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COMMUNICATION AUDIT OF VICTOR VALLEY COLLEGE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Special Major

by
Kathleen Fay Moore

April 1989

COMMUNICATION AUDIT OF VICTOR VALLEY COLLEGE

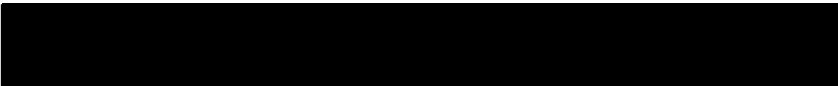
A Project
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Approved by:

 19 April 1989
Dr. Fred Jandl, Chair, Communication Date


Dr. Dorothy Mettee, Communication


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ABSTRACT

The purpose of this project is to complete a communication audit of Victor Valley College, a two-year community college, which has realized major transitions in student characteristics and population since its establishment in 1966. The audit will measure communication effectiveness and needs in seven categories. The college can then determine the areas, if any, that need improved communication and can implement a plan for improvement based on the results of the communication audit.

The International Communication Association's Communication Audit Survey Questionnaire was selected as the instrument for the communication audit and includes 122 items and 12 demographics. It was written by Dr. Thomas Porter of Florida State University, Tampa, Florida, who has ownership of the computer program used to quantify the data from the questionnaire. The survey measures attitudes and perceptions about communication sources, messages, channels, and receivers within the context of major interfaces.

The results of the survey are represented by seven categories listed in the order that they are presented: receiving information, sending information, follow-up, sources of information, timeliness, organizational communication relationships, and organizational outcome. An eighth category--demographics--follows the others.

ACKNOWLEDGMENTS

To my children, especially the youngest, Erin and Bill, who managed to achieve adulthood as I struggled with my educational goals and parented by note; to the Victor Valley College community that completed my questionnaire within the one week deadline that I prescribed; to my advisor, Dr. Jandt, who prodded me along when I felt I could not overcome another obstacle; to the other members of my Committee, Dr. Dorothy Mettee and Dr. Robert Senour; to Dr. Thomas Porter of the University of Florida, Tampa, who quantified the questionnaire data and offered words of encouragement; and to James Manzi whose willingness during the past year to place my goals ahead of his has eased my burden considerably, I wish to express my sincerest thanks for making it possible for me to finish this project which completes the required coursework for a Special Master of Educational Communication.

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CHAPTER ONE

Preview

Communication within an organization is crucial to the effectiveness of that organization. This chapter will describe typical organizational communication practices and requirements for its effective management. In addition, an introduction to the organizational structure of Victor Valley College is presented with a proposal that because of that structure a possibility exists for communication breakdown. The college is experiencing an accelerated growth rate which matches that of the Victor Valley. Identifying the possibility of a communication breakdown and taking corrective measures is essential in order for the college to continue to meet the needs of its student population. Further, this chapter introduces the International Communication Association's Communication Audit developed to help organizations assess their communication practices and to make recommendations if improvement in communication is needed. A brief description of the communication categories measured by the International Communication Association's Communication Audit Survey Questionnaire, the instrument selected for a communication audit of Victor Valley College, is presented and summarized and the organization of the data for analysis is included.

Standard Communication Practices In Organizations

Organizations typically invest millions of dollars every year in "better communication" with relatively little invested in assessing communication programs, practices, and needs. Needless costs are incurred by unstructured meetings, ineffective newsletters, and unnecessary hardware. Expense of decision making is increased by managers isolated from critical information while overloaded with useless information. Organizational conflicts arise when departments misunderstand each other's goals and functions. Employee dissatisfaction is increased by poor listening on the part of management.¹

The failure to systematically gather information is important.² A manager does not handle people; s/he motivates, guides, and organizes people to do their own work. The only effective tool for a manager to use to properly accomplish this job is communication; the spoken or written word or the language of numbers. Employees use information to make decisions, to produce more information in the form of solutions to problems and identification of opportunities, and for creative innovation. Information affects actions in two ways. First, it motivates behavior; information arouses and stimulates. It gets the employees involved. It makes them think. Second, information directs behavior. It causes employees to

focus on certain parts of the organization and ignore others.³ Information reduces uncertainty and is the raw material of thought. It provides the sensory data that gives people their image of their organizational environment.⁴

Requirements For The Effective Management of Communication

The effective management of communication requires three kinds of information. The first is factual information, descriptive in character. This information describes the organization, its structure, its operations, its activities, its units, its people, its problems, its strengths, its goals, its resources, and its needs. It also describes the organization's environment, its supporters, its community, its opportunities, and its potential resources. The second kind of information that is required is value information. This type of information is judgmental in character. It evaluates the organization's effectiveness, the performance of its functions, the achievement of its goals, the acceptance of its responsibilities, the satisfaction of its members, the value of its activities, and the quality of its relations. Third, and finally, the manager needs policy information. This information is tactical in character. It suggests what options are available, what actions can be taken,

what changes can be made, what activities can be eliminated, what consequences can be expected, what results can be achieved, and what problems can be encountered.⁵

So to be effective, managers need factual, value, and policy information. To get this information, they need an effective communication system. However, most organizations rely on informal systems of communication: personal contact, dyadic conversations, small group meetings, or the telephone. The typical manager spends up to ninety percent of his or her working day talking with people. Some of the manager's information is received because other people in his personal contact network think that it might be of interest or of value to him or her. And a great deal of a manager's information is received serendipitously. No effort is made to acquire the information. It happens to be available, and the manager pays attention to it.⁶ Personal effort through informal search is usually stimulated only by a problem and directed toward finding a solution to that problem. These search strategies cause managers to focus on the present, on fire-fighting. This produces a kind of organizational drift in which institutions lose sight of their goals and lose control of their direction of movement.⁷

The International Communication Association's
Communication Audit

In an effort to help organizations assess their communication, the International Communication Association, a professional society composed of communication researchers, practitioners, and teachers from several countries, developed a measurement system of instruments and procedures for studying organizational communication. This system, The ICA Communication Audit, was developed over a period of five years under the auspices of the Organizational Communication Division of the International Communication Association. Over 100 communication professionals from academia and industry representing more than a dozen countries combined their efforts to produce the International Communication Association Communication Audit. The Audit is designed to provide organizations with reliable, factual, reportable data about their internal communication and to do so in a way that permits comparison with similar organizations.⁸

The ICA Communication Audit consists of five separate data-gathering tools: questionnaire survey, confidential interviews, network analysis, critical incident analysis, and communication diary which may be combined to affect a communications audit. However, the questionnaire survey can be used independently and provides adequate data to

affect a comprehensive organizational communication audit.⁹

The International Communication Association's
Communication Audit Survey Questionnaire

Dr. Thomas Porter of Florida State University, Tampa, Florida, wrote and has ownership of the ICA computer program used to interpret the data from the survey questionnaire. He has been working on the questionnaire audit analysis system since 1974. The system has been in the public domain since its inception.

The questionnaire survey instrument includes 122 items and twelve demographics. The reliability of the scales on the 122 item set ranges from a low of .70 to a high of .90. The validity of these scales is based upon their self-evident relationship to organizational communication and their ability to predict organizational outcomes. The survey measures both attitudes and perceptions about communication sources, messages, channels, and receivers within the context of major interfaces (individual to individual, unit to unit, individual to organization, and organization to environment). Major topics surveyed include concepts about information accessibility and adequacy; communication satisfaction and importance; communication content, clarity, accuracy, utility, appropriateness, and timeliness; communication relationship and outcomes, and

organizational outcome.¹⁰ The questionnaire follows a Likert scale model which allows respondents to select among ten responses from "very little" to "very much" on each of the 122 communication related questions. A copy of the questionnaire survey is included in Appendix A.

The results of the survey are represented by seven categories listed in the order that they are presented: receiving information, sending information, follow-up, sources of information, timeliness, organizational communication relationships, and organizational outcome. An eighth category--demographics--follows the others.

Perceptions of the current level of quality, the current need, and the uncertainty level are measured in four of the seven categories. The current need and the uncertainty level are not measured in the categories of timeliness, organizational relationships, and organizational outcomes. However, the sample mean, norm mean, norm sigma, and sample sigma are given for all categories surveyed. This data allows an organization to compare its results with other similar organizations.

The results also consist of percentage rates of negative and positive responses to individual questions asked on the questionnaire. By comparing the amount of information perceived as needed by respondents with the amount of information that is currently generated, an

organization can identify weaknesses in its communication system.

Further, the questionnaire survey assesses the uncertainty level of communication. Uncertainty is operationally defined as the difference between the amount of information received versus the amount of information needed on a particular topic. The greater the difference between information received (status index) and information needed (need index); the greater the probability of uncertainty (uncertainty index). Uncertainty may be a function of either information overload or information underload since respondents may report receiving either much more or much less information than they need. The statistical data is contained in Appendix A, Tables 1-57.

Project Preview

The structure within an organization delineates organizational operations and dictates the chain of command. The organizational structure of Victor Valley college follows the pattern:

1. The Board of Trustees is the governing board of the college.

2. The Superintendent/President is the administrative representative to the Board.

3. The Administrative Assistant to the Superintendent/President and the College Dean of Institutional Research and Planning and Occupational Education serve directly under the Superintendent/President.

4.(A) The Vice-President of Administrative Services, (B) the Vice-President of Instructional Services, (C) and the Vice-President of Student Services report directly to the Superintendent/President and are responsible for the following personnel and areas.

(A) Vice-President of Administrative Services: Administrative Assistant; Controller; Director of Bookstore; Director of Personnel; Director of Maintenance and Operations; Supervisor of Maintenance, Operations, and Security.

(B) Vice-President of Instructional Services: Instructional Administrative Assistant; Library; Learning Center; Audio-Visual; Director of Printing; Director of Child Development Center; Dean of Allied Health; Dean of Arts, Letters, and Sciences; Dean of Business and Industry.

(C) Vice-President of Student Services: Administrative Assistant, Student Services; George Air Force Base; Director of Admissions and Records and Assistant Registrar; Director of Athletics; Director of

Financial Aid and Special Services; Performing Arts Center/Outreach; Director of Student Activities; Counseling.

The college's organizational chart is Chart 1 in Appendix A.

Effective Communication within an organization is crucial to the survival of that organization. The organizational structure of Victor Valley College, fundamentally unchanged since its early years, has expanded to the point that a possibility exists for communication breakdown along the chain of command. Vice Presidents are often far removed from employees in the areas for which they are responsible. Deans are responsible for diverse groups of faculty, some of whom they seldom see. This multi-layered organizational structure provides the possibility that Vice-Presidents may not be aware of the communication that employees determine they need to make them feel that they are valuable members of the college community and it may contribute to the possibility of a lack of effective communication on campus. However, a communication audit of Victor Valley College will allow the college to evaluate its current communication system, determine its strengths and weaknesses, and plan a course of action to remedy any problems that exist.

CHAPTER TWO

Preview

This chapter explains that Dr. Porter's questionnaire survey was selected from among the ICA instruments to be used exclusively for a communication audit of Victor Valley College. A communication audit will allow the college to evaluate its current communication system and assess its current and future organizational communication needs as it faces the demands of moving from its rural roots of the 1960s into the decade of the 1990s and beyond.

A Communication Audit of Victor Valley College

Dr. Porter agreed to quantify the results of the Victor Valley College audit using his computer data bank. He provided a copy of the questionnaire survey which was modified only slightly to better suit the audit for Victor Valley College: the generic term organization was changed to college, the instructions were clarified somewhat, and a brief section of the audit that required a rather involved written response was deleted.

Upon Board of Trustee approval, a survey was delivered to the mailbox of each full-time employee of Victor Valley College, a total of 150 surveys.

Respondents were asked to answer the survey anonymously. Their responses indicated both their perception of the current status of their communication system as well as their desired or ideal status. This information helped to identify the communication needs in the college as respondents perceived it.

Ninety-four survey responses, 63 percent of the surveys distributed, were received within the one week deadline that respondents were given. Results of the survey were quantified by Dr. Porter and are analyzed in the following sections.

Survey Questionnaire Conclusions

When comparing the survey norms which were compiled from eight other educational institutions of approximately the same size as Victor Valley College, the discrepancies between the quality of communication system(s) desired, and those perceived to presently exist, indicate a poor organizational communication profile, particularly in the area of feedback from higher level to lower-level-initiated communication.

In the overwhelming majority of instances, survey respondents report receiving less information about their jobs, their administrative systems, and their organization than the norms from previous research gathered from those eight other similar educational institutions that have

administered the the ICA Communication Audit. Overall, respondents also report more of a desire to receive information in these same areas than respondents from earlier studies.

Generally speaking, respondents' perceptions of communication efficiency/effectiveness are negative from the supervisory level upward with the most negative feelings at the administrative level.

Horizontal communication which is initiated and received within the same hierarchical level is perceived as significantly more satisfactory than upward communication initiated from one level to the next highest level and/or beyond and downward communication initiated from higher to lower levels. This trend is further amplified by the length of the downward communication chain; the greater the distance between levels the greater the dissatisfaction with communication activities.

While results indicate significant discrepancies between ideal and existing communication practices and systems, where satisfactory systems are in place the quality of information--accuracy and usefulness--is perceived as satisfactory to good. The results are contrary to the norm, however, as norm ratings are much higher in trust between employee and supervisor than in the sample norm from Victor Valley College.

Turning to communication relationships within the college community: interpersonal relationships between respondents and their coworkers are positive in terms of trust, mutual respect, and responsiveness. But the communication relationships outside of the respondents' immediate departments appear to deteriorate. Relationships with management and top-level administrators are negative overall. Respondents report that they do not trust administrators nor do they feel that administrators are sincere in their efforts to communicate with employees.

Summary

In capsule form, survey results obtained from respondents appear to suggest relative satisfaction with immediate and departmental relationships and communication systems; a strong desire for considerably more information--particularly on the college's direction of growth and its plans for the future--and a generally pervasive feeling of alienation from the organization as a whole, particularly in terms of decision making and in terms of recognition for contributions to the organization. In addition, respondents feel that the college has little concern for the welfare of its members.

CHAPTER THREE

Preview

This chapter divides the questionnaire items into seven separate categories: receiving information from others, sending information to others, follow-up action, timeliness of information from key sources, organizational communication relationships, organizational outcomes, and channels of communication. Responses ranking over 50 percent in all categories are indicated with a brief prioritization of problem areas statement for each category.

Specific Survey Results

Receiving Information From Others

Respondents expressed a desire for receiving a significantly greater amount of information than they currently receive on all twenty-six topic areas investigated. Overall, the absolute discrepancies between the amount of information received and the amount of information desired (Need Index, Tables 4 and 7, Appendix A) are the highest among educational institutions of comparable size in the ICA computer data bank.

Negative Responses

Looking at those topic areas which received the greatest volume of negative responses indicating the least amount of information received (Table 3, Appendix A, we find that five topics ranked over fifty percent in negative responses: (1) "How College Decisions Are Made That Affect My Job" (75.27 percent) (2) "Mistakes And Failures Of The Organization" (67.78 percent); (3) "Promotion And Advancement Opportunities In The College" (62.37 percent); (4) "Specific Problems Faced By The College" (59.78 percent); (5) "How I Am Being Judged" (59.14 percent); (6) "How My Job-Related Problems Are Being Handled" (55.44 percent); (7) "Important New Service Or Program Developments In The College" (53.76 percent).

Positive Responses

Looking at those topic areas which received the greatest volume of positive responses indicating the most amount of information currently received (Table 2, Appendix A), we find none that ranked over fifty percent. However, the seven most positive responses follow: 1. "My Job Duties" (32.26 percent); 2. "How Well I Am Doing In My Job" (29.03 percent); 3. "Pay And Benefits" (29.03 percent); 4. "How Technological Changes Affect My Job

(28.31 percent); 5. "How My Job Relates To The Total Operation Of The Organization" (21.51 percent); (6) "College Policies" (20.43 percent); (7) "How I Am Being Judged" (19.36 percent).

Uncertainty Index

The Uncertainty Index (Tables 6 and 7, Appendix A) reflects the difference between the need index and the status index (information currently received). The Uncertainty Index of the following topics reveals that there is a great probability of information inadequacy in the following topics: "How College Decisions Are Made That Affect My Job", "Specific Problems Faced By The College", "How My Job-Related Problems Are Being Handled", "Important New Service Or Program Developments In The College", "Mistakes And Failures of The Organization", "College Policies", "How I Am Being Judged."

The seven topics listed above indicate the areas in which the greatest uncertainty exists; however, none of the topics fall within the range determined by the ICA Survey Questionnaire (+ or - .04) which indicates that people are getting enough information to do their job on that topic.

Prioritizing Problem Areas

In prioritizing problem areas, those requiring the

greatest attention are reflected in the seven categories where employees report that they receive little information. In addition, the current Need for Information Tables should be compared with the current level of information received before a plan to implement changes in communication is designed.

Sending Information To Others

Respondents reported that were were generally dissatisfied with the amount of information in all seven of the topic areas investigated. The overall absolute discrepancies between the amount of information sent and the desire for more information to be sent (Tables 12 and 16, Appendix A) exceed those of other educational institutions of comparable size in the ICA computer data bank in this topic area. The two topics which revealed the greatest gap between information sent and the need to send information were "Evaluating The Performance Of My Immediate Supervisor" and "Complaining About My Job/And Or Working Conditions."

Negative Responses

Looking at the topic areas which recieved the greatest volume of negative responses on the current quality of information sent (Table 12, Appendix A), we

find: (1) Evaluating The Performance Of My Immediate Supervisor" (83.52 percent); (2) Complaining About My Job/Or Working Conditions" (65.94 percent); (3) Asking For Clearer Work Instructions (58.89 percent).

Positive Responses

Of those topics which received the greatest volume of positive responses indicating the most amount of information currently sent (Table 13, Appendix A), none ranked over fifty percent. However, the top three positive responses were: (1) "Requesting Information Necessary To Do My Job" (27.17 percent); (2) "Reporting What I Am Doing In My Job" (26.88 percent); and (3) "Reporting Job-Related Problems" (24.18 percent).

Uncertainty Index

The Uncertainty Index for sending information to others (Tables 15 and 17, Appendix A) indicates the greatest uncertainty in the following areas: "Evaluating The Performance Of My Immediate Supervisor", "Reporting Job-Related Problems". Again, the value of none of the seven items reported in the category of Sending Information To Others was near the + or - .04 value determined by the ICA Questionnaire Survey to indicate that people are sending about the right amount of information that they need to do their job on that topic.

Prioritizing Problem Areas

Those areas requiring the greatest attention are reflected in the three categories where employees report that they send little information. In addition, the current Need To Send Information Tables should be compared with the current level of information sent before a plan to implement changes in communication is designed.

Follow-Up Action

Respondents expressed a desire for a significantly greater amount of follow-up action in all five of the topic areas investigated. Again, the absolute discrepancies between the amount of follow-up received and the amount of follow-up desired (Table 25, Appendix A) are among the highest of educational institutions of comparable size in the ICA computer data bank.

Negative Responses

Looking at the topic areas which received the greatest volume of negative responses indicating the least amount of current follow-up action (Table 23, Appendix A), we find two responses ranking over fifty percent: (1) "Administrators" (62.50 percent); (2) "Management" (55.17 percent).

Positive Responses

Again, there are no positive responses that rank over fifty percent in the amount of current follow-up action (Table 24, Appendix A). The top two responses include: (1) "Immediate Supervisors" (30.43 percent); (2) "Subordinates" (24.68 percent).

Uncertainty Index

Examining the Uncertainty Index (Tables 24 and 25, Appendix A) reveals that most uncertainty lies in the areas: (1) "Administrators"; (2) "Management"; (3) "Immediate Supervisors". It also reflects that in all categories, the probability of information inadequacy exists.

Prioritizing Problem Areas

In prioritizing problem areas, those requiring the greatest attention are reflected in the two categories where employees report that they receive little follow-up. In addition, the current Need For Follow-Up Tables should be compared with the current level of follow-up before a plan to implement changes in communication follow-up is designed.

Sources of Information

Respondents expressed a desire to receive more information from eight of the nine topic areas that currently comprise their sources of information (Tables 23 and 25, Appendix A). Following the pattern that we have seen so far, the overall absolute discrepancies between the amount of information received in this topic area and the amount of information desired is again among the highest of any educational institution of comparable size and staff included in the ICA computer data bank.

Negative Responses

Reviewing this topic (Table 32, Appendix A) reveals that over fifty percent of respondents feel negatively in the five following topics: (1) "Administrators" (73.86 percent); (2) "Formal Presentations" (62.35 percent); (3) "Management" (60.00 percent); (4) "Individuals In Other Units, Departments In My Organization" (51.65 percent).

Positive Responses

There were no positive responses that ranked over fifty percent any topic in the area of current Sources of Information (Table 33, Appendix A). The top four ranked topics were: (1) "Co-workers in my Own Unit or Department" (34.12 percent); (2) "Subordinates (if

applicable)" (33.82 percent); (3) "Immediate Supervisor" (33.33 percent); (4) "The Grapevine" (32.61 percent).

Uncertainty Index

The topics ranked highest in regard to uncertainty (Tables 33 and 35, Appendix A) in this area are (1) "Administrators, (2) "Management", and (3) "Formal Presentations." The only topic which reflected that there was probably an information overload was "The Grapevine". Other topics indicated a probability for information inadequacy.

Prioritizing Problem Areas

In prioritizing problem areas, those requiring the greatest attention are reflected in the five categories where employees report that sources of information are deficient. In addition, the current Need for Follow-Up Tables should be compared with the current level of follow-up before a plan to implement changes in communication follow-up is designed.

Timeliness of Information From Key Sources

The category of "Timeliness of Information From Key Sources" measures the degree of quality of information from six sources. Timeliness is operationally defined as getting information when you need it--not too early, not

too late. There are no Tables in this category that compare the degree of current quality with the quality desired.

Negative Responses

There was only one topic that received over fifty percent negative responses in the current quality in this area (Table 39, Appendix A); "Administrators" (55.06 percent) The next two responses were (2) "Management" (47.73 percent), and (3) "The Grapevine" (35.23 percent).

Positive Responses

None of the top three positive responses on current quality of "Timeliness of Information From Key Sources" reflect responses over fifty percent (Table 38, Appendix A); however, they include: (1) "Subordinates (if applicable)" (47.76 percent); (2) "Co-workers" (45.46 percent); (3) "Immediate Supervisor" (41.94 percent).

Uncertainty Index

There is no table of uncertainty for the category, "Timelines of Information From Key Sources."

Prioritizing Problem Areas

In prioritizing problem areas, the area requiring the

greatest attention is reflected in the category where employees report that they receive the least amount of timely information. In addition, Table 40, Appendix A, contains a plot of sample versus normative ratings which should be reviewed before changes are designed that affect the Timeliness of Information that employees receive.

Organizational Communication Relationships

There are no Tables in this category that compare the current quality of organizational communication relationships with the need for organizational communication relationships. However, two items in this category: "I Trust Administrators" and "Administrators Are Sincere In Their Efforts To Communicate With Employees" (Table 41, Appendix A) fall below the norm check and indicate that there are major discrepancies between the current quality of satisfaction in this category at Victor Valley College compared to that of other educational institutions of comparable size and staff included in the ICA computer data bank.

Negative Responses

Respondents reported negative responses (Table 43, Appendix A) in over fifty percent of the following four topics: (1) "My Organization Encourages Differences Of Opinion" (69.89 percent); (2) "Administrators Are Sincere

In Their Efforts To Communicate With Employees" (66.68 percent); (3) "I Trust Administrators" (62.37 percent); (4) "I have A Say In Decisions that Affect My Job" (59.14 percent).

Positive Responses

Eight topics received over fifty percent positive responses in the topic Organizational Communication Relationships (Table 42, Appendix A) and included: (1) "I Can Tell My Immediate Supervisor When Things Are Going Wrong" (73.12 percent); (2) "My Immediate Supervisor Is Friendly With His/Her Subordinates" (63.04 percent); (3) "I Trust My Co-Workers" (62.64 percent); (4) "I Am Free To Disagree With My Immediate Supervisor" (59.14 percent); (5) "My Immediate Supervisor Listens To Me" (59.14 percent); (6) "My Co-workers Get Along With Each Other" (58.24 percent); (7) "My Relationship With My Co-workers Is Satisfying" (57.14 percent); (8) "My Immediate Supervisor Is Honest With Me" (56.52 percent).

The first five of the eight topics listed above are significant because they rank higher than those reported from any of the other eight educational institutions included in the ICA computer bank.

Uncertainty Index

There is no table for uncertainty in the area of Organizational Communication Relationships.

Prioritizing Problem Areas

In prioritizing problem areas, those requiring the greatest attention are reflected in the four categories where employees report that they receive little information. In addition, a review of Table 44, Appendix A which plots sample versus normative ratings would be advisable before a plan to implement changes in communication in the area of organizational communication relationships is designed.

Organizational Outcomes

The topic area Organizational Outcomes measures the satisfaction one receives or fails to receive through working for an organization. There is no measurement of need in this topic. However, two items comprising the thirteen topic areas examined in this section: "The College's Concern For Its Members' Welfare" and "The College's Overall Communicative Efforts" rank below the norm check (Table 45, Appendix A) and indicate that there are major discrepancies between the current quality of satisfaction at Victor Valley College and the current

quality of satisfaction at other educational institutions of comparable size and staff included in the ICA computer data bank.

Negative Responses

The five topics that received over fifty percent negative responses (Table 47, Appendix A) in this area were: (1) "My Organization's Way Of Recognizing And Rewarding Outstanding Performance" (79.12 percent); (2) "The College's Concern For Its Members' Welfare" (73.26 percent); (3) "The College's Overall Communicative Efforts" (72.83 percent); (4) "My Chances For Getting Ahead In The College" (59.34 percent); (5) "My College's Overall Efficiency of Operation" (54.35 percent).

Positive Responses

There was only one topic that received over fifty percent positive responses (Table 46, Appendix A, number 4); however, the top five responses were: (1) "My Job" (76.71 percent); (2) "Working In My College" (39.56 percent); (3) "The Overall Quality Of My College's Product Or Service" (38.04 percent); (4) "My Progress In The College Up To This Point In Time" (36.96 percent); and (5) "My Opportunity To Contribute To The Overall Success Of My College" (29.35 percent).

Uncertainty Index

There is no table that evaluates the uncertainty level for the topic Organizational Outcomes.

Prioritizing Problem Areas

In prioritizing problem areas, those requiring the greatest attention are reflected in the five categories where employees report that they receive the least satisfaction in working for the college. In addition, Table 48, Appendix A which plots the sample versus normative ratings should be examined before a plan is developed that is designed to change the satisfaction of employees working for the college.

Channels Of Communication

Respondents expressed a desire for receiving a greater amount of information than they currently receive from all of the eight Channels of Communications investigated (Tables 52 and 55; Appendix A). Overall, the absolute discrepancies between the amount of information received and the amount of information desired are among the highest of educational institutions of comparable size and staff included in the ICA computer data bank.

Negative Responses

The four topics which received over fifty percent of negative responses on the current quality of the Channels Of Communication (Table 53, Appendix A) were: (1) "Internal Audio-Visual Media (Videotape, Films, and Slides)" (76.40 percent); (2) "Bulletin Boards" (74.73 percent); (3) "External Media" (65.91 percent); and (4) "Internal Publications (Newsletter, Magazine)" (54.94 percent).

Positive Responses

Topics rank ordered positively on current quality of Channels Of Communication (Table 52, Appendix A) did not include any with over fifty percent response. However, the following were the top four responses: (1) "Face-To-Face Contact Between Two People" (46.24 percent); (2) "Telephone" (31.87 percent); (3) "Written (Memos, Letters)" (31.52 percent); and (4) "External Media (Television, Radio, and Newspapers)" (7.96 percent).

Uncertainty Index

The highest uncertainty level of current Channels of Communication (Tables 54 and 56, Appendix A) include "Internal Communication", "Internal Audio-Visual Media (Videotape, Films, and Slides)"; "Bulletin Boards"; and

"External Media (Television, Radio, and Newspapers)."
However, the Uncertainty Index reveals that the probability of information inadequacy exists in all topics in this area.

Prioritizing Problem Areas

In prioritizing problem areas, those requiring the greatest attention are reflected in the four categories where employees report that they receive little information. In addition, the current Need for Information Tables should be compared with the current level of information received before a plan to implement changes in communication is designed in this area.

Summary

This chapter measured the current level of communication in seven topic areas and compared it with respondents' desired level of communication. In assessing the current level of communication and implementing a plan for improving communication, it is important to compare the current Need tables in each topic area with respondents' perception of the current level of communication on each topic before a plan to implement changes in communication is designed.

Chapter Four

Preview

Victor Valley College is one of the 107 community colleges in California's community college system. The primary mission of the college is to provide educational and occupational programs for the members of its community.

Duties of the full-time college staff of 150 include administrating, managing, teaching, and offering support services for its student population of approximately 5,000.

During April and May of 1988, an International Communication Association (ICA) Questionnaire Audit of Victor Valley College was conducted. This chapter is a report of that audit.

Conclusions

Strengths

Interpersonal relationships are good. Employees trust, like, and get along with their coworkers. Compared with other educational institutions of comparable size, employees at Victor Valley College reported feeling that their relationships with their immediate supervisors were more satisfying than those of other institutions and that they were more free to tell their immediate supervisors

when things were going wrong.

Overall, employees reported that they liked their jobs and felt that the college was achieving its goals and objectives.

Weaknesses

There is a serious lack of downward communication. Employees are not receiving information on most of the topics listed despite a desire for such information. They are not satisfied with overall communication nor with attempts to keep them informed. There is a pronounced lack of trust in college administrators and the sincerity of their efforts to communicate with employees. Compared with other ICA surveys of educational institutions of comparable size, Victor Valley College's problems in these areas are worse than most.

A number of channels of communication are under-used. Face-to-face contact among more than two people, written memos and letters; bulletin boards, internal publications, and internal audio-visual media are used less at Victor Valley College than in other educational institutions of comparable size in the ICA computer bank.

There is a general pattern of discouraging upward communication. Supervisors may be receptive to questions, suggestions, or complaints, but they are not responsive. They do not follow through. This lack of response

discourages upward communication.

There is a definite feeling of a lack of recognition and/or reward for quality effort, and a pronounced perception of lack of the college's concern for the welfare of its members.

Survey Questionnaire Findings

During the month of April, 1988, survey questionnaire forms were distributed to all 150 full-time Victor Valley College employees. Ninety-four questionnaires were returned representing a 63 percent rate of response.

General Response

In general, responses of Victor Valley College employees to the survey were below the mean responses received in past audits of educational institutions of the same size.

Areas where Victor Valley College employees reported receiving less information than employees in other educational institutions of comparable size in the ICA computer bank included:

- My Job Duties
- How Well I Am Doing In My Job
- Pay and Benefits
- How Technological Changes Affect My Job
- How My Job Relates To The Total Operation Of The Organization
- College Policies
- How I am Being Judged

Important New Service or Program Development In
The College
How College Decisions Are Made That Affect My
Job
How My Job-Related Problems Are Being Handled
Specific Problems Faced By The College
Promotion And Advancement Opportunities In The
College
Mistakes And Failures Of The Organization

Areas where Victor Valley College employees reported less opportunity to send information than employees in other educational organizations of comparable size in the ICA computer bank included:

Requesting Information Necessary To Do My Job
Reporting What I Am Doing In My Job
Reporting Job Related Problems
Reporting What I Think My Job Requires Me To Do
Complaining About My Job And/Or Working Conditions
Asking For Clearer Work Instructions
Evaluating The Performance Of My Immediate Supervisor

Groups and activities which Victor Valley College employees reported were used less as sources of information than employees of other educational institutions of comparable size in the ICA computer data bank included:

Co-Workers In My Own Unit Or Department
Subordinates (if applicable)
Immediate Supervisors
Department Meetings
Management
Administrators
Individuals In Other Units, Departments In My Organization
Formal Presentations

Compared to the responses of employees in educational institutions of the same size included the ICA data bank,

Victor Valley College employees reported the following channels were less used:

- Telephone
- Written correspondence (Memos, Letters)
- Face-To-Face Contact Among More Than Two People
- External Media (Television, Radio, and Newspaper)
- Internal Publications (Newsletter, Magazine)
- Bulletin Boards
- Internal Audio-Visual Media (Videotape, Films, And Slides)

Information Received

There was no topic on which the majority of Victor Valley College employees reported receiving information. In addition, the sample norms were much lower than the norms from the other eight educational institutions of comparable size that are included in the ICA computer data bank. And while there were no majority responses for this topic, a majority of respondents reported that they desired to receive a great deal of information about seven topics including:

- How College Decisions Are Made That Affect My Job (78.26%)
- Pay and Benefits (72.04%)
- College Policies (68.82%)
- How My Job-Related Problems Are Being Handled (64.13%)
- Important New Service or Program Development In The College (63.44%)
- Specific Problems Faced By The College (61.96%)
- How I Am Being Judged (61.54%)
- How Technological Changes Affect My Job (58.07%)
- How My Job Relates To The Total Operation Of The Organization (56.52%)

Sending Information To Others

There was no topic on which the majority of Victor Valley College employees reported sending a great deal of information. In addition there were no topics on which the majority desired to send information. Again, the sample norms were below the norms from eight other educational institutions of comparable size that are included in the ICA computer data bank.

Follow-Up Action

There was no group from which the majority of Victor Valley College employees reported receiving a great deal of follow-up. Moreover, there was only one group, Immediate Supervisors (51.09%), from which the majority desired to receive more follow-up.

Sources Of Information

Of the nine sources covered in the audit, none were felt to provide a great deal of information to Victor Valley College employees. However, majorities desired a great deal of information from five sources:

Immediate Supervisor (64.52%)
Co-Workers In My Own Unit (55.29%)
Department Meetings (54.12%)
Subordinates (if applicable) (52.17%)
Administrators (51.14%)

Information From Immediate Supervisors

Responses from 33.33 percent of employees indicated that they received a great deal of information from their immediate supervisors, and 41.94 percent reported that the information they received from their immediate supervisors was timely.

Information From Subordinates

While 33.82 percent of employees reported that they were satisfied with information that they received from subordinates, 47.76 reported that the information that they received from subordinates was timely.

Information From Co-workers

The reports from 34.12 percent of employees indicated that they felt positive about the amount of information that they were receiving from co-workers, and 45.46 percent reported that the information that they received from co-workers was timely.

Information From Management

Only 15.29 percent of employees reported that information received from Management was satisfactory, and 23.86 percent reported that the information they received

from Management was timely.

Information From Administrators

While 11.36 percent of employees reported that information received from Administrators was satisfactory, only 17.98 percent reported that the information they recieved from Administrators was timely.

Information From The Grapevine

The reports of 32.61 percent of employees indicated that they received a great deal of information from the Grapevine, and 26.14 percent reported that the information they received from the Grapevine was timely. However, most employees reported that they needed far less information from the Grapevine than they were getting.

Organizational Communication Relationships

The majoritiy of Victor Valley College employees reported satisfaction in the following areas:

- They can tell their supervisor when things are going wrong (73.12%)
- Their supervisor is friendly with them (63.04%)
- They trust their co-workers (62.64%)
- They are free to disagree with their supervisor (59.14%)
- Their supervisor listens to them (59.14%)
- They get along with their co-workers (58.24%)
- They find that their relationship with co-workers is satisfying (57.14%)
- They think that their supervisor is honest with them (56.52 %)

The majority also reported that Victor Valley College does

not recognize and reward outstanding performance, (79.12%).

Satisfaction

The majority of Victor Valley College employees were satisfied with their jobs, (59.14%).

The majority of Victor Valley College employees were not satisfied with the following:

the college's concern for its members' welfare (73.26%)
the college's overall communicative efforts (72.83%)
their chances for getting ahead in the college (59.34%)
the college's overall efficiency of operation (54.35%).

Channels Of Communication

There is no channel through which a majority of Victor Valley College employees reported receiving a great deal of information. However, majorities desired a great deal of information from one source, Face-To-Face Contact Between Two People (63.44%)

Recommendation Summary

Consistent with the approach of communication auditors, a synthesis of survey results and subsequent recommendations are contained within the next section of this report. The purpose of these recommendations is to stimulate discussion and motivate action within Victor Valley College toward solving the identified communication problems.

1. Top Management of Victor Valley College should meet with an outside consultant. The goals of the meeting should include the following:

a. Clarification of the audit findings and implications for all parties meeting.

b. Formulation of broad communication goals, policies, and objectives based on a review of the data.

c. Identification of priorities for action.

d. Development of action plans for implementation of some or all of these recommendations.

2. Victor Valley College needs to improve the flow of information to employees. At the minimum, employees need to receive more information about promotion and advancement opportunities, important new service or program development, pay and benefits, how organizational decisions are made, how job related problems are being handled, organizational policies, how they are being evaluated, and progress in their work. In addition, immediate feedback on lower to upper initiated communication needs to be improved.

Improvement could be accomplished in many ways: the creation of a weekly newsletter, compilation and publication of an employee handbook, and holding frequent department/staff meetings by trained managers who would lead the meetings and could provide feedback from employees who have questions, comments, or problems.

3. Victor Valley College needs to encourage the upward flow of information from subordinates. People need to be encouraged to ask for information, to ask for clarification, to voice complaints, and to make suggestions. Feedback to employees should be made in a timely manner and employees should not not feel threatened if they initiate upward communication.

This would probably require some training of managers in the use of open/supportive communication styles. This could be implemented more immediately through Top Management tours of the college which included some time for discussion with employees, creation of a formal suggestion system, and inclusion of a speak-up section in a weekly newsletter.

4. The college needs to strengthen its internal organizational structure. Simply clarifying the structure should reduce the problems in supervision; however, employees need reassurance that practice and policy are consistent throughout the college. Clarification of policy and consistency of practice should improve decision making. Clarification of procedures and consistency of practice should increase predictability of organizational outcomes.

5. The Personnel function should be expanded. Regular personnel announcements should be posted on bulletin

boards, circulated in a weekly newsletter, and published in a handbook. Such announcements should include policy changes, position openings, promotions, titles, retirements, resignations, etc.

Personnel might also become involved in orientation of new employees and management training. No expansion of the personnel function should be implemented without commitments of additional human and financial resources.

7. Victor Valley College should encourage contact between management and employees. This contact could take the form of monthly meetings where managers would encourage complaints and be sensitive to them.

8. One year after implementation of these recommendations a follow-up evaluation should be conducted.

ENDNOTES

Chapter One

¹ Peter Drucker, The Practice Of Management (New York: Harper and Row, 1954). p. 346.

² Alan Bavelas and Dennis Barrett, "An Experimental Approach to Organizational Communication" Personnel, 27 (1951), 366-371.

³ Edward Carter, "The Behavioral Theory Of Firm And Top Level Corporate Decision" Administrative Science Quarterly, 16 (1971), 413-428.

⁴ Gerald M. Goldhaber and Donald P. Rogers, Auditing Organizational Communication Systems: The ICA Communication Audit (Iowa:Kendall/Hunt, 1979). p. 3.

⁵ Richard Cybert and James March, A Behavioral Theory Of The Firm (New Jersey: Prentice-Hall, 1973). p 321.

⁶ Gerald M. Goldhaber and Donald P. Rogers, p. 3.

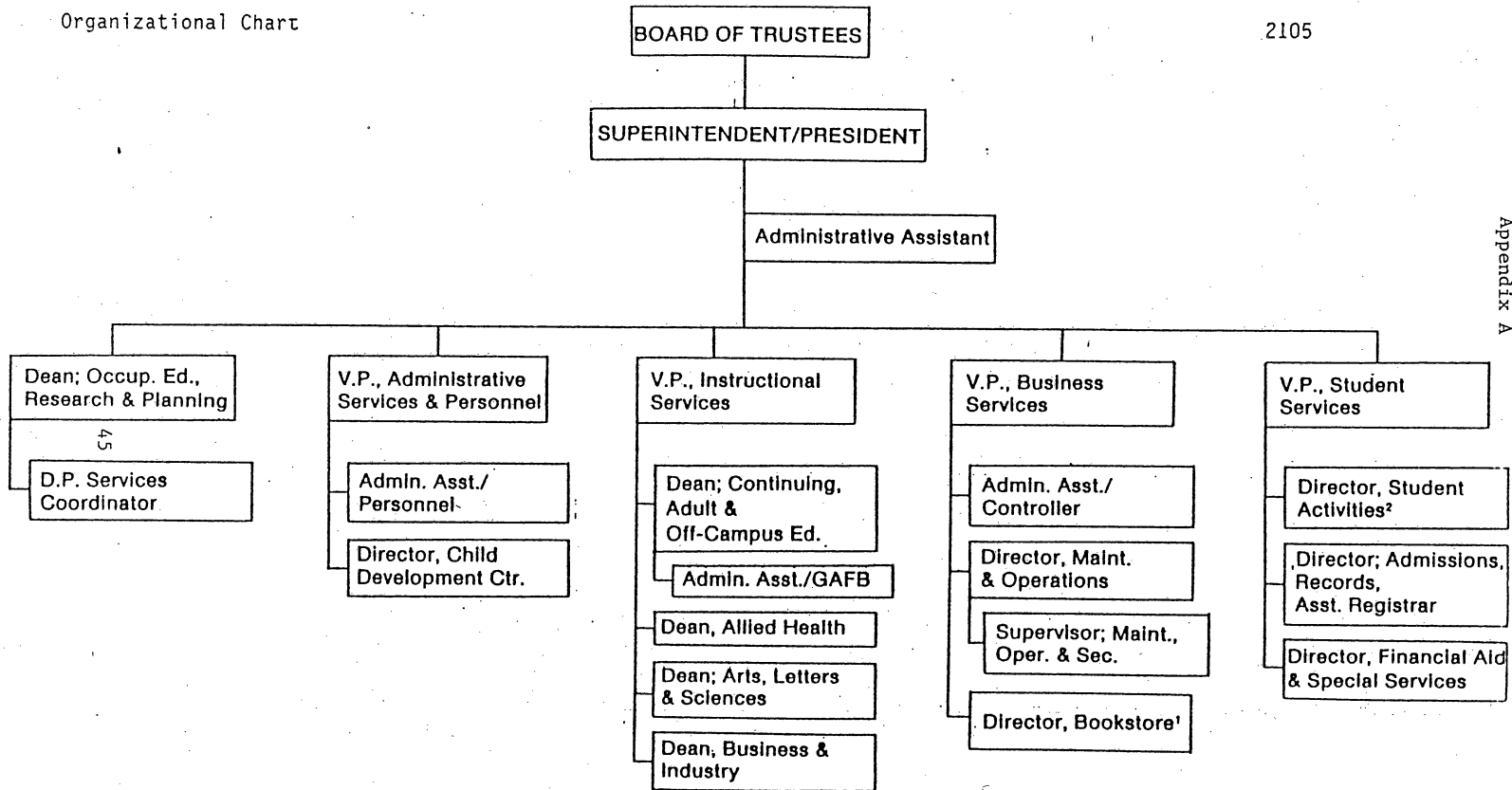
⁷ Goldhaber and Rogers, p. 2.

⁸ Goldhaber and Rogers, p. 8.

⁹ Goldhaber and Rogers, p. 9.

¹⁰ Goldhaber and Rogers, pp. 33-34.

APPENDICES



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Appendix A

ORGANIZATIONAL CHART

Victor Valley College

INSTRUCTIONS

Please mark all of your responses on the enclosed answer sheet with the pencil supplied. The answer sheets will be machine processed so please erase any stray marks carefully. DO NOT FILL IN YOUR NAME. Try to respond to all of the statements; however, if there are statements which do not apply to you leave the response section to that statement blank.

Many of the statements in this survey require two-part responses. The answer columns for these statements are labeled A and B. Please respond to both A and B answer sections for the statements that require two-part responses.

To answer the statements that require only one response, select a response from 1 very little to 5 very great and fill in the corresponding number on the answer sheet.

If there are any statements which you do not understand, please ask me about them. I can be contacted weekdays at ext. 263. Evenings and weekends I can be reached at 247-9644.

Please put your completed questionnaire in the AV mailbox in the Administration Building or drop it by the Audiovisual Office in the library on or before May

Thank you for your cooperation.

Receiving Information from Others

Instructions for Questions 1 through 26

You can receive information about various topics in your organization. For each topic listed on the following pages, mark your response on the answer sheet that best indicates: (1) the amount of information you *are* receiving on that topic and (2) the amount of information you *need* to receive on that topic.

Answer both A and B sections.

2

Topic Area	A					B						
	<i>This is the amount of information I receive now</i>					<i>This is the amount of information I need to receive</i>						
	Very Little	Little	Some	Great	Very Great	Very Little	Little	Some	Great	Very Great		
How well I am doing in my job.	1.	1	2	3	4	5	2.	1	2	3	4	5
My job duties.	3.	1	2	3	4	5	4.	1	2	3	4	5
College policies.	5.	1	2	3	4	5	6.	1	2	3	4	5
Pay and benefits.	7.	1	2	3	4	5	8.	1	2	3	4	5
How technological changes affect my job.	9.	1	2	3	4	5	10.	1	2	3	4	5
Mistakes and failures of my organization.	11.	1	2	3	4	5	12.	1	2	3	4	5
How I am being judged.	13.	1	2	3	4	5	14.	1	2	3	4	5
How my job-related problems are being handled.	15.	1	2	3	4	5	16.	1	2	3	4	5
How college decisions are made that affect my job.	17.	1	2	3	4	5	18.	1	2	3	4	5
Promotion and advancement opportunities in the college.	19.	1	2	3	4	5	20.	1	2	3	4	5
Important new product, service or program developments in the college.	21.	1	2	3	4	5	22.	1	2	3	4	5
How my job relates to the total operation of my organization.	23.	1	2	3	4	5	24.	1	2	3	4	5
Specific problems faced by the college.	25.	1	2	3	4	5	26.	1	2	3	4	5

Sending Information to Others

Instructions for Questions 27 through 40

In addition to receiving information, there are many topics on which you can send information to others. For each topic listed on the following pages, mark your response on the answer sheet that best indicates: (1) the amount of information you *are* sending on that topic and (2) the amount of information you *need* to send on that topic in order to do your job.

Topic Area	<i>This is the amount of information I send now</i>					<i>This is the amount of information I need to send now</i>						
	Very Little	Little	Some	Great	Very Great	Very Little	Little	Some	Great	Very Great		
Reporting what I am doing in my job	27.	1	2	3	4	5	28.	1	2	3	4	5
Reporting what I think my job requires me to do	29.	1	2	3	4	5	30.	1	2	3	4	5
Reporting job-related problems	31.	1	2	3	4	5	32.	1	2	3	4	5
Complaining about my job and/or working conditions	33.	1	2	3	4	5	34.	1	2	3	4	5
Requesting information necessary to do my job	35.	1	2	3	4	5	36.	1	2	3	4	5
Evaluating the performance of my immediate supervisor	37.	1	2	3	4	5	38.	1	2	3	4	5
Asking for clearer work instructions	39.	1	2	3	4	5	40.	1	2	3	4	5

Follow-up on Information Sent

Instructions for Questions 41 through 50

Indicate the amount of *action* or *follow-up* that *is* and *needs* to be taken on information you send to the following:

Topic Area	<i>This is the amount of follow-up now</i>					<i>This is the amount of follow-up needed</i>						
	Very Little	Little	Some	Great	Very Great	Very Little	Little	Some	Great	Very Great		
Subordinates	41.	1	2	3	4	5	42.	1	2	3	4	5
Co-workers	43.	1	2	3	4	5	44.	1	2	3	4	5
Immediate supervisor	45.	1	2	3	4	5	46.	1	2	3	4	5
Management	47.	1	2	3	4	5	48.	1	2	3	4	5
Administrators	49.	1	2	3	4	5	50.	1	2	3	4	5

Sources of Information

Instructions for Questions 51 through 68

You *not only* receive various kinds of information, but can receive such information from *various sources* within the organization. For each source listed below, mark your response on the answer sheet that best indicates: (1) the amount of information you *are* receiving from that source and (2) the amount of information you *need* to receive from that source in order to do your job.

Sources of Information	<i>This is the amount of information I receive now</i>					<i>This is the amount of information I need to receive</i>						
	Very Little	Little	Some	Great	Very Great	Very Little	Little	Some	Great	Very Great		
Subordinates (if applicable)	51.	1	2	3	4	5	52.	1	2	3	4	5
Co-workers in my own unit or department	53.	1	2	3	4	5	54.	1	2	3	4	5
Individuals in <i>other</i> units, department in my organization	55.	1	2	3	4	5	56.	1	2	3	4	5
Immediate supervisor	57.	1	2	3	4	5	58.	1	2	3	4	5
Department meetings	59.	1	2	3	4	5	60.	1	2	3	4	5
Management	61.	1	2	3	4	5	62.	1	2	3	4	5
Formal Meetings	63.	1	2	3	4	5	64.	1	2	3	4	5
Administrators	65.	1	2	3	4	5	66.	1	2	3	4	5
The "grapevine"	67.	1	2	3	4	5	68.	1	2	3	4	5

Timeliness of Information Received from Key Sources

Instructions for Questions 69 to 74

Indicate the extent to which information from the following sources is usually *timely* (you get information when you need it—not too early, not too late).

		Very Little	Little	Some	Great	Very Great
Subordinates (if applicable)	69.	1	2	3	4	5
Co-workers	70.	1	2	3	4	5
Immediate supervisor	71.	1	2	3	4	5
Management	72.	1	2	3	4	5
Administrators	73.	1	2	3	4	5
"Grapevine"	74.	1	2	3	4	5

Organizational Communication Relationships

Instructions for Questions 75 through 93

A variety of communicative relationships exist in organizations like your own. Employees exchange messages regularly with supervisors, subordinates, co-workers, etc. Considering your relationships with others in your organization, please mark your response on the answer sheet which best describes the relationship in question.

Relationship:	Very Little	Little	Some	Great	Very Great	
I trust my co-workers	75.	1	2	3	4	5
My co-workers get along with each other	76.	1	2	3	4	5
My relationship with my co-workers is satisfying	77.	1	2	3	4	5
I trust my immediate supervisor	78.	1	2	3	4	5
My immediate supervisor is honest with me	79.	1	2	3	4	5
My immediate supervisor listens to me	80.	1	2	3	4	5
I am free to disagree with my immediate supervisor	81.	1	2	3	4	5
I can tell my immediate supervisor when things are going wrong	82.	1	2	3	4	5
My immediate supervisor praises me for a good job	83.	1	2	3	4	5
My immediate supervisor is friendly with his/her subordinates	84.	1	2	3	4	5
My immediate supervisor understands my job needs	85.	1	2	3	4	5
My relationship with my immediate supervisor is satisfying	86.	1	2	3	4	5
I trust administrators	87.	1	2	3	4	5
Administrators are sincere in their efforts to communicate with employees	88.	1	2	3	4	5
My relationship with management is satisfying	89.	1	2	3	4	5
My organization encourages differences of opinion	90.	1	2	3	4	5
I have a say in decisions that affect my job	91.	1	2	3	4	5
I influence operations in my unit or department	92.	1	2	3	4	5
I have a part in accomplishing my organization's goals	93.	1	2	3	4	5

Organizational Outcomes

Instructions for Questions 94 through 106

One of the most important "outcomes" of working in an organization is the *satisfaction* one receives or fails to receive through working there. Such "satisfaction" can relate to the job, one's co-workers, supervisor, or the organization as a whole. Please mark your response on the answer sheet which best indicates the extent to which you are *satisfied* with:

Outcome:		Very Little	Little	Some	Great	Very Great
My job	94.	1	2	3	4	5
My pay	95.	1	2	3	4	5
My progress in the college up to this point in time	96.	1	2	3	4	5
My chances for getting ahead in the college	97.	1	2	3	4	5
My opportunity to "make a difference"—to contribute to the overall success of the college	98.	1	2	3	4	5
My organization's system for recognizing and rewarding outstanding performance	99.	1	2	3	4	5
The college's concern for its members' welfare	100.	1	2	3	4	5
The college's overall communicative efforts	101.	1	2	3	4	5
Working in the college	102.	1	2	3	4	5
My college as compared to other such colleges	103.	1	2	3	4	5
My college overall efficiency of operation	104.	1	2	3	4	5
The overall quality of my college's product or service	105.	1	2	3	4	5
My college's achievement of its goals and objectives	106.	1	2	3	4	5

Channels of Communication

Instructions for Questions 107 through 122

The following questions list a variety of channels through which information is transmitted to employees. Please mark your response on the answer sheet which best indicates: (1) the amount of information you are receiving through that channel and (2) the amount of information you need to receive through that channel.

Channel:	This is the amount of information I receive now					This is the amount of information I need to receive						
	Very Little	Little	Some	Great	Very Great	Very Little	Little	Some	Great	Very Great		
Face-to-face contact between two people	107.	1	2	3	4	5	108.	1	2	3	4	5
Face-to-face contact among more than two people	109.	1	2	3	4	5	110.	1	2	3	4	5
Telephone	111.	1	2	3	4	5	112.	1	2	3	4	5
Written (memos, letters)	113.	1	2	3	4	5	114.	1	2	3	4	5
Bulletin Boards	115.	1	2	3	4	5	116.	1	2	3	4	5
Internal Publications (newsletter, magazine)	117.	1	2	3	4	5	118.	1	2	3	4	5
Internal Audio-Visual Media Videotape, Films, Slides)	119.	1	2	3	4	5	120.	1	2	3	4	5
External Media (TV, Radio, Newspapers)	121.	1	2	3	4	5	122.	1	2	3	4	5

(2) Add Email
Internet.

same
same

same
same

Use name of organization
- Modify to make same

Background Information

10

This section is for statistical purposes only and will be used to study how different groups of people view your organization. We do not want your name, but would appreciate the following information.

123. How do you receive most of your income from the college?

1. Salaried
2. Hourly
- 3.
- 4.
5. Other

124. What is your sex?

1. Male
2. Female

125. Do you work:

1. Fulltime
2. Parttime
3. Temporary Fulltime
4. Temporary Parttime

126. How long have you worked at the college?

1. Less than 1 year
2. 1 to 5 years
3. 6 to 10 years
4. 11 to 15 years
5. More than 15 years

127. How long have you held your present position?

1. Less than 1 year
2. 1 to 5 years
3. 6 to 10 years
4. 11 to 15 years
5. More than 15 years

128. What is your position at the college?

1. I don't supervise anybody
2. First-line supervisor
- 3.
- 4.
5. Other (Please specify: _____)

129. What was the *last* level you completed in school?

1. Less than high school graduate
2. High school graduate
3. Some college or technical school
4. Completed college or technical school
5. Graduate work

130. What is your age?

1. Under 20 years of age
2. 21 to 30 years of age
3. 31 to 40 years of age
4. 41 to 50 years of age
5. Over 50 years of age

131. How much training to improve your communicative skills have you had?

1. No training at all
2. Little training (attended 1 seminar, workshop, training activity or course)
3. Some training (attended a few seminars, workshops, training activities, or courses)
4. Extensive training (attended a great number of seminars, workshops, training activities, or courses)

132. How much money did you receive from the college last year?

1. Less than \$15,000
2. \$15,000 to \$17,999
3. \$18,000 to \$24,999
4. \$25,000 to \$29,999
5. Over \$30,000

133. During the past ten years, in how many other organizations have you been employed?

1. No other organizations
2. One other organization
3. Two other organizations
4. Three other organizations
5. More than three others

134. Are you presently looking for a job in a different organization?

- Yes
- No

TABLE 1

RECEIVING INFORMATION FROM OTHERS

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: CURRENT QUALITY

1. HOW WELL I AM DOING IN MY JOB
3. MY JOB DUTIES
5. COLLEGE POLICIES
7. PAY AND BENEFITS
9. HOW TECHNOLOGICAL CHANGES AFFECT MY JOB
11. MISTAKES AND FAILURES OF THE ORGANIZATION
13. HOW I AM BEING JUDGED
15. HOW MY JOB-RELATED PROBLEMS ARE BEING HANDLED
17. HOW COLLEGE DECISIONS ARE MADE THAT AFFECT MY JOB
19. PROMOTION AND ADVANCEMENT OPPORTUNITIES IN THE COLLEGE
21. IMPORTANT NEW PRODUCT, SERVICE OR PROGRAM DEVELOPMENTS IN THE COLLEGE
23. HOW MY JOB RELATES TO THE TOTAL OPERATION OF THE ORGANIZATION
25. SPECIFIC PROBLEMS FACED BY THE COLLEGE

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE		LITTLE		SOME		GREAT		VERY GREAT		MISSING DATA	
						N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT
1	2.88	3.12	SAME	1.19	1.17	17	18.28	11	11.83	38	40.86	20	21.51	7	7.53	0	.00
3	3.03	3.36	SAME	1.14	1.11	12	12.90	11	11.83	40	43.01	22	23.66	8	8.60	0	.00
5	2.51	2.99	SAME	1.19	1.16	23	24.73	23	24.73	28	30.11	15	16.13	4	4.30	0	.00
7	3.09	3.24	SAME	1.20	1.01	9	9.68	8	8.60	50	53.76	18	19.35	8	8.60	0	.00
9	2.69	2.78	SAME	1.20	1.19	19	20.43	20	21.51	32	34.41	15	16.13	7	7.53	0	.00
11	1.99	2.59	SAME	1.17	1.04	38	40.86	23	24.73	24	25.81	2	2.15	3	3.23	3	3.23
13	2.38	2.91	SAME	1.28	1.22	27	29.03	28	30.11	20	21.51	12	12.90	6	6.45	0	.00
15	2.28	2.81	SAME	1.20	1.08	29	31.18	22	23.66	28	30.11	12	12.90	1	1.08	1	1.08
17	1.94	2.51	SAME	1.23	1.22	48	51.61	22	23.66	9	9.68	9	9.68	5	5.38	0	.00
19	2.25	2.61	SAME	1.29	1.15	29	31.18	29	31.18	24	25.81	5	5.38	6	6.45	0	.00
21	2.39	2.81	SAME	1.17	1.09	24	25.81	26	27.96	29	31.18	11	11.83	3	3.23	0	.00
23	2.52	3.22	SAME	1.18	1.25	26	27.96	20	21.51	27	29.03	13	13.98	7	7.53	0	.00
25	2.23	2.66	SAME	1.20	1.18	33	35.48	22	23.66	25	26.88	7	7.53	5	5.38	1	1.08

TABLE 2

RECEIVING INFORMATION FROM OTHERS

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO CURRENT QUALITY

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	32.258	50.591	3.03	3.36	30 MY JOB DUTIES
2	29.032	40.105	2.88	3.12	27 HOW WELL I AM DOING IN MY JOB
3	27.957	46.372	3.09	3.24	26 PAY AND BENEFITS
4	23.656	28.314	2.69	2.78	22 HOW TECHNOLOGICAL CHANGES AFFECT MY JOB
5	21.505	43.987	2.52	3.22	20 HOW MY JOB RELATES TO THE TOTAL OPERATION OF THE ORGANIZATION
6	20.430	36.474	2.51	2.99	19 COLLEGE POLICIES
7	19.355	35.333	2.38	2.91	18 HOW I AM BEING JUDGED
8	15.054	29.367	2.39	2.81	14 IMPORTANT NEW PRODUCT, SERVICE OR PROGRAM DEVELOPMENTS IN THE COLLEGE
9	15.054	23.667	1.94	2.51	14 HOW COLLEGE DECISIONS ARE MADE THAT AFFECT MY JOB
10	14.130	30.565	2.28	2.81	13 HOW MY JOB-RELATED PROBLEMS ARE BEING HANDLED
11	13.043	24.810	2.23	2.66	12 SPECIFIC PROBLEMS FACED BY THE COLLEGE
12	11.828	27.391	2.25	2.61	11 PROMOTION AND ADVANCEMENT OPPORTUNITIES IN THE COLLEGE
13	5.556	21.897	1.99	2.59	5 MISTAKES AND FAILURES OF THE ORGANIZATION

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 3

RECEIVING INFORMATION FROM OTHERS

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO CURRENT QUALITY

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	75.269	51.736	1.94	2.51	70 HOW COLLEGE DECISIONS ARE MADE THAT AFFECT MY JOB
2	67.778	45.725	1.99	2.59	61 MISTAKES AND FAILURES OF THE ORGANIZATION
3	62.366	47.896	2.25	2.61	58 PROMOTION AND ADVANCEMENT OPPORTUNITIES IN THE COLLEGE
4	59.783	44.412	2.23	2.66	55 SPECIFIC PROBLEMS FACED BY THE COLLEGE
5	59.140	37.825	2.38	2.91	55 HOW I AM BEING JUDGED
6	55.435	41.063	2.28	2.81	51 HOW MY JOB-RELATED PROBLEMS ARE BEING HANDLED
7	53.763	38.347	2.39	2.81	50 IMPORTANT NEW PRODUCT, SERVICE OR PROGRAM DEVELOPMENTS IN THE COLLEGE
8	49.462	25.426	2.52	3.22	46 HOW MY JOB RELATES TO THE TOTAL OPERATION OF THE ORGANIZATION
9	49.462	33.568	2.51	2.99	46 COLLEGE POLICIES
10	41.935	38.458	2.69	2.78	39 HOW TECHNOLOGICAL CHANGES AFFECT MY JOB
11	30.108	28.195	2.88	3.12	28 HOW WELL I AM DOING IN MY JOB
12	24.731	22.507	3.03	3.36	23 MY JOB DUTIES
13	18.280	26.758	3.09	3.24	17 PAY AND BENEFITS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 4

RECEIVING INFORMATION FROM OTHERS

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO NEED FOR INFORMATION

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	78.261	67.436	4.10	3.86	72	HOW COLLEGE DECISIONS ARE MADE THAT AFFECT MY JOB
2	72.043	51.181	3.95	3.51	67	PAY AND BENEFITS
3	68.817	55.709	3.88	3.57	64	COLLEGE POLICIES
4	64.130	62.441	3.83	3.72	59	HOW MY JOB-RELATED PROBLEMS ARE BEING HANDLED
5	63.441	56.380	3.80	3.57	59	IMPORTANT NEW PRODUCT, SERVICE OR PROGRAM DEVELOPMENTS IN THE COLLEGE
6	61.957	55.913	3.82	3.58	57	SPECIFIC PROBLEMS FACED BY THE COLLEGE
7	61.538	58.969	3.74	3.67	56	HOW I AM BEING JUDGED
8	58.065	46.036	3.72	3.41	54	HOW TECHNOLOGICAL CHANGES AFFECT MY JOB
9	56.522	46.109	3.67	3.45	52	HOW MY JOB RELATES TO THE TOTAL OPERATION OF THE ORGANIZATION
10	52.688	53.603	3.56	3.49	49	HOW WELL I AM DOING IN MY JOB
11	46.739	62.214	3.52	3.76	43	PROMOTION AND ADVANCEMENT OPPORTUNITIES IN THE COLLEGE
12	45.556	54.981	3.37	3.54	41	MISTAKES AND FAILURES OF THE ORGANIZATION
13	44.086	45.912	3.42	3.38	41	MY JOB DUTIES

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 5
 RECEIVING INFORMATION FROM OTHERS
 TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO NEED FOR INFORMATION

RANK	PERCENT	SAMPLE NORM PERCENT	MEAN	SAMPLE NORM MEAN	PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
1	14.444	14.773	3.37	3.54	13 MISTAKES AND FAILURES OF THE ORGANIZATION
2	11.957	11.404	3.67	3.45	11 HOW MY JOB RELATES TO THE TOTAL OPERATION OF THE ORGANIZATION
3	11.828	14.491	3.42	3.38	11 MY JOB DUTIES
4	8.696	9.654	3.52	3.76	8 PROMOTION AND ADVANCEMENT OPPORTUNITIES IN THE COLLEGE
5	8.602	13.352	3.72	3.41	8 HOW TECHNOLOGICAL CHANGES AFFECT MY JOB
6	7.527	12.201	3.88	3.57	7 COLLEGE POLICIES
7	6.593	9.888	3.74	3.67	6 HOW I AM BEING JUDGED
8	4.301	12.398	3.80	3.57	4 IMPORTANT NEW PRODUCT, SERVICE OR PROGRAM DEVELOPMENTS IN THE COLLEGE
9	4.301	13.159	3.56	3.49	4 HOW WELL I AM DOING IN MY JOB
10	3.261	12.755	3.82	3.58	3 SPECIFIC PROBLEMS FACED BY THE COLLEGE
11	3.261	8.108	4.10	3.86	3 HOW COLLEGE DECISIONS ARE MADE THAT AFFECT MY JOB
12	3.261	8.496	3.83	3.72	3 HOW MY JOB-RELATED PROBLEMS ARE BEING HANDLED
13	2.151	12.098	3.95	3.51	2 PAY AND BENEFITS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 6

RECEIVING INFORMATION FROM OTHERS

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO UNCERTAINTY

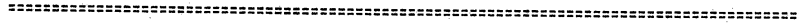
RANK	UNCTN INDEX	NORM INDEX	NEED INDEX	STATUS INDEX	PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
1	2.162	1.343	4.10	1.94	93 HOW COLLEGE DECISIONS ARE MADE THAT AFFECT MY JOB
2	1.587	.922	3.82	2.23	92 SPECIFIC PROBLEMS FACED BY THE COLLEGE
3	1.543	.913	3.83	2.28	92 HOW MY JOB-RELATED PROBLEMS ARE BEING HANDLED
4	1.409	.755	3.80	2.39	93 IMPORTANT NEW PRODUCT, SERVICE OR PROGRAM DEVELOPMENTS IN THE COLLEGE
5	1.378	.947	3.37	1.99	90 MISTAKES AND FAILURES OF THE ORGANIZATION
6	1.376	.578	3.88	2.51	93 COLLEGE POLICIES
7	1.360	.762	3.74	2.38	93 HOW I AM BEING JUDGED
8	1.274	1.156	3.52	2.25	93 PROMOTION AND ADVANCEMENT OPPORTUNITIES IN THE COLLEGE
9	1.158	.228	3.67	2.52	93 HOW MY JOB RELATES TO THE TOTAL OPERATION OF THE ORGANIZATION
10	1.032	.626	3.72	2.69	93 HOW TECHNOLOGICAL CHANGES AFFECT MY JOB
11	.860	.271	3.95	3.09	93 PAY AND BENEFITS
12	.677	.379	3.56	2.88	93 HOW WELL I AM DOING IN MY JOB
13	.387	.015	3.42	3.03	93 MY JOB DUTIES

"UNCTN INDEX" = UNCERTAINTY INDEX. THE LOWER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION OVERLOAD. THE HIGHER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION INADEQUACY. VALUES ON THE UNCERTAINTY INDEX ARE CLOSE TO ZERO (+ OR - .04) INDICATE PEOPLE ARE GETTING OR SENDING ABOUT INFORMATION AS THEY NEED TO DO THEIR JOB ON THAT TOPIC.

TABLE 7

PLOT OF CURRENT, NEED, AND NORMATIVE RATINGS

RECEIVING INFORMATION FROM OTHERS



I		
1 I	3.12	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
1 I	2.88	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
2 I	3.56	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
2 I	3.49	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		HOW WELL I AM DOING IN MY JOB
I		
3 I	3.36	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
3 I	3.03	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
4 I	3.42	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
4 I	3.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		MY JOB DUTIES
I		
5 I	2.99	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
5 I	2.51	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
6 I	3.88	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
6 I	3.57	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		COLLEGE POLICIES
I		
7 I	3.24	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
7 I	3.09	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
8 I	3.95	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
8 I	3.51	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		PAY AND BENEFITS
I		
9 I	2.78	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
9 I	2.69	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
10 I	3.72	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
10 I	3.41	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		HOW TECHNOLOGICAL CHANGES AFFECT MY JOB
I		
11 I	2.59	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
11 I	1.99	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
12 I	3.37	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
12 I	3.54	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		MISTAKES AND FAILURES OF THE ORGANIZATION
I		
13 I	2.91	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
13 I	2.38	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
14 I	3.74	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
14 I	3.67	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		HOW I AM BEING JUDGED
I		
15 I	2.81	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
15 I	2.28	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
16 I	3.83	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
16 I	3.72	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		HOW MY JOB-RELATED PROBLEMS ARE BEING HANDLED
I		
17 I	2.51	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
17 I	1.94	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
18 I	4.10	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
18 I	3.86	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		HOW COLLEGE DECISIONS ARE MADE THAT AFFECT MY JOB

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I
19 I 2.61 LLLLLLLLLLLLLLLLLLLLLLLLLL
19 I 2.25 CCCCCCCCCCCCCCCCCCCC
20 I 3.52 NNNNNNNNNNNNNNNNNNNNNNNNN
20 I 3.76 LLLLLLLLLLLLLLLLLLLLLLLLLL
I PROMOTION AND ADVANCEMENT OPPORTUNITIES IN THE COLLEGE
I
21 I 2.81 LLLLLLLLLLLLLLLLLLLLLLLLLL
21 I 2.39 CCCCCCCCCCCCCCCCCCCC
22 I 3.80 NNNNNNNNNNNNNNNNNNNNNNNNN
22 I 3.57 LLLLLLLLLLLLLLLLLLLLLLLLLL
I IMPORTANT NEW PRODUCT, SERVICE OR PROGRAM DEVELOPMENTS IN THE COLLEGE
I
23 I 3.22 LLLLLLLLLLLLLLLLLLLLLLLLLL
23 I 2.52 CCCCCCCCCCCCCCCCCCCC
24 I 3.67 NNNNNNNNNNNNNNNNNNNNNNNNN
24 I 3.45 LLLLLLLLLLLLLLLLLLLLLLLLLL
I HOW MY JOB RELATES TO THE TOTAL OPERATION OF THE ORGANIZATION
I
25 I 2.66 LLLLLLLLLLLLLLLLLLLLLLLLLL
25 I 2.23 CCCCCCCCCCCCCCCCCCCC
26 I 3.82 NNNNNNNNNNNNNNNNNNNNNNNNN
26 I 3.58 LLLLLLLLLLLLLLLLLLLLLLLLLL
I SPECIFIC PROBLEMS FACED BY THE COLLEGE
I
I-----I---I---I---I---I---I---I---I

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NOTE: THE C'S REPRESENT "CURRENT" RATINGS.
 THE L'S REPRESENT "NORMATIVE" RATINGS.
 THE N'S REPRESENT "NEED" RATINGS.

TABLE 8

PLOT OF SAMPLE VERSUS NORMATIVE UNCERTAINTY VALUES

RECEIVING INFORMATION FROM OTHERS

```

=====
I
1 I .68 SSSSSS
1 I .38 NNN
I HOW WELL I AM DOING IN MY JOB
I
3 I .39 SSS
3 I .01 N
I MY JOB DUTIES
I
5 I 1.38 SSSSSSSSSSSS
5 I .58 NNNNN
I COLLEGE POLICIES
I
7 I .86 SSSSSSSS
7 I .27 NN
I PAY AND BENEFITS
I
9 I 1.03 SSSSSSSSSS
9 I .63 NNNNNN
I HOW TECHNOLOGICAL CHANGES AFFECT MY JOB
I
11 I 1.38 SSSSSSSSSSSS
11 I .95 NNNNNNNNN
I MISTAKES AND FAILURES OF THE ORGANIZATION
I
13 I 1.36 SSSSSSSSSSSS
13 I .76 NNNNNNN
I HOW I AM BEING JUDGED
I
15 I 1.54 SSSSSSSSSSSS
15 I .91 NNNNNNNNN
I HOW MY JOB-RELATED PROBLEMS ARE BEING HANDLED
I
17 I 2.16 SSSSSSSSSSSSSSSSSS
17 I 1.34 NNNNNNNNNNNN
I HOW COLLEGE DECISIONS ARE MADE THAT AFFECT MY JOB
I
19 I 1.27 SSSSSSSSSSSS
19 I 1.16 NNNNNNNNNN
I PROMOTION AND ADVANCEMENT OPPORTUNITIES IN THE COLLEGE
I
21 I 1.41 SSSSSSSSSSSS
21 I .76 NNNNNNN
I IMPORTANT NEW PRODUCT, SERVICE OR PROGRAM DEVELOPMENTS IN THE COLLEGE
I
23 I 1.16 SSSSSSSSSSSS
23 I .23 NN
I HOW MY JOB RELATES TO THE TOTAL OPERATION OF THE ORGANIZATION
I
25 I 1.59 SSSSSSSSSSSSSS
25 I .92 NNNNNNNNN
I SPECIFIC PROBLEMS FACED BY THE COLLEGE
I
I-----I-----I-----I-----I-----I-----I-----I-----I-----I

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NOTE: THE S'S REPRESENT SAMPLE "UNCERTAINTY" VALUES.
THE N'S REPRESENT NORMATIVE "UNCERTAINTY" VALUES.

TABLE 9

RECEIVING INFORMATION FROM OTHERS

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: NEED FOR INFORMATION

2. HOW WELL I AM DOING IN MY JOB
4. MY JOB DUTIES
6. COLLEGE POLICIES
8. PAY AND BENEFITS
10. HOW TECHNOLOGICAL CHANGES AFFECT MY JOB
12. MISTAKES AND FAILURES OF THE ORGANIZATION
14. HOW I AM BEING JUDGED
16. HOW MY JOB-RELATED PROBLEMS ARE BEING HANDLED
18. HOW COLLEGE DECISIONS ARE MADE THAT AFFECT MY JOB
20. PROMOTION AND ADVANCEMENT OPPORTUNITIES IN THE COLLEGE
22. IMPORTANT NEW PRODUCT, SERVICE OR PROGRAM DEVELOPMENTS IN THE COLLEGE
24. HOW MY JOB RELATES TO THE TOTAL OPERATION OF THE ORGANIZATION
26. SPECIFIC PROBLEMS FACED BY THE COLLEGE

ITEM	SAMPLE		NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE		LITTLE		SOME		GREAT		VERY GREAT		MISSING DATA	
	MEAN	MEAN				N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT
2	3.56	3.49	SAME	.87	.83	3	3.23	1	1.08	40	43.01	39	41.94	10	10.75	0	.00
4	3.42	3.38	SAME	.88	.94	3	3.23	8	8.60	41	44.09	29	31.18	12	12.90	0	.00
6	3.88	3.57	SAME	.91	.97	2	2.15	5	5.38	22	23.66	37	39.78	27	29.03	0	.00
8	3.95	3.51	SAME	.92	.81	1	1.08	1	1.08	24	25.81	43	46.24	24	25.81	0	.00
10	3.72	3.41	SAME	.88	1.05	4	4.30	4	4.30	31	33.33	29	31.18	25	26.88	0	.00
12	3.37	3.54	SAME	.98	1.05	7	7.53	6	6.45	36	38.71	29	31.18	12	12.90	3	3.23
14	3.74	3.67	SAME	.92	.92	2	2.15	4	4.30	29	31.18	37	39.78	19	20.43	2	2.15
16	3.83	3.72	SAME	.89	.88	2	2.15	1	1.08	30	32.26	37	39.78	22	23.66	1	1.08
18	4.10	3.86	SAME	.93	.89	2	2.15	1	1.08	17	18.28	38	40.86	34	36.56	1	1.08
20	3.52	3.76	SAME	.98	1.02	5	5.38	3	3.23	41	44.09	25	26.88	18	19.35	1	1.08
22	3.80	3.57	SAME	.91	.82	0	.00	4	4.30	30	32.26	40	43.01	19	20.43	0	.00
24	3.67	3.45	SAME	.86	1.12	5	5.38	6	6.45	29	31.18	26	27.96	26	27.96	1	1.08
26	3.82	3.58	SAME	.94	.82	0	.00	3	3.23	32	34.41	36	38.71	21	22.58	1	1.08

TABLE 10

SENDING INFORMATION TO OTHERS

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: CURRENT QUALITY

27. REPORTING WHAT I AM DOING IN MY JOB
 29. REPORTING WHAT I THINK MY JOB REQUIRES ME TO DO
 31. REPORTING JOB-RELATED PROBLEMS
 33. COMPLAINING ABOUT MY JOB AND/OR WORKING CONDITIONS
 35. REQUESTING INFORMATION NECESSARY TO DO MY JOB
 37. EVALUATING THE PERFORMANCE OF MY IMMEDIATE SUPERVISOR
 39. ASKING FOR CLEARER WORK INSTRUCTIONS

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE N PERCENT	LITTLE N PERCENT	SOME N PERCENT	GREAT N PERCENT	VERY GREAT N PERCENT	MISSING DATA N PERCENT						
27	2.75	3.07	SAME	1.21	1.08	14	15.05	23	24.73	31	33.33	22	23.66	3	3.23	0	.00
29	2.75	2.87	SAME	1.15	1.15	17	18.28	16	17.20	38	40.86	13	13.98	7	7.53	2	2.15
31	2.85	3.19	SAME	1.10	1.05	12	12.90	17	18.28	40	43.01	17	18.28	5	5.38	2	2.15
33	2.12	2.66	SAME	1.29	1.10	33	35.48	27	29.03	22	23.66	5	5.38	4	4.30	2	2.15
35	2.91	3.12	SAME	1.20	1.14	14	15.05	13	13.98	40	43.01	17	18.28	8	8.60	1	1.08
37	1.59	2.43	SAME	1.37	.92	58	62.37	18	19.35	9	9.68	6	6.45	0	.00	2	2.15
39	2.20	2.88	SAME	1.28	1.05	29	31.18	24	25.81	30	32.26	4	4.30	3	3.23	3	3.23

TABLE 11

SENDING INFORMATION TO OTHERS

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO CURRENT QUALITY

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	27.174	39.643	2.91	3.12	25	REQUESTING INFORMATION NECESSARY TO DO MY JOB
2	26.882	39.158	2.75	3.07	25	REPORTING WHAT I AM DOING IN MY JOB
3	24.176	42.908	2.85	3.19	22	REPORTING JOB-RELATED PROBLEMS
4	21.978	31.261	2.75	2.87	20	REPORTING WHAT I THINK MY JOB REQUIRES ME TO DO
5	9.890	27.627	2.12	2.66	9	COMPLAINING ABOUT MY JOB AND/OR WORKING CONDITIONS
6	7.778	33.258	2.20	2.88	7	ASKING FOR CLEARER WORK INSTRUCTIONS
7	6.593	24.869	1.59	2.43	6	EVALUATING THE PERFORMANCE OF MY IMMEDIATE SUPERVISOR

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 12

SENDING INFORMATION TO OTHERS

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO CURRENT QUALITY

RANK	PERCENT	SAMPLE NORM PERCENT	SAMPLE NORM MEAN	MEAN	PERSONS	QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
------	---------	------------------------	---------------------	------	---------	--

1	83.516	54.616	1.59	2.43	76	EVALUATING THE PERFORMANCE OF MY IMMEDIATE SUPERVISOR
2	65.934	46.585	2.12	2.66	60	COMPLAINING ABOUT MY JOB AND/OR WORKING CONDITIONS
3	58.889	37.656	2.20	2.88	53	ASKING FOR CLEARER WORK INSTRUCTIONS
4	39.785	29.679	2.75	3.07	37	REPORTING WHAT I AM DOING IN MY JOB
5	36.264	32.860	2.75	2.87	33	REPORTING WHAT I THINK MY JOB REQUIRES ME TO DO
6	31.868	22.518	2.85	3.19	29	REPORTING JOB-RELATED PROBLEMS
7	29.348	28.414	2.91	3.12	27	REQUESTING INFORMATION NECESSARY TO DO MY JOB

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 13

SENDING INFORMATION TO OTHERS

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO NEED FOR INFORMATION

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	42.857	50.844	3.25	3.48	39	EVALUATING THE PERFORMANCE OF MY IMMEDIATE SUPERVISOR
2	42.857	48.214	3.38	3.34	39	REPORTING JOB-RELATED PROBLEMS
3	39.130	42.446	3.21	3.18	36	REPORTING WHAT I THINK MY JOB REQUIRES ME TO DO
4	35.484	45.179	3.24	3.38	33	REPORTING WHAT I AM DOING IN MY JOB
5	34.783	40.097	3.22	3.33	32	REQUESTING INFORMATION NECESSARY TO DO MY JOB
6	30.769	45.505	2.82	3.41	28	COMPLAINING ABOUT MY JOB AND/OR WORKING CONDITIONS
7	20.000	38.559	2.58	3.31	18	ASKING FOR CLEARER WORK INSTRUCTIONS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 14

SENDING INFORMATION TO OTHERS

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO NEED FOR INFORMATION

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	46.667	14.597	2.58	3.31	42 ASKING FOR CLEARER WORK INSTRUCTIONS
2	39.560	13.719	2.82	3.41	36 COMPLAINING ABOUT MY JOB AND/OR WORKING CONDITIONS
3	26.374	16.563	3.25	3.48	24 EVALUATING THE PERFORMANCE OF MY IMMEDIATE SUPERVISOR
4	21.739	25.540	3.21	3.18	20 REPORTING WHAT I THINK MY JOB REQUIRES ME TO DO
5	18.478	13.550	3.22	3.33	17 REQUESTING INFORMATION NECESSARY TO DO MY JOB
6	13.978	13.857	3.24	3.38	13 REPORTING WHAT I AM DOING IN MY JOB
7	13.187	18.036	3.38	3.34	12 REPORTING JOB-RELATED PROBLEMS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 15

SENDING INFORMATION TO OTHERS

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO UNCERTAINTY

UNCTN NORM NEED STATUS
 RANK INDEX INDEX INDEX PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	1.659	1.056	3.25	1.59	91 EVALUATING THE PERFORMANCE OF MY IMMEDIATE SUPERVISOR
2	.703	.748	2.82	2.12	91 COMPLAINING ABOUT MY JOB AND/OR WORKING CONDITIONS
3	.538	.141	3.38	2.85	91 REPORTING JOB-RELATED PROBLEMS
4	.484	.311	3.24	2.75	93 REPORTING WHAT I AM DOING IN MY JOB
5	.459	.311	3.21	2.75	91 REPORTING WHAT I THINK MY JOB REQUIRES ME TO DO
6	.378	.430	2.58	2.20	90 ASKING FOR CLEARER WORK INSTRUCTIONS
7	.304	.206	3.22	2.91	92 REQUESTING INFORMATION NECESSARY TO DO MY JOB

"UNCTN INDEX" = UNCERTAINTY INDEX. THE LOWER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION OVERLOAD.
 THE HIGHER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION INADEQUACY.
 VALUES ON THE UNCERTAINTY INDEX ARE CLOSE TO ZERO (+ OR - .04) INDICATE PEOPLE ARE GETTING OR SENDING ABOUT
 INFORMATION AS THEY NEED TO DO THEIR JOB ON THAT TOPIC.

TABLE 16

PLOT OF CURRENT, NEED, AND NORMATIVE RATINGS

SENDING INFORMATION TO OTHERS

=====

I		
27	I 3.07	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
27	I 2.75	CCCCCCCCCCCCCCCCCCCCCCCCCC
28	I 3.24	NNNNNNNNNNNNNNNNNNNNNNNNNN
28	I 3.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		REPORTING WHAT I AM DOING IN MY JOB
I		
29	I 2.87	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
29	I 2.75	CCCCCCCCCCCCCCCCCCCCCCCCCC
30	I 3.21	NNNNNNNNNNNNNNNNNNNNNNNNNN
30	I 3.18	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		REPORTING WHAT I THINK MY JOB REQUIRES ME TO DO
I		
31	I 3.19	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
31	I 2.85	CCCCCCCCCCCCCCCCCCCCCCCCCC
32	I 3.38	NNNNNNNNNNNNNNNNNNNNNNNNNN
32	I 3.34	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		REPORTING JOB-RELATED PROBLEMS
I		
33	I 2.66	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
33	I 2.12	CCCCCCCCCCCCCCCCCCCCCC
34	I 2.82	NNNNNNNNNNNNNNNNNNNNNNNNNN
34	I 3.41	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		COMPLAINING ABOUT MY JOB AND/OR WORKING CONDITIONS
I		
35	I 3.12	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
35	I 2.91	CCCCCCCCCCCCCCCCCCCCCCCCCC
36	I 3.22	NNNNNNNNNNNNNNNNNNNNNNNNNN
36	I 3.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		REQUESTING INFORMATION NECESSARY TO DO MY JOB
I		
37	I 2.43	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
37	I 1.59	CCCCCCCCCCCCCC
38	I 3.25	NNNNNNNNNNNNNNNNNNNNNNNNNN
38	I 3.48	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		EVALUATING THE PERFORMANCE OF MY IMMEDIATE SUPERVISOR
I		
39	I 2.88	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
39	I 2.20	CCCCCCCCCCCCCCCCCCCCCC
40	I 2.58	NNNNNNNNNNNNNNNNNNNNNNNNNN
40	I 3.31	LLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		ASKING FOR CLEARER WORK INSTRUCTIONS
I		
I		I-----I---I---I---I---I---I---I---I---I

=====

NOTE: THE C'S REPRESENT "CURRENT" RATINGS.
THE L'S REPRESENT NORMATIVE RATINGS.
THE N'S REPRESENT "NEED" RATINGS.

TABLE 17

PLOT OF SAMPLE VERSUS NORMATIVE UNCERTAINTY VALUES
 SENDING INFORMATION TO OTHERS

```

=====
I
27 I .48 SSSS
27 I .31 NNN
I REPORTING WHAT I AM DOING IN MY JOB
I
29 I .46 SSSS
29 I .31 NNN
I REPORTING WHAT I THINK MY JOB REQUIRES ME TO DO
I
31 I .54 SSSSS
31 I .14 N
I REPORTING JOB-RELATED PROBLEMS
I
33 I .70 SSSSSSS
33 I .75 NNNNNNN
I COMPLAINING ABOUT MY JOB AND/OR WORKING CONDITIONS
I
35 I .30 SSS
35 I .21 NN
I REQUESTING INFORMATION NECESSARY TO DO MY JOB
I
37 I 1.66 SSSSSSSSSSSSSSS
37 I 1.06 NNNNNNNNN
I EVALUATING THE PERFORMANCE OF MY IMMEDIATE SUPERVISOR
I
39 I .38 SSS
39 I .43 NNNN
I ASKING FOR CLEARER WORK INSTRUCTIONS
I
I-----I-----I-----I-----I-----I-----I-----I-----I
=====
    
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NOTE: THE S'S REPRESENT SAMPLE "UNCERTAINTY" VALUES.
 THE N'S REPRESENT NORMATIVE "UNCERTAINTY" VALUES.

TABLE 18

SENDING INFORMATION TO OTHERS

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: NEED FOR INFORMATION

28. REPORTING WHAT I AM DOING IN MY JOB
 30. REPORTING WHAT I THINK MY JOB REQUIRES ME TO DO
 32. REPORTING JOB-RELATED PROBLEMS
 34. COMPLAINING ABOUT MY JOB AND/OR WORKING CONDITIONS
 36. REQUESTING INFORMATION NECESSARY TO DO MY JOB
 38. EVALUATING THE PERFORMANCE OF MY IMMEDIATE SUPERVISOR
 40. ASKING FOR CLEARER WORK INSTRUCTIONS

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE N PERCENT	LITTLE N PERCENT	SOME N PERCENT	GREAT N PERCENT	VERY GREAT N PERCENT	MISSING DATA N PERCENT						
28	3.24	3.38	SAME	.87	.95	6	6.45	7	7.53	47	50.54	25	26.88	8	8.60	0	.00
30	3.21	3.18	SAME	1.17	1.12	9	9.68	11	11.83	36	38.71	24	25.81	12	12.90	1	1.08
32	3.38	3.34	SAME	1.11	.90	2	2.15	10	10.75	40	43.01	29	31.18	10	10.75	2	2.15
34	2.82	3.41	SAME	.94	1.30	19	20.43	17	18.28	27	29.03	17	18.28	11	11.83	2	2.15
36	3.22	3.33	SAME	.89	1.12	9	9.68	8	8.60	43	46.24	18	19.35	14	15.05	1	1.08
38	3.25	3.48	SAME	1.05	1.33	13	13.98	11	11.83	28	30.11	18	19.35	21	22.58	2	2.15
40	2.58	3.31	BELOW	.90	1.17	20	21.51	22	23.66	30	32.26	12	12.90	6	6.45	3	3.23

TABLE 19

FOLLOW-UP ACTION

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: CURRENT QUALITY

- 41. SUBORDINATES
- 43. CO-WORKERS
- 45. IMMEDIATE SUPERVISOR
- 47. MANAGEMENT
- 49. ADMINISTRATORS

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE N PERCENT	LITTLE N PERCENT	SOME N PERCENT	GREAT N PERCENT	VERY GREAT N PERCENT	MISSING DATA N PERCENT						
41	2.71	3.23	SAME	1.19	1.36	19	20.43	15	16.13	24	25.81	7	7.53	12	12.90	16	17.20
43	2.75	3.31	SAME	1.07	1.12	13	13.98	22	23.66	33	35.48	12	12.90	7	7.53	6	6.45
45	2.83	3.60	BELOW	.98	1.23	18	19.35	16	17.20	30	32.26	20	21.51	8	8.60	1	1.08
47	2.40	2.57	SAME	1.13	1.24	26	27.96	22	23.66	25	26.88	6	6.45	8	8.60	6	6.45
49	2.22	2.63	SAME	1.29	1.24	33	35.48	22	23.66	21	22.58	5	5.38	7	7.53	5	5.38

TABLE 20

FOLLOW-UP ACTION

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO CURRENT QUALITY

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	30.435	59.352	2.83	3.60	28 IMMEDIATE SUPERVISOR
2	24.675	46.932	2.71	3.23	19 SUBORDINATES
3	21.839	45.760	2.75	3.31	19 CO-WORKERS
4	16.092	19.079	2.40	2.57	14 MANAGEMENT
5	13.636	28.115	2.22	2.63	12 ADMINISTRATORS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 21

FOLLOW-UP ACTION

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO CURRENT QUALITY

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	62.500	45.683	2.22	2.63	55	ADMINISTRATORS
2	55.172	44.737	2.40	2.57	48	MANAGEMENT
3	44.156	23.034	2.71	3.23	34	SUBORDINATES
4	40.230	18.916	2.75	3.31	35	CO-WORKERS
5	36.957	10.682	2.83	3.60	34	IMMEDIATE SUPERVISOR

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 22

FOLLOW-UP ACTION

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO NEED FOR INFORMATION

RANK	PERCENT	SAMPLE NORM PERCENT	SAMPLE NORM MEAN	MEAN	PERSONS	QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
------	---------	------------------------	---------------------	------	---------	--

1	51.087	37.524	3.51	2.91	47	IMMEDIATE SUPERVISOR
2	50.000	35.729	3.47	3.01	44	ADMINISTRATORS
3	48.276	40.044	3.43	3.09	42	MANAGEMENT
4	38.961	34.526	3.08	2.83	30	SUBORDINATES
5	35.227	33.017	3.05	2.89	31	CO-WORKERS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION
THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 23

FOLLOW-UP ACTION

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO NEED FOR INFORMATION

	SAMPLE	NORM	SAMPLE	NORM		
RANK	PERCENT	PERCENT	MEAN	MEAN	PERSONS	QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	31.169	37.053	3.08	2.83	24	SUBORDINATES
2	26.136	35.294	3.05	2.89	23	CO-WORKERS
3	21.839	28.319	3.43	3.09	19	MANAGEMENT
4	19.318	32.136	3.47	3.01	17	ADMINISTRATORS
5	15.217	36.557	3.51	2.91	14	IMMEDIATE SUPERVISOR

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 24

FOLLOW-UP ACTION

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO UNCERTAINTY

RANK	UNCTN INDEX	NORM INDEX	NEED INDEX	STATUS INDEX	PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
------	-------------	------------	------------	--------------	--

1	1.250	.374	3.47	2.22	88 ADMINISTRATORS
2	1.023	.525	3.43	2.40	87 MANAGEMENT
3	.685	-.687	3.51	2.83	92 IMMEDIATE SUPERVISOR
4	.364	-.398	3.08	2.71	77 SUBORDINATES
5	.298	-.418	3.05	2.75	87 CO-WORKERS

"UNCTN INDEX" = UNCERTAINTY INDEX. THE LOWER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION OVERLOAD. THE HIGHER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION INADEQUACY. VALUES ON THE UNCERTAINTY INDEX ARE CLOSE TO ZERO (+ OR - .04) INDICATE PEOPLE ARE GETTING OR SENDING ABOUT INFORMATION AS THEY NEED TO DO THEIR JOB ON THAT TOPIC.

TABLE 25

PLOT OF CURRENT, NEED, AND NORMATIVE RATINGS

FOLLOW-UP ACTION

=====

I		
41 I	3.23	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
41 I	2.71	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
42 I	3.08	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
42 I	2.83	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		SUBORDINATES
I		
43 I	3.31	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
43 I	2.75	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
44 I	3.05	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
44 I	2.89	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		CO-WORKERS
I		
45 I	3.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
45 I	2.83	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
46 I	3.51	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
46 I	2.91	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		IMMEDIATE SUPERVISOR
I		
47 I	2.57	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
47 I	2.40	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
48 I	3.43	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
48 I	3.09	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		MANAGEMENT
I		
49 I	2.63	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
49 I	2.22	CCCCCCCCCCCCCCCCCCCCCCCCCCCC
50 I	3.47	NNNNNNNNNNNNNNNNNNNNNNNNNNNN
50 I	3.01	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I		ADMINISTRATORS
I		
I		I-----I---I---I---I---I---I---I---I---I

=====

NOTE: THE C'S REPRESENT "CURRENT" RATINGS.
 THE L'S REPRESENT "NORMATIVE" RATINGS.
 THE N'S REPRESENT "NEED" RATINGS.

TABLE 26

PLOT OF SAMPLE VERSUS NORMATIVE UNCERTAINTY VALUES

FOLLOW-UP ACTION

```

=====
I
41 I .36 SSS
41 I -.40 N
I SUBORDINATES
I
43 I .30 SS
43 I -.42 N
I CO-WORKERS
I
45 I .68 SSSSSS
45 I -.69 N
I IMMEDIATE SUPERVISOR
I
47 I 1.02 SSSSSSSSSS
47 I .52 NNNN
I MANAGEMENT
I
49 I 1.25 SSSSSSSSSSSS
49 I .37 NNN
I ADMINISTRATORS
I
I-----I---I---I---I---I---I---I---I---I
=====
    
```

NOTE: THE S'S REPRESENT SAMPLE "UNCERTAINTY" VALUES.
 THE N'S REPRESENT NORMATIVE "UNCERTAINTY" VALUES.

TABLE 27

FOLLOW-UP ACTION

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: NEED FOR INFORMATION

- 42. SUBORDINATES
- 44. CO-WORKERS
- 46. IMMEDIATE SUPERVISOR
- 48. MANAGEMENT
- 50. ADMINISTRATORS

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE N PERCENT	LITTLE N PERCENT	SOME N PERCENT	GREAT N PERCENT	VERY GREAT N PERCENT	MISSING DATA N PERCENT						
42	3.08	2.83	SAME	1.29	1.37	15	16.13	9	9.68	23	24.73	15	16.13	15	16.13	16	17.20
44	3.05	2.89	SAME	1.21	1.11	11	11.83	12	12.90	34	36.56	24	25.81	7	7.53	5	5.38
46	3.51	2.91	SAME	1.31	1.18	8	8.60	6	6.45	31	33.33	25	26.88	22	23.66	1	1.08
48	3.43	3.09	SAME	1.22	1.28	9	9.68	10	10.75	26	27.96	19	20.43	23	24.73	6	6.45
50	3.47	3.01	SAME	1.30	1.31	11	11.83	6	6.45	27	29.03	19	20.43	25	26.88	5	5.38

TABLE 28

SOURCES OF INFORMATION

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: CURRENT QUALITY

- 51. SUBORDINATES (IF APPLICABLE)
- 53. CO-WORKERS IN MY OWN UNIT OR DEPARTMENT
- 55. INDIVIDUALS IN OTHER UNITS, DEPARTMENTS IN MY ORGANIZATION
- 57. IMMEDIATE SUPERVISOR
- 59. DEPARTMENT MEETINGS
- 61. MANAGEMENT
- 63. FORMAL PRESENTATIONS
- 65. ADMINISTRATORS
- 67. THE "GRAPEVINE"

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE		LITTLE		SOME		GREAT		VERY GREAT		MISSING DATA	
						N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT
51	2.96	2.92	SAME	1.15	1.18	10	10.75	12	12.90	23	24.73	17	18.28	6	6.45	25	26.88
53	2.89	3.48	SAME	1.06	1.17	14	15.05	15	16.13	27	29.03	24	25.81	5	5.38	8	8.60
55	2.36	2.73	SAME	1.12	.95	20	21.51	27	29.03	36	38.71	7	7.53	1	1.08	2	2.15
57	2.99	3.45	SAME	1.19	1.10	10	10.75	19	20.43	33	35.48	24	25.81	7	7.53	0	.00
59	2.74	2.90	SAME	1.28	1.26	19	20.43	16	17.20	26	27.96	16	17.20	8	8.60	8	8.60
61	2.22	2.66	SAME	1.28	1.14	30	32.26	21	22.58	21	22.58	11	11.83	2	2.15	8	8.60
63	2.09	2.51	SAME	1.25	1.03	32	34.41	21	22.58	25	26.88	6	6.45	1	1.08	8	8.60
65	1.86	2.39	SAME	1.28	1.12	47	50.54	18	19.35	13	13.98	8	8.60	2	2.15	5	5.38
67	3.07	2.94	SAME	1.17	1.13	11	11.83	12	12.90	39	41.94	20	21.51	10	10.75	1	1.08

TABLE 29

SOURCES OF INFORMATION

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO CURRENT QUALITY

RANK	SAMPLE PERCENT	NORM PERCENT	SAMPLE MEAN	NORM MEAN	PERSONS	QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
1	34.118	53.665	2.89	3.48	29	CO-WORKERS IN MY OWN UNIT OR DEPARTMENT
2	33.824	32.191	2.96	2.92	23	SUBORDINATES (IF APPLICABLE)
3	33.333	54.277	2.99	3.45	31	IMMEDIATE SUPERVISOR
4	32.609	28.633	3.07	2.94	30	THE "GRAPEVINE"
5	28.235	35.682	2.74	2.90	24	DEPARTMENT MEETINGS
6	15.294	26.869	2.22	2.66	13	MANAGEMENT
7	11.364	21.381	1.86	2.39	10	ADMINISTRATORS
8	8.791	23.794	2.36	2.73	8	INDIVIDUALS IN OTHER UNITS, DEPARTMENTS IN MY ORGANIZATION
9	8.235	22.773	2.09	2.51	7	FORMAL PRESENTATIONS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 30

SOURCES OF INFORMATION

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO CURRENT QUALITY

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	73.864	54.629	1.86	2.39	65	ADMINISTRATORS
2	62.353	49.709	2.09	2.51	53	FORMAL PRESENTATIONS
3	60.000	44.426	2.22	2.66	51	MANAGEMENT
4	51.648	38.399	2.36	2.73	47	INDIVIDUALS IN OTHER UNITS, DEPARTMENTS IN MY ORGANIZATION
5	41.176	36.701	2.74	2.90	35	DEPARTMENT MEETINGS
6	34.118	16.277	2.89	3.48	29	CO-WORKERS IN MY OWN UNIT OR DEPARTMENT
7	32.353	29.405	2.96	2.92	22	SUBORDINATES (IF APPLICABLE)
8	31.183	20.818	2.99	3.45	29	IMMEDIATE SUPERVISOR
9	25.000	29.090	3.07	2.94	23	THE "GRAPEVINE"

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 31

SOURCES OF INFORMATION

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO NEED FOR INFORMATION

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	64.516	48.890	3.76	3.48	60	IMMEDIATE SUPERVISOR
2	55.294	34.648	3.51	3.23	47	CO-WORKERS IN MY OWN UNIT OR DEPARTMENT
3	54.118	53.042	3.60	3.57	46	DEPARTMENT MEETINGS
4	52.174	20.422	3.36	3.18	36	SUBORDINATES (IF APPLICABLE)
5	51.136	56.871	3.59	3.61	45	ADMINISTRATORS
6	49.412	48.586	3.58	3.46	42	MANAGEMENT
7	37.647	50.472	3.20	3.48	32	FORMAL PRESENTATIONS
8	34.783	45.798	3.16	3.37	32	INDIVIDUALS IN OTHER UNITS, DEPARTMENTS IN MY ORGANIZATION
9	19.565	16.193	2.74	2.66	18	THE "GRAPEVINE"

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION. THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 32

SOURCES OF INFORMATION

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO NEED FOR INFORMATION

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	31.522	43.896	2.74	2.66	29 THE "GRAPEVINE"
2	21.176	14.693	3.20	3.48	18 FORMAL PRESENTATIONS
3	18.841	4.360	3.36	3.18	13 SUBORDINATES (IF APPLICABLE)
4	16.304	15.934	3.16	3.37	15 INDIVIDUALS IN OTHER UNITS, DEPARTMENTS IN MY ORGANIZATION
5	14.118	15.272	3.51	3.23	12 CO-WORKERS IN MY OWN UNIT OR DEPARTMENT
6	11.765	13.054	3.58	3.46	10 MANAGEMENT
7	11.364	11.370	3.59	3.61	10 ADMINISTRATORS
8	8.235	11.022	3.60	3.57	7 DEPARTMENT MEETINGS
9	7.527	10.263	3.76	3.48	7 IMMEDIATE SUPERVISOR

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 33

SOURCES OF INFORMATION

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO UNCERTAINTY

RANK	UNCTN INDEX	NORM INDEX	NEED INDEX	STATUS INDEX	PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
1	1.727	1.220	3.59	1.86	88 ADMINISTRATORS
2	1.353	.800	3.58	2.22	85 MANAGEMENT
3	1.106	.972	3.20	2.09	85 FORMAL PRESENTATIONS
4	.859	.675	3.60	2.74	85 DEPARTMENT MEETINGS
5	.800	.644	3.16	2.36	91 INDIVIDUALS IN OTHER UNITS, DEPARTMENTS IN MY ORGANIZATION
6	.774	.027	3.76	2.99	93 IMMEDIATE SUPERVISOR
7	.612	-.250	3.51	2.89	85 CO-WORKERS IN MY OWN UNIT OR DEPARTMENT
8	.406	.256	3.36	2.96	68 SUBORDINATES (IF APPLICABLE)
9	-.326	-.284	2.74	3.07	92 THE "GRAPEVINE"

"UNCTN INDEX" = UNCERTAINTY INDEX. THE LOWER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION OVERLOAD. THE HIGHER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION INADEQUACY. VALUES ON THE UNCERTAINTY INDEX ARE CLOSE TO ZERO (+ OR - .04) INDICATE PEOPLE ARE GETTING OR SENDING ABOUT INFORMATION AS THEY NEED TO DO THEIR JOB ON THAT TOPIC.

TABLE 34

PLOT OF CURRENT, NEED, AND NORMATIVE RATINGS

SOURCES OF INFORMATION

=====

I	
51 I	2.92 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
51 I	2.96 CCCCCCCCCCCCCCCCCCCCCCCCCC
52 I	3.36 NNNNNNNNNNNNNNNNNNNNNNNNNNN
52 I	3.18 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I	SUBORDINATES (IF APPLICABLE)
I	
53 I	3.48 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
53 I	2.89 CCCCCCCCCCCCCCCCCCCCCCCCCC
54 I	3.51 NNNNNNNNNNNNNNNNNNNNNNNNNNN
54 I	3.23 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I	CO-WORKERS IN MY OWN UNIT OR DEPARTMENT
I	
55 I	2.73 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
55 I	2.36 CCCCCCCCCCCCCCCCCCCCCCCCCC
56 I	3.16 NNNNNNNNNNNNNNNNNNNNNNNNNNN
56 I	3.37 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I	INDIVIDUALS IN OTHER UNITS, DEPARTMENTS IN MY ORGANIZATION
I	
57 I	3.45 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
57 I	2.99 CCCCCCCCCCCCCCCCCCCCCCCCCC
58 I	3.76 NNNNNNNNNNNNNNNNNNNNNNNNNNN
58 I	3.48 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I	IMMEDIATE SUPERVISOR
I	
59 I	2.90 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
59 I	2.74 CCCCCCCCCCCCCCCCCCCCCCCCCC
60 I	3.60 NNNNNNNNNNNNNNNNNNNNNNNNNNN
60 I	3.57 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I	DEPARTMENT MEETINGS
I	
61 I	2.66 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
61 I	2.22 CCCCCCCCCCCCCCCCCCCCCCCCCC
62 I	3.58 NNNNNNNNNNNNNNNNNNNNNNNNNNN
62 I	3.46 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I	MANAGEMENT
I	
63 I	2.51 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
63 I	2.09 CCCCCCCCCCCCCCCCCCCCCCCCCC
64 I	3.20 NNNNNNNNNNNNNNNNNNNNNNNNNNN
64 I	3.48 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I	FORMAL PRESENTATIONS
I	
65 I	2.39 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
65 I	1.86 CCCCCCCCCCCCCCCCCCCCCCCCCC
66 I	3.59 NNNNNNNNNNNNNNNNNNNNNNNNNNN
66 I	3.61 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I	ADMINISTRATORS
I	
67 I	2.94 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
67 I	3.07 CCCCCCCCCCCCCCCCCCCCCCCCCC
68 I	2.74 NNNNNNNNNNNNNNNNNNNNNNNNNNN
68 I	2.66 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I	THE "GRAPEVINE"

I
I-----I-----I-----I-----I-----I-----I-----I-----I-----I

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NOTE: THE C'S REPRESENT "CURRENT" RATINGS.
THE L'S REPRESENT "NORMATIVE" RATINGS.
THE N'S REPRESENT "NEED" RATINGS.

TABLE 35

PLOT OF SAMPLE VERSUS NORMATIVE UNCERTAINTY VALUES
SOURCES OF INFORMATION

```

=====
I
51 I .41 SSSS
51 I .26 NN
I SUBORDINATES (IF APPLICABLE)
I
53 I .61 SSSSSS
53 I -.25 N
I CO-WORKERS IN MY OWN UNIT OR DEPARTMENT
I
55 I .80 SSSSSSSS
55 I .64 NNNNNN
I INDIVIDUALS IN OTHER UNITS, DEPARTMENTS IN MY ORGANIZATION
I
57 I .77 SSSSSSSS
57 I .03 N
I IMMEDIATE SUPERVISOR
I
59 I .86 SSSSSSSS
59 I .67 NNNNNN
I DEPARTMENT MEETINGS
I
61 I 1.35 SSSSSSSSSSSS
61 I .80 NNNNNNN
I MANAGEMENT
I
63 I 1.11 SSSSSSSSSSSS
63 I .97 NNNNNNNNN
I FORMAL PRESENTATIONS
I
65 I 1.73 SSSSSSSSSSSSSSSS
65 I 1.22 NNNNNNNNNNN
I ADMINISTRATORS
I
67 I -.33 S
67 I -.28 N
I THE "GRAPEVINE"
I
I-----I-----I-----I-----I-----I-----I-----I-----I
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NOTE: THE S'S REPRESENT SAMPLE "UNCERTAINTY" VALUES.
THE N'S REPRESENT NORMATIVE "UNCERTAINTY" VALUES.

TABLE 36

SOURCES OF INFORMATION

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: NEED FOR INFORMATION

- 52. SUBORDINATES (IF APPLICABLE)
- 54. CO-WORKERS IN MY OWN UNIT OR DEPARTMENT
- 56. INDIVIDUALS IN OTHER UNITS, DEPARTMENTS IN MY ORGANIZATION
- 58. IMMEDIATE SUPERVISOR
- 60. DEPARTMENT MEETINGS
- 62. MANAGEMENT
- 64. FORMAL PRESENTATIONS
- 66. ADMINISTRATORS
- 68. THE "GRAPEVINE"

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE N	LITTLE PERCENT	LITTLE N	LITTLE PERCENT	SOME N	SOME PERCENT	GREAT N	GREAT PERCENT	VERY GREAT N	VERY GREAT PERCENT	MISSING DATA N	MISSING DATA PERCENT
52	3.36	3.18	SAME	.63	1.18	8	8.60	5	5.38	20	21.51	26	27.96	10	10.75	24	25.81
54	3.51	3.23	SAME	.81	1.01	4	4.30	8	8.60	26	27.96	35	37.63	12	12.90	8	8.60
56	3.16	3.37	SAME	.92	.98	8	8.60	7	7.53	45	48.39	26	27.96	6	6.45	1	1.08
58	3.76	3.48	SAME	.85	.93	2	2.15	5	5.38	26	27.96	40	43.01	20	21.51	0	.00
60	3.60	3.57	SAME	.92	.95	3	3.23	4	4.30	32	34.41	31	33.33	15	16.13	8	8.60
62	3.58	3.46	SAME	.90	.98	1	1.08	9	9.68	33	35.48	24	25.81	18	19.35	8	8.60
64	3.20	3.48	SAME	.95	1.14	9	9.68	9	9.68	35	37.63	20	21.51	12	12.90	8	8.60
66	3.59	3.61	SAME	.94	1.07	4	4.30	6	6.45	33	35.48	24	25.81	21	22.58	5	5.38
68	2.74	2.66	SAME	.94	1.13	19	20.43	10	10.75	45	48.39	12	12.90	6	6.45	1	1.08

TABLE 37

TIMELINESS OF INFORMATION FROM KEY SOURCES

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: DEGREE OF QUALITY

- 69. SUBORDINATES (IF APPLICABLE)
- 70. CO-WORKERS
- 71. IMMEDIATE SUPERVISOR
- 72. MANAGEMENT
- 73. ADMINISTRATORS
- 74. "GRAPEVINE"

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE		LITTLE		SOME		GREAT		VERY GREAT		MISSING DATA	
						N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT
69	3.25	3.23	SAME	.99	1.19	9	9.68	5	5.38	21	22.58	24	25.81	8	8.60	26	27.96
70	3.33	3.25	SAME	.98	1.01	6	6.45	8	8.60	34	36.56	31	33.33	9	9.68	5	5.38
71	3.13	3.21	SAME	1.10	1.13	10	10.75	15	16.13	29	31.18	31	33.33	8	8.60	0	.00
72	2.58	2.75	SAME	1.11	1.17	20	21.51	22	23.66	25	26.88	17	18.28	4	4.30	5	5.38
73	2.34	2.89	SAME	1.17	1.18	29	31.18	20	21.51	24	25.81	13	13.98	3	3.23	4	4.30
74	2.78	2.55	SAME	1.24	1.20	18	19.35	13	13.98	34	36.56	16	17.20	7	7.53	5	5.38

TABLE 38
 TIMELINESS OF INFORMATION FROM KEY SOURCES
 TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO DEGREE OF QUALITY

RANK	PERCENT	SAMPLE NORM PERCENT	SAMPLE NORM MEAN	PERSONS	QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
1	47.761	41.018	3.25	3.23	32 SUBORDINATES (IF APPLICABLE)
2	45.455	41.452	3.33	3.25	40 CO-WORKERS
3	41.935	42.040	3.13	3.21	39 IMMEDIATE SUPERVISOR
4	26.136	21.053	2.78	2.55	23 "GRAPEVINE"
5	23.864	24.000	2.58	2.75	21 MANAGEMENT
6	17.978	30.764	2.34	2.89	16 ADMINISTRATORS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF DEGREE OF QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 39
 TIMELINESS OF INFORMATION FROM KEY SOURCES
 TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO DEGREE OF QUALITY

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	55.056	33.170	2.34	2.89	49 ADMINISTRATORS
2	47.727	38.286	2.58	2.75	42 MANAGEMENT
3	35.227	47.221	2.78	2.55	31 "GRAPEVINE"
4	26.882	22.489	3.13	3.21	25 IMMEDIATE SUPERVISOR
5	20.896	18.609	3.25	3.23	14 SUBORDINATES (IF APPLICABLE)
6	15.909	18.658	3.33	3.25	14 CO-WORKERS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF DEGREE OF QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

PLOT OF SAMPLE VERSUS NORMATIVE RATINGS
TIMELINESS OF INFORMATION FROM KEY SOURCES

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=====
I
69 I 3.25 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
69 I 3.23 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
I SUBORDINATES (IF APPLICABLE)
I
70 I 3.33 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
70 I 3.25 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
I CO-WORKERS
I
71 I 3.13 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
71 I 3.21 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
I IMMEDIATE SUPERVISOR
I
72 I 2.58 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
72 I 2.75 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
I MANAGEMENT
I
73 I 2.34 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
73 I 2.89 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
I ADMINISTRATORS
I
74 I 2.78 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
74 I 2.55 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
I "GRAPEVINE"
I
I-----I---I---I---I---I---I---I---I---I
=====

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TABLE 41

ORGANIZATIONAL COMMUNICATION RELATIONSHIPS

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: DEGREE OF QUALITY

- 75. I TRUST MY CO-WORKERS
- 76. MY CO-WORKERS GET ALONG WITH EACH OTHER
- 77. MY RELATIONSHIP WITH MY CO-WORKERS IS SATISFYING
- 78. I TRUST MY IMMEDIATE SUPERVISOR
- 79. MY IMMEDIATE SUPERVISOR IS HONEST WITH ME
- 80. MY IMMEDIATE SUPERVISOR LISTENS TO ME
- 81. I AM FREE TO DISAGREE WITH MY IMMEDIATE SUPERVISOR
- 82. I CAN TELL MY IMMEDIATE SUPERVISOR WHEN THINGS ARE GOING WRONG
- 83. MY IMMEDIATE SUPERVISOR PRAISES ME FOR A GOOD JOB
- 84. MY IMMEDIATE SUPERVISOR IS FRIENDLY WITH HIS/HER SUBORDINATES
- 85. MY IMMEDIATE SUPERVISOR UNDERSTANDS MY JOB NEEDS
- 86. MY RELATIONSHIP WITH MY IMMEDIATE SUPERVISOR IS SATISFYING
- 87. I TRUST ADMINISTRATORS
- 88. ADMINISTRATORS ARE SINCERE IN THEIR EFFORTS TO COMMUNICATE WITH EMPLOYEES
- 89. MY RELATIONSHIP WITH MANAGEMENT IS SATISFYING
- 90. MY ORGANIZATION ENCOURAGES DIFFERENCES OF OPINION
- 91. I HAVE A SAY IN DECISIONS THAT AFFECT MY JOB
- 92. I INFLUENCE OPERATIONS IN MY UNIT OR DEPARTMENT
- 93. I HAVE A PART IN ACCOMPLISHING MY ORGANIZATION'S GOALS

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE N PERCENT	LITTLE N PERCENT	SOME N PERCENT	GREAT N PERCENT	VERY GREAT N PERCENT	MISSING DATA N PERCENT						
75	3.64	3.68	SAME	.90	1.02	5	5.38	5	5.38	24	25.81	41	44.09	16	17.20	2	2.15
76	3.58	3.66	SAME	.93	1.04	6	6.45	4	4.30	28	30.11	37	39.78	16	17.20	2	2.15
77	3.58	4.03	SAME	.97	1.04	5	5.38	6	6.45	28	30.11	35	37.63	17	18.28	2	2.15
78	3.37	3.73	SAME	1.17	1.28	11	11.83	11	11.83	25	26.88	25	26.88	21	22.58	0	.00
79	3.50	3.74	SAME	1.11	1.24	10	10.75	7	7.53	23	24.73	31	33.33	21	22.58	1	1.08
80	3.59	3.51	SAME	1.15	1.19	8	8.60	7	7.53	23	24.73	32	34.41	23	24.73	0	.00
81	3.53	3.39	SAME	1.18	1.18	9	9.68	7	7.53	22	23.66	36	38.71	19	20.43	0	.00
82	3.83	3.68	SAME	1.07	1.02	6	6.45	1	1.08	18	19.35	46	49.46	22	23.66	0	.00
83	3.14	3.01	SAME	1.24	1.27	15	16.13	13	13.98	20	21.51	34	36.56	11	11.83	0	.00
84	3.63	3.57	SAME	1.15	1.07	5	5.38	8	8.60	21	22.58	40	43.01	18	19.35	1	1.08
85	3.17	3.45	SAME	1.11	1.28	14	15.05	11	11.83	29	31.18	23	24.73	16	17.20	0	.00
86	3.27	3.87	SAME	1.16	1.23	12	12.90	9	9.68	30	32.26	26	27.96	16	17.20	0	.00
87	2.17	3.19	BELOW	1.15	1.19	37	39.78	21	22.58	21	22.58	10	10.75	4	4.30	0	.00
88	2.06	3.11	BELOW	1.14	1.18	41	44.09	21	22.58	19	20.43	8	8.60	4	4.30	0	.00
89	2.50	2.87	SAME	1.24	1.27	28	30.11	17	18.28	27	29.03	13	13.98	7	7.53	1	1.08
90	2.01	2.68	SAME	1.12	1.07	38	40.86	27	29.03	20	21.51	5	5.38	3	3.23	0	.00
91	2.35	2.80	SAME	1.22	1.19	27	29.03	28	30.11	22	23.66	10	10.75	6	6.45	0	.00
92	3.13	2.81	SAME	1.25	1.31	13	13.98	16	17.20	29	31.18	16	17.20	19	20.43	0	.00
93	2.97	3.01	SAME	1.22	1.16	11	11.83	21	22.58	29	31.18	22	23.66	9	9.68	1	1.08

TABLE 42
 ORGANIZATIONAL COMMUNICATION RELATIONSHIPS
 TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO DEGREE OF QUALITY

RANK	PERCENT	SAMPLE NORM PERCENT	MEAN	SAMPLE NORM MEAN	PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
1	73.118	61.976	3.83	3.68	68 I CAN TELL MY IMMEDIATE SUPERVISOR WHEN THINGS ARE GOING WRONG
2	63.043	57.073	3.63	3.57	58 MY IMMEDIATE SUPERVISOR IS FRIENDLY WITH HIS/HER SUBORDINATES
3	62.637	61.641	3.64	3.68	57 I TRUST MY CO-WORKERS
4	59.140	49.073	3.53	3.39	55 I AM FREE TO DISAGREE WITH MY IMMEDIATE SUPERVISOR
5	59.140	55.240	3.59	3.51	55 MY IMMEDIATE SUPERVISOR LISTENS TO ME
6	58.242	61.338	3.58	3.66	53 MY CO-WORKERS GET ALONG WITH EACH OTHER
7	57.143	79.073	3.58	4.03	52 MY RELATIONSHIP WITH MY CO-WORKERS IS SATISFYING
8	56.522	63.869	3.50	3.74	52 MY IMMEDIATE SUPERVISOR IS HONEST WITH ME
9	49.462	63.999	3.37	3.73	46 I TRUST MY IMMEDIATE SUPERVISOR
10	48.387	36.469	3.14	3.01	45 MY IMMEDIATE SUPERVISOR PRAISES ME FOR A GOOD JOB
11	45.161	70.969	3.27	3.87	42 MY RELATIONSHIP WITH MY IMMEDIATE SUPERVISOR IS SATISFYING
12	41.935	51.232	3.17	3.45	39 MY IMMEDIATE SUPERVISOR UNDERSTANDS MY JOB NEEDS
13	37.634	30.705	3.13	2.81	35 I INFLUENCE OPERATIONS IN MY UNIT OR DEPARTMENT
14	33.696	36.683	2.97	3.01	31 I HAVE A PART IN ACCOMPLISHING MY ORGANIZATION'S GOALS
15	21.739	30.427	2.50	2.87	20 MY RELATIONSHIP WITH MANAGEMENT IS SATISFYING
16	17.204	30.326	2.35	2.80	16 I HAVE A SAY IN DECISIONS THAT AFFECT MY JOB
17	15.054	41.182	2.17	3.19	14 I TRUST ADMINISTRATORS
18	12.903	37.646	2.06	3.11	12 ADMINISTRATORS ARE SINCERE IN THEIR EFFORTS TO COMMUNICATE WITH EMPLOYEES
19	8.602	22.195	2.01	2.68	8 MY ORGANIZATION ENCOURAGES DIFFERENCES OF OPINION

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF DEGREE OF QUALITY. THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 43

ORGANIZATIONAL COMMUNICATION RELATIONSHIPS

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO DEGREE OF QUALITY

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	69.892	40.912	2.01	2.68	65 MY ORGANIZATION ENCOURAGES DIFFERENCES OF OPINION
2	66.667	26.188	2.06	3.11	62 ADMINISTRATORS ARE SINCERE IN THEIR EFFORTS TO COMMUNICATE WITH EMPLOYEES
3	62.366	23.411	2.17	3.19	58 I TRUST ADMINISTRATORS
4	59.140	38.794	2.35	2.80	55 I HAVE A SAY IN DECISIONS THAT AFFECT MY JOB
5	48.913	38.434	2.50	2.87	45 MY RELATIONSHIP WITH MANAGEMENT IS SATISFYING
6	34.783	31.916	2.97	3.01	32 I HAVE A PART IN ACCOMPLISHING MY ORGANIZATION'S GOALS
7	31.183	39.106	3.13	2.81	29 I INFLUENCE OPERATIONS IN MY UNIT OR DEPARTMENT
8	30.108	31.977	3.14	3.01	28 MY IMMEDIATE SUPERVISOR PRAISES ME FOR A GOOD JOB
9	26.882	16.868	3.17	3.45	25 MY IMMEDIATE SUPERVISOR UNDERSTANDS MY JOB NEEDS
10	23.656	13.833	3.37	3.73	22 I TRUST MY IMMEDIATE SUPERVISOR
11	22.581	14.970	3.27	3.87	21 MY RELATIONSHIP WITH MY IMMEDIATE SUPERVISOR IS SATISFYING
12	18.478	12.703	3.50	3.74	17 MY IMMEDIATE SUPERVISOR IS HONEST WITH ME
13	17.204	19.039	3.53	3.39	16 I AM FREE TO DISAGREE WITH MY IMMEDIATE SUPERVISOR
14	16.129	17.318	3.59	3.51	15 MY IMMEDIATE SUPERVISOR LISTENS TO ME
15	14.130	16.173	3.63	3.57	13 MY IMMEDIATE SUPERVISOR IS FRIENDLY WITH HIS/HER SUBORDINATES
16	12.088	8.491	3.58	4.03	11 MY RELATIONSHIP WITH MY CO-WORKERS IS SATISFYING
17	10.989	9.004	3.58	3.66	10 MY CO-WORKERS GET ALONG WITH EACH OTHER
18	10.989	7.694	3.64	3.68	10 I TRUST MY CO-WORKERS
19	7.527	12.667	3.83	3.68	7 I CAN TELL MY IMMEDIATE SUPERVISOR WHEN THINGS ARE GOING WRONG

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF DEGREE OF QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

PLOT OF SAMPLE VERSUS NORMATIVE RATINGS
 ORGANIZATIONAL COMMUNICATION RELATIONSHIPS

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I
 75 I 3.64 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 75 I 3.68 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I I TRUST MY CO-WORKERS
 I
 76 I 3.58 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 76 I 3.66 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I MY CO-WORKERS GET ALONG WITH EACH OTHER
 I
 77 I 3.58 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 77 I 4.03 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I MY RELATIONSHIP WITH MY CO-WORKERS IS SATISFYING
 I
 78 I 3.37 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 78 I 3.73 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I I TRUST MY IMMEDIATE SUPERVISOR
 I
 79 I 3.50 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 79 I 3.74 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I MY IMMEDIATE SUPERVISOR IS HONEST WITH ME
 I
 80 I 3.59 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 80 I 3.51 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I MY IMMEDIATE SUPERVISOR LISTENS TO ME
 I
 81 I 3.53 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 81 I 3.39 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I I AM FREE TO DISAGREE WITH MY IMMEDIATE SUPERVISOR
 I
 82 I 3.83 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 82 I 3.68 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I I CAN TELL MY IMMEDIATE SUPERVISOR WHEN THINGS ARE GOING WRONG
 I
 83 I 3.14 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 83 I 3.01 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I MY IMMEDIATE SUPERVISOR PRAISES ME FOR A GOOD JOB
 I
 84 I 3.63 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 84 I 3.57 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I MY IMMEDIATE SUPERVISOR IS FRIENDLY WITH HIS/HER SUBORDINATES
 I
 85 I 3.17 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 85 I 3.45 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I MY IMMEDIATE SUPERVISOR UNDERSTANDS MY JOB NEEDS
 I
 86 I 3.27 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 86 I 3.87 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I MY RELATIONSHIP WITH MY IMMEDIATE SUPERVISOR IS SATISFYING
 I
 87 I 2.17 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 87 I 3.19 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I I TRUST ADMINISTRATORS
 I
 88 I 2.06 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
 88 I 3.11 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
 I ADMINISTRATORS ARE SINCERE IN THEIR EFFORTS TO COMMUNICATE WITH EMPLOYEES

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I
89 I 2.50 SSSSSSSSSSSSSSSSSSSSSSSSS
89 I 2.87 NNNNNNNNNNNNNNNNNNNNNNNNNNN
I MY RELATIONSHIP WITH MANAGEMENT IS SATISFYING
I
90 I 2.01 SSSSSSSSSSSSSSSSSSSSSSSSS
90 I 2.68 NNNNNNNNNNNNNNNNNNNNNNNNNNN
I MY ORGANIZATION ENCOURAGES DIFFERENCES OF OPINION
I
91 I 2.35 SSSSSSSSSSSSSSSSSSSSSSSSS
91 I 2.80 NNNNNNNNNNNNNNNNNNNNNNNNNNN
I I HAVE A SAY IN DECISIONS THAT AFFECT MY JOB
I
92 I 3.13 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
92 I 2.81 NNNNNNNNNNNNNNNNNNNNNNNNNNN
I I INFLUENCE OPERATIONS IN MY UNIT OR DEPARTMENT
I
93 I 2.97 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
93 I 3.01 NNNNNNNNNNNNNNNNNNNNNNNNNNN
I I HAVE A PART IN ACCOMPLISHING MY ORGANIZATION'S GOALS
I
I-----I---I---I---I---I---I---I---I---I

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TABLE 45

ORGANIZATIONAL OUTCOMES

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: SATISFACTION

- 94. MY JOB
- 95. MY PAY
- 96. MY PROGRESS IN THE COLLEGE UP TO THIS POINT IN TIME
- 97. MY CHANCES FOR GETTING AHEAD IN THE COLLEGE
- 98. MY OPPORTUNITY TO CONTRIBUTE TO THE OVERALL SUCCESS OF MY COLLEGE
- 99. MY ORGANIZATION'S WAY OF RECOGNIZING AND REWARDING OUTSTANDING PERFORMANCE
- 100. THE COLLEGE'S CONCERN FOR ITS MEMBERS' WELFARE
- 101. THE COLLEGE'S OVERALL COMMUNICATIVE EFFORTS
- 102. WORKING IN MY COLLEGE
- 103. MY COLLEGE, AS COMPARED TO OTHER SUCH COLLEGES
- 104. MY COLLEGE'S OVERALL EFFICIENCY OF OPERATION
- 105. THE OVERALL QUALITY OF MY COLLEGE'S PRODUCT OR SERVICE
- 106. MY COLLEGE'S ACHIEVEMENT OF ITS GOALS AND OBJECTIVES

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE		LITTLE		SOME		GREAT		VERY GREAT		MISSING DATA	
						N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT
94	3.62	3.98	SAME	1.02	.98	4	4.30	5	5.38	29	31.18	39	41.94	16	17.20	0	.00
95	2.54	3.23	SAME	1.25	1.03	18	19.35	25	26.88	33	35.48	16	17.20	1	1.08	0	.00
96	2.90	3.49	SAME	1.19	1.20	17	18.28	14	15.05	27	29.03	29	31.18	5	5.38	1	1.08
97	2.25	2.93	SAME	1.27	1.14	31	33.33	23	24.73	22	23.66	13	13.98	2	2.15	2	2.15
98	2.72	3.15	SAME	1.15	1.27	21	22.58	19	20.43	25	26.88	19	20.43	8	8.60	1	1.08
99	1.77	2.47	SAME	1.18	.93	45	48.39	27	29.03	16	17.20	1	1.08	2	2.15	2	2.15
100	1.78	3.15	BELOW	1.25	.91	45	48.39	27	29.03	15	16.13	5	5.38	0	.00	1	1.08
101	2.01	2.99	BELOW	1.16	.92	31	33.33	36	38.71	18	19.35	7	7.53	0	.00	1	1.08
102	3.20	3.81	SAME	1.01	1.00	8	8.60	8	8.60	39	41.94	30	32.26	6	6.45	2	2.15
103	2.81	3.55	SAME	1.18	1.01	9	9.68	22	23.66	32	34.41	18	19.35	3	3.23	9	9.68
104	2.36	2.98	SAME	1.07	1.01	22	23.66	28	30.11	30	32.26	11	11.83	1	1.08	1	1.08
105	3.22	3.08	SAME	1.02	.95	6	6.45	9	9.68	42	45.16	29	31.18	6	6.45	1	1.08
106	2.83	3.10	SAME	.99	.94	10	10.75	16	17.20	45	48.39	17	18.28	2	2.15	3	3.23

TABLE 46

ORGANIZATIONAL OUTCOMES

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO SATISFACTION

RANK	PERCENT	SAMPLE NORM PERCENT	SAMPLE NORM MEAN	MEAN	PERSONS	QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
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1	59.140	76.712	3.62	3.98	55	MY JOB
2	39.560	66.948	3.20	3.81	36	WORKING IN MY COLLEGE
3	38.043	34.720	3.22	3.08	35	THE OVERALL QUALITY OF MY COLLEGE'S PRODUCT OR SERVICE
4	36.957	57.617	2.90	3.49	34	MY PROGRESS IN THE COLLEGE UP TO THIS POINT IN TIME
5	29.348	41.932	2.72	3.15	27	MY OPPORTUNITY TO CONTRIBUTE TO THE OVERALL SUCCESS OF MY COLLEGE
6	25.000	57.920	2.81	3.55	21	MY COLLEGE, AS COMPARED TO OTHER SUCH COLLEGES
7	21.111	33.935	2.83	3.10	19	MY COLLEGE'S ACHIEVEMENT OF ITS GOALS AND OBJECTIVES
8	18.280	49.728	2.54	3.23	17	MY PAY
9	16.484	36.444	2.25	2.93	15	MY CHANCES FOR GETTING AHEAD IN THE COLLEGE
10	13.043	31.720	2.36	2.98	12	MY COLLEGE'S OVERALL EFFICIENCY OF OPERATION
11	7.609	37.705	2.01	2.99	7	THE COLLEGE'S OVERALL COMMUNICATIVE EFFORTS
12	5.435	44.489	1.78	3.15	5	THE COLLEGE'S CONCERN FOR ITS MEMBERS' WELFARE
13	3.297	18.523	1.77	2.47	3	MY ORGANIZATION'S WAY OF RECOGNIZING AND REWARDING OUTSTANDING PERFORMANCE

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF SATISFACTION
THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 47

ORGANIZATIONAL OUTCOMES

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO SATISFACTION

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	79.121	49.876	1.77	2.47	72	MY ORGANIZATION'S WAY OF RECOGNIZING AND REWARDING OUTSTANDING PERFORMANCE
2	78.261	31.004	1.78	3.15	72	THE COLLEGE'S CONCERN FOR ITS MEMBERS' WELFARE
3	72.826	35.235	2.01	2.99	67	THE COLLEGE'S OVERALL COMMUNICATIVE EFFORTS
4	59.341	38.652	2.25	2.93	54	MY CHANCES FOR GETTING AHEAD IN THE COLLEGE
5	54.348	29.570	2.36	2.98	50	MY COLLEGE'S OVERALL EFFICIENCY OF OPERATION
6	46.237	31.015	2.54	3.23	43	MY PAY
7	43.478	27.901	2.72	3.15	40	MY OPPORTUNITY TO CONTRIBUTE TO THE OVERALL SUCCESS OF MY COLLEGE
8	36.905	20.493	2.81	3.55	31	MY COLLEGE, AS COMPARED TO OTHER SUCH COLLEGES
9	33.696	22.280	2.90	3.49	31	MY PROGRESS IN THE COLLEGE UP TO THIS POINT IN TIME
10	28.889	22.563	2.83	3.10	26	MY COLLEGE'S ACHIEVEMENT OF ITS GOALS AND OBJECTIVES
11	17.582	9.158	3.20	3.81	16	WORKING IN MY COLLEGE
12	16.304	24.593	3.22	3.08	15	THE OVERALL QUALITY OF MY COLLEGE'S PRODUCT OR SERVICE
13	9.677	10.395	3.62	3.98	9	MY JOB

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF SATISFACTION
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

PLOT OF SAMPLE VERSUS NORMATIVE RATINGS

ORGANIZATIONAL OUTCOMES

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  I
94 I 3.62 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
94 I 3.98 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    MY JOB
   I
95 I 2.54 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
95 I 3.23 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    MY PAY
   I
96 I 2.90 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
96 I 3.49 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    MY PROGRESS IN THE COLLEGE UP TO THIS POINT IN TIME
   I
97 I 2.25 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
97 I 2.93 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    MY CHANCES FOR GETTING AHEAD IN THE COLLEGE
   I
98 I 2.72 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
98 I 3.15 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    MY OPPORTUNITY TO CONTRIBUTE TO THE OVERALL SUCCESS OF MY COLLEGE
   I
99 I 1.77 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
99 I 2.47 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    MY ORGANIZATION'S WAY OF RECOGNIZING AND REWARDING OUTSTANDING PERFORMANCE
   I
100 I 1.78 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
100 I 3.15 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    THE COLLEGE'S CONCERN FOR ITS MEMBERS' WELFARE
   I
101 I 2.01 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
101 I 2.99 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    THE COLLEGE'S OVERALL COMMUNICATIVE EFFORTS
   I
102 I 3.20 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
102 I 3.81 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    WORKING IN MY COLLEGE
   I
103 I 2.81 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
103 I 3.55 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    MY COLLEGE, AS COMPARED TO OTHER SUCH COLLEGES
   I
104 I 2.36 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
104 I 2.98 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    MY COLLEGE'S OVERALL EFFICIENCY OF OPERATION
   I
105 I 3.22 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
105 I 3.08 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    THE OVERALL QUALITY OF MY COLLEGE'S PRODUCT OR SERVICE
   I
106 I 2.83 SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS
106 I 3.10 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
   I    MY COLLEGE'S ACHIEVEMENT OF ITS GOALS AND OBJECTIVES
   I
I-----I-----I-----I-----I-----I-----I-----I-----I-----I-----I

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TABLE 49

CHANNELS OF COMMUNICATION

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: CURRENT QUALITY

107. FACE-TO-FACE CONTACT BETWEEN TWO PEOPLE
 109. FACE-TO-FACE CONTACT AMONG MORE THAN TWO PEOPLE
 111. TELEPHONE
 113. WRITTEN (MEMOS, LETTERS)
 115. BULLETIN BOARDS
 117. INTERNAL PUBLICATIONS (NEWSLETTER, MAGAZINE)
 119. INTERNAL AUDIO-VISUAL MEDIA (VIDEOTAPE, FILMS, AND SLIDES)
 121. EXTERNAL MEDIA (TELEVISION, RADIO, AND NEWSPAPERS)

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE		LITTLE		SOME		GREAT		VERY GREAT		MISSING DATA	
						N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT
107	3.34	3.30	SAME	1.00	1.02	6	6.45	9	9.68	35	37.63	33	35.48	10	10.75	0	.00
109	2.90	3.32	SAME	1.05	.96	8	8.60	19	20.43	44	47.31	18	19.35	4	4.30	0	.00
111	2.95	3.20	SAME	1.20	1.14	11	11.83	20	21.51	31	33.33	21	22.58	8	8.60	2	2.15
113	3.11	3.44	SAME	1.11	.98	6	6.45	14	15.05	43	46.24	22	23.66	7	7.53	1	1.08
115	1.96	2.80	SAME	1.14	1.01	36	38.71	32	34.41	17	18.28	3	3.23	3	3.23	2	2.15
117	2.35	2.88	SAME	1.13	.90	17	18.28	33	35.48	34	36.56	6	6.45	1	1.08	2	2.15
119	1.73	2.22	SAME	1.21	1.02	52	55.91	16	17.20	16	17.20	3	3.23	2	2.15	4	4.30
121	1.97	2.25	SAME	1.14	1.15	44	47.31	14	15.05	23	24.73	3	3.23	4	4.30	5	5.38

TABLE 50
 CHANNELS OF COMMUNICATION
 TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO CURRENT QUALITY

RANK	PERCENT	SAMPLE NORM PERCENT	MEAN	SAMPLE NORM MEAN	PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
1	46.237	41.770	3.34	3.30	43 FACE-TO-FACE CONTACT BETWEEN TWO PEOPLE
2	31.868	45.115	2.95	3.20	29 TELEPHONE
3	31.522	52.894	3.11	3.44	29 WRITTEN (MEMOS, LETTERS)
4	23.656	43.316	2.90	3.32	22 FACE-TO-FACE CONTACT AMONG MORE THAN TWO PEOPLE
5	7.955	13.704	1.97	2.25	7 EXTERNAL MEDIA (TELEVISION, RADIO, AND NEWSPAPERS)
6	7.692	26.594	2.35	2.88	7 INTERNAL PUBLICATIONS (NEWSLETTER, MAGAZINE)
7	6.593	27.848	1.96	2.80	6 BULLETIN BOARDS
8	5.618	15.174	1.73	2.22	5 INTERNAL AUDIO-VISUAL MEDIA (VIDEOTAPE, FILMS, AND SLIDES)

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 51

CHANNELS OF COMMUNICATION

TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO CURRENT QUALITY

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	76.404	59.415	1.73	2.22	68	INTERNAL AUDIO-VISUAL MEDIA (VIDEOTAPE, FILMS, AND SLIDES)
2	74.725	36.890	1.96	2.80	68	BULLETIN BOARDS
3	65.909	57.963	1.97	2.25	58	EXTERNAL MEDIA (TELEVISION, RADIO, AND NEWSPAPERS)
4	54.945	32.787	2.35	2.88	50	INTERNAL PUBLICATIONS (NEWSLETTER, MAGAZINE)
5	34.066	25.439	2.95	3.20	31	TELEPHONE
6	29.032	19.786	2.90	3.32	27	FACE-TO-FACE CONTACT AMONG MORE THAN TWO PEOPLE
7	21.739	17.878	3.11	3.44	20	WRITTEN (MEMOS, LETTERS)
8	16.129	15.398	3.34	3.30	15	FACE-TO-FACE CONTACT BETWEEN TWO PEOPLE

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF CURRENT QUALITY
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 52

CHANNELS OF COMMUNICATION

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO NEED FOR INFORMATION

SAMPLE NORM SAMPLE NORM
 RANK PERCENT PERCENT MEAN MEAN PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY

1	63.441	64.273	3.75	3.71	59	FACE-TO-FACE CONTACT BETWEEN TWO PEOPLE
2	45.652	35.566	3.49	3.19	42	WRITTEN (MEMOS, LETTERS)
3	40.860	48.816	3.32	3.42	38	FACE-TO-FACE CONTACT AMONG MORE THAN TWO PEOPLE
4	39.130	34.133	3.26	3.09	36	INTERNAL PUBLICATIONS (NEWSLETTER, MAGAZINE)
5	38.462	33.494	3.20	3.21	35	TELEPHONE
6	20.455	22.034	2.61	2.61	18	EXTERNAL MEDIA (TELEVISION, RADIO, AND NEWSPAPERS)
7	19.101	28.918	2.38	2.83	17	INTERNAL AUDIO-VISUAL MEDIA (VIDEOTAPE, FILMS, AND SLIDES)
8	15.385	37.431	2.45	3.09	14	BULLETIN BOARDS

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT POSITIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION
 THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 53
 CHANNELS OF COMMUNICATION
 TOPICS RANK ORDERED NEGATIVELY WITH RESPECT TO NEED FOR INFORMATION

RANK	SAMPLE PERCENT	NORM PERCENT	SAMPLE MEAN	NORM MEAN	PERSONS QUESTIONED	QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
1	51.685	35.448	2.38	2.83	46	INTERNAL AUDIO-VISUAL MEDIA (VIDEOTAPE, FILMS, AND SLIDES)
2	47.253	26.239	2.45	3.09	43	BULLETIN BOARDS
3	38.636	43.879	2.61	2.61	34	EXTERNAL MEDIA (TELEVISION, RADIO, AND NEWSPAPERS)
4	20.879	16.816	3.20	3.21	19	TELEPHONE
5	19.565	23.616	3.26	3.09	18	INTERNAL PUBLICATIONS (NEWSLETTER, MAGAZINE)
6	13.978	15.118	3.32	3.42	13	FACE-TO-FACE CONTACT AMONG MORE THAN TWO PEOPLE
7	9.783	19.886	3.49	3.19	9	WRITTEN (MEMOS, LETTERS)
8	3.226	10.233	3.75	3.71	3	FACE-TO-FACE CONTACT BETWEEN TWO PEOPLE

THE PERCENT FIGURE REPRESENTS THOSE PERSONS WHO FELT NEGATIVELY ABOUT THE TOPICS LISTED ABOVE IN TERMS OF NEED FOR INFORMATION THE NORM MEAN CAN BE CONTRASTED WITH THE SAMPLE MEAN TO COMPARE YOUR ORGANIZATION WITH OTHERS.

TABLE 54

CHANNELS OF COMMUNICATION

TOPICS RANK ORDERED POSITIVELY WITH RESPECT TO UNCERTAINTY

RANK	UNCTN INDEX	NORM INDEX	NEED INDEX	STATUS INDEX	PERSONS QUESTION FROM THE ICA COMMUNICATION AUDIT SURVEY
1	.909	.212	3.26	2.35	91 INTERNAL PUBLICATIONS (NEWSLETTER, MAGAZINE)
2	.652	.605	2.38	1.73	89 INTERNAL AUDIO-VISUAL MEDIA (VIDEOTAPE, FILMS, AND SLIDES)
3	.648	.360	2.61	1.97	88 EXTERNAL MEDIA (TELEVISION, RADIO, AND NEWSPAPERS)
4	.495	.285	2.45	1.96	91 BULLETIN BOARDS
5	.419	.103	3.32	2.90	93 FACE-TO-FACE CONTACT AMONG MORE THAN TWO PEOPLE
6	.409	.411	3.75	3.34	93 FACE-TO-FACE CONTACT BETWEEN TWO PEOPLE
7	.380	-.241	3.49	3.11	92 WRITTEN (MEMOS, LETTERS)
8	.253	.012	3.20	2.95	91 TELEPHONE

"UNCTN INDEX" = UNCERTAINTY INDEX. THE LOWER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION OVERLOAD. THE HIGHER THIS VALUE, THE GREATER THE PROBABILITY OF INFORMATION INADEQUACY. VALUES ON THE UNCERTAINTY INDEX ARE CLOSE TO ZERO (+ OR - .04) INDICATE PEOPLE ARE GETTING OR SENDING ABOUT INFORMATION AS THEY NEED TO DO THEIR JOB ON THAT TOPIC.

TABLE 55

PLOT OF CURRENT, NEED, AND NORMATIVE RATINGS
CHANNELS OF COMMUNICATION

```

=====
I
107 I 3.30 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
107 I 3.34 CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
108 I 3.75 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
108 I 3.71 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I FACE-TO-FACE CONTACT BETWEEN TWO PEOPLE
I
109 I 3.32 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
109 I 2.90 CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
110 I 3.32 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
110 I 3.42 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I FACE-TO-FACE CONTACT AMONG MORE THAN TWO PEOPLE
I
111 I 3.20 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
111 I 2.95 CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
112 I 3.20 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
112 I 3.21 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I TELEPHONE
I
113 I 3.44 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
113 I 3.11 CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
114 I 3.49 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
114 I 3.19 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I WRITTEN (MEMOS, LETTERS)
I
115 I 2.80 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
115 I 1.96 CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
116 I 2.45 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
116 I 3.09 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I BULLETIN BOARDS
I
117 I 2.88 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
117 I 2.35 CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
118 I 3.26 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
118 I 3.09 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I INTERNAL PUBLICATIONS (NEWSLETTER, MAGAZINE)
I
119 I 2.22 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
119 I 1.73 CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
120 I 2.38 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
120 I 2.83 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I INTERNAL AUDIO-VISUAL MEDIA (VIDEOTAPE, FILMS, AND SLIDES)
I
121 I 2.25 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
121 I 1.97 CCCCCCCCCCCCCCCCCCCCCCCCCCCCCCCC
122 I 2.61 NNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNNN
122 I 2.61 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
I EXTERNAL MEDIA (TELEVISION, RADIO, AND NEWSPAPERS)
I
I-----I-----I-----I-----I-----I-----I-----I-----I-----I
=====

```

NOTE: THE C'S REPRESENT "CURRENT" RATINGS.
THE L'S REPRESENT NORMATIVE RATINGS.
THE N'S REPRESENT "NEED" RATINGS.

TABLE 56

PLOT OF SAMPLE VERSUS NORMATIVE UNCERTAINTY VALUES

CHANNELS OF COMMUNICATION

```

=====
I
107 I .41 SSSS
107 I .41 NNNN
I     FACE-TO-FACE CONTACT BETWEEN TWO PEOPLE
I
109 I .42 SSSS
109 I .10 N
I     FACE-TO-FACE CONTACT AMONG MORE THAN TWO PEOPLE
I
111 I .25 SS
111 I .01 N
I     TELEPHONE
I
113 I .38 SSS
113 I -.24 N
I     WRITTEN (MEMOS, LETTERS)
I
115 I .49 SSSS
115 I .29 NN
I     BULLETIN BOARDS
I
117 I .91 SSSSSSSS
117 I .21 NN
I     INTERNAL PUBLICATIONS (NEWSLETTER, MAGAZINE)
I
119 I .65 SSSSSS
119 I .61 NNNNNN
I     INTERNAL AUDIO-VISUAL MEDIA (VIDEOTAPE, FILMS, AND SLIDES)
I
121 I .65 SSSSSS
121 I .36 NNN
I     EXTERNAL MEDIA (TELEVISION, RADIO, AND NEWSPAPERS)
I
I-----I---I---I---I---I---I---I---I---I---I
=====

```

NOTE: THE S'S REPRESENT SAMPLE "UNCERTAINTY" VALUES.
 THE N'S REPRESENT NORMATIVE "UNCERTAINTY" VALUES.

TABLE 57

CHANNELS OF COMMUNICATION

ITEMS COMPRISING THE ABOVE QUESTIONNAIRE SECTION: NEED FOR INFORMATION

108. FACE-TO-FACE CONTACT BETWEEN TWO PEOPLE
 110. FACE-TO-FACE CONTACT AMONG MORE THAN TWO PEOPLE
 112. TELEPHONE
 114. WRITTEN (MEMOS, LETTERS)
 116. BULLETIN BOARDS
 118. INTERNAL PUBLICATIONS (NEWSLETTER, MAGAZINE)
 120. INTERNAL AUDIO-VISUAL MEDIA (VIDEOTAPE, FILMS, AND SLIDES)
 122. EXTERNAL MEDIA (TELEVISION, RADIO, AND NEWSPAPERS)

ITEM	SAMPLE MEAN	NORM MEAN	NORM CHECK	NORM SIGMA	SAMPLE SIGMA	VERY LITTLE		LITTLE		SOME		GREAT		VERY GREAT		MISSING DATA	
						N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT
108	3.75	3.71	SAME	1.02	.83	2	2.15	1	1.08	31	33.33	43	46.24	16	17.20	0	.00
110	3.32	3.42	SAME	.99	.90	3	3.23	10	10.75	42	45.16	30	32.26	8	8.60	0	.00
112	3.20	3.21	SAME	.82	.98	5	5.38	14	15.05	37	39.78	28	30.11	7	7.53	2	2.15
114	3.49	3.19	SAME	.87	.88	1	1.08	8	8.60	41	44.09	29	31.18	13	13.98	1	1.08
116	2.45	3.09	SAME	1.13	1.17	26	27.96	17	18.28	34	36.56	9	9.68	5	5.38	2	2.15
118	3.26	3.09	SAME	1.09	1.09	7	7.53	11	11.83	38	40.86	23	24.73	13	13.98	1	1.08
120	2.38	2.83	SAME	1.18	1.35	35	37.63	11	11.83	26	27.96	8	8.60	9	9.68	4	4.30
122	2.61	2.61	SAME	1.22	1.25	25	26.88	9	9.68	36	38.71	11	11.83	7	7.53	5	5.38

TABLE 58

OVERALL MEASURES OF COMMUNICATION CLIMATE

RECEIVING INFORMATION FROM OTHERS

RESPONSE SET:	SAMPLE MEAN	NORM MEAN	SAMPLE SIGMA	RELATIONSHIP TO NORMATIVE SCALES
CURRENT QUALITY	32.156	37.607	10.098	SAME
NEED FOR INFORMATION	48.360	46.502	8.308	SAME

SENDING INFORMATION TO OTHERS

RESPONSE SET:	SAMPLE MEAN	NORM MEAN	SAMPLE SIGMA	RELATIONSHIP TO NORMATIVE SCALES
CURRENT QUALITY	17.173	20.227	4.947	SAME
NEED FOR INFORMATION	21.700	23.430	5.331	SAME

FOLLOW-UP ACTION

RESPONSE SET:	SAMPLE MEAN	NORM MEAN	SAMPLE SIGMA	RELATIONSHIP TO NORMATIVE SCALES
CURRENT QUALITY	12.906	15.340	4.676	SAME
NEED FOR INFORMATION	16.525	14.736	4.864	SAME

SOURCES OF INFORMATION

RESPONSE SET:	SAMPLE MEAN	NORM MEAN	SAMPLE SIGMA	RELATIONSHIP TO NORMATIVE SCALES
CURRENT QUALITY	23.190	25.984	6.161	SAME
NEED FOR INFORMATION	30.501	30.044	6.265	SAME

TIMELINESS OF INFORMATION FROM KEY SOURCES

RESPONSE SET:	SAMPLE MEAN	NORM MEAN	SAMPLE SIGMA	RELATIONSHIP TO NORMATIVE SCALES
DEGREE OF QUALITY	17.413	17.884	4.351	SAME

ORGANIZATIONAL COMMUNICATION RELATIONSHIPS

RESPONSE SET:	SAMPLE MEAN	NORM MEAN	SAMPLE SIGMA	RELATIONSHIP TO NORMATIVE SCALES
DEGREE OF QUALITY	59.024	63.811	15.031	SAME

ORGANIZATIONAL OUTCOMES

RESPONSE SET:	SAMPLE MEAN	NORM MEAN	SAMPLE SIGMA	RELATIONSHIP TO NORMATIVE SCALES
SATISFACTION	34.013	41.898	9.469	BELOW

NOTE: IN ORDER FOR A SCALE TO BE DESIGNATED "ABOVE" OR "BELOW," THE DIFFERENCE BETWEEN THE NORMS AND THE SAMPLE MUST BE GREATER THAN (OR LESS THAN) .75 TIMES THE SAMPLE SIGMA.

ITEM NO. 123 RESPONDENT INCOMESOURCES: 1=SALARIED 2=HOURLY 3=PIECE 4=COMMISSION5=OTHER
91 PEOPLE RESPONDED TO THIS ITEM.

CODE

```

1 *
  *
SAMPLE *
* (N= 89, 95.70 PER CENT)
*
NORM *
* (N= 374, 8.07 PER CENT)
*
2 *
  *
SAMPLE *
* (N= 1, 1.08 PER CENT)
*
NORM *
* (N= 186, 4.01 PER CENT)
*
3 *
  *
SAMPLE *
* (N= 1, 1.08 PER CENT)
*
NORM *
* (N= 1, .02 PER CENT)
*
4 *
  *
SAMPLE *
* (N= 0, .00 PER CENT)
*
NORM *
* (N= 0, .00 PER CENT)
*
5 *
  *
SAMPLE *
* (N= 0, .00 PER CENT)
*
NORM *
* (N= 2, .04 PER CENT)
*
6 *
  *
SAMPLE *
* (N= 2, 2.15 PER CENT)
*
NORM *
* (N= 4073, 87.86 PER CENT)

```

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.

```

***** PERCENTAGES
00000000011111111122222222333333334444444455555555666666667777777788888888999999991
012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES
0

```

ITEM NO. 124 RESPONDENT GENDER: 1=MALE 2=FEMALE
89 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE * [REDACTED]
* (N= 36, 38.71 PER CENT)

NORM * [REDACTED]
* (N= 1466, 31.62 PER CENT)

2 *
*
SAMPLE * [REDACTED]
* (N= 53, 56.99 PER CENT)

NORM * [REDACTED]
* (N= 2222, 47.93 PER CENT)

3 *
*
SAMPLE * [REDACTED]
* (N= 0, .00 PER CENT)

NORM * [REDACTED]
* (N= 5, .11 PER CENT)

4 *
*
SAMPLE * [REDACTED]
* (N= 0, .00 PER CENT)

NORM * [REDACTED]
* (N= 2, .04 PER CENT)

5 *
*
SAMPLE * [REDACTED]
* (N= 0, .00 PER CENT)

NORM * [REDACTED]
* (N= 2, .04 PER CENT)

6 *
*
SAMPLE * [REDACTED]
* (N= 4, 4.30 PER CENT)

NORM * [REDACTED]
* (N= 939, 20.25 PER CENT)

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.

***** PERCENTAGES
000000000111111112222222223333333334444444445555555556666666667777777778888888889999999991
0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES 0

ITEM NO. 125 WHEN RESPONDENT WORKS: 1=FULLTIME 2=PARTTIME 3=TEMP FULL 4=TEMP PART
91 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE * [REDACTED]
* (N= 86, 92.47 PER CENT)
*
NORM * [REDACTED]
* (N= 3096, 66.78 PER CENT)
*
2 *
*
SAMPLE * [REDACTED]
* (N= 5, 5.38 PER CENT)
*
NORM * [REDACTED]
* (N= 14, .30 PER CENT)
*
3 *
*
SAMPLE * [REDACTED]
* (N= 0, .00 PER CENT)
*
NORM * [REDACTED]
* (N= 7, .15 PER CENT)
*
4 *
*
SAMPLE * [REDACTED]
* (N= 0, .00 PER CENT)
*
NORM * [REDACTED]
* (N= 1, .02 PER CENT)
*
5 *
*
SAMPLE * [REDACTED]
* (N= 0, .00 PER CENT)
*
NORM * [REDACTED]
* (N= 241, 5.20 PER CENT)
*
6 *
*
SAMPLE * [REDACTED]
* (N= 2, 2.15 PER CENT)
*
NORM * [REDACTED]
* (N= 1277, 27.55 PER CENT)
*

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.

***** PERCENTAGES
000000000111111111222222222333333333444444444555555556666666667777777778888888889999999991
0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES 0

ITEM NO. 126 TIME WORKING IN COLLEGE: 1=LT 1 YR 2=1/5 3=6/10 4=11/15 5=GT 15
90 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE * [REDACTED]
* (N= 11, 11.83 PER CENT)
*

NORM * [REDACTED]
* (N= 682, 14.71 PER CENT)
*

2 *
*
SAMPLE * [REDACTED]
* (N= 24, 25.81 PER CENT)
*

NORM * [REDACTED]
* (N= 1520, 32.79 PER CENT)
*

3 *
*
SAMPLE * [REDACTED]
* (N= 18, 19.35 PER CENT)
*

NORM * [REDACTED]
* (N= 822, 17.73 PER CENT)
*

4 *
*
SAMPLE * [REDACTED]
* (N= 20, 21.51 PER CENT)
*

NORM * [REDACTED]
* (N= 394, 8.50 PER CENT)
*

5 *
*
SAMPLE * [REDACTED]
* (N= 17, 18.28 PER CENT)
*

NORM * [REDACTED]
* (N= 496, 10.70 PER CENT)
*

6 *
*
SAMPLE * [REDACTED]
* (N= 3, 3.23 PER CENT)
*

NORM * [REDACTED]
* (N= 722, 15.57 PER CENT)
*

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.
*

***** PERCENTAGES
0000000001111111112222222223333333334444444445555555556666666667777777778888888889999999991
0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES
0

ITEM NO. 127 TIME IN CURRENT POSITION: 1=LT 1 YR 2=1/5 3=6/10 4=11/15 5=GT 15YRS
90 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE * [REDACTED]
* (N= 18, 19.35 PER CENT)

NORM * [REDACTED]
* (N= 973, 20.99 PER CENT)

2 *
*
SAMPLE * [REDACTED]
* (N= 28, 30.11 PER CENT)

NORM * [REDACTED]
* (N= 1897, 40.92 PER CENT)

3 *
*
SAMPLE * [REDACTED]
* (N= 18, 19.35 PER CENT)

NORM * [REDACTED]
* (N= 639, 13.78 PER CENT)

4 *
*
SAMPLE * [REDACTED]
* (N= 14, 15.05 PER CENT)

NORM * [REDACTED]
* (N= 222, 4.79 PER CENT)

5 *
*
SAMPLE * [REDACTED]
* (N= 12, 12.90 PER CENT)

NORM * [REDACTED]
* (N= 179, 3.86 PER CENT)

6 *
*
SAMPLE * [REDACTED]
* (N= 3, 3.23 PER CENT)

NORM * [REDACTED]
* (N= 726, 15.66 PER CENT)

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.

***** PERCENTAGES
00000000011111111122222222233333333344444444455555555666666666777777777888888888999999999
0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES 0

ITEM NO. 128 POSITION OF RESPONDENT AT THE COLLEGE
80 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE * [REDACTED]
* (N= 42, 45.16 PER CENT)
*

NORM * [REDACTED]
* (N= 235, 5.07 PER CENT)
*

2 *
*
SAMPLE * [REDACTED]
* (N= 22, 23.66 PER CENT)
*

NORM * [REDACTED]
* (N= 75, 1.62 PER CENT)
*

3 *
*
SAMPLE * [REDACTED]
* (N= 0, .00 PER CENT)
*

NORM * [REDACTED]
* (N= 39, .84 PER CENT)
*

4 *
*
SAMPLE * [REDACTED]
* (N= 1, 1.08 PER CENT)
*

NORM * [REDACTED]
* (N= 10, .22 PER CENT)
*

5 *
*
SAMPLE * [REDACTED]
* (N= 15, 16.13 PER CENT)
*

NORM * [REDACTED]
* (N= 158, 3.41 PER CENT)
*

6 *
*
SAMPLE * [REDACTED]
* (N= 13, 13.98 PER CENT)
*

NORM * [REDACTED]
* (N= 4119, 88.85 PER CENT)
*

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.
*

***** PERCENTAGES
000000000111111111222222222233333333334444444444555555555566666666667777777777888888888899999999991
0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES 0

ITEM NO. 129 LAST LEVEL COMPLETED IN SCHOOL
89 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE * * *
* (N= 1, 1.08 PER CENT)

NORM * * *
* (N= 36, .78 PER CENT)

2 *
*
SAMPLE * * *
* (N= 0, .00 PER CENT)

NORM * * *
* (N= 527, 11.37 PER CENT)

3 *
*
SAMPLE * * *
* (N= 27, 29.03 PER CENT)

NORM * * *
* (N= 829, 17.88 PER CENT)

4 *
*
SAMPLE * * *
* (N= 13, 13.98 PER CENT)

NORM * * *
* (N= 657, 14.17 PER CENT)

5 *
*
SAMPLE * * *
* (N= 48, 51.61 PER CENT)

NORM * * *
* (N= 872, 18.81 PER CENT)

6 *
*
SAMPLE * * *
* (N= 4, 4.30 PER CENT)

NORM * * *
* (N= 1715, 36.99 PER CENT)

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.

***** PERCENTAGES
000000001111111122222222333333334444444455555555666666667777777788888888999999991
012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES 0

ITEM NO. 130 AGE OF RESPONDENT
88 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE *
* (N= 0, .00 PER CENT)

NORM *
* (N= 103, 2.22 PER CENT)

2 *
*
SAMPLE *
* (N= 3, 3.23 PER CENT)

NORM *
* (N= 760, 16.39 PER CENT)

3 *
*
SAMPLE *
* (N= 25, 26.88 PER CENT)

NORM *
* (N= 668, 14.41 PER CENT)

4 *
*
SAMPLE *
* (N= 38, 40.86 PER CENT)

NORM *
* (N= 514, 11.09 PER CENT)

5 *
*
SAMPLE *
* (N= 22, 23.66 PER CENT)

NORM *
* (N= 508, 10.96 PER CENT)

6 *
*
SAMPLE *
* (N= 5, 5.38 PER CENT)

NORM *
* (N= 2083, 44.93 PER CENT)

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.

***** PERCENTAGES
00000000011111111122222222223333333333444444444455555555556666666666777777777788888888889999999991
0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES 0

ITEM NO. 131 AMOUNT OF COMMUNICATIVE SKILLS TRAINING
89 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE * [REDACTED]
* (N= 10, 10.75 PER CENT)

NORM * [REDACTED]
* (N= 660, 14.24 PER CENT)

2 *
*
SAMPLE * [REDACTED]
* (N= 16, 17.20 PER CENT)

NORM * [REDACTED]
* (N= 416, 8.97 PER CENT)

3 *
*
SAMPLE * [REDACTED]
* (N= 33, 35.48 PER CENT)

NORM * [REDACTED]
* (N= 841, 18.14 PER CENT)

4 *
*
SAMPLE * [REDACTED]
* (N= 27, 29.03 PER CENT)

NORM * [REDACTED]
* (N= 382, 8.24 PER CENT)

5 *
*
SAMPLE * [REDACTED]
* (N= 3, 3.23 PER CENT)

NORM * [REDACTED]
* (N= 12, .26 PER CENT)

6 *
*
SAMPLE * [REDACTED]
* (N= 4, 4.30 PER CENT)

NORM * [REDACTED]
* (N= 2325, 50.15 PER CENT)

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.

***** PERCENTAGES
00000000011111111122222222223333333333444444444455555555556666666666777777777788888888889999999991
0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES 0

ITEM NO. 132 SALARY RANGE OF RESPONDENT (1=<15K\$,2=15-18K,3=18-25K,4=25-30K,5=>30K)
88 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE *
* (N= 21, 22.58 PER CENT)

NORM *
* (N= 105, 2.26 PER CENT)

2 *
*
SAMPLE *
* (N= 10, 10.75 PER CENT)

NORM *
* (N= 160, 3.45 PER CENT)

3 *
*
SAMPLE *
* (N= 11, 11.83 PER CENT)

NORM *
* (N= 104, 2.24 PER CENT)

4 *
*
SAMPLE *
* (N= 12, 12.90 PER CENT)

NORM *
* (N= 78, 1.68 PER CENT)

5 *
*
SAMPLE *
* (N= 34, 36.56 PER CENT)

NORM *
* (N= 46, .99 PER CENT)

6 *
*
SAMPLE *
* (N= 5, 5.38 PER CENT)

NORM *
* (N= 4143, 89.37 PER CENT)

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.

***** PERCENTAGES
00000000111111112222222233333333444444445555555566666666777777778888888899999999
012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES 0

ITEM NO. 133 IN HOW MANY OTHER ORGANIZATIONS HAVE YOU BEEN EMPLOYED IN LAST TEN YEARS?
90 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *
*
SAMPLE * [Patterned Bar]
* (N= 38, 40.86 PER CENT)
*

NORM * [Patterned Bar]
* (N= 217, 4.68 PER CENT)
*

2 *
*
SAMPLE * [Patterned Bar]
* (N= 23, 24.73 PER CENT)
*

NORM * [Patterned Bar]
* (N= 127, 2.74 PER CENT)
*

3 *
*
SAMPLE * [Patterned Bar]
* (N= 12, 12.90 PER CENT)
*

NORM * [Patterned Bar]
* (N= 69, 1.49 PER CENT)
*

4 *
*
SAMPLE * [Patterned Bar]
* (N= 9, 9.68 PER CENT)
*

NORM * [Patterned Bar]
* (N= 54, 1.16 PER CENT)
*

5 *
*
SAMPLE * [Patterned Bar]
* (N= 8, 8.60 PER CENT)
*

NORM * [Patterned Bar]
* (N= 84, 1.81 PER CENT)
*

6 *
*
SAMPLE * [Patterned Bar]
* (N= 3, 3.23 PER CENT)
*

NORM * [Patterned Bar]
* (N= 4085, 88.11 PER CENT)
*

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.
*

***** PERCENTAGES
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0123456789012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES 0

ITEM NO. 134 ARE YOU PRESENTLY LOOKING FOR A JOB IN A DIFFERENT ORGANIZATION?
81 PEOPLE RESPONDED TO THIS ITEM.

CODE

1 *

SAMPLE * (N= 20, 21.51 PER CENT)

NORM * (N= 120, 2.59 PER CENT)

2 *

SAMPLE * (N= 60, 64.52 PER CENT)

NORM * (N= 420, 9.06 PER CENT)

3 *

SAMPLE * (N= 0, .00 PER CENT)

NORM * (N= 0, .00 PER CENT)

4 *

SAMPLE * (N= 0, .00 PER CENT)

NORM * (N= 2, .04 PER CENT)

5 *

SAMPLE * (N= 1, 1.08 PER CENT)

NORM * (N= 0, .00 PER CENT)

6 *

SAMPLE * (N= 12, 12.90 PER CENT)

NORM * (N= 4094, 88.31 PER CENT)

* NOTE: CODE "6" REPRESENTS NO RESPONSE DATA.

***** PERCENTAGES
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012345678901234567890123456789012345678901234567890123456789012345678901234567890
PERCENTAGES
0

Appendix B

Preview

Settlement of the Victor Valley, discovered by Spanish adventurers who traveled along the Mojave River as early as 1771, did not begin until after the gold rush. Mining and agriculture efforts were pursued in the area and still play a role in the economy of the Valley today. George Air Force Base, established during World War II, remains today and also contributes greatly to the economy of the area. The mining industry and the military are among the largest employers in the Victor Valley which is largely comprised of businesses with fewer than ten employees. While the Victor Valley is one of the fastest growing areas in California, the majority of its residents currently commute outside of the area to work. This trend is expected to continue as population growth far exceeds job opportunities.

The Victor Valley: An Historical Perspective

Spanish adventurers traveled along the Mojave River and across the area known as Victor Valley as early as 1771. Actual migration into the Valley followed the gold rush, and shortly thereafter mining and agricultural development made a permanent change in the area.¹¹

Farms located along the banks of the Mojave River

received ample water and flourished. The minerals granite and a pure type of limestone necessary to make cement formed the basis of mining efforts. The cement industry soon became and remains today one of the primary industries of the area.¹²

Railroad tracks were laid through the Victor Valley enroute west in 1899. Victorville quickly became a railroad stop, a place for engines to be serviced and additional engines added to ease the trip through the Cajon Pass, and a place for Victor Valley residents to ship agricultural and mining products to other areas of the country.¹³

During World War II, the Air Force established an air base here. By 1960 the base was included in the Tactical Air Command, housed fifteen hundred Air Force personnel, and employed four hundred and fifty civilian employees.¹⁴ Today, George Air Force Base, which has recently been given a ninety-two million dollar expansion budget through 1991, is still an economic force in the Victor Valley.¹⁵

The Victor Valley: Population Growth

During the period from 1960 to 1984, the population of California increased sixty-two percent from 15.7 million to 25.4 million. The population of San Bernardino

County increased faster than the state as a whole during this time averaging a growth rate of a little over three percent a year. And the accelerated growth in the Victor Valley greatly contributed to this average.¹⁶

The Victor Valley of San Bernardino County is situated in the high desert on the southern edge of the Mojave Desert. It is approximately equidistance from San Bernardino and Barstow on the well-traveled route to Las Vegas. Until recently the Victor Valley was primarily a stopping place for travelers enroute to or from the Los Angeles Basin; however, today it is experiencing a population growth rate that exceeds any other area in the state.¹⁷ Thirty-eight percent of the Valley's population have lived in the area less than three years and ten percent have lived in the area less than one year. Utility company studies project the current population of the Valley will increase at a rate that is about four times as rapid as the state as a whole and twice as fast as the rest of San Bernardino County.

According to these reports, the 1986 population of 153,000 will be 219,000 in 1991, a growth rate of seven and-one half percent per year or a forty-three percent increase in five years.¹⁸

From a Valley-wide survey conducted in 1984, the Daily Press, a local daily newspaper, concluded that most area residents are attracted to the natural environment,

clean air, open spaces, and small town atmosphere of the region. Affordable housing is also a contributing factor to the influx of people who have made the Victor Valley their home. Three-bedroom houses on one-half acre lots are available from \$65,000.

Employment Trends In The Victor Valley

While the major economy of San Bernardino County is trade followed closely by government and service related firms, most of the employers in the Victor Valley are small firms with less than ten employees. The Valley's major employers are concentrated in the cement, electronics, and utilities industries, and in education. Table 1 in Appendix B lists employers with more than fifty employees.

A 1979 survey conducted to determine labor skills in the Valley found that an unusually large number (almost fifty percent) of the labor force commuted to employment outside the area--mostly to the San Bernardino Valley and to Pomona--but some even to areas as far away as Orange and Los Angeles Counties. There is no current data available on the percentage of Valley residents who commute to employment outside of the area; however, given the tremendous increase in population and the relatively few jobs created here since 1979 it is thought that the

1979 data is still reliable.¹⁹

Predicted Job Growth

Job growth in the San Bernardino Desert Subregion is not expected to keep pace with the demand for work. The Southern California Association of Governments (SCAG) has projected that regional employment in the six counties of Imperial, Los Angeles, Orange, Riverside, San Bernardino, and Ventura will total nearly 7.6 million in the year 2000. According to these projections, the San Bernardino Desert subregion will have a labor force that will increase from 51,300 in 1980 to 94,000 by the year 2000. This is a 4.2 percent average growth rate compared to a projected 5.3 percent for San Bernardino County as a whole. Growth rates for both San Bernardino County and the San Bernardino Desert Subregion greatly exceed the regional predictions of 1.8 percent.²⁰ The burgeoning labor force and the continuing scarcity of jobs will require a significant number of local residents to continue to commute out of the area to work.

Future Job Opportunities

In a 1982 update of the Projections of Employment for the Riverside-San Bernardino-Ontario areas, the Employment Development Department estimated that fifty-seven percent of the job openings occurring in this region will result

from replacement needs due to labor force separation. Major occupational groups which will show a higher than average employment growth rate include: professional and technical; managers, officials, and proprietors; also sales workers, clerical workers, and service workers. Craft workers, operators, laborers, farmers and farm workers will have lower than average employment growth rates during this projection period.

The largest absolute numbers of job openings will occur in clerical occupations (27,200) and in service occupations (26,000). Together, these anticipated vacancies will account for 37.4 percent of all job opportunities expected during the projection period. Specific occupations that will have a higher than average demand in the two county regions are registered nurses, elementary school teachers, office managers, restaurant managers, sales workers, clerical workers, cashiers, carpenters, electricians and plumbers; auto mechanics, assemblers, and waitresses.²¹

Summary

The Victor Valley of San Bernardino County, situated in the high desert on the southern edge of the Mojave Desert, until recently was primarily a stopping place for travelers enroute to or from the Los Angeles Basin. Today,

it is the fastest growing area in the state. However, employment is not keeping pace with population growth, and it is expected that the majority of the Valley's population now commuting outside of the area to work will continue to do so in the future.

TABLE 1
MAJOR EMPLOYERS IN THE VICTOR VALLEY

Manufacturing

Name of Company	Employment	Type of Business
Southwestern Cement	409	Cement
Kaiser Cement and Gypsum	343	Cement and Gypsum
Riverside Cement	294	Cement
King Hi-Tech	190	Electronics
Pfizer, Inc.	155	Talcs and Clay
Hi-Grade Materials Co.	88	Ready-mix Cement
Tel Craft	55	Communication Equipment
Pluess-Staufer, Incl	50	Limestone Products

Non-Manufacturing

School Districts	1,420	Education
Contel Telephone Company	841	Communications
George Air Force Base	730	Air Base (excluding military)
Victor Valley Hospital	360	Health Care
St. Marys Hospital	325	Health Care
Roadway Express	350	Trucking
Southern California Edison	184	Public Utilities
Victor Valley College	149	Education
Green Tree Inn	115	Motel
Holiday Inn	110	Hotel
Holiday Hill	100	Ski Resort (+300 seasonal)
Apple Valley Inn	100	Resort

APPENDIX C

INTRODUCTION

Preview

Victor Valley Colllege was established in 1960 and shared space with the local high school for its first four years. However, student enrollment increased from 691 in the fall of 1961 to 1,086 in the fall of 1962. And by the fall semester of 1963, 1,300 students were enrolled in classes. The college purchased land and built its own campus in the fall of 1965. Enrollment peaked in the fall of 1986 with 5,284 students registered for classes. The student population, once consisting mostly of recent high school graduates interested in participating in extracurricul activities now closely resembles the state norm for community college students. Today, the average student is a white woman, 32 years old, taking 2 classes. The modal age of the student population is 20, the median age is 28, and the mean age is 31. The focus of the college as it moves toward the 21st century is to meet the needs of its changing student population.

A Journey Through The Years

The Victor Valley Chamber of Commerce and the Board of Trustees of the Victor Valley Union High School first

addressed the need for a two-year junior college in 1950. The idea which was rejected during the early decade of the 50s was reviewed again in 1959, and this time it met with acceptance.

The Victor Valley Junior College District was established in 1960. The district encompasses an area of approximately 1,800 square miles and includes the communities of Adelanto, Apple Valley, Wrightwood, and Victorville.²²

Instruction began the fall semester of 1961 with classes held at Victor Valley Union High School which was then the only high school in the Victor Valley. A night school schedule was adopted with college classes offered from 3:00-10:00 p.m. Ten part-time and twelve full-time faculty taught students who selected from classes in seven programs and eight vocational courses that were offered.²³

Faculty and Student Involvement

Three of the original twelve full-time faculty who began teaching for the college at the high school are still teaching at Victor Valley College. Poly Fitch, whose teaching career began at Victor Valley College that first year, joined the staff as drama instructor. She and her small band of drama students produced two plays during the 1961-62 school year. They produced a full stage

production of Blythe Spirit in March and a staged reading of The Importance of Being Earnest in late May.²⁴

Polly's late afternoon and evening classes were in the physical education classroom adjacent to the gym. The room shared an air vent with the men's locker room so Polly was kept up on all the latest obscenities. The swimming pool was just outside its walls. Polly vividly remembers the challenge of keeping a speech class motivated while a swim coach was screaming "Gitcher butt up!" immediately outside the door to her room.²⁵

The energies, enthusiasm, interest, and involvement of faculty like Poly Fitch and of the Dean of Students Burt Wadsworth contributed to a variety of student activities early in the history of the college. The Associated Students, the official organization of the student government, formed an active group in 1961 and quickly became involved in the California Junior College Student Government Association under Poly Fitch and Burt Wadsworth's advisement. Poly also advised the Associated Women Students, a service organization that sponsored all-college dances, sold tickets for cultural events held in Los Angeles, assisted with registration each semester, and served at the Founders' Day banquet. AWS officers were responsible for representing "women's interests" at student council meetings. A chapter of Alpha Gamma Sigma,

a statewide honor society for junior colleges was active that first year as was as the Letterman Club whose members included athletes lettering in any sport played at Victor Valley College. The Circle K Club, a junior division of the Kiwanis Club, had an active chapter and Delta Psi Omega, a national honorary dramatic fraternity, joined the other campus clubs by the spring of 1964.²⁶

Polly Fitch reports that Victor Valley College students that first year were almost all recent high school graduates who responded well to extracurricula activities. She notes, however, that by the mid-1960s teas and finger sandwiches practically disappeared and dinner dances shrank to one or two a year.²⁷

The Athletic Program

The head coach, Juel Caruthers, introduced soccer to the physical education department during the first year of the college because the young college had neither enough students nor a large enough budget to support a football program. Students did not embrace the game with enthusiasm. Consequently, the team completed two seasons with few wins and much laughter from the sidelines. But the third year of soccer competition brought new respect to the game when the Victor Valley College team brought home a trophy and a state championship with scores of 10-2-2 and a league record of 6-0-2.²⁸

Basketball was added to the athletic program in 1963 and football was introduced in 1970. But the athletic program was eliminated in 1978 because of funding cuts made by Proposition 13. It was, however, reinstated in 1980 and the Department is working toward rebuilding active baseball, basketball, football, track, and soccer programs.

Student Publications

The Desert Ram Page, a semi-monthly school paper, was published by the Journalism Department in the fall of 1962. The Panorama, billed as a semester pictorial history, was published twice a year. Sponsored by the Associated Students, the Panorama reviewed athletics, dances, faculty-student sports nights, hayrides, snow parties, and class activities. The Piquant, a student literary magazine, was designed to enhance students' desire to write by publishing their literary pieces. The magazine strived to be unbiased and tried to reflect student thinking and to broaden their writing abilities. The Piquant, active from 1963 until 1971, accepted work by any full or part-time Victor Valley College student.²⁹ Of these early publications, only the Ram Page has survived. The student newspaper was inactive for two years, from 1984-1986, and has only recently been activated again by a

reestablished Journalism class which publishes the Ram Page monthly.

The College Library

The college library, advertised in the 1960-63 catalog as "up-to-date, modern facility located in the college center", was the site of the new college's first act of censorship. A worker unloading a shipment of books browsed through the Dictionary of American Slang and became so shocked by what he found that he caused an uproar. The librarian kept the book out of sight for three years shelving it openly only after the college moved to its own campus.³⁰

Today's library policies are much more liberal than in those early days. The Board of Trustees has adopted a policy which states:

Censorship of books, urged or practiced by volunteer arbitrators of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.³¹

Library holdings are constantly growing and presently include 40,000 volumes and 410 serials: non-book-catalogs, prints, and materials which do not circulate; phono records and tapes; locally produced videotapes, slides, filmstrips, and transparencies. The facility also

maintains an up-to-date law library.³²

Accreditation And The Prospect of A Permanent Campus

In May of 1963, Victor Valley College welcomed its first Accreditation team from the Western Association of Community Colleges. The team inspected, evaluated, and determined that the new college was worthy of a three year accreditation, the maximum accreditation permissible to a new institution.³³

The close of the 1962-63 academic year saw a master plan and space adequacy study completed for approximately 5,000 students. Construction was scheduled to begin on the first buildings of the new campus: the library, science, administration, and business buildings as soon as Sacramento approved the plans.³⁴

Student Population

The early growth of the college was continuous. Student enrollment increased from 691 in the fall of 1961 to 1,086 in the fall of 1962. By the fall semester of 1963, 1,300 students were enrolled in classes. Average Daily Attendance increased by approximately twenty-five percent those first three years.³⁵

The College Gets A Campus

The location of a permanent campus site generated

much real estate speculation and secrecy. If Apple Valley were chosen as the site, Victorville might spurn the decision and possibly the college itself. Land in Hesperia was cheap but, at that time, remote. Board of Trustee members and Administrators finally agreed to purchase the 283 acre Kalin Ranch which bordered Victorville, Apple Valley, and Hesperia and provided ample land for development.³⁶

Groundbreaking for the new campus was held on November 18, 1964, in seven inches of snow. Of those who made it to the ceremony, half had to have their vehicles towed back to Bear Valley Road in order to get home.³⁷

Classes were scheduled to start on the new campus in the fall of 1965. On August 1 the buildings were still not completed, but the President of the college, a man not easily deterred, ordered the faculty to move in anyway. Construction workers had to work around faculty and students to put the finishing touches on four of the first five buildings.³⁸

Victor Valley College: The Decades Ahead

Enrollment rose from 691 students in 1961 to a high of 5,284 in the fall of 1986. The number of full-time students has remained nearly constant since 1975 indicating a rapid rise in the number of students taking

classes on a part-time bases. Part-time students now outnumber full-time students by a ratio of more than three-to-one. The fall 1987 enrollment summary Table 1, A and B, of Appendix C shows the changes in full time compared to part-time enrollment from 1980-1986.³⁹

Student Composition

There have been significant changes in the composition of the student population at Victor Valley College since the late 1960s, and more changes are anticipated. The adult student population began increasing during the decade of the 1960s and has continued to do so through the 1980s. Today, the student population of Victor Valley College closely resembles the characteristics of community colleges realized statewide in the past decade. Women now constitute the majority--over 59 percent--of those enrolled in the Spring Semester, 1988. The average student is a white woman, 32 years old, taking two classes. The modal age of the student population is 20, the median age is 28, and the mean, 31. Table 2, Appendix C shows these changes. Additionally, a gradual shift in age of the average student attending community college is expected to be realized as the "baby boom" slows down. The proportion of 25 to 40 year olds is expected to increase somewhat, but the greatest change will occur in the age group over 65. This age group will be pronounced

locally because of the efforts of several developers who are encouraging the migration of senior citizens to the area through the development of planned retirement communities.

Both Black and Hispanic groups are underrepresented by 0.6 percent. Table 3 in Appendix C presents a comparison of the ethnic composition of the District with the student body for the spring semester of 1989. These student characteristics are expected to change somewhat during the next decade. While the rapidly changing ethnic composition of California will have a greater effect on metropolitan areas of the state, this change will impact the Victor Valley College District as well.

Enrollment Projections

Assuming unrestricted enrollment growth and the population increases projected, the student population at Victor Valley College is expected to more than double in the next fifteen years. These enrollment projections are predicated on the assumption that the college will continue to maintain at least the same participation rates that have been seen in the past. Table 4 in Appendix C shows the participation rates for the communities in the District. The average of 52 students per one thousand residents over 18 years of age is similar to other

community colleges in the state and identical to the national average.⁴²

Victor Valley College: Meeting The Needs Of Its Community

In meeting the changing needs of the community that is becoming the Victor Valley, the college is gearing up to make the necessary changes. Besides adjusting classes to the changing characteristics of the student population, the college is addressing the employment needs of the area.

Recognizing its need to attract business and industry to the area and to assist in the continued success of small businesses that constitute the majority of employment opportunities for the members of its community, Victor Valley College has taken several steps. It has joined ED>Net, the Economic Development Network of Community Colleges, developed a Small Business Development Center, implemented a program of Small Business Seminars, and developed the Victor Valley Small Business Incubator.

The Economic Development Network

As a member of the Economic Development Network of California Community Colleges, ED>Net, a recently formed entity funded under a grant by the State Chancellor's Office, Victor Valley College enjoys participating in an organization whose goal is to enhance economic development

in California and define the role of community colleges in this effort. ED>Net strives toward reaching this goal through highlighting exemplary programs already in place and assisting in the development of new programs through the statewide community college system.

Acting as an economic development resource center for the 107 community colleges in California, ED>Net utilizes community colleges' flexibility to meet changing needs and to support new and expanding businesses from community to community. This support makes the community college system a viable partner with business, industry, and government as well as with economic development agencies.

To achieve these goals, ED>Net will conduct an economic development survey throughout the California community college system to identify current and planned economic development programs. The results of this survey will serve as the foundation for the ED>Net data base.

Conferences will be held to update college representatives, business leaders, and government agencies on exemplary programs and to provide tips and strategies on conducting progressive economic development programs.⁴³

The Small Business Development Center

Recognizing that small businesses are a vital part of the economic stability of the Victor Valley and play a

major role in the growth of the community, Victor Valley College developed the Small Business Development Center.

The Victor Valley College Small Business Development Center is a program designed to provide assistance and resources to the High Desert's small business community. The program links resources of federal, state, and local governments with the private sector, Victor Valley College, and other educational organizations.

The Small Business Development Center began operation in 1986 and is committed to strengthening small business by creating an atmosphere of success that will enhance economic growth. The Center is staffed by a program director who receives input from local small business representatives. The program director works in conjunction with the Small Business Administration, County of San Bernardino, city officials, local Chambers of Commerce, and other business organizations in the High Desert. His efforts are enhanced by the support of a resource and referral network.

Special services offered to small businesses through the Victor Valley College Small Business Development Center include customized training to assist businesses that want to upgrade the skills of their employees to increase productivity and/or profitability and to meet the challenges of expansion; economic development which provides information relating to the many areas of need

for potential new business in local communities and cities that comprise the Victor Valley, including a list of names of contact people for each community and city's economic development programs; special programs for the business community that provide information on contracting with government agencies; and special activities for women, veterans, and ethnic minority owned businesses.⁴⁴

The Victor Valley Small Business Development Center offers periodical seminars that are co-sponsored with the Small Business Administration. These seminars allow participants to earn Small Business Management Certificates by completing ten workshops or to merely choose from among seminar offerings that interest them. Seminars, scheduled weekday evenings and Saturdays, include the following offerings:

- Legal Aspects of Forming and Operating Your Business
- Writing for Business Results
- Developing an Effective Business Plan
- Financial Planning for the Small Business
- Financial Records Management
- Credit and Collection Procedures
- Acquiring a Loan for Your Business
- Marketing and Advertising Your Business
- Purchasing and Inventory Management
- Personnel Procedures and Employee Management
- Using the Computer in Managing Your Business
- Developing Effective Management Skills⁴⁵

The Victor Valley Small Business Incubator Industries

The Victor Valley Small Business Incubator Industries

is a joint project of the Victor Valley College Small Business Development Center, the Victor Valley Community Improvement Council, and the City of Adelanto. The project established a Small Business Incubator which is a flexible method of encouraging the development of new business and fostering local economic development. Incubator facilities provide an environment where public and private resources can combine to meet the needs of small businesses during the critical stages of their development. Incubators provide facilities in which a number of new and growing businesses operate under one roof with affordable shared rents, shared services and equipment; and equal access to a wide range of professional, technical, and financial assistance programs. ⁴⁶

Summary

The efforts of early faculty and staff, the enthusiasm of students eager to participate in the college experience, and the leadership of an administration determined to provide students with a quality education served Victor Valley College well in its developing years. The ability to meet the changing needs of its student population, and the determination to continue to place the needs of its students first and foremost will insure the college a successful future in the decades ahead.

VICTOR VALLEY COLLEGE DISTRICT

PARTICIPATION RATES FOR 1980 AND 1987

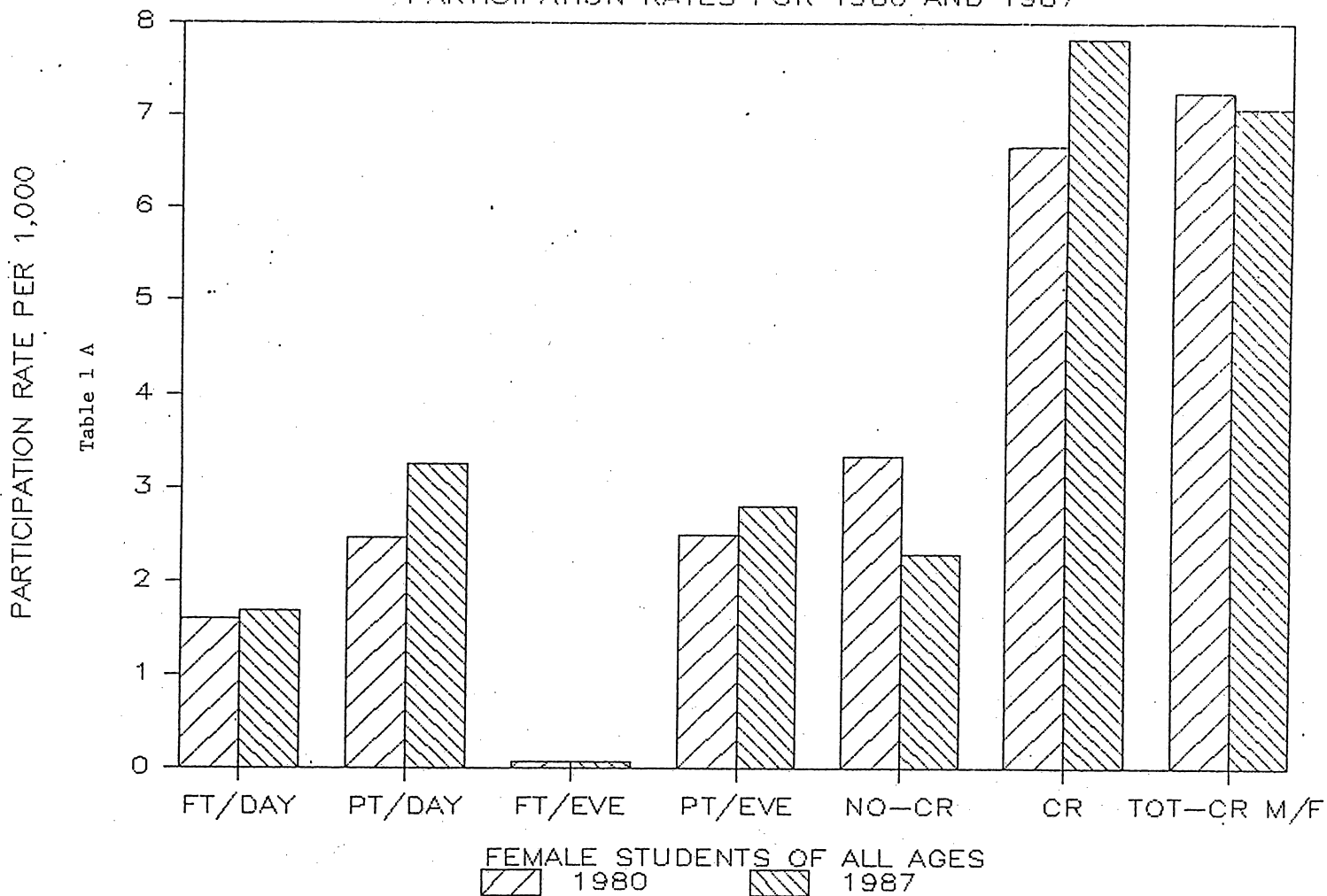


TABLE 1 A

VICTOR VALLEY COLLEGE DISTRICT

PARTICIPATION RATES FOR 1980 AND 1987

PARTICIPATION RATE PER 1,000
Table 1 B

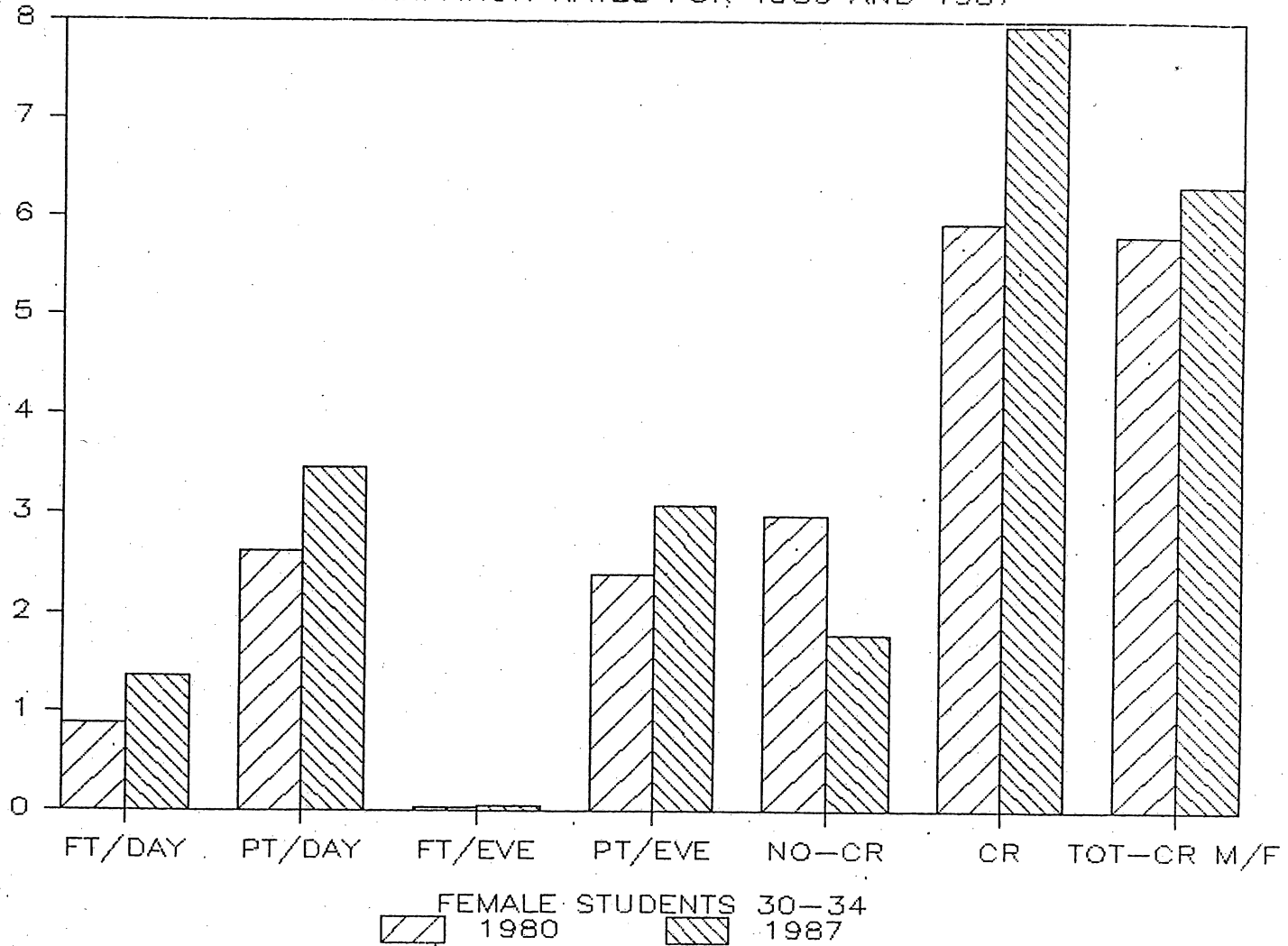


TABLE 2
COLLEGE WIDE DATA
Fall 1984

MALES	DAY		EVE		TOTAL		GRAND TOTAL
	FT	PT	FT	PT	FT	PT	
Freshmen	331	343	19	555	270	898	1168
Sophomores	107	139	8	180	115	319	434
Assoc Degree	20	31	2	59	22	90	112
Bacc or Higher	5	29	-	74	5	103	108
TOTAL MALE	383	542	29	868	412	1410	1822
FEMALES							
Freshmen	321	654	10	519	331	1173	1504
Sophomores	158	199	2	115	160	314	474
Assoc Degree	28	69	3	63	31	132	163
Bacc or higher	7	55	-	75	7	110	137
TOTAL FEMALE	514	977	15	772	529	1749	2278
GRAND TOTAL	897	1519	44	1640	941	3159	4100

AGE DISTRIBUTION

Less than 18	2.0%
18-19	12.9%
20-24	22.0%
25-29	18.0%
30-34	14.0%
35-39	10.1%
40-49	11.1%
50-64	6.8%
65 and over	3.3%

SEX DISTRIBUTION

Male	38.8%
Female	61.2%

STUDENT ETHNICITY

SPRING 1989

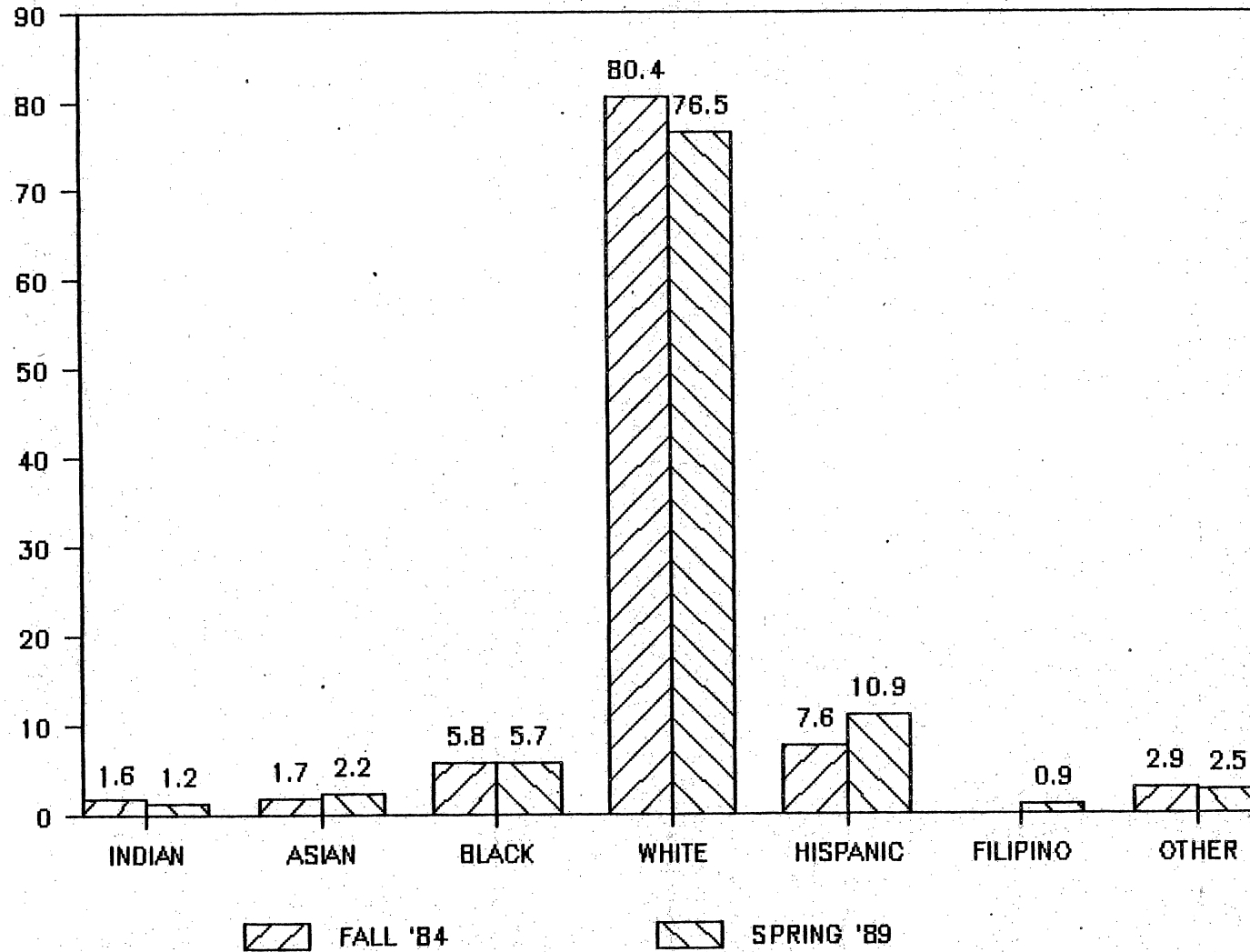


TABLE 3

TABLE 4
PARTICIPATION RATE FOR VICTOR VALLEY COMMUNITIES

<u>Community</u>	<u>Number of Students</u>	<u>Participation/1000</u>
Adelanto	149	54.7
Apple Valley	1,158	57.9
Helendale	16	43.6
Hesperia	994	40.7
Lucerne Valley	103	37.4
Oro Grande	16	41.6
Phelan & Pinon Hills	98	61.5
Victorville	1,559 ‡	66.6
Wrightwood	65	21.3

‡ Includes Spring Valley Lake and George Air Force Base

ENDNOTES

Appendix B

¹¹Southern California Edison Company, An Area Inventory On Victor Valley (Victorville, California, 1966). p. 4.

¹²Southern California Edison Company, p. 6.

¹³San Bernardino County Planning Commission, Victorville Area, Master Plan Report, 1960, p. 10

¹⁴San Bernardino County Planning Commission, p. 8.

¹⁵John Charlton, ESO/GAFB, Panel Member; Special Board Of Trustees Workshop, Inn Of Silver Lakes, (Helendale, California, May 1988).

¹⁶Victor Valley College In The Year 1999, A Planning Document by Victor Valley College (Victorville, Ca., 1985). p. 33.

¹⁷Victor Valley College In The Year 1999, A Planning Document, p. 33.

¹⁸Report at Special Board Of Trustees Workshop, Inn Of Silver Lakes, (Helendale, Ca. May, 1988).

¹⁹Victor Valley College In The Year 1999, A Planning Document, p. 48.

²⁰Victor Valley College In The Year 1999, A Planning Document, p. 50.

²¹Victor Valley College In The Year 199, A Planning Document, p. 51.

Appendix C

²²Victor Valley College Student Handbook 1969-70 (Victor Valley College, 1970). p. 5.

²³Victor Valley College Student Handbook, 1969-70, p. 5.

²⁴ Panorama, Spring Semester 1964 (Victor Valley College, 1964). pp. 25-26.

²⁵ Polly Fitch, An Anecdotal History Of Victor Valley College (Victor Valley College, 1985). p. 2

²⁶ Panorama, Fall Semester 1964 (Victor Valley College, 1964). pp. 14-16.

²⁷ Fitch, p. 4.

²⁸ Panorama, Fall Semester 1963-64 (Victor Valley College, 1964). pp. 18-25.

²⁹ Piquant, Fall Semester 1967 (Victor Valley College, 1964). p. 17.

³⁰ Fitch, p. 2.

³¹ Victor Valley College Board of Trustees Policy 6152.

³² Panorama, Spring Semester 1963 (Victor Valley College, 1963). p. 5.

³³ Panorama, Spring Semester 1963 (Victor Valley College, 1963). p. 2.

³⁴ Panorama, Fall Semester 1963-64. p.2.

³⁵ Fitch, p. 3.

³⁶ Fitch, p. 5.

³⁷ Fitch, p. 3.

³⁸ Victor Valley College In The Year 1999, A Planning Document Update (Victor Valley College, 1988). p.38.

³⁹ Victor Valley College In The Year 1999, A Planning Document, p. 39.

⁴⁰ Victor Valley College In The Year 1999, A Planning Document, p. 37.

⁴¹ Victor Valley College In The Year 1999, A Planning Document, p. 37.

⁴² Economic Development Network, California Community Colleges, 1988. pamphlet.

⁴³ Small Business Development Center, (Victor Valley College, 1988). pamphlet.

⁴⁴ Small Business Seminars, (Victor Valley College, 1988). pamphlet.

⁴⁵ Small Business Seminars (Victor Valley College, 1988). pamphlet.

⁴⁶ Victor Valley Small Business Incubator, (Victor Valley College, 1988). pamphlet.

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