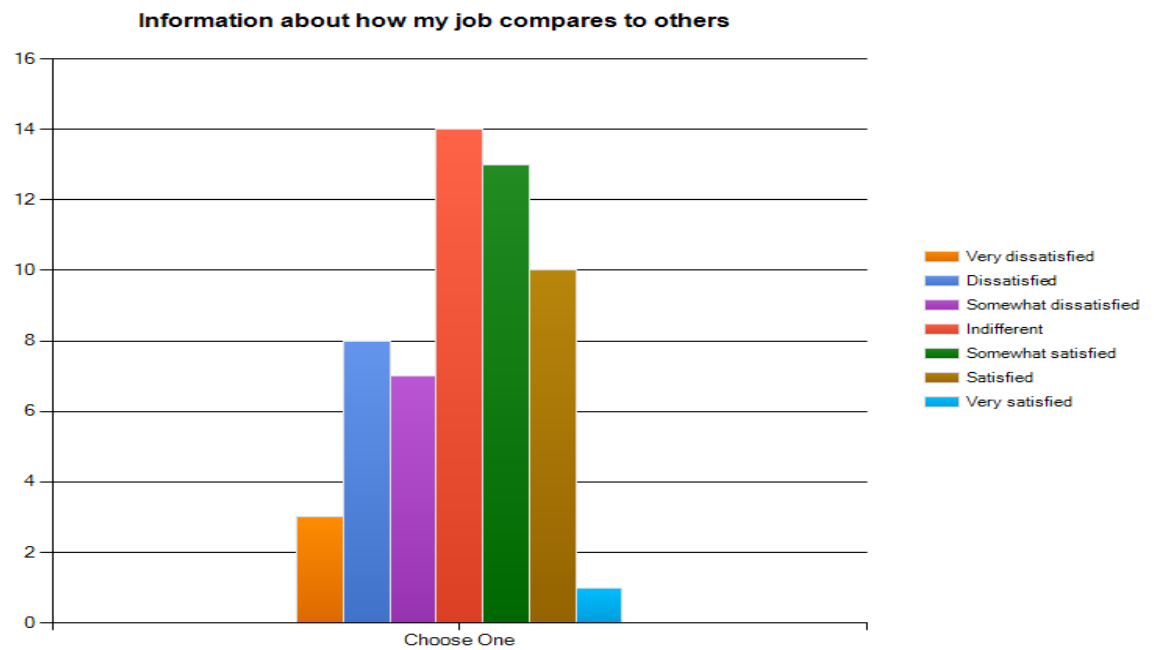


Figure 4.6 – Personal Feedback

Fall 2011 Survey: Item 7



Spring 2012 Survey: Item 10

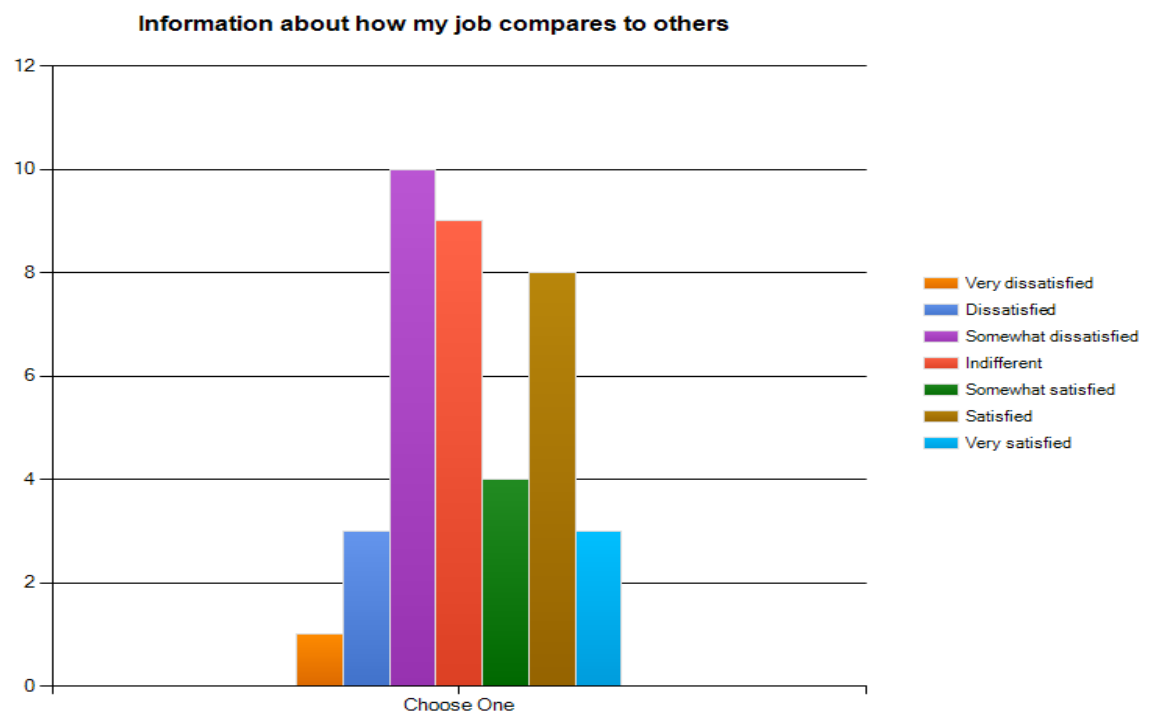
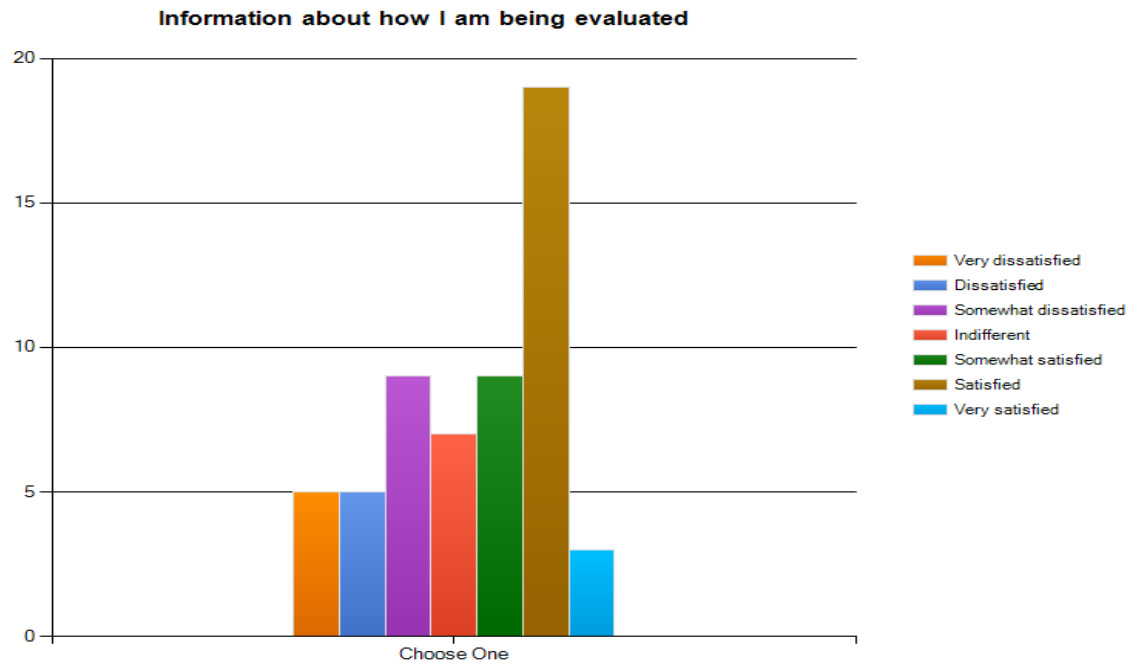


Figure 4.6 – Personal Feedback

Fall 2011 Survey: Item 8



Spring 2012 Survey: Item 11

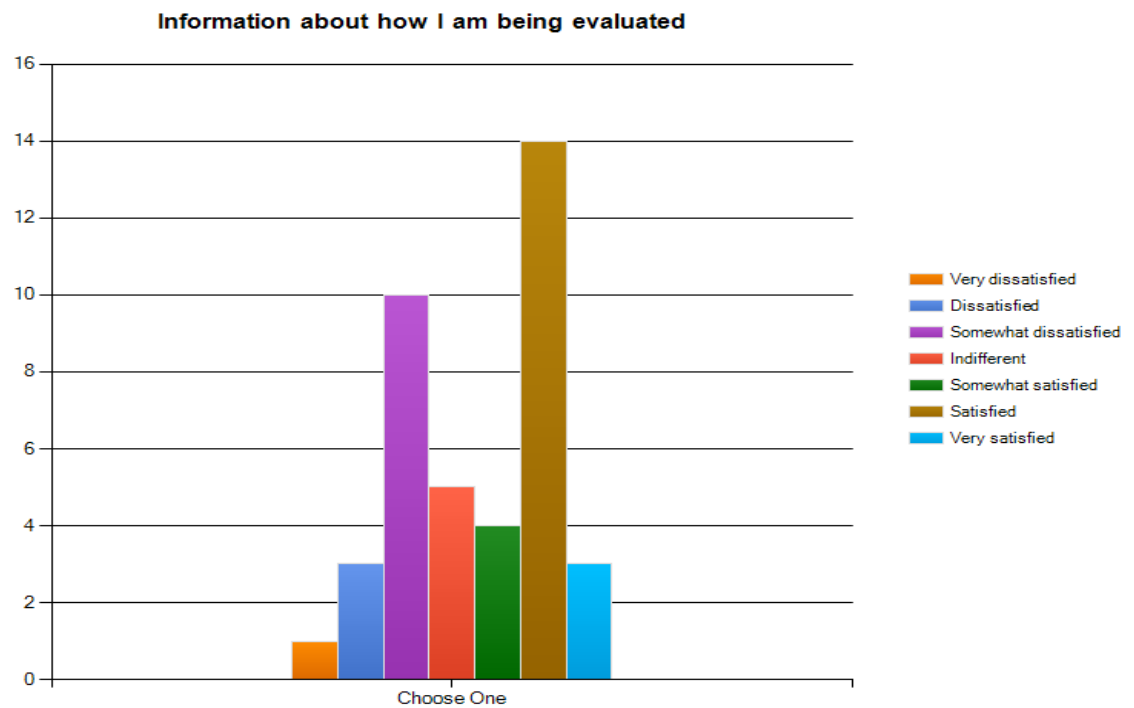
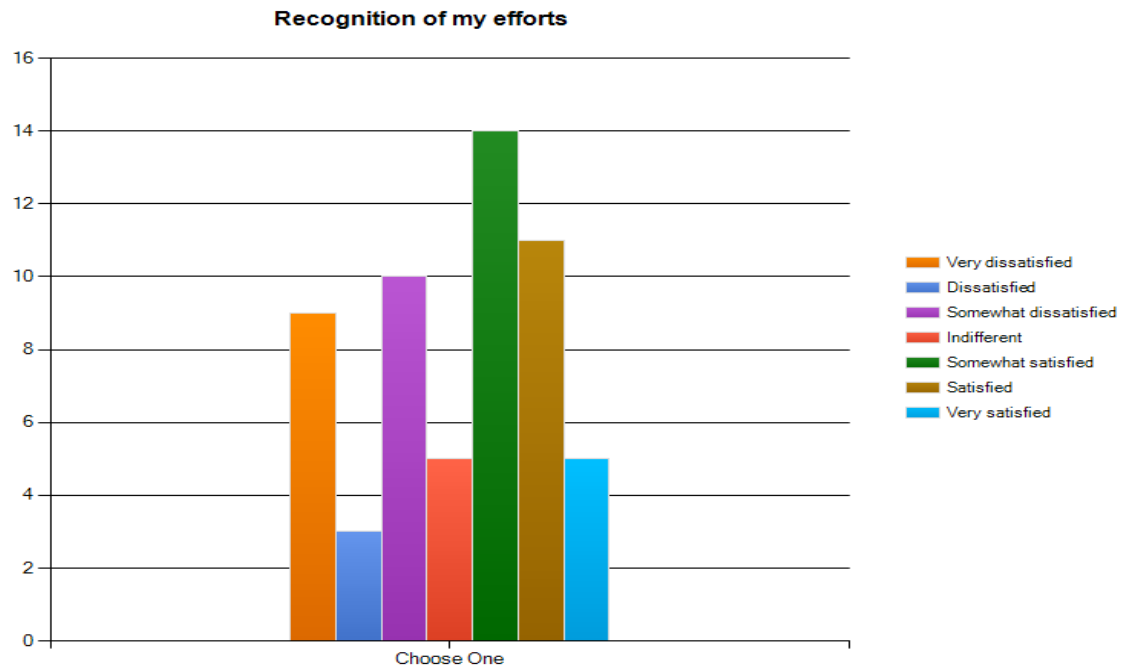


Figure 4.6 – Personal Feedback

Fall 2011 Survey: Item 9



Spring 2012 Survey: Item 12

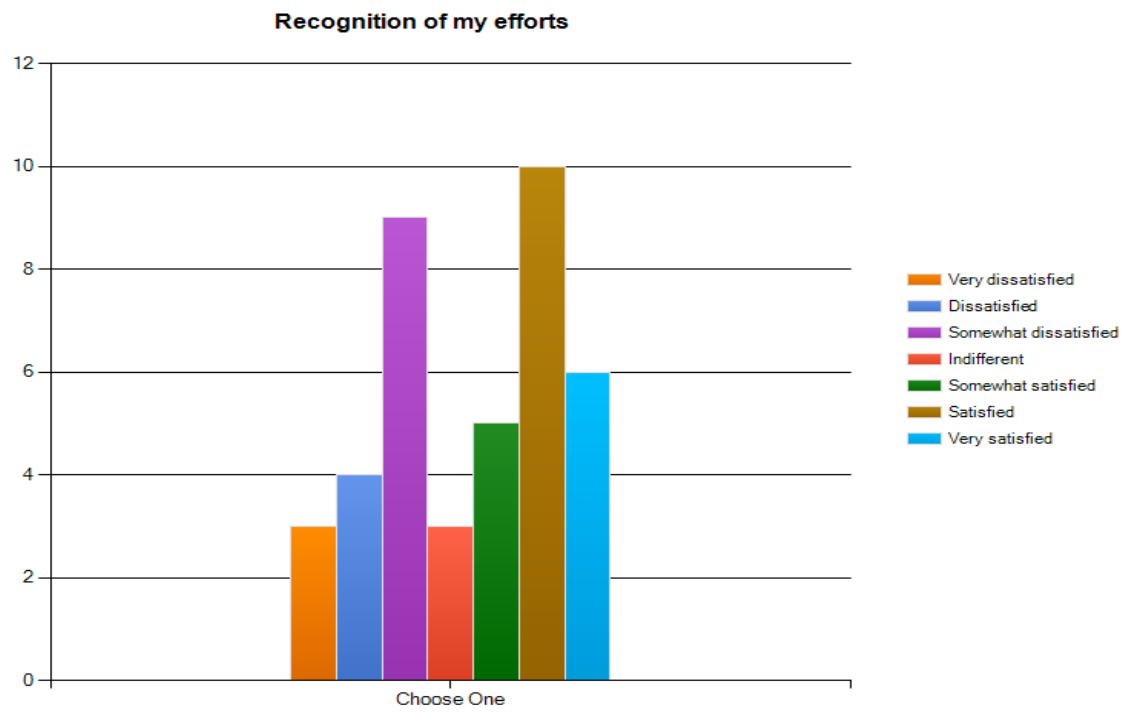
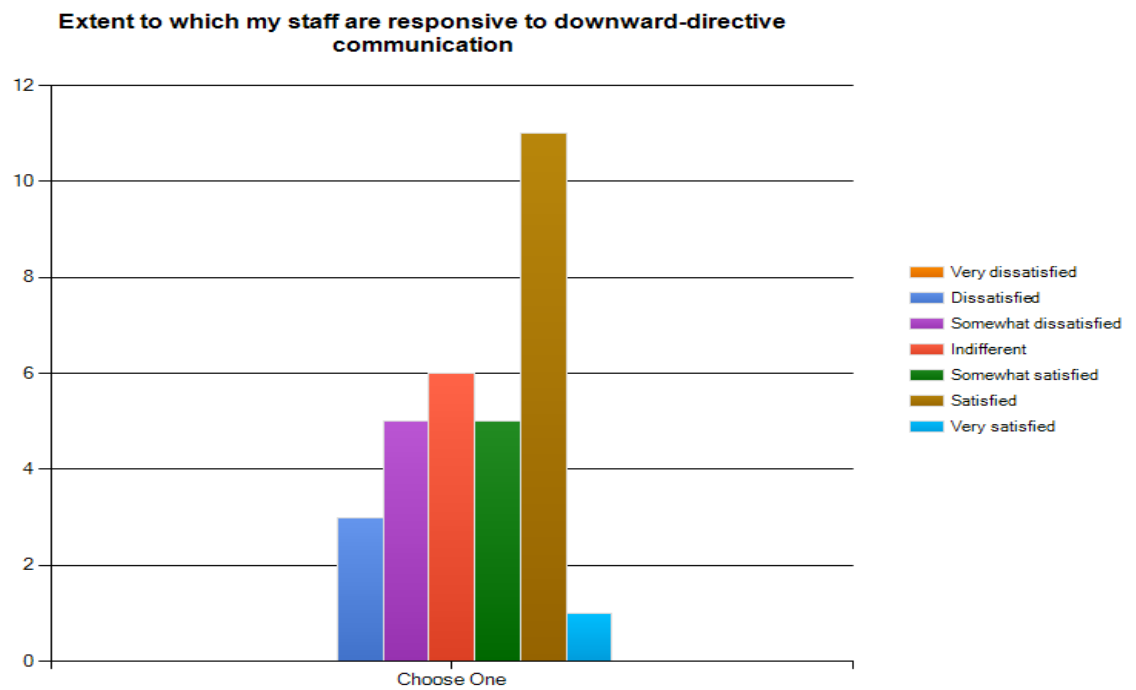


Figure 4.7– Subordinate Communication

Fall 2011 Survey: Item 42



Spring 2012 Survey: Item 45

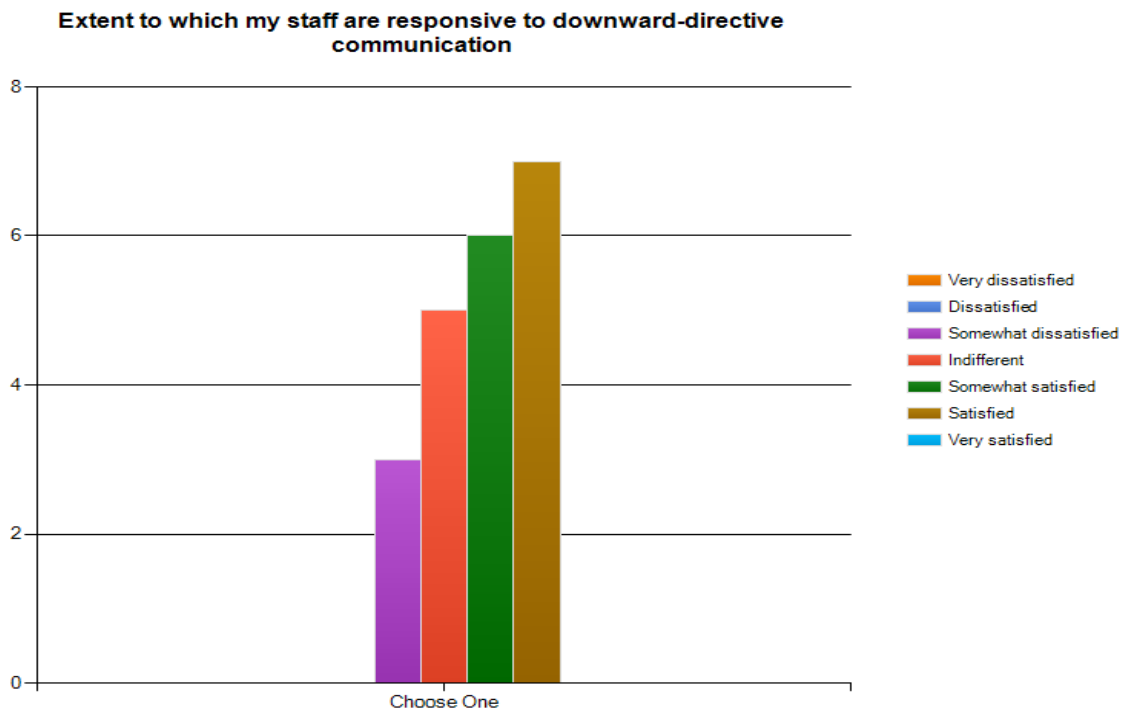
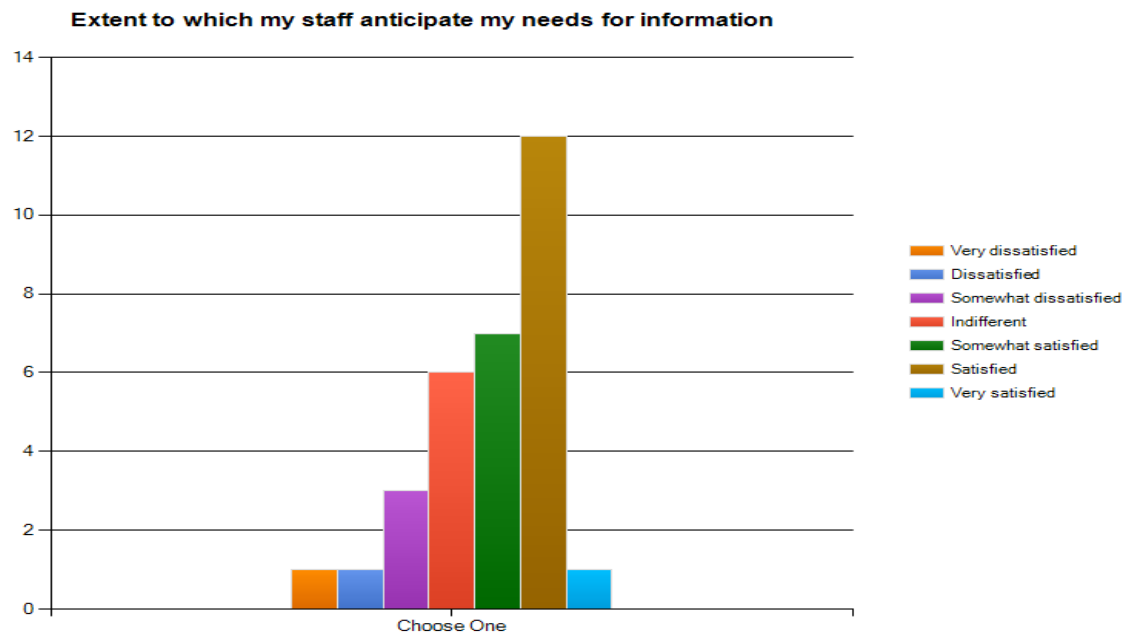


Figure 4.7 – Subordinate Communication

Fall 2011 Survey: Item 43



Spring 2012 Survey: Item 46

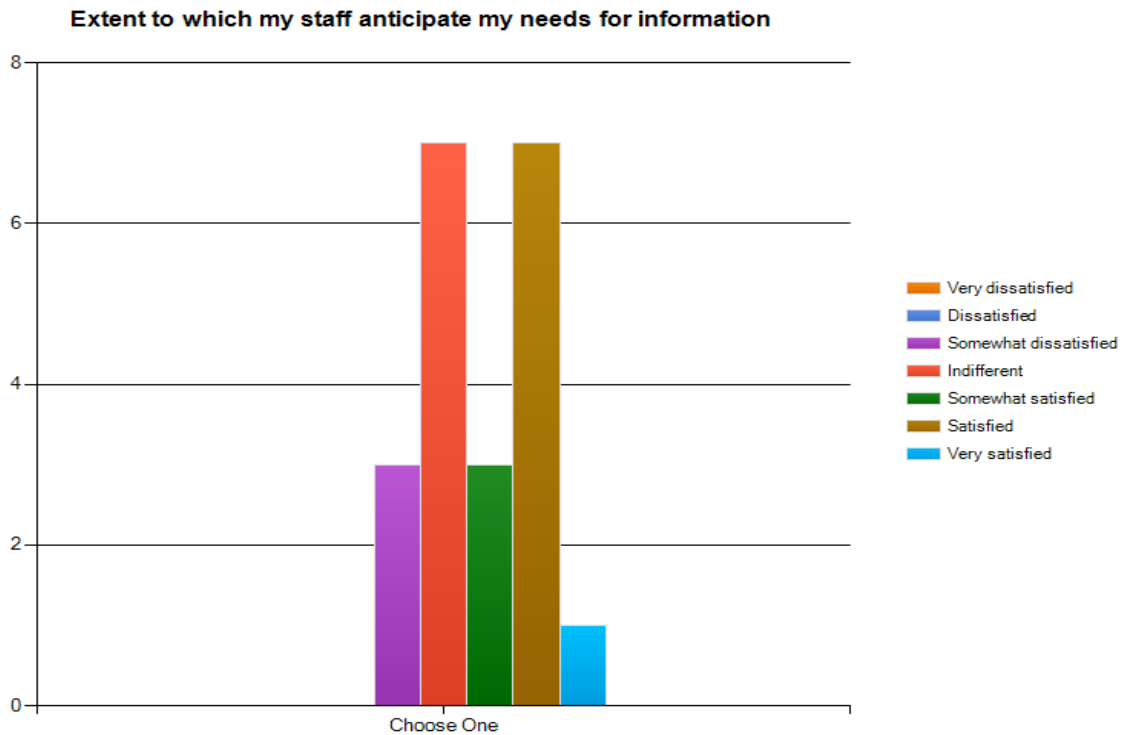
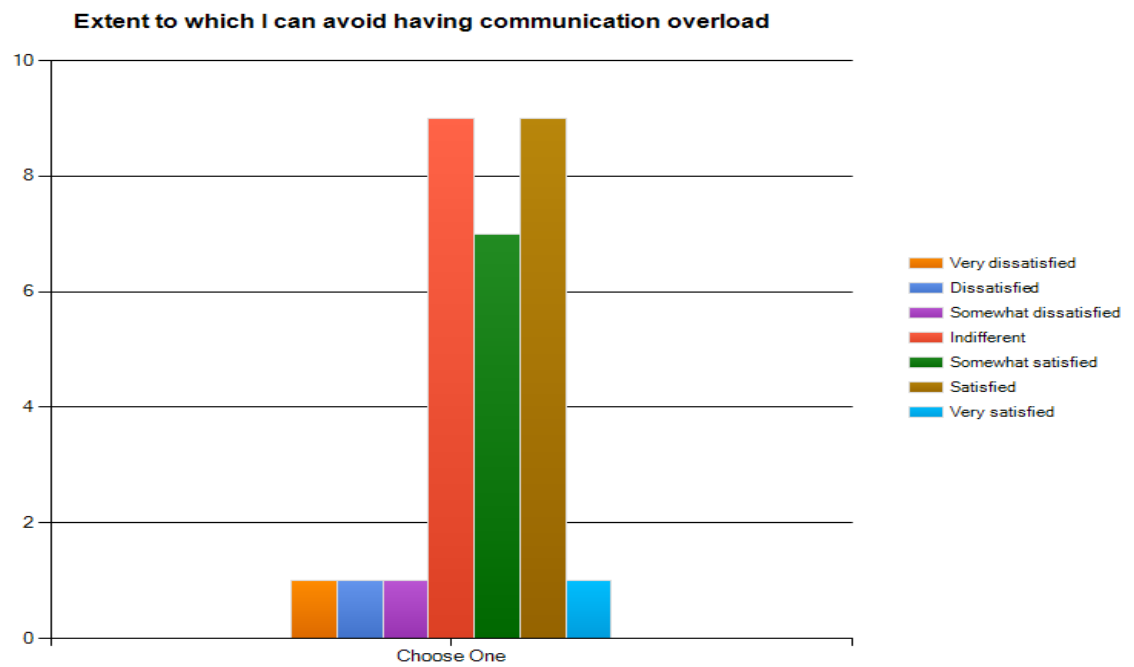


Figure 4.7 – Subordinate Communication

Fall 2011 Survey: Item 44



Spring 2012 -Survey: Item 47

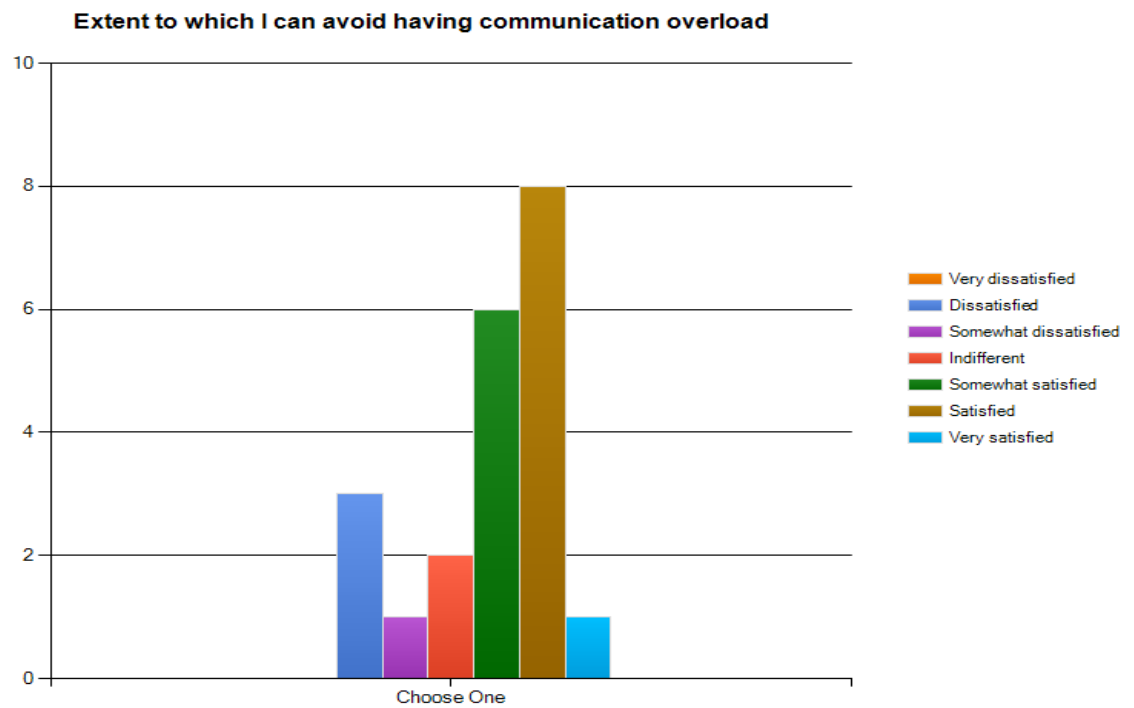
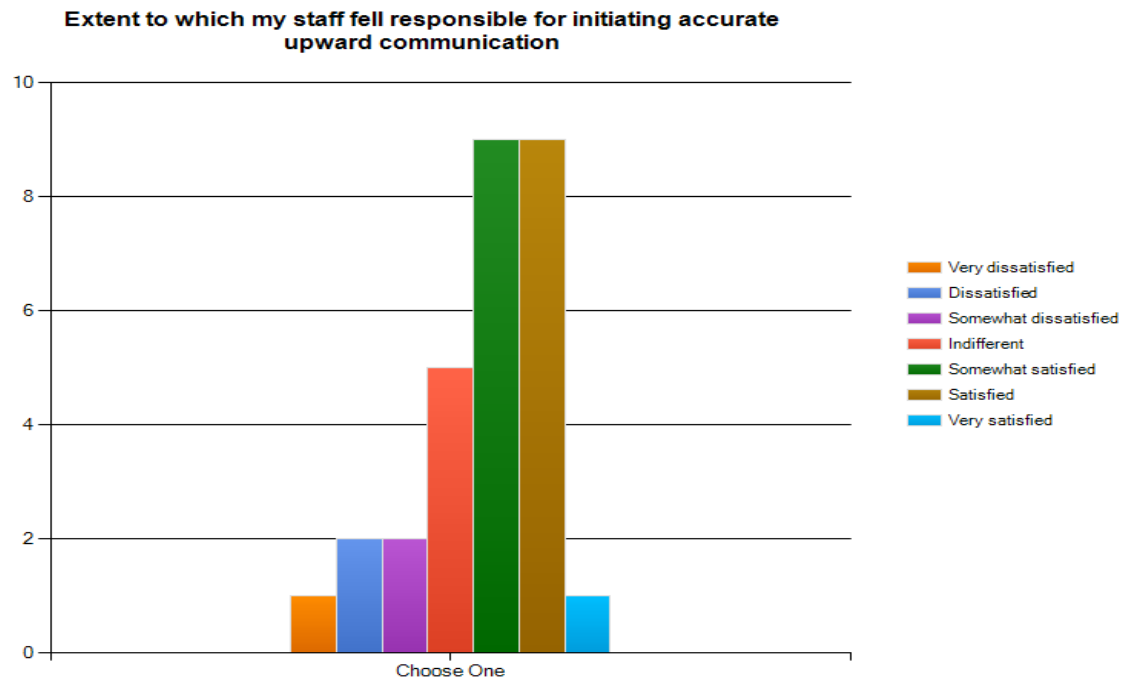


Figure 4.7 – Subordinate Communication

Fall 2011 Survey: Item 45



Spring 2012 Survey: Item 48

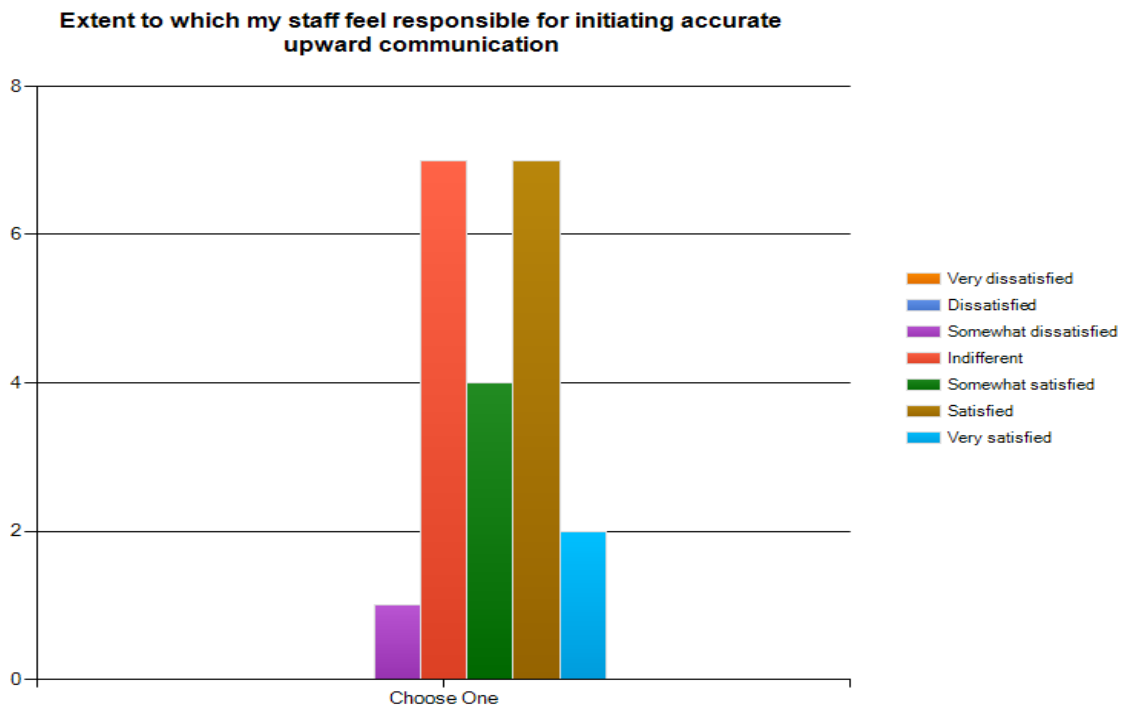
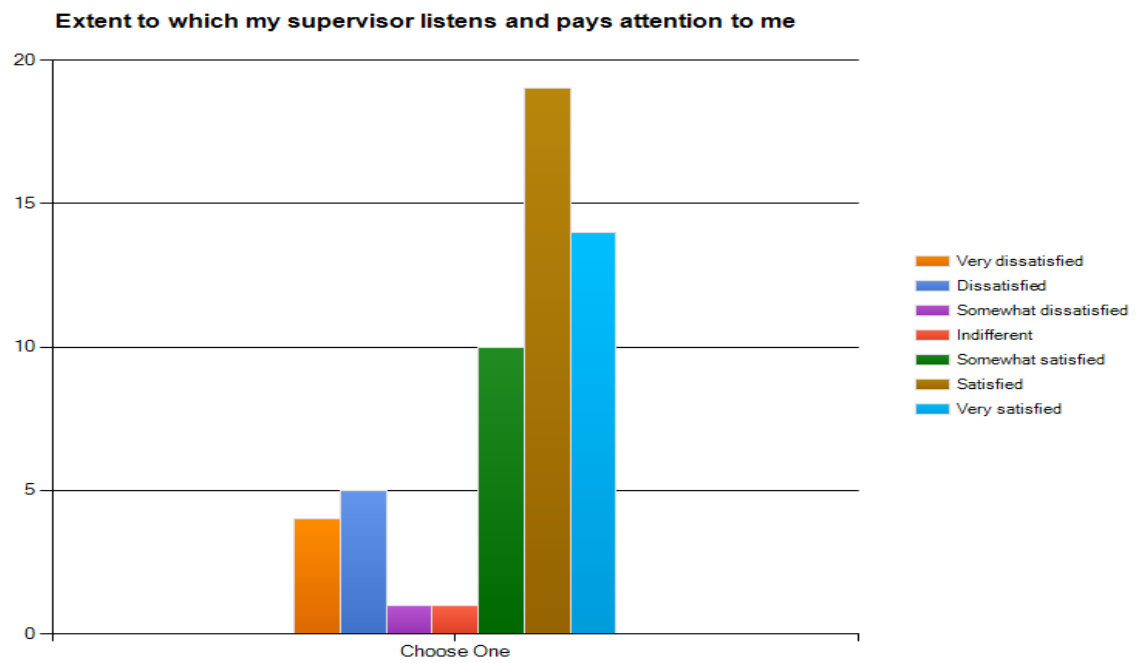


Figure 4.8 – Supervisor Communication

Fall 2011 Survey: Item 20



Spring 2012 Survey: Item 23

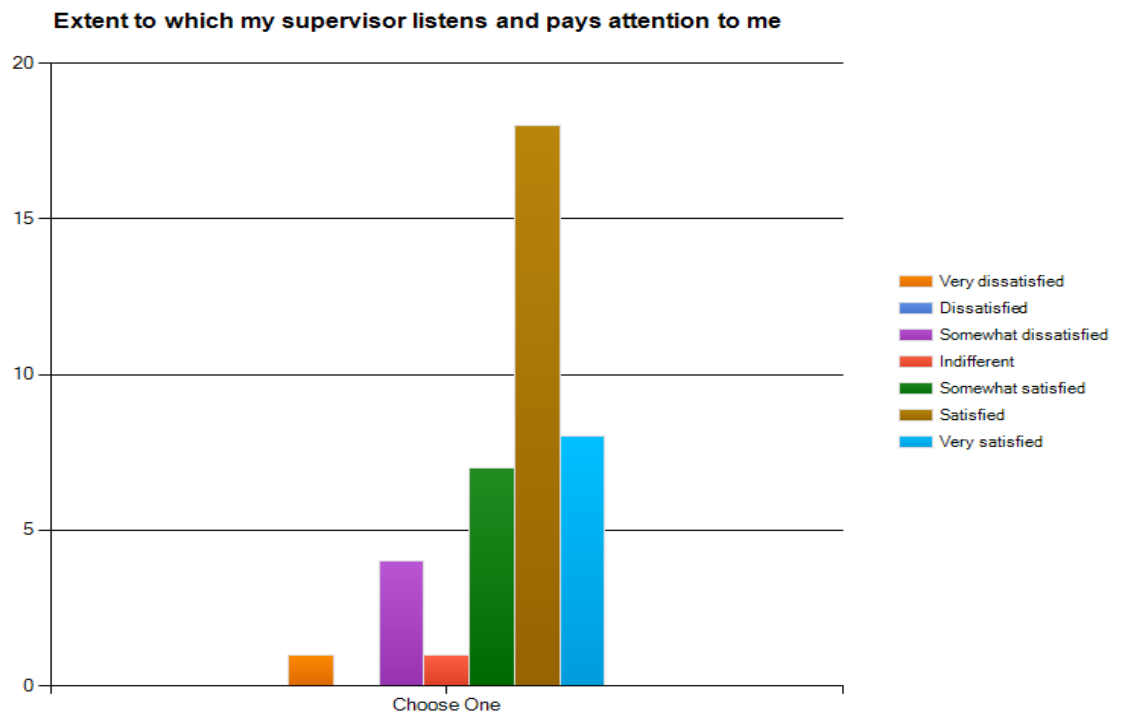
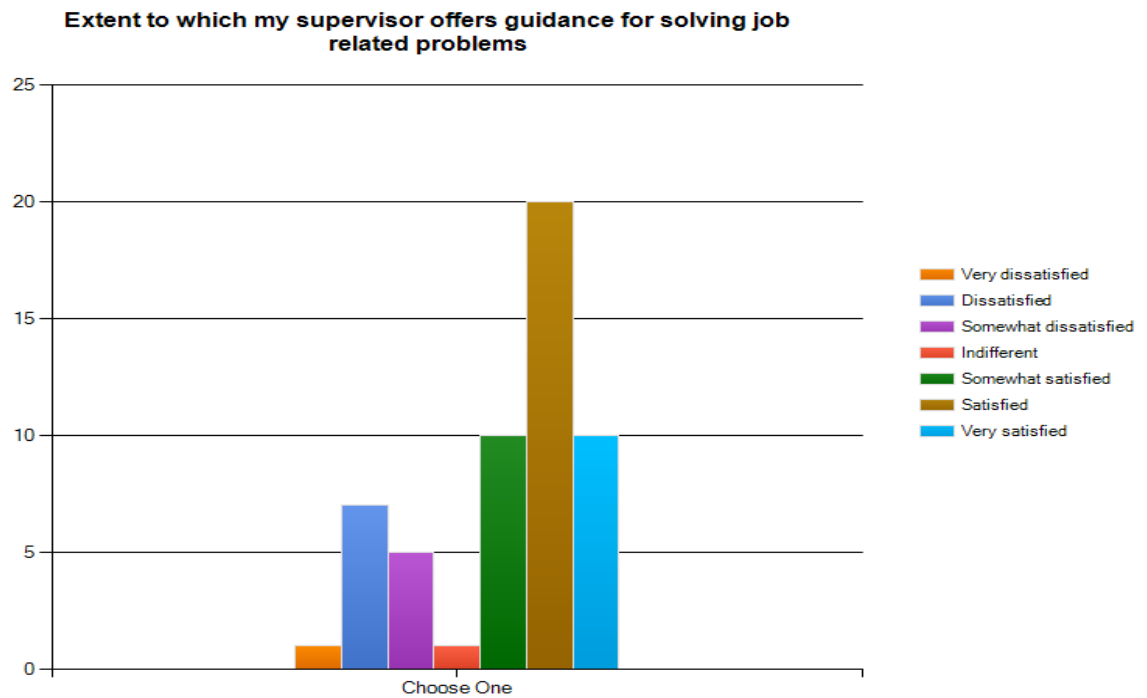


Figure 4.8 – Supervisor Communication

Fall 2011-Survey: Item 22



Spring 2012 Survey: Item 25

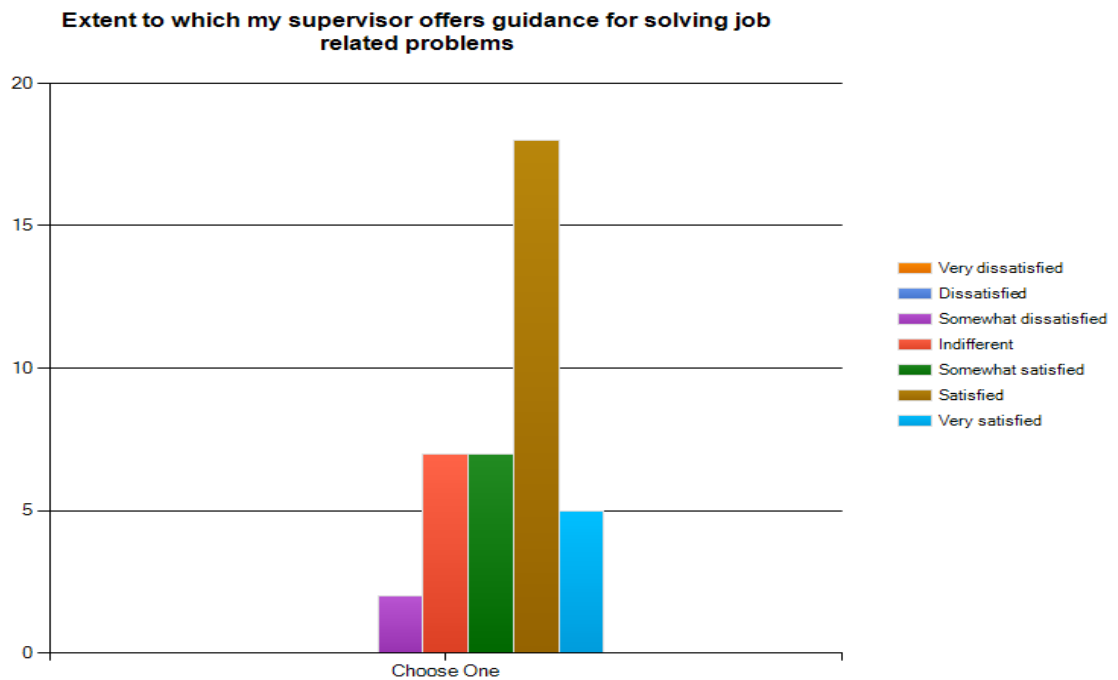
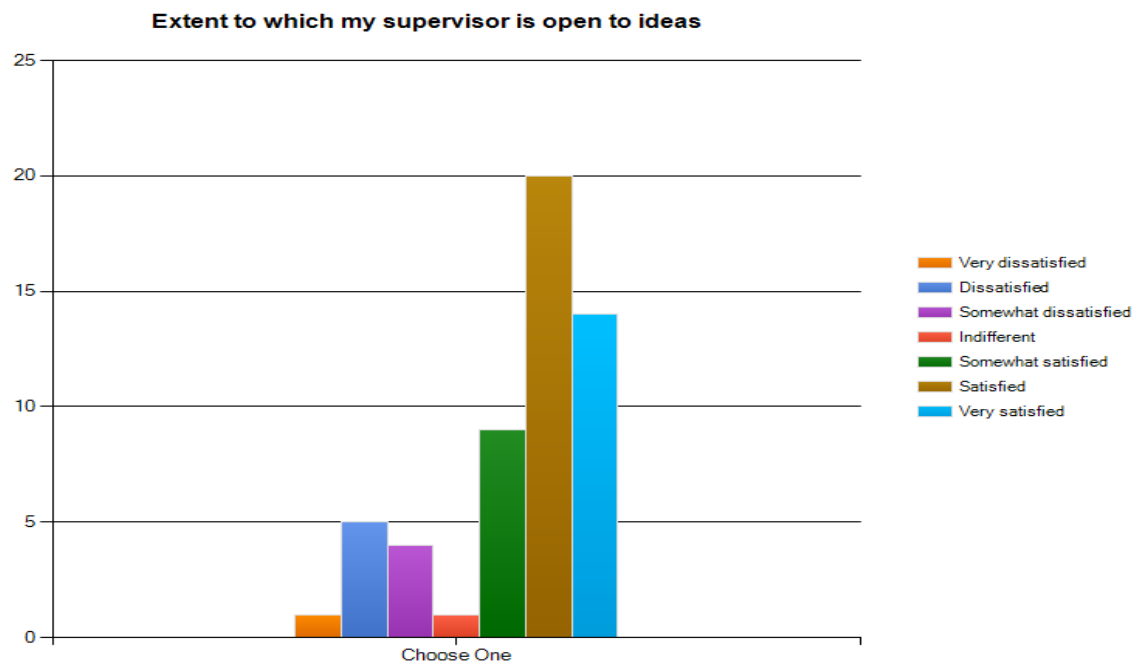


Figure 4.8 – Supervisor Communication

Fall 2011 Survey: Item 24



Spring 2012 Survey: Item 27

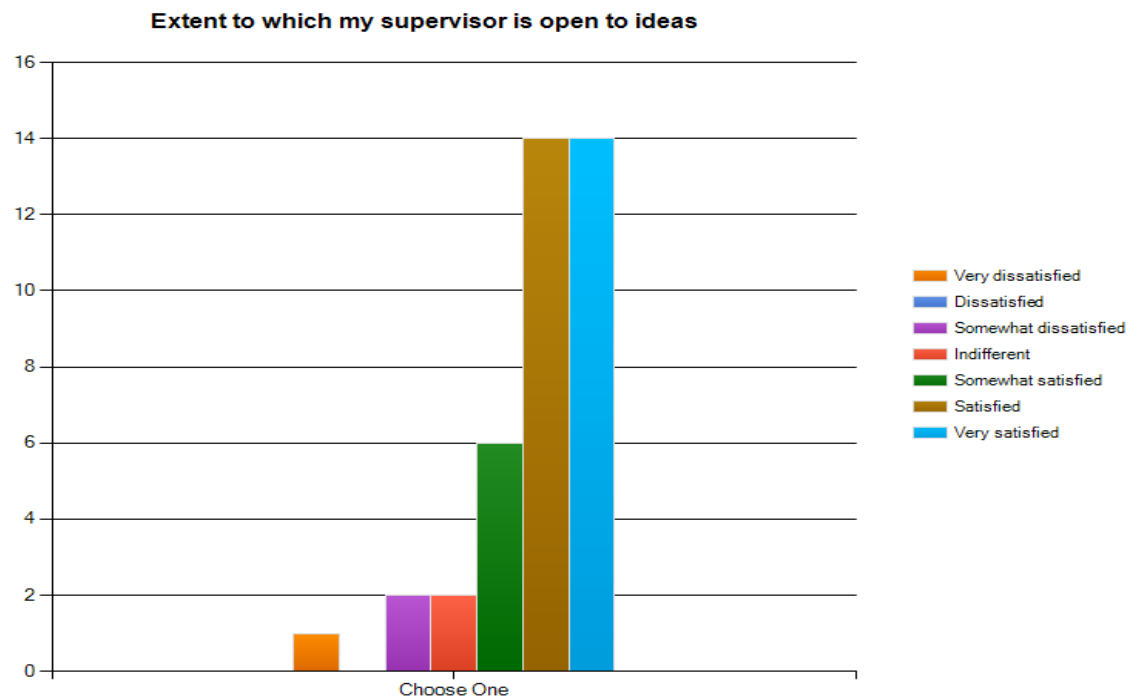
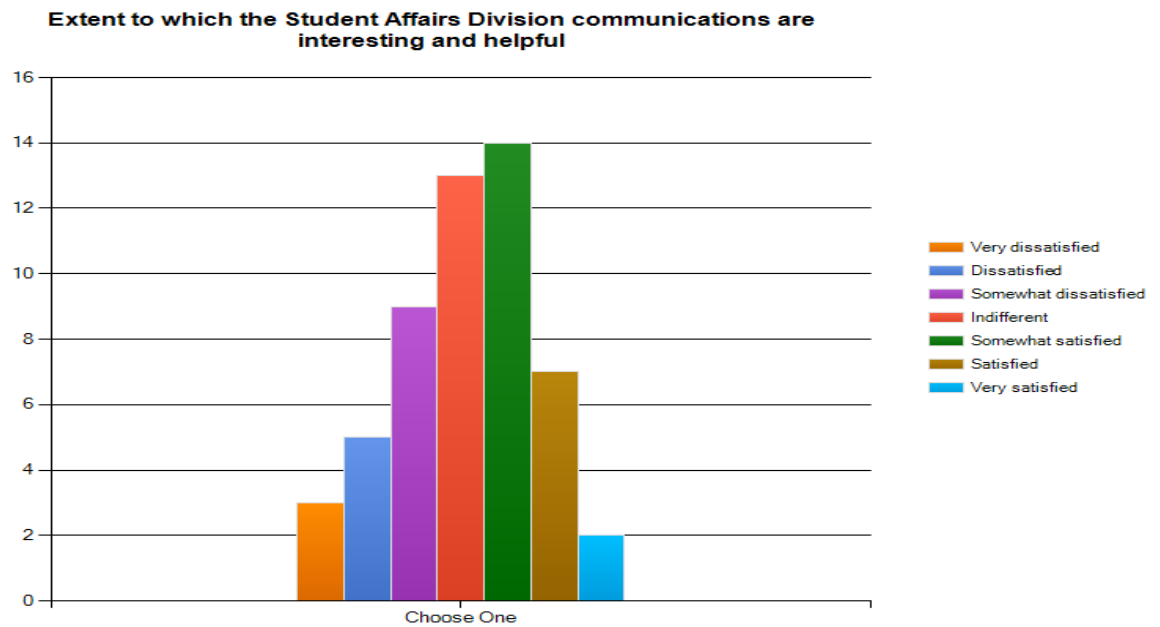


Figure 4.8 – Supervisor Communication

Fall 2011 Survey: Item 29



Spring 2012 Survey: Item 32

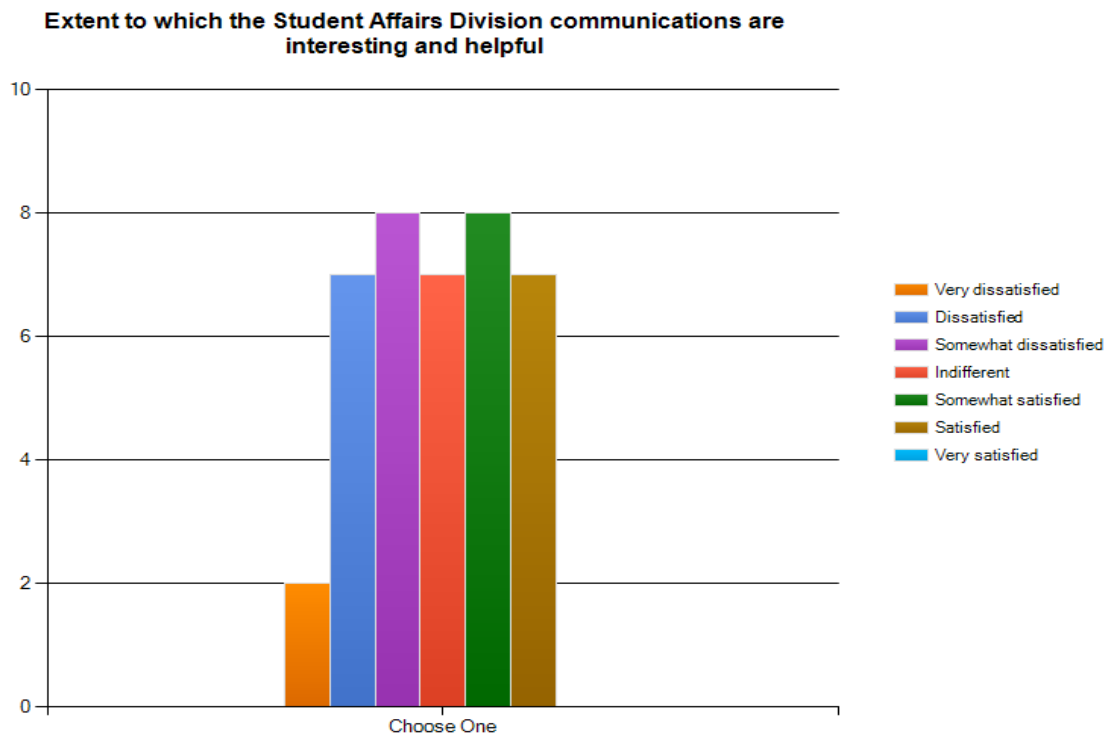
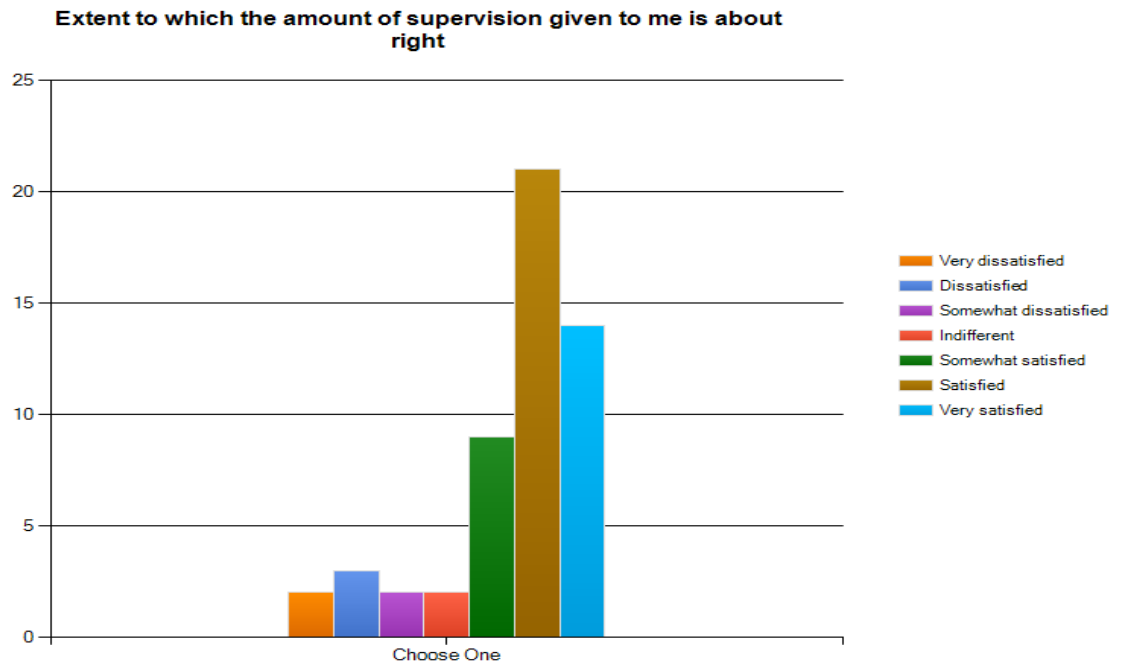


Figure 4.8 – Supervisor Communication

Fall 2011 Survey: Item 34



Spring 2012 Survey: Item 37

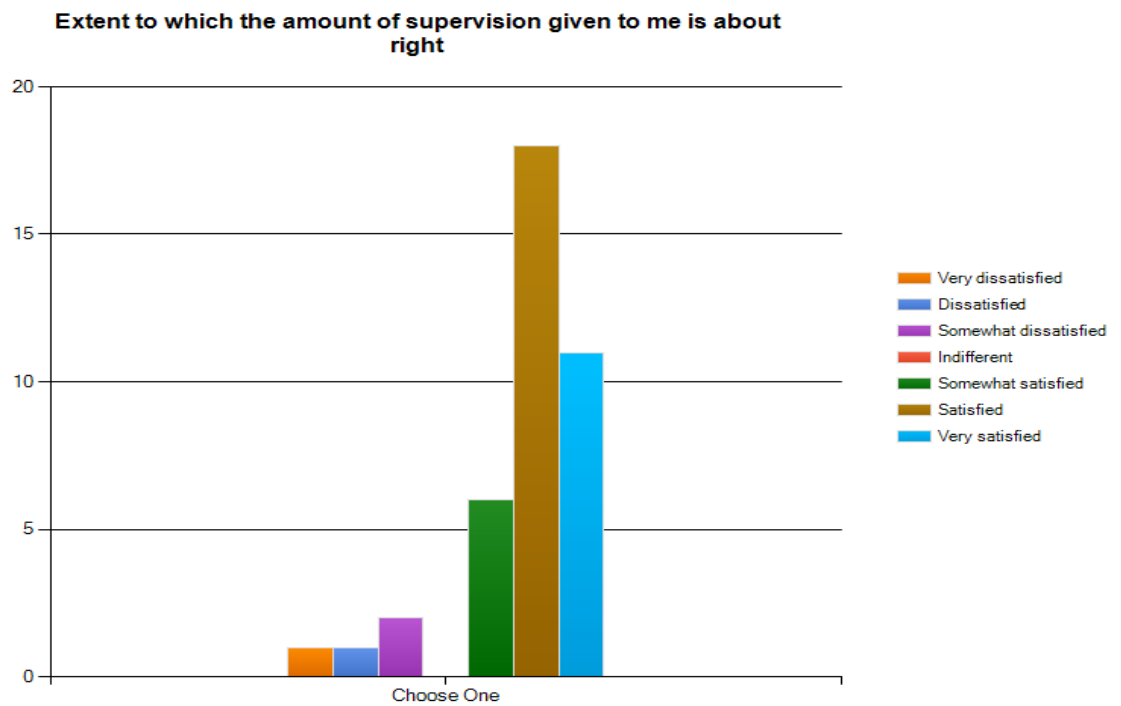
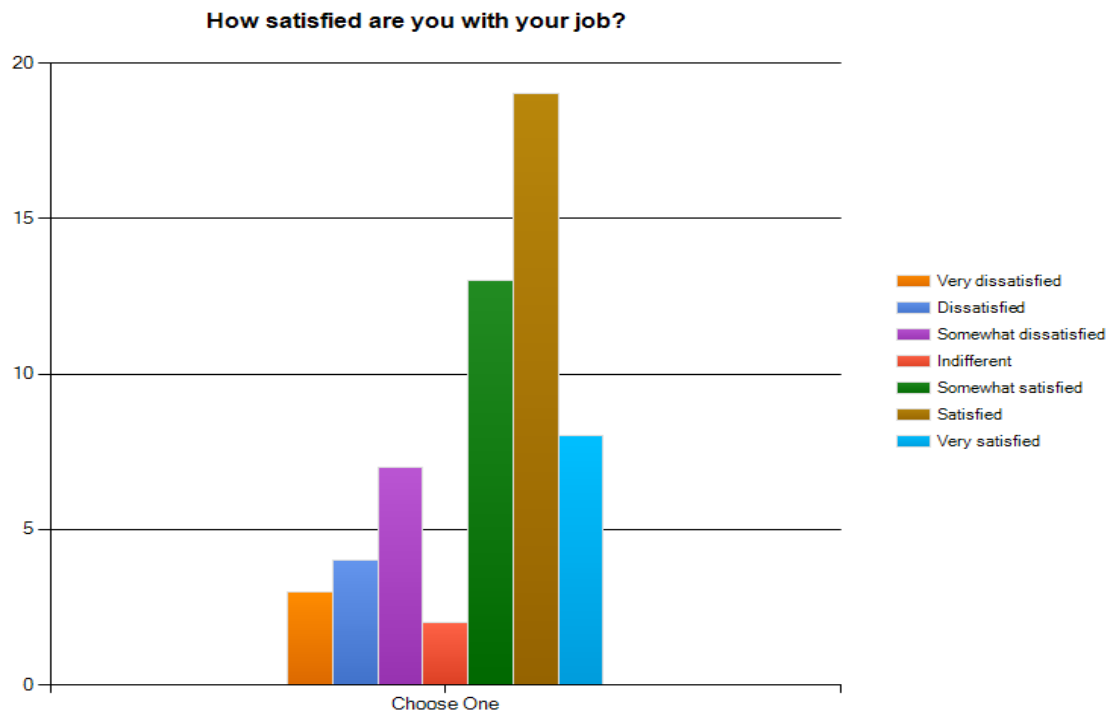


Figure 4.9 – Overall Satisfaction

Fall 2011 Survey: Item 1



Spring 2012 Survey: Item 4

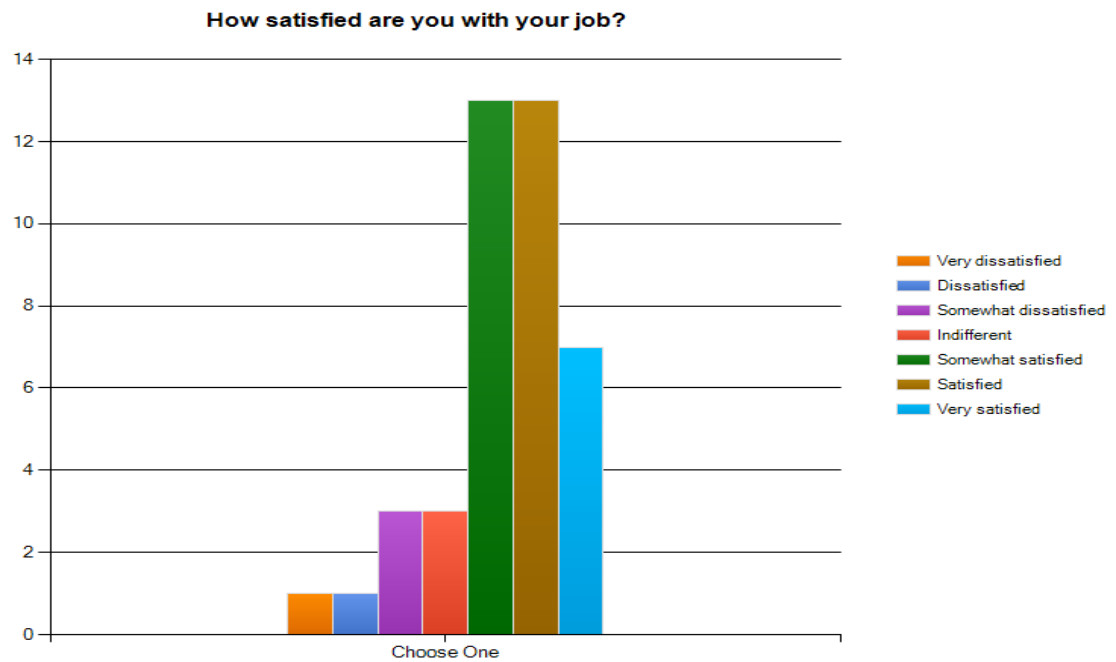
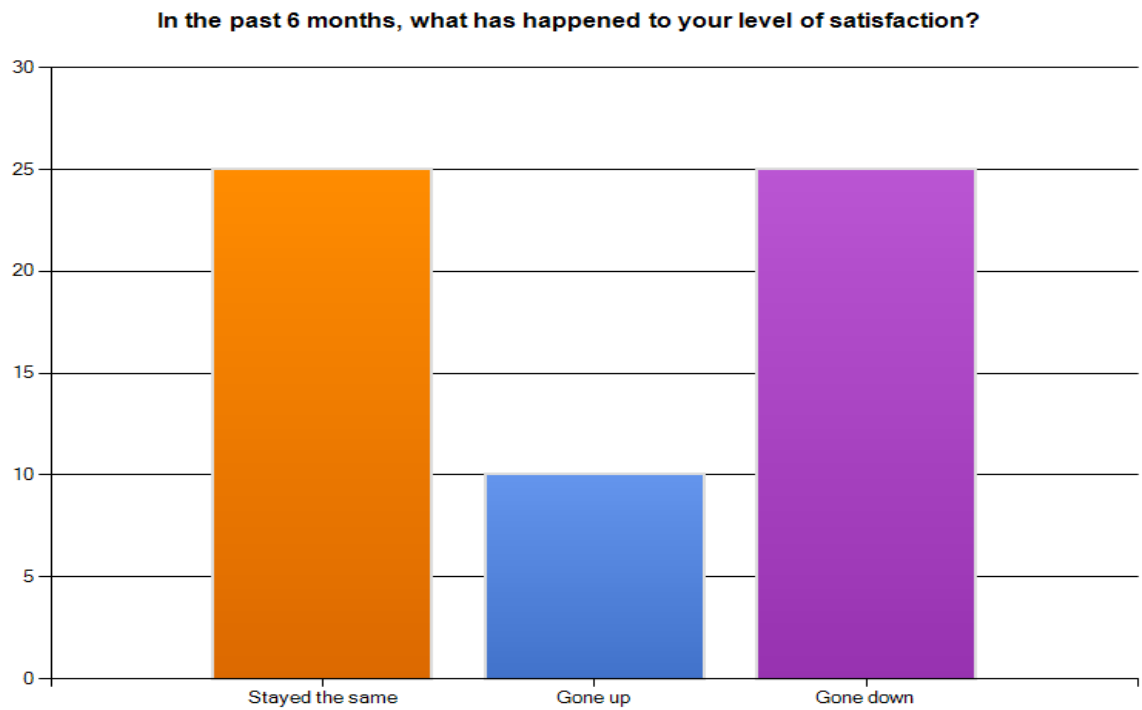


Figure 4.10 – 6 Month Satisfaction

Fall 2011 Survey: Item 2



Spring 2012 Survey: Item 5

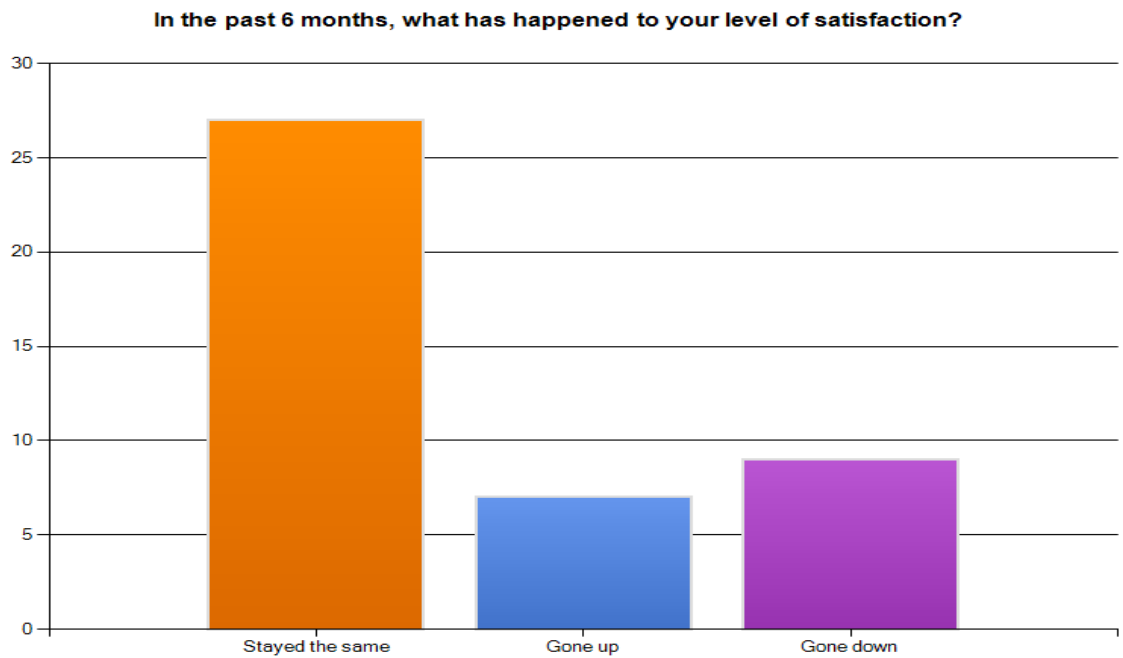
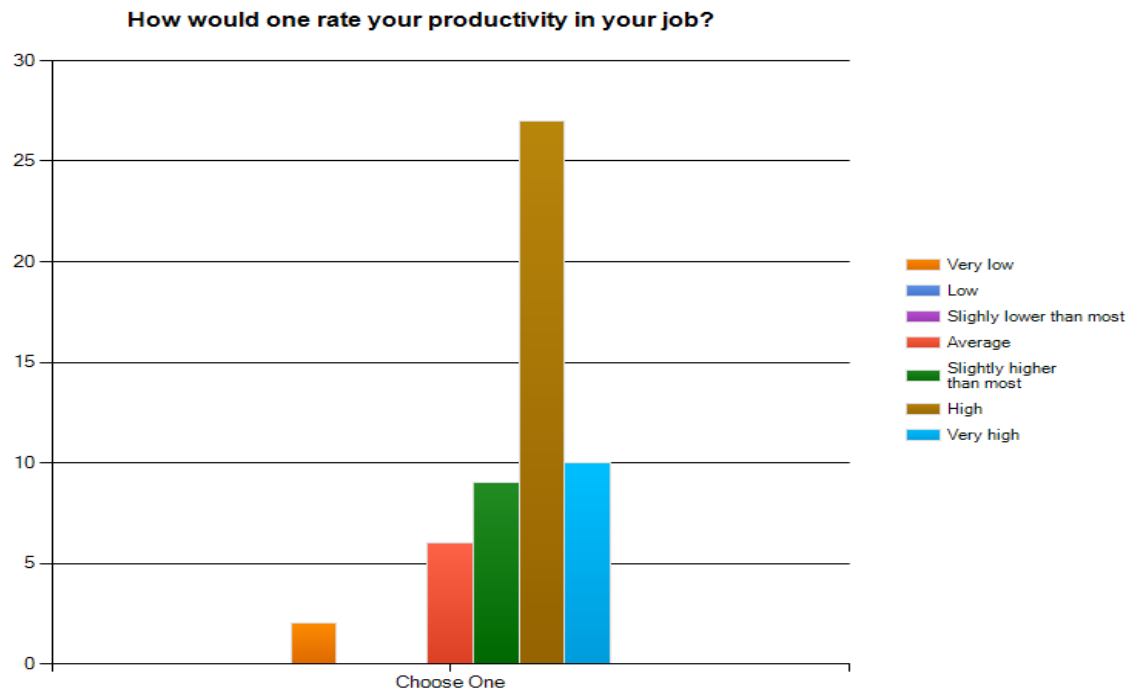


Figure 4.11 – Overall Productivity

Fall 2011 Survey: Item 39



Spring 2012 Survey: Item 42

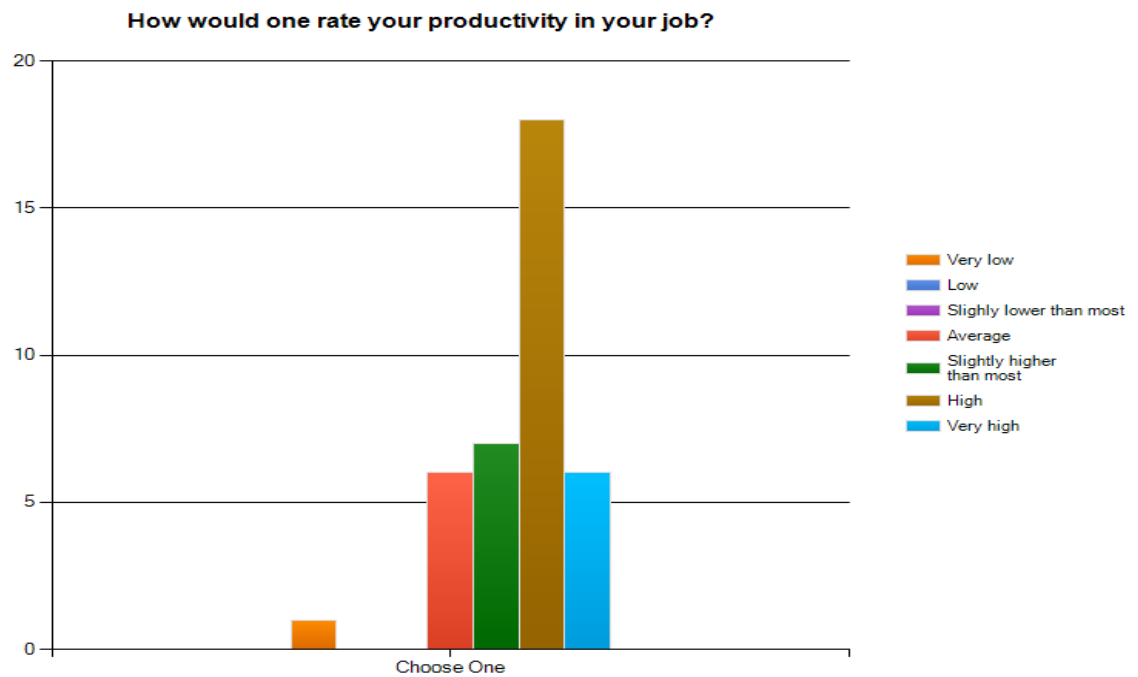
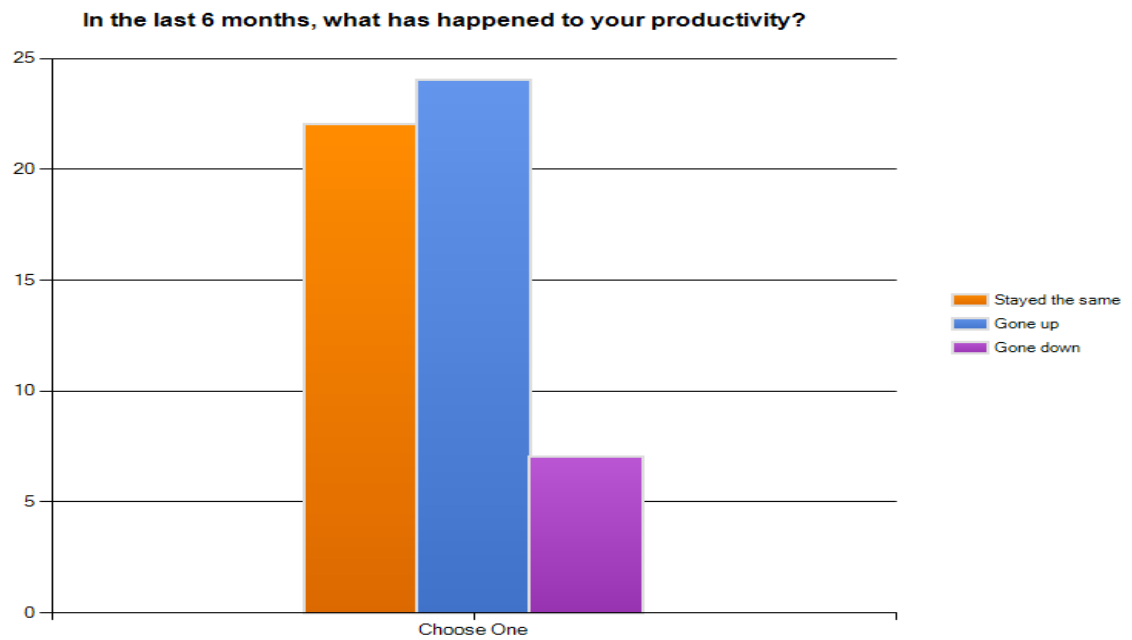


Figure 4.12 – 6 Month Productivity

Fall 2011 Survey: Item 40

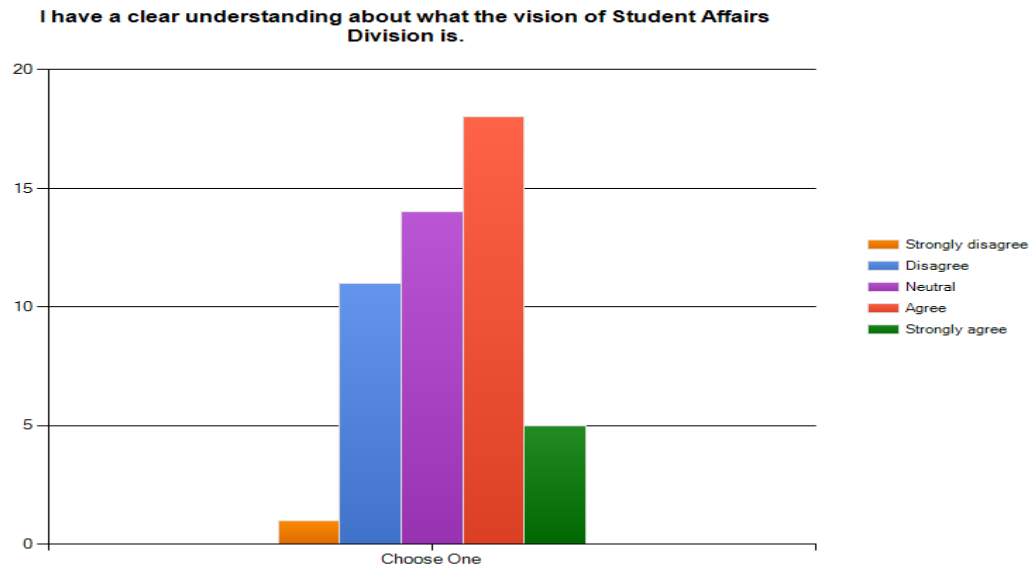


Spring 2012 Survey: Item 43



Figure 4.13 – Identity and Organizational Culture

Fall 2011 Survey: Item 46



Spring 2012 Survey: Item 49

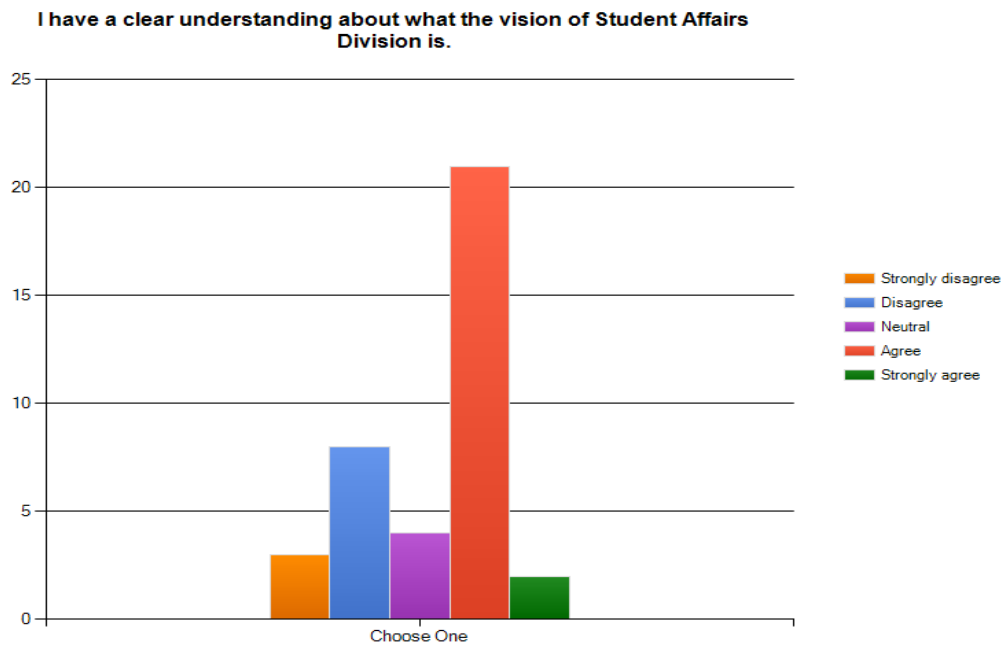
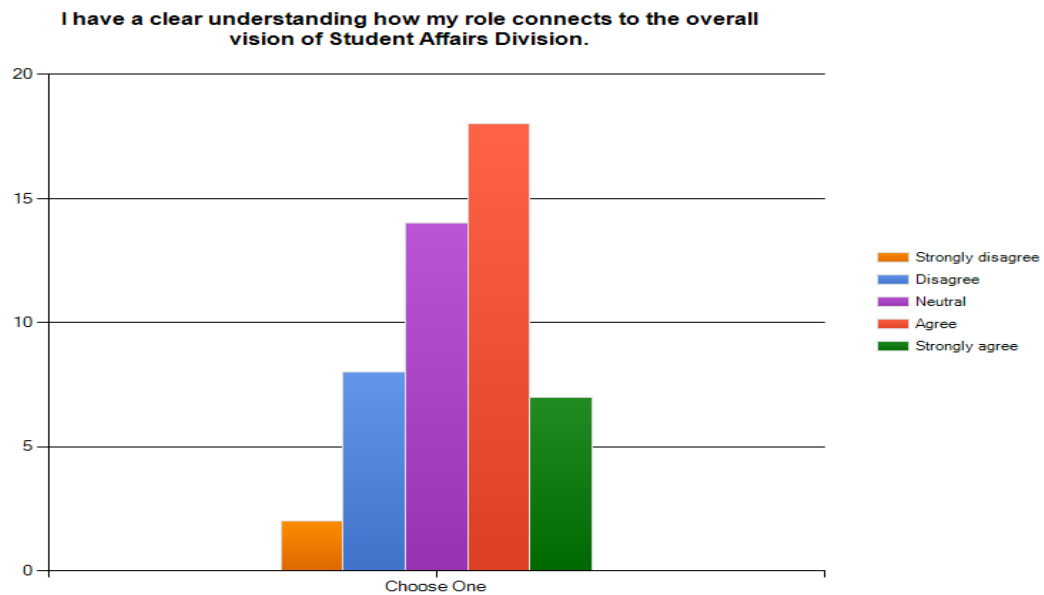


Figure 4.14 – Identity and Organizational Culture

Fall 2011 Survey: Item 47



Spring 2012 Survey: Item 50

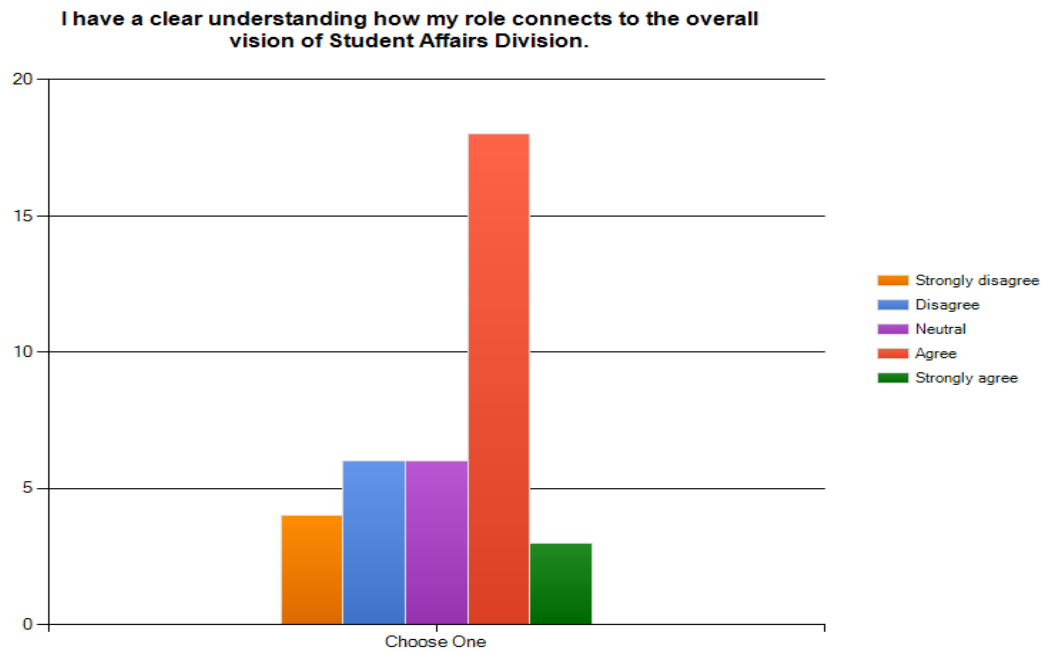
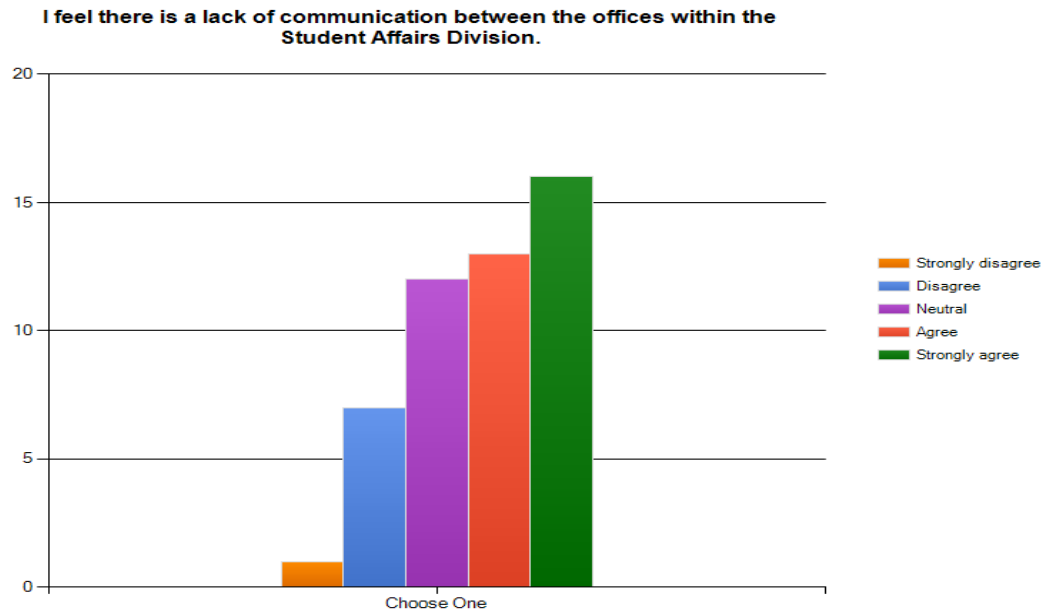


Figure 4.15 – Identity and Organizational Culture

Fall 2011 Survey: Item 48



Spring 2012 Survey: Item 51

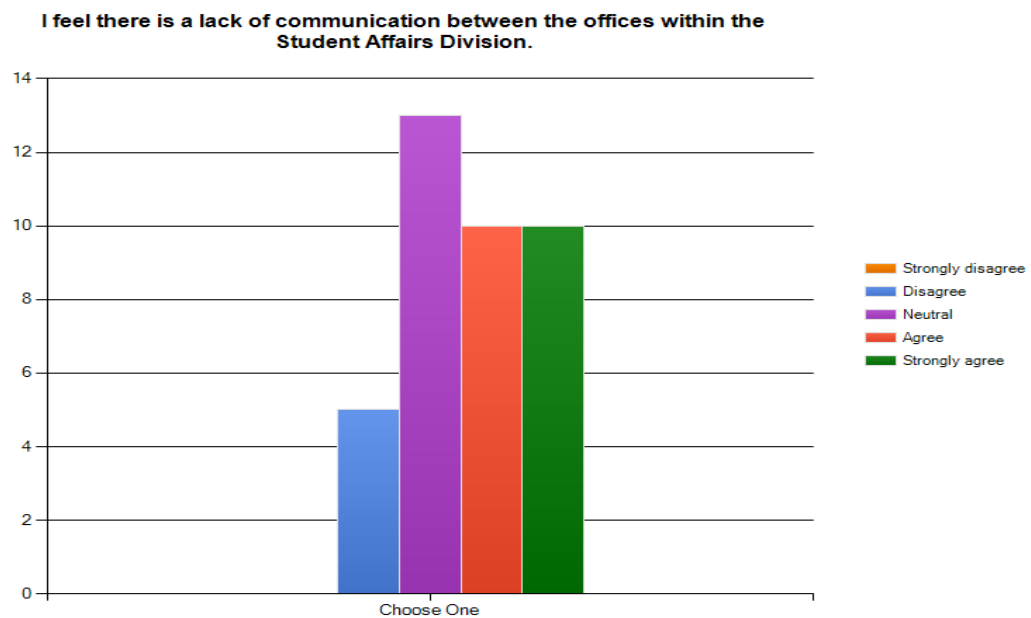
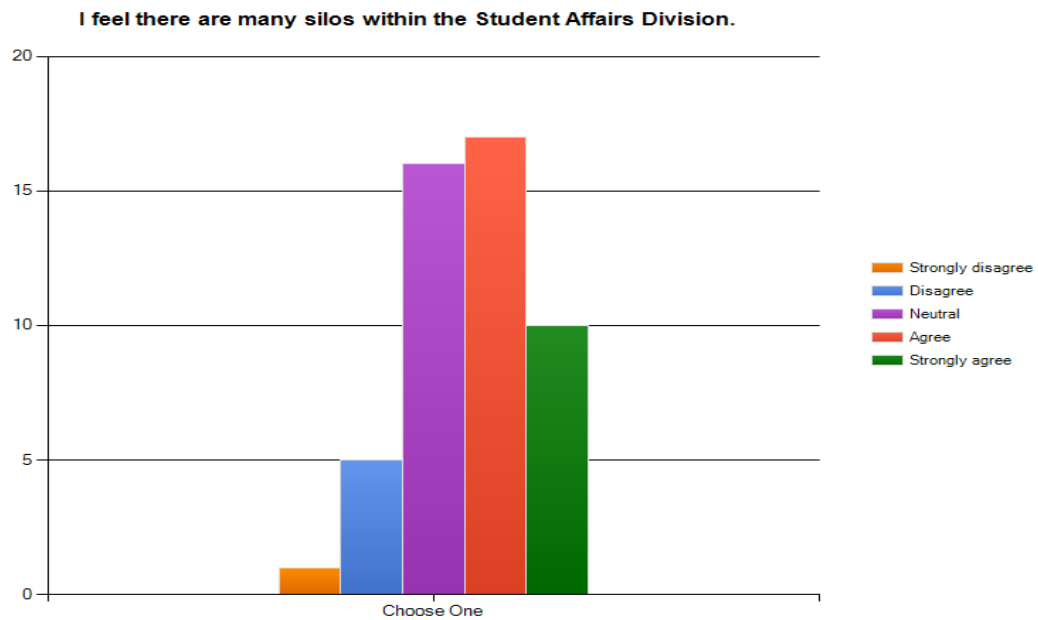


Figure 4.16 – Identity and Organizational Culture

Fall 2011 Survey: Item 49



Spring 2012 Survey: Item 51

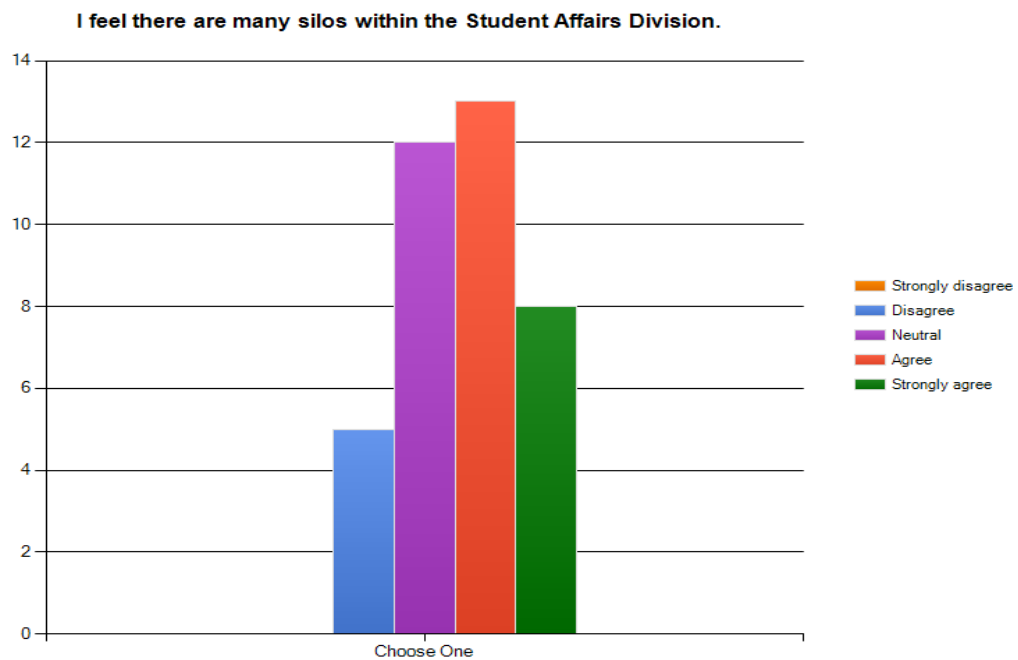
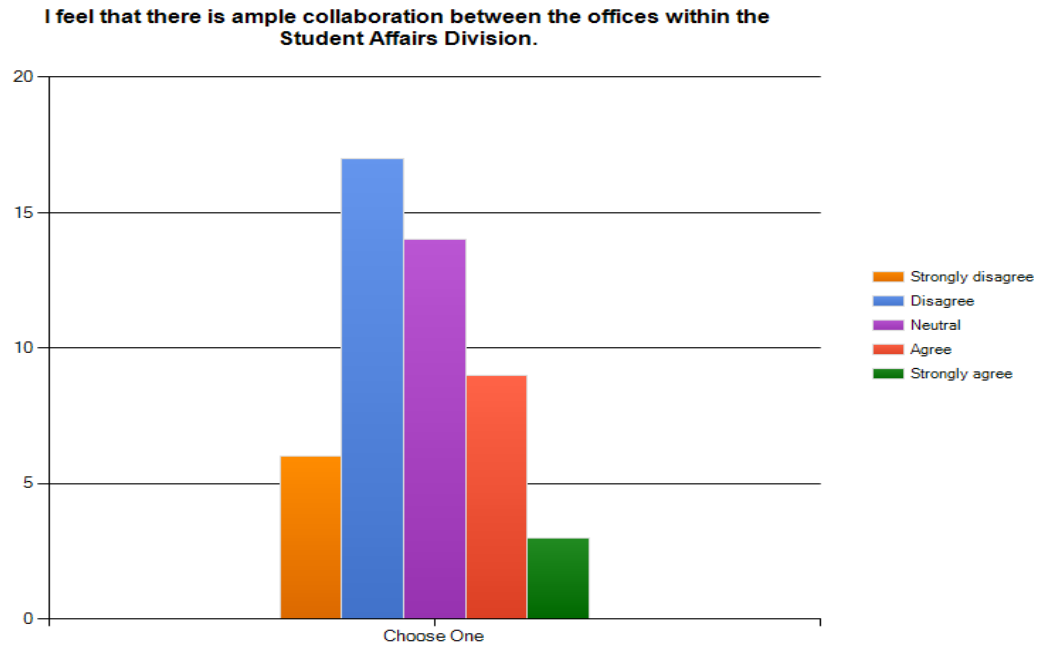


Figure 4.17 – Identity and Organizational Culture

Fall 2011 Survey: Item 50



Spring 2012 Survey: Item 53

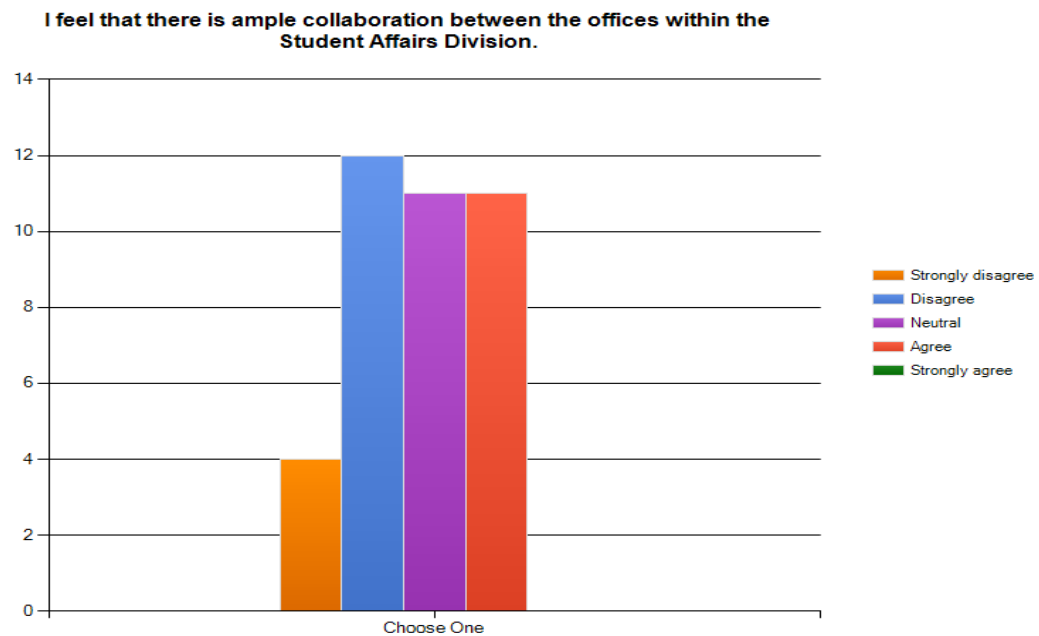
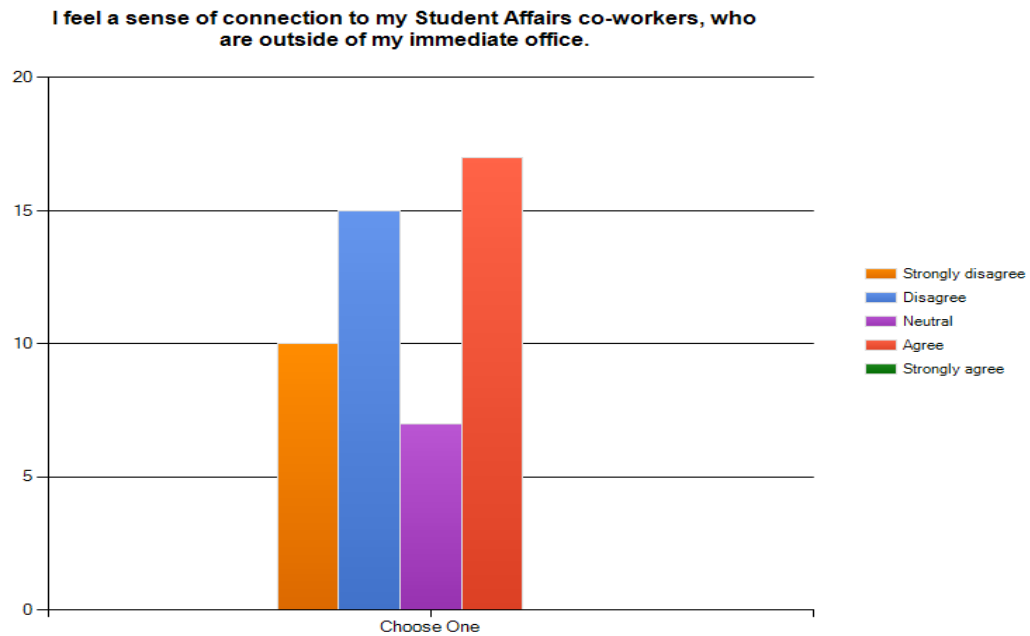


Figure 4.18 – Identity and Organizational Culture

Fall 2011 Survey: Item 51



Spring 2012 Survey: Item 54

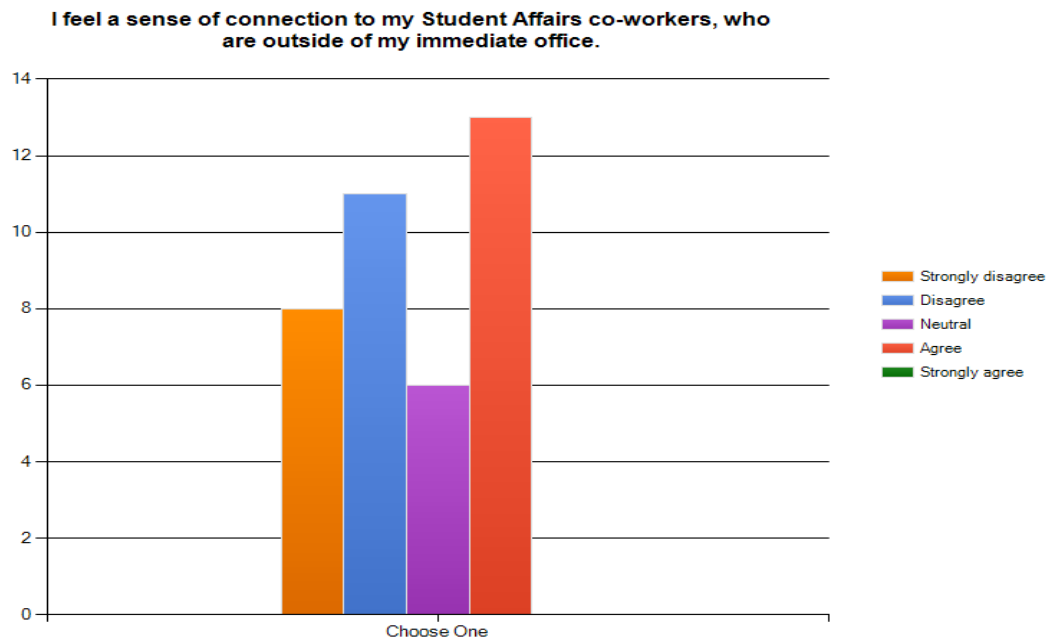
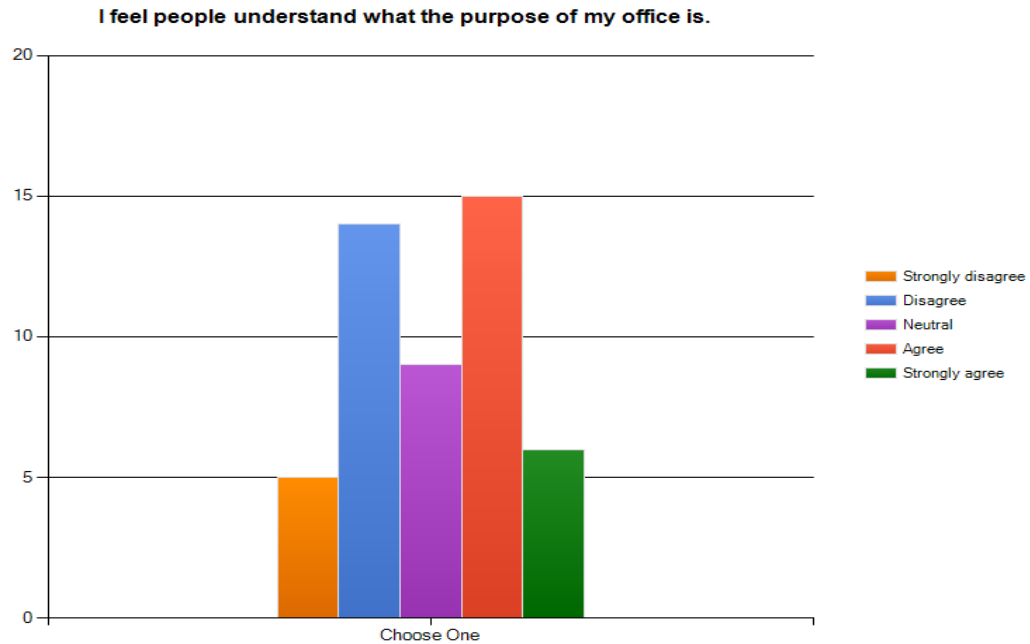


Figure 4.19 – Identity and Organizational Culture

Fall 2011 Survey: Item 52



Spring 2012 Survey: Item 55

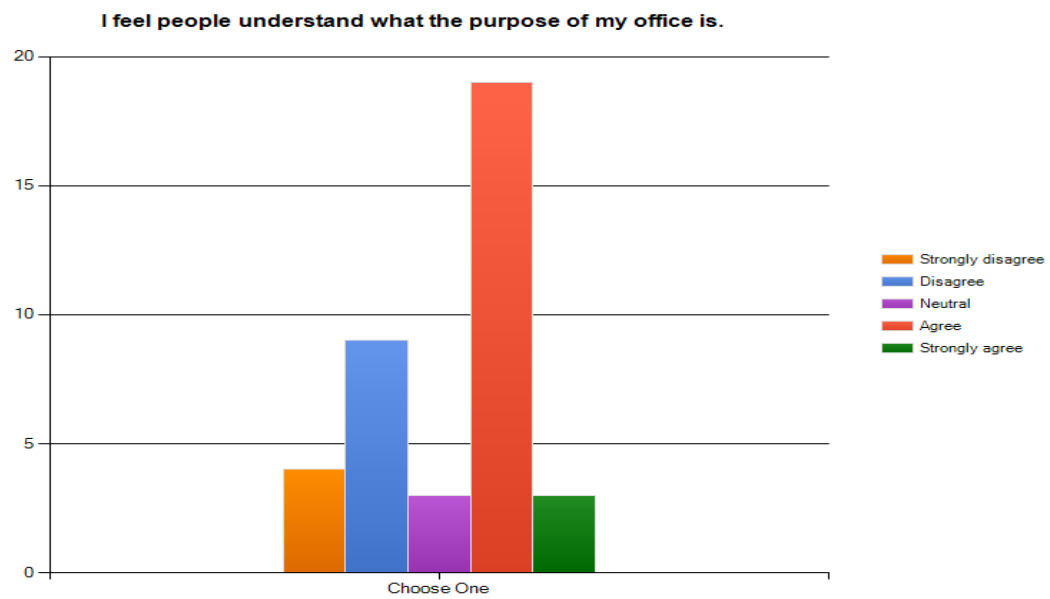
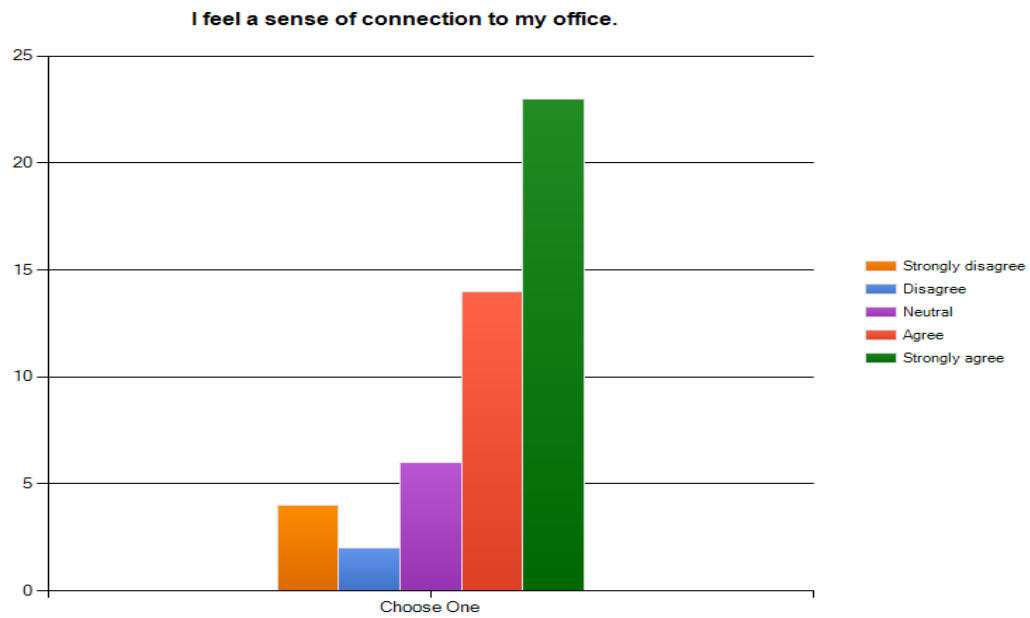


Figure 4.20 – Identity and Organizational Culture

Fall 2011 Survey: Item 53



Spring 2012 Survey: Item 56

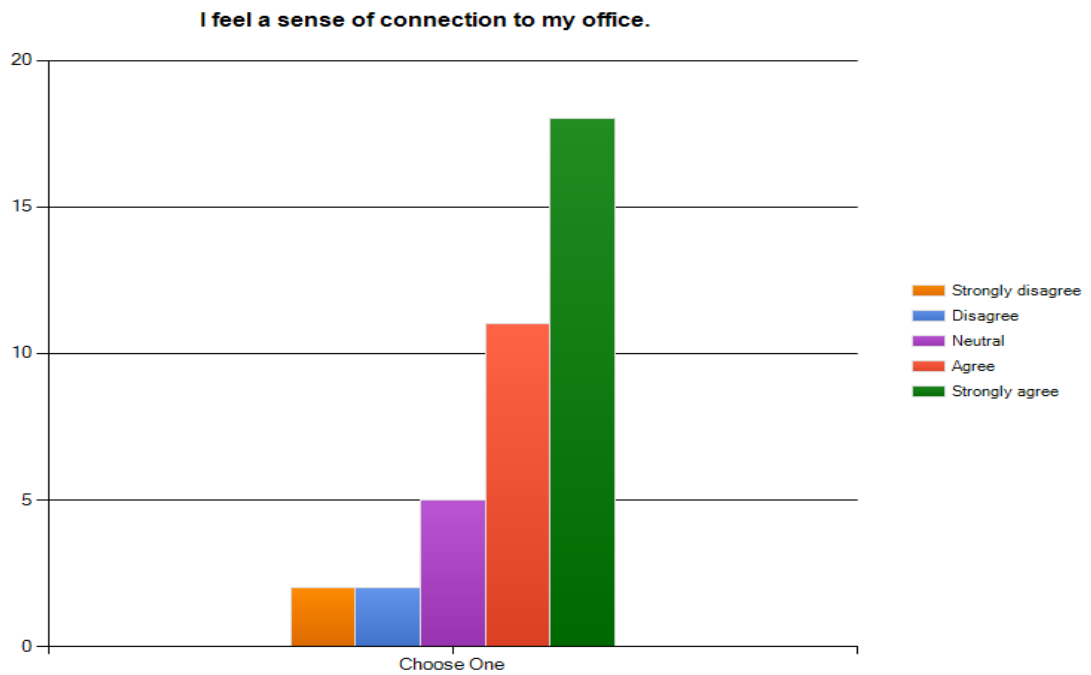
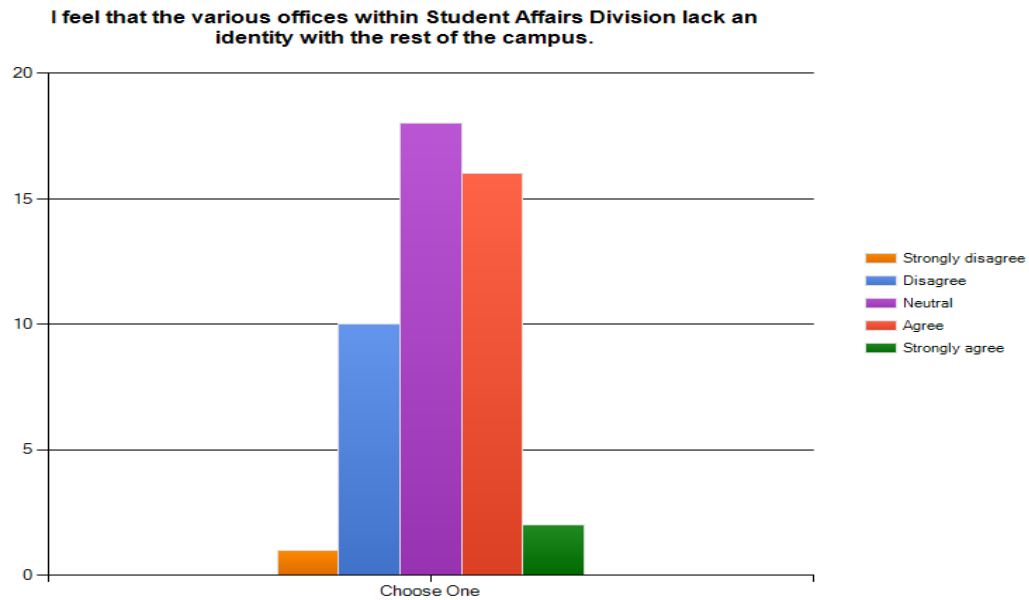


Figure 4.21 – Identity and Organizational Culture

Fall 2011 Survey: Item 54



Spring 2012 Survey: Item 57

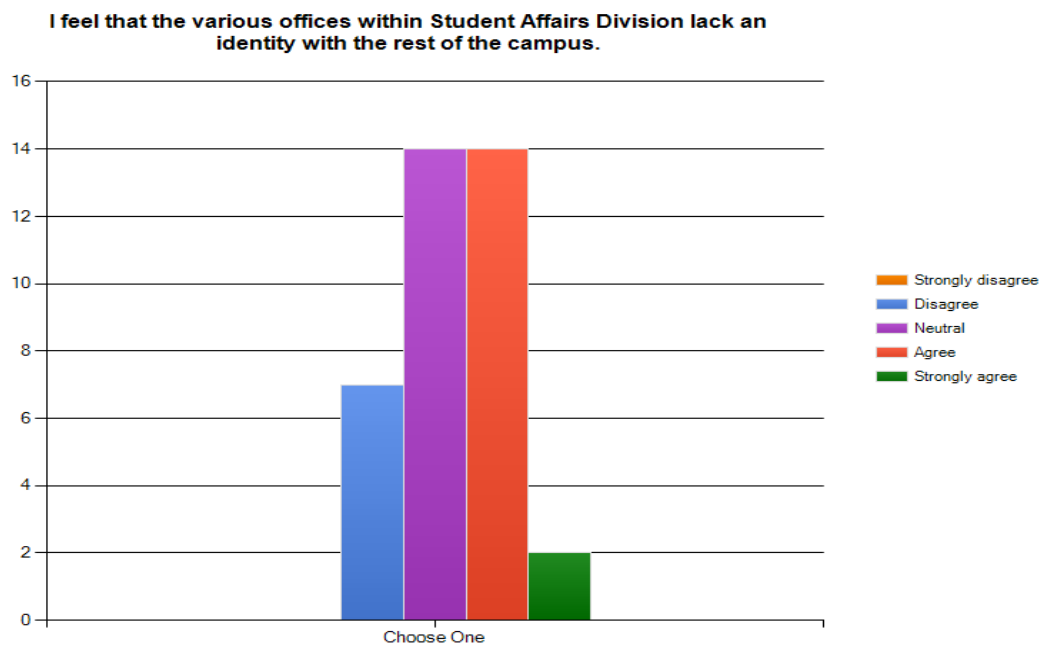
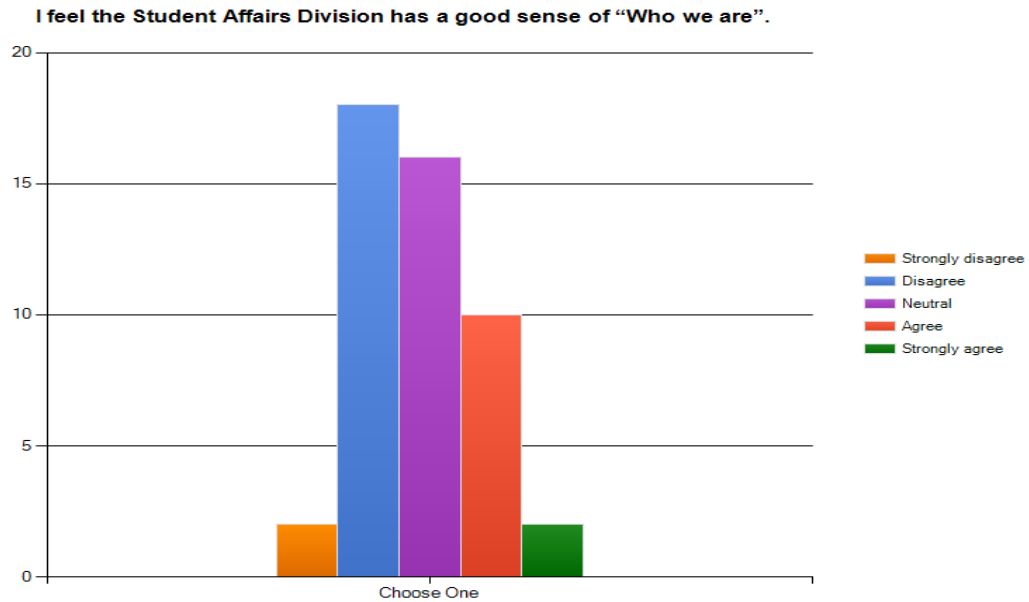


Figure 4.22 – Identity and Organizational Culture

Spring 2011 Survey: Item 55



Spring 2012 Survey: Item 58

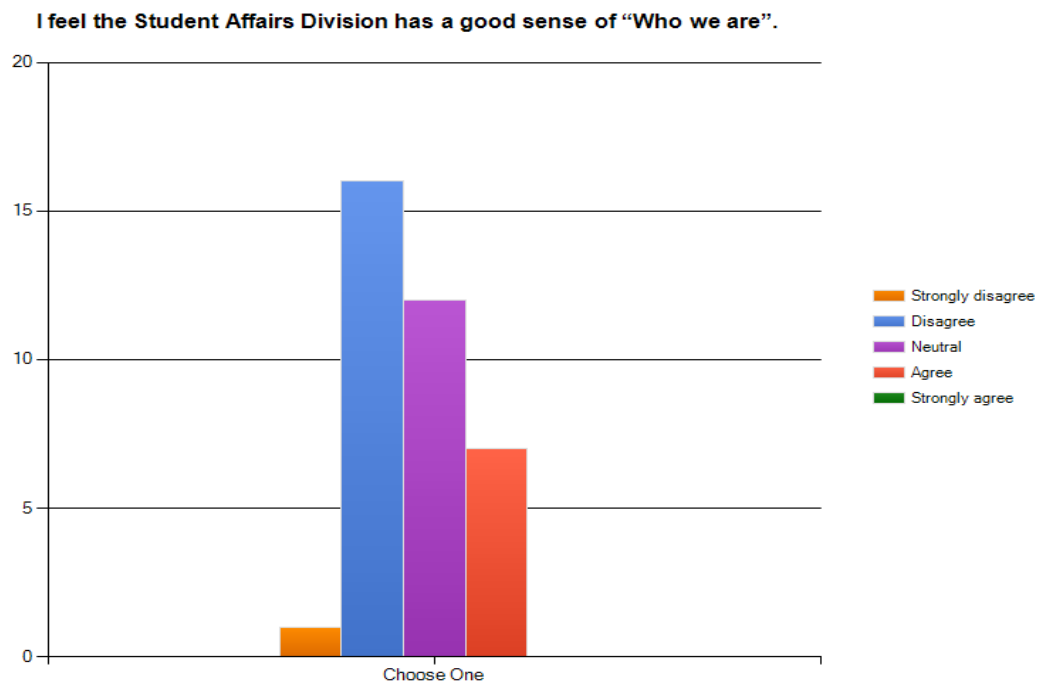
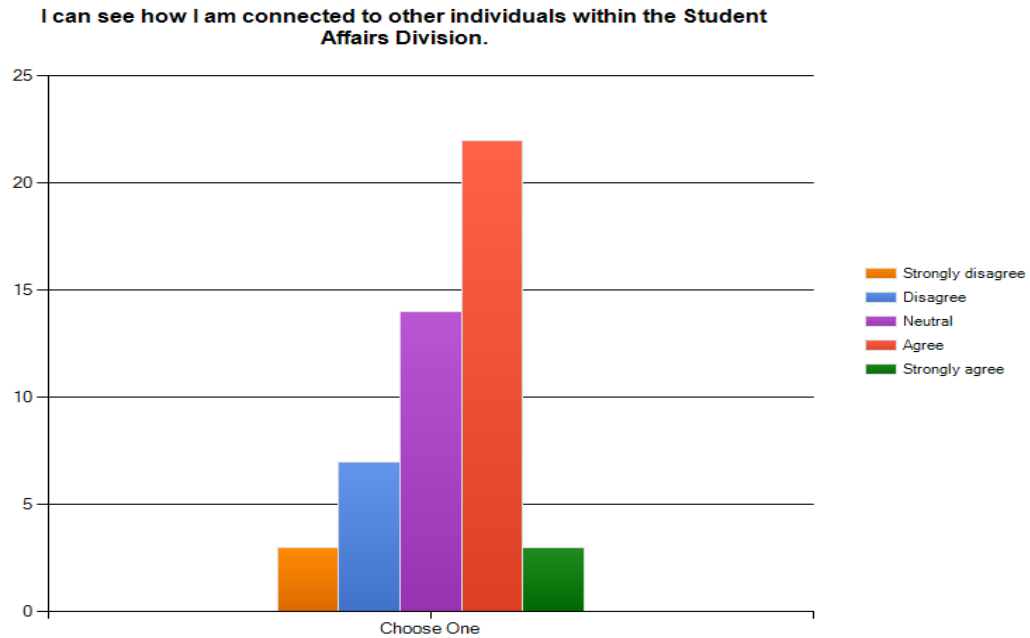


Figure 4.23 – Identity and Organizational Culture

Fall 2011 Survey: Item 56



Spring 2012 Survey: Item 59

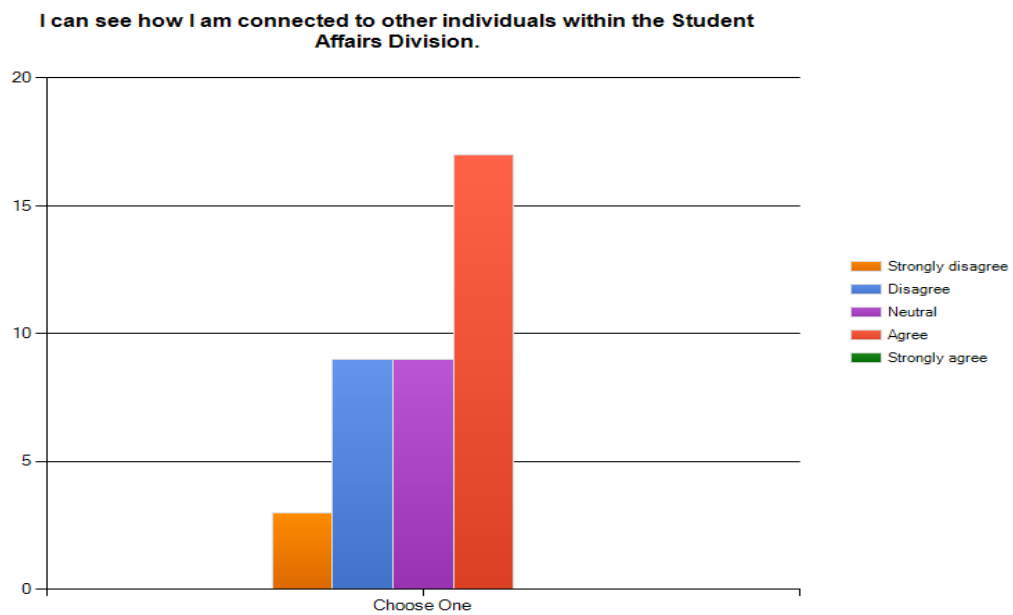
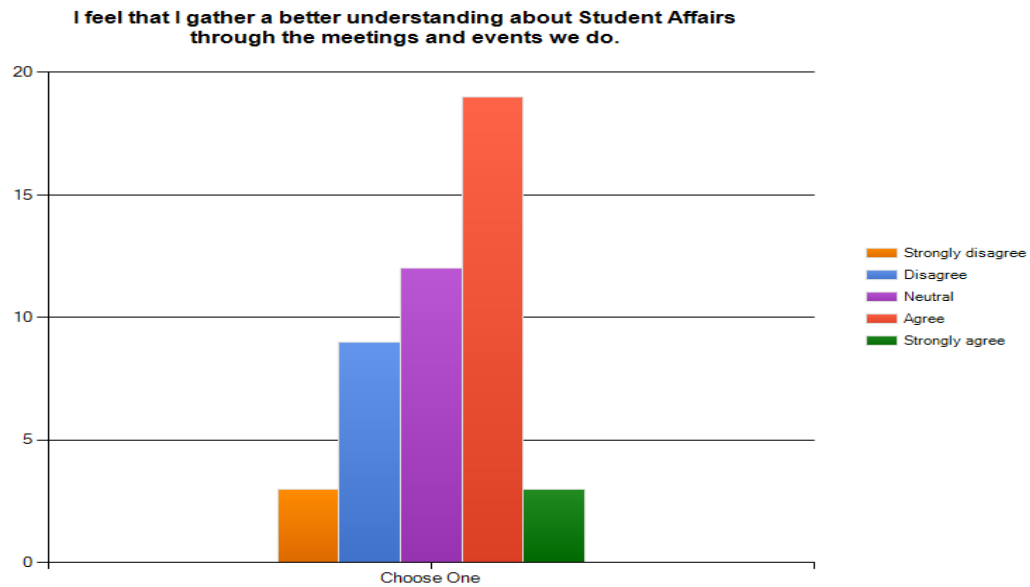


Figure 4.24 – Identity and Organizational Culture

Fall 2011 Survey: Item 57



Spring 2012 Survey: Item 60

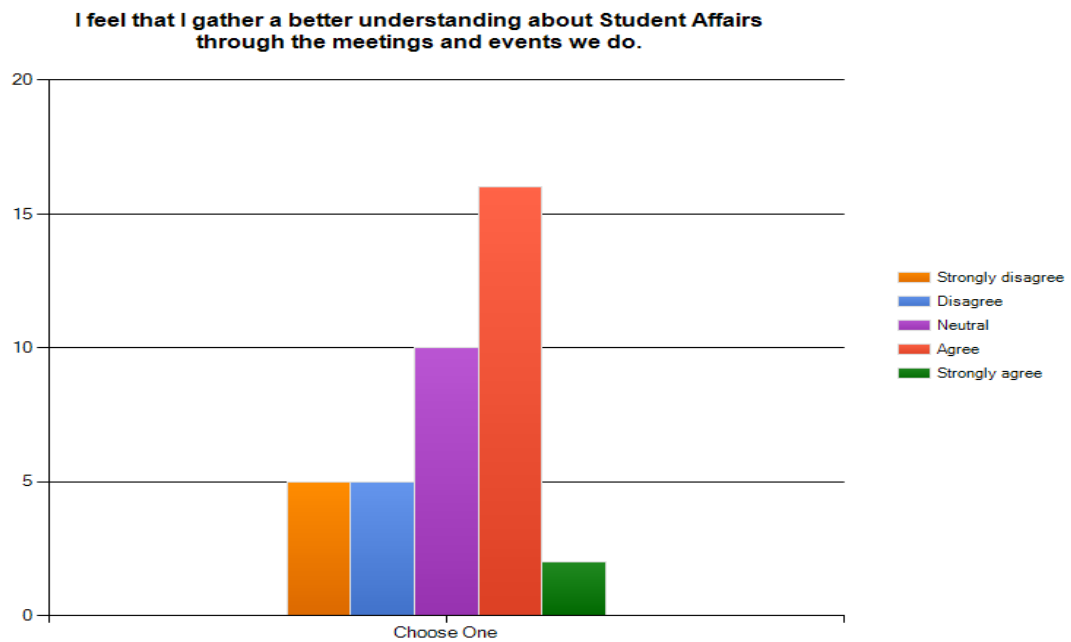
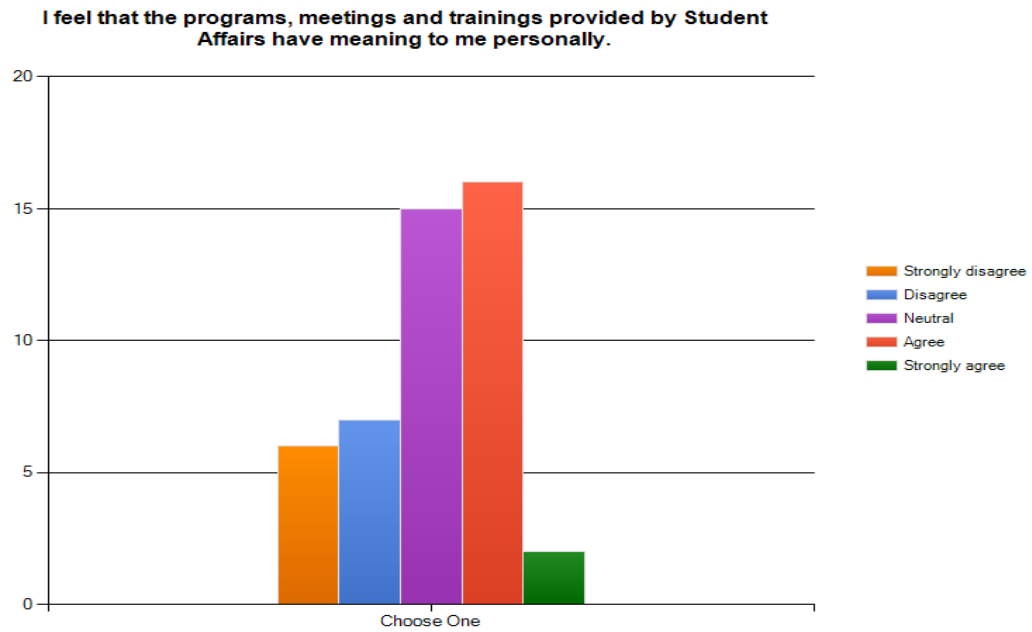


Figure 4.25 – Identity and Organizational Culture

Fall 2011 Survey: Item 58



Spring 2012 Survey: Item 61

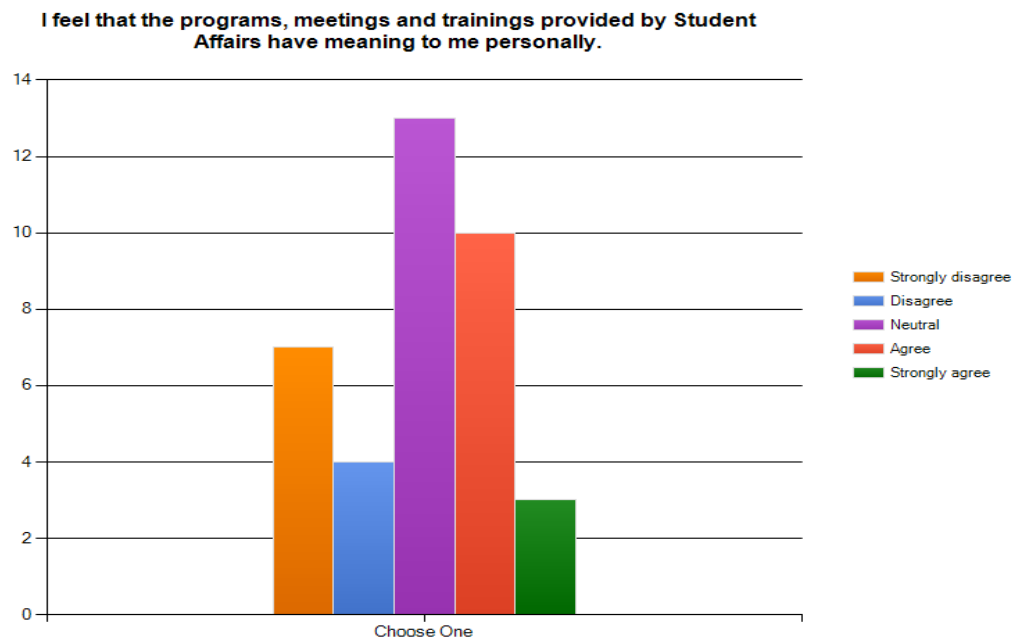
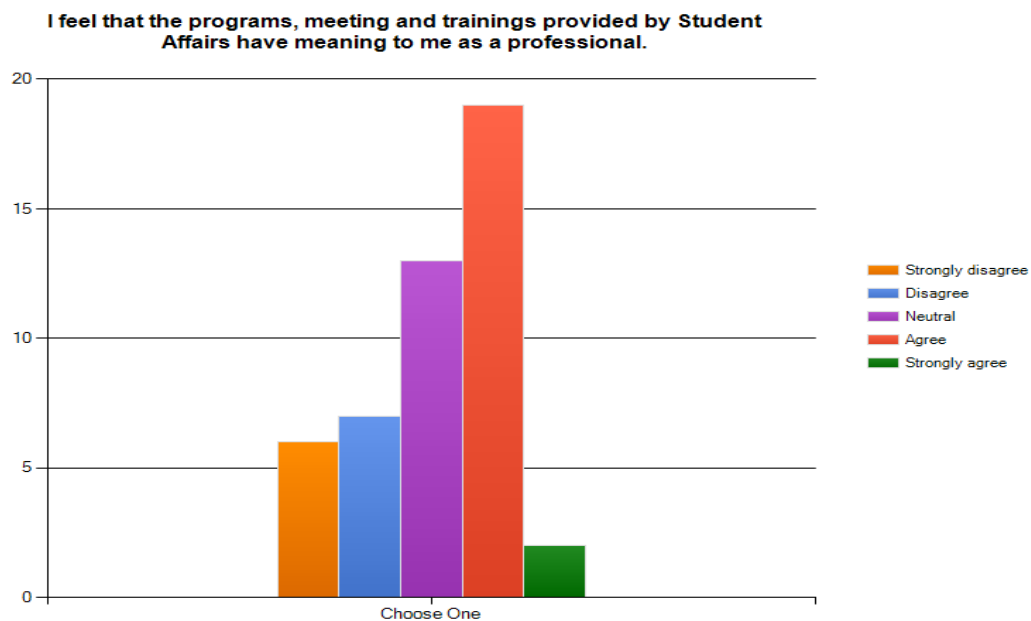


Figure 4.26 – Identity and Organizational Culture

Fall 2011 Survey: Item 59



Spring 2012 Survey: Item 62

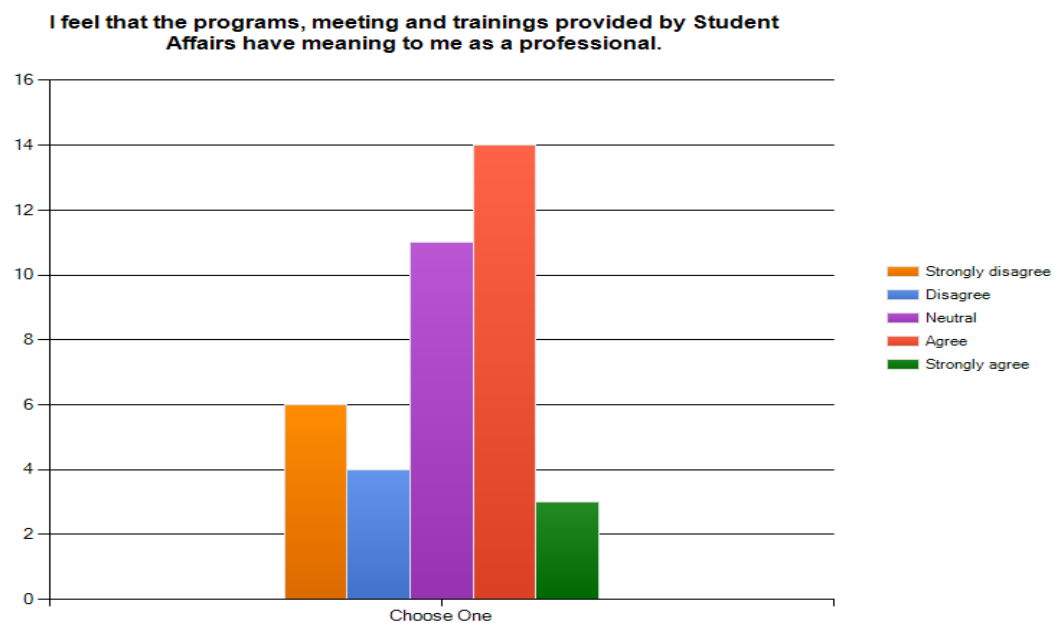
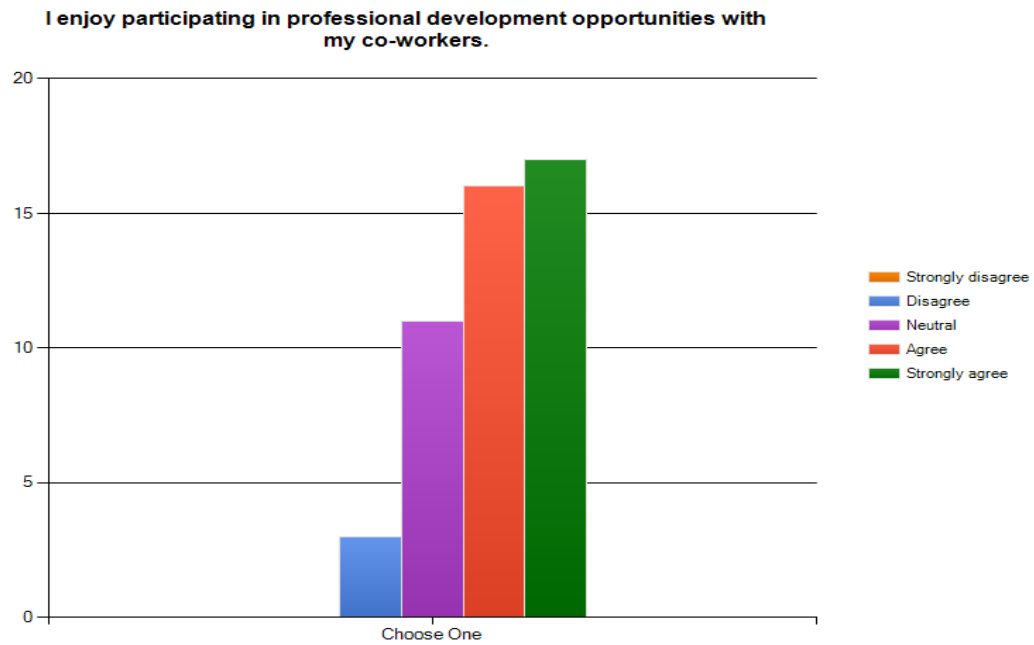


Figure 4.27 – Identity and Organizational Culture

Fall 2011 Survey: Item 60



Spring 2012 Survey: Item 63

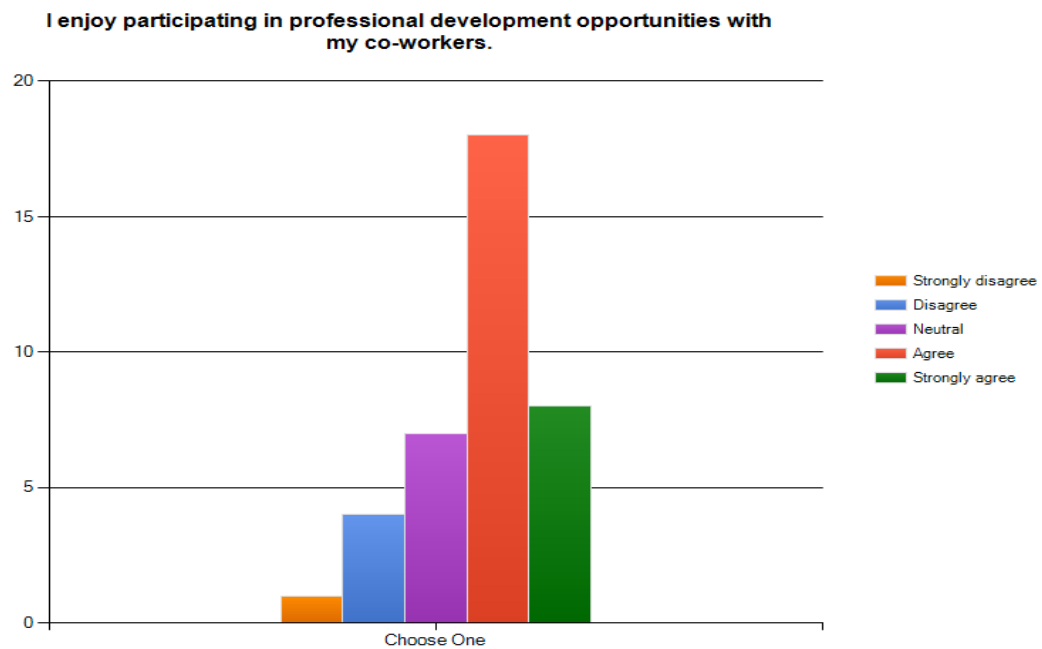
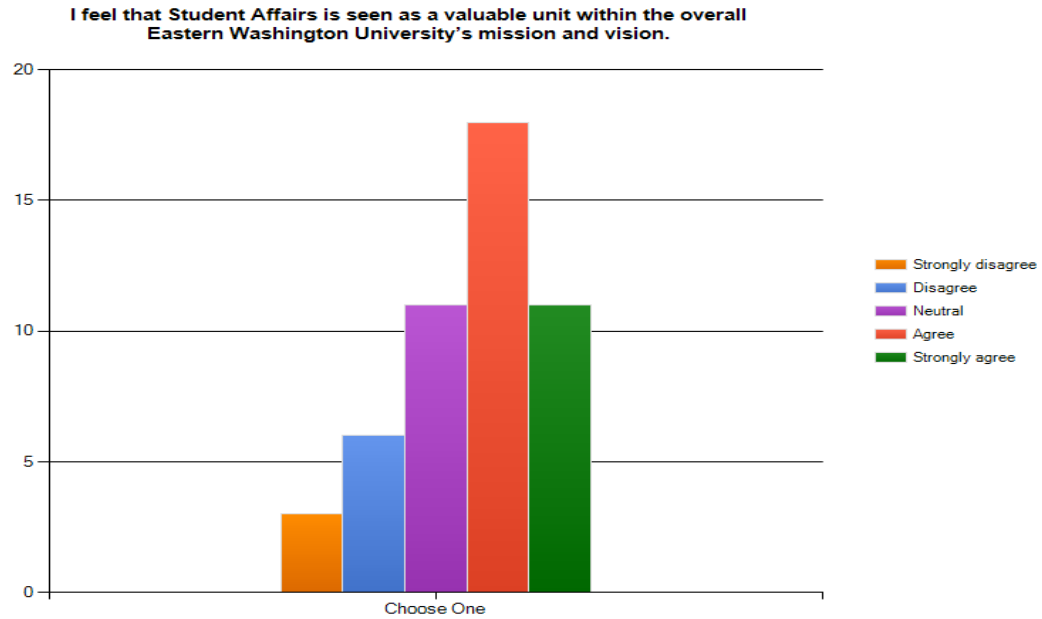


Figure 4.28 – Identity and Organizational Culture

Fall 2011 Survey: Item 61



Spring 2012 Survey: Item 64

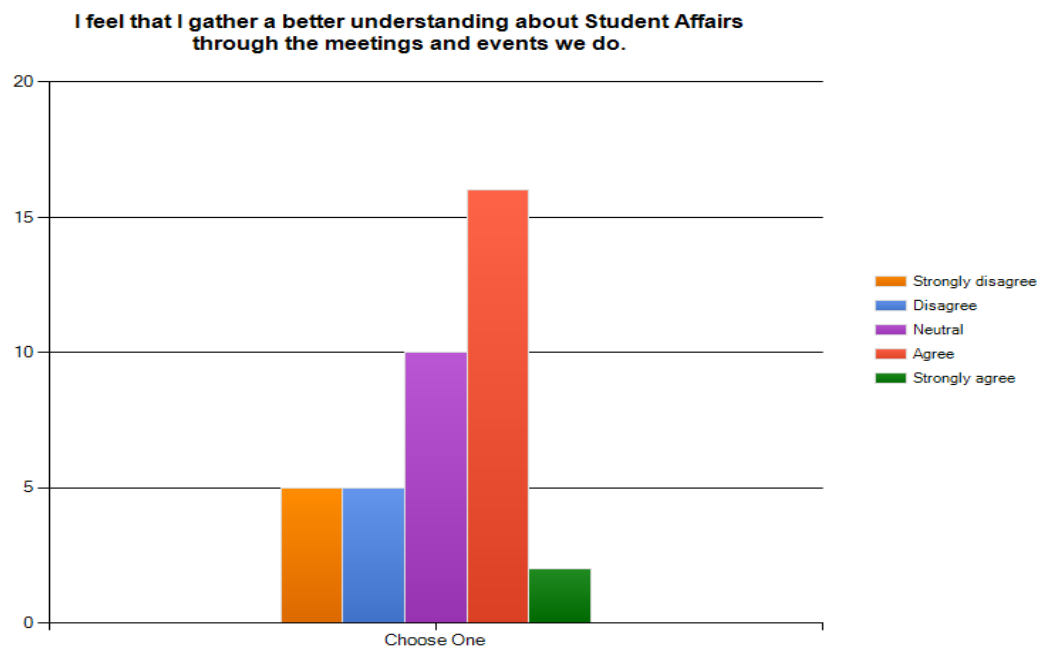
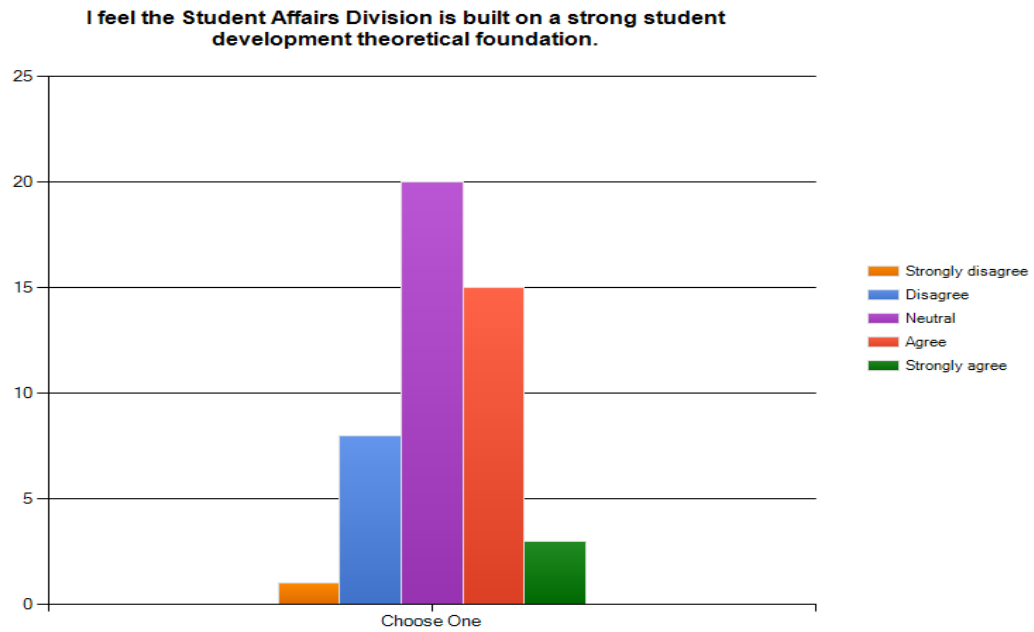


Figure 4.29 – Identity and Organizational Culture

Fall 2011 Survey: Item 62



Spring 2012 Survey: Item 65

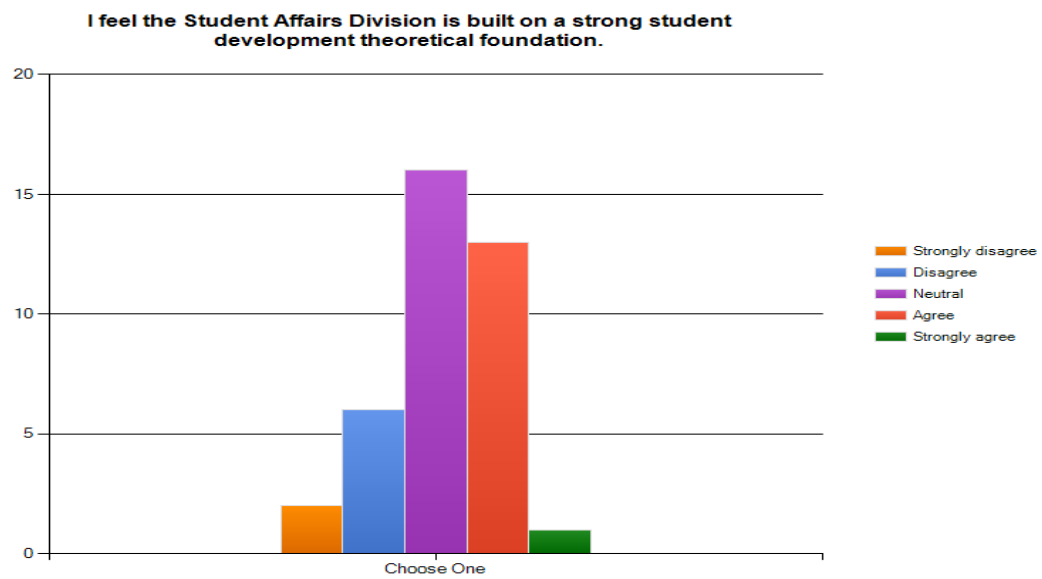


Figure 4.30 – Number of Males & Number of Females

Spring 2012 Survey: Item 1

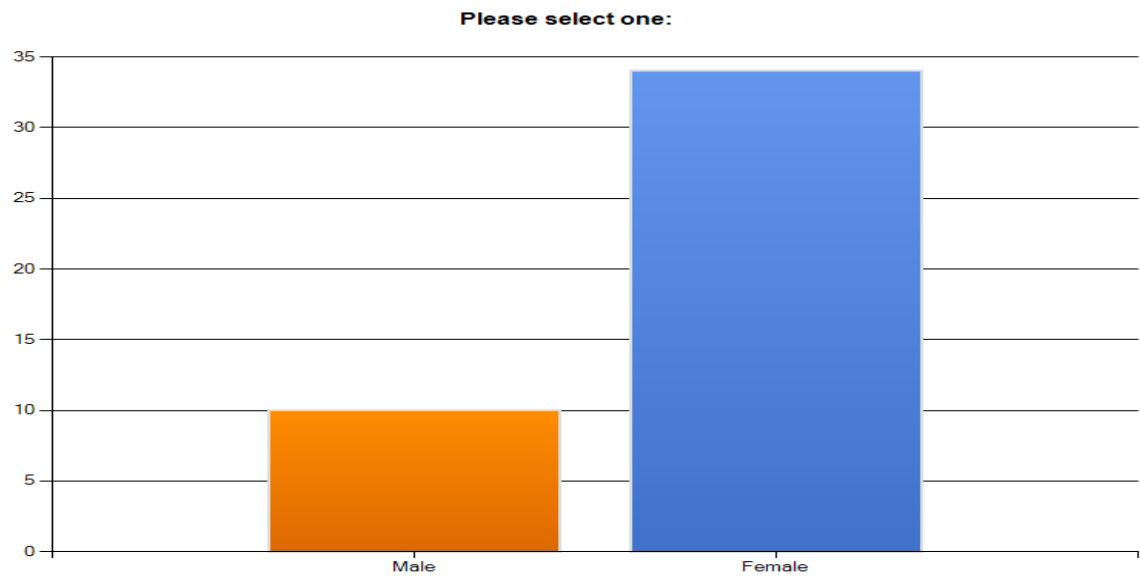


Figure 4.31 – Work Group

Spring 2012 Survey: Item 2

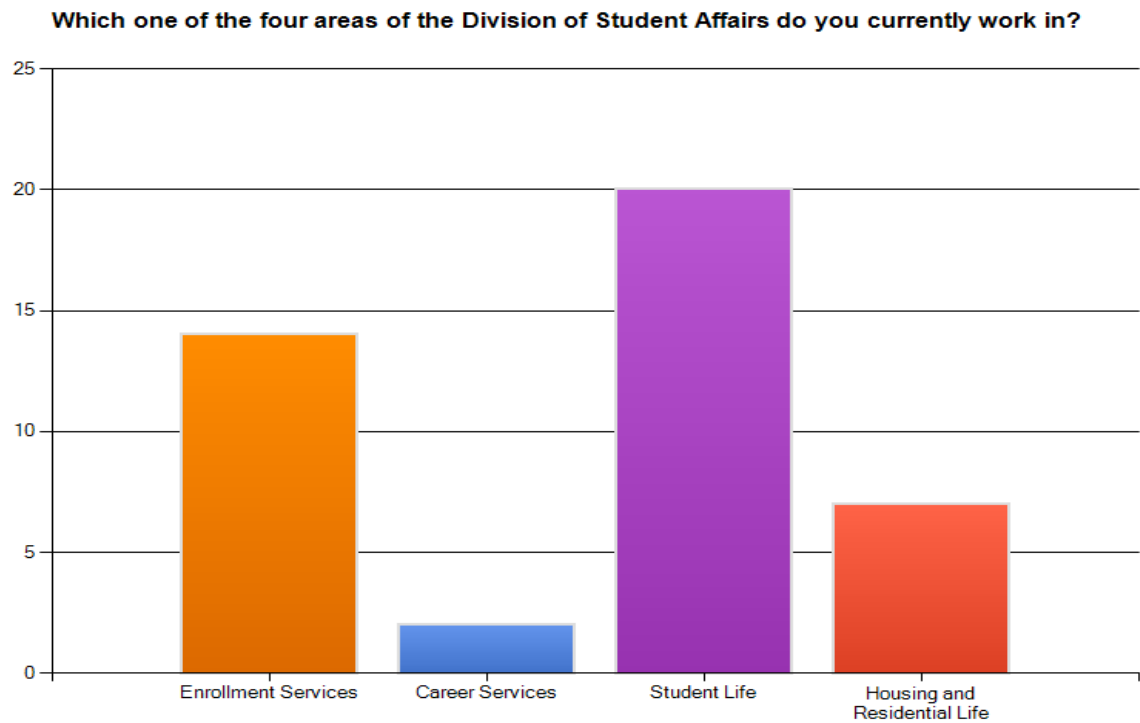
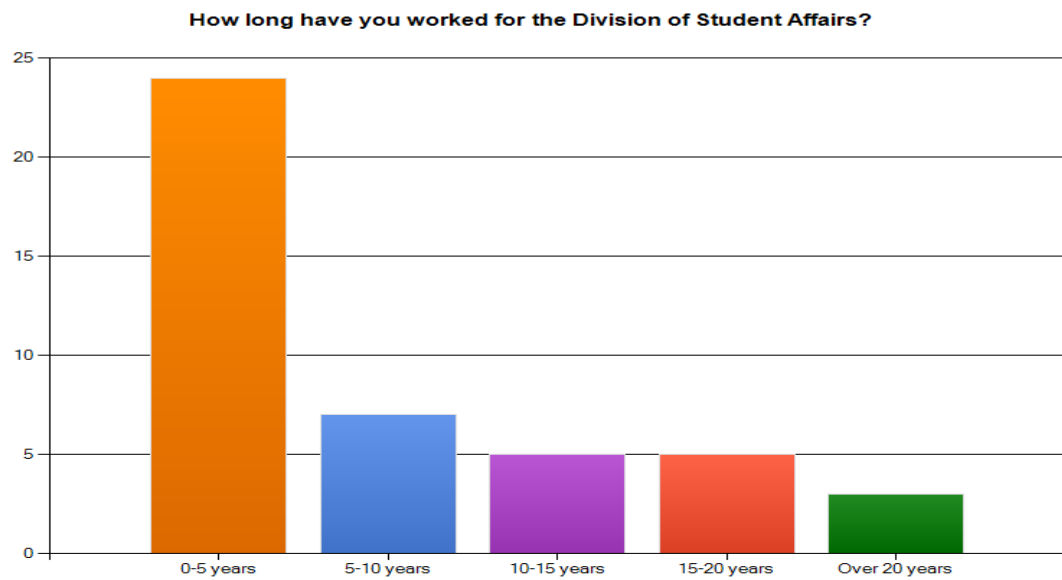


Figure 4.32 – Years within the Student Affairs Division

Spring 2012 Survey: Item 3



VITA

Author: Stacey L. Reece

Place of Birth: Brewster, Washington

Undergraduate Schools Attended: Wenatchee Valley College
Eastern Washington University

Degrees Awarded: Associate in Arts and Science, 1994, Wenatchee Valley College
Bachelor of Arts in Education, 1999, Eastern Washington University

Honors and Awards: Who's Who Among American Universities, 1998 –1999
National Dean's List, 1997-1998
Who's Who Among Junior Colleges of America, 1992 – 1993

Professional

Experience: Director, Office of Student Rights and Responsibilities
Eastern Washington University, Cheney, Washington
February 2004 - present

Interim Director, Student Activities, Involvement and Leadership
Eastern Washington University, Cheney, Washington
January 2011 - present

Interim Director, Office of Student Rights and Responsibilities
Eastern Washington University, Cheney, Washington
September 2003 – February 2004

Advisor for Student Organizations and Greek Life
Eastern Washington University, Cheney, Washington
August 2001 – September 2003

Internship, Wenatchee Downtown Association/ NCW Museum
Wenatchee, Washington, 1993 – 1994