

Purposeful Dialogue at COM-FSM



An Analysis of the COM-FSM Communications Plan And ACCJC Recommendation One With Recommendations

Submitted to President Joseph M. Daisy
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Acknowledgements.....	2
SUMMARY.....	3
THE COMMUNICATIONS SURVEYS.....	4
<i>The Employees' Survey</i>	5
<i>Findings</i>	5
<i>The Students' Survey</i>	10
<i>Findings</i>	11
<i>Primary Recommendations</i>	12
<i>Secondary Recommendations</i>	12
CONSULTING OPINIONS.....	12
<i>Findings</i>	13
Communications Plan.....	13
ACCJC Recommendation One.....	13
<i>Primary Recommendations</i>	14
<i>Secondary Recommendations</i>	14

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Summary

Trying to develop a purposeful communications plan for any institution might be equated with an effort to harness the ocean tides. Such work is invariably complex even in an institution with a high context communication culture. Institutions of higher education seldom fall into that high context category, and COM-FSM is no exception. The college has, in recent history at least, operated within a hierarchical model of governance. That reality has hindered authentic communication in the past. The evolving model of “participatory governance” presents opportunity for vastly improved communications, but presents many challenges along the way.

Despite having a Communication Plan in place since 2010, the college had endured two cycles of review by ACCJC that suggest the plan has not had the desired effect. This analysis occurs in the context of the college facing a short deadline for finally resolving its accreditation issues. The approach here was two-pronged: 1) to evaluate the existing Communications Plan as part of an effort to close that loop; 2) to assess the college’s status in resolving ACCJC Recommendation One. In both cases the analysis leads to primary and secondary recommendations.

Carrying out the approach involved using Survey Monkey to design instruments that would measure opinions on the existing Communications Plan, as well as on matters related to the ACCJC Recommendation. Despite the built-in limitations of such surveys, they yielded a wealth of data for examination. In addition, a review of the current Communications Plan, supplemented by extensive on-site interviews and meetings, produced consulting opinions on both matters. This combined approach resulted in seven primary recommendations and several secondary recommendations.

The primary recommendations appear below:

- After completing the assessment of the current Communications Plan, COM-FSM should develop the next Communications Plan to run in tandem with the Wasahn Kamarain Strategic Plan. From the beginning, the new Communications Plan should reflect the values of “participatory governance” and “purposeful dialogue” and the need for both effective *communication products* and effective *communication behaviors*. The new Communications Plan should be completed and approved no later than December of 2012.
- At the same time that the new Communications Plan is being developed, the college should assess and revise the current BOR Policy on Communication to reflect the same values. BOR approval should occur prior to January 2013.
- The college should designate a participatory governance group with relevant members, including at least one vice president, to assume primary oversight for all college communications.
- The college should develop communication protocols for *all* of its participatory governance entities. These protocols should describe true feedback loops in which communication is iterative, focused and well managed. All such entities should include these protocols in their self-evaluations. This practice should include all department heads and all entities involved in program review and resource allocation.

- Emerging Terms of Reference for all college committees should define the communication responsibilities of committee members and chairs. These responsibilities should be reflected in all committee reports and evaluations, as well as in the conduct of meetings.
- The college should undertake a focused effort to improve both the flow of information and the participation in governance across the campuses. This effort should result in modes of visual communication among personnel across the campuses becoming the norm.
- Before October 2012, the college should undertake a capacity-building exercise to revise at least one major procedure document to reflect best practice in usability design and principles of localization that may be appropriate in its particular mix of high-context and low-context cultures. The IAP Handbook would be a good candidate for this work.

A summary table at the end of this narrative contains all the recommendations: both primary and secondary. Complete data displays for both surveys, including comments, appear as Appendix A at the end of this report.

This report is meant to serve as a guide. The COM-FSM community is about to embark on an exploration of life in a new dynamic of participatory governance and purposeful dialogue, all of which will be linked to the main principles the college itself defines. That discussion soon to begin may shift these recommendations; but these recommendations are steps that ought to be considered sooner rather than later.

The Communications Surveys

During the first two weeks of April, 2012, first COM-FSM employees and then COM-FSM students completed surveys designed to measure opinions about communications at the college. More specifically, these surveys sought opinion on the college's published Communications Plan from 2010, as well as on aspects of the ongoing ACCJC Recommendation One, which deals with issues of communication in the contexts of "purposeful dialogue" and "participatory governance." Both surveys had as a major purpose the identification of which items might profit from in-depth investigation through focus groups or existing governance entities.

The surveys yielded a wealth of information, but carry with them several limitations and uncertainties.

- At this point the data cannot answer the "compared to what?" question that is vital in investigations that must drive decision making. There was no baseline of data against which to compare these results. In fact, this survey may become an ad hoc document if, as recommended, the college substantially revises its communications plan.
- For a number of items that might be regarded as sensitive, respondents chose neutral answers or to skip the item altogether in numbers strikingly higher than they did for other items. One can only speculate on the possible reasons for this phenomenon.

- It is not clear whether or not results were shaded by a potential bias against offering negative responses in public

Nonetheless, there is enough commonality in some responses that they should spark some meaningful discussion.

The Employees’ Survey

The Employees’ Survey was designed and administered through Survey Monkey. Despite some slowdowns due to heavy Internet traffic and confusion over the closing deadline, the survey yielded a respectable return of 63% of employees college-wide. Groups of nine items were designed for each of the three goals of the current Communications Plan and for the ACCJC Recommendation One.

Table 1. COM-FSM Employees’ Communications Survey: Response Rates

Campus	No. of Employees	No. Completing Survey	% Completing Survey
National	169	88	52%
Chuuk	53	32	60%
FMI	18	10	55%
Kosrae	35	29	83%
Pohnpei	65	46	70%
Yap	27	26	96%
Combined	367	231	63%

Complete graphical summaries of these data appear in Appendix A.

Findings

Communication Plan Goal 1: Improve effectiveness and efficiency of programs and services by improved access to information.

Item 2. In nearly every survey, substantial majorities of those responding (between 63% and 89%) agree or strongly agree with this statement. These numbers seem heartening, but a stubborn one-third of those responding at most campuses either doesn’t know or disagree with this statement. One has to wonder if the latter group was simply not much engaged in the work of standing committees. That would be interesting to discover since it might describe a level of “participatory governance.”

Item 3. Responses to this item follow a wider and somewhat puzzling spread. Well more than half agree or strongly agree with the statement, but college-wide more than 40% tilt the other way. The puzzle comes from the fact that archiving was a point of some activity in the Communications Plan, and it seems some progress had been made. The college would do well to explore this issue more deeply since it hardly brings comfort to have such large uncertainty expressed by so many employees.

Item 4. Substantial majorities of respondents find they can get answers they need from reading the handbooks. This item also generated 37 comments, some of which suggest there is some confusion about having the most updated versions of the handbooks. Version control is a problem at many institutions, and the college would do well to determine the extent of such an issue.

Item 5. While there is some variance among the different campuses, college-wide a healthy majority of respondents claim to make fairly regular use of college documents and reports to improve their work. Nonetheless, a substantial minority of respondents who claim to use college documents five or fewer times during the year to improve how they do their work. It would be interesting to probe this issue more deeply and discover which documents or reports get the most use and why that is so.

Item 6. College-wide, one gains the impression that Internet service has improved in recent years. At a high level of inquiry such as a survey, it would appear that most employees feel that current Internet service is adequate to provide them with the access to information they need. These numbers could mask any number of variables (time frames for responses, levels of actual need, the roles of the roughly 20% who disagree, etc.). Once IT planning is folded into a process of non-academic program review, these matters should become clearer.

Item 7. The surveys reflect what seems to be widely held belief at the college that the flow of information among the dispersed campuses needs improvement. Even a majority of respondents at the National Campus feel that way. This issue hits at the heart of questions of “participatory governance” and “purposeful dialogue.” The item generated 61 comments, and reading these provides some insight into the scope of these issues and how they feed into institutional effectiveness.

Item 8. Strong majorities indicate that the college is indeed using technology to improve delivery of programs and services.

Item 9. A majority of respondents believe the college has an efficient process for producing the *COM-FSM Catalog*. Yet there are some puzzling disparities among different campuses that suggest further inquiry is needed. The *Catalog* is perhaps the most important document published by an institution of higher education, and there should be a clear understanding about how it is produced.

Item 10. Only two campuses (Kosrae and Yap) produced a majority of respondents who agree with this statement. Clearly this aspect of the Communications Plan has not gained wide understanding. Transparency in the authorship and origin of documents can be a real aid to “purposeful dialogue.”

Communication Plan Goal 2: Improve image and branding of the college by effective development, collection and dissemination of information.

Item 11. Again, just under half of the respondents college-wide claim agreement with this statement, and there is fairly wide variances of opinion among campuses. The college will no doubt determine whether such a Communications Plan should receive higher numbers. The item generated 36 comments, many of which turn back to lack of awareness of the plan, or of its implementation.

Item 12. A majority of respondents college-wide agree with this statement, but again there is a substantial minority who either “don’t know” or who disagree. It may be that the revamped committee structure is so new that not enough employees have been exposed to new standing committee agendas. In any case, note that the National Campus reports less positive responses than the other campuses.

Item 13. College-wide the levels of agreement are similar to those in Item 12, which raises similar concerns. Perhaps there is confusion about whether communication has really improved, or whether it has sufficiently focused dialogue on students. Oddly, though, there is a sort of three campus split on positive and negative responses. Kosrae, Chuuk and FMI offer decidedly more positive responses. National, Pohnpei and Yap are more heavily negative. Perhaps people there can suggest an explanation.

Item 14. Items 12, 13 and 14 show very similar numbers and a similar split among the campuses. Most of the 22 comments on this item came from the National Campus. If data reports are indeed improved (an open question), it may be that the focus has not led to a real dialogue about teaching and learning. Some of the comment are a bit off point, but clearly impassioned. It may be that these issues will need to be threshed out within the context of non-academic program reviews.

Item 15. Only at two campuses (Kosrae and FMI) did a majority of respondents agree with this statement. College-wide, the numbers appear rather discouraging for what is usually considered to be a signature event. Perhaps previous retreats had other emphases. The 34 comments attached to this item would suggest as much, but also point a lack of widespread participation and a focus on talk rather than action.

Item 16. A substantial majority (over 84% college wide) agree that the COM-FSM Web site is their primary way of learning about news at the college. Slightly higher figures for disagreement appear at the FMI and Pohnpei campuses. Such figures indicate that the college places enormous importance on its Web site as a communication tool. It needs to be successful.

Item 17. At least in terms of readership, the Communications Plan does not seem to be guiding a large number of employees at the college. Nearly 37% of respondents claim never to have read it, 40.9% clam to have read it fewer than five times in the last year. Certainly such numbers on a pivotal document invite further investigation.

Item 18. A majority of employees across the college and at each campus report reading the COM-FSM Catalog at least five times in the past year. These are positive numbers, but perhaps not as positive as one might expect for such a central document. Perhaps much of the information that once appeared primarily in the Catalog is now available in many other forms or media. If so, that could increase the need to monitor the content across media for consistency and accuracy.

Item 19. The responses for the COM-FSM Factbook are decidedly negative throughout the college. It is difficult to determine the reasons or reasons for this lack of readership from the responses alone. It may be that employees find the information they need in other college documents. It may be useful to determine which audiences *do* use the Factbook.

Communication Plan Goal 3: Improve decision making and information dissemination by use of governance structure.

Item 20. Across the college, a little more than one-third of those employees responding agreed that, since 2011, they had made positive use of decision grids noted in the Communications Plan. Only at the Yap campus did even 50% agree with this item. These numbers add to the impression that the Communication Plans exists almost on an abstract level for most employees. In this case, decision grids seem to have had little impact on the college.

Item 21. Only in Kosrae did a majority of respondents claim to agree with this statement on e-mail training. Across the college, over 55% disagreed or strongly disagreed with this item. Those figures represent one of the strongest negative showings in the survey. It's possible that people felt that they didn't need the training and therefore didn't receive it. Comments in other parts of the survey suggest that people feel overwhelmed with e-mail. Since e-mail remains a primary communication tool at the college, this issue invites further examination.

Item 22. College-wide results indicate that only a little more than one-third of respondents agree that Student Forum is an effective way to participate in dialogue about the college. FMI seems something of an outlier, with nearly 78% of respondents agreeing with the statement. The largest plurality of respondents (nearly 49%) chose "don't know." The 33 comments attached to this item seem to reinforce the latter view. While Student Forum is listed under the Communication Plan Goal related to governance and decision-making, it appears in actuality to function as a social media site. The college may wish to examine whether Student Forum is functioning as designed and whether it has a negative effect on another plan goal related to "brand and image."

Item 23. A large majority of respondents (73%) across the college agree or strongly agree that meeting minutes of governance bodies are easy to find and access. National and Pohnpei have slightly less positive numbers. For some reason 35 respondents chose not to answer this item, one of the largest such totals in the survey. Unanswered in this survey was whether or not meeting minutes are the primary way, or perhaps the only way, that employees learn formally of the actions of governance bodies.

Item 24. As with the preceding item, a healthy majority of respondents (though slightly lower) college wide believe reading meeting minutes has helped them understand college governance processes. These numbers suggest that, for the most part, meeting minutes are functioning as they ought to. As with Item 23, two oddities exist: National and Pohnpei again have greater numbers of negative responses; a relatively large number (33) of individuals chose not to respond.

Item 25. The trends cited in the previous two items continue here. A majority of respondents (69%) across the college agree that they have been able to find and understand reports issued by committees and other governance bodies. Those are encouraging numbers. Yet once again, National and Pohnpei report lower levels of agreement, and 34 respondents chose not to answer this item. The 21 comments tend to reinforce the notion of improvement in this area, but also raise some potential issues about standardizing procedures for posting minutes. For example, individual committees may have grown comfortable using wiki to post minutes. Will that prevent some employees who do not know how to use the wiki from viewing them? Are the minutes posted in multiple modes? Neither the survey nor the comments provide answers.

Item 26. This item provides an interesting shift in the results. Somewhat lower majorities (just over 54%) across the college agree or strongly agree with this item. National stands alone with decidedly flatter numbers of agreement on this item. Again, 34 individuals chose not to respond. Since this item deals with the usefulness of the reports and minutes that are easy to “find and access” across campuses, the results might invite deeper scrutiny. The 19 comments attached to this item don’t really explain the results, although they may point to concern over a related issue of information overload.

Item 27. Closing the communication loop always aims to assure that most people can see the link between college program reviews and assessments. When those links are not widely understood, both morale and institutional effectiveness will suffer. In that context, the results for this item are not comforting. Across the college, only 44% of respondents agree or strongly agree with this item. Some strange variances persist. Four campuses express majorities in agreement—mot slight, but Kosrae decidedly so, the larger numbers of respondents at National and Pohnpei were clearly more negative and weigh down the total results. The college should inquire more deeply into these differences.

Item 28. This item and Item 27 are essentially capsule assessments of Goal 3 of the Communication Plan. Slightly more than 35% of respondents across the college agree or strongly agree that governance bodies do a good job of explaining reasons for resource allocations. This time only Kosrae and FMI report majorities in agreement. Thirty-one respondents chose not to answer. Since the Communication Plan does not describe measurable goals or outcomes, it is difficult to qualify these results in purely statistical terms. Yet given that ACCJC Evaluation Teams continue to cite the link between communication and governance, these results cannot be heartening.

ACCJC Recommendation One. Improving Institutional Effectiveness and Leadership and Governance
To fully meet this standard, the team recommends the college evolve its communication efforts to ensure broad-based participation and encourage purposeful dialogue in which all stakeholders participate in the exchange of different points of view and reflections that lead to genuine communication and participatory governance (I.B.4, IV.A.3).

Item 29. The results for this item are more encouraging. There does seem to be a shared feeling that broad-based participation in college governance is the new normal at the college. Across the college over 73% of those responding agree or strongly agree with this item. Not a single respondent claimed to strongly disagree. Majorities were in agreement at every campus, although once again National and Pohnpei did lag behind the others. Once again a sizable number of respondents (37) chose not to offer an opinion.

Item 30. Results for this item echo those of Item 30. Across the college more than 73% of those responding agree with this statement, although one-fifth of those responding chose the “don’t know” option. It may be that some respondents are taking a wait and see attitude towards the changes in governance. The 37 individuals who chose not to respond may play into that dynamic as well. While not a large number of comments (17) were attached to this item, the ones that were there do reflect some ranges of ambivalence in considering this item.

Item 31. Across the college, slightly more than half of those responding (53%) report being involved in governance or communication activities that have improved college operations. Only at Pohnpei do the numbers tilt towards non-participation. Thirty-nine individuals chose not to address

this item. This item reflects the unknown that hovers above all these results: “Compared to what?” Perhaps over time, the college can determine what might be ideal levels of response to such a question, but slightly more than half does suggest room for improvement exists.

Item 32. Results here suggest that actual participation in producing college publications or reports falls to a relatively small number of individuals. Less than one-third (28%) of those responding report such involvement five or more times since 2011. Chuuk reports much higher levels of participation while Pohnpei and FMI decidedly the least. A very large number of respondents (43) chose to skip this item.

Item 33. Across the college, 57% of those responding agree or strongly agree that administrators clearly understand the requirements of accreditation and communicate those requirements to the broader college community. Thirty-eight respondents chose not to address this item. Yet there are some ranges of disagreement at the campus level. The 31 comments suggest that the college is in the midst of a change towards more positive results in this arena. Again, there is no baseline, but still room for improvement.

Item 34. Across the college, slightly fewer than half (nearly 47%) of those responding agree or strongly agree with this item. Thirty-eight individuals chose not to respond. Once again National and Pohnpei present different patterns of results that lower the college-wide totals by virtue of sheer numbers. These persistent differences invite further investigation.

Item 35. Across the college, a slight majority (51%) of those responding agrees or strongly agrees with this item. Perhaps it is understandable that the smallest site (FMI) had the most positive results. The most negative slant on this item occurs at National, and 41 individuals chose not to respond to this item. Once again, the college lacks a baseline for comparison, but one might imagine significant room for improvement in developing real communication feedback loops.

Item 36. Across the college, 76% of respondents agree or strongly agree with this item. These figures suggest that most respondents can indeed locate policies and procedures easily. While all campuses report majorities in agreement, once again the results at National and Pohnpei contain a larger proportion of negative results. Thirty-nine individuals chose not to address this item.

Item 37. Across the college, slightly over 65% of those responding agree or strongly agree with this item—positive figures, but slightly lower than for companion Item 36. Once again, while all campuses report majorities in agreement, the results are lower at National and Pohnpei. While still lacking a baseline, the college should not be satisfied with these numbers. They essentially are a vote on the usability of college policies and procedures. The numbers also suggest further investigation in needed to determine whether some existing policies and procedures would be viewed more favorably than others.

The Students’ Survey

The Communications Survey for students was designed in Survey Monkey and administered manually at each campus. Surveys were collected and results compiled in Excel[®]. College-wide, 755

students completed the survey. This total was despite a heavy rainstorm at the National campus that hindered student participation, but still offers a return rate of about 30%. The survey consisted of 11 items and was designed to be more qualitative than quantitative. *The question wording for item #4 was left blank due to this author's oversight in editing the final version in Survey Monkey.* Nonetheless, the survey provides some crucial insight into students' views on communications at the college. Complete graphical summaries of these data appear in Appendix A.

Findings

Item 2. Note that only 21% of students overall affirm that they are aware that the college has a formal Communications Plan. The awareness is much lower at the Yap, FMI and Chuuk campuses. It is not clear that the current Communications Plan was designed to reach the student level of awareness, so it is hard to know how to qualify these clearly low numbers.

Item 3. Roughly the same percentage of students (23%) responding affirm that they have read at least part of the plan. As with Item 3, the awareness is much lower at the Yap, FMI and Chuuk campuses.

Item 5. Use of MyShark varies widely among students, with the National Campus posting the highest result. Individuals involved need to determine whether these figures indicate a satisfactory level of usage. Student focus groups might provide more insight as to the explanations for the responses seen here.

Item 6. These figures seem somewhat surprising. The real purpose of Student Forum as noted in the Communication Plan seems at odds with its observed usage, functioning more as a social media site. It may be that the nature of most comments seen in Student Forum does not really improve the governance of the institution. It is not clear what institutional function is currently being served by Student Forum in its current structure.

Item 7. It seems that MyShark, Webmail and Student Forum are by far the communication tools that students perceive as being helpful in meeting educational goals. Yet the responses on Item Six cast doubt on whether students are using Student Forum in that fashion. A deeper investigation through a focus group may be necessary to plumb these responses. It may also be interesting to determine why electronic message boards receive such a relatively low score.

Item 8. While it may seem natural that students rely heavily on one another to learn the use of communication tools at the college, that situation may not promote the most effective use of these tools. Again a focus group may help determine whether the numbers reflect natural tendencies or an absence of convenient opportunities for formal and effective training.

Item 9. The relatively low scores (between 8%-22%) of respondents who think they receive helpful communication about college issues through the SBA also raises some questions that require further investigation. Is it perhaps a failing of SBA leadership? Is it that SBA is not really integrated into a "participatory governance" structure and therefore does not have the information? Is it possibly some combination of factors?

Item 10. Again there is quite a range of scores in response to this item. While in relative terms the percentage of students who see improvement seems heartening (between 31%-60%, it is hard to determine what would be an ideal percentage. A communication plan ought to have such a measurable outcome.

Item 11. It's hard to know whether the college can take comfort in these numbers, but it does suggest that the "one-stop shopping" ethos for student services is not yet deeply embedded. Perhaps future non-academic program reviews can define targets for this sort of offering and begin thereby to assess and improve performance.

Primary Recommendations

- After completing the assessment of the current Communications Plan, COM-FSM should develop the next Communications Plan to run in tandem with the Wasahn Kamarain Strategic Plan. From the beginning, the new Communications Plan should reflect the values of "participatory governance" and "purposeful dialogue" and the need for both effective *communication products* and effective *communication behaviors*. The new Communications Plan should be completed and approved no later than December of 2012.
- At the same time that the new Communications Plan is being developed, the college should assess and revise the current BOR Policy on Communication to reflect the same values. BOR approval should occur prior to January 2013.
- The college should designate a participatory governance group with relevant members, including at least one vice president, to assume primary oversight for all college communications.

Secondary Recommendations

- COM-FSM should develop a new Communications Plan that Contains measurable goals and measurable outcomes that are clearly linked to Mission and goals specified within Wasahn Kamarain.
- Evaluation of the new Communications Plan should occur within the context of the overall program review process. That process should include a review of what training or professional development activities might be relevant.
- A subset of the designated group should work with the ALO and president to review all public communications that may have implications for accreditation.

Consulting Opinions

These consulting opinions derive from reviewing the campus communication surveys, on-campus meetings with groups of faculty and staff at National and Pohnpei campuses, the Council of Chairs, the Planning and Resources Committee, Cabinet, President Daisy and numerous individual faculty, staff and administrators. The opinions also derive from over 20 years of experience dealing with accreditation matters and nearly 35 years of experience as a technical communicator.

Findings

It seems clear after this review why the ACCJC has retained Recommendation One through at least two cycles of review and why it comes first in the order of recurring recommendations. The characteristics of “participatory governance,” “purposeful dialogue,” and “institutional effectiveness” are closely linked in the Commission’s eyes. They have consistently noted over the years that these characteristics have not been broadly or deeply embedded at COM-FSM.

The two surveys on communications, as well as consulting observations in meetings and in reviews of college documents affirm the Commission’s historical stance, but also affirm that conditions have indeed changed for the better. Nonetheless, there are lessons worth considering.

Communications Plan

The current Communications Plan was approved in 2010. Despite noble sentiments expressed in its front matter, both in its development and in its structure, it was a reflection of the essentially hierarchical governance in place at the college. As such, it never had broad acceptance at the college, and it contained a number of characteristics that would limit its effectiveness:

- The Communication Plan appears to have been developed without broad participation and dialogue. Even the responsibility columns vest an undefined accountability among very few individual, essentially director or vice-president level lines and whatever direct reports might be involved.
- None of the three main Plan goals and none of its Outcomes/Objectives are cast in measurable terms that could establish specific criteria for evaluation. It would be nearly impossible to measure whether the Plan had succeeded in achieving those goals even if the Plan had been embedded in the culture of the institution.
- The box-like reliance on table cells for illustrating the Plan conveys a kind of rational structure that is completely self-referential. The internal vertical lines work to occlude the subordinate relationships rather than reveal them. In too many cases the Strategies/Action Steps appear to be the language of the Outcomes/Objectives just recast in different words. When the Strategies/Action Steps are different, the reasons for those choices (as opposed to other possibilities) are not obvious.
- It appears that the Communications Plan was developed primarily in the IRPO with some involvement by top-line administrators. Such offices are excellent places for working with data-oriented reports, but are not natural venues for plumbing the complexities of communication behaviors as well as communication products. Besides the need for broad-based participation, some expertise in usability design is needed.
- It will take an extended analysis and evaluation in a participatory governance structure to cull from the current Plan which features might carry over to a new Communications Plan.

ACCJC Recommendation One

- The emerging governance structure has already changed the dynamic of communication at COM-FSM to one of broader participation, but the new governance structure is not complete. Many communication tasks will be required during its evolution. Many others will take place in the process of making that governance structure work to sustain participation and purposeful dialogue. Effective communication needs to get embedded in the evaluation

processes of all governance entities and for the individuals within those entities. Effective communication is a dynamic process, not static a one. Much of the heavy lifting takes place in the day-to-day of things, which is especially crucial at COM-FSM where you have a mix of cultures and ways of doing things.

- The challenge of purposeful dialogue across the dispersed campuses remains. The college faces both short-term and long-term issues related to this matter, particularly in the context of shrinking resources.
- A review of published college documents reveals a real inattention to usability testing and design. The volume of research in the field, at least since the early 80s, overwhelming demonstrates that inattention to such matters is a recipe for a failed document.

The whole complex of communications issues cannot be resolved overnight, but there are primary and secondary recommendations that can help carry the institution forward and embed changes in its fabric.

Primary Recommendations

- The college should develop communication protocols for *all* of its participatory governance entities. These protocols should describe true feedback loops in which communication is iterative, focused and well managed. All such entities should include these protocols in their self-evaluations. This practice should include all department heads and all entities involved in program review and resource allocation.
- Emerging Terms of Reference for all college committees should define the communication responsibilities of committee members and chairs. These responsibilities should be reflected in all committee reports and evaluations, as well as in the conduct of meetings.
- The college should undertake a focused effort to improve both the flow of information and the participation in governance across the campuses. This effort should result in modes of visual communication among personnel across the campuses becoming the norm.
- Before October 2012, the college should undertake a capacity-building exercise to revise at least one major procedure document to reflect best practice in usability design and principles of localization that may be appropriate in its particular mix of high-context and low-context cultures. The IAP Handbook would be a good candidate for this work.

Secondary Recommendations

- Names of report or document authors should appear on the document itself and in the filenames of stored documents.
- Future organizational charts for governance entities should include not only reporting lines, but should also accommodate descriptions of the roles of those entities in achieving the college's larger purposes and guiding principles.

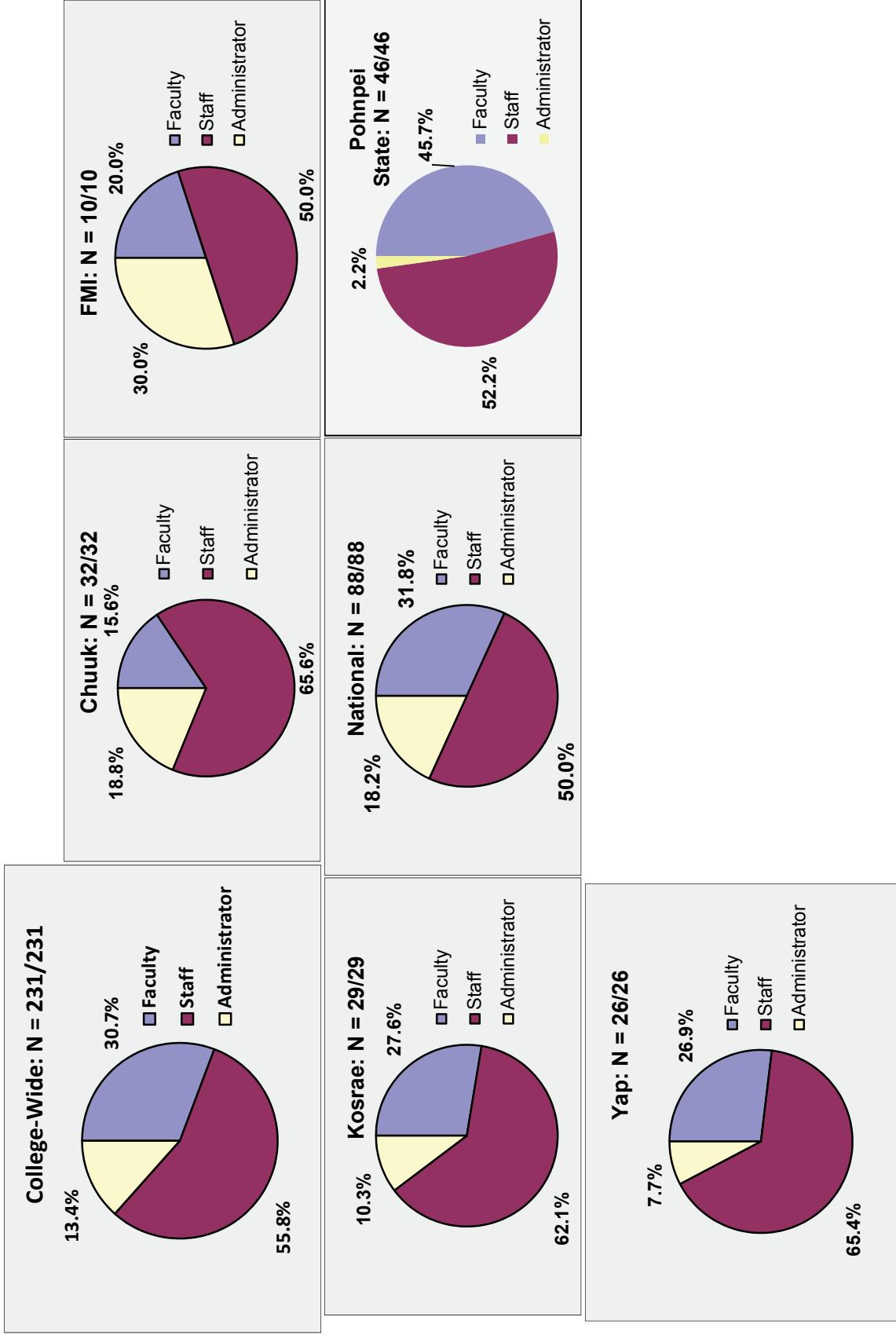
Table 2. Summary Table of Recommendations.

Topic	Primary Recommendations	Secondary Recommendations
<p>Communication Plan</p>	<p>1. After completing the assessment of the current Communications Plan, COM-FSM should develop the next Communications Plan to run in tandem with the Wasahn Kamarain Strategic Plan. From the beginning, the new Communications Plan should reflect the values of “participatory governance” and “purposeful dialogue” and the need for both effective <i>communication products</i> and effective <i>communication behaviors</i>. The new Communications Plan should be completed and approved no later than December of 2012.</p> <p>2. At the same time that the new Communications Plan is being developed, the college should assess and revise the current BOR Policy on Communication to reflect the same values. BOR approval should occur prior to January 2013.</p> <p>3. The college should designate a participatory governance group with relevant members, including at least one vice president, to assume primary oversight for all college communications.</p>	<p>- COM-FSM should develop a new Communications Plan that Contains measurable goals and measurable outcomes that are clearly linked to Mission and goals specified within Wasahn Kamarain.</p> <p>- Evaluation of the new Communications Plan should occur within the context of the overall program review process. That process should include a review of what training or professional development activities might be relevant.</p> <p>- A subset of the designated group should work with the ALO and president to review all public communications that may have implications for accreditation.</p>
<p>ACCJC Recommendation One</p>	<p>4. The college should develop communication protocols for <i>all</i> of its participatory governance entities. These protocols should describe true feedback loops in which communication is iterative, focused and well managed. All such entities should include these protocols in their self-evaluations. This practice should include all department heads and all entities involved in program review and resource allocation.</p> <p>5. Emerging Terms of Reference for all college committees should define the communication responsibilities of committee members and chairs. These responsibilities should be reflected in all committee reports and evaluations, as well as in the conduct of meetings.</p> <p>6. The college should undertake a focused effort to improve both the flow of information and the participation in governance across the campuses. This effort should result in modes of visual communication among personnel across the campuses becoming the norm.</p> <p>7. Before October 2012, the college should undertake a capacity-building exercise to revise at least one major procedure document to reflect best practice in usability design and principles of localization that may be appropriate in its particular mix of high-context and low-context cultures. The IAP Handbook would be a good initial candidate for this work.</p>	<p>- Names of report or document authors should appear on the document itself and in the filenames of stored documents.</p> <p>- Future organizational charts for governance entities should include not only reporting lines, but should also accommodate descriptions of the roles of those entities in achieving the college’s larger purposes and guiding principles.</p>

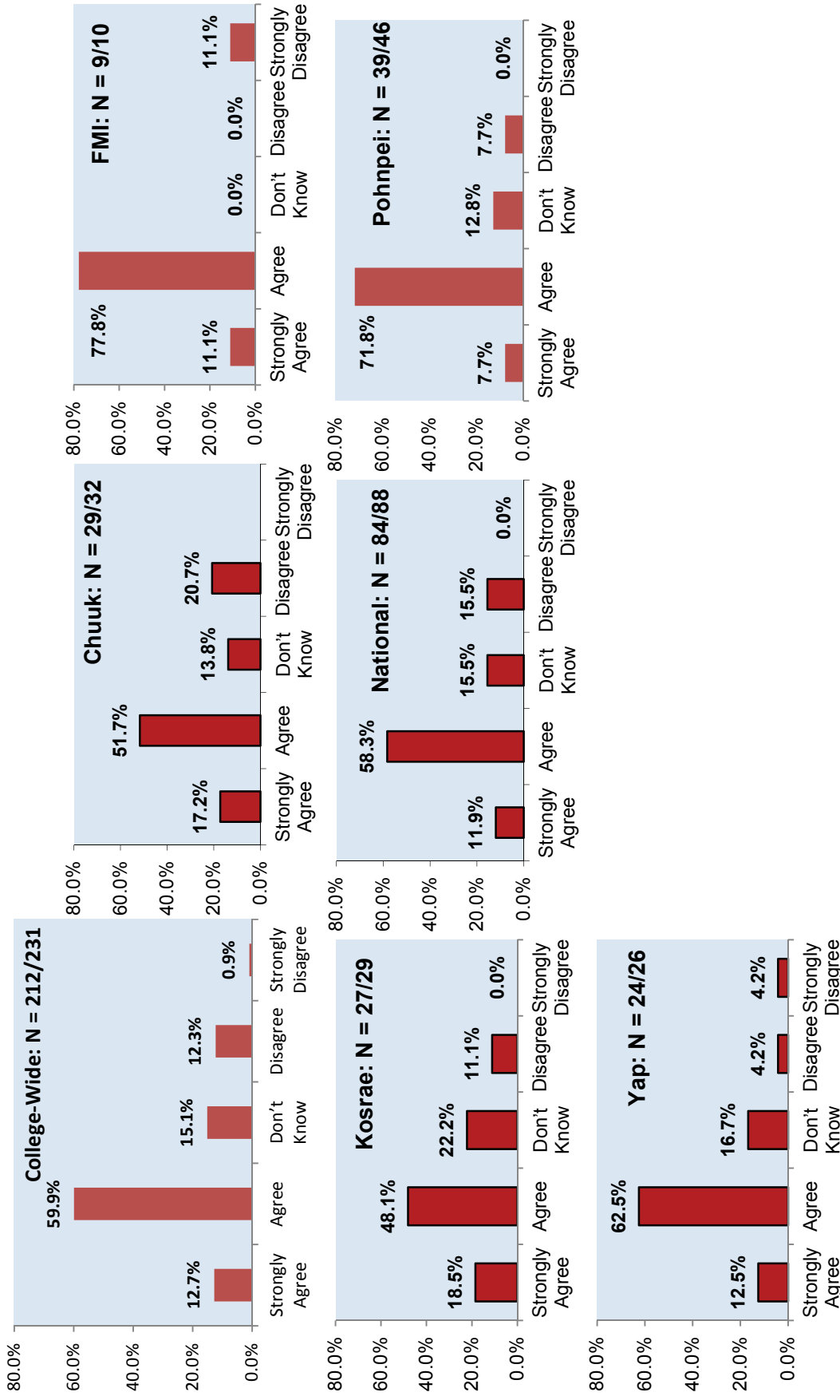
Appendix A

Summary of Results for COM-FSM Communication Surveys: Employees and Students

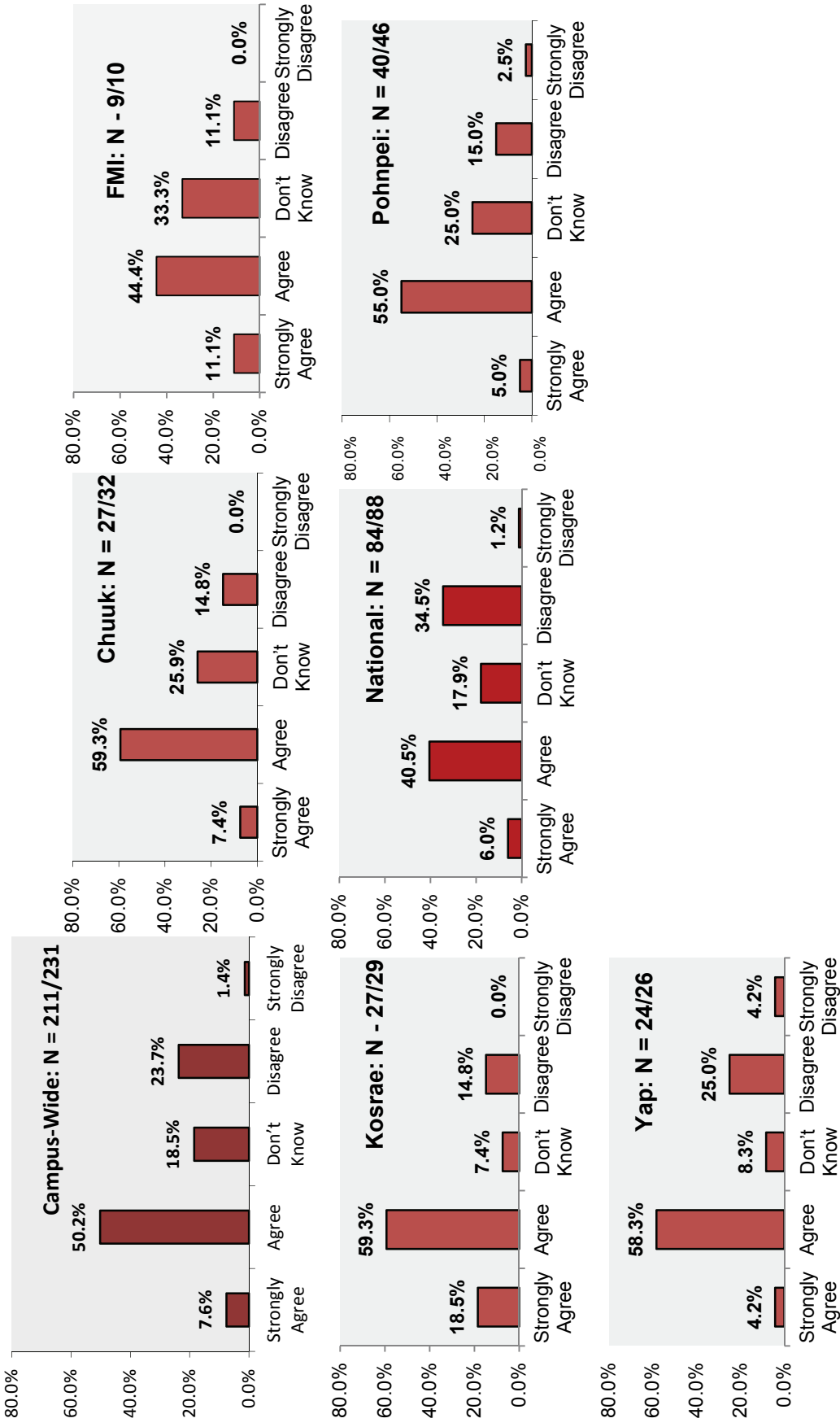
1. What is your primary role at COM-FSM?



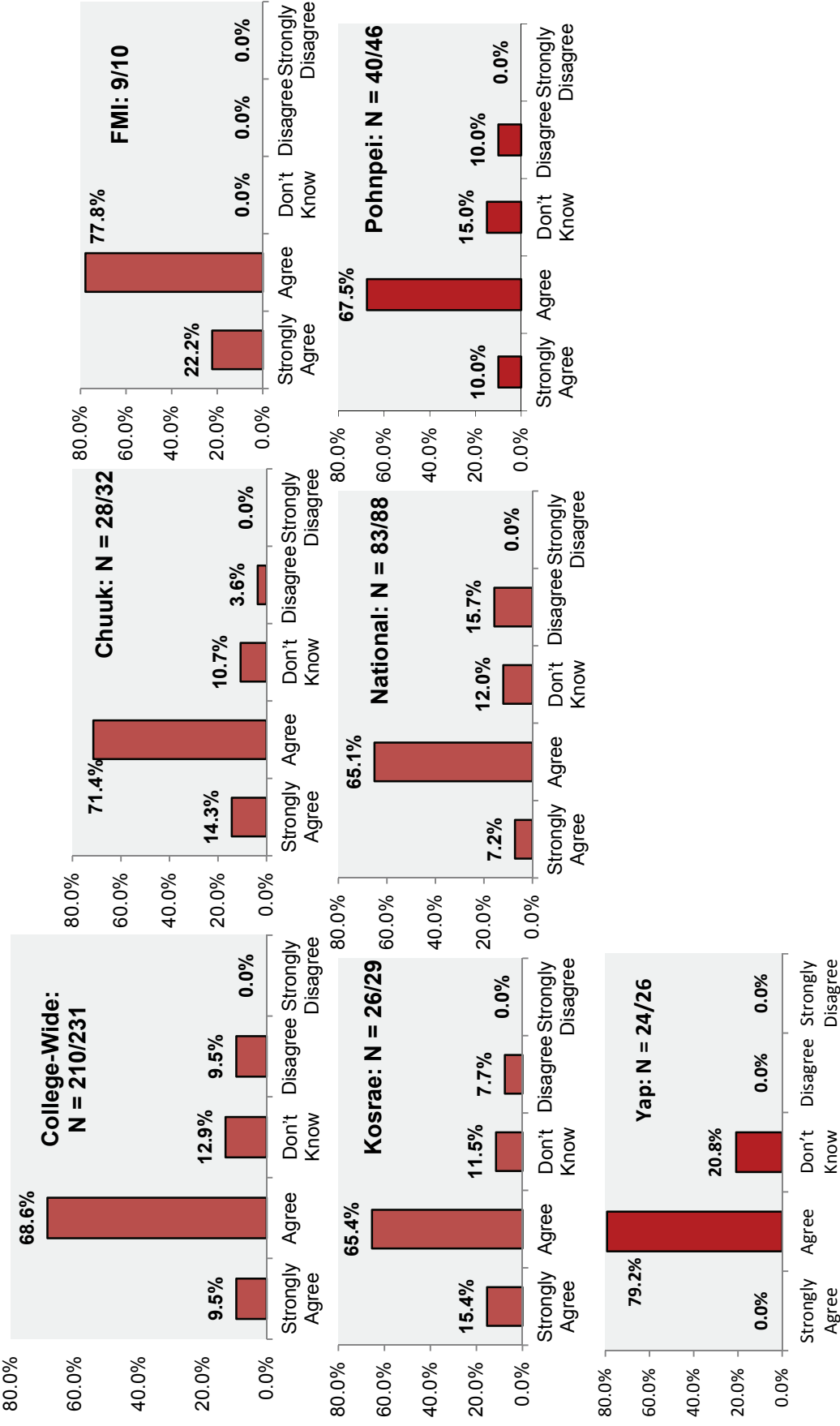
2. There exist clear procedures for posting and sharing documents that are the work products of standing committees.



3. I can easily locate either electronic or hard copies of college documents that have been placed in storage.



4. By reading the Faculty Handbook or Employee Handbook I get clear answers to any questions I have about my responsibilities and rights at the College.



Comments on Question 4

Chuuk (6)

- As discussed on our last Staff Development Day, there are a few unclear areas that we questioned and they will be looking for clarification
- I am not sure which handbook is this, is this the same as the personnel handbook?
- Administrators don't normally abide by the employee handbook (e.g. tardiness to work...) apply 1 hour leave after coming 15 minutes late to work. We need to pay attention to details to the responsibilities and rights across the board, to ensure equality and fairness to our employees.
- I do not know if there is a Faculty Handbook. I know there is the Personnel Manual, but Employee Handbook???.
- Needs updated program achievements
- Adds information about follow-up of graduates' job performance. Job placement activities private sector-college linkages in training and job placement.
- There were a few questions for which there were unclear or possible problems discussed at the latest Staff and Faculty workshop. They are being followed up on. Still there is a need for explanation from HR on certain policies that needs to be clarified and understood.

FMI

- (1).Some areas of both Faculty Handbook and Quality Manual needs to be updated to reflect changes currently implemented at the college.

Kosrae (4)

- As well as using the Personnel Policies & Procedures Manual, which lacks the updating.
- I think not everyone has the staff handbook.
- I have not seen an Employee Handbook; The Personnel Policies is what I read.
- I haven't seen staff handbook.

National (20)

- I have been working for the College for over ten years and I have not seen the employees handbook.
- There is a lot of information about my responsibilities, but no information about my rights or what to do when I feel my rights are violated. handbook should be updated regularly and employees should be notified of changes instead of passing separate sheet of changes and expecting us to insert into handbook.
- Faculty handbook needs updating.
- I haven't read such handbook. Where can I get it?
- After restructuring and assigned new responsibilities, there is no guideline on how to go about my duties.
- The Personnel Manual and associated policies have been improved lately and are clear. There are some points of overlap with policies involving staff and students that are not clear especially if a staff is a part-time student
- The IRPO or Research & Planning Office should be more visible on the new college website so college data are easily accessible.
- Both handbooks need new editions. Faculty handbook hasn't been updated since 2009 and the employee handbook is updated section by section and it is difficult to know if one person has all the updated sections.
- I have not read through the handbook. I did read the handbook many long years ago. My ongoing active engagement with administration, committee work, and accreditation work gives me the sense that I am aware of my responsibilities and rights.
- Some of the handbooks need to be updated and if have been updated, need to be available for employees; either at the library or common reading area.
- The faculty handbook needs to be reviewed/discussed every beginning of each academic year by the VPIA with the faculty.
- The information in the Faculty Handbook is outdated and is never discussed with new faculty.
- Sometimes I do sometimes I don't. There must be a written on for each department, then each office.
- Have not seen employee handbook and never heard of it. Is this the personnel manual?.....Different interpretation of policies by HR office vs. Administrators.
- Not in details.
- Although, what the handbooks states does not always play out in reality - especially when it comes to rules/regulations and rights.
- But some are flexible, the management can manipulate the policy based on their personal interpretation.

COM-FSM Survey on Communications

- not applicable to me...
- Have not attempted to locate....
- only in part...

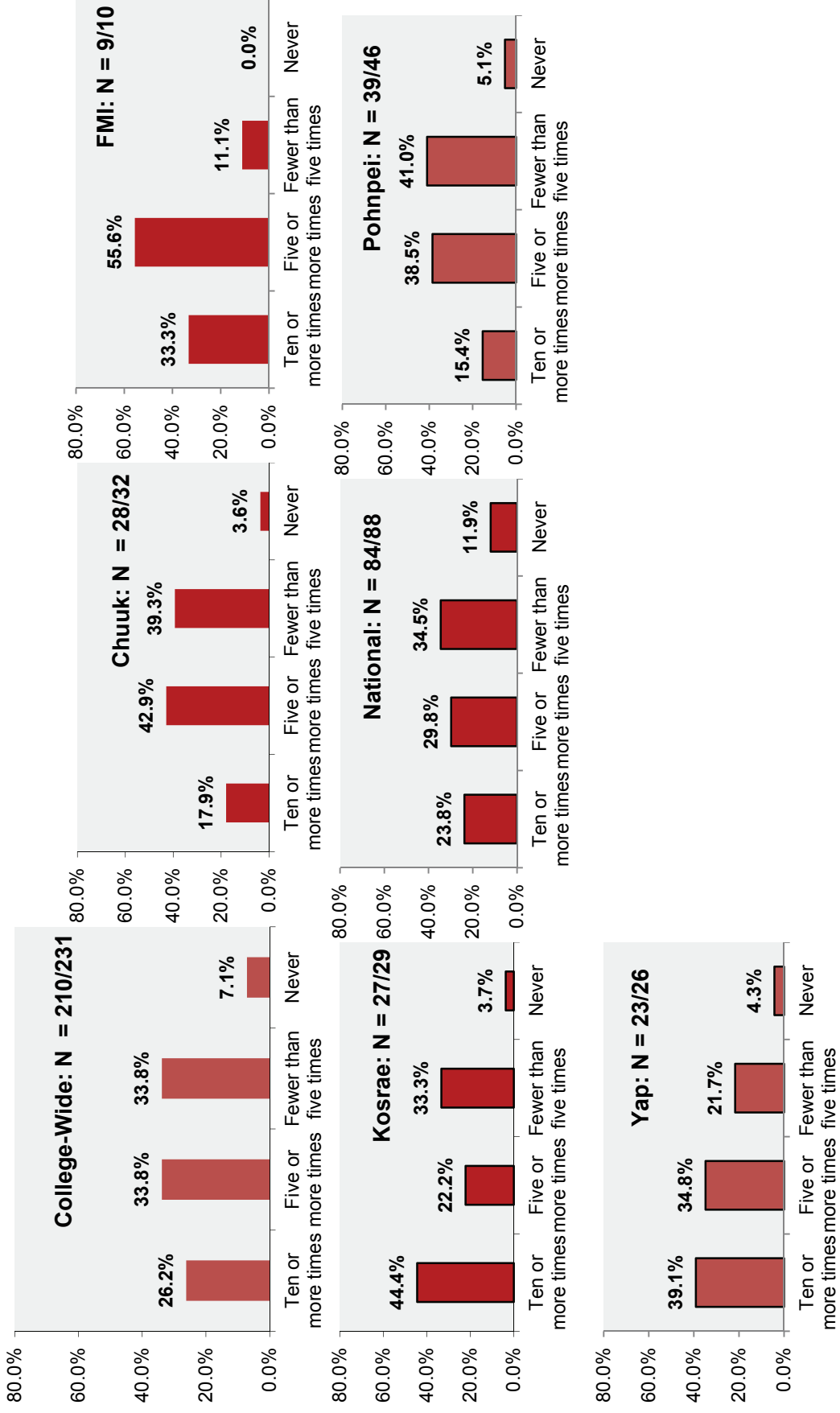
Pohnpei (3)

- comment on #3. In active files keep piling up in offices that took up spaces for other things. There should be a hardware to store college documents that are 5 or more than years ago
- These handbooks are outdated and need to be updated with new information.....
- This answer only refers to before the streamlining, now some duties performed are not in my duties and responsibilities

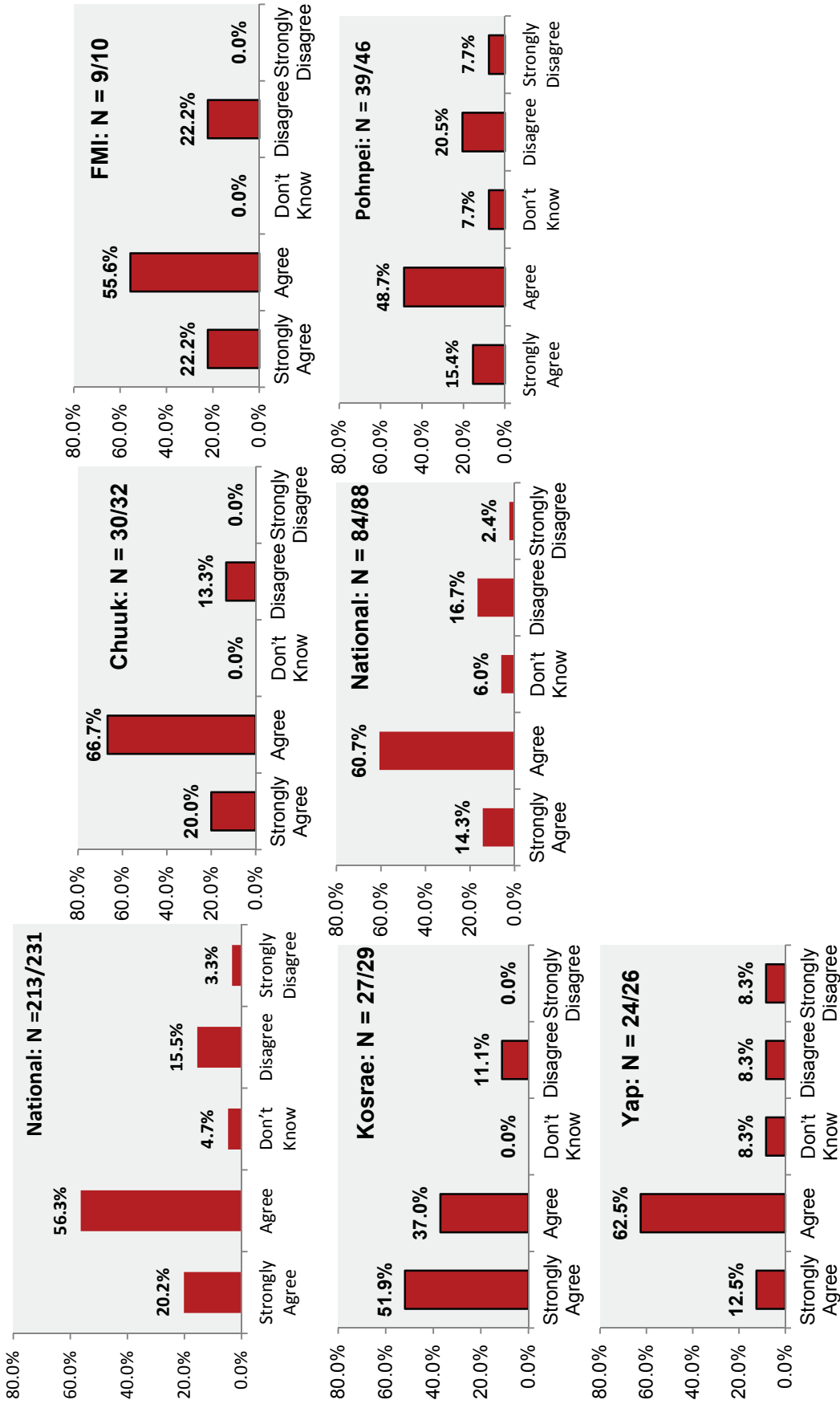
Yap (3)

- (3).We have a faculty handbook but no employee handbook. I only have the personnel policy and procedure manual.
- i only know personnel manual, haven't seen employee handbook.....
- I assume that Employee Handbook is the same as Personnel Manual.....

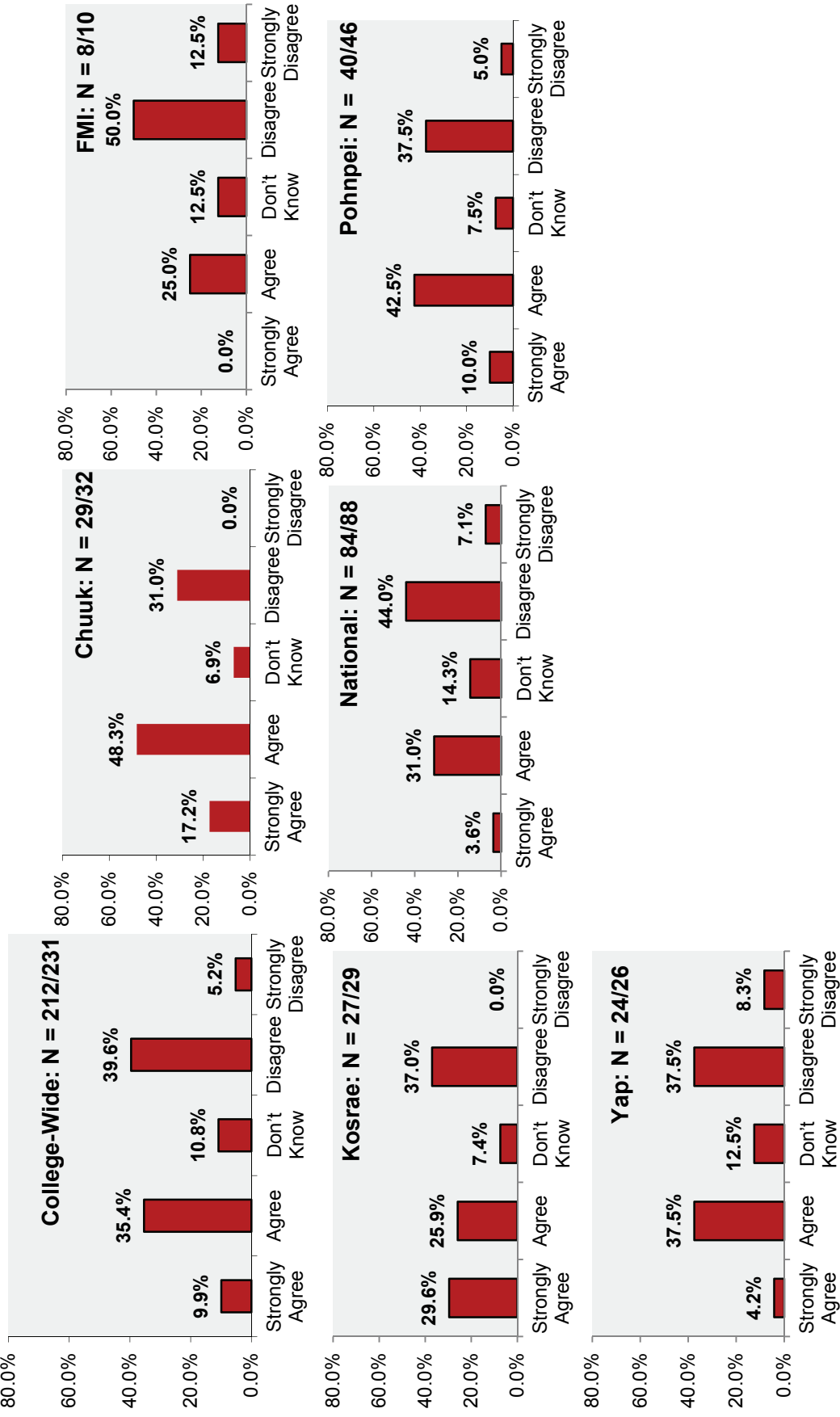
5. Since 2011 the number of times I have used college documents or reports to improve how well I do my work would be:



6. I believe the Internet service at the college is sufficient to give me easy access to college information that I need to do my job well.



7. I believe the flow of information among the campuses of the college is adequate to support an effective institution.



Comments for Question 7

Chuuk (10).

- In my area I mostly used the monthly reports from the college as feedback/Input. By reading, I know and do what requested for me to do for better improvement of my work as Chuuk Campus Instructional Clerk.
- In my short time here at COM, the only intercampus communications I have had were either in Campus wide committees or with our National Campus administrators. I don't know any of the other faculty at the other campuses.
- Reporting is bottom up rather than top down to ensure we understand how well the administration takes into consideration existing issues affecting our daily operation at the distant campuses
- To this day, many of us still do not understand the good of the Job audit. We are still confuse and feel that the job audit was a problem and spending too much money.
- Needs to improve cheap inter-state campus communications
- It is usually from state to National Campus but hardly National Campus to state campuses.
- There are sometimes technology issues that hamper effective information sharing. Some of those issues, such as slow Internet speed and Telecommunications not being able to correct their technical issues that cause problems. Usually we just try to deal with them as best we can. Most issues can not be solved by our IT person; only one IT person is not enough.
- The challenge comes when the network is not working properly at campus or the island network.
- Flow of information is adequate but responsiveness, I believe we need a little bit more of that.
- The adopted minutes from each campuses to all sites, are not posted but should be in terms of information sharing. The Cabinet does reporting from their respective areas or campuses, but only amongst themselves at the administrative level. The employees don't have any information of what takes place at other campuses. Posting of minutes may be effective in having other campuses to do the same such as committee meetings to student activities. The newsletter is not enough as it only shows selective portions of the College as a whole.

FMI (3)

- (3). Still needs more up graded
- Certainly, the flow of information between the national campus, as the main administration, and the campuses at the other states is adequate. However, there is little, if any, information flow between the state campuses except where the Directors or some other staff or faculty wanted to chat over something urgent.
- Most of the times, the staff at main campus do not respond to our inquiries at all.

Kosrae (4)

- I disagree because sometimes, we do not know what's really happening in the system. We usually learn about these things from other people, not from the college.
- HR office needs more improvement on this one. Responds to our emails ASAP.
- Not all staff has access to computer and Internet;
- Students need to be well-informed also;
- It is not clear who to send a request for construction of instructional facilities. Is it the committee of Facilities and Environment or the Director of Maintenance and Security or the Vice President of Administrative Services or the VPIA?

National (22)

- The flow of info among the campuses are not adequate to support the direction of where the college is heading
- There should be better communication between the state campuses and National campus to improve student instruction. There should not be the case that an "A" student at a state campus is a "D" student at National.
- there is flow of information, supervisors/administrators should be diligent in putting expectation or instilling on staff to be accountable and be accountable themselves...and follow through if info was received and understood...
- I think it has vastly improved with the re-structuring of committees, WIKI and voip in meetings, but there is still room for improvement. We need EVERYONE to be involved from the president to the cook!
- I don't really think so? I mean, can we make it obvious?

COM-FSM Survey on Communications

- The flow might be adequate but the understanding and resultant actions are not.
- The internet service is slow but ok, how we access important data for our students is the challenge. For example, as academic adviser I already have access to my students IDP, but in order to be more effective, advisers also need to access their advisee's financial aid progress. On program Review, Program Coordinators need to have access to their students' data on our student information system (college database). Information flow between campuses is still a problem. State Campus faculty and staff would blame national campus of dictating policies and decisions to them but National campus faculty and staff would blame the state campus faculty and staff of not responsive or inactive to college issues.
- Many times information goes to one person at a state campus. If that one person doesn't share the information, then the rest of the employees at that campus remain uninformed. I rarely see information from a state campus shared with those at National campus.
- same department/office staff at other campuses may select not to respond
- This is, in my mind, where the communication lines are the most tenuous.
- May not be adequate because though there is communication, there is cross-communication or miscommunication between levels and campuses.
- response to #6. I cannot really comment on internet if I had not a working computer for a long time... and from time to time
- I rarely know what is happening at the state campuses... It would be nice if we work as one, knowing what is happening at the state campus
- Lack of flow of information could be results of ignorant, doesn't want to be bothered, or computer/internet illiterate
- It seems that a lot of information (feedback) get "stuck" at the National campus. There are many time when information is not communicated to state campuses.
- Some key staff do not have readily available computers or communication hardware.
- a little difficult at the moment cause of the new restructuring which affect the reporting procedures and how our office will deal with offices at the campus level.
- Flow of information should be adequate and effective only to those who seeks.
- Get rid of state campuses. I don't know or trust what goes on there.
- feedback from state campuses are slow and sometimes no feedback at all. there appears to be a divide in terms of the college being one. there must be something wrong which i do not know.
- The recent changes of reporting by state campus units from campus directors to national campus directors (the dotted and solid lines) have not provided a better flow of communications and efficient operations for both national and state campus offices.
- Rely more on hard copy. Information there; but flowing??
- I do agree that information to the different campuses is adequate and the problem lies on the user.

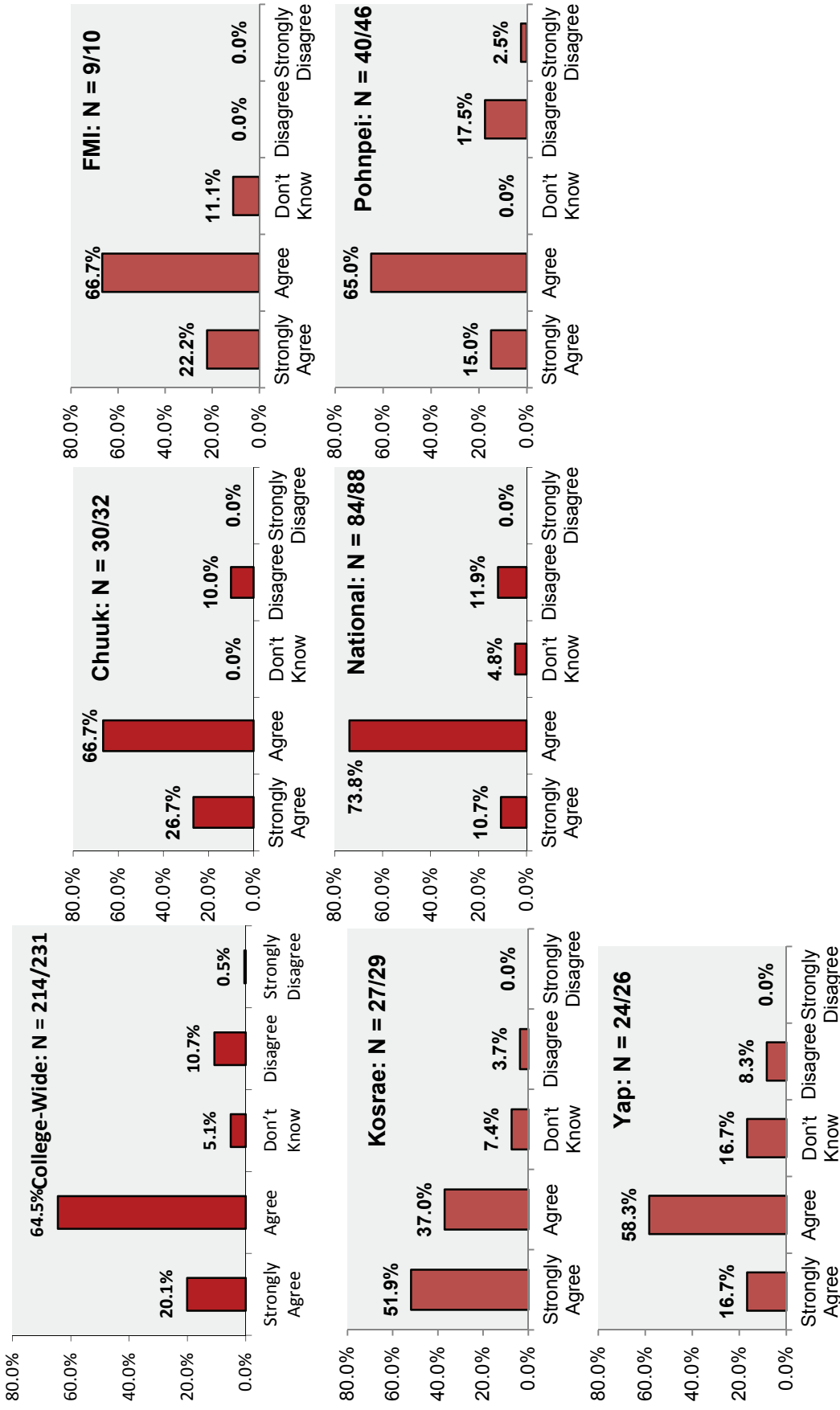
Pohnpei (6)

- (6). Certain policies for different departments are implemented at some campuses but not at others. For instance, some campuses allow students to access Websites such as Facebook while others prohibit them. This causes confusion among students.
- under the new structure, channeling of college documents is very confusing.
- There are bottlenecks in the system and the offices that are responsible refuse to take responsibilities and always blame the delays on others.
- I've been waiting to get quickbooks software approved and funded for a year and still nothing. We need the software to conduct the training at PSBDC.
- sometimes documents are lost in transit.
- Internet here is pretty slow

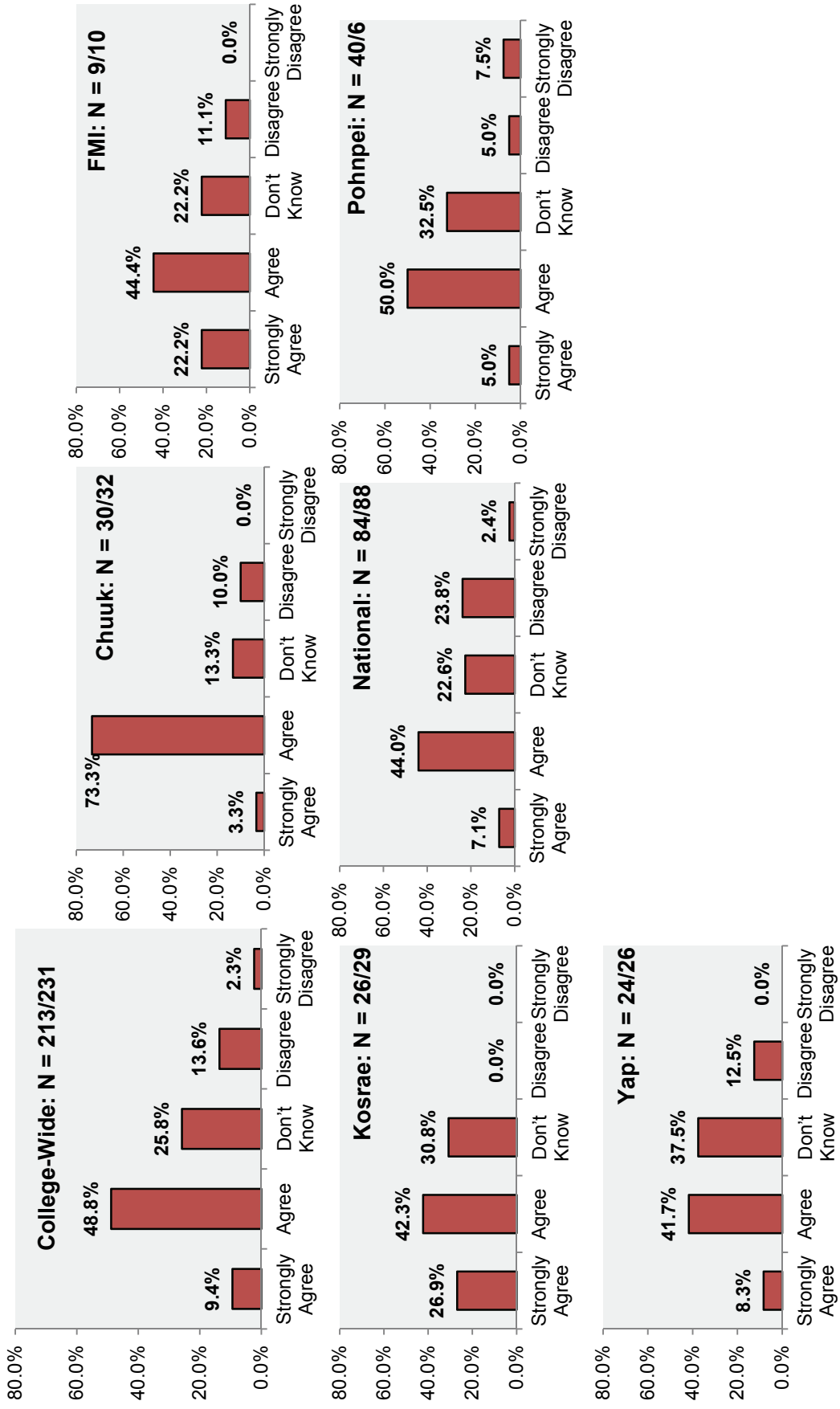
Yap (6)

- I think it is getting better. Still needs improvement.
- flow of information has improved, especially the minutes of standing committees.
- A lot of information may be flowing around but as we have experienced, it has not been put to use. NC often solicits data and other type of information but we at state don't see how those data has been used, ie, the ACE program which is a very baffling program to run.
- In my personal opinion, the campuses should contact their counter part often to share and learn from each other. I believe learning does not always flow down the channel. Lots of times, we can learn a lot from our good secretaries. What I am trying to say is that the person who is actually doing the job is probably the expert. The standing committees are good. If we have electronic bulletin for each department at all campuses for sharing their accomplishments, problems, concerns etc., I think it will be effective. There are times that I wonder how other campuses deal with certain situations.
- sometimes the connection is so bad that if I have to use the SIS, it kept on timing out on me.

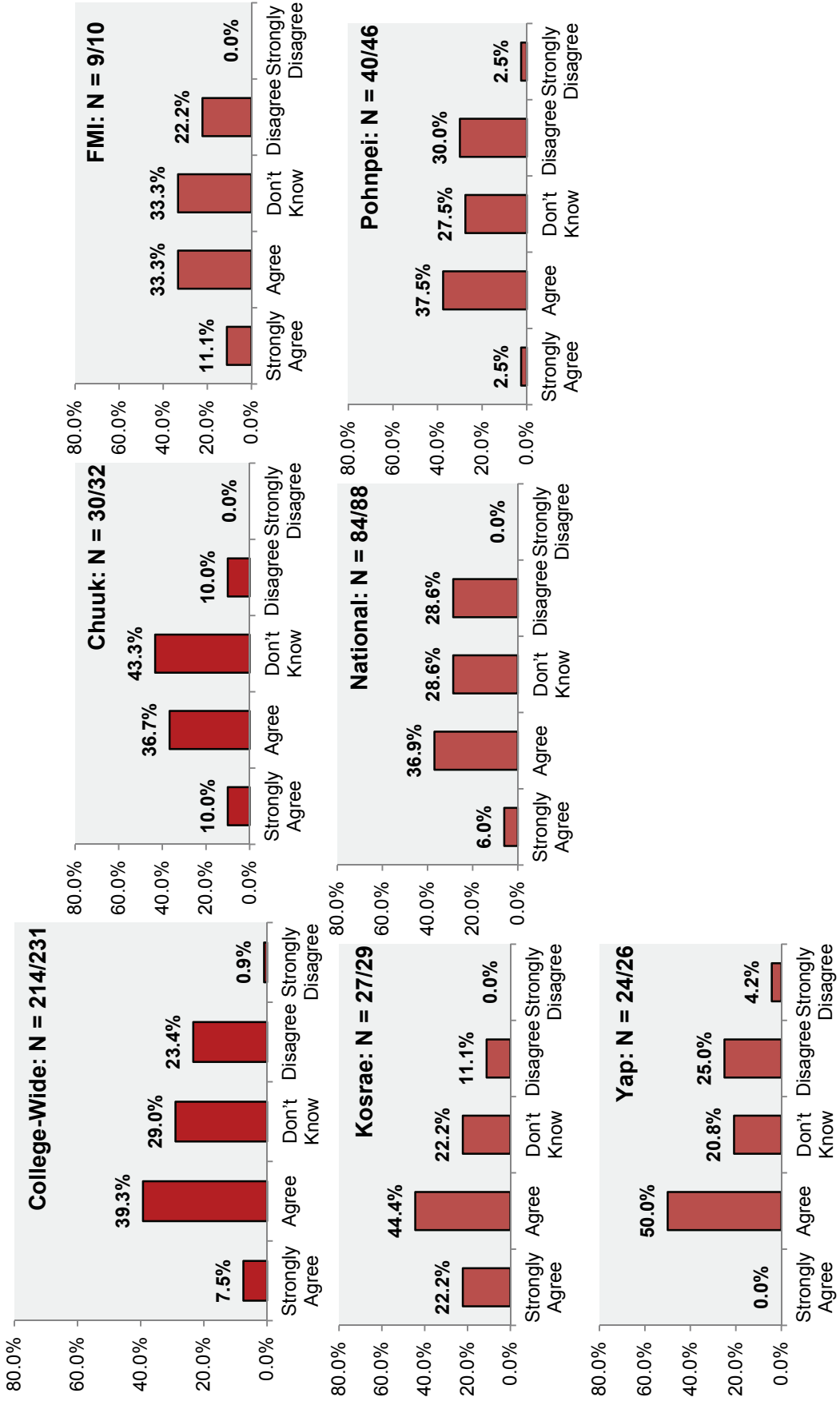
8. I believe the college uses technology to improve the delivery of programs and services.



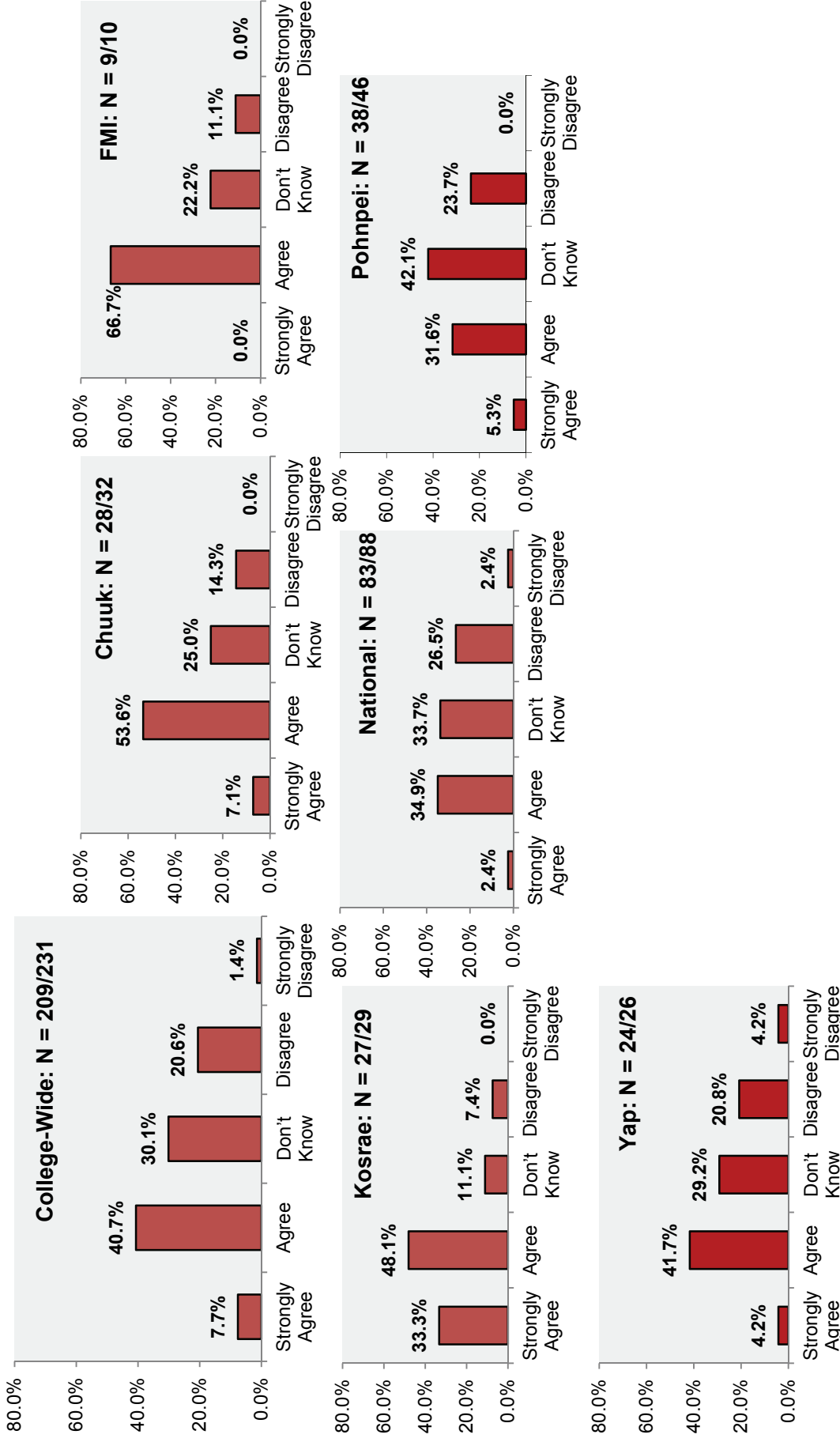
9. I believe the college has an efficient process for producing the COM-FSM Catalog.



10. I can easily identify who is responsible for producing college documents and reports.



11. I believe the COM-FSM Communications Plan has improved cooperation and collaboration among students, faculty and staff across all sites of the college.



Comments on Question 11

Chuuk (7)

- (7).By going onto Wiki, you see everything: Reports, Committees minutes, and etc.
- I put that I don't know because, I am a New Hire. I think you may need to take that into consideration with some of our employees. I haven't been here long enough to state whether or not the communications has improved, because I have no past experience here to base by answer on.
- I can not find the "Communications Plan". I have asked but no one I've asked knows about it.
- Cooperation and collaboration among students are not evident yet but among faculty and sites, these are existing it has helped our own students in Chuuk; but I don't know of students here contacted their fellow students from other campuses for other than personal reasons. However, I don't really have any way to observe that.
- The challenge is that many students, faculty and staff do not take time to look or browse the website to see what is presented.
- Communication is two ways, from and to. Communication will not be effective if the informations are being communicated but the recipients do not read what are being communicated.

FMI (3)

- The calendar of activities on the webpage and wiki have improved awareness on standing committees and some personnel level across all sites.
- Needs to be spread out to all campuses, instead of looking down at our own campuses I have yet to see the communication plan before I can make a comment on it.

Kosrae (2)

- It should improve if the plan has been disseminated to all; Staff, Faculty, stakeholders and students understand the plan;
- I am not sure if the communication plan has already been fully implemented. Currently, I am using common sense to reach those audiences.

National (18)

- improved at National...suspect not across the system
- The College may have the good communication plan but never implemented
- It is not clear what I am supposed to communicate and to whom I should share.
- With the restructure, it is working in some areas but not in some.
- can't judge if the plan is not good or people are just tense and have no care to understand, follow and make an effort to do so..
- sometimes I get the impression that some are just around for paycheck and not care to contribute effectively....
- Never seen the plan, don't know where it find it and if it does exist its probably out of date and badly written anyway!
- It has started to improve but still many inconsistencies and unclear steps of its structure.
- There needs to be a group email for reaching students with announcements!
- You mean there is an existing plan? Shouldn't we be all aware of it?
- I would bet that few people actually read and understand the plan
- There needs to be a clear communication chart that would show who is to generate the communication, who should respond and how the feedback is distributed to college community. Many times faculty members were dictated to submit this report and that report but when reports are submitted, they become secrete documents- meaning faculty don't know what happen to those reports.

COM-FSM Survey on Communications

- No feedback and frustrate faculty for their time spent on such activities with no result that would lead to improvement.
- I have not seen an assessment of the plan that indicates improvement. I have not seen any recent assessment results for communication.
- Students don't seem to be involved in any decision making at this time.
- I believe that there is an improved cooperation but it does not last. everyone would be in the same loop this week, and disburse next week..
- The students are still not very much involved and forgotten at important times. The students' leadership is crying out for help;
- "tell me what to do, most of the time, I don't know what to do".
- it has improved but still need to continue improving.
- I think there has been a lot of confusion about that communication is and how to be an effective communicator. However, the resent changes that have been made has improved communication.
- Improved, but not enough.
- Most people don't know or use it
- Communications Plan not communicated
- The Communication Plan has never been communicated again because some still refuse to do it

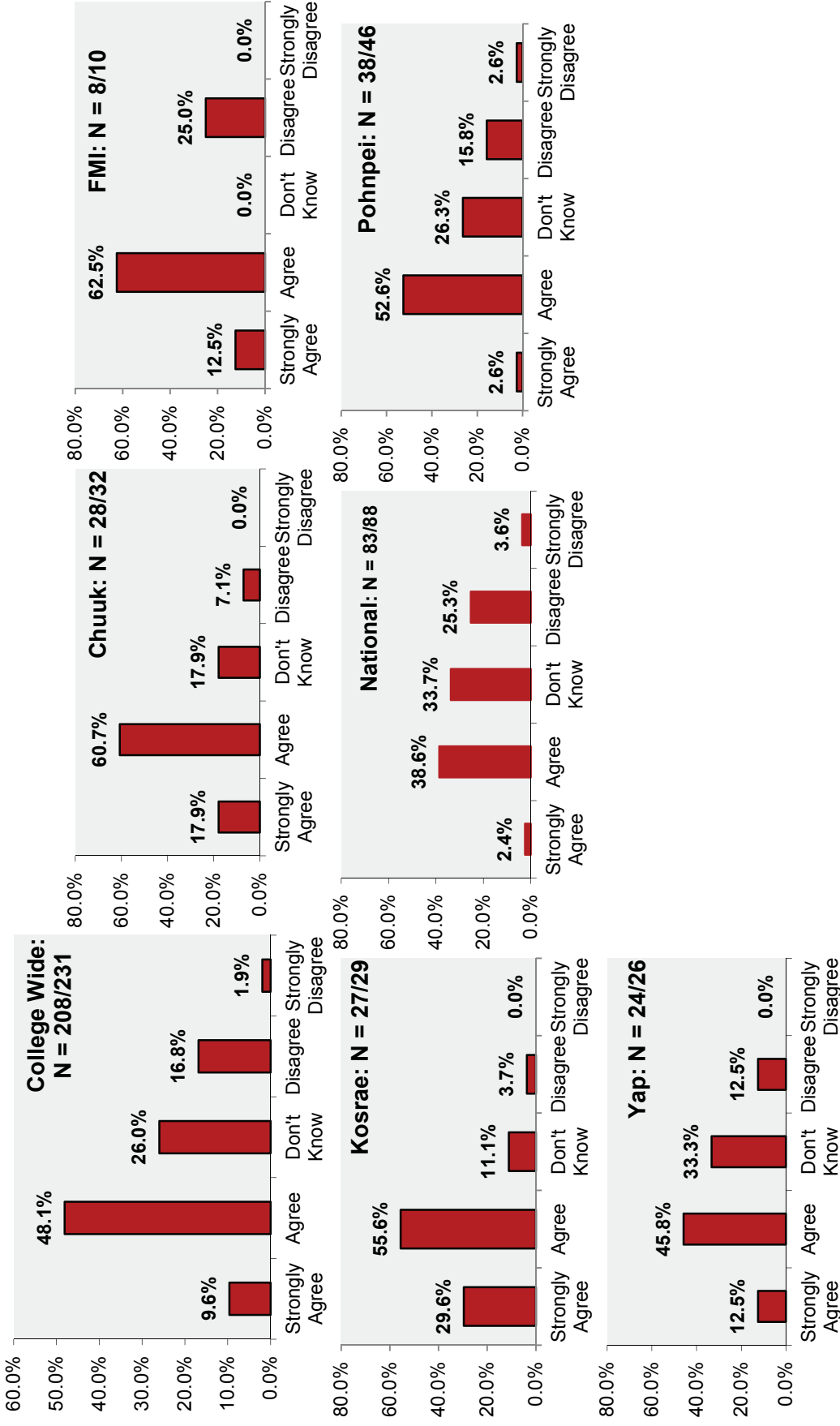
Pohnpei (3)

- The college has some times poor communication by miss place important document and people has to re do the same document.
- Communication should be improved and could be better if students are also aware of what's going on at the college.
- I'm not really even sure what the Communications Plan is or what it says.

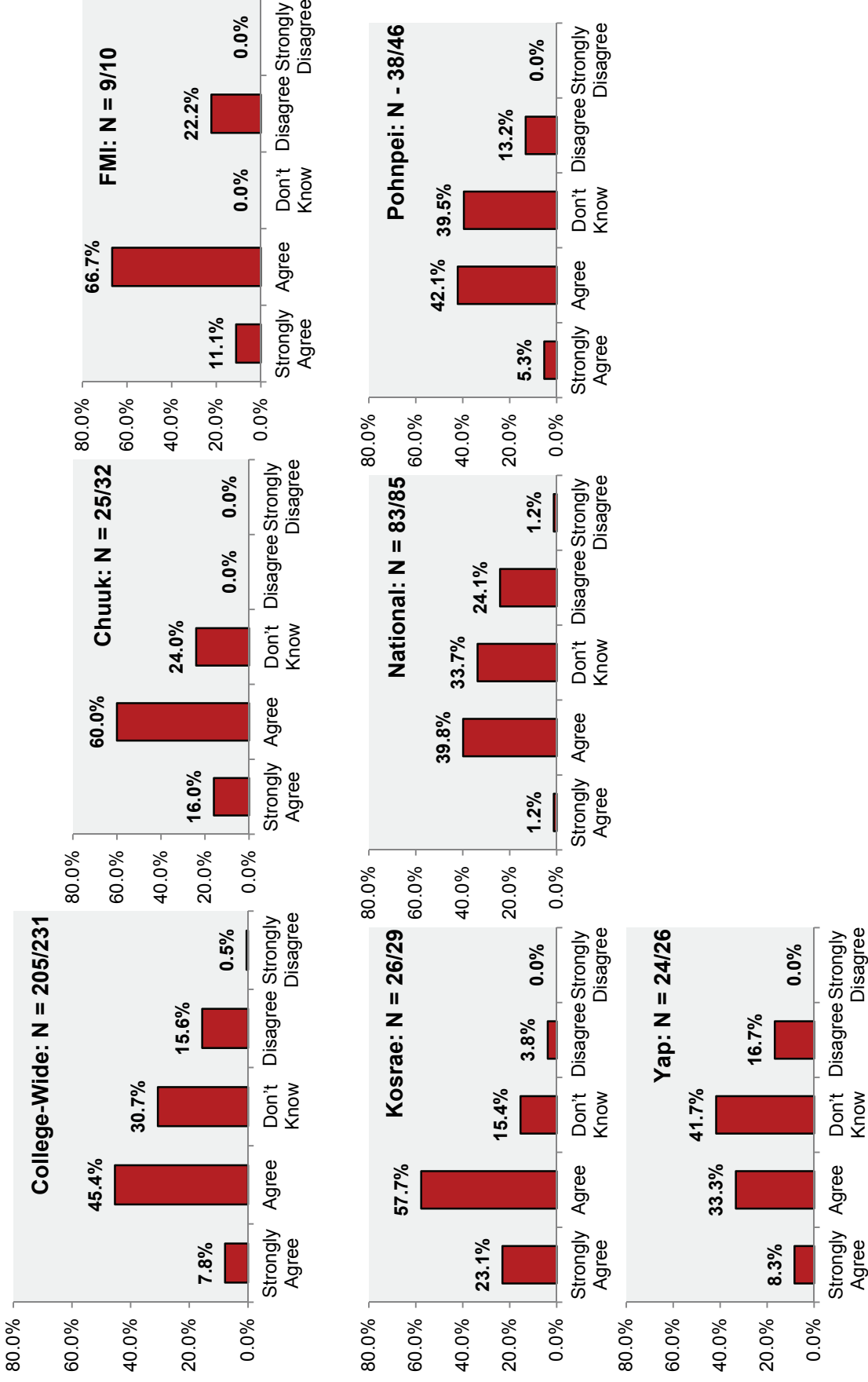
Yap (3)

- It's only since 2011 (after sanction) that we have seen some improvements, but still have a long way to go.
- The above 4, I answer (Don't know) because I either do not fully understand or do not know.
- I am not sure about this because I have never come across such a plan. Where is it found? I read a lot of emails but I don't remember coming across such a plan.

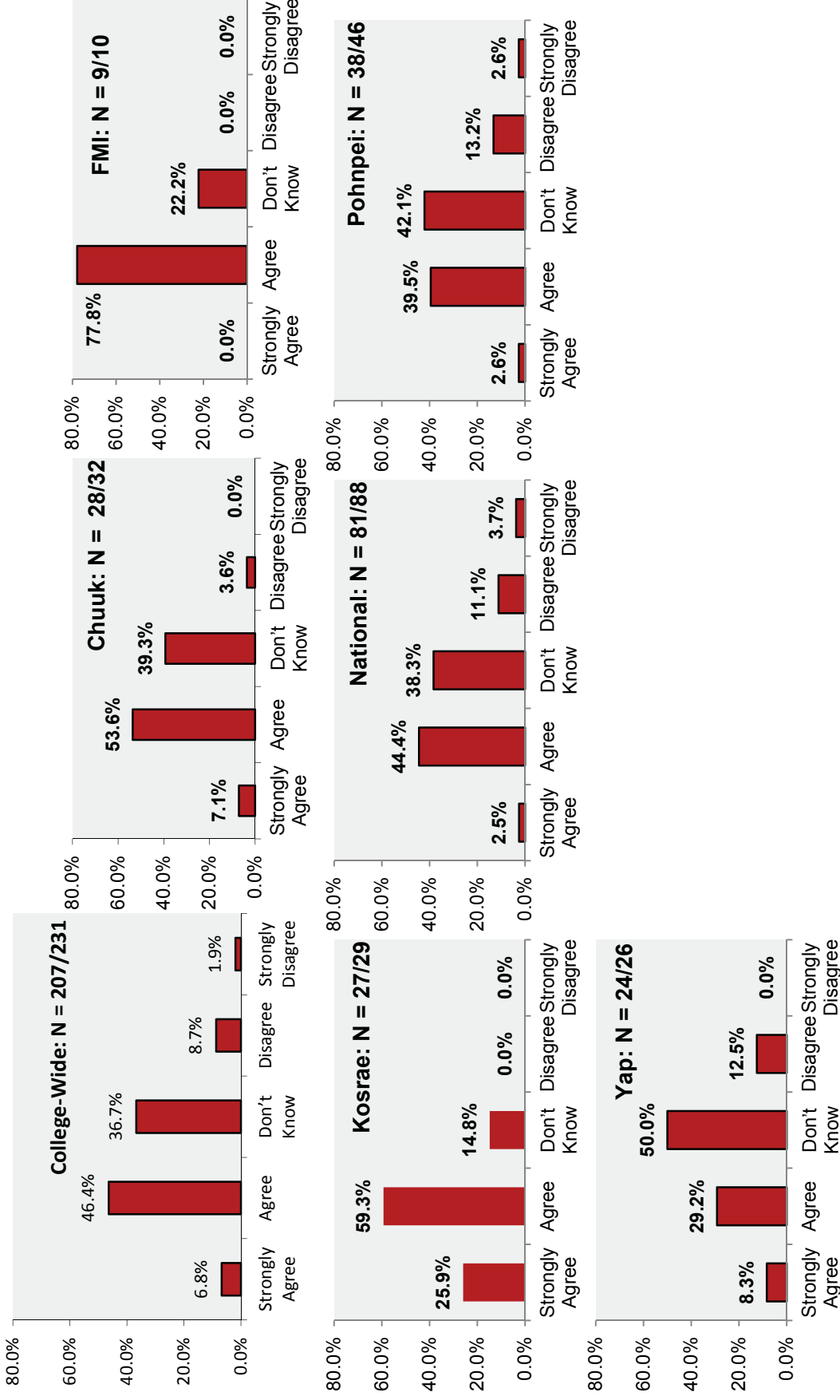
12. I believe the improved design of standing committee agendas has focused dialogue on students, best practices to support student learning and achievement of the college mission.



13. I believe the improved college communication has focused dialogue on students, best practices to support student learning and achievement of the college mission.



14. I believe the recent improvements in data reports have focused dialogue on students, best practices to support student learning and achievement of the college mission.



Comments on Question 14

Chuuk (3)

- Chuuk campus has developed a newsletter featuring students' work
- Any student, staff, or faculty with an interest can pull up reports, minutes, and information about what is happening. Chuuk's Meseiset has inspired some of our students to try harder to do print-worthy work.
- Students need to be more proactive and responsible. We cannot always spoon-feed them. We also need to teach them to be responsible.

FMI (1)

- Maybe not necessarily on students success, but more in the name of student success. Students feedbacks are necessary for reporting in this area...e.g. student evaluation need to become integral part of data collecting.

Kosrae (2)

- Everyone should be updated with all the 3 above so that everyone understands what's going on within the college system.
- Since the SIS was initialized, data were referenced and used as basis in improvement meetings.

National (13)

- I have not seen the recent improvements in data reports
- There doesn't seem to be any honest communication about poor academic performance. We cannot say openly and honestly that our students cannot read and write at a level expected for college courses. I think the data is meant to hide poor student ability. The data may say that 80% of students pass this class rather than 80% of students who cannot read well pass this class.
- again, individuals should make an effort to apply themselves to understand and practice for betterment of the college....I believe the missing piece is pride in what we do and contribute and not just babysit our areas or duties
- Data has not improved. Faculty, program coordinators, CAC etc.... are still having issues with accessing data, missing data and IRPO in general.
- IRPO needs to be completely scrapped and started again from the beginning with people that actually know what they are doing.
- The top-down structure has historically blocked dialogue. Any suggestions I have made for minor changes for better quality teaching environment have gone nowhere. From my arrival email dialogue about difficulties was strongly discouraged!
- I'm not sure, esp. about 'focused dialogue on students'
- The reports have focus but I am not certain college actions reflect the indications of the data
- The changes were made so the college is more focused on student learning and improving the processes. For the first few months, the committees were busy putting the right structures into place. As soon as these foundational structures are in place (such as redoing of all college course outlines, prioritizing programs, program review, etc) we will move into the implementation stage where the focus becomes the on improving student learning that would leads to being closer to achieving our mission.
- To which data reports does this question refer? To be blunt, the IRPO office rarely reaches out to the college community with data reports of any sort. I almost never get an email from the IRPO office, though I have known the present director for almost twenty years. That office is akin to a black body object in physics. I have seen the IPEDS reports, and lots of four and five column forms since 2006, but little in the way of data on what teaching practices are being found to work here at the college. I learn that from colleagues on an informal basis only.
- I hope so! I am not sure how this is happening.
- to some degree and when they are in used in decision making and discussions
- Lot of activities but focused on the 3 things?

COM-FSM Survey on Communications

- what improvement?

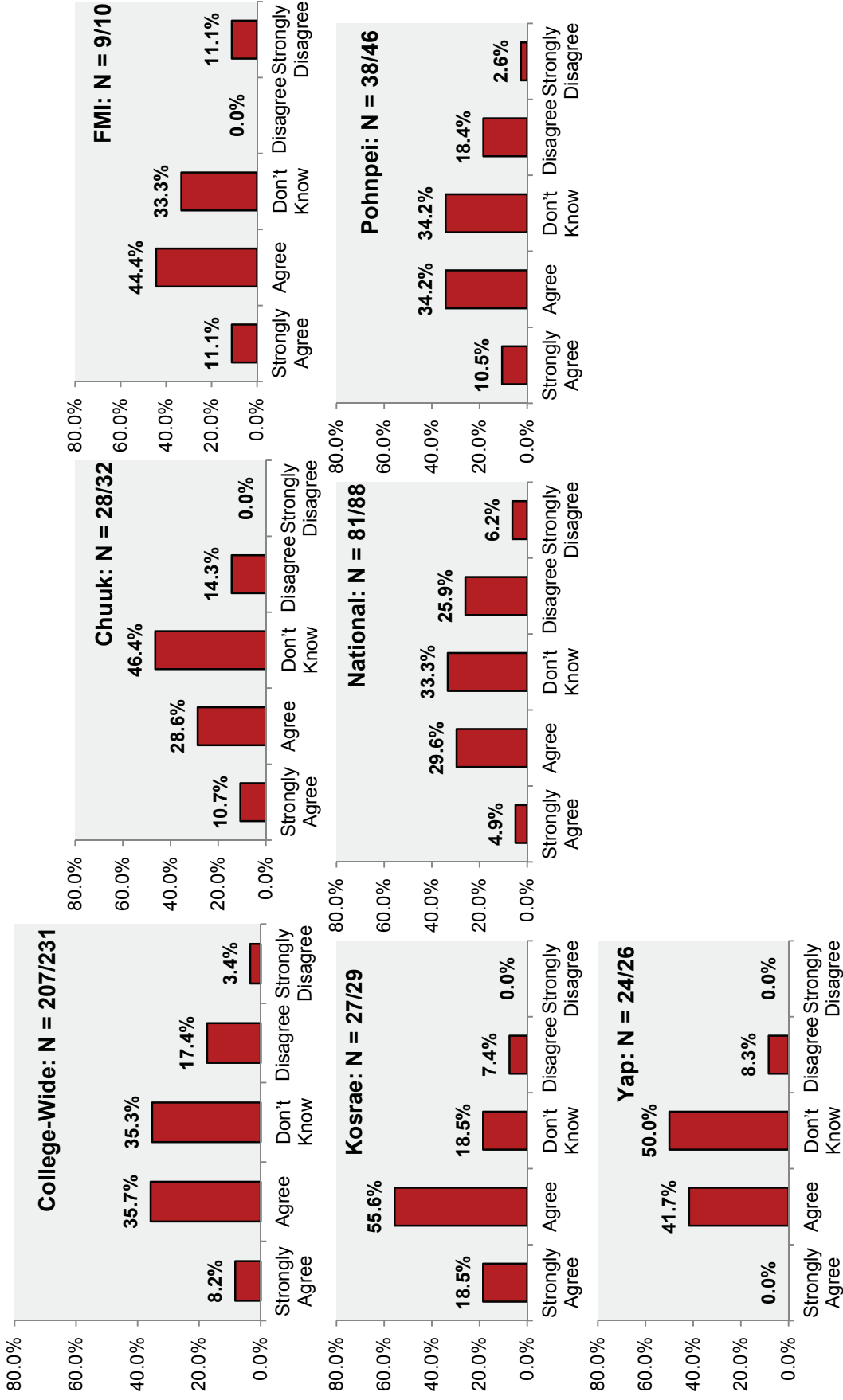
Pohnpei (1)

- I am not aware of the improvements in data reports.

Yap (3)

- .I know we are starting to make improvements in our processes, but I
- I think i do not have enough information to answer the above.
- I do my job and i do my job well and I also help do assessment and we try to budget our time and services accordingly. We try to improve our services to the students each year. And we also work to meet our college goal as a student centered institution.
- From my understanding, YSC provides data for student assessment, but what's the relevance of those data when other campuses don't furnish datas?

15. I believe that the President's Retreat has focused dialogue on students, best practices to support student learning and achievement of the college mission.



Comments on Question 15

Chuuk (5)

- Haven't heard much about what happened at the President's Retreat.
- had not attended recent President's retreat
- Did not attend the retreat, though I did listen to comments from those who went.
- If only we walk the talk, life will be much much easier.
- How were the inputs from participants from the President's Retreat intergrated into improvement to the College's mission?
- Who decides on the topic/issues to cover during the President's Retreat?

FMI (3)

- Would be helpful if issues are followed through after retreat until their accomplishments across all sites.
- I haven't had the liberty to attend any of the retreat so if i get to in the first place, i'll get more ideas on what is a going on at the retreat
- Never know the result of the President's Retreat have not given a chance to attend the Retreat.

Kosrae (2)

- Each state campus should also hold retreats so that issues of each respective state be presented to the President's retreat also.
- The agenda of the President's Retreat could be improved to focus more on student learning. Administrative and financial issues dominated the agenda.

National (18)

- The Presidential retreats have discussed lots of good things for the college but no implementations ever made
- In the past, there are much talk and no action.
- good decision are made but no one follows through...we do not think we should do for the betterment of the college and not I only work in this office so I do not care about the other offices--not goal oriented where our goal is to ensure and help success of our students and not my point did not get adopted
- Presidents retreat seems to just be where we sit and talk about the same problems again and again, but nothing ever happens to resolve those problems. I hope this changes - it has to. It generally seen amongst faculty as a waste of time - this wrong. It should be a fulfilling, uplifting, encouraging and PRODUCTIVE experience.
- I wasn't there.
- I think the central concern of the President's retreat - whether stated or an under-current was the effects of the Job Audit and the Restructuring. Previous retreats were waste of money. Decisions were made but if they don't suit the administration desire, they all forgotten. It was only the last retreat that it became clear that faculty's input will be taken seriously.
- The last 2 retreats have been all about college structure and each campus trying to maintain the current practices or expand. I don't recall much information related to improving student learning.
- I was unable to attend the last retreat due to teaching and learning commitments.
- It is not a big part of the Presidents retreat to have students around... don't know... it is just an impression.
- Most of the dialog in the president's retreat were administrative matters.

COM-FSM Survey on Communications

- The past few President's Retreats has been used identifying problems but no actions that I know have taken to solve those problems. Its name might as well change to "Identifying Problems Retreat"!
- I've only attended on retreat and the major focus was on SLOs.
- Outcomes are not well implemented
- Lacked focus
- #17 and #18 below should be not be read--read :) Referred to perhaps--but who sits down and actually reads catalogs?
- But lot of issues remained unresolved and not implemented.

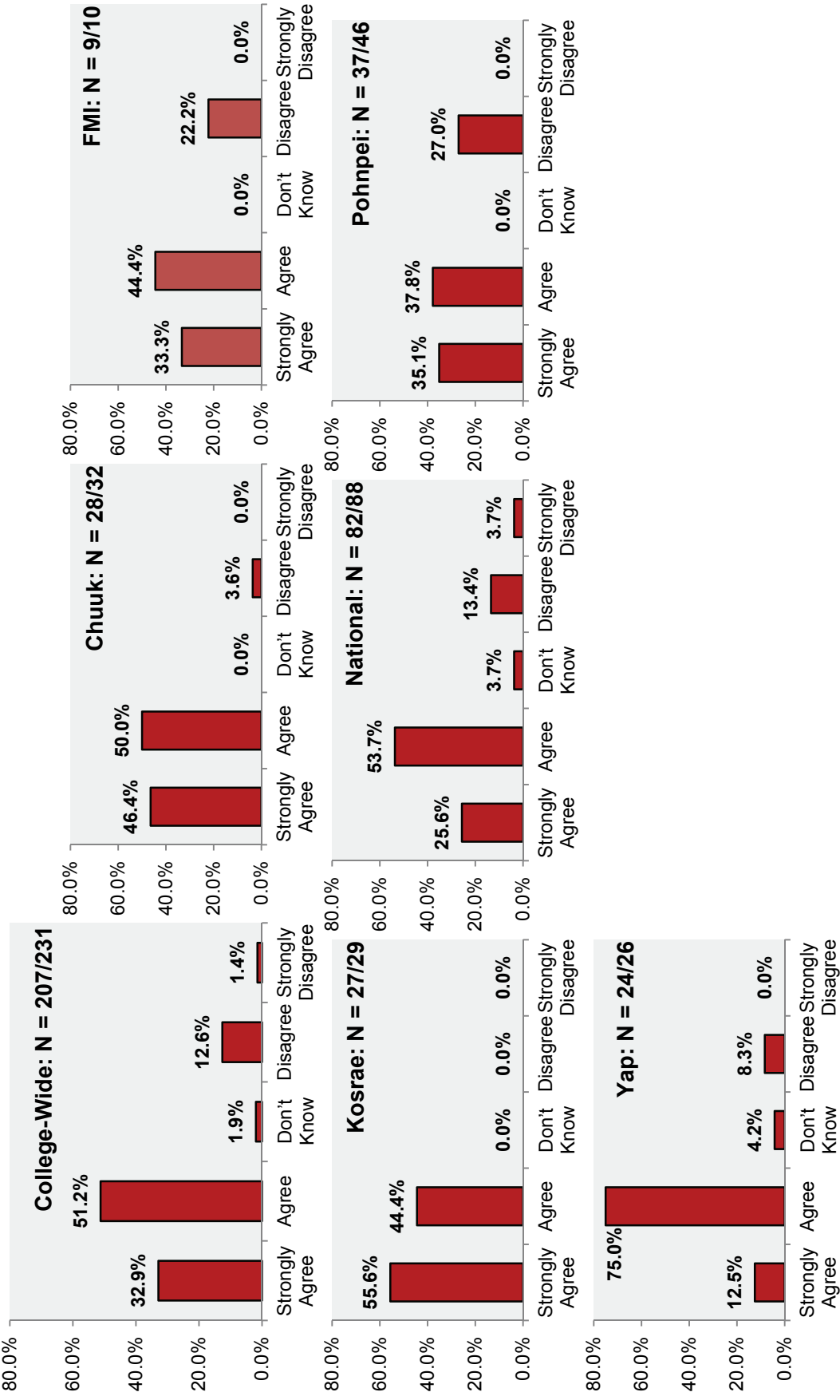
Pohnpei (2)

- I did not attend the last President's retreat and do not know the actual agenda for the retreat.
- Many issues discussed during the retreats did not materialize or were ignored in decision making.

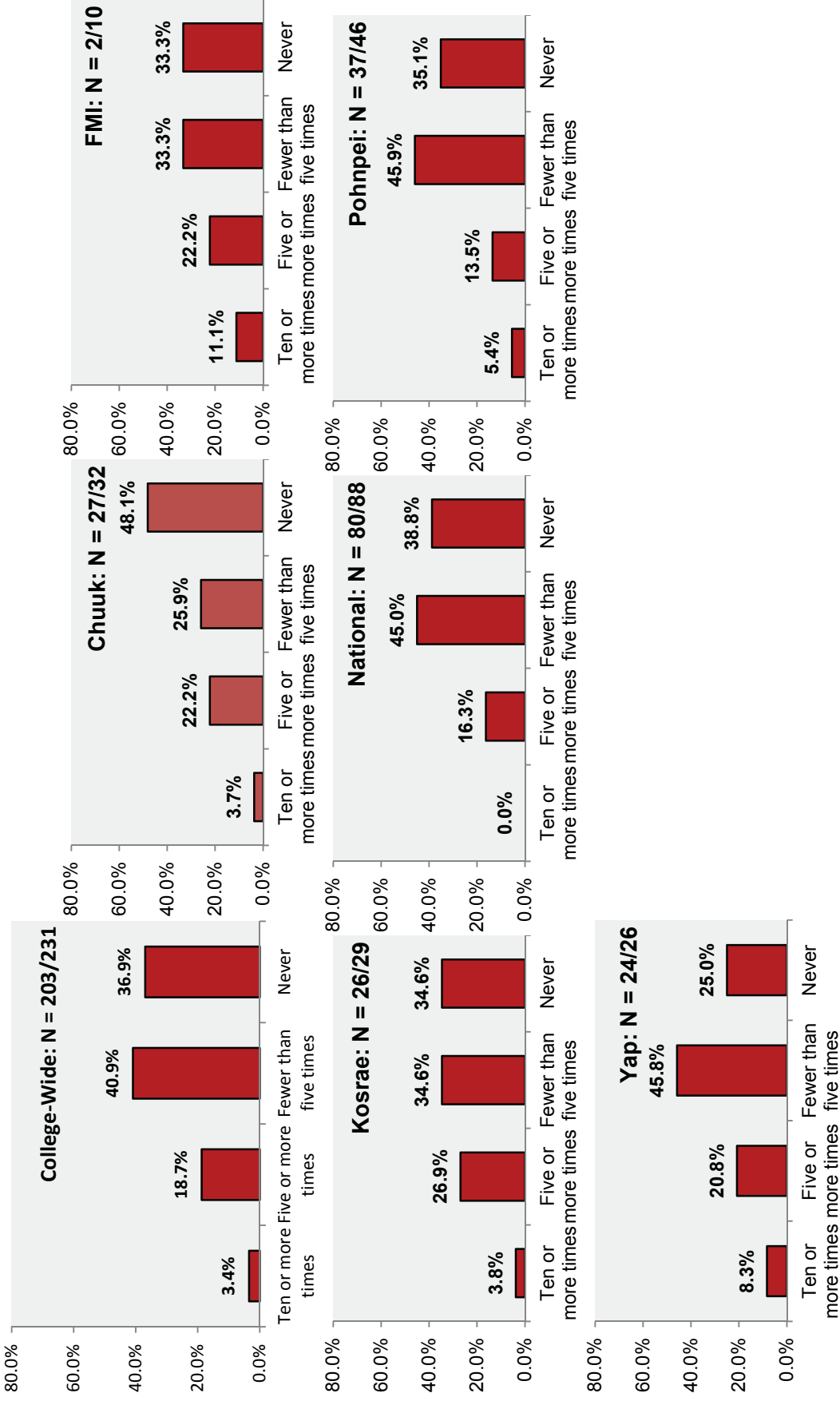
Yap (4)

- I have joined one President's Retreat before. I felt that there were so much to accomplish in one week. I felt that there were too many people to make decisions.
- For me, I think decisions are supposed to be made by a smaller group. The ideas and concerns can come from a lot of people. The decision making group can discuss the concerns and make final decision.
- I think that after every Presidential Retreat, there should be a time where the participants at every campus should meet with the entire staff and faculty and share important points rather than just sending it to us via email or attached report.
- I did not attend the event and, therefore, no idea about this...

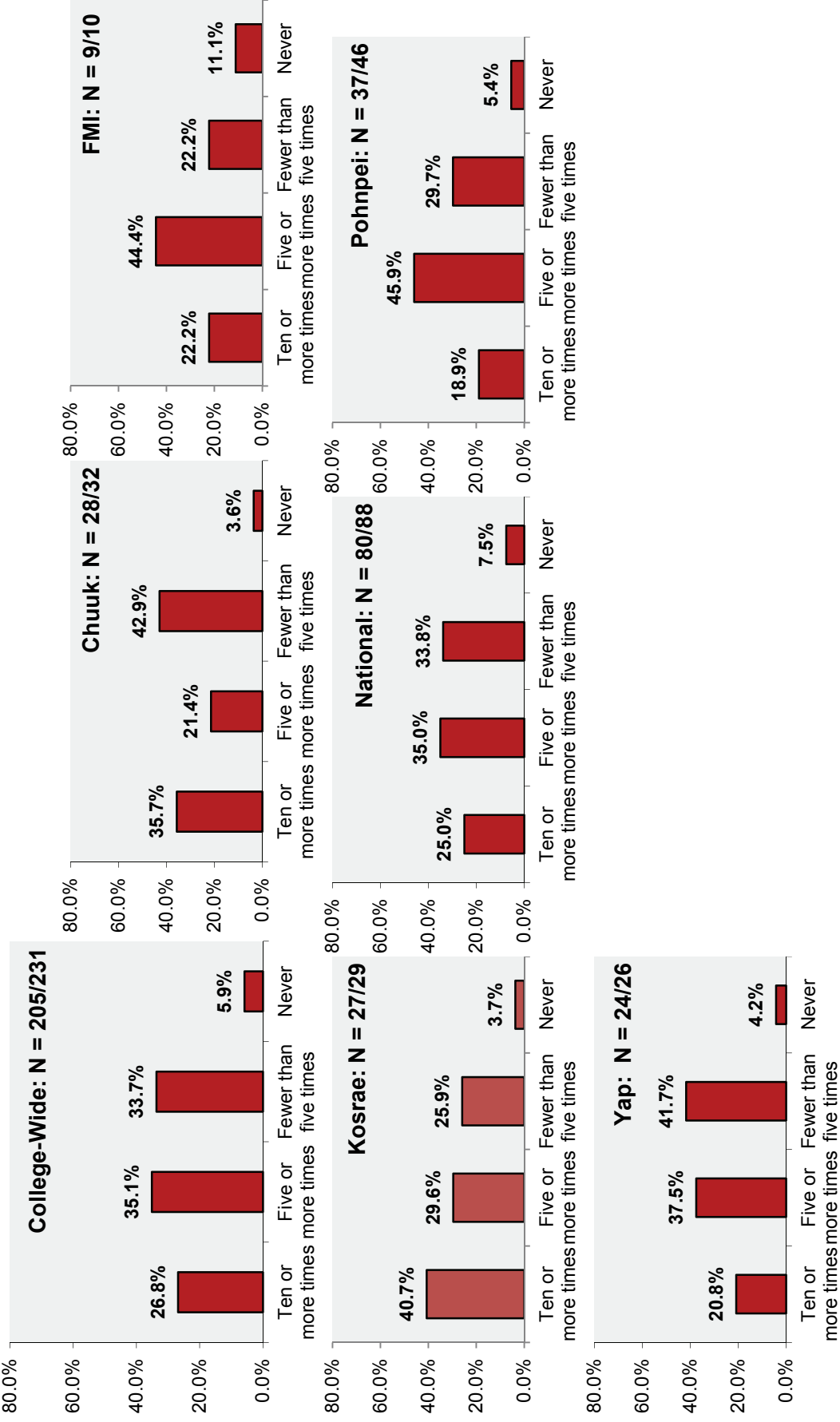
16. My primary way of learning about news at COM-FSM is through the college Web site.



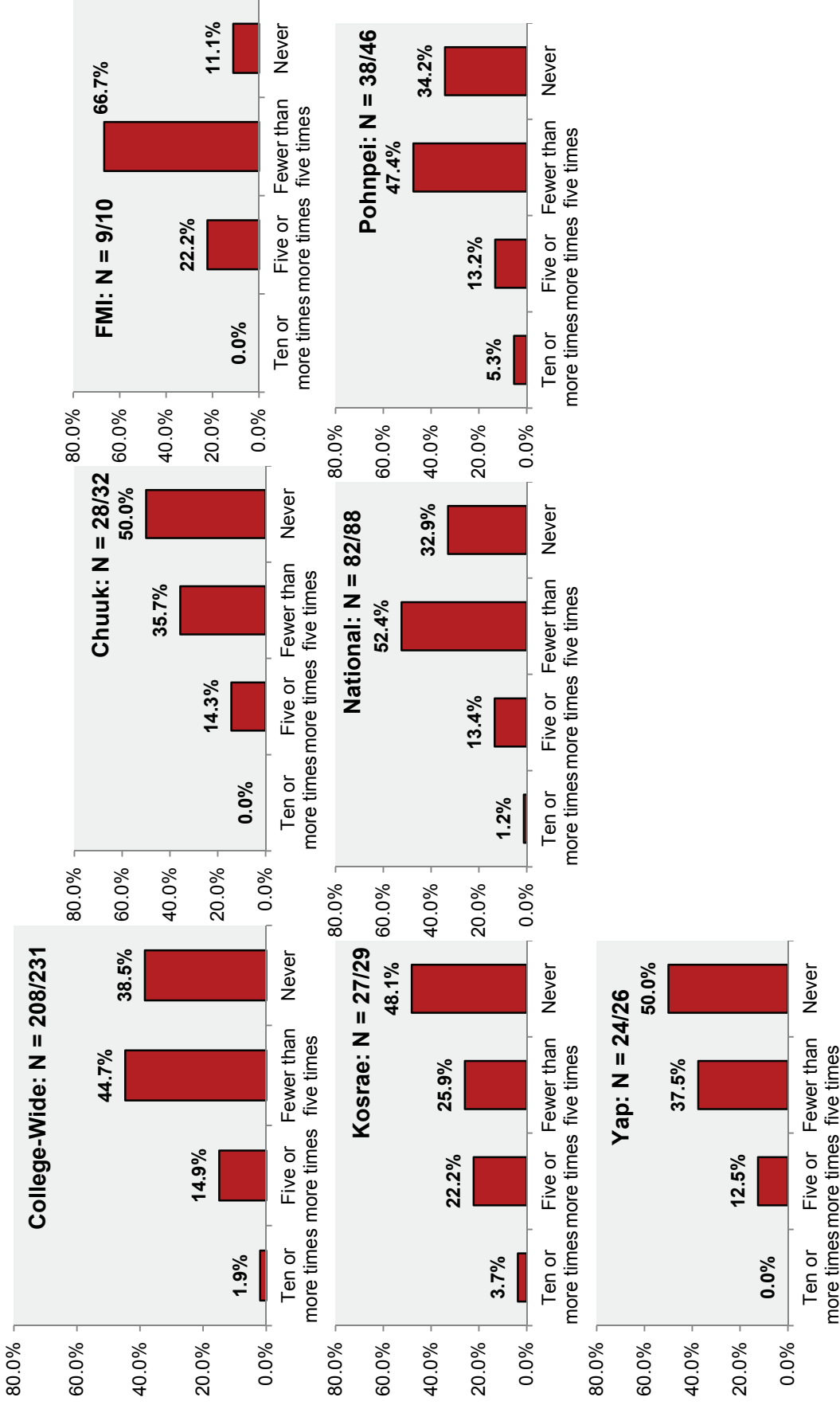
17. During the last year, I have read the COM-FSM Communications Plan the following number of times:



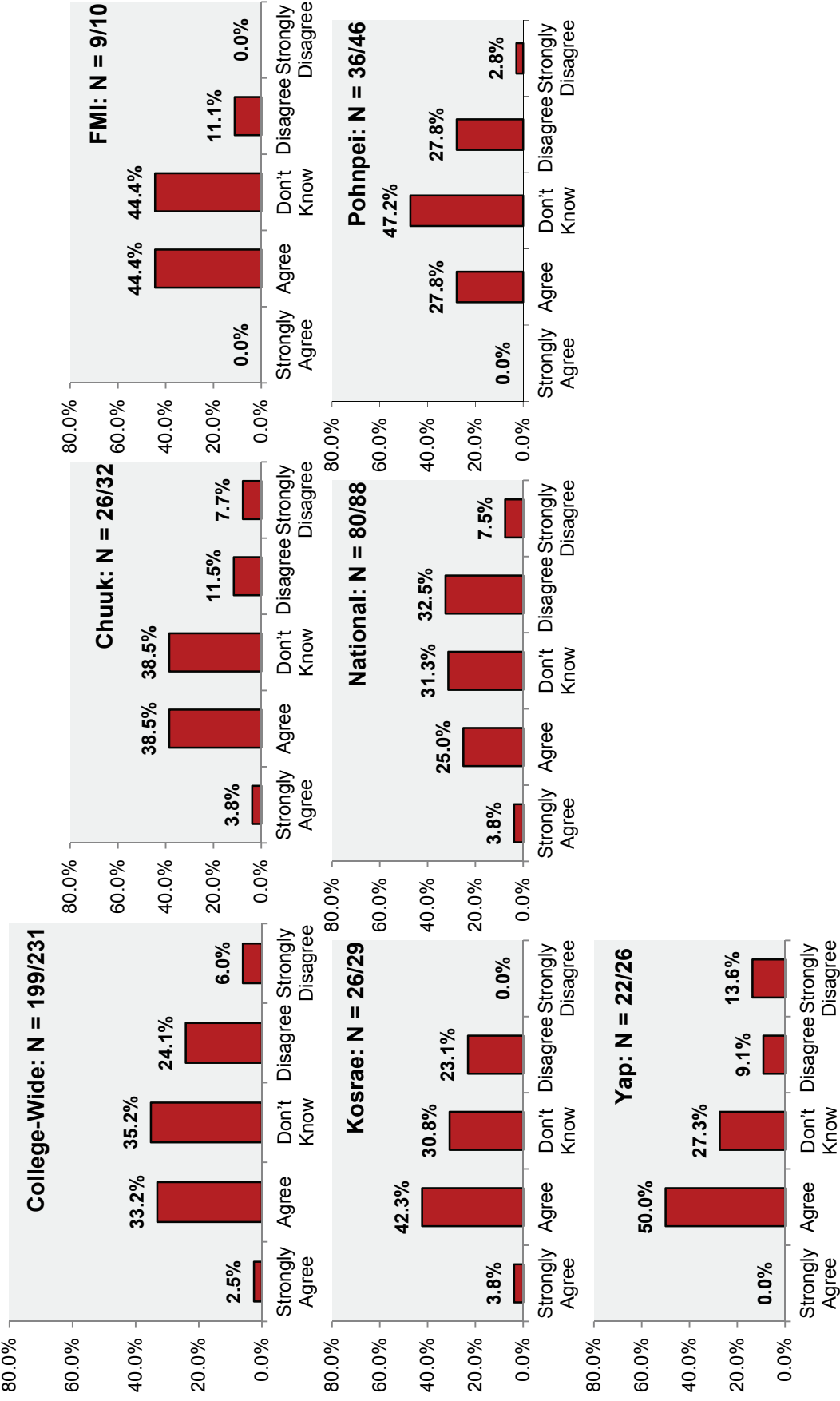
18. During the last year, I have read the COM-FSM Catalog the following number of times:



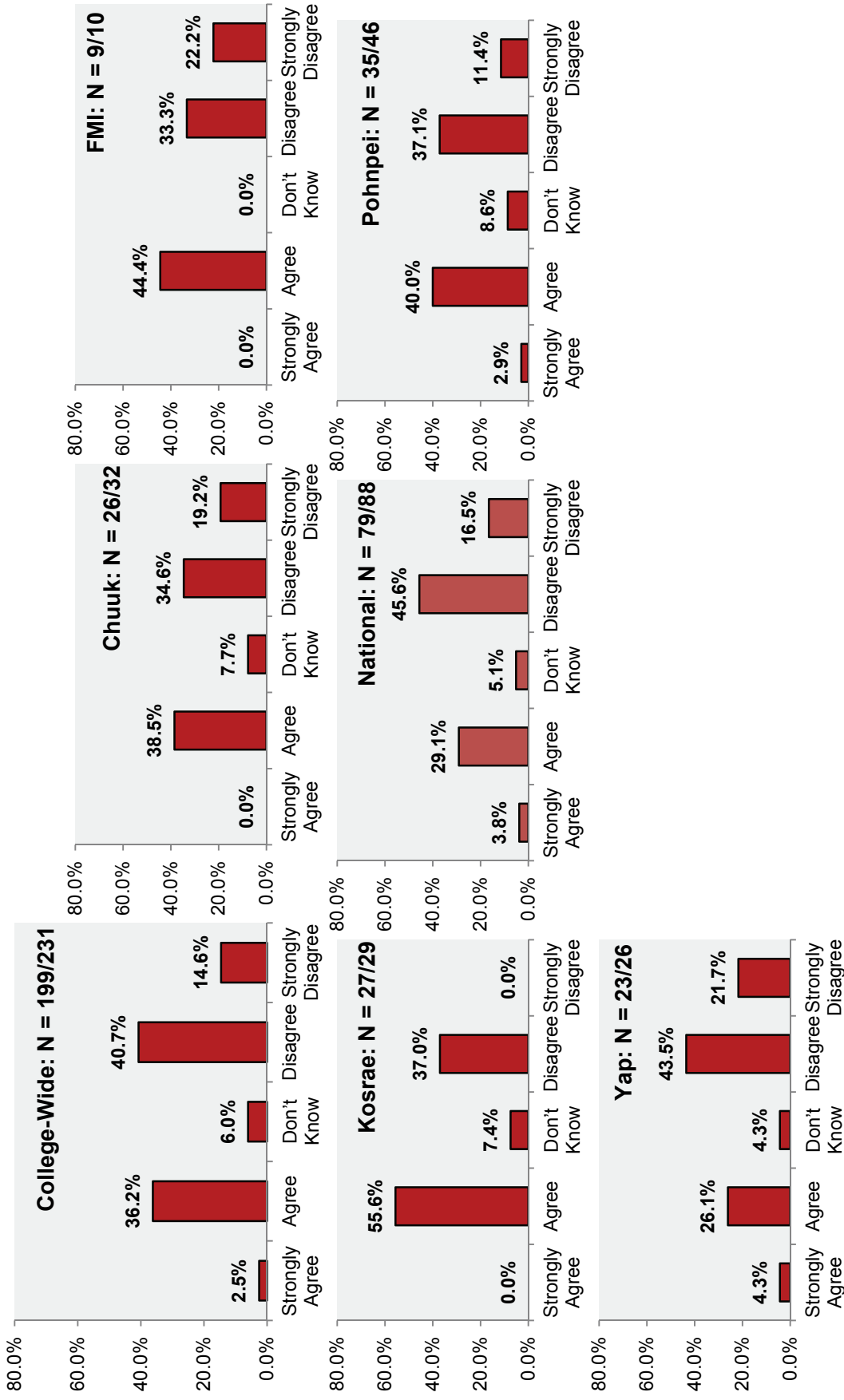
19. During the last year, I have read the COM-FSM Factbook the following number of times:



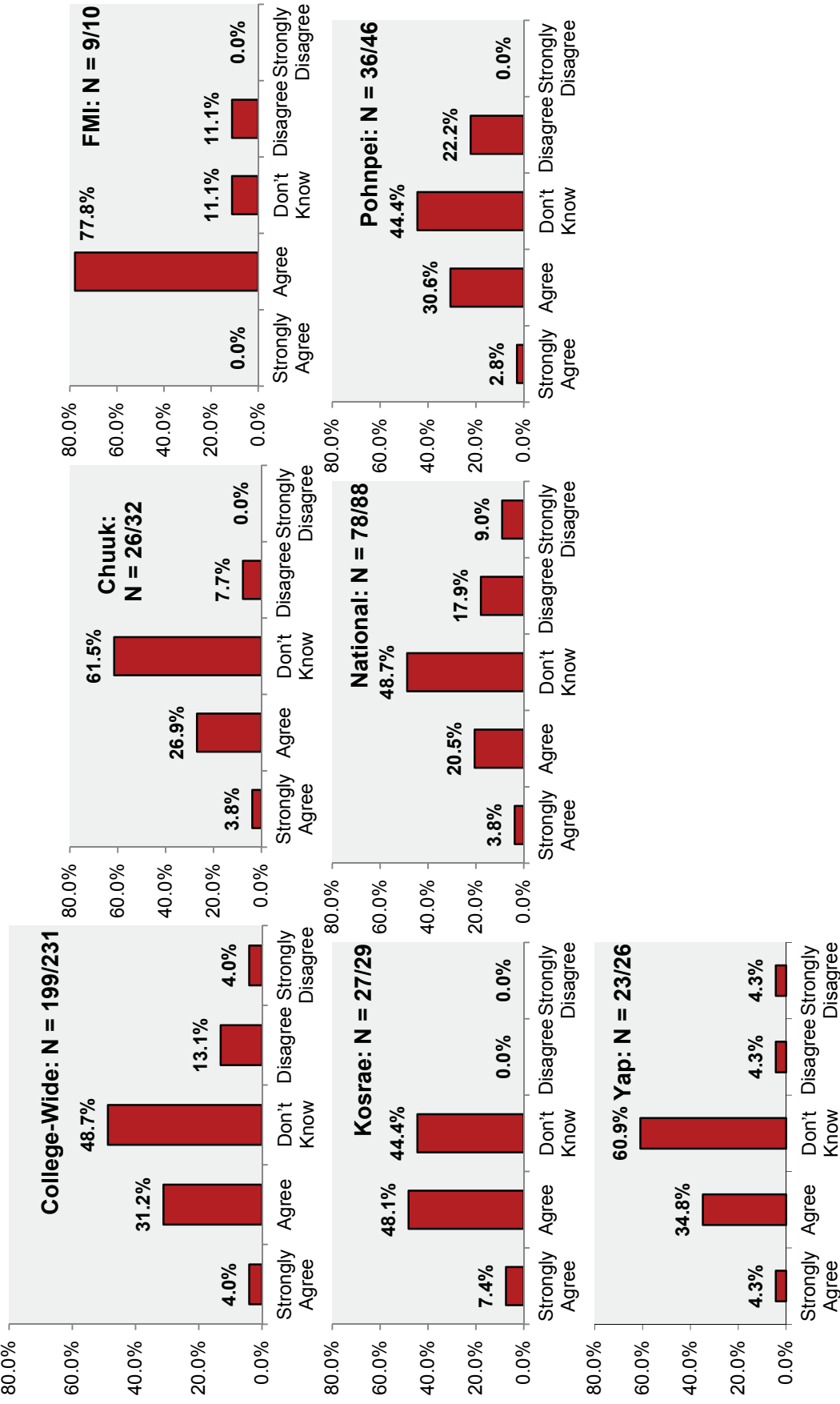
20. Since 2011 I have made positive use of decision grids noted in the Communications Plan as part of doing my job.



21. Since 2011 I have received training that has improved my use of e-mails and my understanding of e-mail rules.



22. Since being introduced, the Student Forum has provided an effective way for students to participate in dialogue about the college.



Comments for Question 22

Chuuk (5)

- I don't know any student forum exist on our campus,we only have the SBA.if this is the one on the website, some may have utilize it and most of our students are not aware of that. Being on the Forum Web
- This is under Student Services. We do have Town Hall meetings where students raise questions and bring up concerns. Some of these concerns have also been presented to the Chuuk Campus Management Council.
- If the Student forum is what we in Chuuk call our Town Hall meeting then I would say that I Strongly Agree
- The student services especially youth and agriculture involve CRE participation
- No effort in looking thru the Forum.

FMI (1)

- I entered the forum sites only twice last year.

Kosrae (2)

- It has been helpful; most student concerns are presented and discussed in faculty and staff forums.
- Students should use the forum very seriously;

National (19)

- I have never participated in the student form
- The documents are kind of lengthy. Can we just have a search and help index, to save time?
- have never gone on the site but I did know it existed
- Don't know anything about a student forum.
- There students write mostly nonsense on the forum. I wish they could utilize it as a tool to be used for the college's improvement
- I don't use this forum
- In 2011, the administration and faculty were like on two sides because the leadership style was like running the state or national government instead of the collegial relationship that should be applied at the college.
- never use it yet
- Few to no faculty members visit the student forum. I did in the early days, but I simply do not have the time to peruse a forum format for interaction with students. Of late I have been using a FaceBook group to communicate with Kosrae Student Organization members.
- Not many are utilizing the forum. I don't know if anybody let the students know about such tool.
- I am sorry, but what is the student forum? is it on facebook? If it is, I am sorry. I use facebook probably once in 3-4months or so.
- Many of the topic of discussion have nothing to do with College issues.
- Never open the student forum site
- I feel there is very little student input about the college.
- Its a gossip site and I'm glad only COM computers can access it because the crap they write is embarrassing.
- Never been there

COM-FSM Survey on Communications

- Communication Plan not communicated. No training available. More nonsense than real dialogue
- I agree but not all students do participate
- Frankly, I don't know what the "Student Forum" is ...

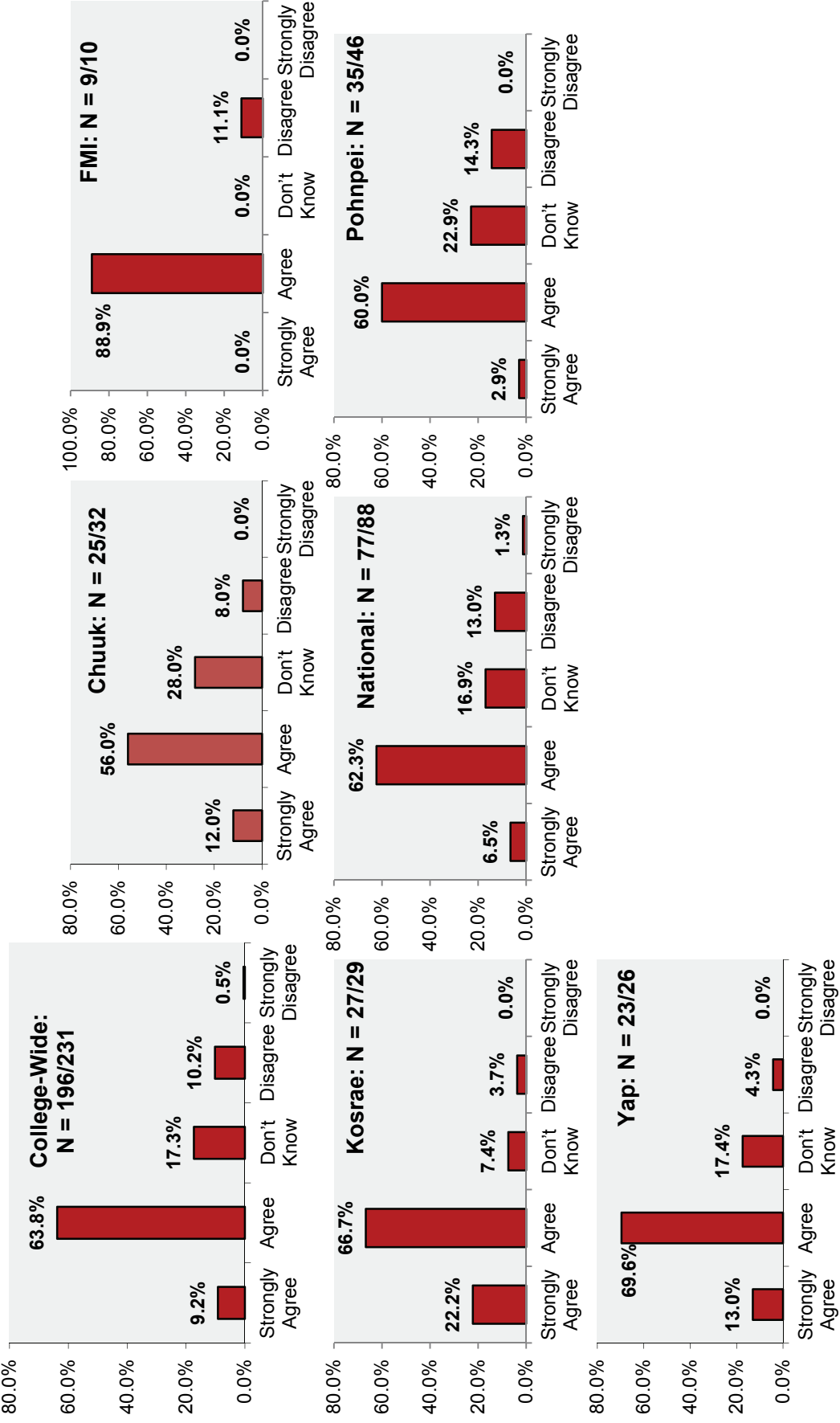
Pohnpei (2)

- I never visited or use the student forum so I can not comment on its effectiveness on students.
- Majority of posts in the student forum are focused on socializing and even personal issues are being mentioned. Forum participants should view and use it for educational purposes.

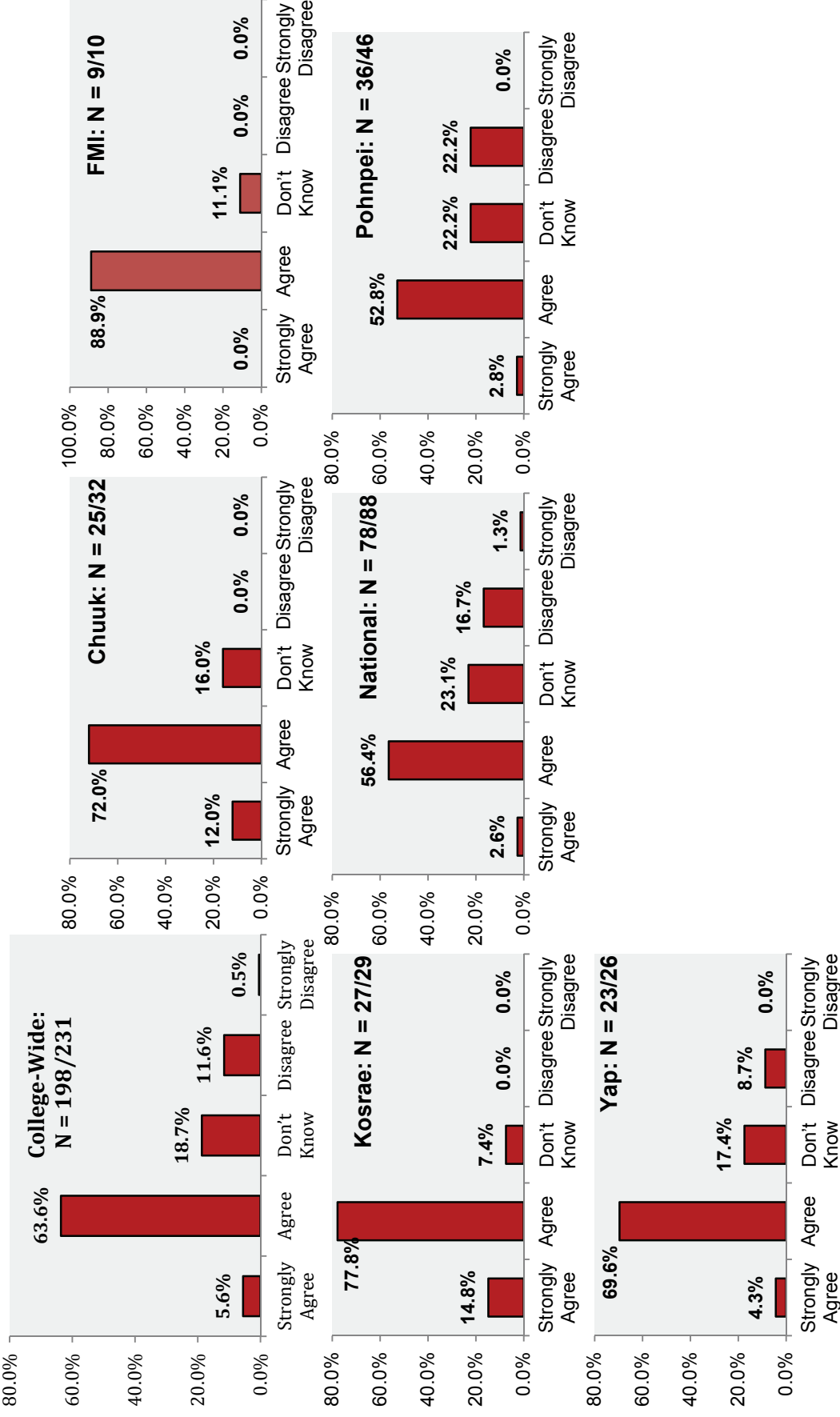
Yap (6)

- I remember seeing a communication plan at some point, maybe in 2010, but I'm not sure if it's the same one being referred to in this survey.
- Have never gone to the student forum.
- I am not good in computer and I need more training in order for me to use more features of our technology system. I know enough to do what I need to do regarding my daily work. Maybe it is good that I do not know too much so that I do not spend too much office hours to do other things besides office work. I think a lot of people do that.
- Yes and no. Yes, because the opportunity is there. No because in my opinion, many students don't even bother to go there let alone engage their thoughts on critical issues.
- Regarding emails: I read a lot of emails from committees and there are so many acronyms that I am expected to know especially new ones but the sender did not make them clear: e.g. CAC, DAP, IRPO, PRC, etc. At least write them out Curriculum/Assessment Committee (CAC) Institutional Research/Planning Office (IRPO) and as time goes by we can memorize what each acronym stand for and be able to aid us in reading the myriad of emails faculty is being bombarded. It is good for the people in the higher offices because they know deal with this on a daily basis, but faculty just don't have the time to read in a short period of time trying to figure out what PRC stands for. At least this faculty does. Therefore, these types of communication (with a lot of acronyms turn me off)
- I seldom see any constructive discussion on the student forum

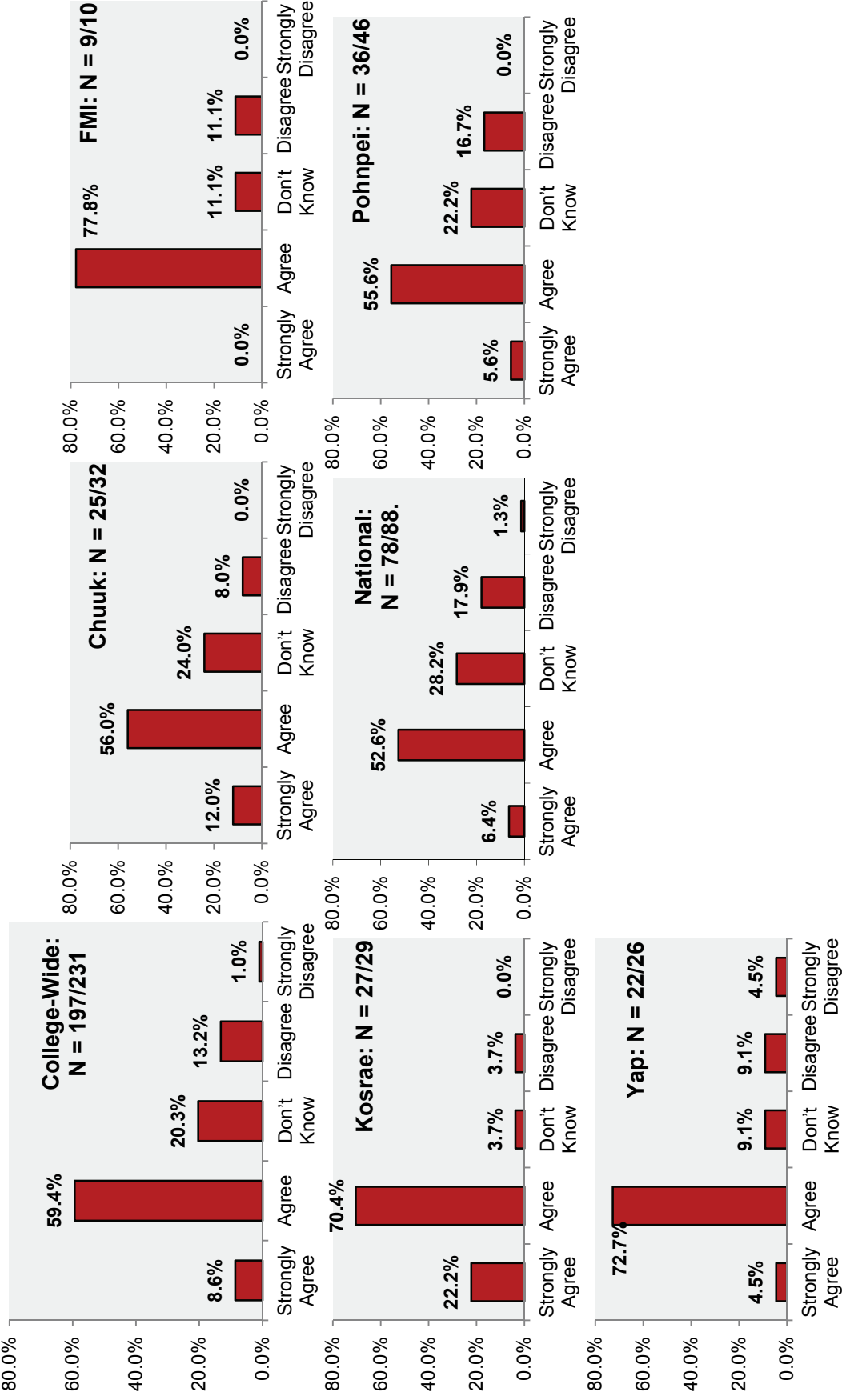
23. Since August of 2011 I have been easily able to find and access the meeting minutes of governance bodies.



24. Since August of 2011 reading the meeting minutes of governance (including the Board of Regents) bodies has helped me to understand the governance processes of the college.



25. Since 2011 I have been easily able to find and understand the reports issued by college committees and other governance bodies.



Comments on Question 25

Chuuk (1)

- Hardly find and read committee reports before but now committee reports are published regularly in the college website

FMI (2)

- Some of them I am able to understand, some I don't.
- Understand easily but to find is in need of more training on use of computer

Kosrae (1)

- For some committees, not all.

National (14)

- I only received minutes of meeting that I myself is involved other than that is none
- question 25. selected both agree and disagree because the minutes are accessible but I still needed more information to help me understand the reports.
- Some minutes are inaccessible through wiki.
- probably because I do not often take time to read the reports other than listening to discussions
- I think we can still improve this one. Like make it clearly seen and easily accessible.
- Because I am actively doing my part in the committee that I represented my constituency.
- I haven't seen many reports only minutes.
- never read such reports
- I know that now when I seek for information, I get alright results in an adequate time that is a good thing; there is some improvement.
- Have not used it.
- I have to actively seek them out, sometimes they are hard to find on the web-site.
- I never tried to access reports
- Some; no time to read all
- committees just started posting their minutes this year

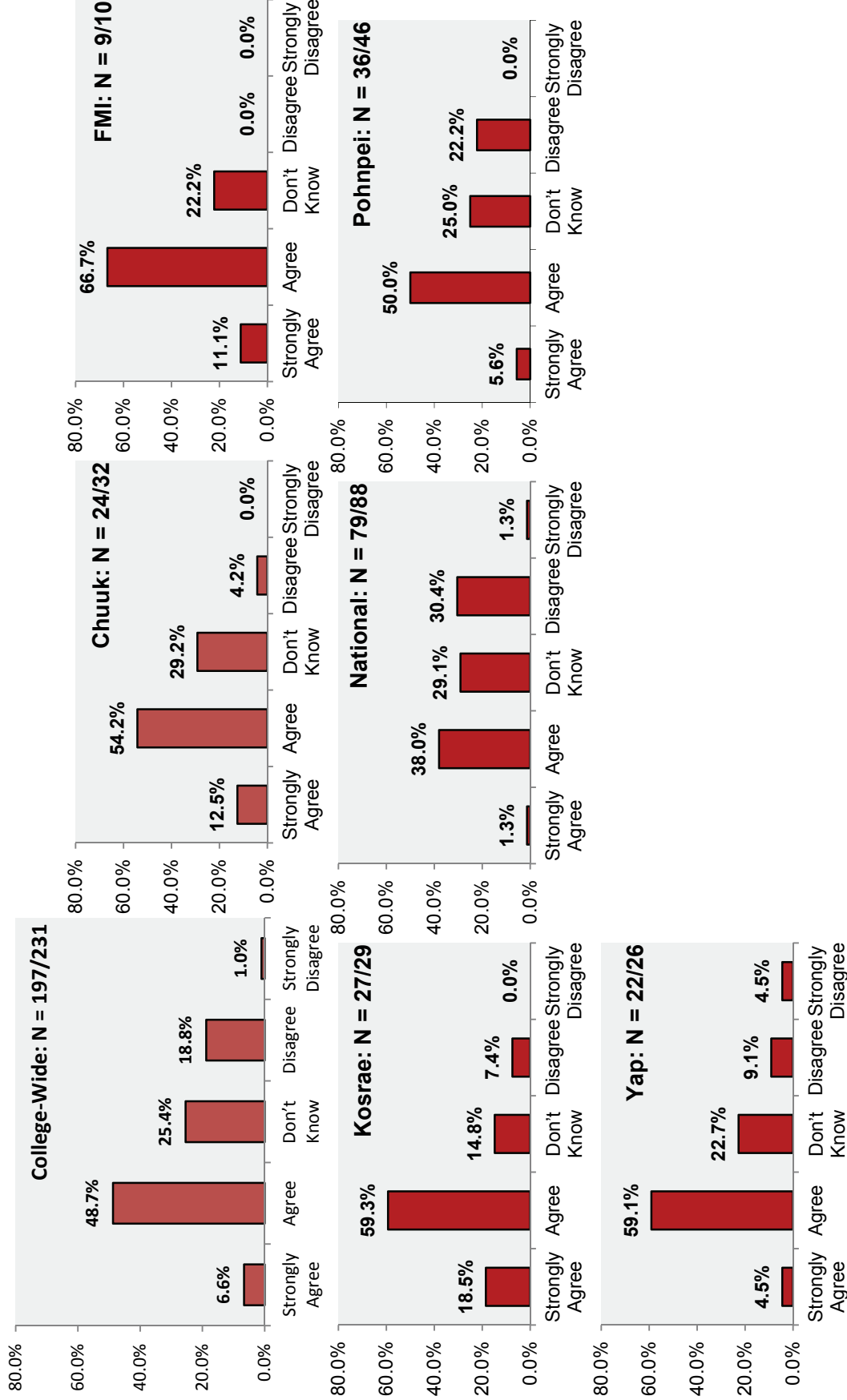
Pohnpei (1)

- The Wiki has made access to reports easy. Good job to its creators!

Yap (2)

- I agree with most that I read. Sometimes I need to read more and I never get back to it.
- I must say that I don't get to read every committee minutes. And if I read them, sometimes I may follow what's being deliberated, and other times I don't.

26. Since 2011, reading the reports of college committees and other governance bodies has helped me to do my job well.



Comments on Question 26

Chuuk (2)

- Did not read the minutes
- Certainly with updated policies, rules and regulations known, each college employee hopefully will be in line with VGMO of the college

FMI(1)

- I read mostly the report of my committee and those that are related to my committee

Kosrae (1).

- I have seen some committee reports and minutes that are shared immediately after the meeting. Thank you.

National (12)

- Most of the things they have talked about are administrative stuff. They do not concern me much. probably because I do not take time to really read the reports
- I only read a few, and they don't really relate to how I do my job.
- I seldom read committee reports because these are just brainstorming and recommendations but what I want is final directives from the administrations for the approved recommendations by committees and these are lacking.
- The primary committee that affects me is the cabinet and BOR. those reports come directly to me and are read.
- Being informed of what is happening at the college helps a lot.
- Each time I read the reports from a committee, the work I was doing came to a complete stop.
- Early days, too early to tell. No direct impact in my classroom as yet.
- Yes!
- Can't comment. The routing of committee recommendations have not been made clear.
- Cannot see connection
- not in 2011...2012 maybe....

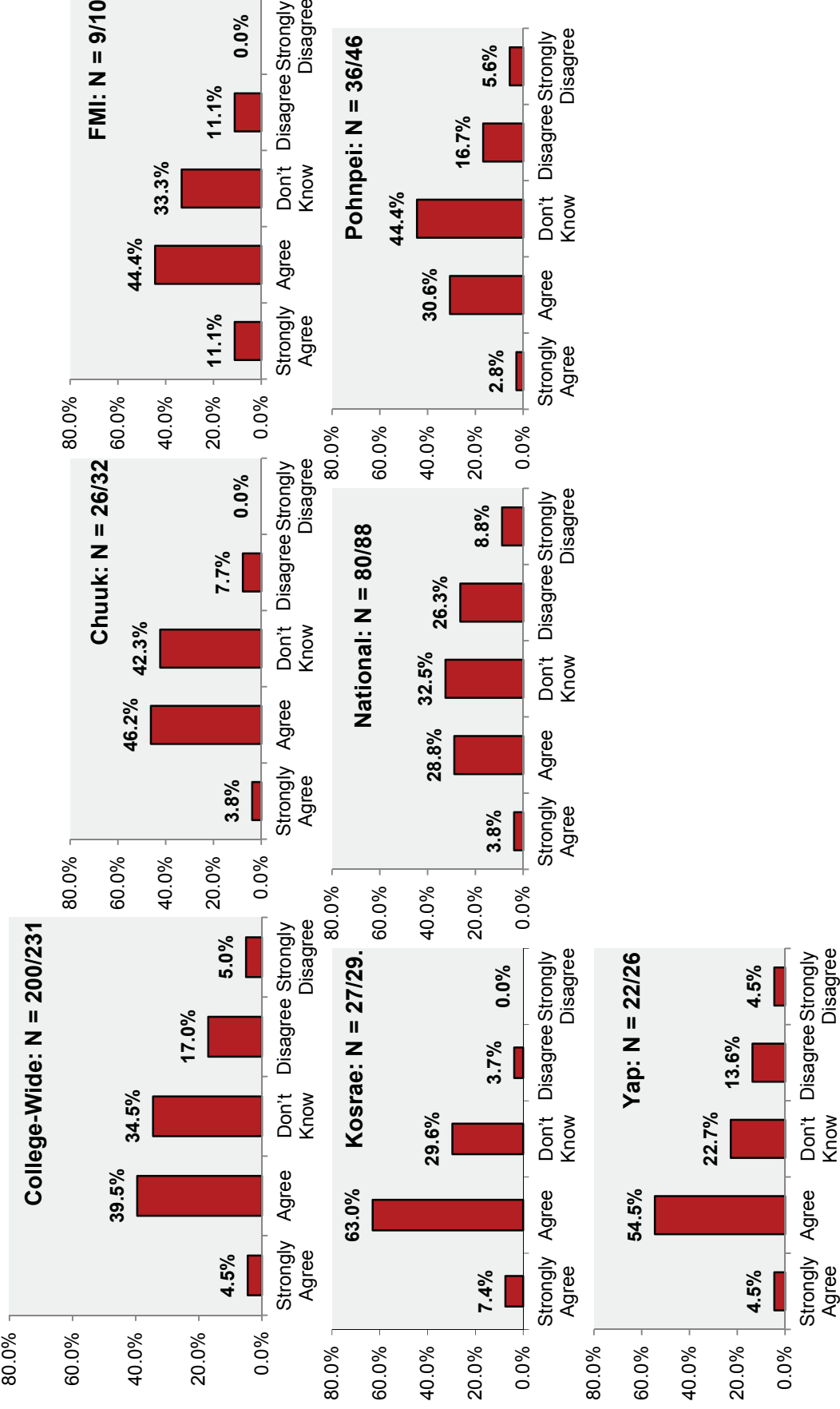
Pohnpei (1)

- I am now aware of areas in the system that need to be improved and doing my part in trying to improve them.

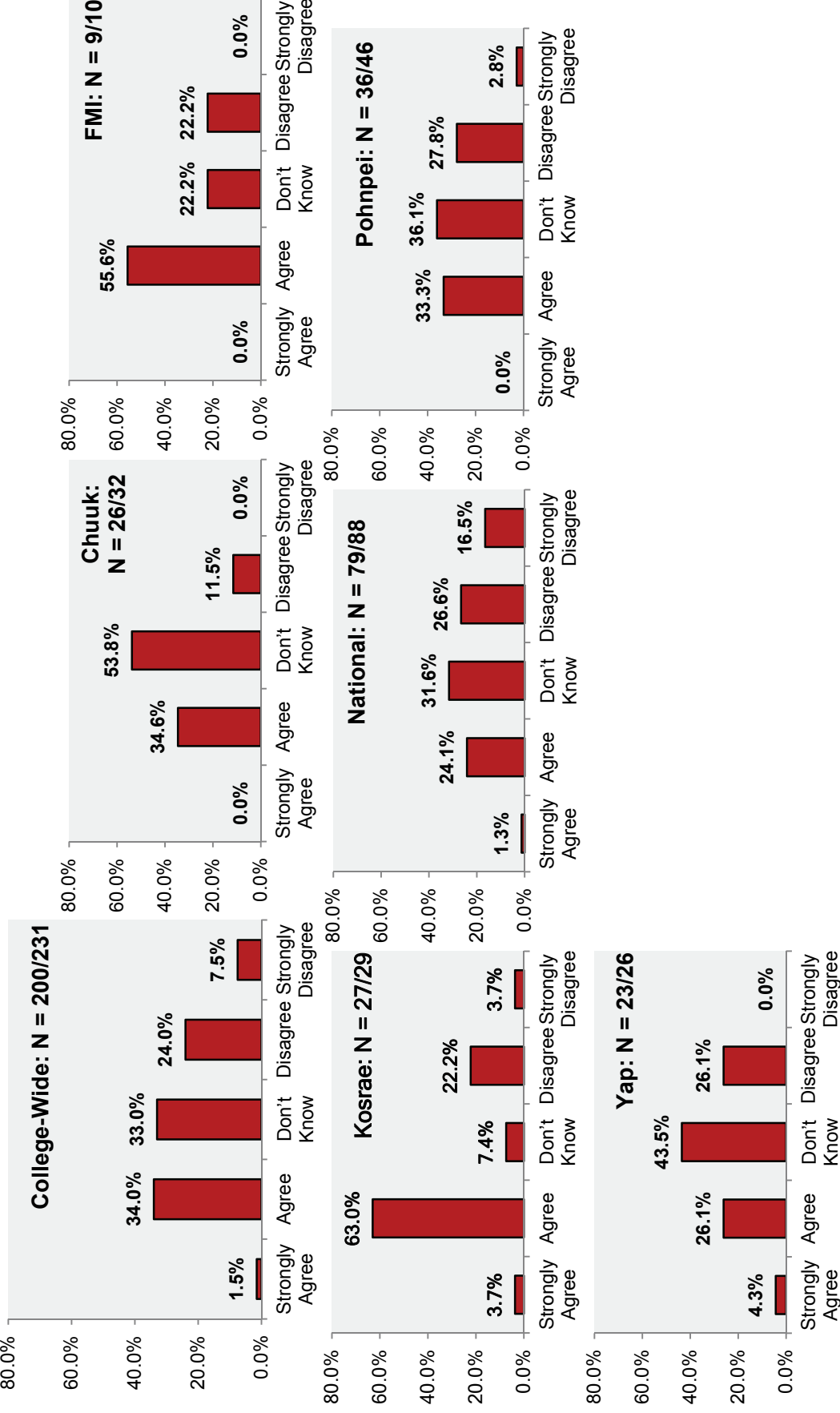
Yap (2)

- I do not think there is a lot in it that I have to use in what I do daily. I always like to know what is going on so that I use or share to the students when needed in advisement.
- Not really. Is this question implying that these reports talk about effective strategies to improve work performance and such?

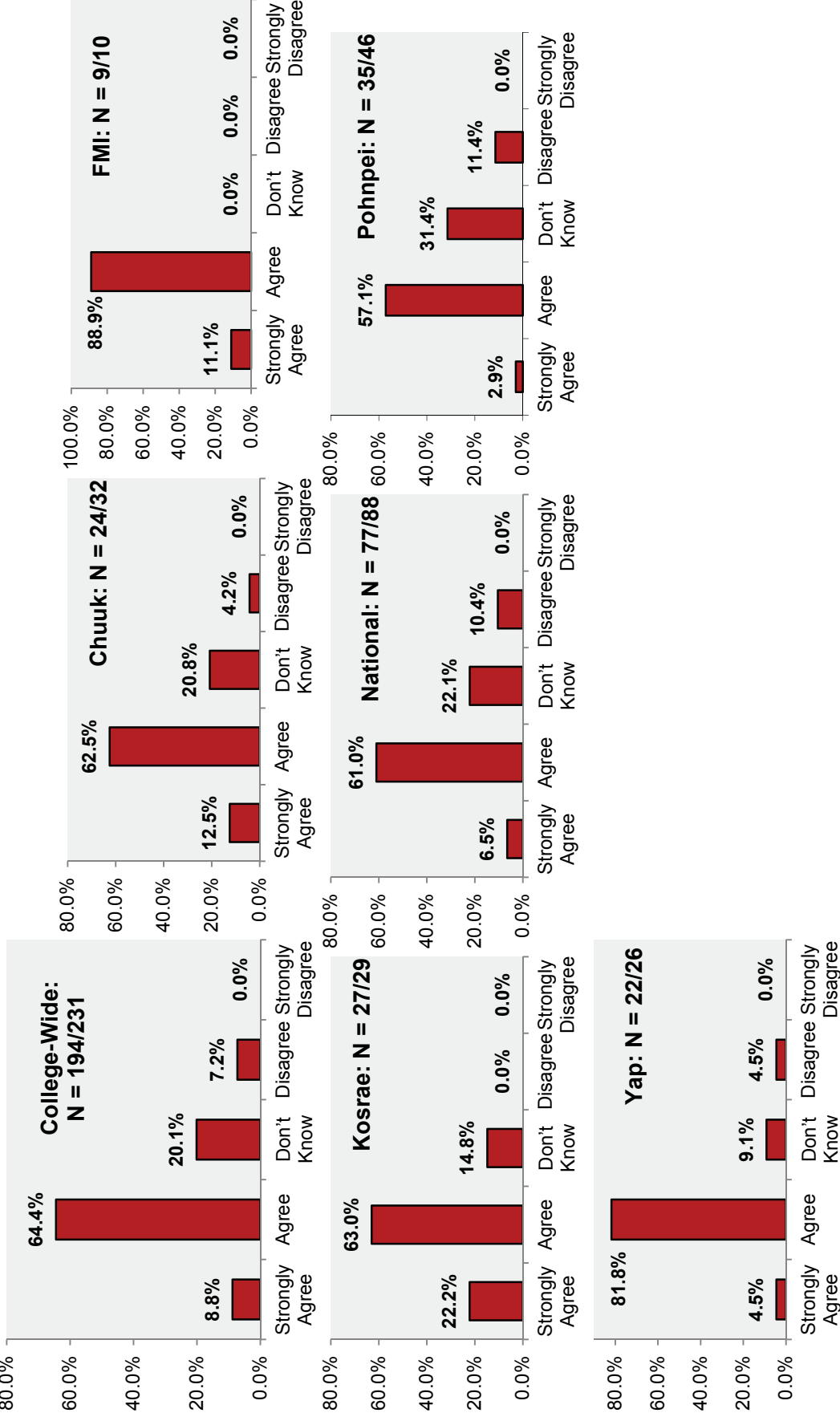
27. I see a strong connection between the data contained in college program reviews and assessment efforts and decisions about allocating resources.



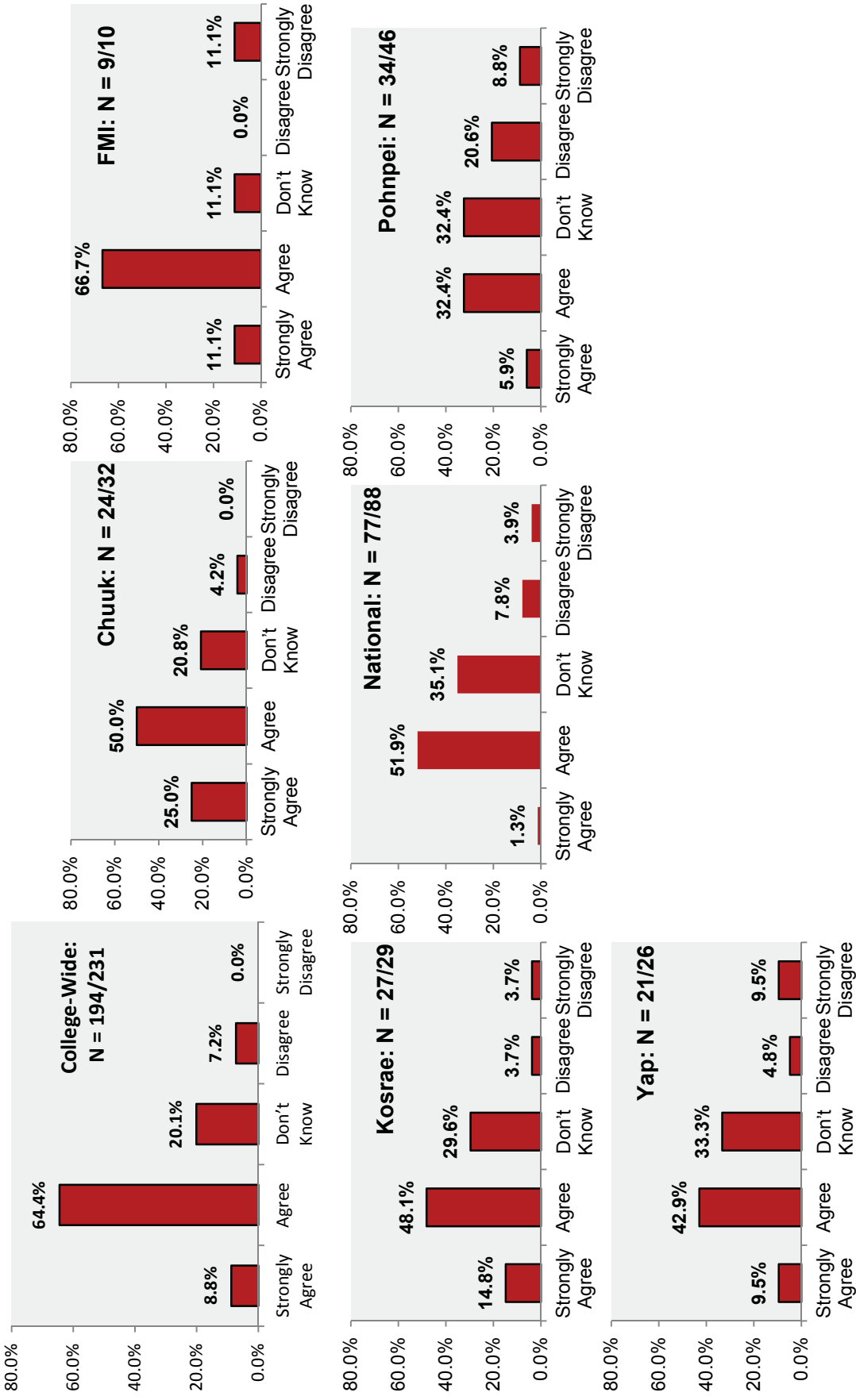
28. The governance bodies charged with making decisions about allocating resources do a good job of explaining the reasons for those decisions.



29. Since 2011, the college's communication efforts have changed to ensure broad-based participation in college governance.



30. I believe that my opinions are seriously considered in college committees and governance bodies where important decisions get made.



Comments on Question 30

Chuuk (2)

- .As part of Adhoc committee the chair of the committee that I am on is very good about listening to those of us not on Pohnpei and in including us in the discussions.
- Regular management committee meetings are good venues for sharing information and concerns among divisions/departments

FMI (1).

- There are some administrative areas that I know that my opinions and work efforts are often overlooked. e.g. supplemental budget request for 2012.
- Kosrae (2). Since I do not know where to send my requests first, individual offices seem to make their comments and recommendations before committee work.
- I am not in any governance body

National (8)

- .It's a waste of time. Administration, board members and funding boards have made the decisions already and just haven't informed us often I see decisions being made swiftly as a form of reaction and so often no time for other consideration of employees opinions...most often it is like a fire drill occurrence ..more reactive then well thought out kind.....
- But I feel we should get more support from vice presidents. At the moment it feels like they are sitting back and letting the committees do all the work. Bear in mind, these are committees that are now mostly run by faculty who have full teaching loads and where hired to teach, not do the job of the administrators.
- An effort to begin is seen but participation level is uneven
- Was my opinion ever been sought for? How do I know if they were seriously considered?
- Due to my level of engagement
- The budget allocation still have to be tailored to the data derived from program reviews and assessment. Probably this will happen in the next budgeting cycle. The cuts to instructional programs were arbitrary. Take the Business Division cult on supply for example, what data that support the cuts?.
- as an ex-officio member, my recommendations are considered I have to be VERY persistent and proactive when it comes to my committee work. When I do this my opinions are seriously considered, but it is not easy. One has to almost be pushy to get anything done - in this culture, that can be very tough
- I never offered an opinion

Pohnpei (1)

- .With the current structure of standing committees, I feel that the opportunity to participate and share ideas and/or opinions are greater than before. This increases the sense of ownership among all employees of the college.

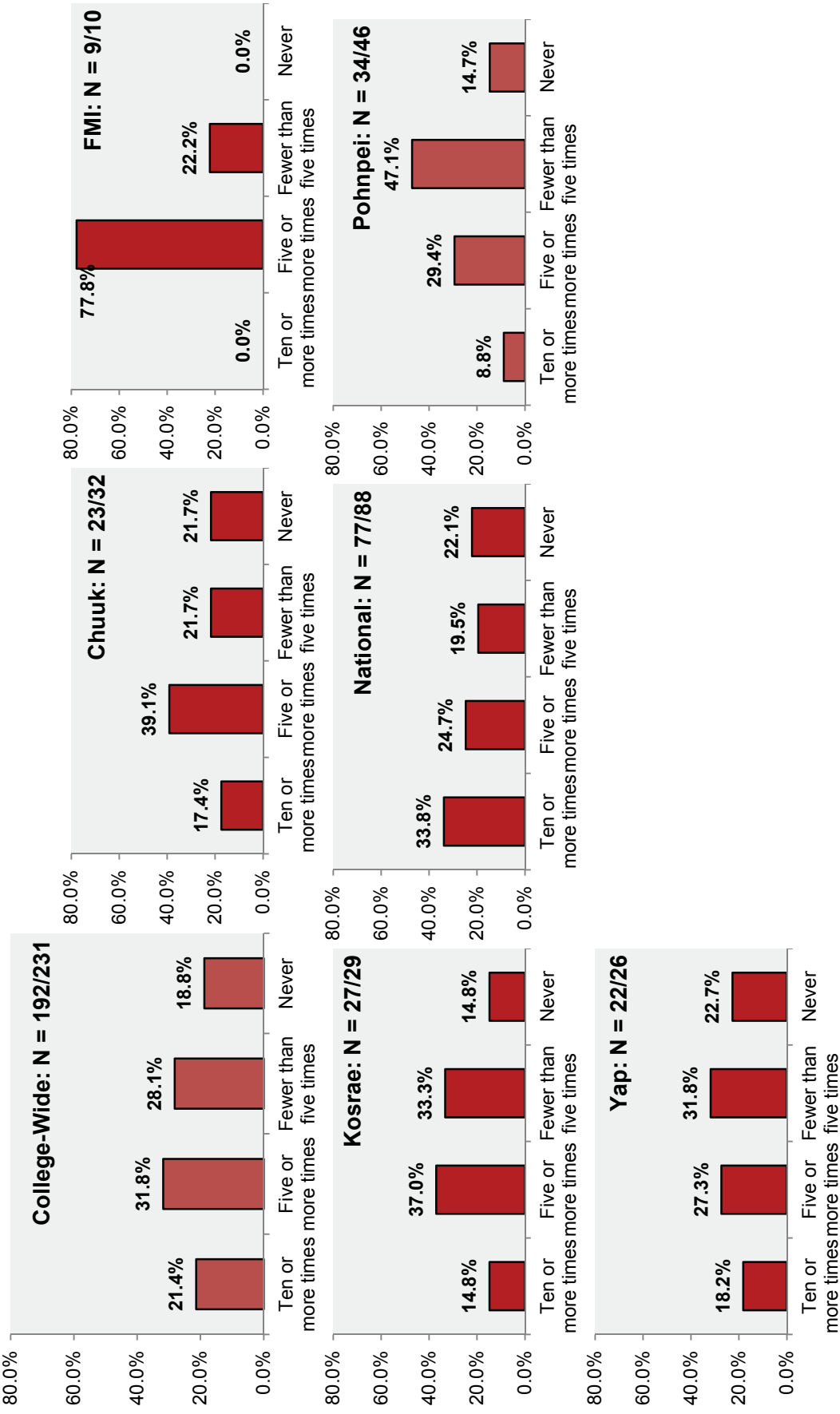
Yap (5)

- .Re #30 - I least now we get a chance to voice our concerns, but we still have a long way to go in actually seeing many faculty and state campus concerns being actually taken into consideration
- Sometimes our suggestions are usually not noted anywhere.
- I am not in any standing committee now. When I was, I usually prepare before the meeting so that I get to ask questions or voice my opinion

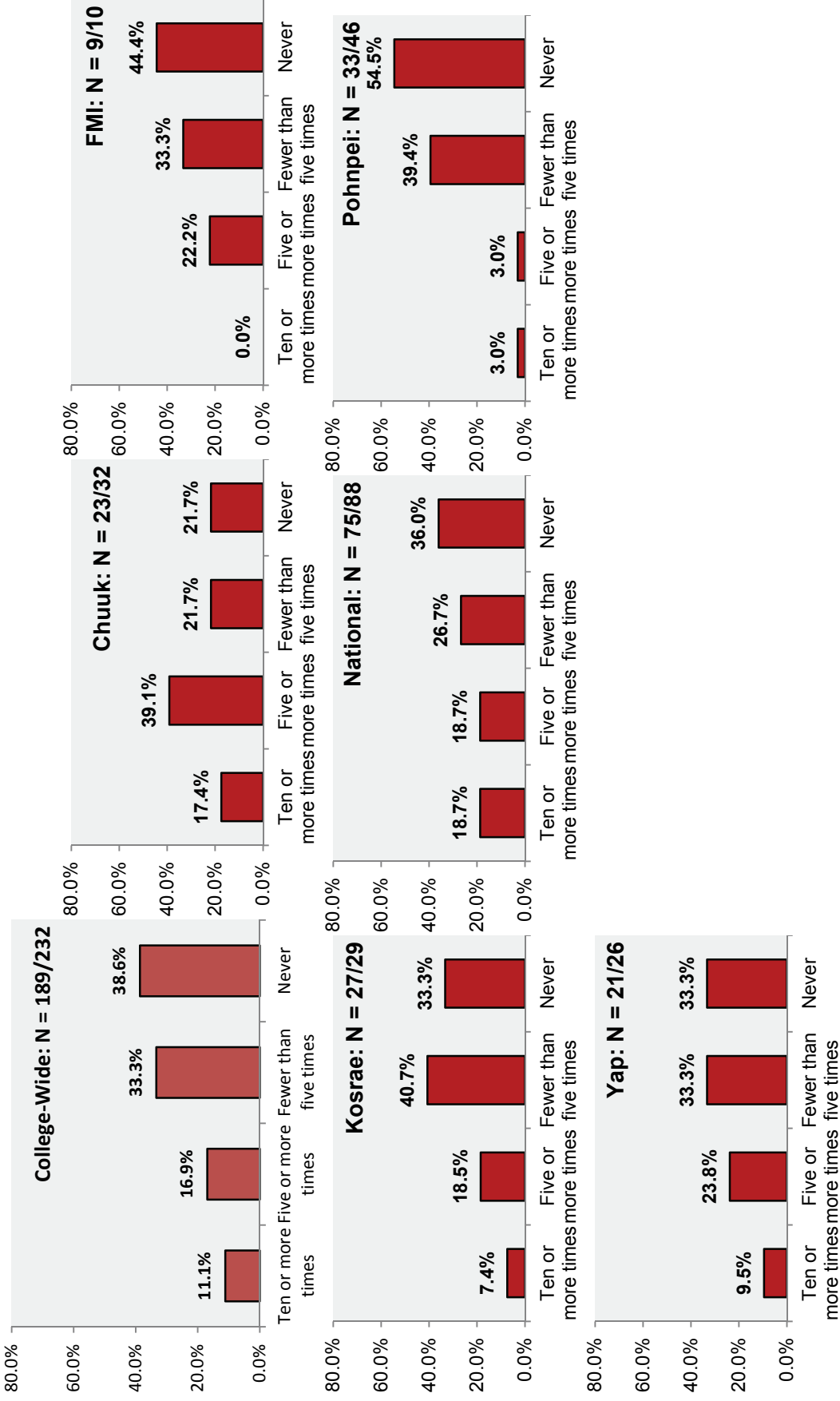
COM-FSM Survey on Communications

- when ever I have a concern. I sometimes missed a meeting but then I e-mailed to chairperson my concern.
- Individual opinions maybe important, but collective decision to me is more important.
- My answer is Yes and No. Work-wise I see a lot of difference in working at the National Campus and a State Campus in terms of the services received

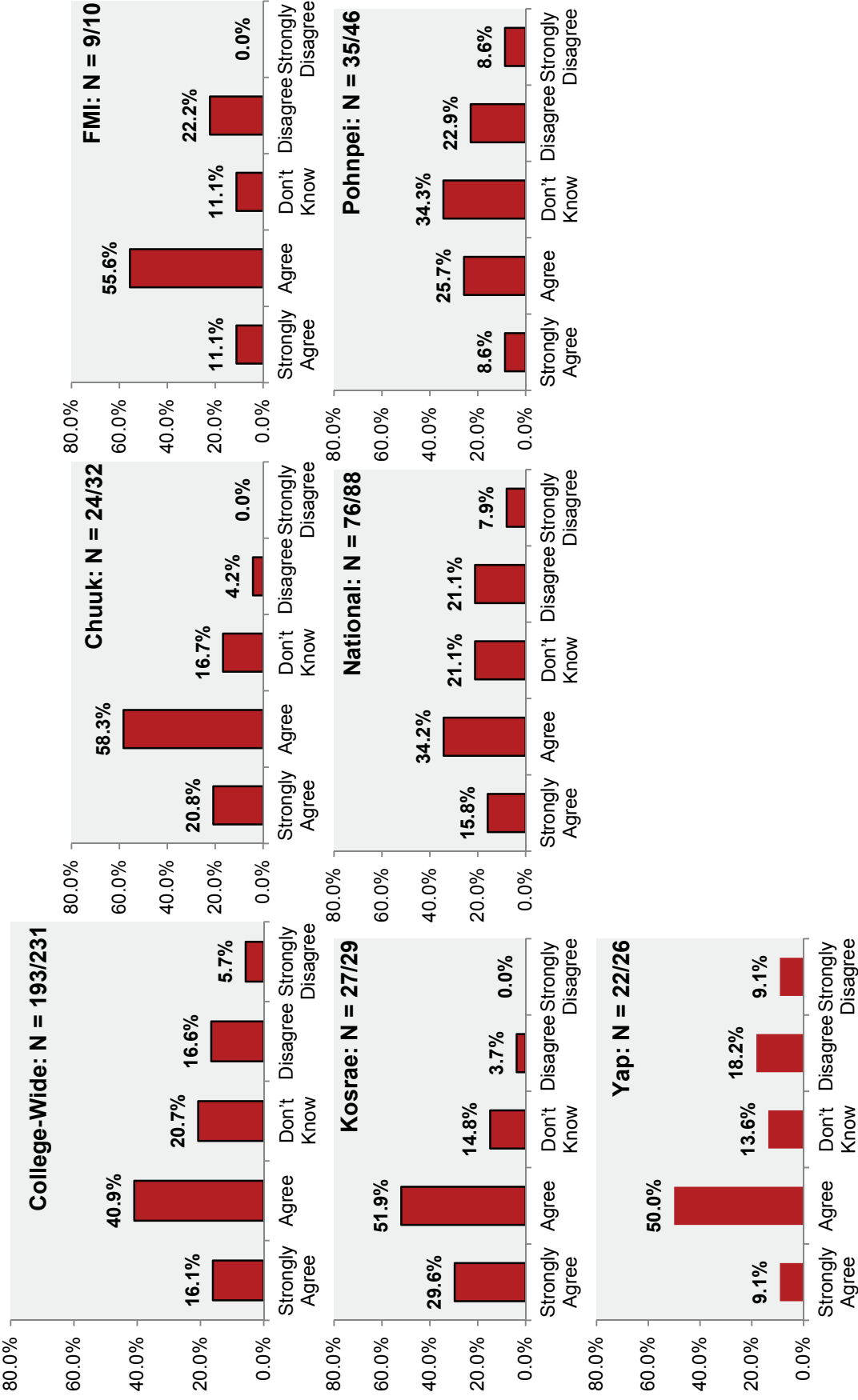
31. Since 2011 I have been involved in communication or governance activities that have improved some part of college operations.



32. Since 2011 I have contributed to a college publication or report (by writing, editing or reviewing) that improved the effectiveness of the college:



33. I believe that college administrators clearly understand the requirements of accreditation and communicate those requirements to the broader college community.



Comments on Question 33

Chuuk (2)

- If they do we wont be on probation
- regular meetings emphasize the requirements of accreditation requirements and impacts to the communities

FMI (1)

- (1).I believe only when the accreditation issues threatened our employment status, that is when many administrators became aware of the seriousness of accreditation issues.

Kosrae (2)

- These are communicated during staff, faculty, and student forum. Informal meetings and discussion they are also discussed
- Just beginging to understand.

National (18)

- some do... some don't
- Administration never consider accreditation issues as priority
- Every time we ask what are the issues of accreditation we get a different, vague answer
- Now, it's better because at least, we get feedback on the assessments we have turned in and we can see the connection on how they have made use of the information we have provided. Just the same, the way they have made use of the assessments to make decisions is unclear. I have no idea what the decisions were, if there is any, and unless I ask, they won't let me know what is it (and even forget to send me the written directives)
- they need to learn concept of accountability and sacrifice and responsibility of holding said position and role modelling for employees
- There seems to be big confusion and misunderstanding within college administrators regarding accreditation and communication. They don't seem to understand what they should do and appear lost. They haven't grasped the structure of the committees, nor do they understand the communication routes from the committees to themselves even though this has been spelled out time and time again. The big result of this is that there is little communication back to committees/faculty/staff. The committees are communicating effectively and efficiently, administration is not.
- The reports directly from & about accreditation issues were clear but I don't know who read them or what has been done
- I think they are doing their best, but it's not easy if others are not doing their part(s)
- Definitely some are better than others and some are more engaged in the Accreditation process and more effected than others in their jobs.
- Understand –Yes Communicate to broader college community- to some degree
- I can see a 360 degree positive change now
- Mostdo
- Administrators do not know much about the accreditation startards and what they mean in practical terms
- I feel that the VPs of COM-FSM, lack a working understanding of the requirements for accreditation. The reason is I don't think they have studied the report if they did, we wouldn't be in the current situation
- I think administrators understand the requirements of accreditation but with the hiring of consultants, it appears that administrators are not capable of handling the recommendations of accreditation
- Not including current president, if they did we would not be in this situation
- If they are not communicated one would not know if they were indeed understood

Pohnpei (4)

- .I believe that all college administrators are fully understand and aware of accreditation requirements and are working very hard to communicate them to their respective constituents.
- they do understand but its just that supervisors or people who were assigned to do the requirements were the ones who couldn't get the job done....

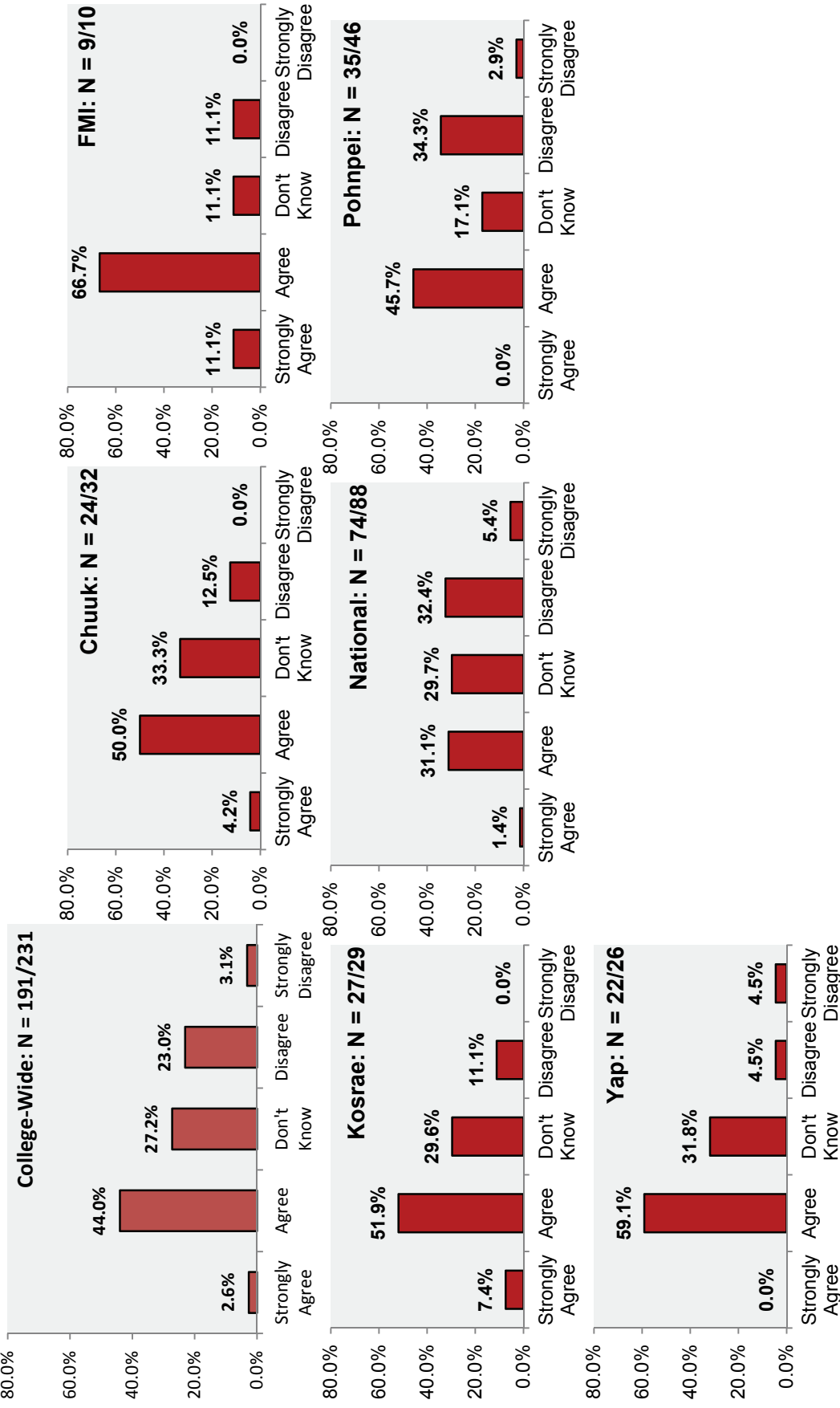
COM-FSM Survey on Communications

- If the administrators understand we wouldn't be where we are right now.....PROBATION!
- College administrators need to be trained properly how to implement the requirements of accreditation. Some of them are over-emphasizing it while others don't really bother at all

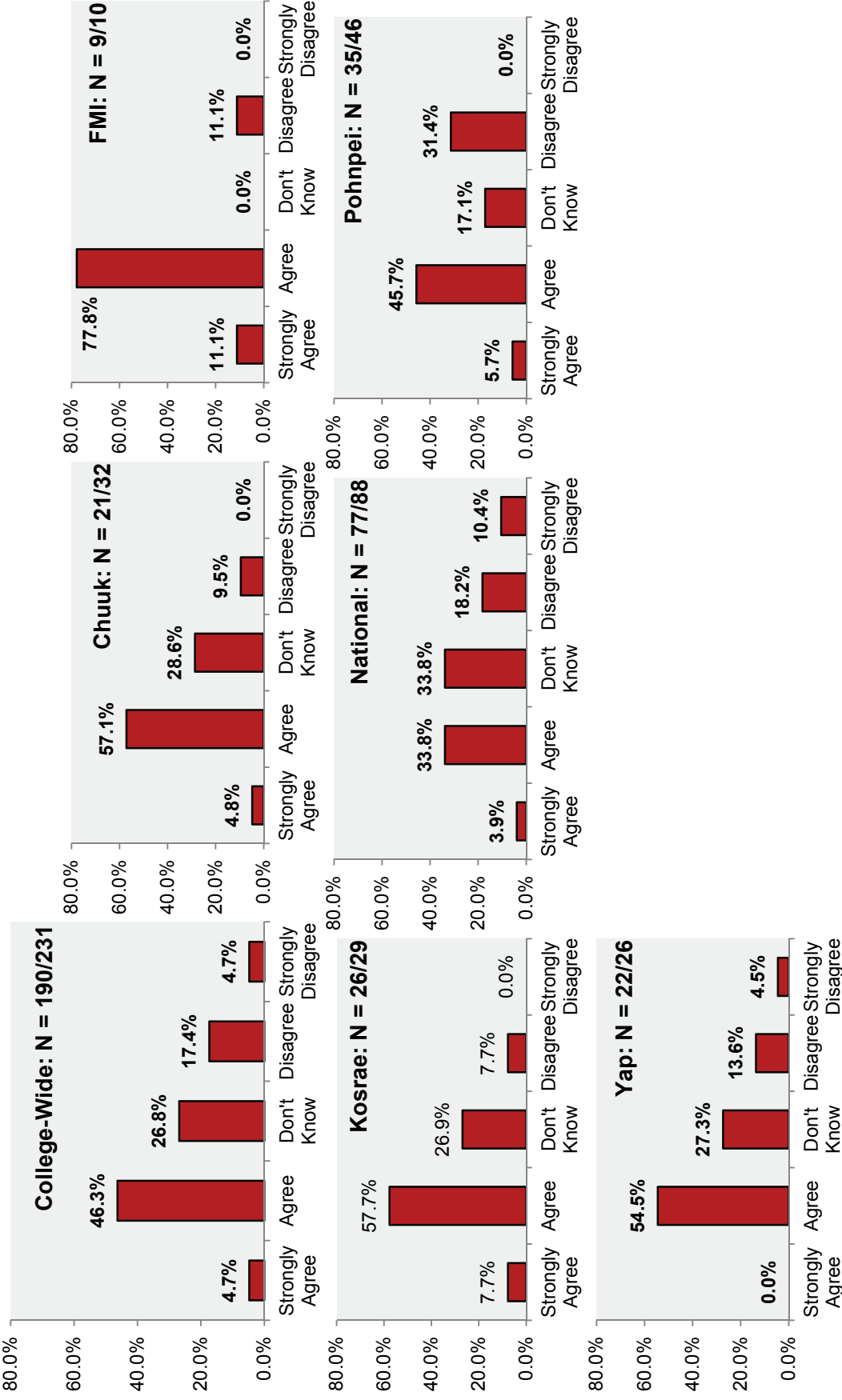
Yap (4)

- Re #33 - I believe not all administrators clearly understood how to address those accreditation requirements.
- It took the probationary status to get administrators to clearly understand the accreditation standards and requirements.
- For College publication, we go talk to groups of students or students and parents like Upward Bound program students, staff and parents
- For news letter, no I have never participated.
- For office reports, yes I do monthly reports.
- As a faculty and professor that I know not a whole lot of the accreditation process, I don't know about the familiarity of the broader college community

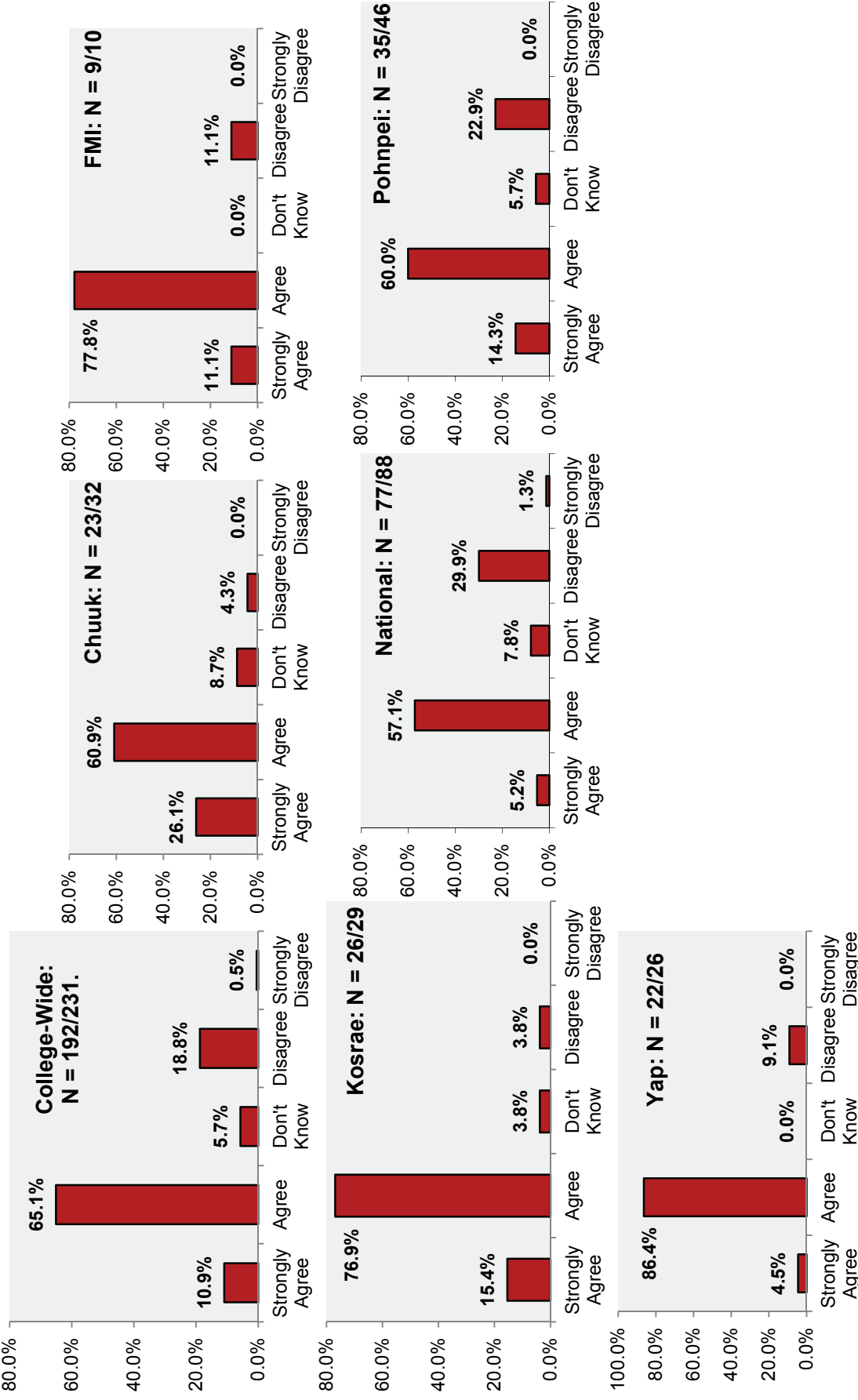
34. When I participate in preparing a report or program review for the college, I receive helpful guidance about what is expected.



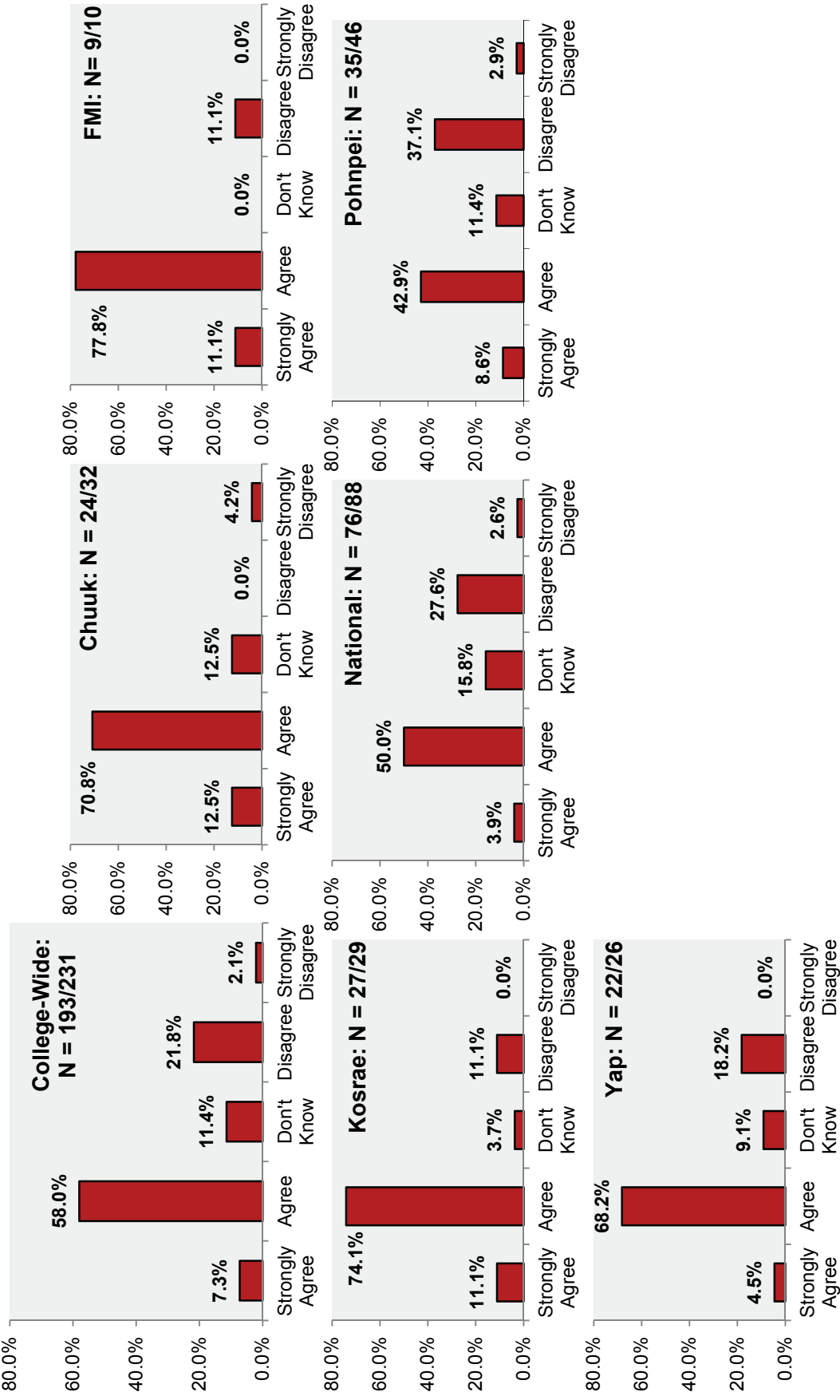
35. When I participate in preparing a report or program review for the college, I learn what happens as a result of my effort.



36. I believe that the policies and procedures of COM-FSM are easy to locate.



37. I believe that the policies and procedures of COM-FSM are easy to understand and follow.



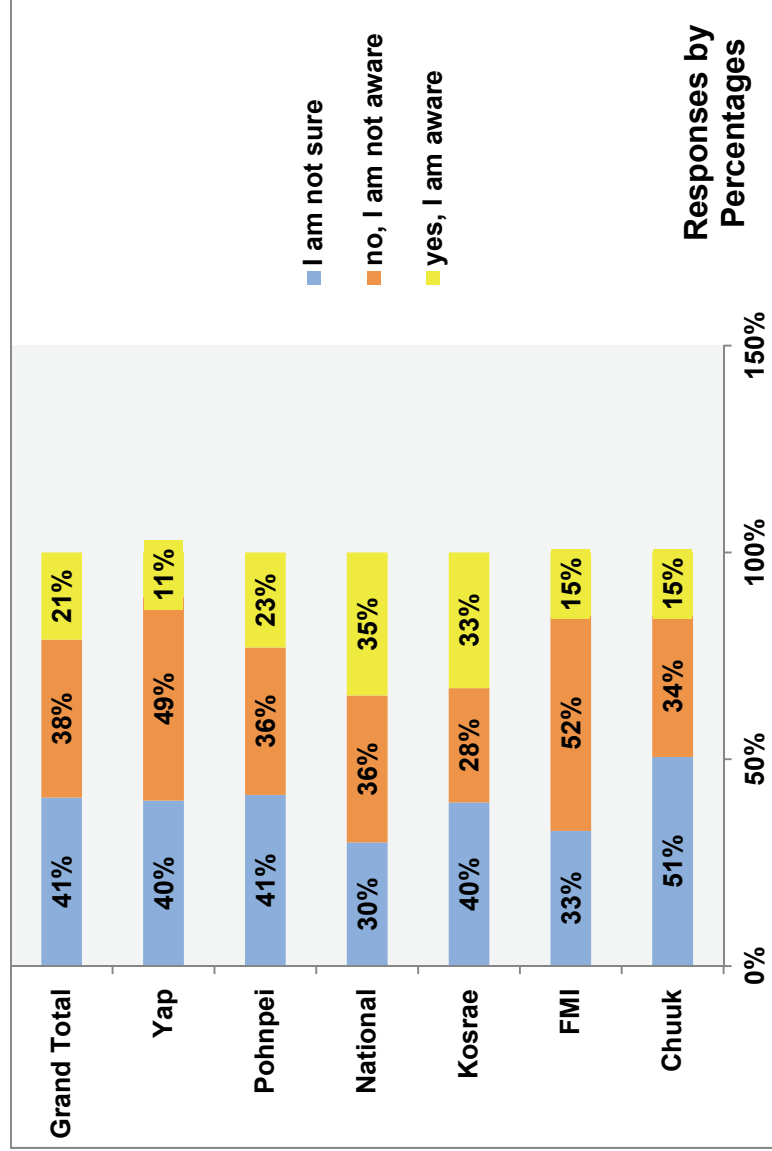
1. Please tell us if you are either a new student (first year) or a returning student (second year or longer).

(Responses in Numbers)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
new student	61	31	52	27	37	75	283
returning student	121	21	83	81	52	101	459
Grand Total	182	52	135	108	89	176	742

(Responses in Percentages)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap
new student	34%	60%	39%	25%	42%	43%
returning student	66%	40%	61%	75%	58%	57%

2. I am aware that the college has a formal communications plan in place.

(Responses in numbers)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
I am not sure	93	17	53	32	36	70	301
no, I am not aware	63	27	37	38	31	86	282
yes, I am aware	28	8	44	37	20	19	156
Grand Total	184	52	134	107	87	175	739



Student Survey Comments: Item 2

Chuuk (8)

- I am aware because I like them to help the students
- im sorry I am not sure because sometimes im aware not all the time I thought sometime only
- Im novserve it or watch it I agree for it.
- because or accordng on a new spot of place area.
- Well the college should maintain new plan that students and staff should follow as modern.
- By reading news in the library and on my shark
- I have that college formal communication planning place by aware of it
- I am aware that the college will close down

FMI (0)

Kosrae (14)

- Because they have a new building to make a lot of classrooms for the student and also to make more classes.
- By transferring students to National Campus to continue their major
- How are they going to help the COM?
- It was on the website
- I am aware of it because as far as I knew, every colleges or Universities need to have one.
- In the long run, college can success one person to be more successful and made their goal.
- Of course, I am always aware that the college has a formal communication plan in place because I am role in this college and I care about what will happen during each semester. I do care about my education.
- They have posters all over the campus informing students about it.
- Read announcement via "Webmail."
- Awareness of COM-FSM college policies and regulations among the academic of its policy.
- To make the right situation in a better way.
- Well, let's get honest. If this is a serious situation or plan just say it an do it, needs public speaking
- Prepare college for students
- Of how they organized everything in order for a student and also staffs.

National (28)

- I heard from friend.
- When you register, you have an advisor and a myshark account to communicate with teachers.
- Because I know that this college has a big plan, but it is just too slow to get what it plans.
- Through myshark website
- Through attending past presidential retreats also through the website (comfsm.fm)
- It was posted on bulletins, I believe also on it's website (homepage)
- Since I first attend this college, I see many communications between students and staffs. This highly important in this school.
- Through other students
- I'm not sure if I read the communication plan on the COM webpage.
- I am a psychic.
- Through the college website, some professors also talked about it.
- I heard from some other staff.
- Through the COM-FSM website

COM-FSM Survey on Communications

- Well now that there was an activity went on outside the LRC and President gave speech on such things that will be taking place.
- They are to make changes to the school. Example, buildings, books, rules and the number of classes that will be no more. Awareness of the college changes to improving from unimprovement.
- Am aware that they might have plan on cutting pell grant and shut down the college.
- During my freshmen year, the upper classmen and assistance from the school.
- A staff of the college told me about it.
- I am aware by my instructor Wornack he has noticing me, but I haven't check in myshark.
- I believe that the college that a formal accreditation as others, so the students first choice.
- COM website on the computer.
- heard it from other students
- well, students or word of mouth
- I saw it on the COMFSM webpage
- I check on myshark
- I know this because I've heard it from people.
- I am aware for the fact that our college is facing problems and that may be aware that there will be a formal communication to understand how we are doing.
- When I first came to this college I was not aware of anything, but now I felt obliged as a student. Honestly, communication here in the college is pretty weak.

Pohnpei (5)

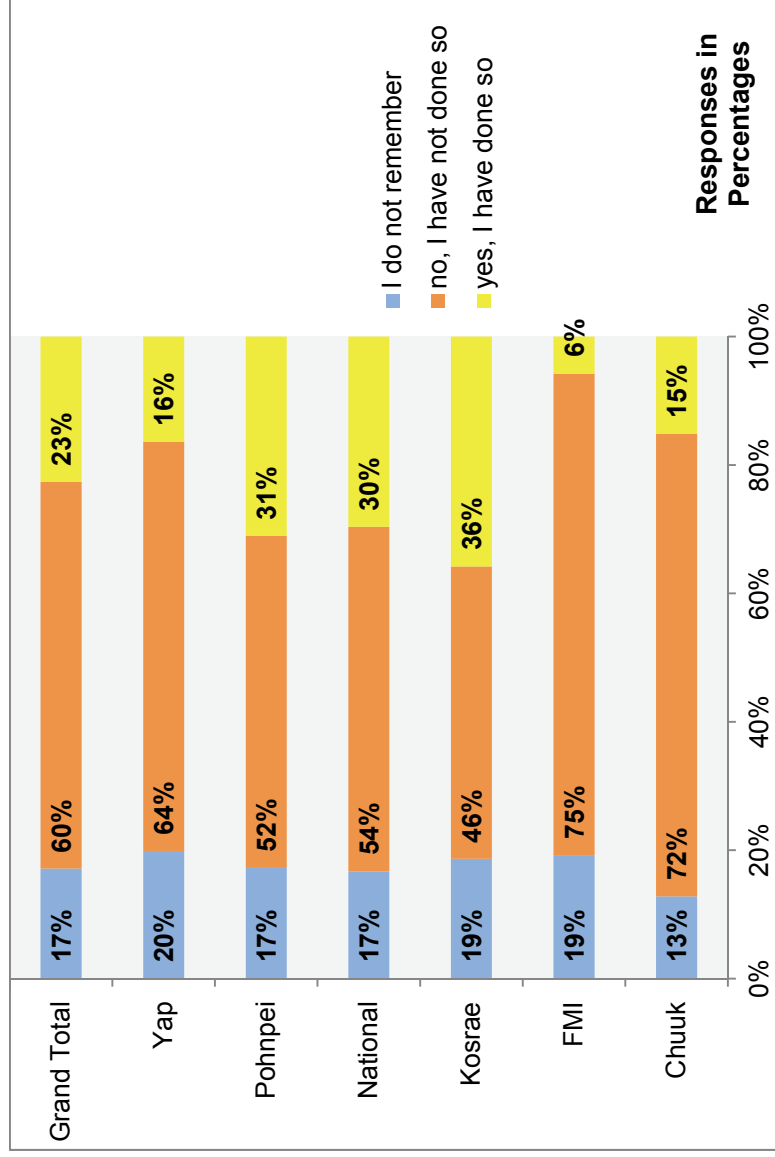
- Well because the student service always encourage us to make use of the internet.
- When I enrolled at this college.
- For now I'm one of the students I suggest that this matter would bring much advantage in between COM administrators and students to be more connective in process of understanding.
- Their communication plan help student a lot for completing educaions.
- I communicate to plan student to learn more and back to student their home.

Yap (11)

- In order to communicate with others on your plan in your education.
- Don't know just figured I guess.
- Reading from website
- Heard at the college and Read on bulletin
- My friends that attend C.O.M told me.
- I heard it from the other students here on campus
- The staff inform the students
- Staff let us know
- Through my instructors/My Shark
- I'm sure the college had a communications plan in place. I've seen the staffs discussed and plans at COM lab from students and staff

3. I have actually read at least part of the Communications Plan posted on the COM-FSM Web site.

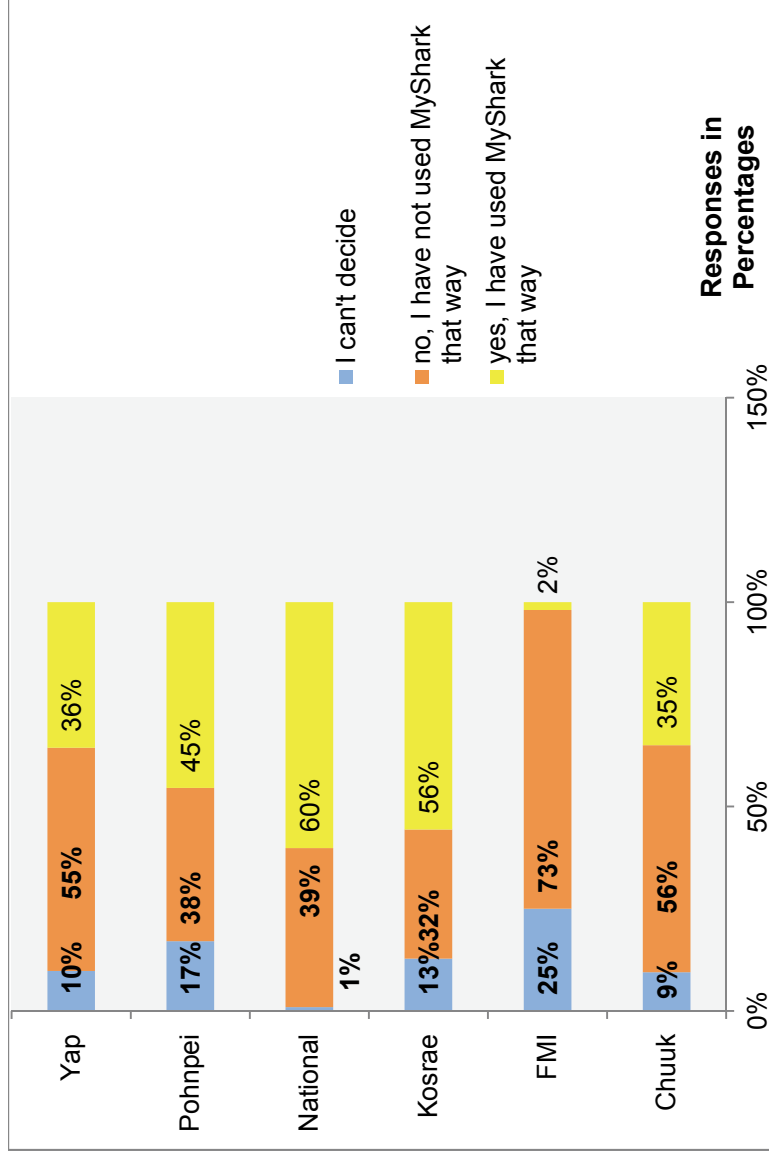
(Responses in Numbers)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
I do not remember	22	10	25	18	15	34	124
no, I have not done so	124	39	61	58	45	109	436
yes, I have done so	26	3	48	32	27	28	164
Grand Total	172	52	134	108	87	171	724



Item 4 was never surveyed.

5. I have used MyShark to improve communication with faculty and staff in a way that helps me reach my educational goals.

(Responses in Numbers)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
I can't decide	17	13	17	1	15	17	80
no, I have not used MyShark that way	100	38	42	42	33	95	350
yes, I have used MyShark that way	63	1	74	65	40	62	305
Grand Total	180	52	133	108	88	174	735



Student Survey Comments: Item 5

Chuuk (39)

- Because, I wanna see the way I receive my account.
- for instance, it gives me more steps that is required to my major
- I used myshark that way, when I need to know my grade.
- To know grade of myshark.
- grades, award (refund)
- I have used myshark to know what im going to do. Actually to look what I have done
- I use myshark to check my account, and don't see any improve.
- for example if I need to know if im awarded I can use myshark
- I don't have myshark account...
- Ifor the courses I find in the myshark I have to know the refund check
- well, I used myshark to check my grades and receivable account. And last semester I used it to write to one staff or faculty about my refund and also ask questions or interviewing few faculty
- sometimes I email my works to my teacher through myshark.
- Yes, I have used myshark that way, to do something in this college, because I want to know my educational goal in feature
- I use to look at my update grades and also my financial status
- I always use myshark to check up everything
- To check how many credit do I need, and also check my balance
- I used Myshark to check my grade to see if I can pass my courses.
- I have used Myshark for my art class that was done on-line last semester.
- I always check myshark by looking for my grades and the course that requires to my major.
- I asked them some advise for some courses that is a hard one for me so, asked them to help and advise me. For what to do!
- Because I didn't used myshark to communicate to the faculty and staff, because they do not care about student.
- to know if I have finacial aid fund
- I have not used this website for that way but I use for found any grade, and some thing I want to see on this website.
- to know about my credited on it.
- because I want to learn
- because some of my problem about my grade I saw on myshark
- to shows me the step to reach my educational goals
- If I was being absent from class, so I just use myshark to inform my teacher about the situation
- because I need to helping us from the myshark
- in some ways I just make my homework out send him on time
- I email to the instuctors for our course syllabus
- yes that's the way I gonna have communicate to staff and faculty all my documents onfiles I have to use the myshark to communication
- I have it but im improving my communicate to faculty and staff
- as upon all the stuff like refund, SDP and others.
- By logging in and looking for new news that I can find
- To check how many credits students have and also check messages from the teachers or our advisors.
- The information is providing me to understood what am I going to do for my education.
- I use myshark to look how my status in Financial, and to know how far am I in my major, or the ITP

COM-FSM Survey on Communications

- I could always to do communicate by using my shark so far
- I use myshark to get information about what I need for school

FMI (0)

Kosrae (26)

- Like I really want to know which course tha requires to my major
- Keep track of my grades
- Asking questions concerning my level of education or meet other requirements of my status
- Using internet back and forth with my instructor enables me to have more time. Sometimes during the weekends, cause of my shark email. I could ask questions to my instructor then email.
- It helps me with my refund. I know how much I will take after the midterm.
- Asking questions from my Instructors; send himwhat he tells us to send it to him.
- By looking through my class schedules and checking my grades from "MyShark"
- Using "MyShark" I send questions to my Instructor and get some advice from my advisor.
- It makes it easier for me when I want to check my grades and other things.
- A good example might deal with activities that I don't understand well. What I always do was, I just send it as an attachment and wait for its feedback.
- I've used it to see my grades for the semester.
- I used to check my account and degree plan.

Check courses

- By get to know how much credits I've done already and also what I don't.
- I send assignments/classworks electronically to my Instructors and get feedback fast and easy.
- I have send my assignments to my Instructor through mail. And that's through my "MyShark"
- Only me that get my information with my Instructors.
- To look forward for the Student activity or procedures.
- Search the course that I have to take.
- Keeping records of my grades and keep Improving them.
- My grade
- Transcript Request
- Transcript Request
- Communicate between campus groups
- By checking how I've done so far.
- Sending assignments and checking my transcript are two of what I usually do.

National (55)

- not my shark only so many more to improve communication from the website
- email
- It helps me keep track of my grades and credits.
- I send my assignment through myshark and communicate.
- Learn how to use attachments and so on.
- Getting assignments, etc
- Myshark help me figure out which class I need/not need. Myshark also makes it easier to obtain a informal transcript while waiting for an original.
- I can see all my graphe and with classes I will take, etc.

COM-FSM Survey on Communications

- I can see my grades, my credits, and class that I needed to complete and I don't need the faculties or any staff to help me with it.
- I use Myshark in the COM-FSM website to see my grades, degree completion, and the courses that are available. I also see my RA.
- For example to check my grades
- Checking grades and available class instead of walking to individual staff
- Checking my grades and available courses
- Like checking out for assignments & such.
- I used it to inform my advisors what I lack in.
- I use myshark to check my grades and if they are not to my liking, I improve them.
- I email them on what is going and they also replied. Mostly about my class.
- I use myshark to look at my class during registration.
- Well, for example...When I have question about a particular project my instructors gave me that I did not understand I will just them a message on myshark.
- I have use myshark to communicate with my instructors if I have question on my assignments and also I check my grades.
- Sometimes if I couldn't make it to class, I would also email my professors and let them know. Other times, I would use it to ask questions I forgot to ask in class and also to send assignments to them.
- Email my teachers
- I see where my grade are at and try to improve them. I also see if there are any class that I haven't take and take it.
- I get to know what classes I should take and the grades I have earned. I also get to see how they use the pell grant I am eligible for.
- I used myshark to ask question to my instructions.
- On my account and so on
- classworks, grades, and personal communication
- Reading the news on myshark is the first thing before going on line.
- Ask questions or clarifications from instructors.
- email my classmates to help in my homework
- I use myshark website to see what I have to do next. I use it to see if I have debt in the COM and also to find my classes that I have to take.
- I have used myshark webmail to email and also received email from instructors about things that needs to be done.
- I usually use this website to ask my instructors questions in my classes.
- I used myshark to email my instructors, look at the events and calendar to update on few things I may need to know such as holidays, final exams and graduation day.
- I can manage my financial status.
- to communicate with my instructors, to see available classes, and online transcripts.
- to see my courses left, to see my grades, communicate with instructors
- yes I did
- Well, myshark is helpful because it shows our grades, how many credits we need to get graduated and it shows the classes that I haven't take.
- assignment and advisement
- Faculty and staff here at the college had help me a lot by emailing me some supports of how to apply for future education.
- I usually use myshark to check my grades, class schedules and my receivable accounts which is very helpful to me.
- Grades, financial status
- Usually talk to staff or faculty about school work face to face but not on myshark
- By using myshark to look over or go through my course selection.
- finding available courses and requirements
- It stated or that you have question I can email them (webmail)
- I have use myshark in reference to my grade/tuition status. Help me aware of both of the things mention earlier and be able to work toward my goal.

COM-FSM Survey on Communications

- Like knowing my financial aid status
- I used myshark to see what class I need to take regarding to my major, and also to see if I passed my classes or not.
- Reach or get my assignments.
- Explaining why I miss class
- Asking my teachers questions
- As for myshark usage, I used to go to atleast to see what is posted on the page, because it is important to know. The other thing is my grades.
- If am listed on the deficiency list or below the passing grade, it will be shown on mid-term grade so I was able to ask help from my instructors before the semester ends.

Pohnpei (20)

- Because I don't go use a computer.
- grades
- I always check my grades.
- I use it to know my grades and class time, and it could be upgraded more. but still good.
- To help me see my status and to know which class to take.
- By midterms, I found on myshark that I was failing one of my class so I tried to improve.
- Used to check the class that register in my major.
- To check my grades and courses.
- Like they send me my grade in myshark so I can see and understand where I am and now am I doing.
- I used to check my grades in myshark.
- I use myshark to see my grades, pell grant and also my credits.
- Sending emails to my staff homework project and etc.
- To check the courses that are available and talk to some of the instructors on how many credits left to complete the program that I enrolled in.
- Like finding the courses that really needed for the subject or program in attending and work only for those. Also it let me know my grade levels.
- Fill in FAFSA forms, and acquiring my SAR
- Like knowing my GPA and many more.
- I used myshark to use grade, accounts, schedules, and others things that I need to know.
- I used myshark to see my grades.
- Is to make sure that I'm good or not. So I can continue my education.
- Because I like to go into myshark to work look something I want to them.

Yap (35)

- I use Myshark to look into the schedule that I am involved in. It helps me see my grades and it lets me decide which classes are best for me. Myshark is my navigator in this school (COM-FSM)
- about my grade to improve so I can reach my goals
- My sharks allows me to communicate easily with the faculties without wasting my time... It gives me enough time needed to do other assignments.
- I used my shark that way to check my grade, and what classes I still need to take
- I ask questions on what I do not understand especially about the university that I have intrested in.
- Check IDP and recievable account
- emailing my instructors about my classwork and the assignment that I need help on.
- To check my IDP
- Complete the classes that I wanted to take each semester.
- Used to check acct, grades, class schedules, transcripts

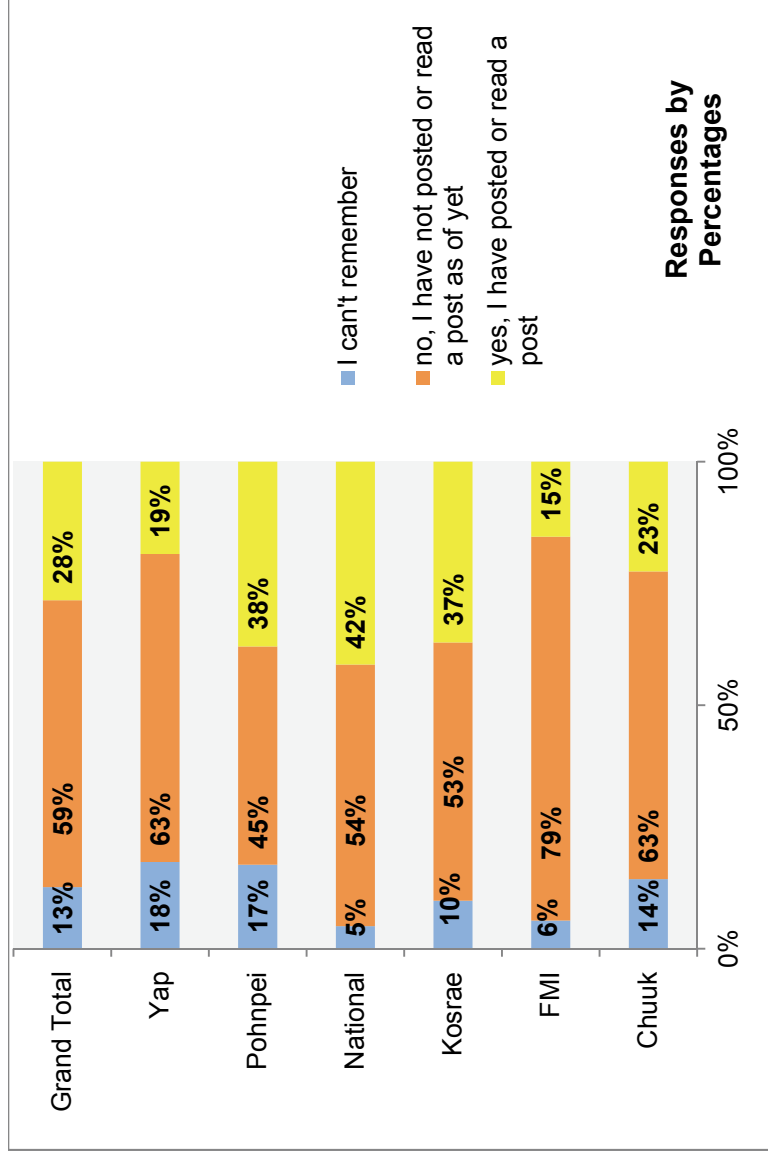
COM-FSM Survey on Communications

- By emailing my assignments to my instructor
- I always check my schedule and my IDP on myshark..
- Asking Question
- To see what classes I need to take.
- To read them and understand
- I use MyShark to view my IDP, and discuss with my advisor the classes that are required for me to take and when is the best time/semester to take them.
- Homework Assignment
- Checking my IDP, and my grades
- Yes I check my IDP
- To check my midterm grade and to see what courses would I apply for
- To check how I'm doing in each of my classes
- I've shared with my instructors my previous grades to help apply for scholarships
- asking for more details of discussions and examples
- contact with Julie about events and other things going on.

- I have used myshark to check my grades, class schedule, but that's all. I have not communicated through it.
- I do check my grades an email my introductor about education and how the succeed in college.
- Check my grades, and class schedule, and credits needed/left to complete.
- an example for checking my G.P.A. and the Degree on line.
- I check my grades and my account balance on the refund
- Contacted my advisor and some of the COM staff in regarding of my grades and majors.
- To see my grades to make improvement
- I use MyShark to check my financial status, grades, and class/courses status.
- Asking questions..
- Review my IDP
- Used to see my grades

6. Since the Student Forum was introduced to the Web site, I have either posted on Student Forum or read a post on Student Forum.

(Responses in Numbers)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
I can't remember	26	3	13	5	15	31	93
no, I have not posted or read a post as of yet	115	41	70	58	39	110	433
yes, I have posted or read a post	41	8	49	45	33	33	209
Grand Total	182	52	132	108	87	174	735



7. Which communication tool listed below is MOST helpful in meeting your educational goals?

(Responses in Numbers and includes multiple answers for this item)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
Electronic Message Boards	10	3	7	5	4	2	31
MyShark	88	3	87	52	46	108	384
MyShark &Webmail	1						1
MyShark, Electronic Message Boards		1					1
MyShark, Webmail	1		1				2
MyShark,Electronic Message Boards				3		1	4
MyShark,Electronic Message Boards,andWebmail	1						1
MyShark,Electronic Message Boards,Webmail				1			1
MyShark,Student Forum						1	1
MyShark,Webmail				1		2	3
MyShark,Webmail,Student Forum						1	1
MySharkandElectronic Message Boards	1						1
MySharkandOther	3						3
MySharkandStudent Forum	1						1
MySharkandWebmail	2						2
Other	10	12	9	4	3	8	46
Student Forum	20	23	8	5	6	17	79
Webmail	39	11	19	35	31	28	163
Grand Total	177	52	132	106	90	0	725

7. Which communication tool listed below is MOST helpful in meeting your educational goals?

(Responses in percentages and including multiple answers)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
Electronic Message Boards	6%	6%	5%	5%	4%	1%	4%
MyShark	50%	6%	66%	49%	51%	64%	53%
MyShark & Webmail	1%	0%	0%	0%	0%	0%	0%
MyShark, Electronic Message Boards	0%	0%	1%	0%	0%	0%	0%
MyShark, Webmail	1%	0%	1%	0%	0%	0%	0%
MyShark, Electronic Message Boards	0%	0%	0%	3%	0%	1%	1%
MyShark, Electronic Message Boards, and Webmail	1%	0%	0%	0%	0%	0%	0%
MyShark, Electronic Message Boards, Webmail	0%	0%	0%	1%	0%	0%	0%
MyShark, Student Forum	0%	0%	0%	0%	0%	1%	0%
MyShark, Webmail	0%	0%	0%	1%	0%	1%	0%
MyShark, Webmail, Student Forum	0%	0%	0%	0%	0%	1%	0%
MyShark and Electronic Message Boards	1%	0%	0%	0%	0%	0%	0%
MyShark and Other	2%	0%	0%	0%	0%	0%	0%
MyShark and Student Forum	1%	0%	0%	0%	0%	0%	0%
MyShark and Webmail	1%	0%	0%	0%	0%	0%	0%
Other	6%	23%	7%	4%	3%	5%	6%
Student Forum	11%	44%	6%	5%	7%	10%	11%
Webmail	22%	21%	14%	33%	34%	17%	22%
Grand Total	100%	100%	100%	100%	100%	100%	100%

Student Survey Comments: Item 7

Chuuk (17)

- The reason why I choose this. Because we apply some, application on the web side if what we wanna go to other states.
- "other" advice from others, relatives, family members.
- I say other board because I decide facebook is better than them all, one can face to face and quick chatting-thanks
- I can use myshark to check on about my educational goals
- I didn't really going online to ask questions, if I am to need help I'll go directly to the staffs and my adviser
- I gathered some information that is related or advice me to reaching my goal in education.
- I rather go to the staff or instructor seeking for help.
- My advisors and offices personals.
- Yes I talked to teacher and student with that
- facebook
- gives if you got a good grade
- yes that's why I want to do
- because I want to tell us people to help me or help of student in college. Cause we are needed help.
- webmial I can reach all communicate from also myshark but I think webmail its most of all.
- only my advisors
- confronting faculties and staff
- I don't know

FMI (0)

Kosrae (7)

- It is helpful because we can see our grades and also we can see what's happening during the semester.
- Students also feel what I feel, so they knew what we need to have.
- View personal profile
- Electrical Engineering
- Oral Communication
- My advisor
- From other students

National (7)

- I use hotmail all the time to ask questions about my project or assignment. In computer class, we sometimes attached our classwork in webmail and send them to our instructors.
- I have chance to read and understand all important message from the President and the college.
- contact instructors and sending mail
- The instructors page
- I use google often for my research papers but when I want to read or get a feedback of what's happening in the college I use myshark or webmail.
- google
- wiki

Pohnpei (3)

- none

COM-FSM Survey on Communications

- I can open myshark and see everything that I need to do or improve.
- Because all things that can help you it's in the myshark.

Yap (5)

- Easier!
- to check my grade
- Email
- Internet Explorer
- Webmail, because this website is the most helpful to the student especially me. It can takes you for what you want which is mean your goals.

Student Survey Comments: Item 8

Chuuk (11)

- Computer Class at COM Chuuk Campus.
- Most of the time I used book to study from it.
- to tell us because I want to learn this
- I need to help from training sessions because I can't to it.
- because I want to make a formal training sessions to all my kinds of leaning but this is very important to assist me.
- By other teachers and staffs
- only advices from advisors
- advisor, instruction...
- experience
- by communicate with every one that I need to help right away
- research

FMI (0)

Kosrae (3)

- Through my elementary and high school years.
- From my own knowledge.
- I just found out myself Not really getting what thisquestion is.

National (4)

- I use the catalog to locate their email.
- Most work announced by instructors
- I figured it out by myself.
- from my friends and teachers

Pohnpei (3)

- Advices from some of the instructors and also my advisors in work study areas
- I learned those tools mostly by getting in through staff and others.
- For example, something that I don't understand I ask for the returning student to help me.

COM-FSM Survey on Communications

Yap (2)

- From my experiences
- books or manuals is the way we learn and know how to use communication tools at the college

8. Most of the help I received in learning how to use communication tools at the college came from:

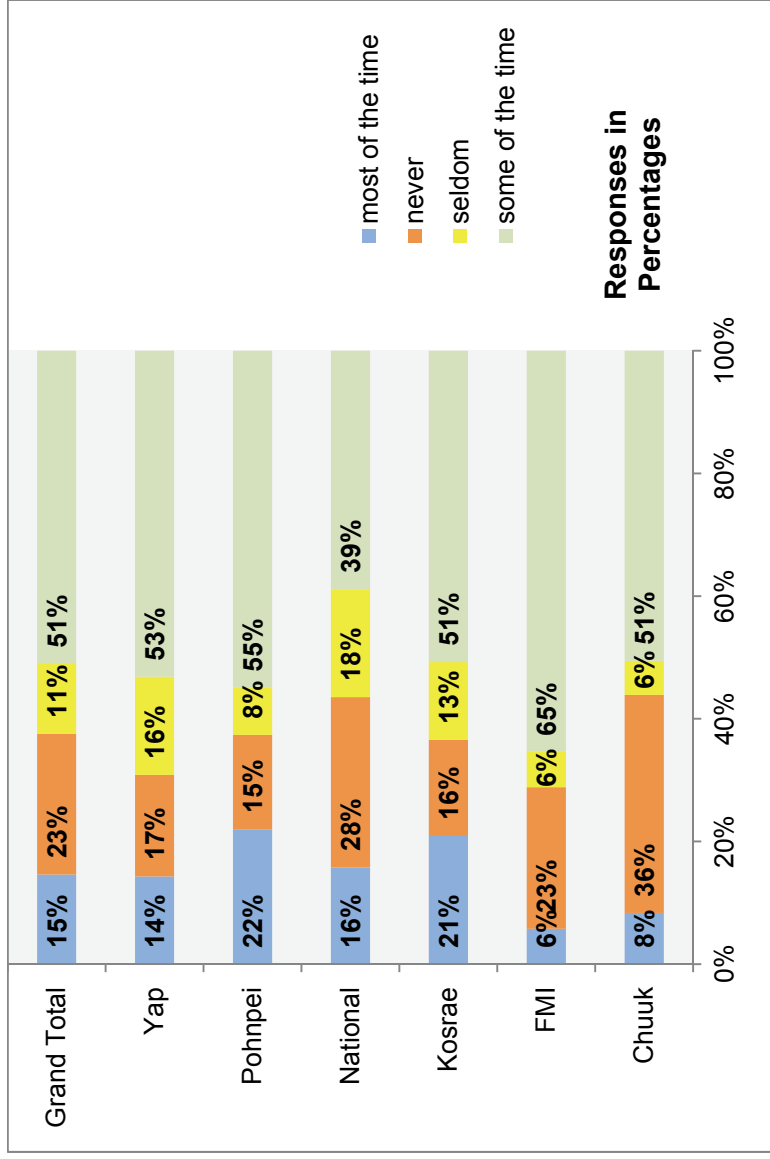
(Responses in numbers and with multiple responses)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
advice from other students	93	24	78	63	31	107	396
advice from other students, books or manuals						2	2
advice from other students and books or manuals	1						1
books or manuals	27	12	21	15	24	23	122
books or manuals, other	1						1
formal training sessions	46	14	23	24	31	34	172
formal training sessions, advice from other students						1	1
other	7	2	10	6	5	5	35
Grand Total	175	52	132	108	91	172	730

8. Most of the help I received in learning how to use communication tools at the college came from:

(Responses in percentages and with multiple answers)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
advice from other students	53%	46%	59%	58%	34%	62%	54%
advice from other students,books or manuals	0%	0%	0%	0%	0%	1%	0%
advice from other studentsandbooks or manuals	1%	0%	0%	0%	0%	0%	0%
books or manuals	15%	23%	16%	14%	26%	13%	17%
books or manuals, other	1%	0%	0%	0%	0%	0%	0%
formal training sessions	26%	27%	17%	22%	34%	20%	24%
formal training sessions,advice from other students	0%	0%	0%	0%	0%	1%	0%
other	4%	4%	8%	6%	5%	3%	5%
Grand Total	100%	100%	100%	100%	100%	100%	100%

9. I receive helpful communication about college issues from the Student Body Association.

(Responses in numbers)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
most of the time	15	3	28	17	20	25	108
never	64	12	21	30	14	29	170
seldom	10	3	17	19	7	28	84
some of the time	91	34	68	42	50	93	378
Grand Total	180	52	134	108	91	175	740



Student Survey Comments: Item 9

Chuuk (49)

- Sometimes I receive helpful about college issues from the student body if they are announced.
- To help me on what I want to know about study hard.
- Some of the time I attend meetings then they told us.
- It was last year with our formal SBA President Celest Kaliga and also formal instructor
- It was last year with our formal SBA president celes kaliga and also from instructor Mr. Alton example my free time. I can use them.
- Sometimes the student body association issue out some information about anything.
- Some of the times when I met th SBA officers to discuss about some reasonable about the college issues I heard from the others they always listen the issues.
- some of the time I really helpful communication about college issue from the student body association
- In SBA meeting. ...
- The SBA told studnt what the meet for ex: if the students have activities the SBA announce to all students.
- In class, our staff usually talked to us about our college issues, and also my friends we usually takled about it together. To try and think of a good way to solve the college issues.
- Some of the time I receive but most of the time I didn't receive.
- nothing
- The student body sometimes told or encourages us to clean or pick up trash for cleaning
- The SBA Never do anything about that, they only work on basketball and volleyball games
- We dn't have current meeting from the SBA that would aware everyone of the issues that facing our colleges. Only from people coming.
- Not once I receive any helpful communication about college issues
- Only for the activities that we need to be done.
- I never reach any communication that can help me to accomplish my education.
- I have not receive any information about the college from the SBA
- When we have meeting some of the time, we learn something from the staff and student body.
- I usually visit SBA everytime so that how I got help from SBA.
- They use to held meetings and sometimes I miss those meetings.
- Only during assembly meeting for students of COM Chuuk Campus
- In some meetings that when the SBA president announce that is a very athing to students. Some of the time they had meeting but most of the time they never had.
- when they announce it.
- They never meet with the student tell now.
- because, the SBA are not doing their jobs.
- An example: the SBA creates tutors for helping student.
- I have never receive the communication helpful about college issues from the Student Body Association some of the time
- I want communication
- Sometimes when I'm perplex about college issues I asked some students about and that's how I can understand.
- I receive helpful, some of the time because I'm not on campus every time.
- yes I receive helpful communicatio about college issues for example water for drinks they have now
- I never received that communication about college issues because no one can give me and I don't know where I can get it.
- its not that I don't want to but maybe just for personal problem

COM-FSM Survey on Communications

- I never talk to the student body because I don't have time to meet them
- syes sometimes ill hear some advice from the students body association not all the times but I didn't have my time.
- Sometimes they announce the rules and what activities.
- To keep the campus clean Not to write on the building wall or on the bathroom according on the president student body have a few help for other times
- Some of the time I receive issues from the student body association
- They never at all, so I think we need a new SBA president and all members.
- The sba never do anything, only basketball and volleyball games.
- clean-up
- never heard of received anything about college issues
- sometimes this SBA in here is very weak simse we have to do our own desire by telling the faculties
- like the article that they did not print

FMI (0)

Kosrae (22)

- I could internet with the President easily. If there is an issue, I'm always aware of it. President is always relaying it back and forth to all students and staff.
- They just give their experience
- Don't really ask questions
- They don't support our need and they don't use their advice good and also they weren't able to help each student because they were selfish.
- Most of the time I come to school, I have no one to support me, so I expect the financial aid and then to help.
- I don't know who is the SBA
- I chose "Some time" because I didn't really rely all things to those members. Its justthat sometimes I try all my best to complete/sove whatever it is.
- Never get help from SBA, and SBA are not really helpful here in this campus.
- By get to know what must I do to help me be more politely to curminicate with other and be talkaative.
- Sometimes I feel shy to speak to my Instructors so students is the most way to communicate.
- Sometimes I get information when they posted or from other students but not all the time.
- To need to talk about the kinds of activities.
- Just seldom receive the communication about college issues from the SBA.
- My friends
- President of SBA always gives me advices to take full time classes.
- SBA Meetings
- SBA Meetings
- SBA meeting with Director
- Like what's happening in other campuses.
- Some of the time, the Presiden gave me information about what I struggled with.
- The President for the SBA usually announce issues that are taking place and that students should be aware of.
- For example: SBA meeting, I've learn when member discuss about the college issue.

National (39)

- SBA has to communicate more
- He doesn't communicate w/students or all students.
- I only read from bulletin boards and the college website.
- I have never talk to the student body association because I don't see any interest of him/she talking with other students.

COM-FSM Survey on Communications

- I've never come across something by SBA
- Like it, I have something that I need for help I always go to them and they help me with.
- If I needed anything that I should do I always ask the SBA officer to help me.
- They help student communicate with others by meeting and sharing opinions.
- Facts about college's financial aid status, accreditation status about college's own future and present state.
- By helping COM to keep it safe and maintain it's goal.
- I never talk to them about college issue.
- The SBA has never talked about any issues.
- I used it when I have time to receive help.
- I never heard of student body association.
- When there is an assembly I just attend it whenever I wanted to.
- SBO-student body officials
- Some information issues about college I learned from the other students and students that work in the college.
- When they give speech outside LRC and the post communication at COM-FSM updates on SBA activities
- Because sometimes I do attend classes because late for the bus.
- Either when I need help from other. I usually go to some student somewhere in the camp to help me.
- I haven't heard anything about college issues.
- asked my classmates what happen and they tell me full information.
- The student body association is very weak, not activity.
- Lack of communication and assistance.
- I seldomly talk to or meet with the SBA.
- There has not been much activities from the student body association.
- Well, I never speak to the SBA because I don't know them. My advisor is much better to speak with.
- not enough communication
- Student Body Association must contact meetings in order for students to know about the college.
- When having a meeting, our organization's President will share of those college issues.
- I never learn from SBA
- I can see what's going around me in this school and what's important and new.
- I hardly seek for their help, and only do get help from them during college events, not personally but as part of a whole group, example, assembly.
- The officers from my organization sometimes attended the SBA meetings and share with us the agenda.
- The SBA helps us or tells us what is happening around the campus
- Sometimes I don't know what is going on because I sometimes busy on school things that I sometimes late to find out.
- I do received information about the college but not from SBA and not about communication.
- Sometimes I receive helpful about college issues from the student body if they are announced.

Pohnpei (22)

- Sometimes I ask the SBA what happening on campus
- I never receive helpful communication about college issues from SBA.
- My mark speak for itself.
- none
- They not issue out anytime
- Sometimes they give some advise and information that guides me.

COM-FSM Survey on Communications

- The SBA always inform all students about what will happen.
- I was never receive or have a communications from the college SBA officers since today.
- Staff and faculty help me to.
- Because of my class time.
- Only when I need help.
- Well, if I need help, I approach them and they usually announce things when they had general assembly.
- Sometimes I receive directly from them and sometimes not. I just get it from students and other staff.
- SBA meetings, fundraising, car washes, music contest, founding day events, etc.
- I never get help from SBA.
- By giving activities and what is needed for each student to understand.
- General assembly
- By looking at them and talk with them.
- Because they don't usually recognize our needs.
- They let me know the rule of this campus.
- When I saw those officer so I can ask them about something in school.
- If I am a SBA officers and I don't know that person. I will not tell him/her that we have a good idea or plans to improve what we met to do in our school.

Yap (30)

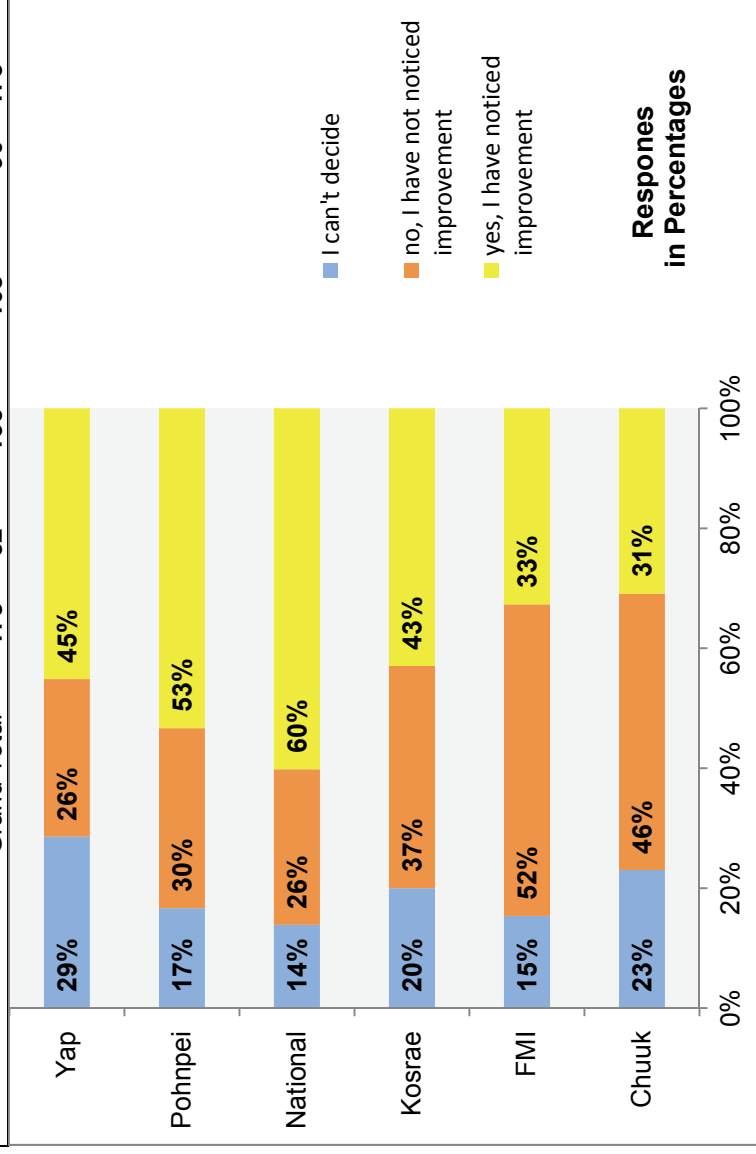
- Through meetings or reading it off the bulletin board.
- No, I don't receive help from it.
- I usually read the papers posted on the bulletin board or on the walls. If this does not answer the question then I don't know
- I Am unaware we even have a student body.
- I can make sure Im doing the right thing
- Asking for help or joining the touring
- Participation in School activities
- For example, they update me for upcoming events and what are my part in helping the college improve.
- YAP Campus SBA Rules.
- Ex: I didn't see things on campus change by Student body.
- I'm shy to talk to them. But I asked other students I know.
- They encourage us to seek help from our advisors as much as possible.
- I remember they help me but don't remember what is was exactly so I can't give examples or briefly explain it.
- We attend meetings.
- Sometimes my friends classmates gets me into it.
- Sometimes when there is meeting or activities from the Student Body Association
- for example some students didn't receive their refund until now of this semester.
- I have never receive any helpful communication about college issues.
- I'm a student body and I try to inform everyone who needs help
- When there were meetings held in certain places discussing these issues/more.
- It depends on my timing. I only seek them when I need to fully understand about the things I'm not clear on.
- I ask what things we have to do during registration day.
- Some of the time, I ask them or one of them for heads up on the school activity or deadlines.
- I only receive those information when I am attending SBA meeting.
- There have been some SBA meetings.

COM-FSM Survey on Communications

- Meeting with the SBA provides helpful information about college issues.
- student gatherings!!
- I usually meet the student body Ass. Whenever I have time.
- Because most of the time I receive helpful communication with student body.
- Never talk to any student about communication

10. Since the start of this school year (in August 20011), have you noticed an improvement in the way the college communicates with students, including seeking students input as well as providing information to students.

(Responses in numbers)	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
I can't decide	41	8	27	15	15	50	156
no, I have not noticed improvement	82	27	50	28	27	46	260
yes, I have noticed improvement	55	17	58	65	48	79	322
Grand Total	178	52	135	108	90	175	738



Student Survey Comments: Item 10

Chuuk (39)

- Cause I don't want to.
- No I have'nt
- No, I have not noticed improvement here for example, because since in the year I start at this college I never seen any improvement in the way this college communicate to students.
- Study hard
- has the way my Advisor advise of what I am suppose to do in order to achieve my major in other cases. Thy thought me something I wald able to reveal my attitude, and I could feel that I change.
- poorcommunication between college to students as well as students with college
- having meeting visits our leaders or having meeting with our leaders or the employers
- Tutors are very active and helpful and most of the staffs are outgoing with the activities that happens
- I don't know because this year was my first year of college
- I saw many improvement that students are did.
- Yes I have noticed improvement in the way the college communicates with student.
- Somedays they well, all the time they wont.. For example FAO
- Staffs are more open and willing to associate with students to update students on latest news.
- its allittle bit different, ex: we do what the SBA activity gives us.
- I can't decide that because that time I did not know what kind of improvement should the college do or make.
- The management council never do any notice improvement. They don't consider the student concern and student problems.
- Faculty and Staffs are not in action to do such thing like that. Only people coming or visiting have the chance to communicate to the students.
- I have not noticed any improvement, example, the bathroom after they painted, Students still put writing on the wall.
- Only some of the improvement on maintaining the campus and sometimes learning getting improving.
- The meeting on how to encourage students to meet their academic needs and to at least understand the problems about the accreditation.
- Yes, the v-president of C.O.M visited Chuuk. Then the President came and talk to the students, after the V.P. left.
- I can't decide if the awareness activities are part of communication- for example, drug awareness, TB awareness, etc.
- If there important issues/agenda for the school or students, so they call for assembly.
- I say yes because I have seen how student and staff and faculties are working together on how to make the campus clean
- Getting supportive by staff. Always clean the campus.
- Yes, but we need more from our lead to staffs of COM
- I do not have an improvement with out college for communicat with student.
- I know better than before
- well as of now the campus is clean and well organized by the staffs including the employers.
- yes in this way of learning
- Some are not coming on they don't know about our school
- when I started to attend this school its too difficult for me to understand some of the issues today I do better than before
- I can't decide because I don't attending to school in 2011. I start in this year 2012
- I saw that students are now comply with the staff and faculties
- because I think this is the way I make my improvement to all something. I cant to do.
- None because financial aid and most of the offices that we need to print or make copy of our papers aren't helping at all.
- Many meetings are hold in order to inform students and the whole faculty members.

COM-FSM Survey on Communications

- something I've lost it that is responsible for the college
- no improvement. No anything

FMI (1)

- No because staff and faculty are not telling us what is going on.

Kosrae (28)

- Students and Instructors became more closely to each other, helping each other in every way base on school
- This is my first year so I'm trying to get more information what or why is it happened or what is going on.
- Though "MyShark" I can read mails that are really important to know from the Campus Office.
- I was being introduced by the staff that there's nothing change but there's little improvement.
- I just started this Spring.
- By giving or set up the web. "MyShark"
- Some of the staff from the COM-FSM campus were not very good they really did not treated everyone equally.
- e.g We have to pay for xeroxing, making copies and this was from 2 years ago. So now I have not noticed any improvement.
- To thinking about it if it was helping me for future plan.

- COM has a new building that can affect the way we stay in the campus.

- Tutoring sessions
- Bulletin board announcements
- SBA participation to activities
- Meeting announcements.
- SBA meetings
- Improve communication system
- Teachers lecture were more understanding
- Personal knowledge

- I think the best way is to seek the office or my advisor to help me solve my question
- By the time I ask for my refund and they explain to me about it. I can not receive my refund.
- Staff members need to know that they are not here to choose our educational career plan but to support and only advice.
- Students or my friends are always helpful.
- Notifications, announcements, and posters are usually some source of communication between students and the school community.
- If I had a question, I will go to the staff. So that they can give me an example.
- Only if there's any issue happen in the campus
- Second time to get the refund.
- It did not get announce in school.
- From the COM-FSM office, faculty, students usually when I'm here(at COM) I'm actually shy to ask or speak to someone I don't know.

National (44)

- I can decide because I learn more from many things.
- All campuses people from administration down are working together to improve.
- By COMFSM website, my shark, webmail, etc.
- Meetings are usually arranged and students give feedback on how they feel. Students now have a say on changes to be made in the campus.
- They improve our environment of learning and provide more ways to communicate and complains.
- Yes I am but not really.

COM-FSM Survey on Communications

- sidewalks
- The signs that are posted around and the myshark website.
- It has improvement because as of now that I'm a second year student, they know me already and help me whenever I needed.
- Many improvements
- I see only facebook so I think teachers should communicate through facebook.
- The message boards in the LRC and administration building posted more flyers that involve students and this survey.
- By my advisor telling me what should I do and tell me that I'm improving and she can help me with everything but still she help a lot.
- Like my advisor she always ask me to do better in my class, and my teachers are always acknowledging me to be a good and helpful student.
- Myshark is an improvement. Before that myshark invented, we used to walk down to financial aid office for financial information, but how you can just click on a mouse.
- Surveys are administered and questions asked and students are encouraged to voice their concerns to faculty and were thus taken seriously (their input).
- Putting up the solar system to help with power outage, and visiting of the dorms by Director and President improve!!
- The only time that I can ask my advisor questions regardless of what's been happening around campus are the times that I may see an announcement posted around campus.
- More constructions
- A new tv screen (sort of) was set up in LRC. It shows the time, classes held during that time, and announcements from the administration and any important news. The website has a little slideshow now.
- We've been meeting w/the new president of the school and he is really helpful. Because of the construction early made, it helps prevent us from getting wet to class. President is really helpful.
- college is trying the best
- Before in 2004 & 2005 there wasn't any myshark I was surprising now when I came back August 2011.
- I notice of helpful the COM webmail helps in my ways.
- buses going between Pohnpei and National campus
- The college provide their own transportation to help student who have class at both the state and national.
- At first I was really lost, it was like am out of my mind and then because of communicating to others, I got to know everything.
- I noticed few but this is not all. I see a very slow improvement.
- Posted in college site
- I sometimes find Important things in the myshark web.
- Like the dorm is now improved.
- I reside in the dormitories, and there's improvement in communications, now we usually have activities every other weekend due to communications.
- Well, the college give us transportation and it's really helping a lot of students.
- improvement for the dorms
- There is wireless at the pohnpei campus. Myshark has suitable supporting through the year.
- students communicate with each other despite their colors or where they are from
- only if that student seek help
- Since Mr. Daisy came along, things improved
- Teacher seeks advise from student, on ideas for better website. Now the dormitory feels like they are finally notice.
- I see lots of students using internet.
- computers
- I think the College is now about to be getting more improvement.
- As I have seen and observed, it is like now everyone is really concerned about what is happening, but as I first came here, it is like it's my choice if I want to attend, but if I don't I did not attend.

COM-FSM Survey on Communications

- when the new President entered in there was a change, well not all but there is improvement.

Pohnpei (16)

- surveys
- Teachers be helping us improve our grades and presents.
- Students communicate with each other using electronic devices such as computers to understand each other and to know what is going on.
- As for me, I been working at the student services at Pohnpei campus as a work study student and my knowledge improved from there.
- Lack of computer and limited site
- Transportation
- Well I strongly believe it does because last year work study students are not as many as this year.
- Yes through the internet people, student have communicating through the web.
- Registrations given to students 2 chances (1. Early 2. Register)
- Pohnpei campus is best in doing this.
- Securities cannot keep up their guard. Some students usually drink alcohol within the campus every week.
- Yes, I learned how important to complete college.
- Student have struggled nowadays since all teacher are very eager to teach their best.
- Because staff and teachers didn't gave student their lecture as they can do well. They like to wasting their times with doing something nonsense.
- I can decide because I learn more from many things.
- All campuses people from administration down are working together to improve.

Yap (37)

- The teachers can explain more clearer.
- Yes, teacher can explain everything to student when they need help.
- The school is improving by tutoring, and the faculties are improving by the way they keep the students trying them to do all the things that is belong to their major.
- I can see that the faculties and staffs are reaching out more to the students and doing their best than before. I would say that they are better than before.
- I have seen a lot of improvements this year, such as the computerlab, the library, and library and science building.
- My first year but, there is a serious lac of communication.
- How things are organized in order. Meetings are held to discuss many important situations about C.O.M college.
- Our web-sites, and buildings and campus grounds.
- They explain everything in a good way
- Students and staff are more serious about classes and information provide every now and then.
- I don't know...
- Well, there had been other surveys that seek student input on the college.
- Students are updated w/ their accts, etc,
- Yes. Some staffs are helpful and friendly so it's easy to talk to.
- I am trying to get good grade.
- A lot of surveys have been given to find out how our staff and faculty can help us more.
- There have been more in-depth meeting between the SBA officers and student body, along with the advisors and advisees, as well as the office staffs' effective communication towards the students.
- Well there might be some improvement but I might have not noticed. Don't really socialize with others well
- college establish communications with students by having a meeting, posting up announcements, and having one-on-one communication
- Teachers and Staff

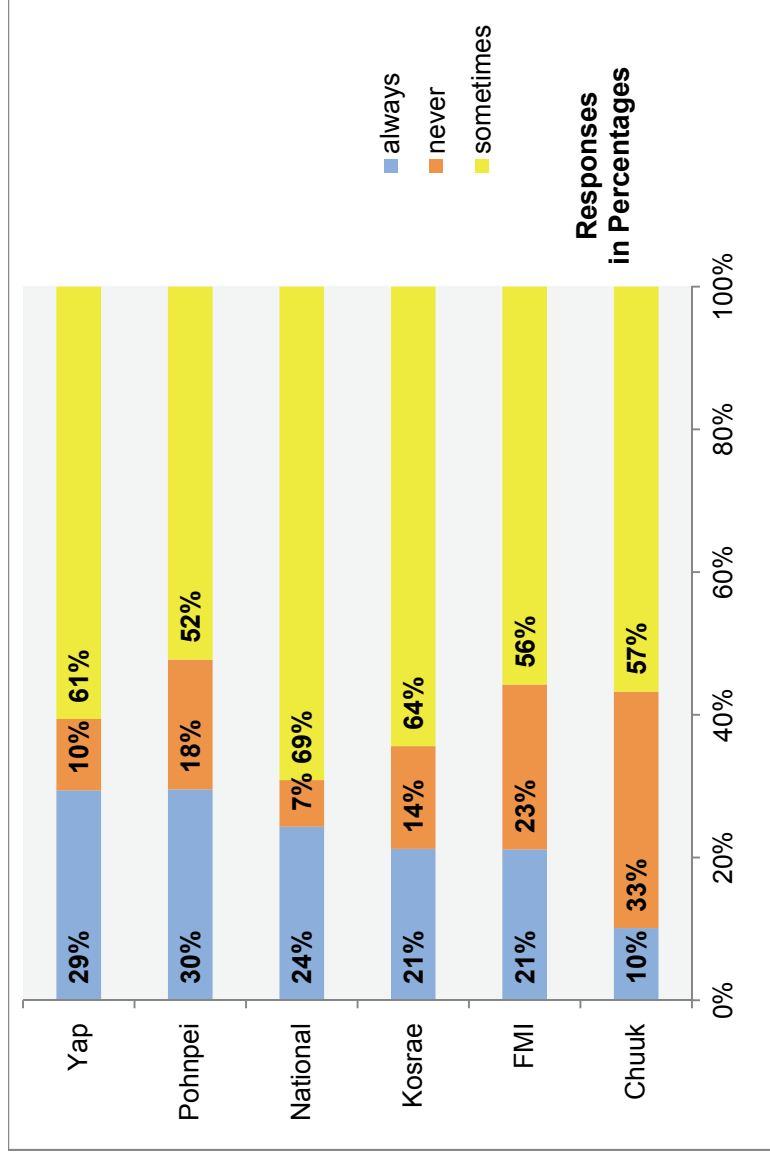
COM-FSM Survey on Communications

- Less students withdraw their classes
- Few students withdrew classes
- observation--communication as an example
- Registration is way too slow.

- Yes, I have noticed improvement, because they provides information to students, most of the month we meet our advisors.
- Arrange meeting with students, posted announcement for the information regarding the college and where to go to have more knowledge about it.
- More meetings were held.
- By the new buildings
- Maybe because here at the hospital we're deal with patient like we do lecture and then we do practical so that also we do not access to internet maybe that's why.
- Maybe because here at the hospital we're deal with patient like we do lecture and then we do practical so that also we do not access to internet maybe that's why.
- To me, it's hard to decide because I don't usually hang around on campus, and I don't really have problems with anything.
- There have been some sessions held that are helpful to students, such as tutoring session.
- Registration
- student services
- Advisors did wonderful advice and helps us with requirement that we need to take.
- because I know I have noticed improvement.
- I spent most of my time outside of campus, working. I only come in for class time

11. When you have a question about college policies or procedures, how often do you get a helpful answer the very FIRST time you ask that question?

	Chuuk	FMI	Kosrae	National	Pohnpei	Yap	Grand Total
always	18	11	28	26	26	50	159
never	59	12	19	7	16	17	130
sometimes	101	29	85	74	46	103	438
Grand Total	178	52	132	107	88	170	727



Student Survey Comments: Item 11

Chuuk (66)

- Sometimes the staff doesn't even care to take time to help us, actually not sometimes. It's most of the time. I don't know what they're busy talking about. I thought the students are the priority of this college.
- Just people that are familiar with.
- When they ask the president.
- I never have question about college policies or procedures
- I don't know
- helping student on campus
- Chewing bettlenut
- Because when I have question, I can ask someone know about college policies or procedure often to get me know about it
- trying my best
- because sometimes I could feel how far I came from my studies or my Job in school which suppose to do.
- Only sometimes when I seek the right person I believe would give the right and helpful answer.
- Only by students
- Sometimes people give us some answers some did not.
- I never asked questions instead I just heard from other informing me about it.
- from teachers, and other students. I ask them questions about what I don't know.
- I've never been ask a question to about college Policies and Procedures
- because sometimes, Im asking questions about college policies but sometimes I'm not.
- Can't tells you about this situation
- I always have a question about college policies or procedures about often do I get a helpful answer the first time I asked
- if I do not attend the summer class am I going to be so slow??
- I never receive an answer because I never ask questions to anyone.
- Never asked a question about this...
- I don't ask questions. Because these is no one could answer.
- The staffs and faculties more do their best to help students solve their problem by communication and seeking honest answer to their questions.
- I am too shy to ask...
- They never response to students questions they just ignored it. Especially the drinking water they never bring water, only once in three week or a month we always. We always complain about the water, and they never response. They do their way. Student also complain about the toner and printers computer, until now they never comeup with the perfect answers. We also complain about the Tech fee and the student's fee until now they don't response. that means they don't care.
- Thanks.
- The question of COM closing down. Answers in this area are making worry and have me think that there's reason for me to be here. You've done great job make most of us understand that we should do our best and COM is not closing down
- I always get a good answer from staff and faculty when I ask for the college policies
- Policy about outsiders coming inside the campus.
- Some of the staff and faculties were give us help but then were not.
- I seek for the director or some of the administrators and they also help me by advising me.
- Whenever I misunderstand things I go to my advisor.
- by workshop out from the departments on campus.

COM-FSM Survey on Communications

- Sometimes we stepped into offices to ask questions but something came up and they told us to come back.
- Whether we experienced insufficient positions of Tutoring, the one and only male tutor in Math help us a lot. The personels in the offices like admission office are with great help.
- If I have misunderstanding which regard school policies/ procedure,> I asked other older students/ representative and other staffs from the department of C.O.M. Chuuk
- I sometimes get helpful answers when I ask the Student Body
- We need help from the Financial office especially the Business office for their help to explain us about our SAR
- If am not familiar, so ignoring me.
- Somefim I asked question about the college policies or procedures, it help me to understanding what I am question on
- I have no question for our policies. It is making me feel better at here.
- I'd never asked any questions to anyone here.
- Person I ask does not know the answer
- I got answers from my advisers. When I needed it. They are helpful to me and students
- I never ask a question about college policies or procedures.
- yes I do this
- Because sometime they good to help and sometime they did not.
- Sometimes if I was not sure about my grade, I have to seek the counselor to advice me.
- because I need your helpful, to all student.
- Whenever I misunderstand things about school I go see the student body association.
- because im nervous
- I know the policies or procedures that's why I didn't have questio about the policies
- because I didn't ask any, Im still used my head
- I ask just about sometimes but not really most of the time
- I did not ask any someone about the school policy
- because sometimes I can't receive questions from college I thought because I cant need something because of myself.
- yes because sometimes I can't sometimes I hear it.
- they hate me
- I don't have answer some question
- Only some instructors can help, but most of them their USELESS!!
- Mr. Arnold and Mr.Higashi gave me very helpful answers to my unanswered question. Whether I ask them or not, they sometimes discuss it to me and other students without us asking them questions.
- They never explain the policies and procedures. They also don't consider or response to the student concern. We can identify by the drinking water only once in a month. The doner of the xerox machine, the printers, as well as the computers. They don't explain the student fees , and the tech fee until today.
- I am very aware to know the policies before I have did wrong
- I have never been told about the policies or anything regarding policies
- During registration there always chaos in the procedure and 1st things I did, asked why this and why that and I always get my answers
- Everytime that I ask question sometimes they answer and sometimes they told the students to come back.

COM-FSM Survey on Communications

FMI (5)

- Never tell us about the policies. I just hear from rumors.
- I asked about why we are not eligible for the Pell Grant and not sufficient information or purpose is given to me. I also asked about why we are paying for our uniforms when they said that the school is fully funded and I did not get an answer that makes any sense. NOT ENOUGH COMMUNICATION BETWEEN STUDENTS AND STAFF/FACULTY.
- Lack of communication to give us more information.
- Because the staff never avail themselves to meet with the students.
- Everytime I ask questions about policies they always provide me with answers.

Kosrae (30)

- When they ask the president.
- Like if I wanna know about my course is really requires to my major, so I could askit
- I only ask some Instructors who didn't make up read the policies
- Because sometimes its necessary
- She is very helpful.
- Like when we don't get refund, I don't really understand why some of us get it and some don't when we are also eligible for the Pell Grant.
- Ask from the staff and faculty
- Everytime in class when I get confused I'm seeking my advisor to give me some advice so I could ask questions myself to be more successful.
- If I need help or question, I'll go to the faculty office or my advisor.
- Whenever I ask my friends from COM, they just say I don't know. Go and ask the leaders.
- Sometimes I get the answers very quickly and sometimes I don't get the answers.
- Sometimes staff are busy doing other things so I don't bother. I'll wait for a right time for them.
- Sometimes our staff are too busy to answer my questions or help me in a way. But I guess we have to consider student as a priority of everything in campus
- By getting confused about the flow of the Pell Grant.
- Class schedules.
- I base on who I ask my question to. If I ask my Instructor about the policies he/she probably explains. But when asking a student he/she freezes with no answer to provide.
- School catalog and Website.
- Sometimes the first thought is the best answer.
- I often get a helpful answer from the Student Services.
- It was the best ways for the student to be follow it.
- Everytime I tried to asked question, anyone in here can help talking to me even my advisor or the staff
- Sometimes I ask questions to my friends, the Instructors
- Instructors or staffs always remind students not to do plagerism and other things.
- SBA President.
- During meetings with Campus Director4
- See the Campus Director
- See SBA president
- I said never because rarely the financial aid office explain to me individually or at least act like they care about me or other students.
- The school office is always open and available for answers to students.
- Sorry, I really can't remember because there is so much thing I want to know.

COM-FSM Survey on Communications

Pohnpei (27)

- I never get a helpful answer the very first time.
- Depending on who I ask. Some staff make me run around in circles, while others are very helpful.
- Sometimes the right person is not here, or I have a hard time finding the time.
- I haven't ask anyone yet.
- Actually if I have suggestions regarding the college policies I ask about it.
- Whenever I encounter a problem or see one, I always ask the staff what will happen or sometimes ask other students and they always give me the right answer.
- To understanding what I doing and knowing things from the staff.
- not satisfy
- Sometimes I use to ask question if I am not really understand about what's going on or happening.
- I ask the staff and the security about the policy we have.
- If I have a question about college policies or procedures I always ask for the students or staff if they can help me to answer.
- If someone answer my question I feel afraid to the person.
- Only if I need more help.
- Well, the FAO usually presents or announces it to the students.
- Some of the questions I asked are not answered according to the questions.
- Like getting information from financial aid about classes or pell grant. They always give a direct answer.
- I always get the right answer because I asked someone who really know the policies.
- When I pick up my registration when I will find my major.
- The employees sometimes share with me about the policies.
- From OAR and FAO
- I never ask question.
- Can securities keep up their work?
- I just wait for what the policies is about.
- Everytime I ask question, I get the answers at the same time, because they really want me to understand it.
- I've never used to asked question to students or teacher, that's my lifestyle.
- When I ask answered.
- If the teacher or staff is angry by another personnel student they will not answer or accept what the other student wants or needs.

Yap (49)

- I don't get helpful answers all the time because sometimes nobody is ever serious about theirs.
- When I ask about the policy of the COM I get the answer sometime if I ask it.
- Sometimes I have to ask twice because the first person I asked does not know about it.
- I usually ask one of the staff.
- I go to the office and ask anything I want to know, and it helps me a lot.
- I usually ask student about anything that I do not know of or am sure about.
- Never had to ask a Question like that, but office staff is Always helpful
- The instructions give Me answer right away, they tell us what's good to do and wahts not good to do ...
- I felt like I was asking a nonsense question
- I ask from the faculty
- I often do get a helpful answer from staffs/instructors.
- I never ask anything about the college.

COM-FSM Survey on Communications

- Not now...
- When registration is going and I don't understand how it going I get my answer helpful for the first time I ask.
- I usually do not ask questions. Instructors would explain first thing when starting new semester.
- The staff/faculty members are always helpful.
- Okay.
- I often ask questions to the faculty staff, But it seems to me is not enough.
- I can ask questions to the SPA officers.
- Every answer I get is straight to the point I want.
- I have never had a question.
- It was easy because I always run to the most helpful staff Julie Watan. She's very helpful and friendly.
- I have never asked about college policies or procedures.
- I always go to a staff member or faculty to get an answer, and I always get a good one.
- Well usually when I ask something they would tell me come again or not sure ask someone else and the process goes on, sometimes forever and eventually I give up and don't get the answer. So normally I ask a student who has similar matter.
- Everytime I ask questions regarding policies or procedures I would get an understandable feedback
- Staff, Students and Security.
- Seek my adviser for answers and the staff most of the time held meeting with students to discuss any misunderstanding and others.
- For example, I ask the staff about anything, they provide me the answer
- I always got ans. To my Questions from COM staffs.
- from COM staffs
- sorry don't have any answer.
- well for me if I have a question, I don't really ask for it!
- The staff explain and give paper out containing the policies and procedure. I get a clear answer when I ask question.
- I get helpful answers when I approach the right people.
- Sometimes when I have questions about college I ask my counselor or Gertude Magarwen. Thank You
- It's not often but it good if we have meeting of all students body in the middle of a semester in order to know what the students complaining.
- Sometimes I asked my classmates since they're students there before.
- When ever I needed answer and seek the faculties and staff, their answers are so helpful and correct...
- Sometimes they can't answer as soon as possible.
- Sometimes the students help me for my question, sometimes I asked my instructors.
- Whenever I ask a staff about something that concerns me, they always provide helpful answers.
- I ask the staffs any questions I have regarding college policies and procedures
- No, hard to explain.
- staff refer me to someone able to answer my questions relevantly.
- Note: Don't really that much time at COM-FSM Yap campus. Employed.
- seek advice from the admin office.
- Every time I ask one of the staff in the office a question, I get the info....
- Sometimes I ask question those people are not answer.