

AQIP Communication Audit

Developing Feedback Mechanisms and Enhancing Campus
Leadership Communication



Northern
Michigan
University

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Executive Summary

During the fall of 2011, MBA students in BUS 500 Managerial Communications conducted a communication audit for Northern Michigan University (NMU). This audit was the initial piece of NMU's 2011-2012 Academic Quality Improvement Program (AQIP) Action Project, *Developing Feedback Mechanisms and Enhancing Campus Leadership Communication*. Interviews, surveys and focus groups were used to collect the data. Major conclusions focus on Communication Channels, Information Flow and Feedback. Strengths, opportunities and recommendations are discussed.

Communication channels such as face-to-face and email are considered strengths. Opportunities for improvement include the email filtering system and the lack of a common meeting place for NMU employees. As for information flow, strengths include communication within departments. Opportunities where improvements can be made include communication between departments, up-to-date and easy to find policies and procedures and transparency. Feedback strengths include the feedback received from immediate supervisors, but a better feedback mechanism from the University as a whole needs improvement. The audit results demonstrate that employees have a fairly high level of satisfaction with communication on campus.

Introduction

The goal of a communication audit is to inventory communication efforts and resources to determine what is working, what is not working and to identify potential areas that can work better with adjustments. This audit assessed the communication health of Northern Michigan University (NMU) and was the initial phase of NMU's 2011-2012 Academic Quality Improvement Program (AQIP) Action Project, *Developing Feedback Mechanisms and Enhancing Campus Leadership Communication*.

During the fall of 2011, the audit team, MBA students in BUS 500 Managerial Communications, conducted the communication audit. To manage the large number of University employees (approximately 1200), the class was divided into teams and each team was assigned one of the three divisions of the University. Downs and Adrian's book, *Assessing Organizational Communication: Strategic Communication Audits*ⁱ and *Qualtrics*^{TMii} software were used to assist in the audit process.

Procedures

Cindy Paavola, Director of Communications and Marketing, and Ann Sherman, Director of Human Resources, co-chairs of the AQIP Action Project, attended one of the first class sessions and discussed the objectives for the project. The class then acquired copies of NMU's organizational chart and analyzed the documents. The University is structured into three divisions: the President's Division, the Finance and Administration Division and the Academic Affairs Division; the class divided into teams and each was assigned one division. The Academic Affairs Division was further divided into two subgroups: (1) faculty and staff and (2) deans, department heads and directors.

Using the organization chart, each audit team identified leaders and employees within their assigned division. Team members interviewed 14 employees to learn their perceptions of communication strengths and opportunities at NMU. The interviews were exploratory in nature to gain an understanding of the structure of communication within the Division. A sample of the meeting agenda is included in Appendix A.

Paul Duby, Associate Vice President of Institutional Research, conducted a training session for the audit team on creating and administering online surveys using *Qualtrics*™. Dr. Gary Stark, Management Professor in the College of Business and Business Research professor, provided the class further instruction on developing survey instruments. The textbook, *Assessing Organizational Communication: Strategic Communication Audits*, by Cal Downs and Allyson Adrian, was used to develop the communication survey. The *Downs-Hazen Communication Satisfaction Questionnaire*ⁱⁱⁱ was used as a survey template. The audit team spent approximately one month writing and revising questions for the survey. Cindy Paavola, Ann Sherman and Sandra Poindexter (AQIP and Outcomes Assessment Coordinator) offered revisions to survey questions. The survey was pilot tested by the audit team. NMU's President, Dr. Les Wong informed employees of the University-wide communication audit during his August 24, 2011 Convocation. A month later, President Wong and Dr. Claudia Hart each sent emails

asking employees to support the communication audit by completing the survey. These emails are included in Appendix B and Appendix C. The survey was also promoted in NMU's newsletter, *CAMPUS*.

The survey was launched and an email with a link to the online survey was sent to each NMU employee on October 25, 2011. Employees could complete the survey at their convenience until closure at 5 p.m. on November 7, 2011. Employees received follow-up emails on October 31, 2011 and November 4, 2011, reminding them to take the survey.

The audit team collected qualitative and quantitative data from the completed surveys. A statistics group was convened to interpret and analyze the survey results. The statistics group was divided into two groups: (1) the qualitative group, which interpreted the written responses, and (2) the quantitative group, which analyzed the questions with a predetermined number of response options.

Using the general themes from the qualitative feedback, the divisional audit teams conducted focus groups. The purpose of the focus groups was to obtain an in-depth understanding of communication at NMU. Focus groups participants elaborated on and supported many common themes discovered from the survey results. Managers and supervisors attended separate focus group sessions from their subordinates to promote an open environment and to gain as much honest information as possible.

All potential participants received an email invitation to participate in a focus group. Focus group invitations were based on management level and divisional team. A copy of the focus group invitation is included in Appendix D. Some prospective participants were also contacted via phone, campus mail and additional emails or were requested directly by their supervisors to participate. A sample agenda from these focus groups is included in Appendix E.

After the focus groups were completed, the audit team combined feedback from the interviews, surveys and focus groups. The audit team then analyzed all of the data collected.

Limitations

Limitations of the audit included: survey response rate, focus group participation rate, perception based quantitative data, campus forum, voluntary participation and the underrepresentation of some units. These limitations are discussed below.

Survey Response Rate

The communication survey was sent to 1,210 employees; 309 completed all questions while 39 started the survey, but did not complete it in its entirety. These results represent approximately 29% of all NMU employees. Survey analysis was limited because the results reflected a sample of employee perceptions of communication at NMU and not the entire population of employees.

Focus Group Participation Rate

This audit was limited by a low participation rate in the focus groups that resulted in less diversity and extent of the qualitative information obtained. Invitations were sent to 556 employees; 113 responded and 36 participated. Refer to Table 7 on Page 23 for details.

Perception Based Quantitative Data

Data collected in interviews, surveys and focus groups reflected employee opinions and perceptions. Employee perceptions were valuable but occasionally contradicted the survey results. Additionally, most employees tended to concentrate on communication weaknesses as opposed to strengths.

Campus Forum

In an attempt to update employees with preliminary results of the survey and to collect additional feedback from employees, the audit team planned a forum. Time restraints and a lack of formal approval resulted in the cancellation of the forum.

Voluntary Participation

All participation in the audit was voluntary, resulting in a lower response rate to the survey and minimal participation in the focus groups. Therefore, all data reported is from volunteers.

Underrepresentation of Some Units

Some divisions had more respondents to the survey and focus groups than other divisions. Therefore, some divisions were underrepresented.

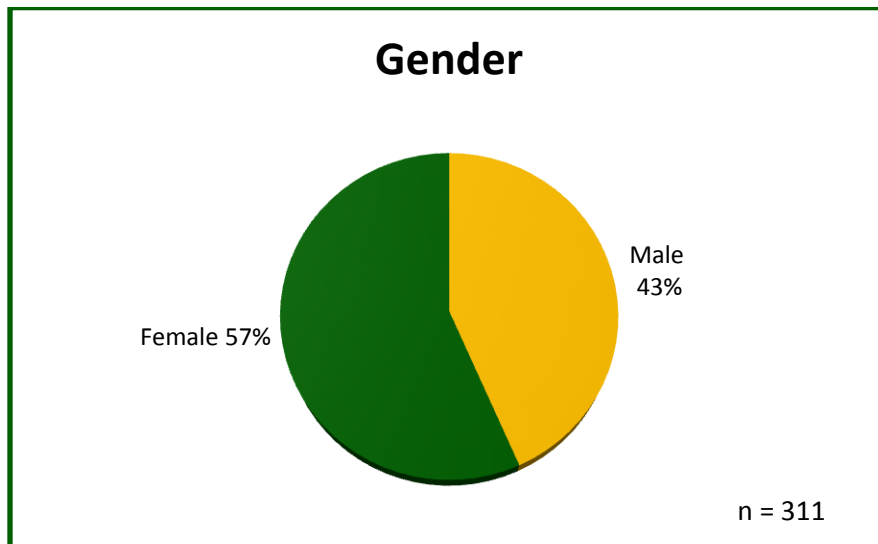
Quantitative Analysis

The response rate for the survey was approximately 29% with 348 total respondents. To analyze the results of the survey, *Qualtrics*TM, *StatTools*^{TMiv} and *Microsoft Excel*[®] were utilized. *Qualtrics*TM, a web-based survey software program, was used to develop the survey, consolidate results and provide statistical analysis. *Qualtrics*TM was used to perform cross tabulations, where two variables were compared to each other to demonstrate statistically significant relationships. *StatTools*TM, a software program, was used to conduct additional statistical analysis. *StatTools*TM provided multiple regressions which further supported mathematical values in other areas with significant statistical findings. *Microsoft Excel*[®] was used to calculate the mean differences between divisions. Using these three programs, the audit team was able to study trends, deviations and anomalies. In all charts below, “n” equals the number of respondents.

Quantitative Analysis – Demographics

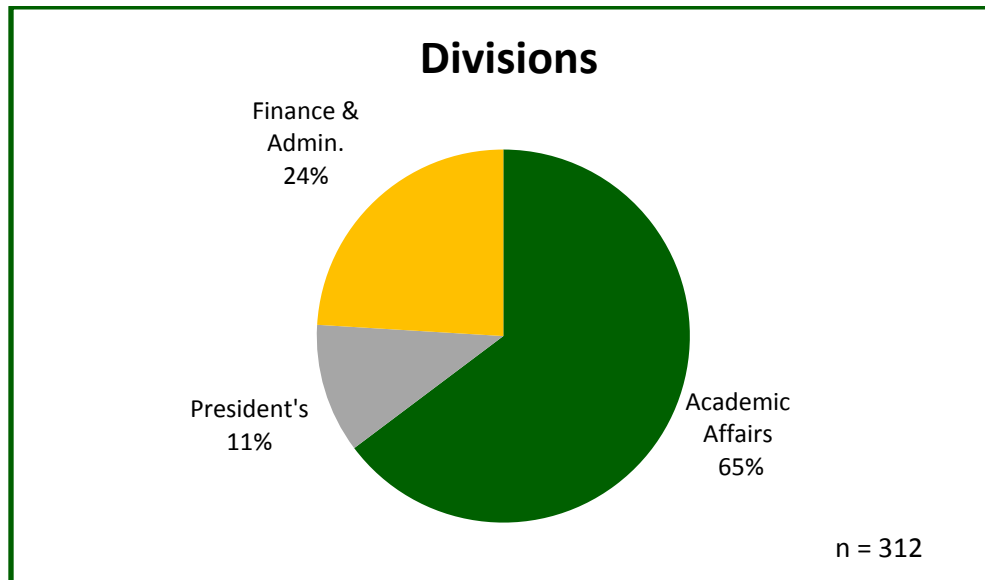
As shown in Chart 1, 43% (135) of survey respondents were male and 57% (176) were female.

Chart 1. Gender



The percentage of respondents from each division is shown in Chart 2. The number of respondents from each division was as follows: Academic Affairs, 202; Finance and Administration, 75; and President's, 35.

Chart 2. Organization Divisions



The job titles for the Academic Affairs and Finance and Administration Divisions are shown in Chart 3 and Chart 4, respectively. Because employee job titles within the President's Division were unique to each position, the survey did not request their titles as these respondents could have been easily identified.

Chart 3. Academic Affairs Division – Titles of Respondents

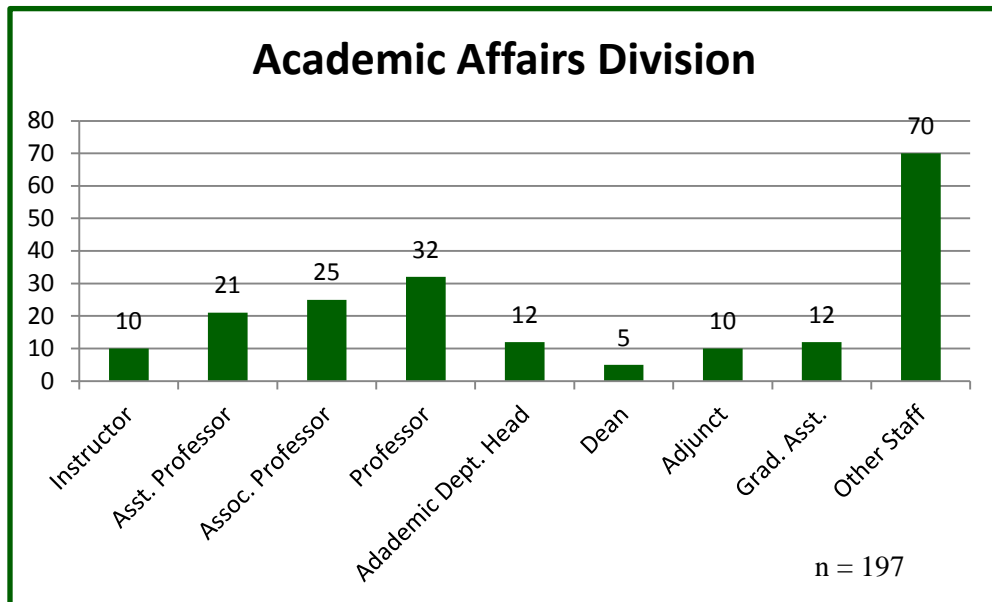
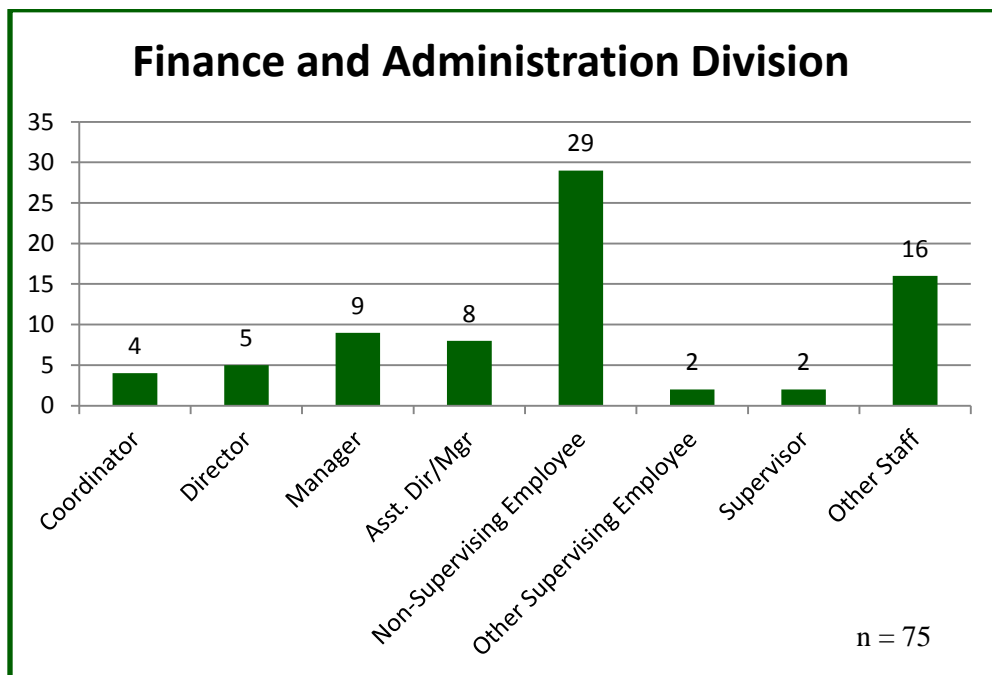
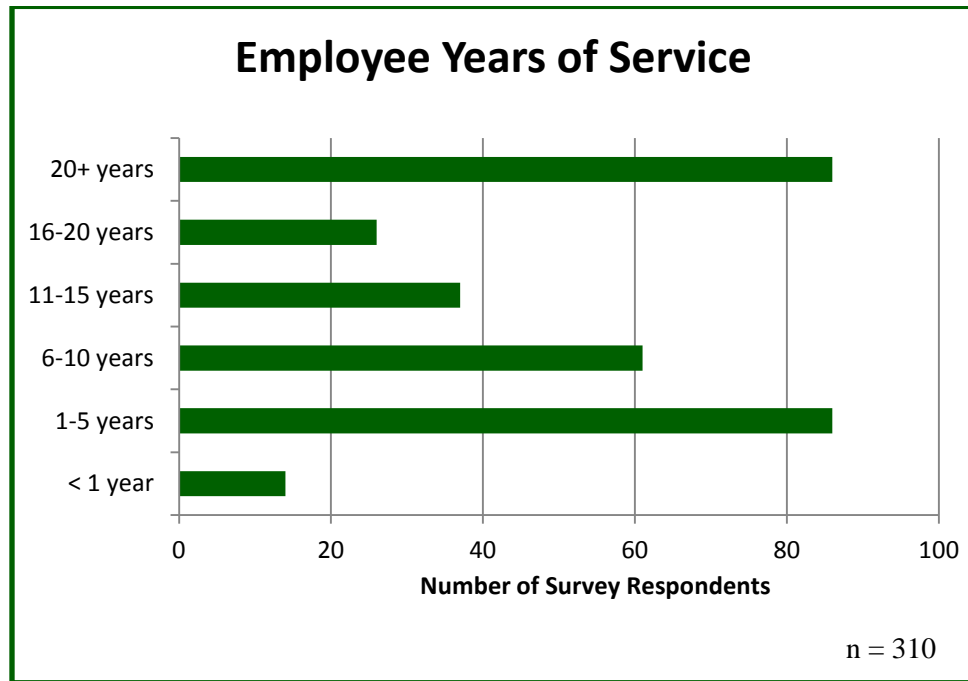


Chart 4. Finance and Administration Division – Titles of Respondents



The survey respondents reported years of service at NMU and ranged from less than one year to 43 years as shown in Chart 5. The average number of years employed was 13.66.

Chart 5. Employee Years of Service



Quantitative Analysis - Cross Tabulations

To analyze the data for relationships, cross tabulations were performed (using *Qualtrics*TM), which resulted in a series of tables showing significant relationships between variables. Cross tabulation of the variables resulted in a chi square value and a *p*-value for each pairing. Chi square, a statistical hypothesis test, measured whether or not two qualitative sample results were significantly related. For the purposes of this study, any cross tabulation with a *p*-value of 0.05 or less was significant. A chi square and *p*-value table is included in Appendix F. The significance of the cross tabulations are discussed in the next section.

A cross tabulation was performed to measure **Question 8**, “Are you responsible for employees (not student) as a manager or supervisor,” with **Question 5.1**, “Please indicate how satisfied or dissatisfied you are with the following communication you receive information about NMU's financial situation.” As shown in Table 1, a significant relationship was determined. Employees at NMU who indicated they were not a manager or supervisor were significantly more likely to answer that they were “dissatisfied” with the information they received about NMU’s financial situation. This resulted in a chi square of 15.0004 (6 degrees of freedom) and a *p*-value is 0.0203.

Table 1. Job Satisfaction

Question 5.1: Please indicate how satisfied or dissatisfied you are with the following communication you receive. - Information about NMU's financial situation.

Question 8: Are you responsible for employees (not student) as a manager or a supervisor?	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied
Yes	1 (1.1%)	16 (17.2%)	14 (15.1%)	9 (9.6%)	23 (24.7%)	24 (25.8%)	6 (6.5%)
No	24 (10.9%)	31 (14.2%)	47 (21.5%)	22 (10%)	54 (24.7%)	33 (15.1%)	8 (3.6%)

n=312

The results of several cross tabulations were used to measure the significance of gender. Table 2 shows the comparison of gender from **Question 13** with **Question 8**, “Are you responsible for employees (not student) as a manager or supervisor.” This represented an important relationship between the variables. Males are 23% more likely to indicate they were managers or supervisors than females as evidenced by a chi square of 4.2462 (one degree of freedom) and a *p*-value of 0.0393. This result had an impact on the results of further cross tabulations.

Table 2. Management Status by Gender

Are you responsible for employees (not student) as a manager or a supervisor?

Gender	Yes	No	Total
Male	48 (37%)	84 (63%)	132
Female	44 (25%)	129 (75%)	173
Total	92	213	305

As shown in Table 3, measuring gender with **Question 6.3**, males were more likely than females to be “dissatisfied” with the “Extent that I receive the information needed to do my job.” This test resulted in a chi square of 13.6553 (with 6 degrees of freedom) and a *p*-value of 0.033.

Table 3. Satisfaction by Gender of Information Received

Please indicate how satisfied or dissatisfied you are with the following communication you receive. -

Extent that I receive the information needed to do my job.

Gender	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied	Total
Male	1 (1%)	10 (8%)	10 (8%)	11 (8%)	34 (26%)	53 (40%)	14 (11%)	133
Female	4 (2%)	4 (2%)	15 (9%)	8 (5%)	45 (26%)	60 (34%)	38 (22%)	174
Total	5	14	25	19	79	113	52	307

As shown in Table 4, measuring the relationship between gender and **Question 6.6**, females were more likely to be “satisfied” with “Extent that my manager/ supervisor is open to ideas.” This test resulted in a chi square of 19.0756 (with 6 degrees of freedom) and a *p*-value of 0.0040.

Table 4. Extent Managers are open to New Ideas by Gender

Please indicate how satisfied or dissatisfied you are with the following communication you receive. -

Extent that my manager/ supervisor is open to ideas.

Gender	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied	Total
Male	5 (4%)	1 (1%)	10 (7.5%)	10 (7.5%)	30 (23%)	51 (38%)	26 (19%)	133
Female	6 (4%)	13 (8%)	9 (5%)	14 (8%)	23 (13%)	51 (29%)	58 (33%)	174
Total	11	14	19	24	53	102	84	307

As shown in Table 5, measuring the relationship between gender and **Question 5.5**, females were more likely to be “dissatisfied” with “Extent that my manager/ supervisor listens to me.” This test resulted in a chi square of 13.29 (with 6 degrees of freedom) and a *p*-value of 0.0386.

Table 5. Extent Managers Listen

Please indicate how satisfied or dissatisfied you are with the following communication you receive. -
Extent that my manager/ supervisor listens to me.

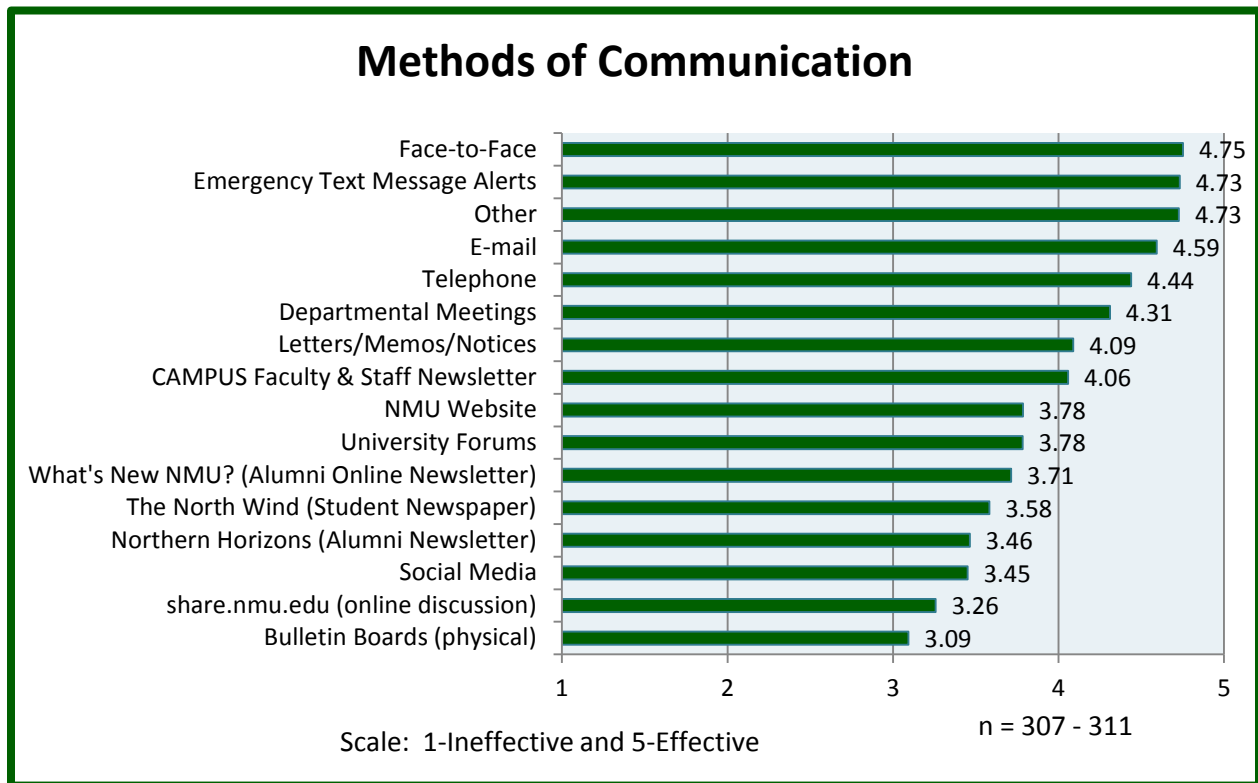
Gender	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied	Total
Male	6 (5%)	5 (4%)	5 (4%)	9 (7%)	31 (23%)	48 (36%)	28 (21%)	132
Female	10 (6%)	5 (3%)	15 (9%)	11 (6%)	27 (15%)	45 (26%)	61 (35%)	174
Total	16	10	20	20	58	93	89	306

Quantitative Analysis - Methods of Communication

The survey measured the effectiveness of communication channels at NMU on a scale of 1 to 5 with 5 being effective, 1 being ineffective and 3 being the central tendency. As shown in Chart 6, participants reported that face-to-face was the most effective form of communication (mean of 4.75) and physical bulletin boards were the least effective (mean of 3.09). The standard deviation for email was significantly higher than face-to-face, meaning that not everyone agreed on its effectiveness. In addition, all of the methods of communication were rated above the central tendency, indicating communication overall was effective.

All respondents did not rate every communication method in the survey. As a result, the total respondents ranged from 307 to 311 (n=307-311). The “Other” communication method had 40 responses (n=40). This was a written response question that resulted in a wide range of responses.

Chart 6. Methods of Communication



Quantitative Analysis - Areas with Communication Strengths

The audit team found the following areas where NMU excelled in communication producing a minimum of a 74% respondent satisfaction.

Areas of effective communication that had a 74-80% respondent satisfaction include:

- Extent that I receive the information needed to do my job – 80% (256 out of 320)
- Extent that my manager/supervisor listens to me – 79% (254 out of 321)
- Extent that my manager/supervisor is open to ideas – 78% (250 out of 320)
- Extent that I trust my manager/supervisor – 77% (247 out of 319)

- Extent that my manager/supervisor offers guidance for solving job-related problems – 75% (239 out of 318)
- Extent that information communication is active – 74% (233 out of 313)
- Extent that I receive feedback on issues I have communicated with my manager/supervisor – 74% (230 out of 312)

Quantitative Analysis - Mean Differences Among Divisions

The questions below indicated significant differences in the mean of each question between the divisions.

Table 6. Means

	How strongly do you agree or disagree with the following statements? Scale 1-5, 1 being Strongly Disagree and 5 being Strongly Agree.			Please indicate how satisfied or dissatisfied you are with the following communication you receive. Scale 1-7, 1 being Very Dissatisfied and 7 being Very Satisfied.				How effective do you find each of the following communication channels? Scale 1-5, 1 being Ineffective and 5 being Effective.	
	Question 3.3, I trust the information that I receive from NMU.	Question 3.5, There is good communication in my department.	Question 3.6, There is good communication between people in different areas of the university.	Question 4.1, Information about my performance in my job.	Question 4.6, Recognition of my efforts.	Question 5.1, Information about NMU's financial situation.	Question 6.6, Extent that my manager/supervisor is open to ideas.	Question 11.4, Telephone	Question 11.5, <i>share.nmu.edu</i> (online discussion)
Academic Affairs	3.68	3.31	2.97	4.88	4.47	4.47	5.01	4.72	3.72
Finance and Administration	3.45	3.75	2.72	5.21	4.60	3.76	5.54	4.72	3.09
President's	3.97	3.24	2.38	4.76	3.94	4.38	5.38	4.27	3.24
n=	309	309	310	308	309	308	310	310	306

The results in Table 6 show a comparison of the means from each division. Table 6 is explained below:

- Results from **Question 3.3** indicated that employees in the President’s Division were more likely “to trust the information they receive from NMU” than employees in the Academic Affairs Division and the Finance and Administration Division.
- **Question 3.5** results indicated the departments related to the Finance and Administration Division were more “satisfied” with the “communication within their department.” The Finance and Administration Division were 0.5 points more “satisfied” with the “communication within their departments” than the President’s Division.
- The results from **Question 3.6**, “communication between people in different areas of the university,” indicated that all three divisions were below the central tendency. The average number of employees “somewhat disagree” that there is good “communication between people in different areas of the university.” The Academic Affairs Division had the highest mean, which contrasted with the other divisions, which scored lower.
- The results from **Question 4.1** provided information about job performance and indicated that employees in the Finance and Administration Division seemed to be more “satisfied” with the feedback they received. All divisions reported to be “somewhat satisfied,” but the mean for the President’s Division was lower than the Finance and Administration Division which reported the highest mean.
- The results from **Question 4.3** indicated that the President’s Division was the least satisfied division in regards to the “information they receive about NMU’s policies.” The Academic Affairs Division and the Finance and Administration Division were both “somewhat satisfied,” while the President’s Division was “indifferent.”
- From **Question 4.6**, the President’s Division ranked the communication they received as the lowest of the three divisions. The question, “recognition of the employee’s efforts,” indicated the President’s Division was somewhat “dissatisfied.” The mean was close to the scores reported by the other two divisions.

- Results from **Question 5.1** regarding “information the employee receives about NMU’s financial situation,” show that the Finance and Administration Division are “somewhat dissatisfied.” The President’s Division and the Academic Affairs Division ranked this as “indifferent.”
- Results from **Question 6.6**, “extent that the employee’s manager or supervisor is open to ideas,” showed respondents as “somewhat satisfied.” The employees in the Finance and Administration Division reported the highest mean values, while the employees in the Academic Affairs Division reported the lowest mean values.
- The effectiveness of using a “telephone” as a communication channel was measured in **Question 11.4**. Both the Academic Affairs Division and the Finance and Administration Division ranked the use of the telephone as “effective.” The President’s Division was almost a half point lower in their ranking as “somewhat effective.”
- For **Question 11.5**, the communication channel “share.nmu.edu” (online discussion) was measured for communication effectiveness. All of the means for the three divisions fell within the “neutral” category, but the Academic Affairs Division ranking was the highest.

Quantitative Analysis - Multiple Regression Analysis

Multiple regression hypothesis tests were conducted in order to discover any underlying trends in the data. Multiple regressions are a statistical technique that calculate a descriptive algorithm showing the relationship between multiple independent variables to try to predict a single dependent variable.

This process of hypothesis experiments parallels the scientific method closely in that the audit team hypothesized possible variations between multiple cause-and-effect connections. This contrasts with a possible random approach that chooses a large number of independent variables in the hopes that some will prove to be predictive. Many of the hypotheses set ultimately proved to be false, but one connection was particularly interesting. The overall average for job satisfaction among NMU employees was high at

76.4%. There was a strong correlation between average job satisfaction, “opportunities to express one’s ideas,” “trust of information received” and “good departmental communication.”

The result of the multiple regression calculation was:

$$\text{Predicted Job Satisfaction} = 32.585 + 3.585x_1 + 3.636x_2 + 4.877x_3$$

Where:

Dependent Variable = **Question 2.1**: How satisfied are you with your job?

Baseline Coefficient = 32.585 (The predicted level of job satisfaction when all of the independent variables are zero.)

x_1 = **Question 3.1**: How strongly do you agree or disagree with the following statements? - Opportunities are available to me to express my ideas to the university.

x_2 = **Question 3.3**: How strongly do you agree or disagree with the following statements? - I trust the information that I receive from NMU.

x_3 = **Question 3.5**: How strongly do you agree or disagree with the following statements? - There is good communication in my department.

Questions 3.1, 3.3 and 3.5 were on a scale ranging from one to five based on their level of disagreement or agreement. Note that on a one to five scale, the central tendency is 3, not 2.5. **Question 2.1** was on a scale of 0 to 100.

The purpose of this formula was to determine what level the independent variables (**Questions 3.1, 3.3 and 3.5**) give predictive data about the dependent variable (**Question 2.1**).

Summary	Multiple R	R-Square	Adjusted R-Square	StErr of Estimate		
	0.6	0.3	0.3	16.2		
ANOVA Table	Degrees of Freedom	Sum of Squares	Mean of Squares	F-Ratio	<i>p</i> -value	
Explained	3	37889.0	12629.7	48.3	< 0.0001	
Unexplained	311	81309.1	261.4			
Regression Table	Coefficient	Standard Error	t-Value	<i>p</i> -value	Confidence Interval 95%	
					Lower	Upper
Constant	32.6	3.8	8.5	< 0.0001	25.0	40.1
Q3.1	3.6	1.0	3.6	0.0004	1.6	5.5
Q3.3	3.6	0.9	3.9	0.0001	1.8	5.5
Q3.5	4.9	0.7	6.6	< 0.0001	3.4	6.3

The *p*-value for all three independent variables was low at less than 0.0005 indicating their statistical significance.

The algorithm above indicated that a one point increase in **Questions 3.1** or **3.3** resulted in a 3.5% increase or greater in an individual's overall job satisfaction. Furthermore, a one point increase to **Question 3.5** resulted in approximately a 5% increase in job satisfaction.

The confidence intervals for all three independent variables were positive numbers. This demonstrated a 95% confidence level that even the smallest increase in **Questions 3.1, 3.3** or **3.5** will result in an increase in overall job satisfaction. (The full survey and results are included Appendix G and Appendix H.)

Focus Groups

Purpose

To further clarify communication effectiveness and to analyze issues gleaned from the survey in greater depth, focus group sessions were conducted. According to Downs and Adrian in *Assessing Organizational Communication: Strategic Communication Audits*, focus groups are important because they:

- Promote participants to speak freely without the restrictions of systematic questioning
- Provide detailed information from group interaction
- Efficiently lead to obtaining information in a short period of time
- Allow flexibility for the agenda to be modified

Response/Participation

A total of 556 University employees were invited to participate in a focus group. Of these employees, 113 responded to the invitation and 36 participated. Table 7 shows the response and participation rates by division.

Table 7. Response and Participation Statistics

Division	Invited	Participated	Responded	Did Not Respond	Attendance Rate
President's (4 sessions)	91	8	23	68	8.8%
Academic Affairs-Faculty & Staff (4 sessions)	≈350	9	12	≈338	2.6%
Academic Affairs-Deans, Dept. Heads, Directors (3 Sessions)	51	12	23	28	23.5%
Admin. & Finance (3 sessions)	64	10	55	9	15.6%
Total	556	39	113	443	20.68%

Common Themes

Overall, employees believed that communicating face-to-face was the most effective, but because of scheduling issues, this communication channel was difficult. Email was the most utilized communication channel. Although email was the most utilized communication channel by employees, email posed numerous communication constraints. Most focus group participants commented that they experienced email “overload.” Employees were overwhelmed reading all of the messages they received in one day, which caused them to “pick and choose” what emails to read. As a result, many messages were missed or delayed.

Focus group participants believed that the President’s Council was a positive communication channel. One focus group member said the following regarding the President’s Council:

One of the best ways for employees to keep up to date and involved with the University.

Although effective, many employees would like to receive more accurate information about unofficial University business. Focus group participants believed there was a lack of transparency from the top down. Many said that this contributed to a lack of confidence in the validity of what was communicated versus what was being withheld by upper management.

Finally, focus group participants agreed that communication within their department was effective and clear. Most departmental meetings were reported to be informative and efficient. However, the effectiveness of communication between departments was an issue throughout all divisions. Many employees said they had a hard time receiving timely responses from employees in other departments. The lack of feedback from communication sent upward was an issue expressed from participants in all divisions. Many believed that effective feedback mechanisms would be beneficial to all employees at the University.

Tables 8 through 11 include summaries of the major issues from the focus groups by Division.

1) Affairs Division-Faculty and Staff

Four focus groups were conducted for the Academic Affairs Division- Faculty and Staff. Three of the four groups were open to faculty and staff, while the fourth was open specifically to departmental secretaries. Table 8 shows the common themes from the focus groups for the Academic Affairs Division- Faculty and Staff.

Table 8. Academic Affairs Division -Faculty and Staff

Strengths	<ul style="list-style-type: none"> Email, telephone and face-to-face interaction were stated as the most effective and most commonly used communication channels Strong communication was reported within departments <i>CAMPUS</i>, the newsletter, was effective as far as circulation period, length of publication and information contained Some individuals believed face-to-face was “still the best” and most effective channel for sending and receiving information, as most other channels were cluttered and messages were lost in translation University’s emergency alert and text message system was effective at getting high-importance messages communicated to large groups of employees and students President’s forum for each “campus” was an effective means of giving employees a voice and improving employee engagement
Upward Communication	<ul style="list-style-type: none"> Employees sent information or ideas upward and did not feel they received feedback Better feedback mechanisms should be implemented
Communication Between Departments	<ul style="list-style-type: none"> “Lacked among many Dean’s offices” Department heads and upper management could have better communication skills through leadership training
Transparency	<ul style="list-style-type: none"> Threatened by the idea of confrontation when they sent information upwards Lack of transparency from the top down contributed to a lack of confidence in the validity of what was communicated

Email	<ul style="list-style-type: none"> • Effective communication channel • Information overload resulted when too many emails were received and important messages were overlooked • Most commonly used
Rumors	<ul style="list-style-type: none"> • Cause uncertainty when not addressed by decision makers
Location on Campus	<ul style="list-style-type: none"> • Physical location on campus had a significant effect on supervisor/subordinate relationship and communication • Frustration was expressed when employees could not physically see/talk to their superiors • Responses/Feedback severely diminished relationships when there are physical barriers

2) Academic Affairs - Deans, Directors, Department Heads

The audit team for the Deans, Directors and Department Heads held three focus group sessions. Table 9 shows the common themes.

Table 9. Deans, Directors and Department Heads

Communication and Productivity	<ul style="list-style-type: none"> • Greater communication leads to greater performance and productivity • “Communication is lifeblood of the department”
Strengths	<ul style="list-style-type: none"> • Great communication to external entities • Great amount of information available • <i>CAMPUS</i> newsletter
Upward Communication	<ul style="list-style-type: none"> • Information sent upward appeared filtered on the way back down • Little feedback on reports • General idea that there is a “black hole” as the information sent upwards disappears • Example is the 4-10 shift survey: respondents asked to complete survey after decision was already made • “People at top assume everyone knows everything already”
Anticipated Results	<ul style="list-style-type: none"> • “Project being used just to satisfy requirements of project and

	<p>make recommendations”</p> <ul style="list-style-type: none"> • Little confidence that anything will get acted on • A more engaging and involving institution
Transparency at NMU	<ul style="list-style-type: none"> • “NMU is not transparent” • “The University switched plans about Jamrich Hall then read about it in the <i>Mining Journal</i> before hearing about it from NMU”
Additional Comments	<ul style="list-style-type: none"> • Hard to keep up with communication requests • “One group is being told one thing, while another is told something different” • Lack of a complete message creates a lack of trust • A lot of decisions seem to be made among the smallest group of people • Decisions have been made without any consultation • Frequently asked to contribute information that was not being used, or the decision had already been made

3) Finance and Administration Division

The Finance and Administration Division includes Financial Services, Auxiliary Services, Information Technology and Health Care Services. Additional services include Operations, Purchasing, Dining, Printing, Mailing and Student Services. The Finance and Administration Division was divided into three subdivisions: upper management, middle management and staff. Table 10 shows the common themes collected from the three focus groups held for the Finance and Administration Division.

Table 10. Finance and Administration Division

Strengths	<ul style="list-style-type: none"> • President Wong made a deliberate, conscious effort to keep everyone informed (University Forums, Parent Partnership, Let’s Chat) • Email was easily managed by folders and spam messages could be eliminated • Departmental meetings kept employees informed and provided feedback • Face-to-face meetings and phone calls provided personal
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	<p>approaches to communication</p> <ul style="list-style-type: none"> • President’s Council puts a broad range of people together with technical and office professional administrators (TOP)
Upward Communication	<ul style="list-style-type: none"> • The less authority an employee had, the more information becomes misconstrued • Quickness in decision making was constrained due to having to receive input from a variety of people from different departments
Communication Between Departments	<ul style="list-style-type: none"> • Because of lean staffing, individuals did not know who to contact for information and timing issues arose when work had to be completed • Responsibilities and duties were always changing. Contact information was difficult due to constant changing of duties and responsibilities. • Departments are too busy • Difficult to communicate because individuals cannot be reached in a particular department • Communication between departments was not effective because it was difficult to receive timely information
Email	<ul style="list-style-type: none"> • Overabundance of email caused delays; control the amount of email messages received per day • Overabundance of email; deleted more emails than read - “there is too much noise” • Spam was an issue with email
Policies and Procedures	<ul style="list-style-type: none"> • Policies and procedures related to formal communication at NMU were not clear • Policies and procedures were inaccessible when employees needed to resolve an issue • Provide reliable, up-to-date access to those policies and procedures
Face-to-Face	<ul style="list-style-type: none"> • Face-to-face communication was effective but hard to gather people at one convenient time • Provide more gatherings for faculty and staff • “Meetings to listen to questions and answer our own” • Provide a common meeting place for students and faculty
Unofficial Information	<ul style="list-style-type: none"> • Information was not always trusted within the University • Unofficial “grapevine” information was misinterpreted
Recommendations	<ul style="list-style-type: none"> • Develop another reliable channel of communication besides email • Train new hires on University software to ensure program

	<p>accessibility and effectiveness</p> <ul style="list-style-type: none"> • Organize information by service rather than by department • Extend authorization levels to broader range of management (had responsibility but no authority to act)
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4) President's Division

The President's Division includes Athletics, Public Safety and the President's Office. Four focus group meetings were scheduled, three for regular staff and one for supervisors. Table 11 shows the common themes collected from the three focus groups held for this division.

Table 11. President's Division

Strengths	<ul style="list-style-type: none"> • Face-to-face communication • Strong interpersonal relationships • President's Council as a critical hub of information • Communication across campus was generally good
Location on Campus	<ul style="list-style-type: none"> • Isolated from rest of campus; negatively affected face-to-face communication • Distance had an impact on engagement with students and staff • Disconnected from the web of student related services
Email	<ul style="list-style-type: none"> • "Too much" • Sometimes misconstrued • Dissemination process should be streamlined • Allow users to choose areas of interest they wanted to receive • Considered an essential tool • "You lose the personal recognition of your fellow employees and the association of the person with the message"
Upward Communication	<ul style="list-style-type: none"> • Dependent on level of interest • Responses were normally timely • Goals and objectives were lacking • Lack of ability to enact change has stifled vision and creativity • No opportunity to be included in the process or have input be heard, which

	decreases morale, satisfaction, commitment and enthusiasm
Transparency	<ul style="list-style-type: none"> • Seen as an area of concern, especially among lower level employees • Decisions lacked explanations • “Transparency is ok; sometimes it is difficult to get all the information, often initiative is needed. Starts at the department management team level – they are responsible for providing transparency”
Anticipated Results	<ul style="list-style-type: none"> • “More emails!” • “Hope NMU develops a new internal tool for sharing information that is user-friendly, such as an intranet (Share is similar, but ineffective)” • Decision making “process” needs to be evaluated • “Nothing! It is all for show or a rubber stamp” • “If anything does happen, it will take a really long time”
Additional Comments	<ul style="list-style-type: none"> • Less time for personnel meetings in the last few years • Lack of midlevel meetings and/or dissemination of information. • Updates and information on projects often not provided • Prevailing belief that “you’re not in the loop” • Many important decision-making committees are made up of the same people; reduces creativity, viewpoints, representation, diversity and ultimately quality • Results of big decisions are not well explained

Conclusions and Recommendations

The data collected from the communication audit generated a significant amount of information. This information revealed areas where the University excelled as well as opportunities for improvement. The overall results of the audit were compiled into three sections: Communication Channels, Information Flow and Feedback. For each section, strengths, opportunities and conclusions were derived from the data. The recommendations serve as a launching point for addressing issues as well as for building on existing strengths.

Communication Channels

Strengths

Employees reported that all channels of communication were above average in effectiveness. Face-to-face communication was ranked highest overall in the survey and had a low standard deviation. Face-to-face communication was the preferred method of communication when time permitted. It provided instant feedback, allowed nonverbal transmission of emotion and tone and allowed for clearer understanding of the message. A high level of support for the effectiveness of the emergency alert system was also reported, indicating its importance to University faculty and staff. Email was rated as the third most effective communication method. The standard deviation, however, was significantly higher than face-to-face, indicating that not everyone agreed on its effectiveness. Employees reported that email was an effective communication tool, allowing for quick transmission and feedback. Email also offered the advantage of documentation for later retrieval.

Opportunities

Although email was rated among the most effective communication channels, there were numerous suggestions for improvements. The primary concern with email was the sheer number of messages employees received. Additionally, many employees noted that the email filtering system did a decent job of removing unwanted messages, but it sometimes removed important messages and allowed other

unwanted messages to get through. These unwanted messages represented a relatively small portion of email received by employees, but detracted from an employee's ability to work efficiently. The resulting inbox clutter, along with a general overreliance on email, led to email "overload;" this required employees to "pick and choose" what to read. This email selection process often caused important messages to go unread, resulting in a breakdown in the communication process. In addition, desired messages sent within the University were subject to the same filtering systems which led to important information being classified as junk. Another highly regarded channel was face-to-face communication; however, many employees expressed the lack of a common meeting place for these exchanges.

Recommendations

An intranet could be implemented to minimize reliance on email. The intranet could be the central location for important employee information, such as announcements, policies and procedures and minutes of meetings, which normally would be sent via email.

Another recommendation is to utilize existing technology such as *Microsoft Outlook®*. Workshops could be held to train employees how to use the exchange server so organizational tools, such as *Outlook®* calendar could be used to alleviate email "overload." This tool is useful for viewing employees' calendars and availability, eliminating the need for exchanging unnecessary email. University email filters could be reviewed in order to minimize unwanted messages and to eliminate the sending of important messages to junk mail. By improving the effectiveness of the current email system and by utilizing alternative technologies, the communication channel breakdowns could be minimized.

Before the Wildcat Den converted to a full-meal policy, employees used this location as a common meeting place to informally converse face-to-face. NMU could implement similar locations, such as faculty/staff lounges, to allow employees to converse on a daily basis and improve face-to-face communication.

Information Flow

Strengths

Employees indicated they were generally satisfied with the communication within their departments. The satisfaction of communication within departments stemmed from several factors. Employees generally believed the information they received from their supervisor was accurate, trustworthy and transparent. Additionally, employees believed they knew the correct paths to promote efficient communication with their coworkers. The more an employee reported that their communication channels were working properly, the more satisfied they were with their job. This high job satisfaction could have been a contributing factor as to why employees were satisfied with communication within their department. Employee satisfaction with information flow, however, varied by division. In terms of financial transparency, the Finance and Administration Division reported the highest level of agreement. This was to be expected as much of the information was created by or passed through this division.

Opportunities

The President's Division reported the lowest level of satisfaction in terms of financial transparency. Much of this discrepancy was likely caused by the lack of communication between departments. While communication within departments was highly rated, communication between departments was an area identified as needing improvement. The President's Division reported the lowest level of trust regarding information provided to them; however, they also indicated they received the most information. Trusting the information an employee received can be directly tied to job satisfaction. The information needs to be available and accessible to employees in a timely fashion.

Employees identified the need for easier access to university policies and procedures as an opportunity for improvement. Employees knew the policies existed but did not know where to find them, as they reported a need for a more user-friendly search engine. Easier access to this type of key information is essential to effectively performing job functions and improving communication.

Communication within departments was generally accurate, trustworthy and transparent; however, employees indicated that some of these elements were weakened or lost when communicating between departments. Additionally, financial transparency was perceived in different ways by division. For example, the Finance and Administration Division strongly believed that the University is transparent with its financial information. The other divisions trusted this information to a lesser degree. This lack of transparency could lead to misinterpretation of key issues as well as generation of rumors.

Recommendations

Information provided to employees needs to be accessible, transparent and trustworthy, since perceptions of trust and transparency have a direct impact on job satisfaction. Recommendations for improving the flow of information include posting minutes of key meetings or providing recorded versions of meetings similar to what is done for the President's Convocation. Another method of improving information flow is to address rumors before they become widespread. Rumors stem from the varying levels of transparency in communication. By providing accurate information in a timely fashion, trust and transparency will be improved. As an organization's transparency increases, the likelihood for rumors decreases.

To address the need for easier access to key information, up-to-date policies and procedures should be available in a central location with a user-friendly search function, such as the aforementioned intranet. The intranet could also house an updated and accurate organizational chart, as well as a current list of President's Council members. Providing a means of quickly obtaining accurate information would help bolster communication flow, improve job satisfaction and increase communication effectiveness.

Feedback

Strengths

Employees reported that they were comfortable expressing their ideas to the University and were satisfied with the feedback they received from supervisors. Additionally, most employees expressed satisfaction

with the guidance they received for solving job-related problems as well as the information needed to complete their jobs.

Opportunities

Although employees believed that the feedback they received from their immediate supervisors was adequate, they also expressed the need for better feedback mechanisms from the University. While employees believed that their supervisors were listening to their suggestions, there was not a system currently in place that allowed them to confirm an issue had been addressed. For example, some employees mentioned that decisions affecting their jobs were made without their input or knowledge. The less feedback an employee received, the lower that employee's morale, job satisfaction and commitment. This was confirmed by the data that showed that when opportunities to express ideas increased, employees' overall job satisfaction also increased. Several focus group members, however, commented that they believed no changes would be made as a result of this audit, which demonstrated the need for a formal feedback system.

Recommendations

Management level employees may need more training to develop the skills needed to be effective communicators in their roles as leaders. Managers should be trained to provide feedback to employees more often. Another opportunity for improvement is to implement a mentor/mentee program for leaders at the University. These relationships could nurture newer managers on how to provide meaningful feedback to staff. A third option is the implementation of an anonymous feedback submission system that tracks suggestions made by employees. This system would allow employees to know that their suggestions are being reviewed.

Final Remarks

The survey results from the NMU Communication Audit revealed a high level of satisfaction with communication as well as many communication strengths. Communication, however, is an evolving process where even the best methods can always be improved. The Communication Audit revealed opportunities for improvement in areas where a little effort could enhance the quality, effectiveness and efficiency of communication throughout the University. This would also have a positive impact on job satisfaction. Recommendations were offered to further improve communication.

Appendix

Appendix A. Sample Meeting Agenda

Date & Time: September, 20 2011 – 2:00 p.m.

Location: Bresnan Room, 2810 West Science

Attendees: NMU Director

NMU MBA Students

Purpose: Introductory Meeting - Communication Audit

1. Introductions
2. AQIP Assessment
3. Survey
 - a. What issues need to be part of it
 - b. Current state of communications, roles
 - c. Feedback mechanisms, campus wide
 - d. Focal point of current communication problems
 - i. Weaknesses
 - ii. Strengths
 - e. Confidentiality / Anonymity
 - f. Ideas for convincing others to participate
 - g. Current department newsletter or meeting to announce
4. Describe current position
 - a. What do you do
 - b. Organizational charts, for all groups

5. Priorities for Audit

- a. What information will most benefit the university, your department

Appendix B. President Dr. Les Wong Invitation Email

NMU Faculty and Staff,

Northern is constantly working to improve and, as I said in my convocation address, you are the drivers of positive change.

Because NMU strives for continuous improvement, the action projects we tackle each year as part of our Academic Quality Improvement Program (AQIP) are critical not only for our accreditation, but for the everyday vitality of our university. One of this year's action projects is "Developing Feedback Mechanisms and Enhancing Campus Leadership Communication." You've read about this project in e-mails from Professor Sandi Poindexter, NMU's AQIP coordinator, and in a CAMPUS newsletter article, so I won't repeat all of the project details other than to say our goal is to improve the flow of communication both as it goes both up and down the chain of authority, and to provide better feedback mechanisms that are well known and are easy to use. If you are unfamiliar with this action project, please review it at the NMU AQIP website under Action Projects.

We've come to the point in the project where your participation is needed. We will be collecting information about employees' views of current campus communication factors through two primary methods: 1) small-group focus discussions and 2) a survey sent to all NMU employees. Dr. Claudia Hart's MBA course (BUS 500) is assisting with this data collection. If students from Dr. Hart's class invite you to a focus discussion, please make every effort to attend. And, I hope every employee completes the survey that will be sent out within the next few weeks. We cannot improve feedback mechanisms nor become better at our campus communication if we do not analyze our current communication strengths, weaknesses and obstacles.

If you have any general questions about this AQIP project, please contact Professor Poindexter (spoindex@nmu.edu) or the co-chairs of this action project committee Ann Sherman (asherman@nmu.edu), Human Resources, and Cindy Paavola, (cipaavol@nmu.edu), Communications and Marketing. If you have questions about the focus discussions or survey, contact Dr. Hart (corr@nmu.edu).

Thank you for your assistance.

Les Wong, President

Appendix C. Dr. Claudia Hart Invitation Email

NMU Faculty and Staff,

If you have not already responded to the communication audit survey, please take a few minutes to do so now by clicking on the link at the bottom. Thank you to those of you who have already provided your feedback. As of this morning, 178 have responded, but the University has 1,100 employees and your input is critical for assessing and improving communication on campus.

The survey is part of the University's AQIP Action Project, "Developing Feedback Mechanisms and Enhancing Campus Leadership Communication." The MBA students in BUS 500, Managerial Communication, are collecting and analyzing the data for the first part of this project. Participation is voluntary and anonymous – we will not know who does and does not complete the survey. We will keep the information you provide confidential; however, federal regulatory agencies and the Northern Michigan University Institutional Review Board (a committee that reviews and approves research studies) may inspect and copy records pertaining to this research. If we write a report about this study, results will only be reported in aggregate.

If you have questions regarding your rights as a participant in a research project, you may contact Dr. Terry Seethoff of the Human Subjects Research Review Committee (906-227-2300) tseethof@nmu.edu. To find out more about this Action Project, please review the [NMU AQIP website under Action Projects](#). If you have questions about the survey, please contact me at corr@nmu.edu. For general questions about the AQIP project, please contact NMU's AQIP Coordinator, Sandi Poindexter (spointex@nmu.edu) or the co-chairs of this Action Project committee, Ann Sherman (asherman@nmu.edu) and Cindy Paavola (cipaavol@nmu.edu).

Again, your input is necessary in helping us analyze our communication strengths, obstacles and areas for improvement. Please click on the following link to complete the survey:

Thank you for your participation in this important project.

Best regards,

Claudia Hart

Appendix D. Focus Group Invitation

Subject: Focus Groups, AQIP Communication Audit

Greetings,

You have received several e-mails during the last few weeks asking for your participation in the University's communication audit conducted by MBA students as part of the AQIP Action Project, Developing Feedback Mechanisms and Enhancing Campus Leadership Communication. A critical part of this audit is meeting with employees across the University to uncover different perspectives regarding communication at NMU.

To this end, you are cordially invited to participate in one of the focus groups. Each group will be composed of employees who are at similar levels – for example, supervisors and non-supervisors will not be included in the same focus group. An Informed Consent Statement is attached for your review. You will be asked to sign the form at the beginning of the focus group session, which will last approximately one hour.

Listed below are the dates, times and locations for the focus groups being conducted by one team of graduate students. Please reply to this e-mail with an X on the line in front of the session you will attend.

____ [Day, Month; i.e., Thursday, November 3], [Time], [Location]

____ [Day, Month], [Time], [Location]

____ [Day, Month], [Time], [Location]

____ [Day, Month], [Time], [Location]

Thank you for your participation in this important project. You are encouraged to volunteer as much information as possible to give us a good picture of how your work is affected by communication issues within the University.

Best regards,

Names, Team Members

Appendix E. Sample Focus Group Agenda

Date & Time: November 10, 2011 – 3:00 to 4:00 p.m.

Location: 300 Cohodas

Facilitators: NMU MBA Students

Purpose: NMU Communications AQIP Action Project – Focus Group

Consent Forms

Introductions

Background - AQIP Action Project, President Wong's Convocation, MBA Communications Class Survey

Focus Group Questions

1. What are the major communication strengths and/or weaknesses of the University?
Please be specific.
2. How does your physical location affect your communication?
3. How well connected are you to the rest of the University? Why or why not?
4. What experiences do you have sending communication upward? Do you receive acceptable feedback?
5. What do you think will happen as a result of this assessment, will your ideas cause action?
6. How often do you receive information of little value? Examples?
 - a. How often are you overloaded with information?
 - b. How often do you feel you get too little information?
7. Do you feel that NMU is transparent when communicating with its employees?
8. Describe the informal channels through which you typically receive information.
 - a. What kind of information do you hear, and how often?
 - b. How often should this information be distributed in a formal channel?
9. Is there anything that we have left out of the survey and these focus group questions that we should have included?

Appendix F. Chi Square and *p*-value Table

Degrees of freedom (df)	χ^2 value										
1	0.004	0.02	0.06	0.15	0.46	1.07	1.64	2.71	3.84	6.64	10.83
2	0.10	0.21	0.45	0.71	1.39	2.41	3.22	4.60	5.99	9.21	13.82
3	0.35	0.58	1.01	1.42	2.37	3.66	4.64	6.25	7.82	11.34	16.27
4	0.71	1.06	1.65	2.20	3.36	4.88	5.99	7.78	9.49	13.28	18.47
5	1.14	1.61	2.34	3.00	4.35	6.06	7.29	9.24	11.07	15.09	20.52
6	1.63	2.20	3.07	3.83	5.35	7.23	8.56	10.64	12.59	16.81	22.46
7	2.17	2.83	3.82	4.67	6.35	8.38	9.80	12.02	14.07	18.48	24.32
8	2.73	3.49	4.59	5.53	7.34	9.52	11.03	13.36	15.51	20.09	26.12
9	3.32	4.17	5.38	6.39	8.34	10.66	12.24	14.68	16.92	21.67	27.88
10	3.94	4.86	6.18	7.27	9.34	11.78	13.44	15.99	18.31	23.21	29.59
<i>p</i> -value (Probability)	0.95	0.90	0.80	0.70	0.50	0.30	0.20	0.10	0.05	0.01	0.001
	Non-significant								Significant		

(Source: <http://www2.lv.psu.edu/jxm57/irp/chisquar.html>)

Appendix G. NMU Communication Survey

Q1 Thank you for taking time to complete this survey. All of your answers are anonymous and confidential. Please click "NEXT" for the first question.

Q2 How satisfied are you with your job?

Q3 How strongly do you agree or disagree with the following statements?

	Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)
Opportunities are available to me to express my ideas to the university. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am kept well informed of NMU matters. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the information that I receive from NMU. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I know NMU very well. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is good communication in my department. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is good communication between people in different areas of the university. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am kept well informed about my department's plans and progress. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My direct manager is an effective communicator. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

of communication at NMU. (9)					
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Q4 Please indicate how satisfied or dissatisfied you are with the following communication you receive.

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Indifferent (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)
Information about my performance in my job. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel news. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about NMU's policies. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about NMU's goals. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about departmental policies and goals. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of my efforts. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about the requirements of my job. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Please indicate how satisfied or dissatisfied you are with the following communication you receive.

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Indifferent (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)
Information about NMU's financial situation. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information regarding government regulations and legislation (i.e. MSDS, confidentiality, safety, etc.). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that my manager/supervisor understands the problems I face. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that NMU's communication motivates me to meet the university's goals. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that my manager/supervisor listens to me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that my manager/supervisor offers guidance for solving job-related problems. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Please indicate how satisfied or dissatisfied you are with the following communication you receive.

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Indifferent (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)
Extent that communication at NMU makes me feel a vital part of it. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that I trust my manager/supervisor. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that I receive the information needed to do my job. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that conflicts are handled appropriately. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that the grapevine is active at NMU. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that my manager/ supervisor is open to ideas. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Please indicate how satisfied or dissatisfied you are with the following communication you receive

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Indifferent (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)
Extent that communication with other employees at my level is accurate and free flowing. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that communication practices are adaptable to emergencies. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that informal communication is active. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent to which informal communication is accurate. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent that I receive feedback on issues I have communicated with my manager/supervisor. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Are you responsible for employees (not student) as a manager or a supervisor?

- ☐ Yes (1)
☐ No (2)

If No Is Selected, Then Skip To How would you rate the communication ...If Yes Is Selected, Then Skip To Indicate your satisfaction with the f...

Q9 Indicate your satisfaction with the following only if you are responsible for other employees as a manager or supervisor.

		Strongly Dissatisfied (0)	Dissatisfied (1)	Satisfied (2)	Strongly Satisfied (3)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 How would you rate the communication between your department (work area) and other departments (work areas)?

Q11 How effective do you find each of the following communication channels?

	Ineffective (1)	Somewhat Ineffective (2)	Neutral (3)	Somewhat Effective (4)	Effective (5)	Not Applicable (6)
Letters/Memos/Notices (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bulletin Boards (physical) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-face (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
share.nmu.edu (online discussion) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Northern Horizons (Alumni Newsletter) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-mail (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental Meetings (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NMU Website (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Text Message Alerts (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Forums (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The North Wind (Student Newspaper) (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What's New NMU? (Alumni Online Newsletter) (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CAMPUS Faculty & Staff Newsletter (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (list below): (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 On average, when communicating with others, do you receive responses in an appropriate amount of time?

- ☐ Yes (1)
- ☐ No (2)

Q13 Gender

- ☐ Male (1)
- ☐ Female (2)

Q14 How many years have you been employed at NMU (round to nearest whole year)? If less than one year, enter 0.

Q15 In which division of the University do you work?

- ☐ Academic Affairs (1)
- ☐ Finance and Administration (2)
- ☐ President's Division (3)

If Academic Affairs Is Selected, Then Skip To What is your title? If Finance and Administration Is Selected, Then Skip To What is your title? If President's Division Is Selected, Then Skip To How did you find out about this commu...

Q16 What is your title?

- ☐ Instructor (1)
- ☐ Assistant Professor (2)
- ☐ Associate Professor (3)
- ☐ Professor (4)
- ☐ Academic Department Head (5)
- ☐ Dean (6)
- ☐ Adjunct (7)
- ☐ Graduate Assistant (8)
- ☐ Other: (9) _____

If Instructor Is Selected, Then Skip To How did you find out about this commu...If Assistant Professor Is Selected, Then Skip To How did you find out about this commu...If Associate Professor Is Selected, Then Skip To How did you find out about this commu...If Professor Is Selected, Then Skip To How did you find out about this commu...If Academic Department Head Is Selected, Then Skip To How did you find out about this commu...If Dean Is Selected, Then Skip To How did you find out about this commu...If Adjunct Is Selected, Then Skip To How did you find out about this commu...If Graduate Assistant Is Selected, Then Skip To How did you find out about this commu...If Other: Is Selected, Then Skip To How did you find out about this commu...

Q17 What is your title?

- ☐ Athletic Coach/Assistant (1)
- ☐ Coordinator (2)
- ☐ Director (3)
- ☐ Manager (4)
- ☐ Assistant Director/Manager (5)
- ☐ Non-supervising employee (referencing staff, not student supervision) (6)
- ☐ Other supervising employee (referencing staff, not student supervision) (7)
- ☐ Supervisor (8)
- ☐ Other: (9) _____

Q18 How did you find out about this communication audit survey?

- ☐ President Wong's Convocation Address (1)
- ☐ Campus wide E-mails (2)
- ☐ Manager/Supervisor (3)
- ☐ Campus Newsletter (4)
- ☐ Word of Mouth (5)
- ☐ AQIP Website (6)
- ☐ Bulletin Board (Physical) (7)
- ☐ Other: (8) _____

Q19 Please provide additional comments regarding communication at NMU.

Appendix H. Survey Results

Last Modified: 11/08/2011

1. Thank you for taking time to complete this survey. All of your answers are anonymous and confidential. Please click "NEXT" for the first question.

#	Answer		Response	%
	Total		0	0%

Statistic	Value
Min Value	-
Max Value	-
Mean	0.00
Variance	0.00
Standard Deviation	0.00
Total Responses	0

2. How satisfied are you with your job?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	.	10.00	100.00	76.41	19.73	328

3. How strongly do you agree or disagree with the following statements?

#	Question	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Responses	Mean
1	Opportunities are available to me to express my ideas to the university.	13	51	31	169	62	326	3.66
2	I am kept well informed of NMU matters.	17	65	39	150	54	325	3.49
3	I trust the information that I receive from NMU.	19	49	44	145	68	325	3.60
4	I feel that I know NMU very well.	3	30	52	154	85	324	3.89
5	There is good communication in my department.	36	44	28	121	96	325	3.61
6	There is good communication between people in different areas of the university.	48	99	70	100	9	326	2.76
7	I am kept well informed about my	25	40	41	117	103	326	3.71

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	department's plans and progress.							
8	My direct manager is an effective communicator.	27	50	34	92	122	325	3.71
9	I am satisfied with the quality of communication at NMU.	22	91	74	108	30	325	3.10

Statistic	Opportunities are available to me to express my ideas to the university.	I am kept well informed of NMU matters.	I trust the information that I receive from NMU.	I feel that I know NMU very well.	There is good communication in my department.	There is good communication between people in different areas of the university.	I am kept well informed about my department's plans and progress.	My direct manager is an effective communicator.	I am satisfied with the quality of communication at NMU.
Min Value	1	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5	5
Mean	3.66	3.49	3.60	3.89	3.61	2.76	3.71	3.71	3.10
Variance	1.16	1.30	1.32	0.87	1.77	1.26	1.55	1.77	1.25
Standard Deviation	1.08	1.14	1.15	0.93	1.33	1.12	1.24	1.33	1.12
Total Responses	326	325	325	324	325	326	326	325	325

4. Please indicate how satisfied or dissatisfied you are with the following communication you

#	Question	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied	Responses	Mean
1	Information about my performance in my job.	14	15	37	28	61	105	63	323	5.09
2	Personnel news.	10	18	26	55	68	113	34	324	4.94
3	Information about NMU's policies.	4	17	38	36	79	122	28	324	5.00
4	Information about NMU's goals.	9	17	40	33	81	111	33	324	4.93
5	Information about departmental policies and goals.	8	21	30	29	62	119	56	325	5.14
6	Recognition of my efforts.	26	35	44	31	56	95	37	324	4.51
7	Information about the requirements of my job.	11	16	28	27	62	122	57	323	5.19

receive.

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Statistic	Information about my performance in my job.	Personnel news.	Information about NMU's policies.	Information about NMU's goals.	Information about departmental policies and goals.	Recognition of my efforts.	Information about the requirements of my job.
Min Value	1	1	1	1	1	1	1
Max Value	7	7	7	7	7	7	7
Mean	5.09	4.94	5.00	4.93	5.14	4.51	5.19
Variance	2.76	2.26	1.98	2.26	2.48	3.41	2.48
Standard Deviation	1.66	1.50	1.41	1.50	1.57	1.85	1.57
Total Responses	323	324	324	324	325	324	323

5. Please indicate how satisfied or dissatisfied you are with the following communication you receive.

#	Question	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied	Responses	Mean
1	Information about NMU's financial situation.	25	48	63	32	80	59	14	321	4.02
2	Information regarding government regulations and legislation (i.e. MSDS, confidentiality, safety, etc.).	9	15	39	63	73	99	23	321	4.76
3	Extent that my manager/supervisor understands the problems I face.	15	23	41	29	55	98	59	320	4.93
4	Extent that NMU's communication motivates me to meet the university's goals.	19	27	45	66	74	69	18	318	4.35
5	Extent that my manager/supervisor listens to me.	16	10	21	20	60	97	97	321	5.42
6	Extent that my	15	18	23	23	57	96	86	318	5.27

manager/ supervisor offers guidance for solving job- related problems.										
---	--	--	--	--	--	--	--	--	--	--

Statistic	Information about NMU's financial situation.	Information regarding government regulations and legislation (i.e. MSDS, confidentiality, safety, etc.).	Extent that my manager/ supervisor understands the problems I face.	Extent that NMU's communication motivates me to meet the university's goals.	Extent that my manager/ supervisor listens to me.	Extent that my manager/ supervisor offers guidance for solving job- related problems.
Min Value	1	1	1	1	1	1
Max Value	7	7	7	7	7	7
Mean	4.02	4.76	4.93	4.35	5.42	5.27
Variance	2.88	2.10	3.05	2.52	2.74	2.95
Standard Deviation	1.70	1.45	1.75	1.59	1.66	1.72
Total Responses	321	321	320	318	321	318

6. Please indicate how satisfied or dissatisfied you are with the following communication you receive.

#	Question	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied	Responses	Mean
1	Extent that communication at NMU makes me feel a vital part of it.	27	31	45	49	81	72	15	320	4.26
2	Extent that I trust my manager/supervisor.	16	14	28	14	47	93	107	319	5.41
3	Extent that I receive the information needed to do my job.	5	14	25	20	81	120	55	320	5.31
4	Extent that conflicts are handled appropriately.	23	24	54	29	54	101	35	320	4.59
5	Extent that the grapevine is active at NMU.	12	14	28	110	56	75	18	313	4.54
6	Extent that my manager/ supervisor is open to ideas.	11	14	19	26	53	108	89	320	5.43

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Statistic	Extent that communication at NMU makes me feel a vital part of it.	Extent that I trust my manager/supervisor.	Extent that I receive the information needed to do my job.	Extent that conflicts are handled appropriately.	Extent that the grapevine is active at NMU.	Extent that my manager/supervisor is open to ideas.
Min Value	1	1	1	1	1	1
Max Value	7	7	7	7	7	7
Mean	4.26	5.41	5.31	4.59	4.54	5.43
Variance	2.81	3.07	1.99	3.19	1.99	2.54
Standard Deviation	1.67	1.75	1.41	1.79	1.41	1.59
Total Responses	320	319	320	320	313	320

7. Please indicate how satisfied or dissatisfied you are with the following communication you receive

#	Question	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied	Responses	Mean
1	Extent that communication with other employees at my level is accurate and free flowing.	13	19	30	27	90	104	31	314	4.90
2	Extent that communication practices are adaptable to emergencies.	4	8	24	48	64	123	42	313	5.23
3	Extent that informal communication is active.	6	11	22	41	91	113	29	313	5.09
4	Extent to which informal communication is accurate.	9	20	44	52	98	81	10	314	4.57
5	Extent that I receive feedback on issues I have communicated with my manager/supervisor.	13	16	31	22	55	114	61	312	5.17

Statistic	Extent that communication with other employees at my level is accurate and free flowing.	Extent that communication practices are adaptable to emergencies.	Extent that informal communication is active.	Extent to which informal communication is accurate.	Extent that I receive feedback on issues I have communicated with my manager/supervisor.
Min Value	1	1	1	1	1
Max Value	7	7	7	7	7
Mean	4.90	5.23	5.09	4.57	5.17
Variance	2.40	1.78	1.76	1.96	2.72
Standard Deviation	1.55	1.33	1.33	1.40	1.65
Total Responses	314	313	313	314	312

8. Are you responsible for employees (not student) as a manager or a supervisor?

#	Answer		Response	%
1	Yes		93	30%
2	No		220	70%
	Total		313	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.70
Variance	0.21
Standard Deviation	0.46
Total Responses	313

9. Indicate your satisfaction with the following only if you are responsible for other employees as a manager or supervisor.

#	Question	Strongly Dissatisfied	Dissatisfied	Satisfied	Strongly Satisfied	Don't Know or No Opinion	Responses	Mean
1	Extent to which my staff are responsive to downward-directed communication.	0	4	43	46	0	93	2.45
2	Extent to which my staff anticipate my needs for information.	0	6	55	32	0	93	2.28
3	Extent to which my staff are receptive to evaluations, suggestions, and criticisms.	1	8	45	39	0	93	2.31
4	Extent to which my staff feel responsible for initiating accurate upward communication.	0	5	48	39	1	93	2.39

Statistic	Extent to which my staff are responsive to downward-directed communication.	Extent to which my staff anticipate my needs for information.	Extent to which my staff are receptive to evaluations, suggestions, and criticisms.	Extent to which my staff feel responsible for initiating accurate upward communication.
Min Value	1	1	0	1
Max Value	3	3	3	4
Mean	2.45	2.28	2.31	2.39
Variance	0.34	0.33	0.46	0.37
Standard Deviation	0.58	0.58	0.68	0.61
Total Responses	93	93	93	93

10. How would you rate the communication between your department (work area) and other departments (work areas)?

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	.	2.00	99.00	60.82	23.93	300

11. How effective do you find each of the following communication channels?

#	Question	Ineffective	Somewhat Ineffective	Neutral	Somewhat Effective	Effective	Responses	Mean
1	Letters/Memos/Notices	9	27	31	105	135	307	4.07
2	Bulletin Boards (physical)	58	66	56	83	43	306	2.96
3	Face-to-face	2	7	7	37	252	305	4.74
4	Telephone	9	12	23	61	203	308	4.42
5	share.nmu.edu (online discussion)	62	47	86	35	14	244	2.56
6	Northern Horizons (Alumni Newsletter)	26	36	100	78	52	292	3.32
7	E-mail	5	8	18	59	213	303	4.54
8	Departmental Meetings	17	15	22	68	173	295	4.24
9	Social Media	42	33	97	67	39	278	3.10
10	NMU Website	18	30	58	112	89	307	3.73
11	Emergency Text Message Alerts	6	7	18	41	200	272	4.55
12	University Forums	18	34	63	100	83	298	3.66
13	The North Wind (Student Newspaper)	18	42	85	104	49	298	3.42
14	What's New NMU? (Alumni Online Newsletter)	23	36	98	64	25	246	3.13
15	CAMPUS Faculty & Staff Newsletter	9	22	56	102	106	295	3.93
16	Other (list below):	1	2	7	2	9	21	3.76

Other (list below):
Department newsletters
WNMU Radio
AAUP
Division Meetings
Immediate supervisor
aaup
Department Newsletter
NMU Christmas Party (more like this!)
Department Website
Mining Journal
Group discussion



Statistic	Letters/Memos/Notes	Bulletin Boards (physical)	Face-to-face	Telephone	share.nmu.edu (online discussion)	Northern Horizons (Alumni Newsletter)	E-mail	Departmental Meetings	Social Media	NMU Website	Emergency Text Message Alerts	University Forums	The North Wind (Student Newspaper)	What's New NMU? (Alumni Online Newsletter)	CAMPUS Faculty & Staff Newsletter	Other (list below):
Min Value	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Max Value	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Mean	4.07	2.96	4.74	4.42	2.56	3.32	4.54	4.24	3.1	3.73	4.55	3.66	3.42	3.13	3.93	3.76
Variance	1.15	1.81	0.46	0.98	1.39	1.36	0.73	1.33	1.52	1.33	0.8	1.38	1.22	1.17	1.12	1.59
Standard Deviation	1.07	1.35	0.68	0.99	1.18	1.17	0.85	1.15	1.23	1.15	0.9	1.17	1.1	1.08	1.06	1.26
Total Responses	307	306	305	308	244	292	303	295	278	307	272	298	298	246	295	21

12. On average, when communicating with others, do you receive responses in an appropriate amount of time?

#	Answer		Response	%
1	Yes		278	90%
2	No		30	10%
	Total		308	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.10
Variance	0.09
Standard Deviation	0.30
Total Responses	308

13. Gender

#	Answer		Response	%
1	Male		133	43%
2	Female		174	57%
	Total		307	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.57
Variance	0.25
Standard Deviation	0.50
Total Responses	307

14. How many years have you been employed at NMU (round to nearest whole year)? If less than one year, enter 0.

Text Response
11
30
11
12
10
5
3
5
30
10
6
10
25
30
6
20
3
35
3
0
21
1
9




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






Statistic	Value
Total Responses	311

15. In which division of the University do you work?

#	Answer		Response	%
1	Academic Affairs		202	65%
2	Finance and Administration		75	24%
3	President's Division		34	11%
	Total		311	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.46
Variance	0.47
Standard Deviation	0.68
Total Responses	311

16. What is your title?

#	Answer		Response	%
1	Instructor		10	5%
2	Assistant Professor		21	11%
3	Associate Professor		25	13%
4	Professor		32	16%
5	Academic Department Head		12	6%
6	Dean		5	3%
7	Adjunct		10	5%
8	Graduate Assistant		12	6%
9	Other:		70	36%
	Total		197	100%

Other:

Responses Omitted

Statistic	Value
Min Value	1
Max Value	9
Mean	5.79
Variance	8.32
Standard Deviation	2.88
Total Responses	197









17. What is your title?

#	Answer		Response	%
1	Athletic Coach/Assistant		0	0%
2	Coordinator		4	5%
3	Director		5	7%
4	Manager		9	12%
5	Assistant Director/Manager		8	11%
6	Non-supervising employee (referencing staff, not student supervision)		29	39%
7	Other supervising employee (referencing staff, not student supervision)		2	3%
8	Supervisor		2	3%
9	Other:		16	21%
	Total		75	100%

Other:
years and this question removes anonymity
staff
Graduate Assistant
Account Clerk
Graduate Assistant
Graduate Assistant
Resident Director

Statistic	Value
Min Value	2
Max Value	9
Mean	5.96
Variance	4.15
Standard Deviation	2.04
Total Responses	75

18. How did you find out about this communication audit survey?

#	Answer		Response	%
1	President Wong's Convocation Address		8	3%
2	Campus wide E-mails		272	89%
3	Manager/Supervisor		6	2%
4	Campus Newsletter		1	0%
5	Word of Mouth		5	2%
6	AQIP Website		2	1%
7	Bulletin Board (Physical)		0	0%
8	Other:		12	4%
	Total		306	100%

Other:
Claudia Orr
e-mail
Follow up E-mail
Direct contact by BUS500 group
GSA
e-mail
email to take survey
email from COB
Doctor Hart
Secretary forwarded the e-mail

Statistic	Value
Min Value	1
Max Value	8
Mean	2.31
Variance	1.63
Standard Deviation	1.28
Total Responses	306

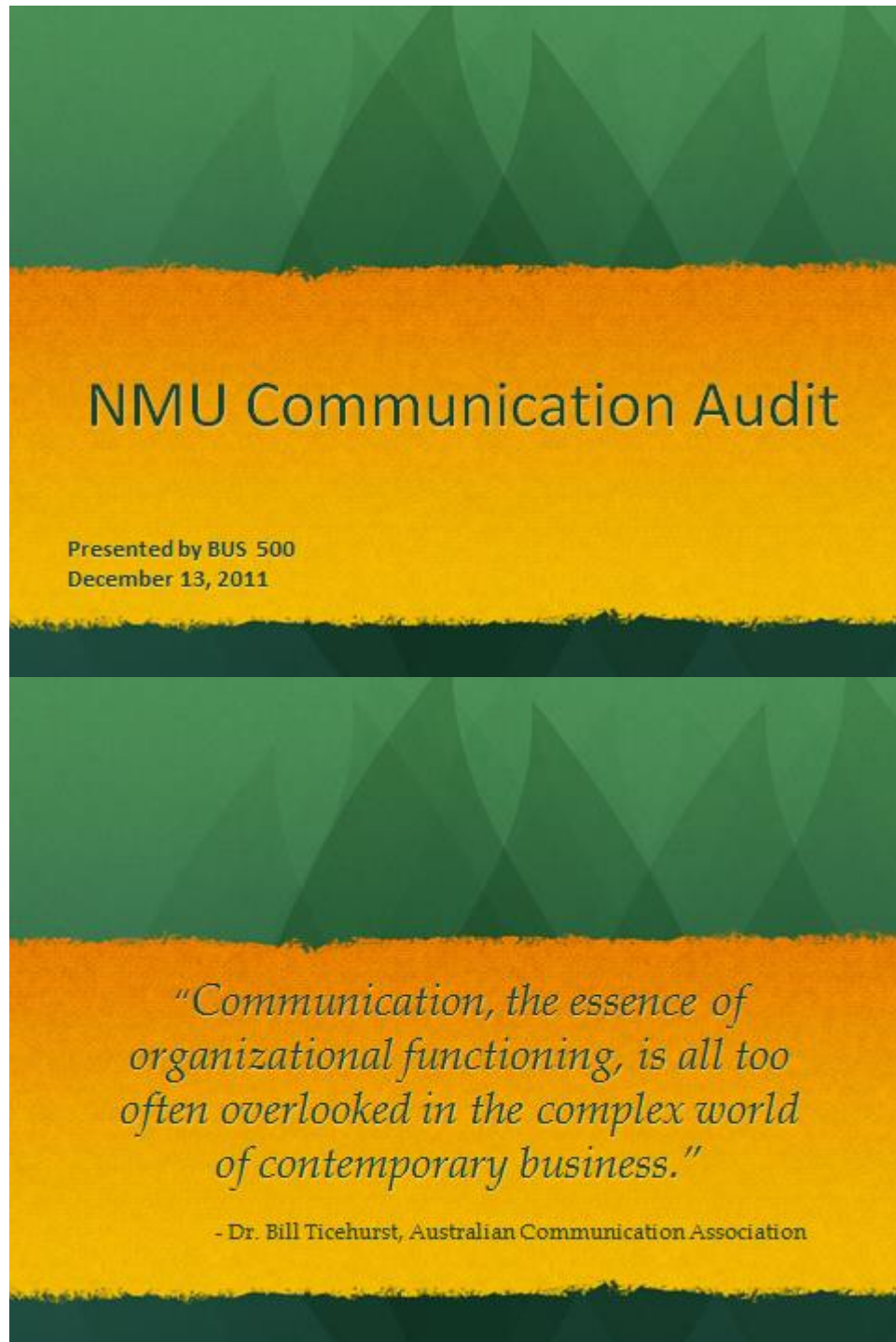
19. Please provide additional comments regarding communication at NMU.

Text Response
Responses Omitted

Northern Michigan University – AQIP Communication Audit

Statistic	Value
Total Responses	95

Appendix I. AQIP Communication Audit PowerPoint Presentation



Overview

- AQIP action project: “Developing Feedback Mechanisms and Enhancing Campus Leadership Communication”
- Goal: To evaluate the strengths and weaknesses of communication on campus
- MBA students in Dr. Hart’s BUS 500 Managerial Communication class

Procedures

- Separated into divisions for logistics
- Met with division leaders
- Developed survey
- Sent survey
- Analyzed survey results
- Conducted focus groups
- Analyzed all feedback

Limitations

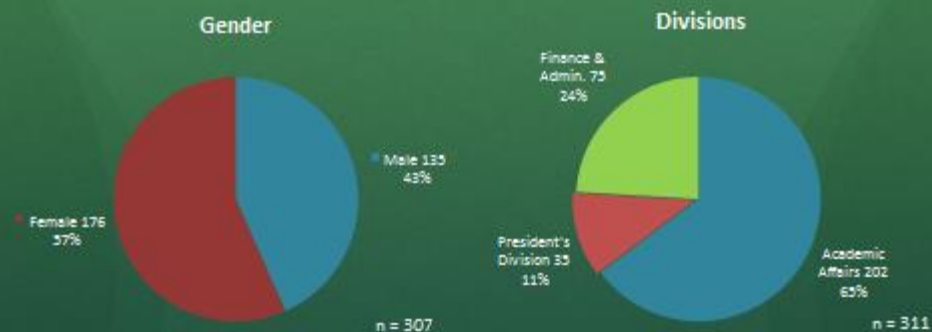
- Survey response rate
 - 348 ≈ 29%
- Focus group participation rate
 - 39 ≈ 7%
- Voluntary participation
- Unequal representation

Quantitative Analysis

Quantitative Overview

- Tools Overview
- Demographics
- Methods of Communication
- Communication Strengths
- Cross Tabulations
- Division Differences
- Multiple Regression

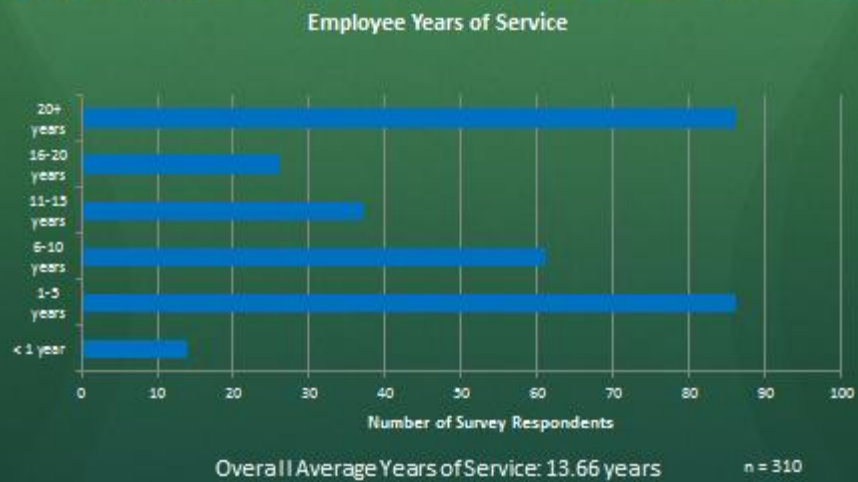
Demographics



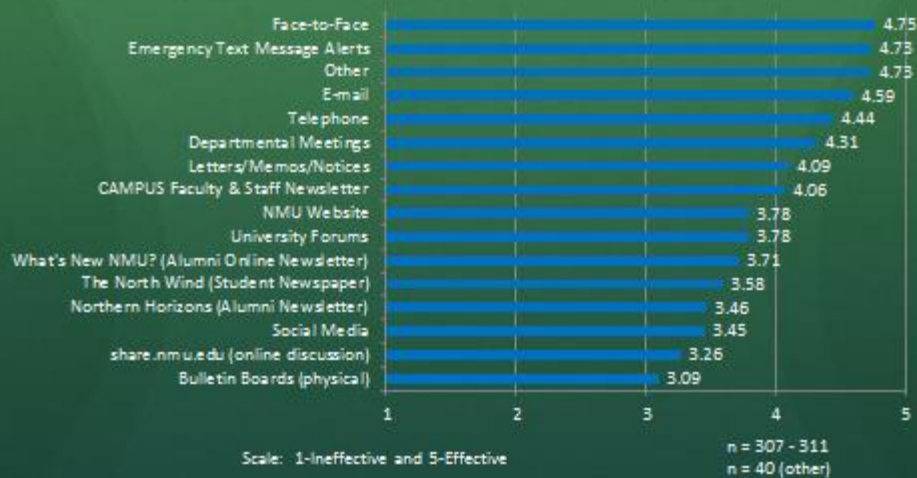
Demographics



Demographics



Methods of Communication



Communication Strengths

- Extent that I receive the information needed to do my job – 80% (256 out of 320)
- Extent that my manager/supervisor listens to me – 79% (254 out of 321)
- Extent that my manager/supervisor is open to ideas – 78% (250 out of 320)
- Extent that I trust my manager/supervisor – 77% (247 out of 319)
- Extent that my manager/supervisor offers guidance for solving job-related problems – 75% (239 out of 318)
- Extent that I receive feedback on issues I have communicated with my manager/supervisor – 74% (230 out of 312)

Cross Tabulations

n=306		Are you responsible for employees (not student) as a manager or a supervisor?	
		Yes	No
Please indicate how satisfied or dissatisfied you are with the following communication you receive. - Information about NMU's financial situation.			
	Very Dissatisfied	1 (1.06%)	24 (10.96%)
	Dissatisfied	16 (17.20%)	31 (14.16%)
	Somewhat Dissatisfied	14 (15.05%)	47 (21.46%)
	Indifferent	9 (9.68%)	22 (10.05%)
	Somewhat Satisfied	23 (24.73%)	54 (24.66%)
	Satisfied	24 (25.81%)	33 (15.07%)
	Very Satisfied	6 (6.45%)	8 (3.65%)

Cross Tabulations

Gender	Please indicate how satisfied or dissatisfied you are with the following communication you receive. - Extent that I receive the information needed to do my job.							Total
	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied	
Male	1 (0.75%)	10 (7.52%)	10 (7.52%)	11 (8.27%)	34 (25.56%)	53 (39.85%)	14 (10.53%)	133
Female	4 (2.30%)	4 (2.30%)	15 (8.62%)	8 (4.60%)	45 (25.86%)	60 (34.48%)	38 (21.84%)	174
Total	5	14	25	19	79	113	52	307

Cross Tabulations

Please indicate how satisfied or dissatisfied you are with the following communication you receive. - Extent that my manager/ supervisor listens to me.								
Gender	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Indifferent	Somewhat Satisfied	Satisfied	Very Satisfied	Total
Male	6 (4.55%)	5 (3.79%)	5 (3.79%)	9 (6.82%)	31 (23.48%)	48 (36.36%)	28 (21.21%)	132
Female	10 (5.75%)	5 (2.87%)	15 (8.62%)	11 (6.32%)	27 (15.52%)	45 (25.86%)	61 (35.06%)	174
Total	16	10	20	20	58	93	89	306

Division Differences

- President's Division feels informed on financial aspects of NMU
- Telephone is less relied upon in the President's Division
- Finance and Administration employees feel that their efforts are more recognized

Multiple Regression Analysis

	Multiple	R-Square	Adjusted	StErr of		
Summary	R		R-Square	Estimate		
	0.564	0.318	0.311	16.169		
	Degrees of	Sum of	Mean of			
	Freedom	Squares	Squares	F-Ratio	p-Value	
ANOVA Table						
Explained	3	37889.041	12629.680	48.307	< 0.0001	
Unexplained	311	81309.130	261.444			
		Standard			Confidence Interval 95%	
	Coefficient	Error	t-Value	p-Value	Lower	Upper
Regression Table						
Constant	32.585	3.844	8.476	< 0.0001	25.021	40.149
Q3_1	3.585	0.994	3.609	0.0004	1.630	5.541
Q3_3	3.636	0.930	3.910	0.0001	1.806	5.466
Q3_5	4.877	0.738	6.606	< 0.0001	3.425	6.330

Multiple Regression Analysis

- Predicted Job Satisfaction = $32.585 + 3.585x_1 + 3.636x_2 + 4.877x_3$
- x_1 = Question 3.1: How strongly do you agree or disagree with the following statements? - Opportunities are available to me to express my ideas to the university.
- x_2 = Question 3.3: How strongly do you agree or disagree with the following statements? - I trust the information that I receive from NMU.
- x_3 = Question 3.5: How strongly do you agree or disagree with the following statements? - There is good communication in my department.



Focus Groups

Focus Groups

- Primary method of qualitative analysis
- Supplement to the survey results
- In-depth analysis and employee voice
- Interesting and valuable insights

Focus Groups

Division	Invited	Attended	Responded	Did NOT Respond	Response Rate	Attendance Rate
President's	91	8	23	68	25.3%	8.79%
Academic Affairs-Faculty & Staff	≈350	9	12	≈338	3.43%	2.57%
Academic Affairs-Deans, Dept. Heads, Directors	51	12	23	28	45.1%	23.5%
Admin and Finance	64	10	55	9	85.9%	15.6%
Total	556	39	113	443	20.3%	7.01%

Focus Groups

- Voluntary
 - Low representation and diversity
 - Indicative of communication at NMU
 - Underscores an opportunity for improvement
- Results
 - Better understanding of key issues
 - New insights

Common Themes

- E-mail Usage
 - Necessary
 - Inefficient
- Communication Loop
 - Breaks
 - Filtered

Common Themes

- Silo effect
 - Isolation
 - Impact
- Face-to-face communication
 - Preferred
 - Understaffed

Findings

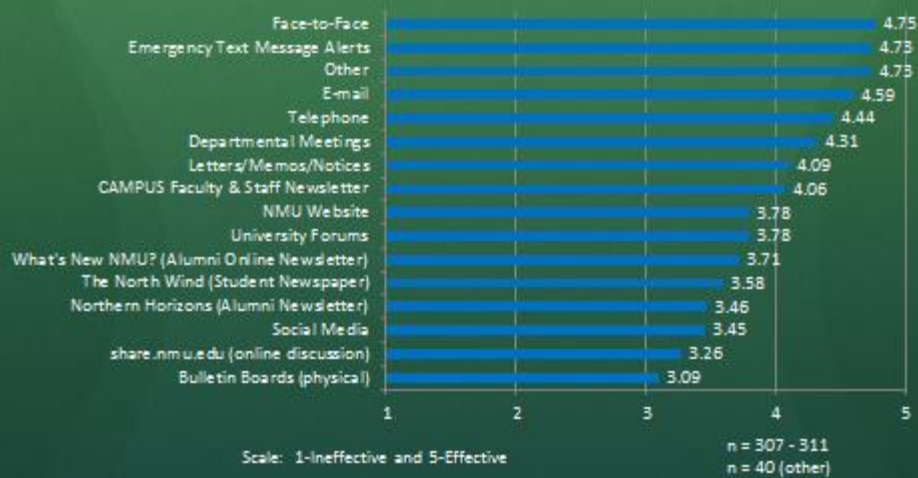
- Emergency text message alert system
- Transparency
- Inconsistency in messages received
- Committee decisions

Conclusions and Recommendations

Areas of Focus

- Communication channels
- Information flow
- Feedback

Communication Channels



Communication Channels

- Strengths
 - Higher than average ranking for all channels
 - Face-to-face preferred, email used most frequently
- Opportunities
 - Volume of emails
 - Filtration system

Communication Channels

- Recommendations
 - Review of email filtering technology
 - Explore alternate technologies
 - Increase opportunities for face-to-face communication

Information Flow

- Strengths
 - Communication within departments
 - Accurate, trustworthy, transparent
 - Correlates with high job satisfaction
- Opportunities
 - Financial transparency
 - Communication between departments
 - Access to information

Information Flow

- Recommendations
 - Provide minutes of key meetings
 - Increase transparency
 - Easy access to policies and procedures
 - Intranet?

Feedback

- Strengths
 - Opinions are heard
 - Supervisor feedback and guidance
- Opportunities
 - Better feedback mechanism

Feedback

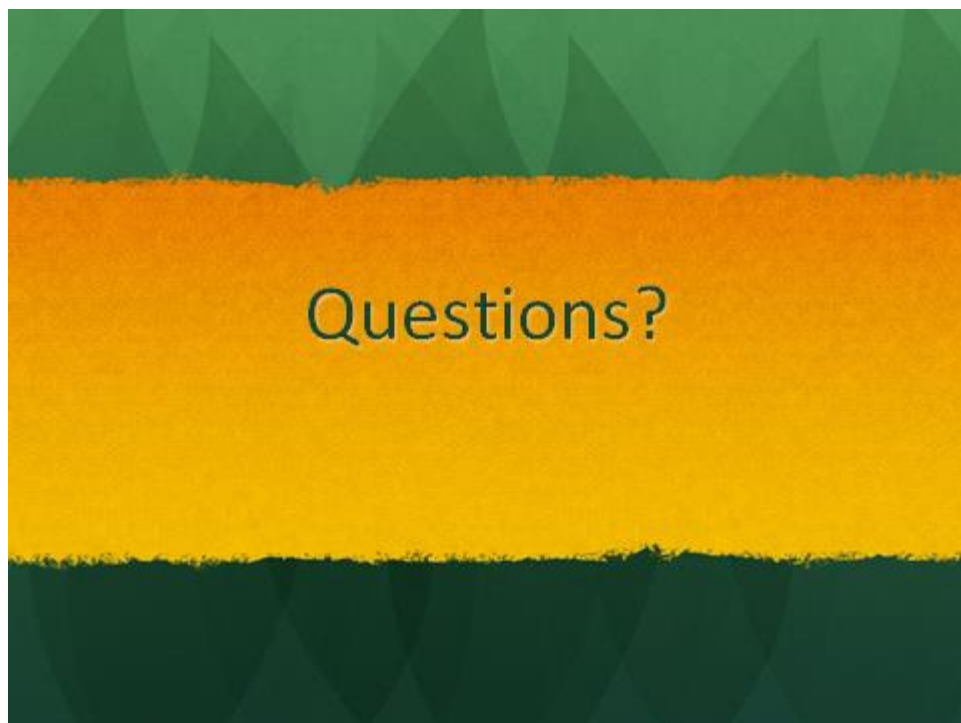
- Recommendations
 - Access to leadership training
 - Mentorship program
 - Anonymous feedback submission system

Final Remarks

- Many communication strengths
- Opportunities
- Recommendations

*Research consistently supports the
link between communication and
job satisfaction.*

- Downs and Adrian



REFERENCES

ⁱ Cal W. Downs, A. D. (2004). *Assessing Organizational Communication, Strategic Communication Audits*. New York, London: The Guilford Press.

ⁱⁱ Qualtrics Labs, Inc. [*Qualtrics*TM]. (Version 12,018). Research Software. Provo, UT.

ⁱⁱⁱ *Assessing Organizational Communication Strategic Communication Audits*. New York, London: The Guilford Press. Page 143.

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