

Fourth Board of Trustees' Assessment Report

FALL 2010



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Fourth Board of Trustee's Assessment Report

Guam Community College

November 2010

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 fourth Board assessment study conducted by AIER. The first was conducted in Spring 2003, the second in Fall 2005, and the third in Spring 2008.

There have been many improvements made by the Board since the third Board assessment study conducted two years ago. Results reveal an even better working relationship between the Board and the President and among Board members themselves. Improvements have also been made in the areas of Board meetings (interaction and dynamics), Board responsibilities, personal conduct, and evaluation. Board members also reported that the Board *very frequently* plans with the President how best to maintain relationships with local, state, and federal legislators; *very frequently* orients new members as soon as possible after they have been sworn in; and *very frequently* welcomes participation by members of the community.

As areas of further improvement, several recommendations touching on college-community needs, mentorship, as well as visibility with local and federal officials, are given at the end of the report.

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Fourth Board of Trustees' Assessment Report
Guam Community College

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 from 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 29, 2010 to November 5, 2010. The GBAQ consists of thirty multiple-choice questions and three open-ended questions designed to gather insight on Board functioning and effectiveness among individuals who regularly attend Board meetings. Nine Board meeting participants were provided a link to complete the GBAQ via *Survey Monkey* and seven participants (78%) completed the survey online.²

The *INSIDE VOICES* for this study came from Board member responses to the BSEQ. The questionnaire consists of 36 multiple-choice and eight open-ended questions. Of the nine Board members who were provided with an electronic link to complete the survey via *Survey Monkey*, seven completed the survey, resulting in a 78% 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*.

¹ AIER purchased an annual subscription to use Survey Monkey's professional plan on an annual basis. *Survey Monkey* can be found online at <http://www.surveymonkey.com/>.

² The Board is comprised of seven (7) official voting members and two non-voting advisory members. It is quite likely that the seven Board members who completed the BSEQ are the seven voting members.

III. Results and Discussion

Seven Board members completed the BSEQ and seven 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=7)

Gender	Response Percent	Response Count
Female	28.6%	2
Male	71.4%	5
Respondent Type		
Voting member	71.4%	5
Non-voting member	28.6%	2
Years of Service with Current Board		
Less than one year	14.3%	1
1-3 years	42.9%	3
4-6 years	42.9%	3
7-9 years	0.0%	0
10 or more years	0.0%	0
Number of Terms Served		
Less than one term	28.6%	2
One term	14.3%	1
Two terms	42.9%	3
Three or more terms	14.3%	1

Responses from the seven Board members reveal that over 70% are male and are voting members. Three Board members served on the Board between *4-6 years*. Another three Board members served on the Board between *1-3 years* and one Board member served on the Board for *less than one year*. As for the number of terms served, one Board member served on the Board for *three or more terms*; three Board members served on the Board for *two terms*; one Board member served on the Board for *one term*; and two Board members served on the Board for *less than one term*. In the *Third Board of Trustees' Assessment Report*, it was reported that a

majority of Board respondents were relatively new to their positions. The information contained in the above table reveals that most Board members continued to serve on the Board since the last assessment study was conducted.

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

Table 2: Socio-Demographic Characteristics of GBAQ Respondents (N=7)

Gender	Response Percent	Response Count
Female	71.4%	5
Male	28.6%	2
Respondent Type		
Board of Trustees Member (including voting/non-voting)	0.0%	0
Administrator	100.0%	7
Guest or attendee	0.0%	0
Length of Participation in Board Meetings/Activities Years of Service with Current Board		
Less than one year	14.3%	1
1-3 years	28.6%	2
4-6 years	14.3%	1
7-9 years	14.3%	1
10 or more years	28.6%	2

Responses from the seven Board meeting participants show that nearly three-fourths are female and all are GCC administrators. Over 50% of Board meeting participants participated in Board meetings for four or more years. Two participated for *10 or more years*, one for *7-9 years*, and one for *4-6 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=7)

	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	6.00	0.00
The Board is clear and consistent in its expectations of the performance of the CEO.	6.00	5.86	0.38
The Board expresses approval, publicly and privately, for the successes of the CEO and the institution.	6.00	5.71	0.76
The Chief Executive keeps the Board informed regarding issues that confront the College.	6.00	6.00	0.00
There is a climate of mutual trust and support between the Board and the President.	6.00	6.00	0.00

	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 Meetings: Interaction and Dynamics			
The Board has an adequate process for the study of issues that will receive Board action.	5.00	5.29	0.49
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	5.27	0.53
The number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues.	6.00	5.71	0.49
Board meetings are conducted in a fair, efficient, and business-like manner.	6.00	6.00	0.00
Orientation programs for new Board members specifically include a segment about the organization's history and traditions.	5.00	4.86	0.69
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	5.86	0.38
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	0.95
Board Responsibilities			
The Board rotates leadership in key Board offices.	6.00	5.29	1.11

	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 has an established procedure to orient new members to the institution and to their duties and responsibilities.	6.00	5.43	0.79
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.	5.00	5.43	0.53
The Board has an agreed upon philosophy as to the distinction between policy and administration.	6.00	5.86	0.38
This Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development).	6.00	5.71	0.49
The Board is well informed about educational and manpower training needs of the community.	6.00	5.57	0.53
The Board ensures that the College keeps the community well informed of the College's activities, educational perspectives and plans.	6.00	5.86	0.38
The Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College.	6.00	5.57	0.79
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	5.86	0.38

	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.
Personal Conduct			
The members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests.	6.00	5.71	0.49
Board members honor divergent opinions without being intimidated by them.	6.00	5.71	0.49
There is a climate of mutual trust and support between Board members.	6.00	5.71	0.49
Board members are prepared to participate responsibly in Board meetings.	6.00	5.57	0.53
Evaluation			
The Board sets clear organizational priorities for the year ahead.	5.00	5.29	0.76
This Board engages in strategic planning and strategic issues management discussions.	6.00	5.57	0.53
The Board's key decisions are consistent with the mission of this organization.	6.00	6.00	0.00
This Board reviews the College's mission annually (i.e., every January of each year).	6.00	5.57	0.79
The Board participates in a self-evaluation process on a regular basis.	6.00	5.57	0.53

Responses to the survey questions related to **Board-CEO Relations** reveal a good working relationship between the Board and the President. One hundred percent of respondents *strongly agreed* with the following: the Board delegates the authority the Chief Executive needs

to administer the institution successfully (mean 6.00, s.d. 0.00), the Chief Executive keeps the Board informed regarding issues that confront the College (mean 6.0, s.d. 0.00), and there is a climate of mutual trust and support between the Board and the President (mean 6.0, s.d. 0.00). Respondents *moderately agree* that the Board is clear and consistent in its expectations of the performance of the CEO (mean 5.86, s.d. 0.38) and that the Board expresses approval, publicly and privately, for the successes of the CEO and the institution (mean 5.71, s.d. 0.76). The third Board assessment study was conducted in Spring 2008 by AIER seven months after the current President took office in June 2007. Although responses to the GBAQ included in the third Board assessment study suggests a good working relationship between the Board and the CEO, responses to the recent GBAQ, reveal an even better working relationship. In the third Board assessment study, respondents *agreed* with all five items under this theme. In the current study, respondents *strongly agree* with three of the five items.

In terms of **Board Meetings (Interaction and Dynamics)**, all Board meeting participants *strongly agree* that Board meetings are conducted in a fair, efficient, and business-like manner (mean 6.00, s.d. 0.00). They *moderately agree* 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 5.86, s.d. 0.38); that the number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues (mean 5.71, s.d. 0.49); that the Board has an adequate process for the study of issues that will receive Board action (mean 5.29, s.d. 0.49); and 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 (mean 5.27, s.d. 0.53). Board members also *moderately agree* that they have been present at 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., 0.95). The high standard deviation of 0.95, however, reveals a difference in opinion among respondents. Board members *slightly agree* that orientation programs for new Board members specifically include a segment about the organization's history and traditions (mean 4.86, s.d. 0.69).

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

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

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

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

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

0.49); there is a climate of mutual trust and support between Board members (mean 5.71, s.d. 0.49); and Board members are prepared to participate responsibly in Board meetings (mean 5.57, s.d. 0.53),. In comparison to the third Board assessment study, there is an improvement in the climate of mutual trust and support between Board members. In the third Board assessment study, respondents only *slightly agreed* with this statement whereas in the current study, respondents *moderately agree*.

As for **Evaluation**, all Board meeting respondents *strongly agree* that the Board's key decisions are consistent with the mission of the College (mean 6.00, s.d. 0.00). Respondents *moderately agree* that the Board engages in strategic planning and strategic issues management discussions (mean 5.57, s.d. 0.53); the Board reviews the College's mission annually (mean 5.57, s.d. 0.79); the Board participates in a self-evaluation process on a regular basis (mean 5.57, s.d. 0.53); and the Board sets clear organizational priorities for the year ahead (mean 5.29, s.d. 0.76).

In comparison to the third Board assessment study, improvements have been made to all variables in this theme. In the third Board assessment study, respondents *slightly agreed* that the Board sets clear organizational priorities for the year ahead; the Board engages in strategic planning and strategic issues management decisions; and the Board participates in a self-evaluation process on a regular basis. In the current study, respondents *moderately agree* with these variables. Additionally, in the third Board assessment study, respondents *agreed* that the Board's key decisions are consistent with the mission of the organization. In the current study, respondents *strongly agree* with this statement.

The open-ended survey questions provide respondents' perceptions of Board efficiency and effectiveness. Board successes reported by individual Board meeting participants include

the following: “earning a national award”; “participation in negotiations, recitation of the mission, joint Board meetings, support of the pay adjustments”; “continued capital improvements on campus”; “hold on tuition increase, budget approval”; “ the approval of bridge financing for College capital improvement projects so that such projects can be gotten off the ground”; “presence in community”; and “commitment to the College”.

A shortcoming in the Board’s performance identified by one Board meeting participant is the visibility and participation of Board members in College events. The respondent suggests “more visibility and participation in College events”. Another area of improvement that was suggested is “greater engagement in the fundraising responsibility of the Board through aggressive campaigns targeting businesses that believe in the College’s mission”. A third respondent suggested “increased attendance”. The respondent, however, was not specific in terms of attendance at what activity.

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=7)

	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	6.00	0.00
Board members respect the power of the Chair to speak for the Board as a whole.	6.00	5.86	0.38
Members of the Board are always conscious that their demeanor is part of the College's public image.	6.00	6.00	0.00
Board Meetings			
Board meetings begin on time.	5.00	5.29	0.49
Board meeting agendas and conduct effectively meet the purposes of Board meetings.	6.00	6.00	0.00
All Board members attend Board meetings.	5.00	5.00	0.00
The collective demeanor of the Board is poised and professional.	6.00	6.00	0.00
Board members are able to disagree without being disagreeable.	6.00	6.00	0.00
Board members ask questions relevant to the item(s) under discussion. ³			
Board meetings are conducted in an orderly and efficient manner.	6.00	5.71	0.49

³ One Board member did not respond to this survey item.

	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 Board welcomes participation by members of the community at appropriate times designated on the agenda.	6.00	5.57	0.79
The Board maintains confidentiality of privileged information.	6.00	6.00	0.00
Board/CEO Relations			
There is a high level of trust and respect between the Board and the President.	6.00	6.00	0.00
The President keeps the members of the Board well informed.	6.00	6.00	0.00
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	5.86	0.38
The Board delegates administrative matters to the President and refrains from micromanaging the College.	6.00	6.00	0.00
The Board maintains a positive working relationship with the CEO.	6.00	6.00	0.00
Evaluation			
The Board develops annual goals for the College and uses them as the basis for presidential evaluation.	6.00	5.57	0.53
The Board specifies its expectations for presidential performance in writing.	6.00	6.00	0.00
The Board formally evaluates the President’s performance on a regular basis.	6.00	6.00	0.00
The Board evaluates its own performance on a regular basis (at least once every other year).	6.00	5.86	0.38
The Board evaluation process helps the Board enhance its performance.	6.00	5.86	0.38

	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
Board Responsibilities			
The Board conducts periodic reviews of its own policies.	6.00	6.00	0.00
The Board formally orients new members as soon as possible after they have been sworn in as trustees.	6.00	5.57	0.79
New members receive orientation to Board roles and the institution.	6.00	6.00	0.00
The Board consistently follows its own Board ethics policy.	6.00	6.00	0.00
The Board regularly reviews its ethics policy. ⁴			
The Board focuses on ends in making policy and leaves the implementation to the President.	6.00	6.00	0.00
The Board is actively involved in the long-term planning process of the College. ⁵			
Board members participate in Trustee development activities (i.e., professional development).	6.00	5.71	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.	6.00	5.57	0.79
The Board clearly understands its policy role and differentiates its role from that of the CEO and College employees.	6.00	6.00	0.00
Board members avoid conflicts of interest and the perception of such conflicts.	6.00	5.86	0.38
The Board understands and fulfills its roles and responsibilities.	6.00	6.00	0.00

⁴ One Board member did not respond to this survey item.

⁵ One Board member did not respond to this survey item.

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.

According to Table 4, in terms of **Board-CEO Relations**, all seven 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 President *always* keeps the members of the Board well informed (mean 6.00, s.d. 0.00); the Board *always* delegates administrative matters to the President and refrains from micromanaging the College (mean 6.00, s.d. 0.00); 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* 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 5.86, s.d. 0.38). A comparison of current responses to those reported in the third Board assessment study is not possible because not all respondents rated these variables in the previous study.

Qualitative comments from Board member responses to the survey question “How would you describe the Board’s relationship with the CEO?” support the existence of a positive relationship between the Board and the President. Three Board members described their relationship as “Excellent”. One Board member described it as “Better than OUTSTANDING” and two other Board members described it as “Very Good”. In response to the survey question “As a Trustee, what are you most pleased about?” one respondent mentioned “How well the President and the Board get along”.

As for **Board Meetings (Interaction and Dynamics)**, there is one hundred percent agreement among respondents that Board meeting agendas and conduct *always* effectively meet the purposes of Board meetings (mean 6.0, s.d. 0.00); the collective demeanor of the Board is *always* poised and professional (mean 6.00, s.d. 0.00); Board members are *always* able to disagree without being disagreeable (mean 6.00, s.d. 0.00); and the Board *always* maintains confidentiality of privileged information (mean 6.00, s.d. 0.00). Respondents reported that Board meetings are *very frequently* conducted in an orderly and efficient manner (mean 5.71, s.d. 0.49), the Board *very frequently* welcomes participation by members of the community at appropriate times designated on the agenda (mean 5.57, s.d. 0.79), and Board meetings *very frequently* begin on time (mean 5.29, s.d. 0.49). Each respondent reported that all Board members attend Board meetings *very frequently* (mean 5.00, s.d. 0.00). A comparison between the responses to the BSEQ reported in the third Board assessment study and the current one reveal improvements in the areas of timeliness and attendance at Board meetings. In the third Board assessment study, respondents reported that Board meetings *frequently* begin on time. In the current study, respondents reported that Board meetings *very frequently* begin on time. In the third Board assessment study, respondents reported that all Board members *sometimes* attend Board meetings. In the current study, respondents indicated that all Board members *very frequently* attend Board meetings.

The following comments were made by Board members when asked about the Board's greatest strengths: (a) "Its ability to get along and keep to the agenda"; (b) "Its cohesiveness and ability to effectively communicate"; and (c) "common goals and respect". When asked "As a Trustee, what are you most pleased about?", Board respondents reported that they are pleased about "Our Board being able to work together as a group, and propelling GCC to new heights!"

When asked “Is the Board functioning as a team as well as it should? Why or why not?” one respondent wrote “Yes! Because we all have the same agenda—to make sure GCC fulfills its mission.” Another respondent wrote “Yes. Positive communication channels.” A third respondent wrote “Yes, common goals” and a fourth respondent wrote “Yes. They work together for the good of the college.” These statements support the finding that Board members have a good working relationship with one another:

In terms of **Board Responsibilities**, all seven Board members indicated that the Board *always* conducts periodic reviews of its own policies (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* consistently follows its own Board ethics policy (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* clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean 6.00, s.d. 0.00), and the Board *always* understands and fulfills its roles and responsibilities (mean 6.00, s.d. 0.00). A qualitative comment made by a Board member supports the Board’s understanding of its policy role. When asked to identify the Board’s greatest strength, one Board member mentioned “Its no-nonsense approach to business, and its thorough understanding of its role as policy makers, not micromanagers.” Respondents also reported that Board members *very frequently* avoid conflicts of interest and the perception of such conflicts (mean 5.86, s.d. 0.38); *very frequently* participate in Trustee development activities (i.e., professional development) (mean 5.71, s.d. 0.49); *very frequently* formally orients new members as soon as possible after they have been sworn in as Trustees (mean 5.57, s.d. 0.79); and *very frequently* plans with the President how to best develop and maintain

relationships with local, state, and federal legislators for the benefit of the College (mean 5.57, s.d. 0.79).

Several areas related to Board responsibilities have improved since the last Board assessment study. In the last study, respondents reported that the following activities occurred *frequently*: conducts periodic reviews of its own policies, consistently follows its own Board ethics policy, and focuses on ends in making policy and leaves the implementation to the President. In the current study, respondents reported that these activities are *always* being done. In the previous study respondents also reported that the Board *frequently* orients new members as soon as possible after they have been sworn in as Trustees 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 study. In the current study, respondents reported that these two activities are occurring *very frequently*.

As for **Personal Conduct**, all seven respondents reported that Board members *always* treat each other with courtesy (mean 6.00, s.d. 0.00) and are *always* conscious that their demeanor is part of the College's public image (mean 6.00, s.d. 0.00). Respondents also reported that Board members *very frequently* respect the power of the Chair to speak for the Board as a whole (mean 5.86, s.d. 0.38). In the third Board assessment study, respondents reported that Board members *frequently* treat each other with courtesy and are *frequently* conscious that their demeanor is part of the College's public image. In the current study, respondents reported that Board members *always* treat each other with courtesy and are *always* conscious that their demeanor is part of the College's public image. One area that did not show improvement is the respect for the power of the Chair to speak for the Board as a whole. In the

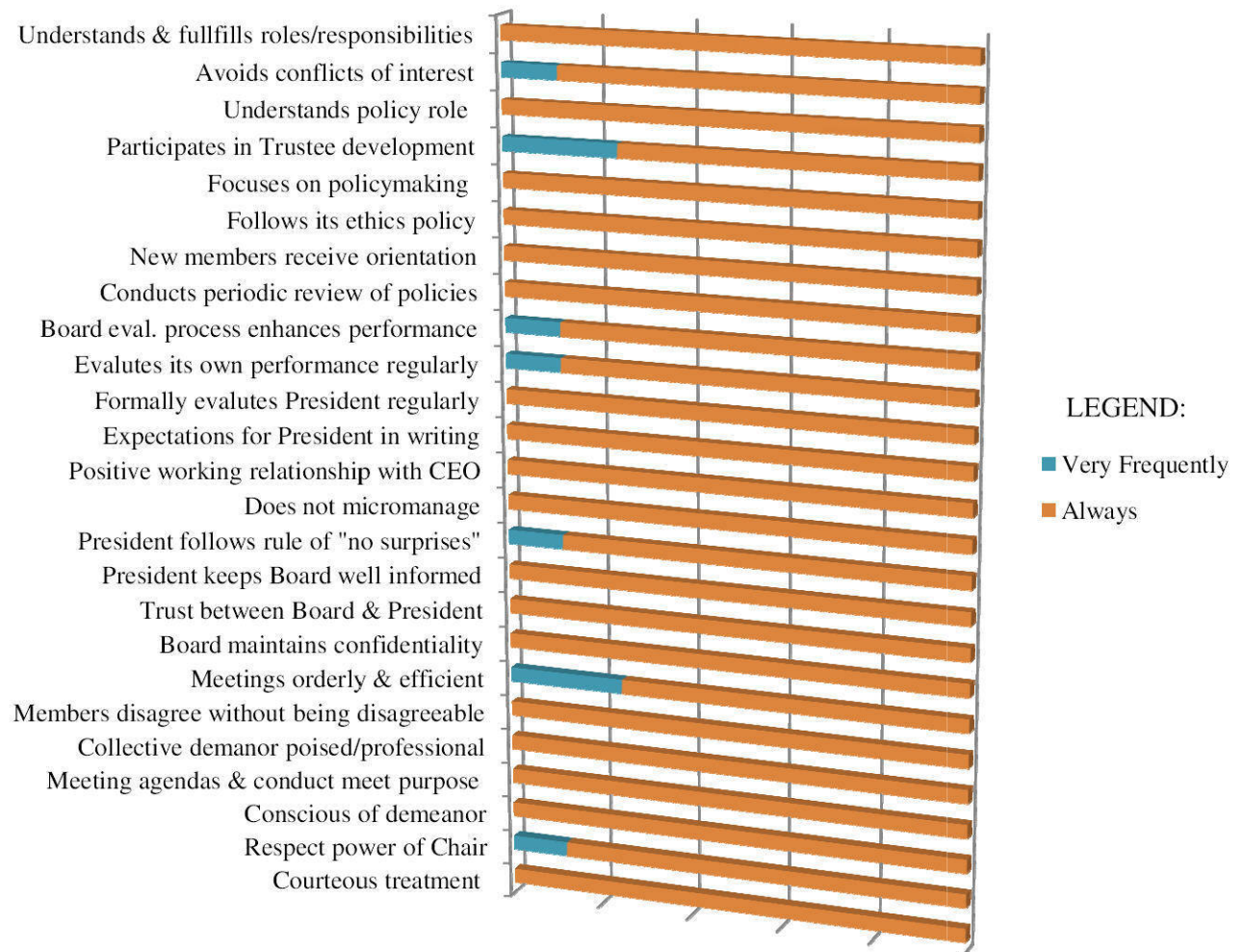
third Board assessment report, respondents indicated that this *always* occurred. In the current study, respondents reported that this occurs *very frequently*.

With respect to **Evaluation**, all seven Board members indicated that the Board *always* specifies its expectations for presidential performance in writing (mean 6.00, s.d. 0.00) and *always* formally evaluates the President's performance on a regular basis (mean 6.00, s.d. 0.00). Respondents reported that the Board *very frequently* evaluates its own performance on a regular basis (at least once every other year) (mean 5.86, s.d. 0.38), that the Board evaluation process *very frequently* helps the Board enhance its performance (mean 5.86, s.d. 0.38); and the Board *very frequently* develops annual goals for the College and uses them as the basis for presidential (mean 5.57, s.d. 0.53). Compared to responses reported in the third Board assessments study, improvements have been made in two areas. In the third Board assessment study, it was reported that the Board *very frequently* formally evaluates the President's performance at least once a year. In the current study, respondents indicated that the Board *always* formally evaluates the President's performance on a regular basis. In the previous study it was reported that the Board *frequently* evaluates its own performance at least once every two years. In the current study respondents reported that the Board *very frequently* evaluates its own performance on a regular basis (at least once every other year).

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 7 BSEQ variables with the **highest** mean score (n=7)



The above twenty-five 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 eighteen variables that are reported to *always* occur are: Board members treat each other with courtesy (mean 6.00); members of the Board are conscious

that their demeanor is part of the College's public image (mean 6.00); Board meeting agendas and conduct effectively meet the purposes of Board meetings (mean 6.00); the collective demeanor of the Board is poised and professional (mean 6.00); Board members are able to disagree without being disagreeable (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 President keeps the members of the Board well informed (mean 6.00); the Board delegates administrative matters to the President and refrains from micromanaging the College (mean 6.00); the Board maintains a positive working relationship with the CEO (mean 6.00); the Board specifies its expectations for presidential performance in writing (mean 6.00); the Board formally evaluates the President's performance on a regular basis (mean 6.00); the Board conducts periodic reviews of its own policies (mean 6.00); new members receive orientation to Board roles and the institution (mean 6.00); the Board consistently follows its own Board ethics policy (mean 6.00); the Board focuses on ends in making policy and leaves the implementation to the President (mean 6.00); the Board clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean 6.00); and the Board understands and fulfills its roles and responsibilities (mean 6.00).

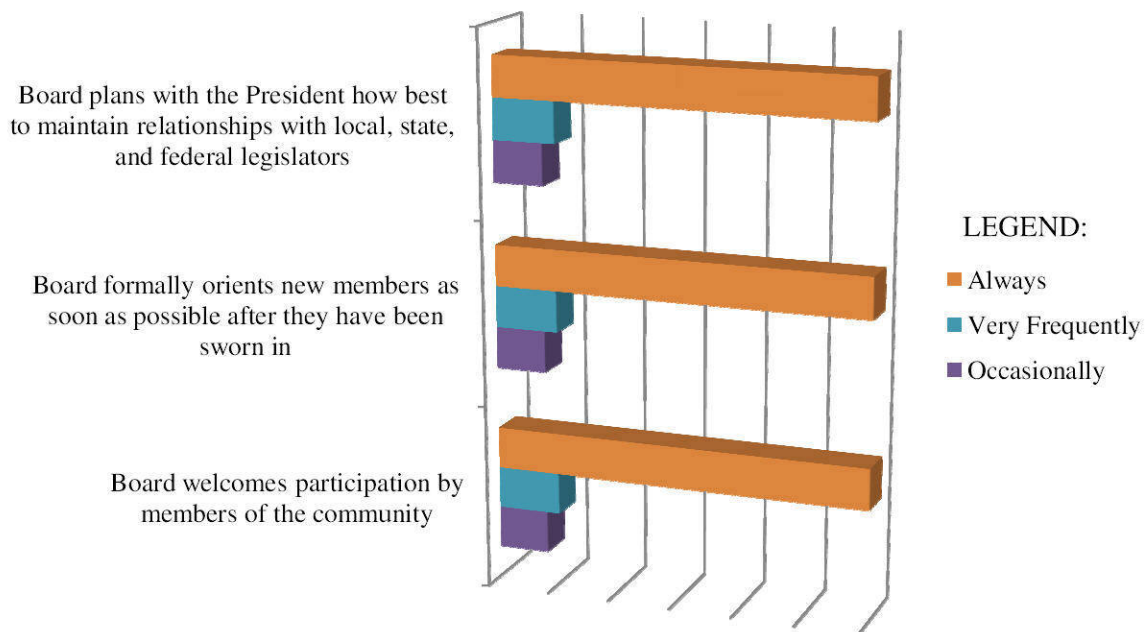
The variables bordering between *always* and *very frequently* are: Board members respect the power of the Chair to speak for the Board as a whole (mean 5.86); Board meetings are conducted in an orderly and efficient manner (mean 5.71); the President follows the rule of "no surprises" by informing Board members as soon as possible about important matters concerning the College, its students and its employees (mean 5.86); the Board evaluates its own performance on a regular basis (mean 5.86); the Board evaluation process helps the Board enhance its performance (mean 5.86); Board members participate in Trustee development activities (i.e.,

professional development) (mean 5.71); and Board members avoid conflicts of interest and the perception of such conflicts (mean 5.86).

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 6 BSEQ variables with the **lowest** mean scores (n=7)



The above figure identifies the following three areas of growth and needed improvement in Board functioning based on responses to the BSEQ: the Board plans with the President how best to maintain relationships with local, state, and federal legislators (mean 5.57, s.d. 0.79); the Board formally orients new members as soon as possible after they have been sworn in (mean 5.57, s.d. 0.79); and the Board welcomes participation by members of the community (mean

5.57, s.d.). The relatively high standard deviations reveal some differences in opinions among Board members in these areas.

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 good working relationship between the President and the Board. Although responses to the GBAQ included in the third Board assessment study suggests a good working relationship between the Board and the CEO, responses to the recent GBAQ, reveal an even better working relationship. In the third Board assessment study, respondents *agreed* with all five items under this theme. In the current study, respondents *strongly agree* with three of the five items and *moderately agree* with the other two items. As for the BSEQ, a comparison of current responses to those reported in the third Board assessment study is not possible because not all respondents rated these variables in the previous study. In the current study, Board member respondents gave very high ratings for all items under the theme of Board/CEO Relations.

Qualitative comments from Board member respondents support the existence of a good working relationship between the President and the Board. For example, Board members described their relationship with the President as “Excellent”, “Better than OUTSTANDING” and “Very Good”. One respondent indicated that he is most pleased about “How well the President and the Board get along”.

Board Meetings (Interaction and Dynamics)

Board members are generally pleased with how Board meetings are conducted. Of the nine items under this theme, Board members were in one hundred percent agreement with four: Board meeting agendas and conduct effectively meet the purposes of Board meetings; the collective demeanor of the Board is poised and professional; Board members are able to disagree without being disagreeable; and the Board maintains confidentiality of privileged information. Board members *frequently agree* with all other items under this theme. The standard deviation for the item *the Board welcomes participation by members of the community at appropriate times designated on the agenda* is 0.79. This indicates a slight difference in opinion among respondents.

Board Responsibilities

Of the twelve items under this theme, Board members were in one hundred percent agreement with the following six items: the Board conducts periodic reviews of its own policies; new members receive orientation to Board roles and responsibilities; the Board consistently follows its own Board ethics policy; the Board focuses on ends in making policy and leaves the implementation to the President; the Board clearly understands its policy role and differentiates its role from that of the CEO and College employees; and the Board understands and fulfills its roles and responsibilities. Not all Board members responded to two items related to this theme. Although respondents reported that the Board *very frequently* provides formal orientation to new members as soon as possible after they have been sworn in as Trustees (mean 5.57, s.d. 0.79) and the Board *very frequently* plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College (mean 5.71,

s.d. 0.79). The standard deviations for these two items (formal orientation of new members and relationships with legislators) are relatively high which indicates a slight divergence in opinion among respondents.

Personal Conduct

Survey responses reveal that Board members take their responsibility seriously. Of the three survey items related to this theme, Board members were in one hundred percent agreement with the following two: Board members treat each other with courtesy and members of the Board are always conscious that their demeanor is part of the College's public image. Board member respondents also indicated that Board members *very frequently* respect the power of the Chair to speak for the Board as a whole.

Evaluation

All Board member respondents reported that the Board specifies its expectations for presidential performance in writing and that the Board formally evaluates the President's performance on a regular basis. Additionally, they reported that the Board very frequently evaluates its own performance on a regular basis; the Board evaluation process very frequently helps the Board enhance its performance; and the Board very frequently develops annual goals for the College and uses them as the basis for presidential evaluation.

V. Recommendations

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

- As indicated in the *Guam Community College Board of Trustees Membership Handbook*, the Board of Trustees shall “communicate and promote the needs of the community to the College and the needs of the College to the community.” The Board should, therefore, convene an annual or bi-annual meeting where they can meet with various advisory groups, as well as faculty and administrators, to gauge the pulse of the campus community and in the process, discuss mutual concerns regarding community and College needs.
- Implement a mentorship program for new Board members where an existing Board member serves as a mentor.
- Conduct periodic joint courtesy visits by Board members and the President with key members of the government (local and federal) to ensure that GCC remains visible in the community.

Appendix A

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

Survey Overview

October 2010

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 1, 2010.

Thank you,

Assessment, Institutional Effectiveness, and Research (AIER) Office

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

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 in the Board of Trustees:

- ☐ Less than one term
- ☐ One term
- ☐ Two terms
- ☐ Three or more terms

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

Personal Conduct

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

Board Meetings

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

18. The Board maintains confidentiality of privileged information.

- ☐ Never
- ☐ Very Rarely
- ☐ Rarely
- ☐ Occasionally
- ☐ Very Frequently
- ☐ Always

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

Board/CEO Relations

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

Evaluation

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

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

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

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?

Guam Community College Board Self-Evaluation Questionnaire (BSEQ)

Thank you for completing the survey!

Appendix B

Guam Community College Governing Board Assessment Questionnaire

Survey Overview

October 2010

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 1, 2010.

Thank you,

Assessment, Institutional Effectiveness, and Research (AIER) Office

Guam Community College Governing Board Assessment Questionnaire

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

Guam Community College Governing Board Assessment Questionnaire

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

Guam Community College Governing Board Assessment Questionnaire

Board Meetings: Interaction and Dynamics

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

Guam Community College Governing Board Assessment Questionnaire

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

Guam Community College Governing Board Assessment Questionnaire

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

Guam Community College Governing Board Assessment Questionnaire

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. This 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

Guam Community College Governing Board Assessment Questionnaire

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

Guam Community College Governing Board Assessment Questionnaire

Personal Conduct

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

Evaluation

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

- ☐ Strongly Disagree
- ☐ Moderately Disagree
- ☐ Slightly Disagree
- ☐ Slightly Agree
- ☐ Moderately Agree
- ☐ Strongly Agree

28. This 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

Guam Community College Governing Board Assessment Questionnaire

30. This 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

Guam Community College Governing Board Assessment Questionnaire

Personal Conduct

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

Guam Community College Governing Board Assessment Questionnaire

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?

Guam Community College Governing Board Assessment Questionnaire

Thank you for completing the survey!