



# 2003 Internal Communications Audit

Student, faculty and staff opinions about communication at  
Evergreen's Olympia Campus

Analysis and recommendations of the Communications Committee

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## Executive Summary

This is an examination of the internal communication process at The Evergreen State College. Media and messages are the key issues. Questions asked and answered are: How is information transmitted and received? What content is most important? How well informed are the different communities at Evergreen? What could be done to improve communication?

### Methodology

	Students	Faculty	Staff
Total population	4380	250	450
Sample	350	46	100
Survey instrument	Intercept survey	Online survey	Online survey
Focus groups	3	3	
Total focus group participants	16	20	
Interviews			30

**Table 1: Method and Response**

### Media

Students use a variety of media to communicate. Word-of-mouth is the first choice of 29% of the students surveyed. Students also use posters (21%), the Cooper Point Journal (15%), and the Evergreen Web site (13%). E-mail is not an effective tool to reach students. Only 5% of students said they relied on it for internal communication.

Staff and faculty communicate primarily via e-mail, which is the overwhelming choice of 78% of staff and 77% of faculty.

### Messages

Students have information gaps in several areas: tuition, financial aid, campus safety and budget and policy.

Staff and faculty want more information about a host of subjects including staff, faculty and student issues; staff, faculty and student projects; steps to reach college goals; and policies and procedures.

## **Recommendations**

### **1. Word-of-mouth**

- Work with student employees and Housing RAs to find ways to disseminate information verbally through the student population
- Support a student government
- Build a culture of information sharing at Evergreen
- Find other ways to verbally share information.

### **2. E-mail and online media**

- Investigate electronic communication tools that are easy to navigate and make it simple to find information
- Develop an Evergreen e-mail system that is more attractive to students
- Evaluate policies and procedures regarding student e-mail accounts, TESCTalk/Crier and where to have online non-administrative conversations
- Link online media to the curriculum
- Clarify terms like “portal” and “intranet.”

### **3. Written media**

- Consider the creation of an Evergreen newsletter.

### **4. Meetings, billboards, posters, etc.**

- Consider policies for posters and fliers.

### **5. Content for internal communication**

- Consider adding information to new employee orientation that includes “Evergreen culture” and information on where to find policies and procedures for both new and existing employees
- Consider upgrading the employee guide to include photos of all employees
- Upgrade Web information on DTFs and fundraising activities
- Make available a list of student contracts.

### **6. Organization**

- Make the Communications Committee a standing committee that meets regularly to examine internal communications issues. Include more students and faculty on the committee.

**Next Steps**

This report and its recommendations will be forwarded to the vice presidents for review as they begin planning next year's goals.

## Background

The Communications Committee, comprised of people from across The Evergreen State College Olympia Campus, was formed in fall 2002 to understand and improve communications among students, faculty and staff. The following two quotes from the audit exemplify the Committee's challenges to learning about Evergreen's different communities and how they communicate.

"There really are a bunch of little communities at Evergreen but the question is, Is there an Evergreen community? And what is that all about? We have no student government. There are faculty meetings, not faculty governance. I mean really, what is this thing? I know folks talk about ways to bring the community together, for example, convocations at the beginning of the year, graduation, potlucks, but what are the big things that make us Evergreen? Evergreen in my view is caught between this community of cats. People come to Evergreen because they're individual, critical thinkers; they don't want to be labeled as this so they don't join groups. There is a strong distrust of any big organization; it stood in the way of us having a student council for a long time. I think there is an Evergreen community - I don't think it has a lot of the normal structures. I think the campus can achieve a community by organizing more campus-wide events. The only thing you have to do is leave campus to realize how much of a community we are. Everyone else thinks we're community, to the point where they like to label us when it's not appropriate. Whether we like it or not, we are a community."

"Part of the challenge of communication is not necessarily the structure but that so many people are swamped. They don't have the space to look around and see what's going on. That's the other side of communications that people's hands are so full, they don't have the space to listen to the other information that's out there."

To better understand the college's internal communications, the director of College Relations, Jim Beaver and research intern Rachel Schleif conducted a communications audit of the campus community with surveys, focus groups and interviews. This report includes data from the audit with recommendations from the Communications Committee. These recommendations will be shared with the campus to determine how to proceed.

Three key questions were examined using surveys, focus groups and interviews with students, faculty and staff:

- 1. What medium do you currently use to receive information and what medium would you prefer to use to receive information?**
- 2. How would you improve ways to receive information?**
- 3. What additional content do you want about Evergreen?**

## Study Methodology

Three separate survey instruments were created for students, faculty and staff. The staff from Institutional Research and Assessment reviewed the surveys prior to pilot testing. Intercept surveys among students were conducted in spring 2003 and followed up with a series of focus groups. In fall 2003, surveys were e-mailed to staff and faculty. These could be submitted online or on paper. Following survey findings, faculty focus groups and staff interviews were conducted.

While the student survey sample matched the demographics of the Olympia campus student population, the responses from faculty and staff were less representative<sup>1</sup>. The student results are quantitatively valid. The same cannot be said of the results of the faculty and staff questionnaires. The faculty and staff sample groups were small and the online survey methodology was not fool proof. For these reasons, the faculty and staff results should be seen more as “straw polls” than scientific surveys. The faculty and staff results did provide good qualitative information that is reported throughout this audit and was considered by the communications committee in its recommendations.

See Appendix A for student demographic details, including a variety of subgroups, determined by enrollment status (full-time vs. part-time), housing (on-campus vs. off-campus), years at Evergreen (first year vs. 1+ years) and graduating class. Appendix B contains staff and faculty demographics and subgroups (planning unit, department, exempt/classified status and experience at Evergreen).

Student responses tested for statistical significance at the 95% confidence level.

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<sup>1</sup> Student response rate was 8.7%. The sample demographics matched the population usually within 10 percentage points. Staff response rate was 21%, although the sample was not representative of division demographics. Due to under representation, College Advancement was combined with Finance and Administration for comparative statistical testing. Faculty response rate was 21%, although several respondents did not answer a few questions in the survey.

## Findings

### What medium do you currently use to receive information and what medium would you prefer to use to receive information?

#### *Student Responses*

Students ranked word-of-mouth, posters, the Cooper Point Journal (CPJ) and the Evergreen Web site as their preferred media. (See **Appendix A** for greater detail.)

#### **Most Used Sources**

<b>Current Media</b>	<b>Percent*</b>
Word-of-mouth	28.6
Posters	21.4
CPJ	14.6
Evergreen Web site	13.1
Evergreen e-mail	5.4
KAOS	5.1
Faculty	2.9
Other**	7.2
<i>*N=350 **Campus job, S&amp;A, personal e-mail, etc.</i>	

**Table 2: Media Sources**

The two most used sources identified in the survey were word-of-mouth (29%) and posters (21%). Often students hesitated to name one source because they use multiple sources, depending on subject matter and convenience. As one student said in a focus group, "Can't say I use just one; each medium has its pros and cons." In a survey, one student admitted, "There is no place [medium] I have confidence in."

#### *Word-of-Mouth*

Students cited word-of-mouth as a natural tool for communication among their peers, but also admitted its unreliability. One student focus group learned about campus issues, particularly food service, primarily through word-of-mouth and used hearsay as a motivator for further research. "You learn to research by listening to people. Students find out about things because of rumors . . . [student] workers leaking, lots of leaking, which is natural. If something sounds wrong, ask your friends about it." One student used word-of-mouth as a way to eliminate information she wasn't interested in: "I can get information that I can relate to from people I relate to."

#### *Posters*

Students look to the walls for events, housing and sometimes job information. They shared an overwhelmingly negative response to the

waste and cluttered look of the medium they depended upon: "I hate posters. People don't know how to design a poster that will attract. It wastes paper, and comes out of the Evergreen computer budget. I'm surprised that Evergreen promotes sustainability, but continues to perpetuate wasteful behavior." Students wanted to see more of the green felt bulletin boards outside of the CAB and Library building.

### *CPJ*

Students named the CPJ as their third most reliable media, but complained about content and the level of professionalism in both surveys and focus groups. As one student put it, "The content is what's dragging [the CPJ] down, not the fact that it's a student newspaper. I'm confused. Do they want to be an entertainment guide, news or out there for shock value? I look at the calendar and put it down." In interviews, CPJ readers cited the entertainment calendar and the open-forum format of the newspaper as their primary motivations for reading it.

### *Evergreen's Web Site*

Students use the Web site primarily for academic logistics, such as Gateway registration, class information and library research. In focus groups and interviews, students expressed a significant dislike for the heavy recruitment emphasis. One student said in an interview that she almost didn't consider Evergreen as a prospect school because she couldn't locate or print the pages she wanted.

### *Student Government and Forums*

In an open-ended survey question, students suggested the need for more communication with the administration in the form of student government and forums. "My experience with attending [meetings with the administration] is that students have no power. We can be on a board that can make recommendations. Someone I've never met makes the decision. Maybe we would care and participate if we could actually change something," said one Student Activities coordinator. Students who were involved with student activities in the CAB felt it was a good way to obtain information about a lot of issues because a number of student groups are co-located there.

### *Evergreen E-mail*

From focus group discussions, very few students use e-mail for anything more than large files sizes or work-study jobs they had on campus. The two most popular answers regarding why students do not use campus e-mail: they felt overwhelmed by TESCTalk/Crier or they did not want to lose their existing contacts after graduation or during the switch from their commercial accounts.

### *KAOS and Faculty*

Students cited bad reception on campus for not listening to KAOS. Students indicated that they do not expect campus information from their faculty.

## **Faculty and Staff Responses**

Faculty and staff were asked to rank their preferred media for receiving information. They were then asked to rate the usefulness of the various information sources. (See **Appendix B.**)

### **Preferred Source**

Faculty and Staff both ranked e-mail as most used to receive information.

### **Most Useful Sources**

Faculty rated the usefulness of various information sources. Evergreen e-mail, word-of-mouth, planning unit coordinators/deans, phone/voice mail and print materials ranked highest.

Staff rated Evergreen e-mail, supervisor, staff meetings, word-of-mouth and printed materials highest.

### **Least Useful Sources**

Faculty and staff agreed that the least useful sources were campus forums, the CPJ and KAOS.

### **Specific Concerns**

Although e-mail is heavily used, it also presents a number of concerns. One faculty member said, "I've been told to delete e-mail from anyone I don't know." Several faculty members admitted shying away from TESCTalk/Crier because there are no rules.

Although faculty focus groups unanimously praised the news feature on Evergreen's home page, some mentioned the difficulty of trying to find specific information. A faculty member said, "When I was getting ready to interview here, it was a pain trying to look up information about the college, but it's definitely clear you get to pick your program. That's everywhere. Finding things like administrative policy

or an academic calendar is very difficult, especially if it's not one of the three big things listed on the home page."

A staff member in a focus group said, "I have to shuffle a bit through the clutter. There are a lot of e-mails that have small amounts of information that go out. It might be a good process to send one or two e-mails out with many pieces of information. I know that the Connections Web site is one way that they're working on, but I will admit, I don't read it every day. I think it might be important to navigate to it from the home page or a few clicks down. Not everyone remembers that you have to actually type in the URL to access the page."

## How would you improve the ways to receive information?

### *Student Responses*

Students were split evenly over whether they were satisfied with communications on the Olympia campus. The last section of the survey asked students two open-ended questions - what information they need more of, and how to improve communication issues at Evergreen. Most students combined their answers into 1-3 overall concerns: 188 complained of a specific lack of information, 156 students mentioned media-based issues, and 102 people had issues with the administration.

Students predominately supported a Web site featuring commonly used services including news, forums, calendar, e-mail, links and customization or some electronic screen relaying messages.

Other suggested improvements:

- "Regular use of Evergreen e-mail in programs would help. Teachers should send regular [information] to my Evergreen account instead of Hotmail, as if it were part of class work. One of the biggest reasons that I don't use it is because I don't feel like it's a necessity."
- "It would save money and server space if you'd have to opt-in to TESCTalk/Crier. Lots of students have Evergreen addresses and don't know it. Their box just keeps getting filled up."
- "I get notices in the mail that are [tiny] and get lost in the clutter of mail. It's really important stuff and it comes along with [irrelevant] fliers. It all gets lost."
- "Information from offices such as Registration, Student Accounts, and Financial Aid changes depending on who you talk to. Not everyone in the office is informed or knows how to work with computers. The staff is trying, but the system is screwy."
- "Information is catered to certain groups a lot. You have to network. Often I don't hear about events that aren't my style. I want to know about those things, even if they don't normally interest me. Communication here is pretty isolated."

Improvements mentioned most often in the student survey's open-ended responses (categories with at least ten responses):

- Improve the Web site for navigation
- Provide more campus forums
- Remove dated fliers
- Improve content of CPJ with news and diverse opinions
- Reduce e-mail clutter
- Provide clean bulletin board space
- Establish a student government, or provide some way for students and administration (including decision-making faculty) to communicate.

### ***Faculty and Staff Responses***

#### **Faculty Solutions**

While faculty ranked e-mail as their most preferred method to obtain information, they also ranked other verbal media highly. As one faculty member said, "If I have a task to do and I need to communicate some pieces, then I use e-mail. If there's a qualitative component, I generally use phone or in person. There are times when I want to make certain that there's a documented record of what I'm saying, so I use e-mail for that purpose as well."

If all other media were combined, face-to-face communications would be preferred over e-mail, perhaps because as one faculty member said, "I feel like there is a lot of information, but it's in a monotone form. The information has equal weight and value. It's flat and effortless and I spend so much time staring at my computer that it's the last place I want to go."

Faculty did not want to have e-mail newsletters because they already spend too much time on the computer. "I always read the alumni publication which is just gorgeous and wonderful, compelling. I always read the Washington Center bulletin. I always read performing arts; at least I look at it. I know what I've done with the electronic newsletter is bury it in the e-mail box."

Several other suggestions included the use of bulletin boards or electronic screens. "The only thing I can think of is in the school's own corridor. The high school walls tell something about what people are doing. In some ways it's kind of perfunctory. The hallways will tell the town gossip. I wouldn't want somebody to stop putting up fliers, but

there must be a way that our hallways can tell some of the stories about what's happening on campus. It's just one idea about finding what projects people are working on."

About using an electronic screen: "Perhaps there are some places where we can post ongoing information blurbs. I have no problem glancing at a screen for 20 seconds to get information. I simply have to be present for it and I can reject it or I can accept it."

### **Staff Solutions**

Along with faculty, staff ranked e-mail the most useful media. As one staff member said, "I think e-mail is most important to me. I think the only thing I would like is for people to distinguish the difference between e-mail and Crier. Some things should be moved to the Crier for people to have conversations about. I wish there was a better way to screen that. I think there's a need for it, but there's also a place for it."

Staff also highly valued face-to-face communication from supervisors, staff meetings and word-of-mouth. Many faculty and staff talked about the face-to-face conversations that were necessary for communication. As one staff member said, "More active, real communication happens at the coffee carts and in the CAB on this campus than in most of the official committee work, when folks sit around to share informal ideas, insights and stories. That's when you have something in common, and you discover that with someone. That's usually the foundation for cross communication. Somehow bonds get built around social occasions. I think ceremony is important. We should be having more of those." They also suggested an online newsletter and the use of a kiosk. "I would like to see at least one major kiosk in the middle of the main entrance of the library, and then I'd like to have small pockets related to the various activities that go on. Since we do speeches in there, it has to have wheels so that we can jack it up and move it. Other colleges have that; we don't."

## **What additional content do you want about Evergreen?**

### ***Students***

Students were asked to rank the areas of information that most interested them both academically and financially: course offerings, tuition, financial aid, and campus events ranked the highest.

Students were also asked to rank their level of understanding for these areas. They had least understanding with: sports, budget and policy, financial aid, tuition issues, and food service

The difference between interest and level of understanding was then examined through a gap analysis, which determined that the largest gaps were in budget and policy, financial aid, and tuition.

In the open-ended section of the student survey, more than one third of the students said they wanted more information from the administration on a variety of issues, including school funding (and investments), accurate catalog information, resources and facility use and police). They suggested that the administration have a greater presence in student media. They were unclear about how they could give feedback on such information, however. More than one third of students also wanted more information on student projects and contracts. The concern is that a student might do research in an area already investigated.

Another suggestion was that "The CPJ would be a lot better if it were tied to a program. The coverage is not consistent. Years from now, if someone wants to know what was happening on campus, they ought to know. There ought to be an historical record of these things."

### ***Faculty and Staff***

Faculty and staff were surveyed about a wider range of information on campus issues than students.<sup>2</sup>

One faculty member said, "In a film at Convocation, every person interviewed talked about working too hard. Students, faculty and staff- It's fascinating how we all share that. That's the sort of stuff we need to know about each other, about our work and how work is constructed. The staff doesn't see how we do our work because we don't do it here in an office, in one place. We do it in a million places."

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<sup>2</sup> Staff and faculty were asked about a wider range of campus issues than students because the student survey was designed for a five-minute delivery.

As one staff member said, “The Evergreen way is a plethora of ways, it’s a myth, but it is somewhat based in reality. Orientation of staff is decentralized, and in my view, it becomes critical that we adhere to our own social contract about hospitality and openness and being supportive of one another.”

### Faculty Responses

Faculty ranked their top issues of interest. Faculty concerns, college goals, steps toward goals, and budget revenues were their concerns. The areas where faculty had the least understanding were staff and student concerns, and student, faculty, and staff projects.

Campus Issues	Difference (Information Gap*)
Staff concerns	1.46
Student concerns	1.34
Projects of students	1.26
Projects of staff	1.05
Steps toward goals of college	1.05
Projects of faculty	0.93
Faculty concerns	0.88
Budget and revenue	0.66
College goals	0.58
Campus safety	0.47
Policy and procedure	0.31
Construction/remodel	-0.09
Campus events	-0.14
<i>Measured with 0-4 scale. N= 45</i>	

One faculty member said, “I think it’s a very good thing to have more information about student projects and achievements, for the whole campus to know. It’s important to read. Same thing with staff, or even faculty. Mostly when I know about awards and projects, it is through the grapevine.”

The difference between interest and level of understanding was then examined through a gap analysis. It determined that the largest gap between high level of interest and low level of understanding for faculty was in the areas of staff

**Table 3: Faculty Information Gaps**

concerns, student concerns and staff projects.

In open-ended discussions, faculty members mentioned a lack of structure about information on topics such as fund raising, Evergreen sports and theater schedules and DTF reports.

“DTF reports come out and you don’t know where to find them. I remember that the agenda committee actually said every DTF final report is going to be on a Web page from the dean’s office. I don’t know if the ball was dropped.”

### Staff Responses

Staff ranked their top issues of interest: staff concerns, campus safety, student concerns, and college goals. The least understood areas were projects and concerns of faculty, staff concerns and student projects.

Through a gap analysis, it was determined that the largest gaps between high level of interest and low level of understanding for staff was staff concerns, faculty projects, and student concerns.

Campus Issues	Difference (Information Gap*)
Staff concerns	1.52
Projects of faculty	1.24
Student concerns	1.23
Projects of staff	1.06
Faculty concerns	1.04
Projects of students	0.97
Steps toward goals of college	0.96
Policy and procedure	0.82
College goals	0.76
Campus safety	0.74
Budget and revenue	0.57
Job opportunities/benefits	0.43
Construction/remodel	0.42
Campus events	0.39
<i>Measured with 0-4 scale. N= 99</i>	

**Table 4: Staff Information Gaps**

In the open-ended part of the survey, some staff identified that they are very removed from decisions that come from other staff divisions. "I've been here for 20 years, and I still don't know what the latest procedures and policies are."

# Recommendations

The Evergreen Communications Committee (Jim Beaver, Susan Bustetter, John Carmichael, Wyatt Cates, Edie Harding, Steve Huntsberry, Rita Pougiales, Mary Ann Steele, Rick Smith, and Rachel Schleif) reviewed the quantitative results from the students and qualitative results from faculty and staff. Committee members also talked about their own communication concerns and what improvements they believed were needed. Finally, the committee benchmarked communication practices at comparable West Coast colleges. After several discussions, the committee developed the following internal communication recommendations.

## 1. Word-of-mouth

We recognize that word-of-mouth is and will continue to be widely used by students, faculty and staff. We encourage the proactive use of word-of-mouth communication through organizational channels currently in existence.

### ***Recommendations:***

Work with student employees and Housing RAs to find ways to disseminate information verbally through the student population.

Endorse the idea of a student government as a more formalized method to disseminate information.

Senior staff and managers should build a culture of information-sharing at meetings. Information shared at senior staff, management breakfasts and other cross-divisional meetings should be shared at department staff meetings as well.

Deans, the agenda committee and the planning unit coordinators should also build a culture of information sharing at their meetings.

Investigate other opportunities to proactively disseminate information verbally, such as:

- Sharing important information with student employees;
- Posting a list of faculty and staff committee meetings that students may attend;
- Share meeting minutes using a publicly accessible source.

***Resource implications:***

Staff is needed to post meetings and minutes.

**2. E-mail and online media**

We recognize that e-mail is the preferred medium for faculty and staff, but not for students. We also believe electronic media could be a key tool for student communication, if it had more functionality. Other colleges have implemented “student portals” as central information resources to find academic information, links to program Web sites, e-mail, financial aid records and other critical data.

Faculty and staff could benefit from a similar electronic medium. A faculty and staff portal or intranet could include easy access to policies and procedures, commonly used forms, email, news and announcements.

***Recommendations:***

Investigate electronic communication tools for students, faculty and staff that:

- Are easy to navigate;
- Makes it simple to find existing web-based information.

Charge a small group that includes broad representation of student, faculty and staff viewpoints to investigate why Evergreen students don't use e-mail.

Develop an orientation for students so they know what their e-mail and other resources are.

Evaluate email policies and procedures, specifically:

- Whether or not to require students to use their Evergreen e-mail account;
- The current TESCTalk/Crier opt-out policy;
- Where is it appropriate to have non-administrative campus-wide conversations?

Link online media (Web and e-mail) to the curriculum.

Clarify terms such as “portal” and “intranet”.

***Resource implications:***

Hardware and software may need to be purchased. Staff hours will be needed to maintain operations. Staff is needed to create content for a portal or intranet. Staff is needed to develop training and offer orientation to students. Additional staff may be needed to upgrade and maintain the usability of the Web site.

**3. Written media**

Students said the Cooper Point Journal is one of their primary sources of information. Students also said they would like the college administration to have a greater presence in student media.

Evergreen hasn't produced a newsletter for faculty and staff for a few years.

***Recommendations:***

Consider ads in the Cooper Point Journal to communicate issues with students.

Consider an Evergreen newsletter for the entire campus population or segments of the population. Investigate delivery methods such as print, Web and e-mail.

***Resource implications:***

Staff hours will be needed to create content for ads and a newsletter. Advertising costs for ads. Printing costs if a printed piece.

**4. Meetings, billboards, posters, etc**

A number of students, faculty and staff expressed the desire for an information kiosk in a central location. This could be a high-traffic area like the library lobby or CAB entry. The kiosk could be electronic or staffed. If staffed, the people staffing would need to be knowledgeable about scheduled events, approaching deadlines (i.e. financial aid applications) and would need to be capable of giving directions on campus. Posters and fliers often stay up beyond their useful life.

***Recommendations:***

Consider the creation of a moveable kiosk for the library or CAB that could be staffed by work-study students or an electronic reader board.

Consider policies and procedures regarding:

- Pull dates for posters and fliers;
- Designated content-specific bulletin boards and who will monitor their use;
- What can be posted in the keyed poster boxes in the library.

***Resource implications:***

Students are needed to staff a kiosk or an electronic reader board would need to be purchased. Staff time is needed to train students.

**5. Content for internal communications**

Student information interests focus mainly on academic areas (catalog of programs) and logistics (financial aid, registration, etc.) Faculty and staff show interest in information from other parts of the campus. All of this information could be aggregated.

We observed a lack of basic information about Evergreen among staff including:

- No training in “Evergreen culture” for new employees;
- No easy access to historical information such as DTF reports.

***Recommendations:***

Consider including information in the orientation for new hires about the history of Evergreen, what makes it distinctive, how the institution is organized, what the various divisions and departments are and what they do, how teaching and learning happen at Evergreen and the Social Contract.

Consider producing a photo guide, or at least posting photos of new employees on a Web page, so that the Evergreen community could become familiar with new hires.

Upgrade Web information about DTFs and fundraising activities.

Produce a list of student contracts to show what’s being done.

***Resource implications:***

Staff is needed to develop training material and teach an orientation. A photo guide would require staff time and materials. Staff time is

needed to update and link content and to produce a list of student contracts.

## **6. Organization**

### ***Recommendations:***

Internal communications is everyone's responsibility. Because employees look to supervisors as a primary source of employment information, it should be part of every supervisor's responsibility to share organizational news with staff.

The Communications Committee should continue to meet as a standing committee to review the process of internal communication at Evergreen. The membership of the committee should be broadened to include more students and faculty.

### ***Resource implications:***

Minimal.

## Appendix A: Student Responses In-Depth

### Student Survey Methodology

Spring quarter 2003, College Relations Director Jim Beaver and Research Intern Rachel Schleif presented the student survey to the Communications Committee and Institutional Research and Assessment for collaborative review of the test instrument and distribution. After revision, a student review group tested the survey. Rachel conducted 10 pilot surveys in the final test of the instrument. Rachel approached students at random, at various locations, weekdays and Saturdays, during different times of day to administer surveys. The interviewer briefly explained to each participant the purpose of the audit and the anonymous, voluntary nature of the survey. At the end of each interview, if the interviewer felt that the student represented a distinct perspective, the student was invited to attend a focus group. Before each focus group, students were expected to RSVP; this way, each focus group could be hand-picked for a representative cross-section of campus opinion.

In May, Jim and Rachel conducted three focus groups: seven students in one, four students in the second, and five students in the third. Students represented various academic interests and class standing. Each was paid \$15. They were prompted to comment on preliminary findings of the interviews and asked about their perspectives on campus communication. Each focus group was recorded with a palmcorder and those proceedings were transcribed.

Surveys continued into summer quarter to meet the goal of 350 respondents. The final response rate was 8.7%. As shown in Table 1, the sample closely matched the student demographic, usually within 10 percentage points of the actual population.

Subgroups	Population (%)	Sample (%)
On campus	16.6	20.9
Off campus	83.4	79.1
Full time	82.2	78.5
Part time	17.8	21.4
First year at Evergreen	44.1	36.6
1+ years at Evergreen	55.9	63.4

*Population N=4014, Sample N=350*

## **Informing Students: Responsibility and Top-Down Communication**

For the most part, students followed a similar pattern in media choice, whether on or off campus, first-year student or experienced Greener, part-time or full-time student.

Students were asked what medium they would use to give feedback to the administration. The most common response: "I don't know" (30.7%). The second most-selected medium was a presumed open door policy (28.9%), with students admitting they felt they had never been given a clear way to provide feedback to the administration.

After 100 surveys, the interviewer felt it necessary to add the question, "Who's responsibility is it to inform students?" Of 256 students, 72% believed communication was a cooperative effort, shared by administration, faculty and students. Eleven percent placed sole responsibility on themselves. One student said, "Does the administration have a responsibility? It's telling that it's even a question. In any other business, it would be unfathomable to say that the customer is responsible to find out about the services or the product; that the business shouldn't advertise. This would never happen in business, it shouldn't happen here either." Another 10% named only administration. Six percent thought faculty was not at all responsible for communication.

Fifty-four percent of students agreed that they were satisfied with communication. Twenty percent of the students responded with strong opinions, equally split between negative and positive. Part-time and new students showed no difference from the general response. "The administration is distant and talks with flowery, scripted words. I'm tired of it and frustrated. It makes them seem secretive and untrustworthy."

Seventy-five percent of the students responded positively when asked whether they're proud to be Greeners. Several students of the 25% that are not proud of Evergreen indicated that they're frustrated with outside communication. As one student said in a focus group, "I'm proud because I can get more experience on my resume here than in a conventional school, but I still have to defend Evergreen because a lot of people don't understand what's going on here. Many people think you can just buy a degree at Evergreen."

## **Student Subgroups**

Students living off campus were significantly less satisfied with communication than students living on campus. Off-campus students reported a higher understanding level of tuition issues and Olympia news. They also reported a high interest in financial aid, although their understanding level was the same as on campus students. On-campus students indicated a higher interest in food services, but understanding levels remained similar to off campus students. On-campus students reported a higher interest and understanding of Evergreen sports.

First-year transfer sophomores and sophomores with prior experience at Evergreen were compared for differences in interest and understanding. The only significant difference was a lower understanding level in first-year students regarding campus safety and food services.

Part-time students followed the same trends in interest and understanding as full time students. They also responded similarly in communication satisfaction and top-down communication. In media preference, part-time students tended to rely on the CPJ and posters slightly more than full-time students.

## Solutions from Students

The last section of the survey asked students two open-ended narrative questions: what information they need more of, and how to improve communication issues at Evergreen. Without prompts or pressure, students answered whatever issue seemed most pressing to them. Students usually combined their answers into one general response, focusing on an average of 1-3 communication expectations that were not being met.

<b>Media-based Issues</b>	<b>Response</b>
Web site hard to navigate, not updated	29
More campus forums	29
Fliers not timely, cluttered	22
CPJ not thorough, needs less fluff	13
E-mail overused, cluttered	12
Organization of, or new bulletin board	12
CPJ too opinionated, more diversity	10
<b>Issues with Administration</b>	<b>Response</b>
Needs more presence in student media	44
Miscommunication between offices	16
Doesn't include students	15
Unresponsive	14
<b>Lack of Information</b>	<b>Response</b>
Funding (legislative), investments	38
More thorough info in catalog	31
Guest lectures, events	30
Resources, facility use	30
Police info	18
Tuition issues	14
Career development, contracts, credits	11
<b>Other Issues</b>	<b>Response</b>
Student union	21
More involvement with community	13
<i>*Categories are not mutually exclusive, since a student could give more than one issue.</i>	

## **Appendix B: Faculty and Staff Responses In-Depth**

### **Faculty Survey Methodology**

In October 2003, we consulted the agenda committee for feedback about survey distribution, format and content. Ten randomly selected faculty members completed pilot surveys. In December, an online survey was launched for faculty members. Jim sent an e-mail notifying faculty of the survey. As an incentive, faculty participants were offered the chance to win one of five \$25 gift certificates to Bon Appetit. Due to initial low response, Academic Dean Tom Womeldorff sent the same e-mail on behalf of College Relations with slightly better results. Considerable effort was made to ask permission of the planning unit coordinators for a 20-minute focus group at the end of planning unit meetings. Three responded, so we conducted three faculty focus groups.

Paper surveys (identical to the online version) were handed out at the faculty focus groups. Twenty faculty members responded online and 26 responded with the paper version for a total sample of 46, 21% of 219 faculty members.

Faculty members were asked how they send and receive information. Approximately half of the respondents did not answer the questions or gave multiple responses in the "other" box, explaining that their media choices are purely situational. We concluded that, for faculty, Evergreen e-mail is the primary way to send and receive general information, followed by governance meetings and the Web site. For the most part, media choices stayed consistent among planning units.

### **Staff Survey Methodology**

In July 2003, Jim and Rachel presented the staff survey to the Communications Committee for revision. Ten random staff members tested that pilot survey. In the interest of increasing response rate and convenience to the participants, the survey was made available online. Jim sent an e-mail to the all-staff distribution list. As an incentive, the staff was offered a chance to win one of five \$25 gift certificates to Bon Appetit.

Of approximately 469 employees, 100 responded (21.3% response rate). Each division was equally represented at 28-32 respondents each, with exception of College Advancement, which was represented by three people. College Advancement was combined with Finance and Administration for comparative statistical testing. Efforts were made to

exclude student employees since they were already potential participants in the student survey. Slightly more classified staff responded (54) than exempt staff (43). In addition to the online survey, 30 administrators and supervisors from all divisions were individually interviewed.

## **Top Down Communication and Overall Satisfaction**

Faculty indicated they prefer an open-door policy (37.0%) when giving feedback to upper administration, and secondly they would go through a PUC or dean (17.4%). If staff members wanted to give feedback to upper administration, 34.7% reported confidence in an open door policy. Secondly, staff indicated that they would send feedback through their supervisor (28.7%).

Student Affairs was the only division to stray from the general response trend; going through supervisors was more popular (34.6%) than talking to senior staff directly (23%). Student Affairs also indicated that they did not know how to communicate with senior staff (19%) and was the only division inclined to write a formal letter (3.8%). These results might be explained by a higher percent of student workers in Student Affairs, who mistakenly submitted a staff survey, despite the many efforts of precaution.

Forty-five percent of staff members agreed, 8.1% agreed strongly, that the administration listens to the staff's ideas. However of the 37.4% that disagreed, 15% strongly disagreed, which was the most extremely negative response out of any statement presented to students, faculty or staff. Faculty seemed hung on the issue, 43.7% agreeing (8.7% strongly) and 41.3% disagreeing (8.7% strongly) that the administration listens.

Does the college do a good job keeping staff and faculty updated and informed? The response was generally positive with 76% of staff agreeing, 16% agreeing strongly. Of staff members who do not think they're updated or informed (23%), only 6% felt strongly. The majority, 73.5%, of faculty agree (10.9% strongly) that the college keeps them updated, 19.5% disagreed (4.3% strongly).

Faculty were more dissatisfied with overall communication (50.0%, 8.7% strongly). Staff members were also more dissatisfied with overall communication (46%) than satisfied (39%, 3.0 % strongly).

## **Staff Departmental Differences**

When thinking about how staff *sends* information, we considered that each division caters to different audiences.

Academics use e-mail the most; it is the preferred tool for 84.4% when sending information.

Of all the divisions, Student Affairs ranked lowest in sending e-mail (64.0%) and in word-of-mouth information (3.7%). It has a greater reliance on staff meetings (11.0%) and posters (11.4%).

Four out of five Finance, Administration and Advancement staffers prefer e-mail – comparable to the average of all staff. However staffers in Finance, Administration and Advancement show slightly greater emphasis on word-of-mouth (9.7%).

In regards to *receiving* information, staff favored e-mail at an even greater percentage. The use of posters and the “other” category dropped off the list completely. E-mail and word-of-mouth ranked first and second, supervisors third, and printed materials fourth.

Again, the divisions showed definite differences from one another. Academics relies on e-mail slightly more (83.9%) than staff in other divisions. Word-of-mouth and staff meetings ranked equally (6.5%). The use of supervisors to receive information ranked the least of any division (3.2%). No respondents from Academics chose print materials or the Evergreen Web site as their preferred choice.

Student Affairs also chose e-mail as its primary receiving tool (80%) more often than the average of all staffers. Student Affairs ranked print materials higher than any group on campus (8%) as a favored information source. It favored the Web site more than any other division (4%).

The offices of Finance and Administration and Advancement followed the average of all staffers in the use of e-mail and the Web site for receiving information. The categories of print materials, word-of-mouth and supervisor ranked equally (6.5%).

The staff survey was designed to take a picture of how well communication moves in general, vertically and laterally. Between divisions, a few standout differences must be noted about interest and understanding levels. Between departments, satisfaction levels with communication did not differ. Student Affairs staff had considerably more experience at Evergreen, although new staffers at Evergreen (up to three years) follow the same trends as staff who have worked at the college longer.

Finance and Administration and Advancement indicated a significantly lower understanding level than other divisions about student concerns, projects of students, faculty concerns and projects of faculty.

Compared to the three other divisions, Student Affairs indicated a significantly lower understanding level in faculty concerns and projects of faculty.

Academics reported significantly lower understanding levels in student concerns than all other divisions. All divisions differed in interest level regarding events and construction/remodel; Academics was significantly less interested.

As one Student Affairs employee said, "I think that there is very good communication in my division, but I cannot vouch for other areas. It's really hard to get an idea of what goes on in other areas, and communicate what's going on in our area."

### **Exempt and Classified: Two Different Views**

Classified staff agreed more often with the statement, "I am proud to be an employee of Evergreen," compared to exempt workers. Classified employees also tended to agree more often with the statement, "The administration listens to the staff's ideas."

When compared to exempt workers, the classified staff indicated a significantly lower interest and understanding level of the goals of the college and how to meet them. They also indicated a lack of interest in the projects and concerns of staff, faculty and students. Classified staff also indicated less understanding of budget issues than exempt workers.

As one classified employee said, "I'm not on senior staff, which is sometimes a disadvantage. I know what they're talking about but I don't know the discussion or reason they move in a certain direction. The president's staff is trying to bring 3-4 of us who are not on senior staff and include us in the process to keep us a little more informed."

### **Faculty: Years at Evergreen Make a Difference**

Faculty at Evergreen three years or fewer reported more interest in campus safety and steps toward the college's goals, but shared similar understanding levels as their senior colleagues. Faculty with more than three years of employment reported more understanding of staff projects, staff concerns, faculty projects, faculty concerns and budget/revenue information.

Statistically, the planning units did not show a difference among one another.

## Appendix C: Survey Instruments

### Student Survey Instrument

The purpose of this survey is to evaluate the state of communication at Evergreen. For example, I'm going to ask you questions about how you receive information at Evergreen and if you feel like there are opportunities for you to reciprocate communication. You don't have to participate but it would be help us a lot if you did. The interview should only take about 5 minutes to complete.

1. Do you live?  
 on campus  
 off campus
2. Gender:  
 female  
 male
3. Are you a:  
 full-time undergrad  
 part-time undergrad  
 full-time graduate  
 part-time graduate
4. How long have you attended Evergreen?  
 1st year  
 2nd year  
 3rd year  
 4th+ year
5. What year are you in school?  
 freshman  
 sophomore  
 junior  
 senior  
 graduate
6. What is your primary source for news and information about Evergreen?  
 Print materials (catalogs, pkts)  
 CPJ  
 KAOS  
 Faculty  
 Posters  
 .edu (Evergreen web site)  
 .edu email (Evergreen email)  
 Other email  
 Word of mouth  
 The Olympian  
 Snail mail  
 Other
7. What is your **preferred** source for news and information about Evergreen?  
 Print materials (catalogs, pkts)  
 CPJ  
 KAOS  
 Faculty  
 Posters  
 .edu (Evergreen web site)  
 .edu email (Evergreen email)  
 Other email  
 Word of mouth  
 The Olympian  
 Snail mail  
 Other

8. How would you go about giving feedback to Evergreen policy makers?

- |   |  |
|---|--|
| <input type="checkbox"/> Student organization         | <input type="checkbox"/> Other email                     |
| <input type="checkbox"/> CPJ                          | <input type="checkbox"/> Talk directly to administration |
| <input type="checkbox"/> KAOS                         | <input type="checkbox"/> The Olympian                    |
| <input type="checkbox"/> Faculty                      | <input type="checkbox"/> Snail mail                      |
| <input type="checkbox"/> Don't know                   | <input type="checkbox"/> Other                           |
| <input type="checkbox"/> .edu email (Evergreen email) |  |

9a. How much **interest** do you have in the following?

- |  |  |
|--|--|
| a. Tuition news                                | <input type="checkbox"/> (2) Somewhat          |
| <input type="checkbox"/> (4) Very interested   | <input type="checkbox"/> (1) Barely interested |
| <input type="checkbox"/> (3) Interested        | <input type="checkbox"/> (0) Not interested    |
| <input type="checkbox"/> (2) Somewhat          |  |
| <input type="checkbox"/> (1) Barely interested |  |
| <input type="checkbox"/> (0) Not interested    |  |
| b. Financial Aid News                          | f. Evergreen Sports                            |
| <input type="checkbox"/> (4) Very interested   | <input type="checkbox"/> (4) Very interested   |
| <input type="checkbox"/> (3) Interested        | <input type="checkbox"/> (3) Interested        |
| <input type="checkbox"/> (2) Somewhat          | <input type="checkbox"/> (2) Somewhat          |
| <input type="checkbox"/> (1) Barely interested | <input type="checkbox"/> (1) Barely interested |
| <input type="checkbox"/> (0) Not interested    | <input type="checkbox"/> (0) Not interested    |
| c. Campus Safety                               | g. Campus Events                               |
| <input type="checkbox"/> (4) Very interested   | <input type="checkbox"/> (4) Very interested   |
| <input type="checkbox"/> (3) Interested        | <input type="checkbox"/> (3) Interested        |
| <input type="checkbox"/> (2) Somewhat          | <input type="checkbox"/> (2) Somewhat          |
| <input type="checkbox"/> (1) Barely interested | <input type="checkbox"/> (1) Barely interested |
| <input type="checkbox"/> (0) Not interested    | <input type="checkbox"/> (0) Not interested    |
| d. Food Service                                | h. Olympia News                                |
| <input type="checkbox"/> (4) Very interested   | <input type="checkbox"/> (4) Very interested   |
| <input type="checkbox"/> (3) Interested        | <input type="checkbox"/> (3) Interested        |
| <input type="checkbox"/> (2) Somewhat          | <input type="checkbox"/> (2) Somewhat          |
| <input type="checkbox"/> (1) Barely interested | <input type="checkbox"/> (1) Barely interested |
| <input type="checkbox"/> (0) Not interested    | <input type="checkbox"/> (0) Not interested    |
| e. Course Offerings                            | i. Budget and Policy                           |
| <input type="checkbox"/> (4) Very interested   | <input type="checkbox"/> (4) Very interested   |
| <input type="checkbox"/> (3) Interested        | <input type="checkbox"/> (3) Interested        |
|  | <input type="checkbox"/> (2) Somewhat          |
|  | <input type="checkbox"/> (1) Barely interested |
|  | <input type="checkbox"/> (0) Not interested    |

9b. How **well informed** are you of the following?

- |                       |                         |                         |
|-----------------------|-------------------------|-------------------------|
| a. Tuition news       | ___ (4) Very informed   | ___ (2) Somewhat        |
|                       | ___ (3) Informed        | ___ (1) Barely informed |
|                       | ___ (2) Somewhat        | ___ (0) Not informed    |
|                       | ___ (1) Barely informed |                         |
|                       | ___ (0) Not informed    | f. Evergreen Sports     |
|                       |                         | ___ (4) Very informed   |
|                       |                         | ___ (3) Informed        |
| b. Financial Aid News |                         | ___ (2) Somewhat        |
|                       | ___ (4) Very informed   | ___ (1) Barely informed |
|                       | ___ (3) Informed        | ___ (0) Not informed    |
|                       | ___ (2) Somewhat        |                         |
|                       | ___ (1) Barely informed | g. Campus Events        |
|                       | ___ (0) Not informed    | ___ (4) Very informed   |
|                       |                         | ___ (3) Informed        |
| c. Campus Safety      |                         | ___ (2) Somewhat        |
|                       | ___ (4) Very informed   | ___ (1) Barely informed |
|                       | ___ (3) Informed        | ___ (0) Not informed    |
|                       | ___ (2) Somewhat        |                         |
|                       | ___ (1) Barely informed | h. Olympia News         |
|                       | ___ (0) Not informed    | ___ (4) Very informed   |
|                       |                         | ___ (3) Informed        |
| d. Food Service       |                         | ___ (2) Somewhat        |
|                       | ___ (4) Very informed   | ___ (1) Barely informed |
|                       | ___ (3) Informed        | ___ (0) Not informed    |
|                       | ___ (2) Somewhat        |                         |
|                       | ___ (1) Barely informed | i. Budget and Policy    |
|                       | ___ (0) Not informed    | ___ (4) Very informed   |
|                       |                         | ___ (3) Informed        |
| e. Course Offerings   |                         | ___ (2) Somewhat        |
|                       | ___ (4) Very informed   | ___ (1) Barely informed |
|                       | ___ (3) Informed        | ___ (0) Not informed    |

10. Whose responsibility is it to keep students informed? (check all that apply)

\_\_\_ Students                      \_\_\_ Faculty                      \_\_\_ Administration

11. I am interested in news about what's happening at Evergreen.

___ Agree strongly	___ Somewhat disagree
___ Somewhat agree	___ Disagree strongly
___ No Opinion	

12. I am satisfied with communication at Evergreen.

- Agree strongly
- Somewhat agree
- No Opinion

- Somewhat disagree
- Disagree strongly

13. I am proud to be a Greener.

- Agree strongly
- Somewhat agree
- No Opinion
- Somewhat disagree
- Disagree strongly

14. What information about Evergreen would you like to hear about?

15. How would you improve communications at Evergreen?

# Faculty and Staff Survey Instrument

## I. Content

### 1. How interested are you in the following?

a. Overall goals of Evergreen

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

b. Steps being taken to meet the goals of Evergreen

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

c. Campus safety

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

d. Evergreen staff concerns

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

e. Student concerns

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

f. Faculty concerns

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

g. Campus events

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

h. Evergreen budget & revenue

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

i. Policy & procedure

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

j. Campus construction/remodels

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

k. Staff projects/achievements

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

l. Student

projects/achievements

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

m. Faculty

projects/achievements

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

n. Job opportunities & benefits

- \_\_\_ (4) Very interested
- \_\_\_ (3) Interested
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely interested
- \_\_\_ (0) Not interested

**2. How well informed do you feel?**

a. Overall goals of Evergreen

- \_\_\_ (4) Very informed
- \_\_\_ (3) Informed
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely informed
- \_\_\_ (0) Not informed

d. Evergreen staff concerns

- \_\_\_ (4) Very informed
- \_\_\_ (3) Informed
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely informed
- \_\_\_ (0) Not informed

b. Steps being taken to meet the goals of Evergreen

- \_\_\_ (4) Very informed
- \_\_\_ (3) Informed
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely informed
- \_\_\_ (0) Not informed

e. Student concerns

- \_\_\_ (4) Very informed
- \_\_\_ (3) Informed
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely informed
- \_\_\_ (0) Not informed

c. Campus safety

- \_\_\_ (4) Very informed
- \_\_\_ (3) Informed
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely informed
- \_\_\_ (0) Not informed

f. Faculty concerns

- \_\_\_ (4) Very informed
- \_\_\_ (3) Informed
- \_\_\_ (2) Somewhat
- \_\_\_ (1) Barely informed
- \_\_\_ (0) Not informed

g. Campus events

- (4) Very informed
- (3) Informed
- (2) Somewhat
- (1) Barely informed
- (0) Not informed

h. Evergreen budget & revenue

- (4) Very informed
- (3) Informed
- (2) Somewhat
- (1) Barely informed
- (0) Not informed

i. Policy & procedure

- (4) Very informed
- (3) Informed
- (2) Somewhat
- (1) Barely informed
- (0) Not informed

j. Campus

- construction/remodels
- (4) Very informed
  - (3) Informed
  - (2) Somewhat
  - (1) Barely informed
  - (0) Not informed

k. Staff projects/achievements

- (4) Very informed
- (3) Informed
- (2) Somewhat
- (1) Barely informed
- (0) Not informed

l. Student

- projects/achievements
- (4) Very informed
  - (3) Informed
  - (2) Somewhat
  - (1) Barely informed
  - (0) Not informed

m. Faculty

- projects/achievements
- (4) Very informed
  - (3) Informed
  - (2) Somewhat
  - (1) Barely informed
  - (0) Not informed

n. Job opportunities & benefits

- (4) Very informed
- (3) Informed
- (2) Somewhat
- (1) Barely informed
- (0) Not informed

3. The college does a good job keeping me updated and informed.

- Agree strongly
- Somewhat agree
- No Opinion
- Somewhat disagree
- Disagree strongly

4. The information I receive is timely.

- Agree strongly
- Somewhat agree
- No Opinion
- Somewhat disagree
- Disagree strongly

5. The administration listens to the ideas of employees (actual survey said staff or faculty, depending on participants).

- |   |  |
|---|--|
| <input type="checkbox"/> Agree strongly | <input type="checkbox"/> Somewhat disagree |
| <input type="checkbox"/> Somewhat agree | <input type="checkbox"/> Disagree strongly |
| <input type="checkbox"/> No Opinion     |  |

6. I am satisfied with communication at TESC.

- |   |  |
|---|--|
| <input type="checkbox"/> Agree strongly | <input type="checkbox"/> Somewhat disagree |
| <input type="checkbox"/> Somewhat agree | <input type="checkbox"/> Disagree strongly |
| <input type="checkbox"/> No Opinion     |  |

7. I am proud to be an employee of Evergreen.

- |   |  |
|---|--|
| <input type="checkbox"/> Agree strongly | <input type="checkbox"/> Somewhat disagree |
| <input type="checkbox"/> Somewhat agree | <input type="checkbox"/> Disagree strongly |
| <input type="checkbox"/> No Opinion     |  |

## II. Media

8. On a regular basis, what is the primary communication tool you use most often to **distribute or share** information with the rest of the campus?

- |  |   |
|--|---|
| <input type="checkbox"/> Posters/bulletin boards       | <input type="checkbox"/> Meetings         |
| <input type="checkbox"/> Print materials (memos, etc.) | <input type="checkbox"/> Supervisor       |
| <input type="checkbox"/> CPJ                           | <input type="checkbox"/> Voice mail/phone |
| <input type="checkbox"/> KAOS                          | <input type="checkbox"/> Campus forums    |
| <input type="checkbox"/> Word of mouth                 | <input type="checkbox"/> Other            |
| <input type="checkbox"/> .edu (Evergreen web site)     |   |
| <input type="checkbox"/> .edu email (Evergreen email)  |   |

9. What is the primary communication tool you use most often to **receive information and updates** about Evergreen?

- |  |   |
|--|---|
| <input type="checkbox"/> Posters/bulletin boards       | <input type="checkbox"/> Meetings         |
| <input type="checkbox"/> Print materials (memos, etc.) | <input type="checkbox"/> Supervisor       |
| <input type="checkbox"/> CPJ                           | <input type="checkbox"/> Voice mail/phone |
| <input type="checkbox"/> KAOS                          | <input type="checkbox"/> Campus forums    |
| <input type="checkbox"/> Word of mouth                 | <input type="checkbox"/> Other            |
| <input type="checkbox"/> .edu (Evergreen web site)     |   |
| <input type="checkbox"/> .edu email (Evergreen email)  |   |

10. Think about the quality of information you receive. Using a 0-4 scale, rate the usefulness of the listed information sources.

a. Posters/bulletin boards

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

g. Word of mouth

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

b. Print materials (memos, etc.)

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

h. Agenda committee/meetings

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

c. CPJ

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

i. PUC or supervisor

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

d. KAOS

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

j. Voicemail/phone

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

e. Evergreen's web site

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

k. Campus forums

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

f. Evergreen email

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

l. Governance meetings (faculty only)

- \_\_\_ (4) Always useful
- \_\_\_ (3) Mostly useful
- \_\_\_ (2) Sometimes useful
- \_\_\_ (1) Seldom useful
- \_\_\_ (0) Not useful

11. How would you go about giving feedback to Evergreen administration?

- |   |  |
|---|--|
| <input type="checkbox"/> Meetings                     | <input type="checkbox"/> Snail mail                      |
| <input type="checkbox"/> Through the deans            | <input type="checkbox"/> Talk directly to administration |
| <input type="checkbox"/> Don't know                   | <input type="checkbox"/> Campus forums                   |
| <input type="checkbox"/> .edu email (Evergreen email) | <input type="checkbox"/> Other                           |

### III. Open-Ended Questions

12. What information about Evergreen would you like to hear about?

13. How would you improve communications at Evergreen?

### IV. Demographics

14. Is your position:  Staff  Faculty  Both

15. How many years have you been a TESC employee?

- |                               |                                |
|-------------------------------|--------------------------------|
| <input type="checkbox"/> 1-3  | <input type="checkbox"/> 11-15 |
| <input type="checkbox"/> 4-10 | <input type="checkbox"/> 16+   |

16. (faculty) What Planning Unit are you affiliated with?

- |  |  |
|--|--|
| <input type="checkbox"/> 1st year programs     | <input type="checkbox"/> Native program            |
| <input type="checkbox"/> Expressive arts       | <input type="checkbox"/> Culture, Text, Language   |
| <input type="checkbox"/> Science inquiry       | <input type="checkbox"/> Society, Behavior, Change |
| <input type="checkbox"/> Environmental studies | <input type="checkbox"/> Evening and Weekend       |

16. (staff) What department are you in?

- College Advancement
- Student Affairs
- Finance and Administration
- Academics

