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# BOARD OF TRUSTEES'

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

# THIRD ASSESSMENT REPORT



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**GUAM COMMUNITY COLLEGE**  
*Accredited by the Western Association  
of Schools and Colleges*

This report was primarily written by Dr. Virginia Tudela, Assistant Director, Office of Assessment and Institutional Effectiveness and Co-Chair of the Committee on College Assessment, GCC. Administrative assistance was provided by AIE staff Priscilla Johns and Evangeline Aguon. Acknowledgement is also given to members of the GCC Board of Trustees for their participation in this assessment study. Lourdes Bautista, the Board secretary, also provided additional assistance and support.

Third Board of Trustees' Assessment Report  
Guam Community College  
March 2008

EXECUTIVE SUMMARY

The 2008 assessment study of the Board of Trustees was conducted in compliance with Board Policy 306, adopted on September 4, 2002, which mandates a comprehensive assessment process for the entire college. In keeping with the two-year assessment cycle, this is the third board assessment study conducted by the Office of Assessment and Institutional Effectiveness. The first was conducted in January 2003 and the second in December 2005.

This report identifies several strengths and areas in need of improvement in relation to board functioning. The results of this study reveal a positive relationship between the Board and the CEO as well as amongst board members themselves. Although the study reveals a need for improvement in the areas of board assessment, board meetings, communication between the Foundation Board and Board of Trustees, board orientation and education, review of board policies, and evaluation, these are areas that are being addressed by the existing board.

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## GUAM COMMUNITY COLLEGE BOARD OF TRUSTEES' THIRD ASSESSMENT REPORT

### I. Introduction

The purpose of this study is to gauge the effectiveness of board functioning from the perspective of board members as well as board meeting participants (i.e. Deans, Assistant Directors, and General Administrators). This assessment provides an opportunity for the board to evaluate its own work, as well as to provide a mechanism for monitoring any potential problems that may require attention.

### II. Objectives and Methodology

Data collection for this study occurred between January and February 2008. There are two objectives for this study:

- 1) Board members will be able to identify areas of strength and weaknesses in board functioning; and
- 2) Board members will gain a better understanding of expectations from themselves and others about what it takes to be an effective and efficient board.

Unlike the prior two studies, this study did not include focus group discussions or one-on-one meetings with board members. Data for this study was collected from two survey instruments and content analysis of board documents, and it is important that the findings be viewed with this limitation in mind.

### Instrumentation

A self-assessment survey, Board Self-Evaluation Questionnaire (BSEQ), was completed by board members (Appendix A). Another survey instrument, called the Governing Board Assessment Questionnaire (GBAQ), was completed by board meeting participants (non-board members) who regularly attend board meetings and functions (Appendix B). These non-board members include Deans, Assistant Directors, and general administrators of the college. This group represents the *outside voices* necessary to provide a better understanding of the board's effectiveness as the college's governing body. The GBAQ consists of 40 multiple choice questions and three open-ended questions. It was

utilized to gather perceptions on board functioning and effectiveness among participants who regularly attend board meetings. Of the 11 questionnaires distributed, nine of them were completed for a return rate of 81.82%.

The board members themselves represented the *inside voices* critical to this study. Their voices were captured in their responses to the 34-item BSEQ survey instrument which was completed by the seven members of the Board of Trustees. Of the seven questionnaires given to board members, 7 were returned for a 100% return rate. In addition to the BSEQ and GBAQ, records of board assessment activities and submissions on file at the Office of Assessment and Institutional Effectiveness (AIE) were utilized to validate the data gathered from the two surveys.

Survey data was analyzed using Excel spreadsheets and content analysis was conducted to gather qualitative information. The qualitative component of the GBAQ survey (responses to open-ended questions) was used to validate quantitative data gathered from the two surveys. This was further validated by content analysis of board assessment activities.

The following section combines the quantitative and qualitative components of the study for a practical understanding of the results. The discussion of results is divided into two sections: Outside Voices and Inside Voices.

### III. Results and Discussion

All seven members of the Board of Trustees completed the BSEQ while nine non-board members completed the GBAQ. Table 1 and 2 below provide an overview of the socio-demographic profile of the BSEQ and GBAQ respondents:

Table 1  
Socio-demographic characteristics of BSEQ respondents (N=7)

	Frequency	Percent
<i>Sex</i>		
Female	2	28.6
Male	4	57.1
No Response	1	14.3
<i>Respondent Type</i>		

Voting Member	4	57.1
Non-Voting Member	2	28.6
No Response	1	14.3
<i>Years of service with current Board of Trustees</i>		
Less than one yr.	3	42.9
1-3 yrs.	3	42.9
4-6 yrs.	1	14.3
7-9 yrs.	--	--
10 or more yrs.	--	--
<i>Number of terms served in the Board of Trustees</i>		
Less than one term	4	57.1
One term	--	--
Two terms	2	28.6
Three or more	1	14.3

Table 2

Profile of GBAQ Respondents by Sex, Respondent Type, and Length of Participation  
(N=9)

	Frequency	Percent
<i>Sex</i>		
Female	6	66.7
Male	3	33.3
<i>Respondent Type</i>		
Board of Trustees Member (including voting/non-voting)	--	--
Administrator	9	100.0
Guest/Observer	--	--

<i>Length of participation in board meetings/activities</i>		
Less than one yr.	1	11.1
1-3 yrs.	2	22.2
4-6 yrs.	2	22.2
7-9 yrs.	3	33.3
10 or more yrs.	1	11.1

The above tables reflect the socio-demographic characteristics of the 16 respondents to the BSEQ and GBAQ surveys. One of the seven BOT members who responded to the BSEQ did not identify his or her gender and respondent type. This notwithstanding, survey results reveal that over 50% of the respondents are male and are voting members. In terms of length of service, responses reveal that a majority of board members are relatively new to their positions. Three respondents indicated that they served on the board for less than one year and another 3 respondents indicated that they served on the board for 1-3 years. The other respondent indicated a length of service of 4-6 years. As for number of terms served, 4 respondents indicated that they served on the board for less than one term; two respondents indicated that they served on the board for two terms; and one respondent indicated serving on the board for three or more terms. As for the GBAQ, of the nine administrators who completed the survey, six were female and three were male. The length of participation in board meetings ranged from less than a year to ten or more years.

## OUTSIDE VOICES

In addition to the perspective of board members, it is also important to see how non-board members perceive the effectiveness and efficiency of the board. Responses to the GBAQ are important because non-board members who regularly participate in board meetings and activities develop perceptions of board functioning, including strengths and weaknesses. The following table represents the *outside voices* of non-board members within the context of five distinct themes:

Table 3

Governing Board Assessment Questionnaire (GBAQ) Respondents' MODAL RESPONSES, MEAN and STANDARD DEVIATION on 40 Variables (N=9)

	<b>Mode</b> , or most frequently occurring value on a scale of 1 to 6 where 1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Slightly agree, 5=Agree, 6=Strongly Agree	<b>Mean</b> , or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly disagree, 2=Disagree, 3=Slightly disagree, 4=Slightly agree, 5=Agree, 6=Strongly Agree	<b>Standard Deviation</b> , or the measure of how widely values are dispersed from the mean or the average value
<b>BOARD-CEO RELATIONS</b>			
The board delegates the authority the chief executive needs to administer the institution successfully.	6.00	5.33	0.71
The board is clear and consistent in its expectations of the performance of the CEO.	5.00	5.11	0.78
The board expresses approval, publicly and privately, for the successes of the CEO and the institution.	5.00	5.22	0.67
The chief executive keeps the board informed regarding issues that confront the college.	5.00	5.22	0.67
There is a climate of mutual trust and support between board and president.	5.00	5.44	0.53



BOARD MEETINGS: INTERACTION AND DYNAMICS			
At our board meetings, there is at least as much dialogue among members as there is between members and administrators.	4.00	4.44	0.88
The board has an adequate process for the study of issues that will receive board action.	5.00	4.89	0.60
The leadership of this board typically goes out of its way to make sure that all members have the same information on important issues.	5.00	5.00	0.71
The number and frequency of board meetings allow enough time for responsible discussion and resolution of key issues.	5.00	5.11	0.33
Board meetings are conducted in a fair, efficient, and business-like manner.	5.00	5.11	0.78
The board has a satisfactory means of communicating its membership needs to the governor or other authority responsible for trustee selection.*	5.00	4.75	0.46
Our board meetings tend to focus more on current concerns than on preparing for the future.	5.00	3.89	1.17
I am able to speak my mind on key issues without fear that I will be ostracized by some members of this board.	5.00	4.67	0.87
Orientation programs for new board members specifically include a segment about the organization's history and traditions.*	4.00	4.25	1.16
When a new member joins this board, we make sure that someone serves as mentor to help this person learn the ropes.*	3.00	4.12	1.13

Note: Only 7 of the nine non-board members responded to the items with an asterisk (\*).

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.	4.00	4.44	0.88
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.	4.00	4.11	1.05
<b>BOARD RESPONSIBILITIES</b>			
The board rotates leadership in key board offices.	5.00	4.56	0.88
The board has an established procedure to orient new members to the institution and to their duties and responsibilities. **	5.00	5.00	0.58
The members of the board have sufficient knowledge of the institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions. *	5.00	4.75	0.46
The board has an agreed upon philosophy as to the distinction between policy and administration. *	5.00	4.50	0.93
The board allocates organizational funds for the purpose of board education and development.	6.00	5.22	0.83
The board keeps well informed about educational and manpower training needs of the community.	5.00	5.00	0.71

Note: Only 7 of the nine non-board members responded to the items with an asterisk (\*).

Only 8 of the nine non-board members responded to the items with two asterisks (\*\*).

The board ensures that the college keeps the community well informed of the college's activities, educational perspectives and plans.	5.00	4.67	1.12
The board has established channels for access and exchange between campus and community so each can deal adequately with the needs, interests and viewpoints of the other.	5.00	4.56	1.13
The board takes regular steps to keep informed about important trends in the larger environment that might affect the college.	5.00	4.78	0.97
The board periodically sets aside time to learn more about important issues facing the college.	4.00	4.89	0.93
The GCC Foundation Board is an effective vehicle for the contributions of funds to the college's support activities, goals, plans, projects, and programs.	5.00	4.44	1.01
The board works actively to improve and support our college foundation.	5.00	5.00	0.71
<b>PERSONAL CONDUCT</b>			
The members of the board are sensitive to the need to avoid even the appearance of conflicts of interest.*	5.00	4.62	0.74
Board members honor divergent opinions without being intimidated by them.*	5.00	4.87	0.35
Board members remember that their identity is with the community, not the staff.	5.00	4.78	0.97
Board members are prepared to participate responsibly in board meetings.	5.00	5.11	0.60
There is a climate of mutual trust and support between board members.	5.00	4.89	0.78

Note: Only 7 of the nine non-board members responded to the items with an asterisk (\*).

EVALUATION			
The board participates in a self-evaluation process on a bi-annual basis.	5.00	4.56	1.13
This board engages in strategic planning and strategic issues management discussions.	5.00	4.67	1.00
This board reviews the college's mission annually.	5.00	5.22	0.67
The board sets clear organizational priorities for the year ahead.	4.00	4.56	1.01
This board makes explicit use of the long-range priorities of this organization in dealing with current issues.	5.00	4.67	0.87
The board's key decisions are consistent with the mission of this organization.	5.00	5.11	0.60

The following analysis of the GBAQ is limited to those variables with responses from all nine non-board members. Although nine non-board members responded to the GBAQ, not all respondents answered every question in the survey.

In terms of Board-CEO Relations, there appears to be a good relationship between the Board and the CEO. All respondents agreed with the following five variables: delegation of authority to the chief executive (mean 5.33, s.d. 0.71), clear and consistent expectations of the CEO (mean 5.11, s.d. 0.78), expression of approval for the successes of the CEO and the institution (mean 5.22; s.d. 0.67), awareness of issues that confront the college (mean 5.22, s.d. 0.67), and climate of mutual trust and support (5.44, s.d. 0.53). The mean scores for these variables are all above 5.00 (on a scale of 1 to 6). The low standard deviations reveal consensus among respondents.

As for Board Meetings (Interaction and Dynamics), non-board members agreed with the following variables: frequency of board meetings (mean 5.11, s.d. 0.33), conduct of board meetings (mean 5.11, s.d. 0.78) and equal access to information (mean 5.00, s.d. 0.71). They slightly agreed with the process for issues receiving board action (mean 4.89, s.d. 0.60), ability to speak freely in meetings (mean 4.67, s.d. 0.87), dialogue between board members and non-board members (mean 4.44, s.d. 0.88), and discussion of key issues (mean 4.44, s.d. 0.88). The two variables with the least consensus are focus

of board meetings (mean 3.89, s.d. 1.17) and discussion of history and mission of the college (mean 4.11, s.d. 1.05). The high standard deviations reveal a divergence of opinion among respondents.

With respect to Board Responsibilities, respondents agreed that the board allocates organizational funds for the purpose of board education and development (mean 5.22, s.d. 0.83), that the board keeps well informed about educational and manpower training needs of the community (mean 5.00, s.d. 0.71), and that the board works actively to improve and support the college foundation (mean 5.0, s.d. 0.71). They slightly agreed with the following variables: time to learn about issues facing the college (mean 4.89, s.d. 0.93); steps to keep informed about trends affecting the college (mean 4.78, s.d. 0.97); community awareness of the college's activities, educational perspectives, and plans (mean 4.67, s.d. 1.12); rotation of leadership in key board offices (mean 4.56, s.d. 0.88); channels for access and exchange between campus and community (mean 4.56, s.d. 1.13); and the effectiveness of the Foundation Board in fulfilling its role and responsibility of income generation for the college's various activities (mean 4.44, s.d. 1.01). There was some divergence in opinion, however, with respect to community awareness, channels for access and exchange between campus and community, and the effectiveness of the Foundation Board as seen from the high standard deviations.

When it came to Personal Conduct, respondents agreed that board members are prepared to participate responsibly in board meetings (mean 5.11, s.d. 0.60). They slightly agreed that board members remember that their identity is with the community, not the staff (mean 4.78, s.d. 0.97) and that there is a climate of mutual trust and support between board members (mean 4.89, s.d. 0.78).

In the area of Evaluation, the variables with the greatest consensus are consistency of key decisions and the college mission (mean 5.11, s.d. 0.60) and annual review of college mission (mean 5.22, s.d. 0.67). Although respondents slightly agreed with the following variables, the high standard deviations reveal a divergence in opinion: clear organizational priorities (mean 4.56, s.d. 1.01), bi-annual board self-evaluation (mean 4.56, s.d. 1.13), and strategic planning and strategic issues management discussions (mean 4.67, s.d. 1.00).

The open-ended survey questions provide some insights about respondents' perceptions of board efficiency and effectiveness. Respondents identified the following successes within the past year: (a) selection of president and ability to work together; (b) board members are professionals and carry themselves in a professional manner, unlike past board members; (c) the change in membership has led to board meetings that are much more congenial. There is now almost a complete lack of animosity and antagonism; this was not true of the previous board. The atmosphere of board meetings is now much more conducive to professional discussions; (d) they are more cohesive and work as a team; (e) forensic lab groundbreaking, all the new campus building improvements, maintenance of accreditation; and (f) selection of President Okada. The following shortcomings in board organization and performance were identified: (a) difficulty in obtaining a full complement of board members and (b) personality conflicts. One respondent questioned the board's composition and its consistency with P.L. 14-77. Suggestions for improvement included setting up a formal process for board recommendations for members and more interaction with Foundation Board members. Two respondents suggested improvements in the behavior of board member/s during meetings. One suggestion that was made was for members of the board to behave more professionally during meetings and to focus more on what are the most important issues facing current and future students. Another respondent noted that certain board member/s need to be cognizant of their behavior and decorum during meetings.

How do the perceptions of non-board members (*outside voices*) compare and contrast with perceptions of board members (*inside voices*)?

### INSIDE VOICES

The following table represents the inside voices of board members within the context of six distinct themes:

Table 4

Board Self-Evaluation Questionnaire (BSEQ) Respondent's MODAL RESPONSES, MEAN and STANDARD DEVIATION on 34 Variables (N=7)

	<i><b>Mode</b></i> , or most frequently occurring value on a scale of 1 to 5 where 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always	<i><b>Mean</b></i> , or the average of the value in all responses on a scale of 1 to 5 where 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always	<i><b>Standard Deviation</b></i> , or the measure of how widely values are dispersed from the mean or the average value
<b>PERSONAL CONDUCT</b>			
Board members treat each other with courtesy.	5.00	4.71	0.49
Board members respect the power of the chair to speak for the board as a whole.	5.00	5.00	0.00
Members of the board are always conscious that their demeanor is part of the college's public image.	5.00	4.71	0.49
<b>BOARD MEETINGS: INTERACTION AND DYNAMICS</b>			
Board meetings begin on time.	4.00	4.43	0.53
All board members attend board meetings.	4.00	3.86	0.69
The collective demeanor of the board is poised and professional. *	5.00	4.67	0.52
Board members are able to disagree without being disagreeable. *	4.00	4.33	0.52
Board members ask questions relevant to the item(s) under discussion. *	4.00	4.50	0.55
The board welcomes participation by members of the community at appropriate times designated on the agenda. *	5.00	4.83	0.41

Note: Only 6 BOT members responded to the items with an asterisk (\*).

BOARD/CEO RELATIONS			
There is a high level of trust and respect between the board and the president. *	5.00	4.67	0.52
The president keeps the members of the board well informed on the goals and objectives set forth by the board in the evaluation component of the president's employment contract. *	5.00	5.00	0.00
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. *	5.00	4.83	0.41
The board delegates operational/administrative matters to the president and refrains from micromanaging the college. *	5.00	5.00	0.00
The board recognizes that the president has full charge and control of the operations of the college not in conflict with the board's policy authority. *	5.00	5.00	0.00
EVALUATION			
The board establishes annual goals for the president and uses them as a basis for systematic evaluation.	5.00	5.00	0.00
The board specifies its expectations for presidential performance in writing.	5.00	5.00	0.00
The board formally evaluates the president's performance at least once every year.	5.00	4.57	0.79

Note: Only 6 BOT members responded to the items with an asterisk (\*).

One respondent did not answer any of the questions pertaining to Board/CEO Relations.



The board evaluates its own performance at least once every two years, in compliance with BOT Policy 306 ( <i>Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees, 2002</i> ).	5.00	4.57	0.53
<b>BOARD RESPONSIBILITIES</b>			
The board conducts periodic reviews of its own policies as necessary and appropriate.	4.00	4.14	1.07
A formal board orientation is conducted for new board members as soon as new members have been sworn in as trustees.	5.00	4.29	0.95
The board consistently follows its own code of ethics policy.	5.00	4.57	0.53
The board focuses on making policy and leaves the implementation to the president.	5.00	4.86	0.38
The board is actively involved in the long-term planning process of the college.	5.00	4.71	0.49
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.	5.00	4.57	0.53
<b>BOARD DUTIES (PER PUBLIC LAW 14-77)</b>			
The board evaluates existing and potential job skills in the territory of Guam, including business, industry, territorial and federal governments.	4.00	3.86	0.69
The board coordinates and recommends improvements in vocational educational programs in order to match vocational educational programs with current and existing job needs.	4.00	4.14	0.69

The board encourages work-study programs in industry and more scholarships funded by private employers, labor unions, territorial and federal governments.	4.00	4.29	0.76
The board encourages retraining programs for the unemployed and under-employed in order to provide a guaranteed work force.	4.00	4.43	0.53
The board evaluates and makes recommendations for executive and legislative action to improve programs regarding job innovation and development.	5.00	3.86	1.21
The board acts as the Board of Control for Vocational Education.	5.00	4.14	0.90
The board formulates plans and objectives in measurable terms and to continuously evaluate, in terms of those plans and objectives, the various programs operated by the College to determine if the College is complying with its statutory mandate and to that end, to provide for five (5) year follow-up studies of the various graduates of the various programs operated by the College.	4.00	3.86	1.07

Analysis is limited to those variables with responses from all seven board members. Although seven board members responded to the BSEQ, not all board members answered each question.

The table above reveals that in terms of Personal Conduct, board members agree that they frequently treat each other with courtesy (mean 4.71, s.d. 0.49) and are conscious that their demeanor is part of the college's public image (mean 4.71, s.d. 0.49). All board members agree that they always respect the power of the chair to speak for the board as a whole (mean 5.00, s.d. 0.00).

As for Board Meetings (Interaction and Dynamics), one board member did not respond to four of the six variables under this theme. All board members responded to the variable attendance at board meetings. Their response to this variable reveals a need for improvement in this area (mean 3.86, s.d. 0.69). Also, there appears to be a slight issue with board meetings beginning on time (mean 4.43, s.d. 0.53).

In terms of Board/CEO Relations, one board member did not respond to any item under this category; therefore, responses to this theme were not analyzed for the *inside voices*.

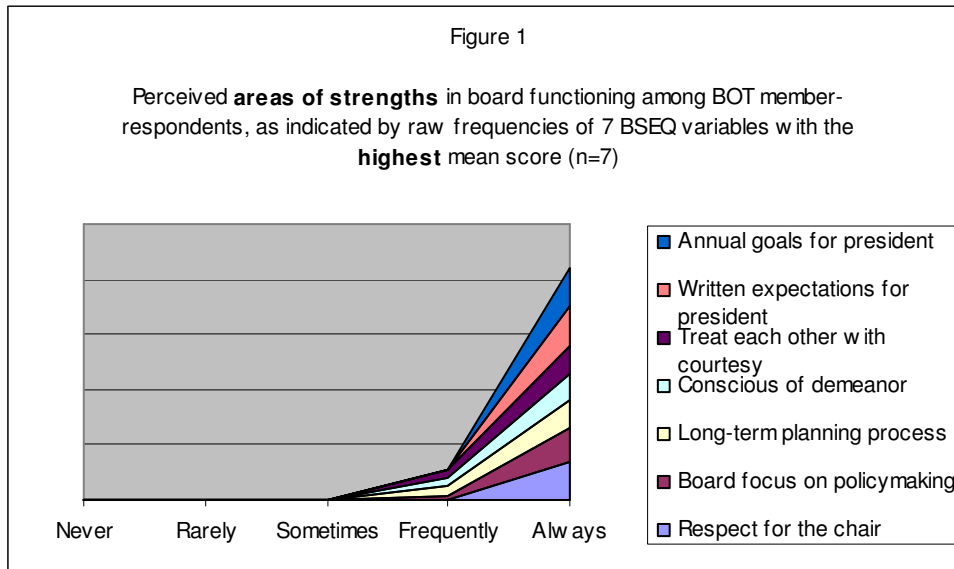
With respect to Evaluation, there was a hundred percent agreement among respondents that the board establishes annual goals for the president and uses them as a basis for systematic evaluation (mean 5.0, s.d. 0.00) and that the board specifies its expectations for presidential performance in writing (mean 5.0, s.d. 0.00). Board members also responded positively to the following two variables: annual performance evaluation of the president (mean 4.57, s.d. 0.79) and bi-annual evaluation of the board (mean 4.57, s.d. 0.53).

In the area of Board Responsibilities, although the response was positive for the variable periodic review of board policies (mean 4.14, s.d. 1.07), the rather high standard deviation reveals some differences in agreement. There was greater consensus when it came to long-term planning (mean 4.71, s.d. 0.49), compliance with code of ethics policy (mean 4.57, s.d. 0.53), and development and maintenance of relationships with legislators (mean 4.57, s.d. 0.53).

In terms of Board Duties, the two areas with the most divergence are the board's responsibility to evaluate and make recommendations for executive and legislative action (mean 3.86, s.d. 1.21) and to formulate plans and objectives in measurable terms (mean 3.86, s.d. 1.07). Although responses were positive when it came to the board's duty to act as the Board of Control for vocational education (mean 4.14), the standard deviation of 0.90 for this variable reveals a slight divergence of opinion. The areas with the greatest consensus is retraining programs for the unemployed and under-employed (mean 4.43, s.d. 0.53), evaluation of existing and potential job skills (mean 3.86, s.d. 0.69), improvements in vocational educational programs (mean 4.14, s.d. 0.69), and work study

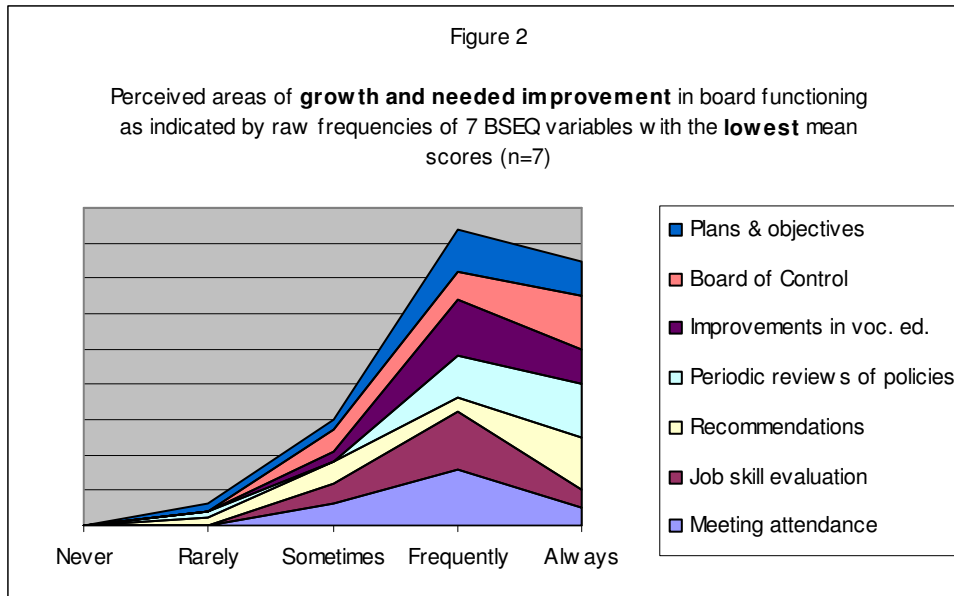
programs and scholarships (mean 4.29, s.d. 0.76). The mean score of 3.86 for evaluation of existing and potential job skills, however, shows a need for improvement in this area.

Figure 1 below identifies areas of strength in board functioning based on responses by board members to the BSEQ.



Note: Areas of strengths were based on responses from seven BOT members.

The seven variables identified as strengths are: (a) the board establishes annual goals for the president and uses them as a basis for systematic evaluation, (b) the board specifies its expectations for presidential performance in writing, (c) board members treat each other with courtesy, (d) members of the board are always conscious that their demeanor is part of the college's public image, (e) the board is actively involved in the long-term planning process of the college, (f) the board focuses on making policy and leaves the implementation to the president, and (g) board members respect the power of the chair to speak for the board as a whole. These areas represent the survey items with the highest mean score.



Note: Areas of growth and needed improvement were based on responses from seven BOT members.

The above figure identifies seven areas of growth and needed improvement in board functioning based on responses to the BSEQ. These areas represent the survey items with the lowest mean score. The four areas with the lowest means are attendance at board meetings (mean 3.86), evaluation of existing and potential job skills in Guam (3.86), evaluation and recommendation of legislative action to improve programs regarding job innovation and development (mean 3.86) and the formulation of plans and objectives (3.86). Of these four areas, two had relatively high standard deviations, evaluation and recommendation for executive and legislative action to improve programs regarding job innovation and development (s.d. 1.21) and the formulation of plans and objectives in measurable terms to continuously evaluate, in terms of those plans and objectives, the various programs operated by the college (s.d. 1.07). The relatively high standard deviations reveal some differences in opinions among board members on these two areas. There was a greater consensus with respect to attendance at board meetings, evaluation of existing and potential job skills in the territory of Guam, and evaluation and recommendation for executive and legislative action to improve programs (s.d. 0.69).

#### IV. Conclusion

Through the identification of areas of strengths and weaknesses, this assessment study aims to improve board functioning and to promote accountability. The following is a summary of the strengths and weaknesses identified by this study organized under themes.

##### Board-CEO Relations

Unlike the prior two board assessment studies, the current study reveals a more positive relationship between the board and the CEO. The college has a new president and a relatively new board. The working relationship between the CEO and the board is rather new. The CEO and the board are still “learning the ropes” and appear supportive of one another. As indicated in Table 1, 3 board members have less than a year of board experience, another three board members have one to three years of board experience, and one board member has four to six years of board experience. As for the president, she has seven months of experience in her current role.

Although quantitative feedback from board members is limited because of the non-response of one board member to the variables under this theme, qualitative feedback from non-board members reveals a healthy relationship between the board and the CEO. When asked what the one or two successes were during the past year for which the board takes some satisfaction, a GBAQ respondent identified the selection of the president and the ability of the president and the board to work together as a success. Quantitative responses to the GBAQ reveal certain variables that contribute to the positive relationship between the CEO and the board. All respondents agreed that the board delegates the authority the president needs to administer the institution successfully; the board expresses approval, publicly and privately, for the successes of the CEO and the institution; there is a climate of mutual trust and support between board and president; the board is clear and consistent in its expectations of the performance of the CEO; and the president keeps the board informed regarding issues that confront the college. Contributing to this positive relationship is the fact that board members establish annual goals for the president and use them as a basis for systematic evaluation, they specify the expectations for presidential performance in writing, and they focus on

policymaking and leave the implementation to the president. The open communication between the president and the board, as well as the clear expectations for presidential performance contributes greatly to the positive Board-CEO relations.

#### *Board Member Relations*

There appears to be an improvement in board member relations since the last board assessment study. Non-board members agree that the leadership of the board typically goes out of its way to make sure that all members have the same information on important issues. They also tend to agree that there is a climate of mutual trust and support between board members. Additionally, in response to the open-ended question regarding successes during the past year, one GBAQ respondent noted that current board members are more cohesive and work as a team. Board members also agree that they treat each other with courtesy. Furthermore, all agree that they respect the power of the chair to speak for the board as a whole.

#### *Board Meetings*

There is a difference in opinion among non-board members regarding the conduct of board members during meetings. Quantitative data indicates that non-board members agree that the number and frequency of board meetings allow enough time for responsible discussion and resolution of key issues and that board meetings are conducted in a fair, efficient, and business-like manner. They also agree that board members are prepared to participate responsibly in board meetings. The following qualitative response supports this: “The change in membership has led to board meetings that are much more congenial. There is now almost a complete lack of animosity and antagonism. This was not true of the previous board. The atmosphere at board meetings now is much more conducive to professional discussion.” Another respondent indicated that “Board members are professionals and carry themselves in a professional manner, unlike past board members”. Other qualitative feedback from non-board members, however, appears to contradict these sentiments. For instance, when asked to identify areas of improvement, two non-board members offered the following suggestions: (a) for members of the board to behave more professionally during meetings and to focus more

on what are the most important issues facing our current and future students and (b) certain members need to be cognizant of their behavior and decorum during meetings. It appears that although the conduct of board meetings may have improved compared to the previous board assessment studies, there is still room for improvement. Additionally, non-board members and board members indicated that attendance at board meetings is an issue.

#### *Communication between the Foundation Board and the Board of Trustees*

With respect to the Foundation Board, non-board members agree that the board works actively to improve and support the college foundation. They only slightly agreed that the Foundation Board is an effective vehicle for the contributions of funds to support the college's activities, goals, plans, projects, and programs. This may be due to a limited awareness of Foundation Board activities. This is supported by a suggestion that was made to increase interactions with the Foundation Board members. According to Board Policy 111 (Adoption of Board of Trustees Membership Handbook, Board of Trustees Standing Committees, Parliamentary Procedures at a Glance), the Board of Trustee Chairperson must work closely with the Foundation Board members to strengthen relationships between the Trustees and Foundation Board members (Appendix C).

#### *Board Assessment*

Quantitative data and content analysis of board documents on file at the Office of Assessment and Institutional Effectiveness (AIE) confirms board participation in assessment activities. The agenda from the Board of Trustees Retreat of November 17, 2007 (Appendix D) and the minutes from the board retreat of September 15, 2007 (Appendix E) reveal that board members were engaged in dialogue about potential revisions to the BSEQ and GBAQ. The proposed revisions were incorporated into the survey instruments used in this study. According to the Board of Trustees Assessment Activities & Timeline for Academic Year 2007-2008 (Appendix F), Goal #2 is to establish and implement systematic assessment processes.



### Review of Board Policies

The GCC Board of Trustees' Membership Handbook (Appendix G) states: "As a board member, it is your responsibility to be knowledgeable about board policies and changes. It is important that you understand the fundamental meaning and characteristics of policy (p. 5)." Moreover, page six of the Handbook indicates that the Board of Trustees will conduct a periodic review of policies and regulations to maintain currency and relevancy on a two-year basis. Quantitative data and content analysis of board documents reveal that the board is involved in reviewing its own policies. Minutes of the Board of Trustees Retreat of September 15, 2007 (Appendix E) notes that board policies are to be reviewed this academic year. The board has also included the review of its policies as Goal #3 of the Board of Trustees Assessment Activities & Timeline for Academic Year 2007-2008 (Appendix F). According to Goal #3, general board policies as well as those related to finance, curriculum, faculty/employees, students, foundation, and apprenticeship must be updated through a systematic review process that reflect changing institutional and community needs and demands. Appendix F outlines the objectives of this goal as well as identifies a timeline for the review.

### Board Orientation & Education

As mentioned earlier, both board members and non-board members agree that there is an established procedure to orient new members to the institution and to their duties and responsibilities and to allocate organizational funds for the purpose of board education and development. This is in line with Goal #1 of the Board of Trustees Assessment Activities & Timeline for Academic Year 2007-2008. According to Goal #1, a comprehensive professional development plan must be developed and provide for continuous education for board members. An objective related to this goal is to ensure that members receive the Membership Handbook which will provide them with a better understanding of the board's duties and responsibilities. Another objective is to formalize board training for new members via a boardmanship retreat.

According to the GCC Board of Trustees' Membership Handbook (p. 5): "The purpose of this Membership Handbook is to define the precise authority, responsibilities, and roles of the governing board of Guam Community College, and provides a mechanism for maintaining an effective working relationship between the Board of Trustees and the President of the Guam Community College" (Appendix G). By becoming more familiar with their duties and responsibilities, this will help the board to address their weakness in evaluating existing and potential job skills on Guam, evaluating and recommending legislative action to improve programs, and formulating plans and objectives necessary to determine if the College is complying with its statutory mandate.

#### IV. Recommendations

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

- More frequent communication between Foundation Board members and the Board of Trustees. Article VI of the By-Laws of the GCC Board states that the Chairperson of the Board of Trustees (or his designee) and another member of the Board of Trustees, selected by that body, shall be members of the Board of Governors. These representatives should provide board meeting participants with updates from the Foundation Board meetings so that they are aware of Foundation Board activities.
- Implement a regular schedule for board assessment retreats
- Members of the Board of Trustees and the Foundation Board should attend college activities to promote interaction between them as well as with other members of the college community.
- Implement a regular schedule for the review of board policies in compliance with the Board of Trustees Membership Handbook
- Ensure that new members of the board are provided with training as soon as they take office so that they can become familiar with their duties and responsibilities

- Discuss the various domains of responsibility in the GCC Board of Trustees' Membership Handbook during board orientations and retreats to promote a better understanding of board duties, role and functions.

# APPENDIX A

OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE)  
GUAM COMMUNITY COLLEGE  
<http://www.guamcc.edu/assessment>



January 19, 2008

Dear Board of Trustees member:

Attached is a Board Self-Evaluation Questionnaire (BSEQ), which is being used as an assessment tool to provide a “basic board health snap shot”. Your honest and thoughtful response to this survey is greatly appreciated. To preserve confidentiality, your name is not requested.

Please submit completed survey forms to Lou Bautista (board secretary) **on or before Thursday, February 7, 2008.**

We would also like to gather some basic demographic information in order to put your responses into a meaningful context.

*Please encircle your most appropriate response.*

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Sex:	Female	Male
	<b>1</b>	<b>2</b>

Respondent	Voting member	Non-voting member
Type:	<b>1</b>	<b>2</b>

Years of service with current Board of Trustees:	Less than one yr. <b>1</b>	1-3 yrs <b>2</b>	4-6 yrs. <b>3</b>	7-9 yrs. <b>4</b>	10 or more yrs. <b>5</b>
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Number of terms served in the Board of Trustees:	Less than one term <b>1</b>	One term <b>2</b>	Two terms <b>3</b>	Three or more <b>4</b>
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# BOARD SELF-EVALUATION QUESTIONNAIRE (BSEQ)

*Just as boards are concerned with the effectiveness of the institutions they govern,  
so they should be concerned with their own effectiveness as a governing board.*

- Community College League of California Trustee Handbook, 1998, p. 69.

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

## Board Members

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

☐ True  
☐ False

2. The Board of Trustees is fully empanelled at the time of this survey.

☐ True  
☐ False

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

☐ True  
☐ False

## Personal Conduct

4. Board members treat each other with courtesy.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

5. Board members respect the power of the chair to speak for the board as a whole.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

6. Members of the board are always conscious that their demeanor is part of the college's public image.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

## Board Meetings

7. Board meetings begin on time.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

8. All board members attend board meetings.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

9. The collective demeanor of the board is poised and professional.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

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

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

11. Board members ask questions relevant to the items(s) under discussion.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

12. The board welcomes participation by members of the community at appropriate times designated on the agenda.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

### **BOARD/CEO Relations**

13. There is a high level of trust and respect between the board and the president.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

14. The president keeps the members of the board well informed on the goals and objectives set forth by the Board in the evaluation component of the President's employment contract.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

15. 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	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

16. The board delegates operational/administrative matters to the president and refrains from micro-managing the college.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

17. The board recognizes that the President has full charge and control of the operations of the College not in conflict with the Board's policy authority.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

## Evaluation

18. The board establishes annual goals for the president and uses them as the basis for systematic evaluation.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

19. The board specifies its expectations for presidential performance in writing.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

20. The board formally evaluates the president's performance at least once every year.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

21. The board evaluates its own performance at least once every two years, in compliance with BOT Policy 306 (*Comprehensive Assessment of Instructional Programs, Student Services, Administrative Units and the Board of Trustees, 2002*).

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

## Board Responsibilities

22. The board conducts periodic reviews of its own policies as necessary & appropriate.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

23. A formal board orientation is conducted for new board members as soon as new members have been sworn in as trustees.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

24. The board consistently follows its own Code of Ethics policy.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

25. The board focuses on making policy and leaves the implementation to the President.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

26. The board is actively involved in the long-term planning process of the college.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

27. 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	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

**Board Duties (per Public Law 14-77)**

28. The board evaluates existing and potential job skills in the territory of Guam, including business, industry, territorial and federal governments.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

29. The board coordinates and recommends improvements in vocational educational programs in order to match vocational educational programs with current and existing job needs.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

30. The board encourages work-study programs in industry and more scholarships funded by private employers, labor unions, territorial and federal governments.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

31. The board encourages retraining programs for the unemployed and under-employed in order to provide a guaranteed work force.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

32. The board evaluates and makes recommendations for executive and legislative action to improve programs regarding job innovation and development.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

33. The board acts as the Board of Control for Vocational Education.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

34. The board formulates plans and objectives in measurable terms and to continuously evaluate, in terms of those plans and objectives, the various programs operated by the College to determine if the College is complying with its statutory mandate and to that end, to provide for five (5) year follow-up studies of the various graduates of the various programs operated by the College.

Never	Rarely	Sometimes	Frequently	Always
1	2	3	4	5

Source: The Community College League of California  
1998 Trustee Handbook

Added items (27-33) were extracted from GCC Enabling Act,  
PL 14-77, Chapter 31, subsection 31108)



## APPENDIX B



OFFICE OF ASSESSMENT & INSTITUTIONAL EFFECTIVENESS  
GUAM COMMUNITY COLLEGE  
<http://www.guamcc.edu/assessment>

January 19, 2008

Dear Board of Trustees' meeting participant and/or observer:

Attached is a Governing Board Assessment Questionnaire (GBAQ), which is being used to gather perceptions of board functioning and effectiveness. Your honest and thoughtful response to this survey is greatly appreciated. To preserve confidentiality, your name is not requested.

Please submit completed survey forms to Lou Bautista (board secretary) **on or before Thursday, February 7, 2008.**

We would also like to gather some basic demographic information in order to put your responses into a meaningful context. **Please encircle your most appropriate response.**

Sex:	Female	Male
	1	2

Respondent Type:	Board of Trustees Member (including voting/non-voting)	Administrator	Guest / Observer
	<b>1</b>	<b>2</b>	<b>3</b>

Length of participation in board meetings/activities:	Less than one yr. <b>1</b>	1-3 yrs. <b>2</b>	4-6 yrs. <b>3</b>	7-9 yrs. <b>4</b>	10 or more yrs. <b>5</b>
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# GOVERNING BOARD ASSESSMENT QUESTIONNAIRE (GBAQ)

*Just as boards are concerned with the effectiveness of the institutions they govern so they should be concerned with their own effectiveness as a governing board.*

- *Community College League of California Trustee Handbook, 1998, p. 69.*

***Please circle the number that best represents your answer. Your thoughtful responses will be greatly appreciated.***

1. The board delegates the authority the chief executive needs to administer the institution successfully.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

2. The board is clear and consistent in its expectations of the performance of the CEO.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

3. The board expresses approval, publicly and privately, for the successes of the CEO and the institution.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

4. The chief executive keeps the board informed regarding issues that confront the college.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

5. There is a climate of mutual trust and support between board and president.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

6. At our board meetings, there is at least as much dialogue among members as there is between members and administrators.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

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

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

8. 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	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

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

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

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

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

11. The board rotates leadership in key board offices.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

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

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

13. The members of the board have sufficient knowledge of the institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

14. The members of the board are sensitive to the need to avoid even the appearance of conflicts of interest.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

15. The board has a satisfactory means of communicating its membership needs to the governor or other authority responsible for trustee selection.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

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

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

17. The board has an agreed upon philosophy as to the distinction between policy and administration.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

18. Our board meetings tend to focus more on current concerns than on preparing for the future.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

19. I am able to speak my mind on key issues without fear that I will be ostracized by some members of this board.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

20. This board allocates organizational funds for the purpose of board education and development.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

21. The board works actively to improve and support our college foundation.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

22. The board keeps well informed about educational and manpower training needs of the community.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

23. The board ensures that the college keeps the community well informed of the College's activities, educational perspectives and plans.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

24. The board has established channels for access and exchange between campus and community so each can deal adequately with the needs, interests and viewpoints of the other.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

25. Board members remember that their identity is with the community, not the staff.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

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

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

27. When a new member joins this board, we make sure that someone serves as a mentor to help this person learn the ropes.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

28. The board sets clear organizational priorities for the year ahead.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

29. This board engages in strategic planning and strategic issues management discussions.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

30. This board makes explicit use of the long-range priorities of this organization in dealing with current issues.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

31. 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	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

32. The board's key decision is consistent with the mission of this organization.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

33. 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	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

34. This board reviews the college's mission annually.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

35. The board takes regular steps to keep informed about important trends in the larger environment that might affect the college.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

36. The board participates in a self-evaluation process on a bi-annual basis.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

37. The board periodically sets aside time to learn more about important issues facing the college.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

38. Board members are prepared to participate responsibly in board meetings.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

39. There is a climate of mutual trust and support between board members.

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6

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

Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	2	3	4	5	6



**OPEN ENDED QUESTIONS:**

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

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2. What particular shortcomings do you see in the board's organization or performance that needs attention?

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3. What areas of improvement would you suggest?

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Thank you for your participation.

# APPENDIX C

GUAM COMMUNITY COLLEGE  
Board of Trustees  
Retreat of November 17, 2007  
9:00 a.m. - 12:00 noon  
GCC Board Conference Room, Student Services & Administration Building

## AGENDA

**I. 8:00am - 9:00am**

**Job Descriptions: Vice Presidents (AAD, BFD, ASD)**

**II. 9:00am - 12:00pm**

**Board Assessment**

- 1. Review of BOT Assessment Tools: BSEQ & GBAQ (draft 2)**
- 2. AY2007-2008 BOT Assessment Activities & Timelines**
  - (AY07-08 Worksheet provided)
  - (AY04-05 sample guide provided)

# APPENDIX D

## GUAM COMMUNITY COLLEGE

### Board of Trustees

Retreat of September 15, 2007

8am-12:00noon, GCC Library Seminar Room

**Present:** Gina Y. Ramos, Board Chair; Eduardo R. Ila, Board member; Joseph B. Leon Guerrero, Board member; Charlene K. Flores, Student Trustee; Mary A.Y. Okada, President; Dr. Ray Somera, Assistant Director of AIE and Retreat Facilitator; Priscilla Johns, Program Specialist, AIE office; Lourdes V. Bautista, Administrative and Board Recording Secretary.

**Not able to attend:** Maria D. Garcia, Vice Chair; Kenneth Bautista, Support Staff Advisory Member; Barry Mead, Faculty Advisory Member.

#### Documents provided to the Board for their information and reading includes:

- Dr. Somera's Power Point Presentation
- GBAQ: Governing Board Assessment Questionnaire
- BSEQ: Board Self-Evaluation Questionnaire
- Guide Questions for BOT Focus Group, dated December 17, 2005
- First BOT Assessment Report, Executive Summary, dated January 2003
- Second BOT Assessment Report, Executive Summary, dated December 2005
- New Assessment Taxonomy for Academic Year 2007-2008
- GCC's Two-Year Assessment Cycle Schedule, Effective Spring 2007
- Copy of Dr. Ray Somera's article "The College President's Critical Role in Modeling Assessment: A Lesson in Leadership by Example", published in the Assessment Update, January-February 2007, Volume 19, Number 1
- Article published Nuventive - "Guam Community College Depends on TracDat for a Rich Harvest of Evidence for Accountability and Improvement"
- Copy of GCC BOT's Assessment Activities & Timeline for AY2004-2005
- Copy of GCC's Assessment Page on GCC's Website: [www.guamcc.edu/assessment/](http://www.guamcc.edu/assessment/)
- Copy of GCC's Fact Book, Volume I, Fall 2007

Referring to GCC's 7<sup>th</sup> AIAR, discussions took place on the recommendations of the Accrediting Commission, i.e., conducting board retreats, conducting board training, conducting the review of board policies, etc. Dr. Somera and President Okada noted that assessment evidence that will reflect some of the recommendations noted above will include:

- today's board retreat
- the attendance of two trustees and a board staff at the 2006 ACCT Congress held last October,
- the budgeting of \$25,000 for board training,
- the approval of Board Policy 111 in August 2006 adopting the Board's Membership Handbook, the Parliamentary Procedures, and the establishment of the Board's Standing Committees,
- campus tours provided to new members as part of their orientation process,

- the scheduled attendance of several board members at the upcoming ACCJC training that will be held in Saipan on September 25, 2007, and the upcoming Association of Community College Trustees Leadership Congress in San Diego September 26-29, 2007.

### **GCC BOT RETREAT - September 15, 2007**

#### **Page 2**

- the review of board policies to be conducted this academic year with the assistance and involvement of the President, administration, faculty, and staff. President Okada recommended that upon her review of the seven categories of board policies, she will divide and/or combine each category and request the appropriate department to review and make recommendations to the Board.

Board's Review on the Board Self-Evaluation Questionnaire (BSEQ) and the Governing Board Assessment Questionnaire (GBAQ): Dr. Somera explained that the **BSEQ** is given to members of the Board, and based on each member's perception and experience, they are asked to answer the questionnaire to the best of their knowledge, and the **GBAQ** is given to individuals who attend the Board meetings. Additionally, as third party observers they will assess, based on their perception, what they think the Board is accomplishing or doing.

Discussions took place the BSEQ and the GBAQ instruments for potential revisions, as needed. Dr. Somera noted that he will review both instruments and make any necessary changes to ensure that the questions and terminologies on both the BSEQ & GBAQ matches and are consistent with what is published in various board documents (i.e. Public Law 14-77, Board policies, etc.)

#### **BSEQ: Suggestions made by board members and president**

- Question 2-- suggested that this question be replaced with: "The Board of Trustees is fully empaneled at the time of this survey."
- Question 14--suggested to now read: "The president keeps the members of the board well informed on the goals & objectives set forth by the Board in the evaluation component of the President's Employment Contract."
- Question 16--suggested to now read: "The board delegates **operational/administrative** matters to the president and refrains from micro-managing the college."
- Question 17--Dr. Somera to review this section for refinement as necessary based on board policy and PL14-77.
- Question 18--suggested to now read: "The board establishes annual goals for the President and uses them as the basis for systematic evaluation."
- Question 21--suggested to now read: "The board evaluates its own performance at least once every two years."
- Question 22--Dr. Somera to revise this question based on Board policy on "The Review of Board Policies."
- Question 23--suggested to now read: "A formal board orientation is conducted for new board members as soon as new members have been sworn in as trustees."
- Question 24--suggested to now read: "The board consistently follows its own Code of Ethics policy. Additionally, Dr. Somera suggested that a signatory page be added to the Board's Membership Handbook for the purpose that each board member acknowledge the receipt of a copy of the Membership Handbook and acknowledge that they will adhere to the Board's Policy on the Code of

Ethics.

## **GCC BOT RETREAT - September 15, 2007**

### **Page 3**

Dr. Somera suggested that the signatory page read:

**“I, name of Board Member, acknowledge receipt of the Membership Handbook, and have read the Code of Ethics Policy and will fully subscribe to it in the course of my membership on the Board.”**

**Signature:** \_\_\_\_\_

**Dated:** \_\_\_\_\_

President Okada recommended that this issue be placed on the Board’s October 4 meeting agenda for acceptance by the Board, and for each board member to sign acknowledging receipt. This will serve as evidence that members have read and will subscribe to the policy.

- Question 25—suggested to now read: “The board focuses on making policy and leaves the implementation to the president.”
- Question 26—With regard to a concern raised regarding being “actively involved in the long-term planning process of the college,” President Okada explained that one or two board members be part of the upcoming self-study sub-committee. She also noted that the Board will be involved in several brain storming sessions relative to the Institutional Strategic Master Plan.

### **GBAQ:**

Referring to the GBAQ instrument, specifically on the issue of forced choice on the rating scale, Dr. Somera said he will revise this section to avoid giving the individual the option of staying neutral but rather it will give a clearer and cleaner analyses. He suggested that maybe the options should be: Strongly Disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, Strongly Agree.

Dr. Somera strongly encouraged board members to review further the BSEQ and GBAQ and relay to him any other suggested revisions.

Review of Board Policies (7-categories): President Okada recommended that based on the category of policies, she will delegate a category(ies) to the appropriate department at GCC to review the policies and make recommendations to the Board for changes (update, delete, add). The legwork and research will be done by the college community and the Board’s established Sub-committees.

5-COLUMN ASSESSMENT PLAN: Ms. Priscilla Johns briefly went over the 5-column assessment plan of the Board which was previously developed by the Board. The 5-column assessment plan include: (1<sup>st</sup> column)--Institutional & Program/Unit Level Outcomes, (2nd-column)--Student Learning

Outcomes (SLOs)/Adm Unit Outcomes (AUOs), (3<sup>rd</sup> column)--Means of Assessment & Criterion, (4<sup>th</sup> column)--Summary of Results, and (5<sup>th</sup> column)--Use of Assessment Results & Follow Up.

## **GCC BOT RETREAT - September 15, 2007**

### **Page 4**

Three Accreditation-Related Goals: For the AY07-08 Assessment cycle, Dr. Somera recommended to the Board that the following accreditation-related goals be reviewed and considered by the Board:

- Membership Education
- Board Assessment
- Review of Board Policies

President Okada said the above three recommendations needs to be on the Board's next meeting agenda for consideration and approval. After the Board approves their three goals for AY07-08, then the plan of action for the remaining columns of the 5-column assessment plan can be established.

Potential items for the Board's October 4, 2007 monthly meeting agenda:

- Adoption of accreditation related goals to meet the scheduled Assessment Cycle deadline of Oct 8.
- List of activities associated with each related goals (column 2) (Dr. Somera to help develop these)
- Formation of three sub-committees to oversee each of the outcomes (BOT Standing Committees)
- Board's approval of revised/updated BSEQ and GABQ to be used as an assessment tool (Dr. Somera to assist in the revision of the assessment tools)
- Signatory page: receipt of handbook (addendum). Policy 111, an addendum was made on October 2007 to include the signatory page for the code of ethics.

The September 15, 2007 BOT Retreat ended at 11:30am.

Recorded by:

Lourdes V. Bautista  
Administrative & Recording Secretary

# APPENDIX E

## GUAM COMMUNITY COLLEGE

### Board of Trustees Assessment Activities & Timeline AY 2007-2008

GOAL #1 Membership Education	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
Develop a comprehensive professional development plan that would provide for continuous education for board members	<p>1a. Ensure that members receive and read the Membership Handbook for a better understanding of the board's duties and responsibilities. <u>Outcome:</u> signed new member orientation form</p> <p>1b. Research and plan for the attendance of board members for local, inter-island or national board governance conferences. <u>Outcome:</u> 3 or 5 year matrix outlining name/nature of conference, venue, who to send, etc.</p> <p>1c. Formalize board training for new members via a boardmanship retreat led by the sitting board. <u>Outcome:</u> Matrix detailing plan – documents to be handed out, signed member orientation form, including evaluation instrument that assesses learning of board duties and responsibilities; New Board Member Orientation and/or Recruitment Booklet.</p>	<p><u>Board of Trustees:</u></p> <ul style="list-style-type: none"> <li>• Student Trustee</li> </ul> <p><u>Staff:</u></p> <ul style="list-style-type: none"> <li>• Board's Administrative Secretary</li> </ul>	<p><u>First Submission:</u></p> <ul style="list-style-type: none"> <li>• End of February 2008</li> </ul> <p><u>Board of Trustees Approval:</u></p> <ul style="list-style-type: none"> <li>• March 2008 Monthly Meeting</li> </ul>

**GUAM COMMUNITY COLLEGE**  
**Board of Trustees Assessment Activities & Timeline**  
**AY 2007-2008**

GOAL #2 Board Assessment	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
Establish and implement systematic assessment processes	<p>2a. Systematize and coordinate the collection of data for all board goals and analyze and interpret such data for board assessment purposes.</p> <p>2b. Regularize BOT assessment processes through the systematic input of the board's assessment plan and report in TracDat (the college's assessment data management software). (Assistance of the board's administrative/recording secretary will be solicited in this regard)</p> <p>2c. Conduct an assessment retreat for the Board as necessary and appropriate, in order to increase and deepen members' knowledge of accreditation and assessment for purposes accountability and improvement</p>	<p><u>Board of Trustees:</u></p> <ul style="list-style-type: none"> <li>• Board Chairperson</li> </ul> <p><u>Staff:</u></p> <ul style="list-style-type: none"> <li>• Assistant Director, Office of Assessment &amp; Institutional Effectiveness (AIE)</li> <li>• Program Specialist, Office of Assessment &amp; Institutional Effectiveness (AIE)</li> </ul>	<p><u>First Submission:</u></p> <ul style="list-style-type: none"> <li>• End of February 2008</li> </ul> <p><u>Board of Trustees Approval:</u></p> <ul style="list-style-type: none"> <li>• March 2008 Monthly Meeting</li> </ul>



**GUAM COMMUNITY COLLEGE**  
**Board of Trustees Assessment Activities & Timeline**  
**AY 2007-2008**

GOAL #3 Review of Board Policies	OBJECTIVES	PERSON RESPONSIBLE	TIMELINE
<p>Update board policies on <i>general, finance, curriculum, faculty/employees, students, foundation, and apprenticeship</i> through a systematic review process that reflect changing institutional and community needs and demands.</p>	<p>3a. Develop a measurement tool that will determine usefulness and effectiveness of existing policies.</p> <p><u>Outcome:</u> Policy Evaluation Instrument.</p> <p>3b. Establish a timeline and persons responsible for the review process to occur.</p> <p><u>Outcome:</u> Timeline and Responsibility Matrix.</p> <p>3c. Engage in discussion and dialogue with college and community stakeholders to develop the next steps regarding policies reviewed.</p> <p><u>Outcome:</u> Minutes of meetings.</p> <p>3d. Publish an updated policy manual for board.</p> <p><u>Outcome:</u> Published manual, both in print and electronic.</p>	<p><u>Board of Trustees:</u></p> <ul style="list-style-type: none"> <li>• Board Treasurer</li> <li>• BOT Foundation Member</li> </ul> <p><u>Staff:</u></p> <ul style="list-style-type: none"> <li>• Divisional departments and Board's Administrative Secretary</li> </ul> <p><u>Academic Affairs Vice President:</u></p> <p><b>Review of:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Policies,</li> <li>• Students Policies,</li> <li>• Apprenticeship Policies.</li> </ul> <p><u>Business &amp; Finance Vice President:</u></p> <p><b>Review of:</b></p> <ul style="list-style-type: none"> <li>• Finance Policies</li> <li>• Foundation Policies</li> </ul> <p><u>Administrative Services Vice President:</u></p> <p><b>Review of:</b></p> <ul style="list-style-type: none"> <li>• General Policies</li> <li>• Employee Policies</li> </ul>	<p><u>Review dates for Curriculum, Student &amp; Apprenticeship Policies:</u></p> <ul style="list-style-type: none"> <li>• January 17, 2008</li> <li>• March 27, 2008</li> </ul> <p><u>Review dates for Financial &amp; Foundation Policies:</u></p> <ul style="list-style-type: none"> <li>• January 24, 2008</li> <li>• February 14, 2008</li> <li>• April 10, 2008</li> </ul> <p><u>Review dates for General &amp; Employee Policies:</u></p> <ul style="list-style-type: none"> <li>• February 28, 2008</li> <li>• March 13, 2008</li> <li>• April 24, 2008</li> <li>• May 8, 2008</li> </ul> <p><u>Board of Trustees Approval on all Policies:</u></p> <ul style="list-style-type: none"> <li>• June and/or July 2008 Monthly Meetings</li> </ul>

# APPENDIX F

## Board Policy 111

### **ADOPTION OF BOARD OF TRUSTEES MEMBERSHIP HANDBOOK, BOARD OF TRUSTEES STANDING COMMITTEES, PARLIAMENTARY PROCEDURES AT A GLANCE (By: O. Garfield Jones)**

**WHEREAS**, as part of the College's Institutional Assessment, the Board of Trustees has developed an Assessment Activity Strategy & Time line that outlines five major goals and objectives related to ACCJC/W ASC goals; and

**WHEREAS**, these major goals include the development & implementation of a Board Development Plan, improving the conduct of Board business and meetings, strengthening of institutional relationships, establishment of standing committees within the Board, and improvement of the relationship with the GCC Foundation Board; and

**WHEREAS**, of the major goals of the Board, a number of objectives have been accomplished such as the development of a Membership Handbook; the establishment of ground rules for conducting and managing meetings utilizing the Parliamentary Procedures at a Glance publication as the Board's official reference and guidance; the establishment of Standing Committees of the Board that include their duties & responsibilities expected from each committee member; the Student Trustee continues to represent constituents by reporting activities and concerns at regularly scheduled Board meetings; and the Board of Trustee Chairperson continues to work closely with the Foundation Board members to strengthen relationships between the Trustees and Foundation board members; and

**WHEREAS**, the Board continues to move forward with its efforts to fulfill the objectives identified as a part of its own assessment process in compliance with ACCJC/W ASC standards, and as mandated by BOT Policy 306.

**NOW, THEREFORE, BE IT RESOLVED**, that the Guam Community College Board of Trustees adopts the following for immediate implementation and use:

GCC Board of Trustees Membership Handbook;  
GCC Board of Trustees ACCJC/W ASC Standing Committees:  
    Academic Affairs Standing Committee  
    Business & Finance Standing Committee  
    Administrative Services Standing Committee  
Parliamentary Procedures at a Glance, based on Robert's "Rules of Order," and published by Hawthorn Books, Inc.

**BE IT FURTHER RESOLVED**, that the above documents and processes, from time to time and as deemed necessary, are subject to review, updating and amendment by the Board of Trustees.

**Adopted: August 1, 2006**

# APPENDIX G

## ***PURPOSE OF THE MEMBERSHIP HANDBOOK:***

The purpose of this Membership Handbook is to define the precise authority, responsibilities, and role of the governing board of Guam Community College, and provides a mechanism for maintaining an effective working relationship between the Board of Trustees and the President of the Guam Community College.

## ***POLICY-MAKING:***

As a board member, it is your responsibility to be knowledgeable about board policies and changes. It is important that you understand the fundamental meaning and characteristics of policy.

Policy is a written statement. It is intended to be a guiding principle defining an organization's intent and direction. Policy should be set forth in broad terms so that it may remain applicable and usable for a long period of time. It should not be so detailed that it dictates how, when, or where things must be done.

Policy may be amended, rewritten or abolished. Policy should be reviewed periodically to ensure that it remains appropriate. Policy should be stated clearly, timely and concisely.

### **BOARD POLICY DEVELOPMENT AND REVIEW**

**GCC Board Policy 110 Adopted: July 20, 1994**

**Resolution: 50-94**

**WHEREAS**, the Board of Trustees is vested with the powers to adopt policies and regulations necessary to the sound operation of the College; and

**WHEREAS**, the sound operation of the College requires that policies and regulations be current and relevant.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees will develop broad institutional policies to encourage and maintain good educational practices throughout the institution; and

**BE IT FURTHER RESOLVED**, that members of the Board of Trustees may submit proposals for policy development or revision to the Chairperson. Proposals originating elsewhere shall be routed to the President for review and recommendation to the Board; and

**Resolution 12-2006**