

conclusion on a problem (mean 5.29, s.d., 0.95). The high standard deviation of 0.95, however, reveals a difference in opinion among respondents. Board members *slightly agree* that orientation programs for new Board members specifically include a segment about the organization's history and traditions (mean 4.86, s.d. 0.69).

In comparison to the third Board assessment study, improvements have been made in this area. In the third Board assessment study, respondents only *slightly agreed* with the following: the Board has an adequate process for the study of issues that will receive Board action; in discussing key issues, it is not unusual for someone on the Board to talk about what the organization stands for and how that is related to the matter at hand; and being present in Board meetings where discussions of the history and the mission of the College were key factors in reaching a conclusion on a problem. In the current study, respondents *moderately agree* with these areas. The greatest improvement, however, occurred in the fairness, efficiency, and business-like manner in which meetings are conducted. In the third Board assessment study, respondents expressed *agreement* with this observation. In the current study, one hundred percent of respondents *strongly agree* with this.

As for **Board Responsibilities**, respondents *moderately agree* with all nine statements pertaining to this theme. Specifically, respondents *moderately agree* that the Board has an agreed upon philosophy as to the distinction between policy and administration (mean 5.86, s.d. 0.38); the Board ensures that the College keeps the community well informed of the College's activities, educational perspectives, and plans (mean 5.86, s.d. 0.38); the GCC Foundation Board is an effective vehicle for contribution of funds to support the College's activities, goals, plans, projects, and programs (mean 5.86, s.d. 0.38); the Board allocates organizational funds for the purpose of Board member education and development (i.e.,

professional development) (mean 5.71, s.d. 0.49); the Board is well informed about educational and manpower training needs of the community (mean 5.57, s.d. 0.53); the Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College (mean 5.57, s.d. 0.79); the Board has an established procedure to orient new members to the institution and to their duties and responsibilities (mean 5.43, s.d. 0.79); and the members of the Board have sufficient knowledge of their institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions (mean 5.43, s.d. 0.53). Respondents also *moderately agree* that the Board rotates leadership in key Board offices (mean 5.29, s.d. 1.11); however, the high standard deviation of 1.11 reveals a difference in opinion among respondents.

In comparison to the third Board assessment study, improvements have been made in several areas. In the prior assessment study, respondents reported only *slight agreement* with the following: (a) the Board rotates leadership in key Board offices; (b) the Board ensures that the College keeps the community well informed of the College's activities, educational perspectives and plans; (c) the Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College; and (d) the GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs. Respondents expressed *moderate agreement* with these statements in the current study.

In the area of **Personal Conduct**, respondents *moderately agree* with all four statements related to this theme. In particular, respondents *moderately agree* that members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests (mean 5.71, s.d. 0.49); Board members honor divergent opinions without being intimidated by them (mean 5.71, s.d.