GUAM**COMMUNITY**COLLEGE

SIXTH
**Board of Trustees'
Assessment Report**
TERM: FALL 2022

Sixth Board of Trustees' Assessment Report

Guam Community College

December 2022

EXECUTIVE SUMMARY

The Assessment, Institutional Effectiveness, and Research (AIER) Office has been conducting assessments of all the stakeholder groups on campus, including the Board of Trustees (BOT), as part of the College's comprehensive assessment process. This is the Sixth Board assessment study conducted by AIER. The first was conducted in spring 2003, the second in fall 2005, the third in spring 2008, the fourth in fall 2010, the fifth in fall 2013 and the sixth in fall 2022. The Board assessment reports serve as evidence for the public and the College community that the Board is serious about assessing its performance and that trustees are committed to being an effective governing board.

The purpose of the board self-evaluation is to identify areas of board functioning that are working well and those that present areas of opportunity for improvement based on a set of criteria reflecting commonly-accepted standards of board effectiveness organized into the five themes within the assessment instrument: Board-CEO Relations, Board Meetings (Interaction and Dynamics), Board Responsibilities, Personal Conduct, and Evaluation. Since the spring of 2003 and up through the fall of 2022, assessment study findings reveal the extent of improvements made in Board effectiveness on the five themes. The thoughtful consideration of assessment findings and the implementation of recommended improvements based on the findings are some of the key indicators of high performing Boards that add value and substance to an institution's commitment to excellence and student success. The demonstrated excellence

in leadership of the Board provides the College with the foundation for the institutional improvements that have occurred within the same timeframe. The findings, recommendations, and implementation results reveal the continued benefits of self assessments for continuous quality improvement. As pointed out by the Community College League of California, "successful colleges are the result of effective leadership and governance. Effective leadership and governance are the result of ensuring that highly qualified people serve in leadership positions and that they embrace their responsibilities and continually improve their performance. Effective governing boards are committed to assessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness." (Community College League of California, Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation, 2009)

Overall, the results of the Sixth Board of Trustees' Assessment Report reveal that the functions of the Board are satisfactorily effective although the results from the two surveys, Governing Board Assessment Questionnaire (GBAQ) and Board Self-Evaluation Questionnaire (BSEQ) are ambivalent as to the degree of effectiveness of the Board's performance. Results from the GBAQ survey (which represent the outside voices or non-Board members' voices) seem to be more critical in responding to the items on the different themes of the survey. As reflected in table 3 of this report, respondents reported that they moderately agree on all the items of each theme. The findings suggest that based on the perspective of the outside voices, improvements need to be made on all the themes to enhance and strengthen the overall Board's performance.

The results of the BSEQ survey (which represent the inside voices of respondents) reveal a more positive outlook in regards to the Board's overall performance. As reflected in table 4 of

the report, respondents reported that a majority of the items on the different themes of the survey

either always or very frequently occur. One hundred percent of respondents reported that the

statements included in the Personal Conduct theme has always occurred. A continued

commitment by the Board to move from very frequently occurring to always occurring is

possible in the areas of Board Meetings (Interaction and Dynamics), Board/CEO Relations,

Evaluation, and Board Responsibilities to enhance the performance and effectiveness of the

Board.

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I.   Introduction

This study is intended to gauge the effectiveness of Board functioning from the

perspective of Board members and Board meeting participants including College administrators

(i.e., Deans, Assistant Directors, and general administrators). Moreover, the assessment is

designed to identify Board strengths and areas in need of improvement.

II.   Objectives and Methodology

There are two objectives for this study. The first is that Board members will be able to

identify areas of strengths and weaknesses in Board functioning. The second is that Board

members will gain a better understanding of expectations for themselves and others about what it

takes to be an effective and efficient Board.

Instrumentation:

Data for this study includes responses to two survey instruments. One of the survey

instruments used is the Board Self-Evaluation Questionnaire (BSEQ) which is a self-assessment

survey completed by Board members (Appendix A). The second survey is the Governing Board

Assessment Questionnaire (GBAQ) which was completed by Board meeting participants (non-

Board members) who regularly attend Board meetings/activities (Appendix B). This group

represents the *OUTSIDE VOICES* needed to provide insight into the Board's effectiveness as the

College's governing body. These surveys are similar to the instruments used in the previous

Board assessment study. The two surveys were created using ***Survey Monkey[1]***, a free survey tool that enables users to create their own web-based surveys. The surveys were administered from October 24, 2022 to November 18, 2022. The GBAQ consists of thirty-four multiple-choice questions and three open-ended questions designed to gather insight on Board functioning and effectiveness among individuals who regularly attend Board meetings. Sixteen Board meeting participants were provided a link to complete the GBAQ via ***Survey Monkey*** and Fifteen participants (94%) completed the survey online.[2]

The *INSIDE VOICES* for this study came from Board member responses to the BSEQ. The questionnaire consists of 41 multiple-choice and eight open-ended questions. Of the six Board members who were provided with an electronic link to complete the survey via ***Survey Monkey***, four completed the survey, resulting in a 67% return rate.

Survey data was downloaded from ***Survey Monkey*** and was analyzed using Excel spreadsheets. Open-ended responses to the two survey instruments were content-analyzed to validate quantitative data gathered from the surveys.

For a better understanding of the next section, discussion of results is divided into two sections: *OUTSIDE VOICES* and *INSIDE VOICES*.

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[1] AIER purchased an annual subscription to use Survey Monkey's professional. ***Survey Monkey*** can be found online at http://www.surveymonkey.com/.

[2] The Board is comprised of five (5) official voting members and two non-voting advisory members.

III.   Results and Discussion

Four Board members completed the BSEQ and thirteen non-Board members completed

the GBAQ. The following table provides an overview of the socio-demographic profile of BSEQ

respondents:

Table 1: Socio-Demographic Characteristics of BSEQ Respondents (N=4)

Gender	Response Percent	Response Count
Female	25.0%	1
Male	75.0%	3
Respondent Type		
Voting member	100.0%	4
Non-voting member	00.0%	0
Years of Service with Current Board		
Less than one year	33.3%	1
1-3 years	00.0%	0
4-6 years	33.3%	1
7-9 years	00.0%	0
10 or more years	33.3%	1
Skipped		1
Number of Terms Served		
Less than one term	50.0%	2
One term	25.0%	1
Two terms	00.0%	0
Three or more terms	25.0%	1

Responses from the four Board members reveal that 75.0% are male. All four Board

members are voting members. One member served on the Board for 10 or more years. One

member served on the Board between *4-6 years*. One Board member served on the Board for *less

than one year*. One board member did not indicate the length of service with the Board. As for

the number of terms served, one Board member served on the Board for *three or more terms*; one

Board member served on the Board for *two terms*; and two Board members served on the Board

for *less than one term*. This study shows that a small percentage (33%) of Board respondents were relatively new to their positions. The information contained in the above table reveals that at least one Board member (33%) continued to serve on the Board since the last assessment study was conducted.[3]

The following table provides an overview of the socio-demographic profile of GBAQ respondents:

Table 2: Socio-Demographic Characteristics of GBAQ Respondents (N=15)

Gender	Response Percent	Response Count
Female	53.3%	8
Male	46.7%	7
Respondent Type		
Board of Trustees Member (including voting/non-voting)	20.0%	3
Administrator	66.67%	10
Guest or attendee	13.33%	2
Length of Participation in Board Meetings/Activities Years of Service with Current Board		
Less than one year	0.0%	0
1-3 years	66.67%	10
4-6 years	6.67%	1
7-9 years	6.67%	1
10 or more years	20.0%	3

Responses from the eleven Board meeting participants show that 53.33% are female and 66.67% are GCC administrators. Ten respondents participated in Board meetings for *1 to 3*

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[3] Trustees shall be appointed by the Governor of Guam with the advice and consent of the Guam Legislature. Three (3) trustees shall be appointed to terms of three (3) years, three (3) trustees shall be appointed to terms of five (5) years and the seventh (7th) shall be an elected student member who shall serve a term of one (1) year. Their successors shall be appointed each for a term of five (5) years, with the exception of the student member. The student member shall be elected by a plurality vote of students of the school. The student member must be a student at the college and may be re-elected to no more than one (1) successive one-year term. The student member position shall not require the appointment of the I Maga'lahen Guahan and the advice and consent of I Liheslaturan Guahan. (Public Law 14-77 as amended)

years; one respondent participated in Board meetings for *4-6* years; one respondent participated

in Board meetings for 7-9 years; and, three respondents participated for *10 or more years*.

OUTSIDE VOICES

The perspective of non-Board members who regularly participate in Board

meetings/activities is important because these individuals develop insights into Board

functioning, including strengths and weaknesses. The following table characterizes the

OUTSIDE VOICES of non-Board members within the context of five distinct themes: Board-

CEO Relations, Board Meetings (Interaction and Dynamics), Board Responsibilities, Personal

Conduct, and Evaluation.

Table 3. Governing Board Assessment Questionnaire (GBAQ) Respondent's MODAL RESPONSES, MEAN and STANDARD DEVIATION (N=15)

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Standard Deviation,** or the measure of how widely values are dispersed from the mean or the average value.
Board-CEO Relations			
The Board delegates the authority the Chief Executive needs to administer the institution successfully.	6.00	6.0	0.0
The Board is clear and consistent in its expectations of the performance of the CEO.	6.00	5.78	0.34

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value.
The Board expresses approval, publicly and privately, for the successes of the CEO and the institution.	6.00	5.93	0.13
The Chief Executive keeps the Board informed regarding issues that confront the College.	6.00	5.78	0.37
There is a climate of mutual trust and support between the Board and the President.	6.00	6.0	0.0
Board Meetings: Interaction and Dynamics			
The Board has an adequate process for the study of issues that will receive Board action.	6.00	5.43	0.82
The leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues.	6.00	5.79	0.37
The number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues.	6.00	5.79	0.34
Board meetings are conducted in a fair, efficient, and business-like manner.	6.00	6.0	0.0
Orientation programs for new Board members specifically include a segment about the organization's history and traditions.	6.00	5.57	0.61

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Standard Deviation,** or the measure of how widely values are dispersed from the mean or the average value.
In discussing key issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the matter at hand.	6.00	5.93	0.13
I have been present in Board meetings where discussions of the history and mission of the College were key factors in reaching a conclusion on a problem.	6.00	5.29	0.82
Board Responsibilities			
The Board rotates leadership in key Board offices.	6.00	5.36	0.73
The Board has an established procedure to orient new members to the institution and to their duties and responsibilities.	6.00	5.43	0.65
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.	6.00	5.64	0.51
The Board has an agreed upon philosophy as to the distinction between policy and administration.	6.00	5.71	0.41
This Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development).	6.00	5.64	0.56
The Board is well informed about educational and manpower training needs of the community.	6.00	5.86	0.24

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value.
The Board ensures that the College keeps the community well informed of the College's activities, educational perspectives and plans.	6.00	5.64	0.56
The Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College.	6.00	5.08	0.71
The GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs.	6.00	5.79	0.34
Personal Conduct			
The members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests.	6.00	5.64	0.61
Board members honor divergent opinions without being intimidated by them.	6.00	5.86	0.24
There is a climate of mutual trust and support between Board members.	6.00	5.86	0.24
Board members are prepared to participate responsibly in Board meetings.	6.00	5.86	0.24
Evaluation			
The Board sets clear organizational priorities for the year ahead.	6.00	5.50	0.57
This Board engages in strategic planning and strategic issues management discussions.	6.00	5.71	0.45
The Board's key decisions are consistent with the mission of this organization.	6.00	5.71	0.41

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	**Standard Deviation,** or the measure of how widely values are dispersed from the mean or the average value.
This Board reviews the College's mission annually (i.e., every January of each year).	6.00	5.46	0.75
The Board participates in a self-evaluation process on a regular basis.	6.00	5.38	0.57

Responses to the survey questions related to **Board-CEO Relations** continue to reveal a good working relationship between the Board and the President. Respondents *strongly agreed* on the following: that the Board delegates the authority the Chief Executive needs to administer the institution successfully (mean 6.00, s.d. 0.00) and there is a climate of mutual trust and support between the Board and the President (mean 6.00, s.d. 0.00). Respondents *moderately agree* on the following: that the Board is clear and consistent in its expectations of the performance of the CEO (mean 5.78, s.d. 0.34), that the Board expresses approval, publicly and privately, for the successes of the CEO and the institution (mean 5.93, s.d. 0.13), that the Chief Executive keeps the Board informed regarding issues that confront the College (mean 5.78, s.d. 0.37). Like the results of the current study, the third, fourth and fifth Board assessment study suggests a good

working relationship between the Board and the CEO. Respondents continue to either *moderately agree* or *strongly agree* with all five items under this theme.

In terms of **Board Meetings (Interaction and Dynamics)**, Board meeting participants *strongly agree* that Board meetings are conducted in a fair, efficient, and business-like manner (mean 6.0, s.d. 0.00). Participants *moderately agree* on the following: that the Board has an adequate process for the study of issues that will receive Board action (mean 5.43, s.d. 0.82), that the leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues (mean 5.79, s.d. 0.37), and that the number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues (mean 5.79, s.d. 0.34). They also *moderately agree* that Orientation programs for new Board members specifically include a segment about the organization's history and traditions (mean 5.57, s.d. 0.61), that in discussing key issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the matter at hand (mean 5.93, s.d. 0.13) and meeting participants reported having been present in Board meetings where discussions of the history and mission of the College were key factors in reaching a conclusion on a problem (mean 5.29, s.d. 0.82). The mean score of this particular survey question increased from 3.82 in the fifth Board assessment report to 5.92 in the current report.

As for **Board Responsibilities**, respondents *moderately agree* with all of the nine statements pertaining to this theme: that the Board rotates leadership in key Board offices (mean 5.36, s.d. 0.73); that the Board has an established procedure to orient new members to the institution and to their duties and responsibilities (mean 5.43, s.d. 0.65); that 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 5.64, s.d.

0.51); the Board has an agreed upon philosophy as to the distinction between policy and administration (mean 5.71, s.d. 0.41); that this Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development) (mean 5.64 s.d. 0.56); that the Board is well informed about educational and manpower training needs of the community (mean 5.86, s.d. 0.24); that the Board ensures that the College keeps the community well informed of the College's activities, educational perspectives and plans (mean 5.64, s.d. 0.56); that the Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College (mean 5.08, s.d. 0.71); and that the GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs (mean 5.79, s.d. 0.34).

In the area of **Personal Conduct**, respondents *moderately agree* with all of the four statements related to this theme: that the members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests (mean 5.64, s.d. 0.61); that Board members honor divergent opinions without being intimidated by them (mean 5.86, s.d. 0.24); that there is a climate of mutual trust and support between Board members (mean 5.86, s.d. 0.24) and that Board members are prepared to participate responsibly in Board meetings (mean 5.86, s.d. 0.24).

As for **Evaluation**, respondents *moderately agree* on all of the five statements pertaining to this theme: that the Board sets clear organizational priorities for the year ahead (mean 5.50, s.d. 0.57); that this Board engages in strategic planning and strategic issues management discussions (mean 5.71, s.d. 0.45); that the Board's key decisions are consistent with the mission of this organization (mean 5.71, s.d. 0.41); that this Board reviews the College's mission annually (i.e., every January of each year) (mean 5.46, s.d. 0.75); and that the Board participates in a self-evaluation process on a regular basis.

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The open-ended survey questions provide respondents' perceptions of Board efficiency and effectiveness. Board successes reported by individual Board meeting participants include the following: "Student Success and campus infrastructure."; "Holding meetings; finding funding for CIPs, and scholarships."; "implementing the administrator and faculty compensation study"; "Participation in negotiations."; "Instructional growth."; "Review and update board policies. Approval of annual operating budget with increases in appropriations"; and "Recognition of the work that the college has done with boot camps and other training initiatives; board participation in boot camp completion and other college activities."

In response to the question, "What particular shortcomings do you see in the Board's organization or performance that need attention," the following response was reported by a meeting participant: "A board retreat should be set up to discuss the accreditation process once new members have been confirmed."

As for the question, "What areas of improvement would you suggest?", a board participant responded: "Transition to an every-other month meeting or quarterly meeting."

The following section provides the perspective of Board members in relation to Board effectiveness. How do perceptions of non-Board members (*OUTSIDE VOICES*) measure up to perceptions of Board members (*INSIDE VOICES*)?

INSIDE VOICES

The following table represents the INSIDE VOICES of Board members within the context of five distinct themes:

Table 4. Board Self-Evaluation Questionnaire (BSEQ) Respondent's MODAL RESPONSES, MEAN and STANDARD DEVIATION (N=4)

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
Personal Conduct			
Board members treat each other with courtesy.	6.00	6.0	0.0
Board members respect the power of the Chair to speak for the Board as a whole.	6.00	6.0	0.0
Members of the Board are always conscious that their demeanor is part of the College's public image.	6.00	6.0	0.0
Board Meetings			
Board meetings begin on time.	5.00	5.25	0.38
Board meeting agendas and conduct effectively meet the purposes of Board meetings.	6.00	5.75	0.38
All Board members attend Board meetings.	5.00	5.25	0.38
The collective demeanor of the Board is poised and professional.	6.00	5.75	0.38
Board members are able to disagree without being disagreeable.	6.00	5.75	0.38
Board members ask questions relevant to the item(s) under discussion.	6.00	5.75	0.38
Board meetings are conducted in an orderly and efficient manner.	6.00	6.0	0.0
The Board welcomes participation by members of the community at appropriate times designated on the agenda.	6.00	6.0	0.0
The Board maintains confidentiality of privileged information.	6.00	6.0	0.0
Board/CEO Relations			
There is a high level of trust and respect between the Board and the President.	6.00	6.0	0.0

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	**Mean**, or the average of the value in all responses on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
The President keeps the members of the Board well informed.	6.00	5.75	0.38
The President follows the rule of "no surprises" by informing the Board members as soon as possible about important matters concerning the College, its students and its employees.	6.00	5.75	0.38
The Board delegates administrative matters to the President and refrains from micromanaging the College.	6.00	5.75	0.38
The Board maintains a positive working relationship with the CEO.	6.00	6.0	0.0
Evaluation			
The Board develops annual goals for the College and uses them as the basis for presidential evaluation.	6.00	5.75	.38
The Board specifies its expectations for presidential performance in writing.	6.00	5.75	.38
The Board formally evaluates the President's performance on a regular basis.	6.00	5.75	.38
The Board evaluates its own performance on a regular basis (at least once every other year).	6.00	5.5	0.5
The Board evaluation process helps the Board enhance its performance.	6.00	5.5	0.5
Board Responsibilities			
The Board conducts periodic reviews of its own policies.	6.00	6.00	0.0
The Board formally orients new members as soon as possible after they have been sworn in as trustees.	6.00	6.00	0.0

	Mode, or most frequently occurring value on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Mean, or the average of the value in all responses on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Standard Deviation, or the measure of how widely values are dispersed from the mean or the average value
New members receive orientation to Board roles and the institution.	6.00	6.00	0.0
The Board consistently follows its own Board ethics policy.	6.00	5.75	0.38
The Board regularly reviews its ethics policy.	6.00	5.75	0.38
The Board focuses on ends in making policy and leaves the implementation to the President.	6.00	6.0	0.0
The Board is actively involved in the long-term planning process of the College.	6.00	6.0	0.0
Board members participate in Trustee development activities (i.e., professional development).	6.00	5.50	.50
The Board plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College.	6.00	6.0	0.0
The Board clearly understands its policy role and differentiates its role from that of the CEO and College employees.	6.00	5.75	0.38
Board members avoid conflicts of interest and the perception of such conflicts.	6.00	5.75	0.38
The Board understands and fulfills its roles and responsibilities.	6.00	5.75	0.38

Analysis is limited to those variables with responses from all four board members.

According to Table 4, in terms of **Board-CEO Relations**, all four Board members who

responded to the BSEQ reported that there is *always* a high level of trust and respect between the

Board and the President (mean 6.00, s.d. 0.00); the Board *very frequently* delegates administrative matters to the President and refrains from micromanaging the College (mean 5.75, s.d. 0.38); and the Board *always* maintains a positive working relationship with the CEO (mean 6.00, s.d. 0.00. Respondents also reported that the President *very frequently* keeps the members of the Board well informed (mean 5.75, s.d. 0.38) and the President *very frequently* follows the rule of "no surprises" by informing the Board members as soon as possible about important matters concerning the College, its students, and its employees (mean 5.75, s.d. 0.38).

Qualitative comments from Board member responses to the survey question, "How would you describe the Board's relationship with the CEO?" continuously support the existence of a positive relationship between the Board and the President as reflected on the two BSEQ Survey Reports. One Board members described their relationship as "Excellent." One Board member described it as "The board had a very good working relation with the CEO". Another member described the relationship as "They communicate well and are both good team players with each other." Out of the four Board members, three responded to the question and one skipped the question.

In response to the survey question "As a Trustee, what are you most pleased about?" one respondent mentioned "great accomplishment of the College despite the challenges of pandemic". Another respondent commented "Student Success". One respondent mentioned "I am pleased of how the Board is able to deliver whenever they announce something to be done". Of the four Board members that were surveyed, three responded to this question.

As for **Board Meetings (Interaction and Dynamics)**, there is one hundred percent agreement among respondents that the Board meetings are *always* conducted in an orderly and

efficient manner (mean 6.0, s.d. 0.0), the Board *always* welcomes participation by members of

the community at appropriate times designated on the agenda (mean 6.0, s.d. 0.0) and the Board

maintains confidentiality of privileged information (mean 6.0, s.d. 0.0). Respondents reported

that the following *very frequently* occurred: Board meetings begin on time (mean 5.27, s.d. 038);

Board meeting agendas and conduct effectively meet the purposes of Board meetings (mean

5.75, s.d. 0.38); All Board members attend Board meetings (mean 5.25, s.d. 0.38); The collective

demeanor of the Board is poised and professional (mean 5.75, s.d. 0.38); Board members are

able to disagree without being disagreeable (mean 5.75, s.d. 0.38); Board members ask questions

relevant to the item(s) under discussion (mean 5.75, s.d 0.38).

The following comments were made by Board members when asked about the Board's

greatest strengths: "Its diversity, strong working relationship and effective communication.";

"Unity & Education"; and "They are always consistent in delivering updates and any needed

improvements to discuss." When asked, "Is the Board functioning as a team as well as it should?

Why or why not?", the three members who answered the question reported that the Board is

functioning as a team. One respondent responded, "Yes, Leadership & excellent". Another

responded, "Yes, during discussions the members are able to talk in a civil manner and share

their thoughts." Overall, these statements support the finding that Board members have a good

working relationship with one another.

In terms of **Board Responsibilities**, Board members indicated that the Board *always*

consistently conducts periodic reviews of its own policies (mean 6.00, s.d. 0.00), the Board

always formally orients new members as soon as possible after they have been sworn in as

trustees (mean 6.00, s.d. 0.00), new members *always* receive orientation to Board roles and the

institution (mean 6.00, s.d. 0.00), the Board *always* focuses on ends in making policy and leaves

the implementation to the President (mean 6.00, s.d. 0.00), the Board *always* actively involved in the long-term planning process of the College (mean 6.00, s.d. 0.00) and the Board *always* plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College (mean 6.00, s.d. 0.00). Respondents also reported that the following *very frequently* occurs: the Board consistently follows its own Board ethics policy (mean 5.75, s.d. 0.38), the Board regularly reviews its ethics policy (mean 5.75, s.d. 0.38), the Board clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean 5.75, s.d. 0.38), Board members avoid conflicts of interest and the perception of such conflicts (mean 5.75, s.d. 0.38) and the Board understands and fulfills its roles and responsibilities (mean 5.75, s.d. 0.38).

As for **Personal Conduct**, all four respondents reported that all three statements under this category are *always* observed: Board members treat each other with courtesy (mean 6.00, s.d. 0.00); Board members are conscious that their demeanor is part of the College's public image (mean 6.00, s.d. 0.00); and Board members *always* respect the power of the Chair to speak for the Board as a whole (mean 6.00, s.d. 0.00).

With respect to **Evaluation**, all seven Board members indicated that the Board *very frequently* specifies its expectations for presidential performance in writing (mean 5.75, s.d. 0.38); the Board *very frequently* formally evaluates the President's performance on a regular basis (mean 5.75, s.d. 0.38); and the Board *very frequently* develops annual goals for the College and uses them as the basis for presidential evaluation (mean 5.75, s.d. 0.38). the Board *very frequently* evaluates its own performance on a regular basis (at least once every other year) (mean 5.5, s.d. 0.5); the Board evaluation process *very frequently* helps the Board enhance its performance (mean 5.5, s.d.0.5).

Figure 1 identifies perceived areas of strengths in Board functioning among BOT member-respondents.

Figure 1.

Perceived **areas of strengths** in Board functioning among BOT member-respondents, as indicated by raw frequencies of 32 BSEQ variables with the **highest** mean score (n=4)
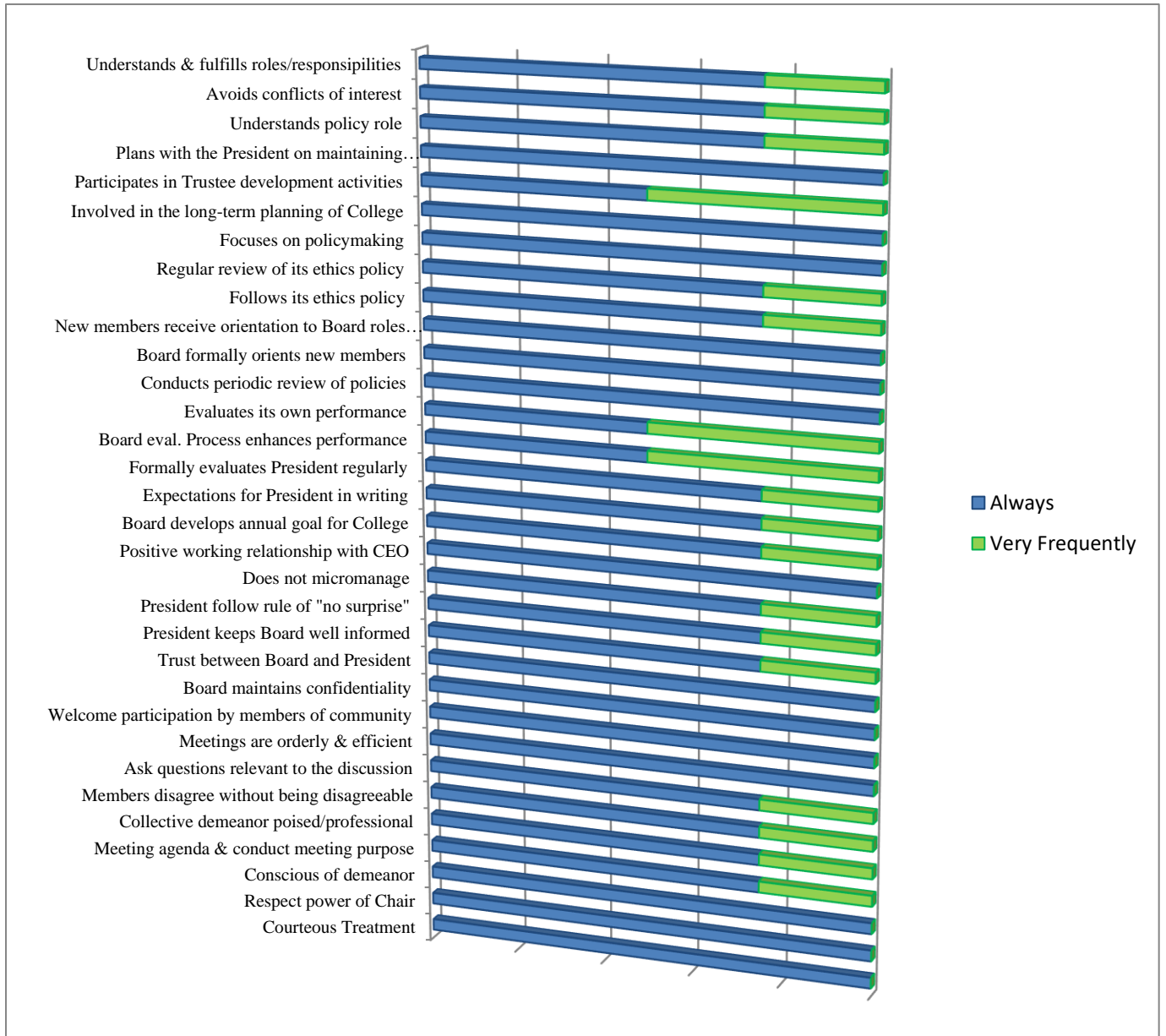
The above thirty-two variables are identified as **strengths** because of the high mean scores for these items. These are variables that occur *very frequently* and *always* as reported by

Board member respondents. The fourteen variables that are reported to *always* occur are: Board members treat each other with courtesy (mean 6.00); Board members respect the power of the Chair to speak for the Board as a whole (mean 6.00); members of the Board are conscious that their demeanor is part of the College's public image (mean 6.00); Board meetings are conducted in an orderly and efficient manner (mean 6.00); the Board welcomes participation by members of the community at appropriate times designated on the agenda (mean 6.00); the Board maintains confidentiality of privileged information (mean 6.00); there is a high level of trust and respect between the Board and the President (mean 6.00); the Board maintains a positive working relationship with the CEO (mean 6.00); the Board conducts periodic reviews of its own policies (mean 6.00); the Board formally orients new members as soon as possible after they have been sworn in as trustees (mean 6.00); New members receive orientation to Board roles and the institution (mean 6.00); the Board focuses on ends in making policy and leaves the implementation to the President (mean 6.00); the Board is actively involved in the long-term planning process of the College (mean 6.00); and the Board plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College (mean 6.00).

The variables bordering between *always* and *very frequently* are: Board meeting agendas and conduct effectively meet the purposes of Board meetings (mean 5.75); all Board members attend Board meetings (mean 5.25); The collective demeanor of the Board is poised and professional (mean 5.75); Board members are able to disagree without being disagreeable (mean 5.75); Board members ask questions relevant to the item(s) under discussion (mean 5.75); the President keeps members of the Board well informed (mean 5.75); the President follows the rule of "no surprises" by informing the Board members as soon as possible about important matters

concerning the College, its students and its employees (mean 5.75); The Board delegates administrative matters to the President and refrains from micromanaging the College (mean 5.75); the Board develops annual goals for the College and uses them as the basis for presidential evaluation (mean 5.75); the Board formally evaluates the President's performance on a regular basis (mean 5.75); the Board evaluates its own performance on a regular basis (at least once every other year) (mean 5.5); the Board evaluation process helps the Board enhance its performance (mean 5.5); the Board consistently follows its own Board ethics policy (mean 5.75); the Board regularly reviews its ethics policy (mean 5.75); the Board clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean 5.75); Board members avoid conflicts of interest and the perception of such conflicts (mean 5.75); and the Board understands and fulfills its roles and responsibilities (mean 5.75).

Figure 2 below identifies perceived areas of growth and needed improvement in Board functioning.

Figure 2.

Perceived **areas of growth and needed improvement** in Board functioning as indicated by raw frequencies of 2 BSEQ variables with the **lowest** mean scores (n=4)
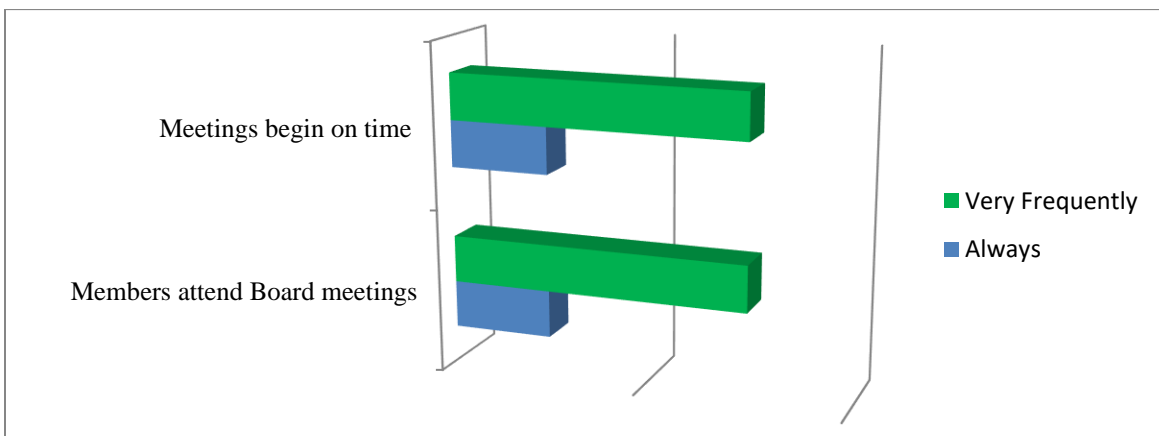
The above figure identifies the following two areas of growth and needed improvement in Board functioning based on responses to the BSEQ: Board meetings begin on time (mean 5.25, s.d. 0.38) and all Board members attend Board meetings (mean 5.25, s.d. 0.28).

IV.   Conclusion

This assessment study aims to improve Board functioning and to promote accountability through the identification of areas of strengths and areas in need of improvement. The following is a review of the strengths and weaknesses identified by this study organized by theme.

Board-CEO Relations

Responses to both the GBAQ and BSEQ reveal a relatively good working relationship between the President and the Board. Respondents reported on the GBAQ survey that they *strongly agree* on two statements and *moderately agree* on three statements with high mean scores leaning towards *strongly agree* on the theme regarding Board-CEO Relations. On the other hand, respondents on the BSEQ survey reported same positive result regarding Board/CEO Relations as with the GBAQ. Survey results reveal that respondents reported *always* on two of the five statements and *very frequently* on three of the statements with high mean scores leaning towards *always*. As reported on previous GBAQ/BSEQ survey reports, Board/CEO Relations have been consistently good and positive. Respondents on both BSEQ and GBAQ survey appear to be equally critical about assessing BOARD/CEO Relations.

"Given the unique nature of the relationship between the Board and CEO, the evaluations of the Board and the CEO are intertwined. When the board evaluates itself, it is evaluating in part how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that position. The board conducts the CEO

evaluation and looks at its own behavior in fostering CEO effectiveness." (Community College

League of California, Assessing Board Effectiveness: Resources for Board of Trustees Self-

Evaluation, 2009)

Board Meetings (Interaction and Dynamics)

　　Respondents on the GBAQ survey reported that they *moderately agree* on six of the

seven statements on the Board Meeting (Interaction and Dynamics) theme. These present an

opportunity to improve. These statements are: The Board has an adequate process for the study

of issues that will receive Board action (mean 5.43); and I have been present in Board meetings

where discussions of the history and mission of the College were key factors in reaching a

conclusion on a problem (mean 5.29); The leadership of this Board typically goes out of its way

to make sure that all members have the same information on important issues (mean 5.79); The

leadership of this Board typically goes out of its way to make sure that all members have the

same information on important issues (mean 5.79); Orientation programs for new Board

members specifically include a segment about the organization's history and traditions (mean

5.57); and In discussing key issues, it is not unusual for someone on the Board to talk about what

this organization stands for and how that is related to the matter at hand (mean 5.93).

　　On a more positive note, GBAQ survey reported that the strength of the Board is that

Board meetings are conducted in a fair, efficient, and business-like manner.

　　Since the survey indicated that respondents *moderately agree* on most of the items of the

Board Meeting theme, Board members should work on strengthening those items to improve

Board effectiveness in conducting meetings.

Respondents reported positive result on the BSEQ survey in regards to the Board

Meetings (Interaction and Dynamics) theme. In general, Board members are pleased with how

Board meetings are conducted. Of the nine items under this theme in the BSEQ, Board members

reported that three of the nine items on the Board Meeting theme *always* occur. The strengths for

the Board members to maintain are: Board meetings are conducted in an orderly and efficient

manner; the Board welcomes participation by members of the community at appropriate times

designated on the agenda and the Board maintains confidentiality of privileged information.

Board members *moderately agree* on six of the nine items which present areas of growth and

improvement. They are: Board meetings begin on time (mean, 5.25); Board meeting agendas and

conduct effectively meet the purposes of Board meetings (mean, 5.75); all Board members attend

Board meetings (mean, 5.25); The collective demeanor of the Board is poised and professional

(mean, 5.75); Board members are able to disagree without being disagreeable (mean, 5.75); and

Board members ask questions relevant to the item(s) under discussion (mean, 5.75).

Board Responsibilities

Results of the GBAQ survey revealed that respondents *moderately agree* on all of the

nine items on this theme which are the following: The Board rotates leadership in key Board

offices (mean, 5.36); the Board has an established procedure to orient new members to the

institution and to their duties and responsibilities (mean, 5.43); 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, 5.64); The Board has an

agreed upon philosophy as to the distinction between policy and administration (mean, 5.71); the

Board allocates organizational funds for the purpose of Board member education and

development (i.e., professional development) (mean, 5.64); the Board is well informed about

educational and manpower training needs of the community (mean, 5.86); the Board ensures that the College keeps the community well informed of the College's activities, educational perspectives, and plans (mean, 5.64); the Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College (mean, 5.08); and the GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs (mean, 5.79).

The BSEQ survey report reveal more encouraging results regarding Board Responsibilities. Respondents reported that six of the twelve items on the theme *always* occur. They are as follows: The Board conducts periodic reviews of its own policies (mean, 6.0); the Board formally orients new members as soon as possible after they have been sworn in as trustees (mean, 6.0); New members receive orientation to Board roles and the institution (mean, 6.0); the Board focuses on ends in making policy and leaves the implementation to the President (mean, 6.00); the Board is actively involved in the long-term planning process of the College (mean, 6.00); and The Board plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College (mean, 6.00).

Personal Conduct

The GBAQ survey results indicated that the personal conduct of Board members needs to be more strengthened in order to improve Board effectiveness. According to the survey, respondents reported that they *moderately agree* on all of the four items of the theme. These are: the members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests (mean 5.64); Board members honor divergent opinions without being intimidated by them (mean 5.86); there is a climate of mutual trust and support between Board members (mean

5.86); and Board members are prepared to participate responsibly in Board meetings (mean, 5.86).

On the other hand, results from the BSEQ survey reveal a more positive perspective compared to the GBAQ survey. Based on the BSEQ survey, the responses reveal that Board members take their responsibility seriously and professionally. One hundred percent of the respondents reported that the three items on the theme *always* occur with all having a mean score of (6.00).

Evaluation

Results of the GBAQ survey reveal that the Evaluation theme gauging Board effectiveness needs to be strengthened. Respondents reported that they *moderately agree* on all of the five items on the theme which are as follows: the Board sets clear organizational priorities for the year ahead (mean, 5.50); the Board engages in strategic planning and strategic issues management discussions (mean, 5.71); the Board's key decisions are consistent with the mission of this organization (mean, 5.71); this Board reviews the College's mission annually (i.e., every January of each year) (mean, 5.46); and the Board participates in a self-evaluation process on a regular basis (mean, 5.38).

As with the other themes cited on this report, the BSEQ survey results reveal a more promising result regarding the theme. Respondents reported that all five items of the theme occur *very frequently*. These results reveal the cohesive and positive working relationship amongst Board members.

V.   Recommendations

Based on the above conclusions, the following suggestions are made to improve overall Board functioning:

- The assessment study may be expanded to other stakeholders' voices in the GBAQ instrument, or an additional instrument may be employed, so that a more representative perspective of Board effectiveness can be generated. Additionally, assessment study may be done in a frequent manner to include Board members with more frequent movement such as student member.

APPENDIX A

Survey Overview

October 2022

Dear Board of Trustees member:

The following is a Board Self-Evaluation Questionnaire (BSEQ), which is being used to provide a "basic board health snap shot". Your honest and thoughtful response to this survey is greatly appreciated. All responses are confidential.

Your voice is of critical importance to the College's assessment initiative. Please complete the survey on or before November 11, 2022.

Thank you,

Assessment, Institutional Effectiveness, and Research (AIER) Office

Demographic Information

Attached is the Board Self-Evaluation Questionnaire (BSEQ), which is being used to provide a "basic board health snap shot". Your honest and thoughtful response to this survey is greatly appreciated.

1. Gender:
   ○ Female
   ○ Male

2. Respondent Type:
   ○ Voting member
   ○ Non-voting member

3. Years of service with current Board of Trustees:
   ○ Less than one year
   ○ 1-3 years
   ○ 4-6 years
   ○ 7-9 years
   ○ 10 or more years

4. Number of terms served on the Board of Trustees:
   ○ Less than one term
   ○ One term
   ○ Two terms
   ○ Three or more terms

Board Members

Please respond to the following questions by checking the option most applicable to your board's experience.

5. All currently serving members of the College's Board of Trustees have been legally appointed/elected to their positions on the Board.

○ True

○ False

6. Board members represent diverse backgrounds, experience, interests, gender, ethnicity, and areas of the district.

○ True

○ False

7. Board members treat each other with courtesy.

- ○ Never
- ○ Very Rarely
- ○ Rarely
- ○ Occasionally
- ○ Very Frequently
- ○ Always

8. Board members respect the power of the Chair to speak for the Board as a whole.

- ○ Never
- ○ Very Rarely
- ○ Rarely
- ○ Occasionally
- ○ Very Frequently
- ○ Always

9. Members of the Board are always conscious that their demeanor is part of the College's public image.

- ○ Never
- ○ Very Rarely
- ○ Rarely
- ○ Occasionally
- ○ Very Frequently
- ○ Always

10. Board meetings begin on time.

- ◯ Never
- ◯ Very Rarely
- ◯ Rarely
- ◯ Occasionally
- ◯ Very Frequently
- ◯ Always

11. Board meeting agendas and conduct effectively meet the purposes of Board meetings.

- ◯ Never
- ◯ Very Rarely
- ◯ Rarely
- ◯ Occasionally
- ◯ Very Frequently
- ◯ Always

12. All Board members attend Board meetings.

- ◯ Never
- ◯ Very Rarely
- ◯ Rarely
- ◯ Occasionally
- ◯ Very Frequently
- ◯ Always

13. The collective demeanor of the Board is poised and professional.

- ◯ Never
- ◯ Very Rarely
- ◯ Rarely
- ◯ Occasionally
- ◯ Very Frequently
- ◯ Always

14. Board members are able to disagree without being disagreeable.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

15. Board members ask questions relevant to the item(s) under discussion.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

16. Board meetings are conducted in an orderly and efficient manner.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

17. The Board welcomes participation by members of the community at appropriate times designated on the agenda.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

18. The Board maintains confidentiality of privileged information.

- ○ Never
- ○ Very Rarely
- ○ Rarely
- ○ Occasionally
- ○ Very Frequently
- ○ Always

19. There is a high level of trust and respect between the Board and the President.

- ( ) Never
- ( ) Very Rarely
- ( ) Rarely
- ( ) Occasionally
- ( ) Very Frequently
- ( ) Always

20. The President keeps the members of the Board well informed.

- ( ) Never
- ( ) Very Rarely
- ( ) Rarely
- ( ) Occasionally
- ( ) Very Frequently
- ( ) Always

21. The President follows the rule of "no surprises" by informing Board members as soon as possible about important matters concerning the College, its students and its employees.

- ( ) Never
- ( ) Very Rarely
- ( ) Rarely
- ( ) Occasionally
- ( ) Very Frequently
- ( ) Always

22. The Board delegates administrative matters to the President and refrains from micromanaging the College.

- ( ) Never
- ( ) Very Rarely
- ( ) Rarely
- ( ) Occasionally
- ( ) Very Frequently
- ( ) Always

23. The Board maintains a positive working relationship with the CEO.

- ○ Never
- ○ Very Rarely
- ○ Rarely
- ○ Occasionally
- ○ Very Frequently
- ○ Always

24. The Board develops annual goals for the College and uses them as the basis for presidential evaluation.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

25. The Board specifies its expectations for presidential performance in writing.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

26. The Board formally evaluates the President's performance on a regular basis.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

27. The Board evaluates its own performance on a regular basis (at least once every other year).

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

28. The Board evaluation process helps the Board enhance its performance.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

Board Responsibilities

29. The Board conducts periodic reviews of its own policies.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

30. The Board formally orients new members as soon as possible after they have been sworn in as trustees.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

31. New members receive orientation to Board roles and the institution.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

32. The Board consistently follows its own Board ethics policy.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

33. The Board regularly reviews its ethics policy.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

34. The Board focuses on ends in making policy and leaves the implementation to the President.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

35. The Board is actively involved in the long-term planning process of the College.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

36. Board members participate in Trustee development activities (i.e., professional development).

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

37. The Board plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

38. The Board clearly understands its policy role and differentiates its role from that of the CEO and College employees.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

39. Board members avoid conflicts of interest and the perception of such conflicts.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

40. The Board understands and fulfills its roles and responsibilities.

○ Never

○ Very Rarely

○ Rarely

○ Occasionally

○ Very Frequently

○ Always

Open-Ended Questions

41. What are the Board's greatest strengths?

[   ]

42. What are the major accomplishments of the Board in the past year?

[   ]

43. What are areas in which the Board could improve?

[   ]

44. As a Trustee, what concerns do you have?

[   ]

45. As a Trustee, what are you most pleased about?

[   ]

46. What changes would you like to see in how the Board operates?

[   ]

47. Is the Board functioning as a team as well as it should? Why or why not?

[   ]

48. How would you describe the Board's relationship with the CEO?

[   ]

Thank you for completing the survey!

APPENDIX B

October 2022

Dear Board of Trustees' meeting participant:

The following is a Governing Board Assessment Questionnaire (GBAQ), which is being used to gather perceptions of Board functioning and effectiveness. As an attendee of Board meetings, your honest and thoughtful response to this survey is greatly appreciated. All responses are confidential.

Your voice is of critical importance to the College's assessment initiative. Please complete the survey on or before November 11, 2022.

Thank you,

Assessment, Institutional Effectiveness, and Research (AIER) Office

Demographic Information

1. Gender:
   ○ Female
   ○ Male

2. Respondent Type:
   ○ Board of Trustees Member (including voting/non-voting)
   ○ Administrator
   ○ Guest or attendee

3. Length of Participation in Board Meetings/Activities:
   ○ Less than one year
   ○ 1-3 years
   ○ 4-6 years
   ○ 7-9 years
   ○ 10 or more years

BOARD-CEO RELATIONS

4. The Board delegates the authority the Chief Executive needs to administer the institution successfully.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

5. The Board is clear and consistent in its expectations of the performance of the CEO.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

6. The Board expresses approval, publicly and privately, for the successes of the CEO and the institution.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

7. The Chief Executive keeps the Board informed regarding issues that confront the College.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

8. There is a climate of mutual trust and support between the Board and the President.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

9. The Board has an adequate process for the study of issues that will receive board action.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

10. The leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

11. The number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

12. Board meetings are conducted in a fair, efficient, and business-like manner.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

13. Orientation programs for new Board members specifically include a segment about the organization's history and traditions.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

14. In discussing key issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the matter at hand.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

15. I have been present in Board meetings where discussions of the history and mission of the College were key factors in reaching a conclusion on a problem.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

Board Responsibilities

16. The Board rotates leadership in key board offices.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

17. The Board has an established procedure to orient new members to the institution and to their duties and responsibilities.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

18. 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.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

19. The Board has an agreed upon philosophy as to the distinction between policy and administration.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

20. The Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development).

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

21. The Board is well informed about educational and manpower training needs of the community.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

22. The Board ensures that the College keeps the community well informed of the College's activities, educational perspectives and plans.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

23. The Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

24. The GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

25. The members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

26. Board members honor divergent opinions without being intimidated by them.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

27. The Board sets clear organizational priorities for the year ahead.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

28. The Board engages in strategic planning and strategic issues management discussions.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

29. The Board's key decisions are consistent with the mission of this organization.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

30. The Board reviews the College's mission annually (i.e., every January of each year).

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

31. The Board participates in a self-evaluation process on a regular basis.

○ Strongly Disagree

○ Moderately Disagree

○ Slightly Disagree

○ Slightly Agree

○ Moderately Agree

○ Strongly Agree

32. There is a climate of mutual trust and support between Board members.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

33. Board members are prepared to participate responsibly in Board meetings.

- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Slightly Agree
- ◯ Moderately Agree
- ◯ Strongly Agree

Open-Ended Questions

34. What were one or two successes during the past year for which the Board takes some satisfaction?

[   ]

35. What particular shortcomings do you see in the Board's organization or performance that need attention?

[   ]

36. What areas of improvement would you suggest?

[   ]

Thank you for completing the survey!

APPENDIX C

Assessment: Program/Unit-Level Assmt Plan

Board of Trustees

Administrative Unit Outcome (AUO): AUO# 1 FALL2020-SP2021 Budget goal - Policy Review & Update.

AUO# 1 FALL2020-SP2021 Budget goal - Policy review. Continue to evaluate and amend periodically board policies and update by-laws to align processes and procedures, as necessary and appropriate.

AUO Status: Completed the Assessment Cycle
Planned Assessment Cycle: Fall 2020 - Spring 2021
Start Date: 10/12/2020
End Date: 03/08/2021
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: Periodic evaluation and revision of Board of Trustees Policies to include updates of Mission Statement, By-Laws, Code of Ethics and Board Handbook.

Artifact/Instrument/Rubric/Method/Tool Description

Board of Trustees Policy - Continue to revise BOT policies, to include Mission Statement , By-Laws, and BOT Handbook. (Active)

Criterion (Written in %): 90% of Board of Trustees (BOT) policies reviewed will reflect at least last review date of 3 years or less, due to some policies that are newly adopted and will not require a review during this period of assessment. However, the Board will continue to update BOT policies to maintain currency and as deemed necessary and appropriate to include the Code of Ethics policy , Mission Statement, By-Laws and BOT Handbook.

Activity Schedule: Fall 2020
Related Documents:
POLICY REVIEW TOOL-Criteria for BOT Policy Review.2019-2020.pdf
2019 BOT Policy Review.Timeline.pdf
BOT Fiscal Calendar (October 2019-September 2020)-FINAL.signed2.pdf
2019-2020 BOT Policy Review.Timeline.updated..pdf
2019-2020 BOT Policy Review.Timeline.updated. (1).pdf
Policy 208.draft2.to Board.iii.pdf
3-5- 2021 BOT Agenda.RevisedFINAL.to Board..pdf
Policy 140.with Policy Review notes.2021.pdf

Related Items

Academic Affairs Division (AAD)

Program Review Goal (Budget Related Goals & Objectives) - FY 2020
2. To strengthen accreditation process by restructuring standard committees that will lead in monitoring improvement areas more systematically and effectively.

ACCJC/WASC

STANDARD I: Mission, Academic Quality and Institutional Effectiveness, and Integrity - The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The

Board of Trustees

administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

STANDARD III: Resources - The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

STANDARD IV: Leadership and Governance - The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

Board of Trustees (BOT)

Program Review Goal (Budget Related Goals & Objectives) - FY2020
1. Policy Review. Evaluate and amend periodically board policies and update by-laws to align processes and procedures, as necessary and appropriate.

Institution Goals

Institutional Learning Outcome (ILO) - ILO#2 (Institutional Learning Outcome)
Students will demonstrate ability to access, assimilate and use information ethically and legally.

Institutional Learning Outcome (ILO) - ILO#4 (Institutional Learning Outcome)
Students will demonstrate collaborative skills that develop professionalism, integrity, respect, and fairness.

Institutional Learning Outcome (ILO) - ILO#5 (Institutional Learning Outcome)
Students will demonstrate civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

Administrative Unit Outcome (AUO): AUO# 2 Fall2020-SP2021 ISMP - Leveraging Transformational Engagement and Governance

AUO #2 FA2020-SP2021. Periodic evaluation and revision of BOT policies to include update of Mission Statement, By-Laws and Board Membership Handbook by following and implementing an established annual schedule for evaluation.

AUO Status: Completed the Assessment Cycle
Planned Assessment Cycle: Fall 2020 - Spring 2021
Start Date: 10/12/2020
End Date: 03/08/2021
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: Follow and implement the established annual schedule for evaluation of board policies. Board policies are reviewed periodically or on an as needed basis. Policy Reviews are also noted on the Board of Trustees Annual Fiscal Calendar.

Artifact/Instrument/Rubric/Method/Tool Description

Board of Trustees Policy - Working sessions will be coordinated using a Policy Review Timeline and the Board of Trustees Annual Fiscal Calendar as a guide for scheduling. (Active)

Criterion (Written in %): 70% participation by Board of Trustees members to include the Student Trustee. Board Policy Reviews throughout the academic year by involving all GCC Board of Trustees members; the Student Trustee representing students; representing faculty and staff by their respective advisory members; including the Vice President for Academic Affairs Division; and Vice President for Finance & Administration.
Activity Schedule: Fall 2020
Related Documents:
2019-2020 BOT Policy Review.Timeline.updated..pdf
BOT Fiscal Calendar (October 2019-September 2020)-FINAL.signed2.pdf

Related Items

Academic Affairs Division (AAD)

Program Review Goal (Budget Related Goals & Objectives) - FY 2020
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Board of Trustees (BOT)

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Administrative Unit Outcome (AUO): AUO# 1 FALL2022-SP2023 Budget goal - Policy Review & Update.

AUO# 1 FALL2022-SP2023 Budget goal - Policy review. Continue to evaluate and amend periodically board policies and update by-laws to align processes and procedures, as necessary and appropriate.

AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023
Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: Periodic evaluation and revision of Board of Trustees Policies to include updates of Mission Statement, By-Laws, Code of Ethics and Board Handbook.

Board of Trustees

Artifact/Instrument/Rubric/Method/Tool Description

Board of Trustees Policy - Continue to revise BOT policies, to include Mission Statement , By-Laws, and BOT Handbook. (Active)

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Activity Schedule: Fall 2022
Related Documents:
POLICY REVIEW TOOL-Criteria for BOT Policy Review.2022-2023.to members.pdf
POLICY REVIEW TOOL-Criteria for BOT Policy Review.2021-2022.to members.pdf

Related Items

Academic Affairs Division (AAD)

Program Review Goal (Budget Related Goals & Objectives) - FY 2020
2. To strengthen accreditation process by restructuring standard committees that will lead in monitoring improvement areas more systematically and effectively.

Program Review Goal (Budget Related Goals & Objectives) - FY 2023
3. To fortify and improve accreditation processes continuously and systematically.

ACCJC/WASC

STANDARD IV: Leadership and Governance - The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

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AUO #2 FA2022-SP2023. Periodic evaluation and revision of BOT policies to include update of Mission Statement, By-Laws and Board Membership Handbook by following and implementing an established annual schedule for evaluation.

AUO Status: Currently being assessed
Planned Assessment Cycle: Fall 2022 - Spring 2023

Board of Trustees

Start Date: 10/10/2022
End Date: 03/13/2023
Program Level SLO Industry National Certification: N/A
Historical Assessment Perspective: Follow and implement the established annual schedule for evaluation of board policies. Board policies are reviewed periodically or on an as needed basis. Policy Reviews are also noted on the Board of Trustees Annual Fiscal Calendar.

Artifact/Instrument/Rubric/Method/Tool Description

Board of Trustees Policy - Working sessions/Board Policy Reviews will be coordinated using a Policy Review Timeline and the Board of Trustees Annual Fiscal Calendar as a guide for scheduling; or on an as needed basis. (Active)

Criterion (Written in %): 70% participation by Board of Trustees members to include the Student Trustee. Board Policy Reviews throughout the academic year by involving all GCC Board of Trustees members; the Student Trustee representing students; representing faculty and staff by their respective advisory members; including the Vice President for Academic Affairs Division; Vice President for Finance & Administration; Deans and Administrators.
Activity Schedule: Fall 2022
Related Documents:
BOT Fiscal Calendar (October 2021-September 2022).APPROVED.8.20.2021.pdf

Related Items

Academic Affairs Division (AAD)

Program Review Goal (Budget Related Goals & Objectives) - FY 2020
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ACCJC/WASC

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SIXTH
**Board of Trustees'
Assessment Report**

TERM: FALL 2022