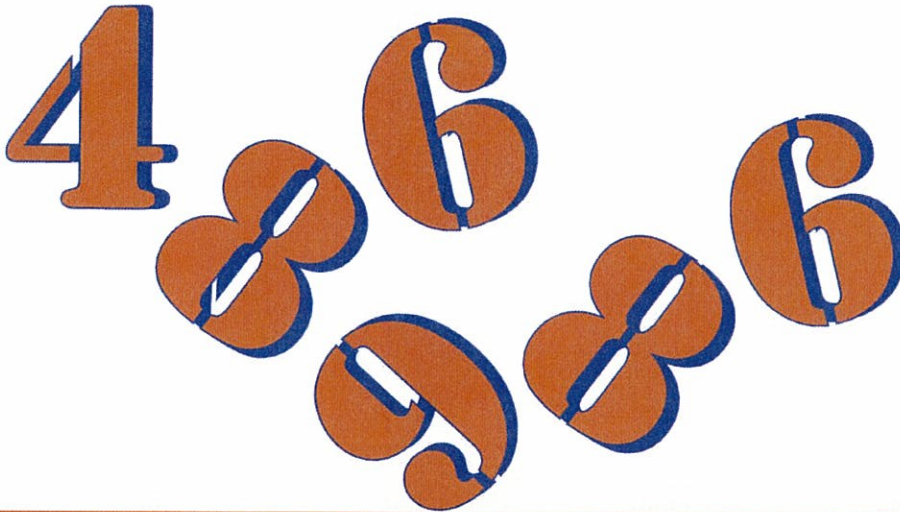


GUAM COMMUNITY COLLEGE

ASSESSMENT

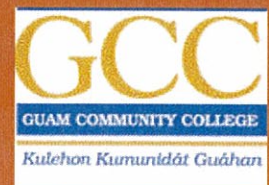
REPORT

April 2009



Fourth Consolidated Administrators' Assessment Report

This report was prepared by Dr. Virginia C. Tudela, Assistant Director, Office of Assessment and Institutional Effectiveness (AIE) and Co-Chair of the Committee on College Assessment (CCA). The IDEA Center, a non-profit organization in Kansas, provided the technical assistance in the collection and analysis of the on-line survey data. Administrative assistance was provided by AIE staff Richard Quiambao, Priscilla Johns, and Vangie Aguon. AIE would like to thank all GCC constituents and administrators who willingly participated in this assessment project. AIE also wishes to recognize Yvonne Tam, Yvonne Flores, Christopher Dennis, and Michael Setzer II for providing valuable faculty input. Additionally, AIE would like to thank Robert Johns, Adjunct Instructor for designing the report cover.



FOURTH CONSOLIDATED ADMINISTRATORS' ASSESSMENT REPORT
APRIL 2009

EXECUTIVE SUMMARY

The Office of Assessment and Institutional Effectiveness (AIE) conducted the fourth round of administrator assessments from February 1, 2009 to February 28, 2009. Two hundred and seventeen (217) full-time college employees were surveyed about their perceptions of the job performance of twelve (12) administrators: two (2) vice presidents, one (1) dean, one (1) assistant director, one (1) coordinator, one (1) safety administrator, and six (6) program specialists. All 217 employees were provided with an opportunity to evaluate the two vice presidents. The other ten (10) administrators were rated using inclusion criteria that took into consideration the organizational structure of the College, administrative leadership, committee memberships, and support personnel. The underlying criterion for the selection of raters for each administrator is the rater's opportunity to observe the behavior being rated. As a result, the number of raters per administrator varied in size and scope because of the administrator-specific criteria.

The response rates for administrators ranged from a high of 72.4% to a low of 60.0%. The general administrator results for *job performance* ranged from a high of 4.1 to a low of 2.9 (on a 5-point scale) with the overall mean for job performance being 3.49. As for *confidence* in the administrators' ability, the range of results was a high of 3.9 to a low of 3.0 (on a 4-point scale) with the overall mean of 3.50. As indicated above, only one dean was evaluated during this fourth round of administrator assessments. The dean's mean rating for *job performance* was 3.2 (on a 4-point scale) while the mean *confidence* rating was 3.9 (on a 5-point scale).

Quantitative results are consolidated into tables with a guide to interpreting the information. As noted in the previous administrator assessment reports, readers must avoid generalizations and comparability of results. Results are grounded in the limitations of the survey instrument, sample size, response rates, and other extraneous variables. Quantitative data may be validated by the qualitative comments from respondents. Since survey responses are anonymous, *abuse of anonymity* may occur. This means that respondents could use the survey as a means of venting their frustrations with an administrator. Consequently, readers should not place too much emphasis on individual comments until a pattern emerges from multiple sources.

Below are observations derived from a review of the qualitative comments and the quantitative results of the survey:

- Administrators are perceived to be knowledgeable.
- Administrators are believed to have good interpersonal skills.
- Administrators are considered to be team players.
- Administrators are seen as dedicated and hardworking.
- In general, administrators are considered approachable; however, this is an area that could be improved.
- Although administrators are generally perceived to be good communicators, there is still room for improvement.
- Respondents feel that administrators need to improve their supervisory skills by improving their ability to relate to their subordinates.
- Respondents believe that administrators need to be more visible and interact more with the different members of the campus community.

The following recommendations are given to help administrators improve their performance:

- Administrators and their supervisors should meet to review and discuss the assessment results. Suggestions for improvement should be offered.
- Administrators should be provided with appropriate training to address their weaknesses and develop their strengths.
- The college should integrate administrator assessments with the existing job descriptions of each administrator. The IDEA surveys do not capture wide variances in administrative functions/responsibilities identified in each administrator's job description. Although some administrative processes can be generalized, other processes are role specific.

TABLE OF CONTENTS

	<u>Page</u>
Executive Summary	
I. Introduction and Objectives	1
II. Methodology	1
III. Organization of the Report	4
IV. What the Results Mean and What to Look For	6
V. Limitations of Methodology	7
VI. Quantitative Results	8
Table I.A. Overall Effectiveness Ratings for General Administrators	9
Table I.B. Overall Evaluation Ratings for Deans	11
Table II.A. Areas of Strength and Improvement in Administrative Role Performance for General Administrators	12
Table II.B. Ratings for Administrative Effectiveness in Specific Activities for Deans	14
Table III.A. Administrative Style & Personal Qualities for General Administrators	15
Table III.B. Administrative Style & Personal Qualities for Deans	18
VII. Consolidated Job Performance Ratings of GCC Administrators & Dean (TSS)	20
Table IV.A. Comprehensive Report of IDEA Feedback Ratings for GCC General Administrators (AY 2005-2006, AY 2006-2007, AY 2008-2009)	20
Table IV.B. Comprehensive Report of IDEA Feedback Ratings for GCC Dean (TSS) (AY 2005-2006, AY 2006-2007, AY 2008-2009)	21
VIII. Conclusions	22
IX. Recommendations	22
<i>Appendix A MyGCC announcement explaining the Administrator's Assessment On-Line IDEA Survey</i>	
<i>Appendix B Qualitative Results: Strengths and Areas of Improvement 21For GCC Administrators (IDEA Feedback for Administrators)</i>	

FOURTH CONSOLIDATED ADMINISTRATORS' ASSESSMENT REPORT

I. Introduction and Objectives

Administrator assessments are an essential part of the College's comprehensive assessment initiative. In light of this, the Office of Assessment and Institutional Effectiveness (AIE) administered two web-based surveys by the IDEA Center¹-- the *IDEA Feedback for Administrators* (general administrators—academic and non-academic) and the *IDEA Feedback for Deans*. Both surveys assess strengths and weaknesses associated with administrative style and personal characteristics and are designed to offer suggestions for improving administrative performance.

As with the previous administrator assessments, the objectives of this assessment are:

- (1) To provide useful feedback to administrators regarding their performance in relation to faculty and staff expectations; and
- (2) To serve as a basis for discussion between the college's administrators and the constituency they serve.

II. Methodology

The *IDEA Feedback for Deans* considers the dean's role in providing leadership, developing and allocating resources, providing organizational services, and making key personnel decisions. The *IDEA Feedback for Administrators* is used to assess administrators who are not directly involved in academic programs (i.e. vice presidents, assistant directors,

¹ The IDEA Center is a non-profit organization based at Kansas State University. GCC contracted the IDEA Center to implement the data collection and analysis for this study. See <http://www.idea.ksu.edu> for a preview of the instruments utilized in this study.

department and unit administrators and program specialists). Both instruments consist of multiple choice and open-ended questions.

The College's Institutional Researcher coordinated the administration of the surveys with the IDEA Center. The names of the twelve (12) administrators assessed during this reporting period and the email addresses of their corresponding raters were given to the IDEA Center so that they could set-up the surveys.² The raters represent the total sample population (n=217) for this study. Prior to the surveys being sent to the raters, the IDEA Center sent an online *Administrator Information Form* to the twelve (12) administrators. To ensure that email messages from the IDEA Center were not rejected, the College's Management Information System (MIS) verified that the campus servers work with the IDEA mail server.

Two (2) vice presidents were rated during this period—the Vice President (VP) for the Academic Affairs Division (AAD) and the Vice President (VP) for the Business and Finance Division (BFD). Since their role involves institution-level responsibilities, they were rated by the total sample population (n=217). As for the other ten (10) administrators, inclusion criteria were established for sampling purposes. Consideration was given to the college's organizational structure, administrative leadership, committee membership, and support personnel. Consequently, the total sample for administrators varied in size and scope because of administrator-specific criteria. The total number of respondents who rated each administrator is identified in Table IA and IB of this report.

Eleven (11) of the twelve (12) administrators that were assessed in this fourth round of administrator assessments were last assessed during the second round of administrator

² Not all administrators are assessed at the same. Since Fall 2005, there have been four rounds of administrator assessments. Typically, administrators are assessed on a two-year cycle. Administrators who were assessed in Fall 2005 were assessed again in Spring 2008. Administrators who were assessed in Fall 2006 were assessed a second time in Spring 2009.

assessments which occurred in November 2006. The VP for the Business and Finance Division was hired on December 3, 2007 and therefore was not assessed in the previous rounds of administrator assessments. Although the Vice President for the Academic Affairs Division and the Assistant Director of AIE were last assessed in November 2006, they held different positions then. This is the first time they have been assessed in their current roles as VP and Assistant Director. The VP for the Academic Affairs Division was assessed in his previous role as the Assistant Director of AIE in November 2006 and the Assistant Director of AIE was assessed in her previous role as the Associate Dean for the School of Trades and Professional Services (TPS).

Similar to the first three rounds of administrator assessments, a poster was created with the names and photos of the administrators who were scheduled for evaluation. This poster includes information on how the surveys will be administered as well as the objectives of the assessment. The poster was intended to create a campus-wide awareness of the upcoming administrator assessments. These posters were strategically placed on bulletin boards throughout the campus.

The fourth administrator assessment was divided into two rounds. The first round was scheduled for February 1, 2009 to February 14, 2009 with six (6) administrators being assessed and the second round was scheduled for February 16, 2009 to February 28, 2009 with another six (6) administrators being assessed. In the first round, surveys for two administrators were extended to February 19, 2009 in order to get a response rate of 60% or higher. In the second round, surveys for four administrators were extended to March 6, 2009. According to the IDEA Center, a response rate between 60% and 70% are acceptable while response rates over 80% are

considered excellent. To ensure that response rates were at least within the acceptable range, AIE sent campus-wide notices reminding raters to complete the survey.

An announcement was posted on MyGCC³ explaining the *Administrator's Assessment On-Line IDEA Survey* (Appendix A). The purpose of the survey, the names and titles of administrators being assessed, the timeframe for administration, protocols for the assessment, and a statement of confidentiality was included in the message. Eligible raters were asked to evaluate at least three (3) administrators during each round. The reason behind this is that if asked to rate more than three administrators, the response rates could be lower due to survey fatigue; thus decreasing the reliability of results.

III. Organization of the Report

This report includes survey results for the twelve (12) administrators who were assessed. The first administrator was rated using the *IDEA Feedback for Deans Survey* while the remaining eleven (11) administrators were rated using the *IDEA Feedback for Administrators Survey*.

- Dean, Technology & Student Services (TSS)
- VP, Academic Affairs Division (AAD)
- VP, Business & Finance Division (BFD)
- Assistant Director, Assessment & Institutional Effectiveness (AIE)
- Coordinator, Admissions & Registration
- Safety Administrator, Environmental Safety Office
- Program Specialist, Planning & Development (PND)

³ In June 2007, the College implemented a new integrated database system with web accessible information combining student, financial aid, finance, and human resources into one system now known as MyGCC. This new system allows the College to send out campus announcements.

- Program Specialist, Assessment & Institutional Effectiveness (AIE)
- Program Specialist, Career Placement Center (CPC)
- Program Specialist, Adult Education/GED
- Program Specialist, Center for Student Involvement (CSI)
- Program Specialist, Instructional Technology Center (ITC)

The Program Specialist for PND and the Program Specialist for CPC have assumed new roles at the College prior to the administration of the surveys; raters were informed that their evaluations should be based on their previous roles, not their new ones. This is the first time that the person holding the position of VP for the Business and Finance Division (BFD) has been assessed using the *IDEA Feedback for Administrators*. As mentioned earlier, she was hired on December 3, 2007 and therefore was not assessed in the previous three rounds of administrator assessments. Nine administrators who were last assessed in November 2006 remained in the same positions. As noted earlier, in November 2006, the VP of the Academic Affairs Division (AAD) was assessed in his previous role as Assistant Director of AIE and the Assistant Director of AIE was assessed in her previous role as Associate Dean (TPS).

The following pages contain tables of quantitative survey results and a *Guide to Interpretation* at the end of each table. It is important to remember that results are grounded in the limitations of the survey tool, sample size, response rates, respondent types, quantity and quality of interaction, and other extraneous variables. Consequently, conclusions should not be drawn by simply comparing the ratings between and among administrators. General trends in respondents' perceptions can be validated by the qualitative comments found in Appendix B. Readers must keep the potential for *abuse of anonymity* in mind.

The *IDEA Feedback for Administrators Survey* includes three open-ended questions intended to generate the qualitative data necessary to validate the quantitative results for general administrators:

- What are this administrator's main assets?
- What reservations do you have about this person as an administrator?
- What changes (e.g., in priorities, style, organization, policy) would do most to improve this administrator's effectiveness?

As for the *IDEA Feedback for Deans Survey*, respondents were provided an opportunity to elaborate on any of the ratings made of the Dean's administrative effectiveness or to comment on other aspects of her performance and to provide comments to clarify or elaborate on general impressions or to offer suggestions pertaining to the Dean, the operation of the Dean's Office, or the College.

IV. What the Results Mean and What to Look For

Administrator results are divided into the following three categories:

- Overall Effectiveness;
- Strengths and Weaknesses in Performing Administrative Roles (*for general administrators*)/Ratings of Administrative Effectiveness in Specific Activities (*for Deans*); and
- Administrative Style and Personal Characteristics

The numerical averages for each of the above categories are reported as *means*. A *mean* in terms of the IDEA Survey is the mathematical average of responses on either a 4- or 5-point

scale. In this case, a mean is an indicator of respondent's perceptions on certain aspects of an administrator's performance.

V. Limitations of Methodology

The same assessment tool was used in all four rounds of administrator assessments.

Thus, the limitations reported in the previous administrator assessments remain the same for the current assessment. The following is a list of these limitations:

- A survey cannot provide all the necessary information for a holistic evaluation of an administrator's performance;
- A survey has several inherent limitations/constraints/weaknesses;
- The results of rating scales are not comprehensive because no rating scale can include all relevant questions;
- Rating scales are not tailored to the specific position being evaluated;
- A survey instrument cannot *universally* capture the wide variances in administrative functions and responsibilities as indicated in each administrator's job description. Although some administrative processes can be generalized, other processes are specific to a position;
- Administrators' job functions and responsibilities may change and a survey instrument may not capture the change;
- The following limitations in the rating process may reduce the validity of ratings:
 - HALO Bias- tendency of raters to be influenced in rating one aspect of performance by the rating they have given in another.
 - Leniency or Severity Bias- when a disproportionate number of administrators receive high or low ratings.

- Central Tendency Bias- tendency of some raters to give only average ratings and to avoid the positive and negative ends of the rating scale.
- Recency Bias- the impact of recent events having undue influence on performance appraisals.
- Guessing Bias- occurs when evaluators offer an opinion on particular aspects of administrative performance even though they have no basis for it.
- Not all raters have the same level of exposure and opportunity to observe administrator performance. Therefore, other assessment methods like focus groups should be considered; and
- Surveys with higher response rates have a greater degree of representativeness than those with lower response rates.

VI. Quantitative Results

The results of the *IDEA Feedback for Administrators* and the *IDEA Feedback for Deans* surveys are meant to provide formative feedback to the administrators being assessed. These surveys are just one source of information in the administrator's performance feedback process. The information gathered from the surveys may be used by administrators to make improvements in their performance. This section of this report includes the results of the fourth round of assessments by administrator in order to examine perceived changes in individual performance. Also included are observations and recommendations.

TABLE I.A OVERALL EFFECTIVENESS RATINGS FOR GENERAL ADMINISTRATORS

Note: See Guide to Interpretation at the bottom of this table.

Consolidated Report of IDEA Feedback Ratings for General Administrators

Spring 2009

Position	Total Respondents	Number Responding	Response Rate	MEAN, Job Performance (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent, 5=Superb)	% Neg (1 or 2)	% Pos (4 or 5)	MEAN, Confidence (where 1=Definitely not, 2=No, but I have reservations about this, 3=Yes, but I have reservations about this, 4=Definitely yes)	% Neg (1 or 2)	% Pos (3 or 4)
VP, Academic Affairs Division	214	131	61%	3.3	16	44	3.3	18	82
VP, Business & Finance	216	136	63%	3.3	21	49	3.4	13	87
Assistant Director, Assessment & Institutional Effectiveness	50	34	68%	4.1	3	81	3.9	0	100
Coordinator, Admissions & Registration	52	35	67%	3.5	16	56	3.5	13	87
Safety Administrator, Environmental Safety Office	35	24	69%	2.9	22	13	3.5	5	95
Program Specialist, Planning & Development	41	28	68%	3.0	24	29	3.3	22	78
Program Specialist, AIE	39	26	67%	4.0	0	75	3.8	0	100
Program	35	21	60%	3.6	16	58	3.6	10	90

Position	Total Respondents	Number Responding	Response Rate	MEAN, Job Performance (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent, 5=Superb)	% Neg (1 or 2)	% Pos (4 or 5)	MEAN, Confidence (where 1=Definitely not, 2=No, but I have reservations about this, 3=Yes, but I have reservations about this, 4=Definitely yes)	% Neg (1 or 2)	% Pos (3 or 4)
Specialist, Career Placement Center									
Program Specialist, Adult Education/GED	38	25	66%	3.1	33	33	3.0	27	73
Program Specialist, Center for Student Involvement	37	24	65%	4.0	14	77	3.6	15	85
Program Specialist, Instructional Technology Center	45	27	60%	3.6	8	54	3.6	4	96
Overall Mean				3.49 (on a 5-pt. scale)			3.50 (on a 4-pt. scale)		

TABLE I.B. OVERALL EVALUATION RATINGS FOR DEANS
Consolidated Report of IDEA Feedback Ratings for Dean/Associate Deans
Spring 2008

Position	Total Respondents	Number Responding	Response Rate	MEAN, Overall Evaluation Rating (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent)	% of Maximum Score (4.0)	% 3 or 4	MEAN, Confidence in Dean's ability to manage (where 1=Hardly ever, 2=Less than 1/2 the time, 3=About 1/2 the time, 4=Most of the time, 5=Always)	% of Maximum Score (5.0)	% 4 or 5
Dean, TSS	58	42	72%	3.2	80	76	3.9	77	71
Overall Mean				3.2 (on a 4-pt. scale)			3.9 (on a 5-pt. scale)		

GUIDE TO INTERPRETATION:

For General Administrators: Overall effectiveness was assessed by responses to two questions: (1) What kind of a job is this administrator doing? and (2) Does this administrator have your confidence? The scales are 1 to 5 for the former question and 1 to 4 for the latter question. The average numerical response (also called the MEAN) is shown for all respondents. In addition, the percentage of respondents who chose one of the two highest or two lowest rating categories is included in the table. If the percentage of the positive responses is at least 75, respondents regarded the administrator as highly effective. If the administrator was rated in the lowest two categories at least as often as in the highest two categories, respondents had reservations about how effectively the administrator was performing at least some of his or her responsibilities, and he or she is encouraged to examine results in Section II.

For Deans: Table I.B above consolidates respondents' ratings of the Dean's overall effectiveness, confidence in the Dean's ability to manage the school she is responsible for. Mean responses are provided, as well as "Percent of Maximum Score" to make ratings on 4- and 5-point scales more comparable. The percent giving the two highest numeric ratings is also given. When interpreting these figures, consider the Percent of Maximum Score and the Percent of the Two Highest Ratings. If these are 75% or higher, the respondents clearly regard the administrative performance as effective. If they are below 50%, the respondents regard the Dean's effectiveness as marginal, and hence, these items should be areas of needed improvement.

**TABLE II.A. AREAS OF STRENGTH AND IMPROVEMENT IN ADMINISTRATIVE ROLE PERFORMANCE FOR
GENERAL ADMINISTRATORS**

Note: See Guide to Interpretation at the bottom of this table.

Role	Position										
	VP AAD	VP BFD	Asst Dir AIE	Coord Admiss & Reg	Safety Admin	Prog Spec PND	Prog Spec AIE	Prog Spec CPC	Prog Spec Adult Ed/ GED	Prog Spec CSI	Prog Spec CLI
Planner											
Displays visionary plan	4.1	3.5	4.1	3.7	3.1	3.2	4.1	3.8	3.4	4.2	4.2
Percent Negative (1 or 2)	11	23	3	17	24	20	4	11	30	10	5
Percent Positive (4 or 5)	75	60	81	67	38	40	79	74	40	86	68
Has sound priorities	3.9	3.8	4.4	3.9	3.1	3.4	4.4	3.6	3.3	4.1	3.9
Percent Negative (1 or 2)	10	13	3	9	24	16	0	12	26	10	10
Percent Positive (4 or 5)	67	69	91	78	38	42	96	65	42	85	67
Consultant											
Makes wise judgments	3.7	3.9	4.5	4.0	3.6	3.3	4.4	3.9	3.0	4.0	3.9
Percent Negative (1 or 2)	14	12	3	13	9	16	0	6	40	9	13
Percent Positive (4 or 5)	56	71	97	81	65	42	92	83	30	73	74
Effective team member	3.8	3.8	4.6	4.0	3.7	3.6	4.7	4.2	3.0	4.4	4.2
Percent Negative (1 or 2)	17	19	3	13	9	20	0	11	39	9	4
Percent Positive (4 or 5)	68	70	94	74	57	65	100	84	39	87	77
Communicator											
Communicates to others	3.9	3.7	4.6	4.1	3.5	3.6	4.6	4.1	3.2	4.1	4.0
Percent Negative (1 or 2)	16	21	0	13	14	10	0	11	38	15	8
Percent Positive (4 or 5)	66	61	93	75	50	62	96	78	48	80	68
Seeks others' opinions	3.5	3.5	4.5	4.0	3.5	3.6	4.2	3.9	3.1	3.8	4.0
Percent Negative (1 or 2)	22	25	0	10	5	17	0	7	47	18	8
Percent Positive (4 or 5)	57	56	97	74	48	50	79	73	42	65	67
Expert											
Is knowledgeable	4.1	4.4	4.6	4.2	3.8	3.9	4.6	4.0	3.4	4.1	4.4
Percent Negative (1 or 2)	8	6	3	10	4	9	0	6	27	9	7
Percent Positive (4 or 5)	73	84	97	80	65	73	96	72	55	77	89
Anticipates problems	3.7	3.7	4.3	3.8	3.2	3.2	4.3	3.8	3.0	3.9	3.9
Percent Negative (1 or 2)	15	17	3	16	23	12	4	12	40	11	9
Percent Positive (4 or 5)	62	62	90	69	45	29	92	65	35	72	61

Role	Position										
	VP AAD	VP BFD	Asst Dir AIE	Coord Admiss & Reg	Safety Admin	Prog Spec PND	Prog Spec AIE	Prog Spec CPC	Prog Spec Adult Ed/ GED	Prog Spec CSI	Prog Spec CLI
Community Builder											
Builds institution's image	4.1	4.1	4.7	4.3	3.9	3.7	4.8	4.4	3.4	4.3	4.3
<i>Percent Negative (1 or 2)</i>	9	11	3	10	5	13	0	6	32	13	4
<i>Percent Positive (4 or 5)</i>	78	77	97	83	68	65	100	89	45	83	88
Earns trust/respect	3.7	3.8	4.7	4.1	3.7	3.3	4.6	4.2	3.0	4.1	4.1
<i>Percent Negative (1 or 2)</i>	20	20	0	13	5	32	0	10	39	14	12
<i>Percent Positive (4 or 5)</i>	63	67	97	81	68	50	100	85	39	76	68

GUIDE TO INTERPRETATION:

Respondents rated 10 characteristics of the administrator on a 5-point scale (1=Definite weakness, 2=More a weakness than a strength, 3=In between, 4=More a strength than a weakness, 5=Definite strength). These 10 characteristics represent 5 administrative roles: (1) Planner, (2) Consultant, (3) Communicator, (4) Expert, and (5) Community Builder. The report shows the average for all respondents, the percent rating each item as a "strength" (4 or 5) and a "weakness" (1 or 2).

In general, if the average rating is 4.0 or higher, or the percent of "strength" ratings exceeds 75, a high degree of effectiveness can be inferred. If the average rating is below 3.0, or if the percent of "weakness" ratings is higher than 40, there is substantial room for improvement.

These ratings should be useful in understanding the Overall Effectiveness ratings reported in Section I as they identify specific roles in which the administrator excels (or performs with marginal or poor results). In this way, administrators can focus attention on roles where performance is strong and on those where improvement is most desirable.

Mean scores appear in bold face in the above table. Percent-Negative refers to percent rating, each rating has been rated a "weakness" (1 or 2). Percent-Positive refers to the percent rating each item has been rated a "strength" (4 or 5).

TABLE II.B. RATINGS OF ADMINISTRATIVE EFFECTIVENESS IN SPECIFIC ACTIVITIES FOR DEANS

Note: See Guide to Interpretation at the bottom of this table.

Activity		Position
Activity A: Impact on College's Major Programs		Dean, TSS
Weighted Mean for <i>Improving College's Major Programs</i>		
<i>Faculty Ratings - Mean</i>		3.9
<i>Faculty Ratings - % 4 or 5</i>		68
Activity B: Developing Resources		
Weighted Mean for <i>Developing Resources</i>		
<i>Faculty Ratings - Mean</i>		3.7
<i>Faculty Ratings - % 4 or 5</i>		64
Activity C: Organizational Matters		
Weighted Mean for <i>Organizational Matters</i>		
<i>Faculty Ratings - Mean</i>		3.9
<i>Faculty Ratings - % 4 or 5</i>		71
Activity D: Program Leadership		
Weighted Mean for <i>Program Leadership</i>		
<i>Faculty Ratings - Mean</i>		3.8
<i>Faculty Ratings - % 4 or 5</i>		65
Activity E: Personnel Management		
Weighted Mean for <i>Personnel Management</i>		
<i>Faculty Ratings - Mean</i>		3.5
<i>Faculty Ratings - % 4 or 5</i>		60

GUIDE TO INTERPRETATION:

Respondents described the Dean's *strengths* and *weaknesses* in conducting each of 26 administrative activities. The Dean assigned an importance rating to each of these, as indicated above. The report gives the numerical average of these ratings and the percent of ratings which were in the two highest categories (4 or 5). If the *mean* is 3.75 or higher and the % 4 or 5 is 75 or higher, the respondents regarded the Dean's performance as a strength. A need for improvement is implemented when these figures are below 3.0 and 25%.

Effectiveness ratings for specific activities were weighted in accordance with the importance the Dean attached to each; ratings on activities considered *Essential* were weighted "2," those considered *Important* were weighted "1," and those which were *Of no more than minor importance* or *Not applicable* were weighted "0" (i.e., ignored).

Ratings were made on a 5-point scale: 1=Definite weakness; 2=More a weakness than a strength 3=In between; 4= More a strength than a weakness; 5=Definite strength

TABLE III.A. ADMINISTRATIVE STYLE & PERSONAL QUALITIES FOR GENERAL ADMINISTRATORS

Note: See Guide to Interpretation at the bottom of this table.

Position														
Role	VP, AAD	VP, BFD	Asst. Dir. AIE	Coord Admiss & Reg	Safety Admin	Prog Spec PND	Prog Spec AIE	Prog Spec CPC	Prog Spec Adult Ed/ GED	Prog Spec CSI	Prog Spec ITC			
Part One: Administrative Style														
Democratic Practice														
Remote (1)/Approachable(7)	4.4	4.5	6.3	5.7	5.3	5.1	5.9	6.2	4.7	5.5	5.7			
Percent Negative (1 or 2)	26	25	3	13	9	14	4	5	29	19	13			
Percent Positive (6 or 7)	39	45	93	68	64	50	69	80	50	67	71			
Autocratic(1)/Democratic(7)	4.4	4.7	6.4	5.5	5.5	5.2	5.6	5.8	4.1	5.3	5.5			
Percent Negative (1 or 2)	28	18	0	10	0	12	9	6	37	16	9			
Percent Positive (6 or 7)	36	46	90	63	53	59	61	72	32	58	59			
Opinionated(1)/Receptive to Ideas(7)	4.6	4.7	6.5	5.9	5.5	5.0	5.9	5.8	4.4	5.4	5.7			

Role	Position										
	VP, AAD	VP, BFD	Asst. Dir. AIE	Coord Admiss & Reg	Safety Admin	Prog Spec PND	Prog Spec AIE	Prog Spec CPC	Prog Spec Adult Ed/ GED	Prog Spec CSI	Prog Spec ITC
Percent Negative (1 or 2)	19	19	0	7	0	15	8	5	27	10	9
Percent Positive (6 or 7)	41	48	97	77	50	55	73	68	50	65	70
Structuring											
Disorganized(1)/Organized (7)	5.7	5.3	6.5	5.1	5.1	4.7	6.2	5.9	4.9	6.2	4.9
Percent Negative (1 or 2)	8	8	3	17	5	10	4	0	27	0	10
Percent Positive (6 or 7)	67	56	97	57	38	35	85	72	45	89	38
Ambiguous(1)/Clear(7)	5.1	5.3	6.3	5.3	4.7	4.4	6.0	5.4	4.5	5.3	5.5
Percent Negative (1 or 2)	10	12	0	6	6	15	0	10	32	15	9
Percent Positive (6 or 7)	50	60	90	52	28	20	69	60	50	60	65
Erratic(1)/Predictable(7)	4.8	5.0	6.3	5.5	5.3	5.2	6.4	5.5	5.0	5.2	5.6
Percent Negative (1 or 2)	15	13	0	4	0	11	0	0	14	18	10
Percent Positive (6 or 7)	44	51	97	64	48	56	92	61	45	71	67
Vigor											
Indecisive(1)/Decisive(7)	5.5	5.5	6.1	5.3	4.8	4.7	6.2	5.6	5.0	5.3	5.6
Percent Negative (1 or 2)	8	9	3	10	10	11	0	0	25	11	10
Percent Positive (6 or 7)	64	62	86	58	29	28	88	59	55	61	67
Lethargic(1)/Vigorous(7)	5.4	5.1	5.7	5.2	4.9	4.5	6.0	5.2	5.0	5.6	5.7
Percent Negative (1 or 2)	8	10	7	3	5	10	0	15	9	5	9
Percent Positive (6 or 7)	61	50	70	48	29	20	73	60	55	74	68
Passive(1)/Active(7)	5.5	5.6	6.1	5.5	4.7	4.8	5.9	5.5	4.3	5.9	5.7
Percent Negative (1 or 2)	9	5	3	6	0	14	4	5	33	10	9
Percent Positive (6 or 7)	61	64	87	58	20	43	75	63	43	70	61
Part Two: Personal Characteristics											
Interpersonal Sensitivity											
Unfeeling(1)/Caring(7)	4.9	5.0	6.3	5.7	6.0	5.2	6.4	6.2	4.8	5.5	6.0
Percent Negative (1 or 2)	12	12	7	7	0	15	0	5	19	15	9
Percent Positive (6 or 7)	39	49	93	76	73	55	92	85	48	70	73

Role	Position										
	VP, AAD	VP, BFD	Asst. Dir. AIE	Coord Admiss & Reg	Safety Admin	Prog Spec PND	Prog Spec AIE	Prog Spec CPC	Prog Spec Adult Ed/ GED	Prog Spec CSI	Prog Spec ITC
Insensitive(1)/Understanding(7)	4.9	5.1	6.6	6.0	5.6	5.4	6.6	5.9	5.0	5.9	6.0
Percent Negative (1 or 2)	14	17	0	6	5	5	0	5	24	10	5
Percent Positive (6 or 7)	48	58	100	74	64	55	92	70	52	75	77
Aloof(1)/Warm(7)	4.5	4.5	6.3	5.6	5.5	5.1	6.0	5.4	4.7	5.7	6.2
Percent Negative (1 or 2)	20	19	0	7	5	14	4	5	22	10	4
Percent Positive (6 or 7)	37	39	84	67	55	48	76	63	48	70	83
Integrity											
Untruthful(1)/Honest(7)	5.6	5.8	6.4	6.1	5.6	4.5	6.6	6.0	5.5	5.4	5.6
Percent Negative (1 or 2)	6	9	7	0	0	20	0	0	5	16	12
Percent Positive (6 or 7)	68	73	90	82	64	40	96	68	55	68	68
Unfair(1)/Fair(7)	5.0	5.4	6.5	5.8	5.7	5.2	6.4	5.7	4.8	5.5	5.7
Percent Negative (1 or 2)	17	9	0	3	0	6	0	5	14	15	9
Percent Positive (6 or 7)	55	63	93	71	67	56	84	65	48	65	70
Untrustworthy(1)/Trustworthy(7)	5.4	5.6	6.7	6.4	5.9	5.4	6.8	6.1	5.3	5.9	5.9
Percent Negative (1 or 2)	11	11	0	0	0	10	0	0	10	10	9
Percent Positive (6 or 7)	60	67	97	82	68	60	100	75	57	75	74
Character											
Manipulative(1)/Straight-forward(7)	4.9	5.7	6.4	6.1	5.3	4.9	6.4	5.8	4.8	5.4	5.9
Percent Negative (1 or 2)	13	10	0	0	0	11	0	5	19	16	5
Percent Positive (6 or 7)	47	72	83	77	45	39	92	79	48	58	64
Inconsistent(1)/Consistent(7)	5.2	5.4	6.6	5.8	5.0	5.1	6.5	5.8	4.6	5.3	6.0
Percent Negative (1 or 2)	11	13	0	3	10	11	0	5	23	21	5
Percent Positive (6 or 7)	55	65	97	67	48	47	92	75	50	68	82
Self-centered(1)/Institution-centered(7)	5.2	5.5	6.5	5.8	5.2	4.8	6.2	5.4	4.4	5.4	6.0
Percent Negative (1 or 2)	10	11	0	6	0	19	0	10	29	15	4
Percent Positive (6 or 7)	57	65	93	68	40	43	81	65	43	65	74

GUIDE TO INTERPRETATION:

This section summarizes respondent perceptions of the administrator's personal characteristics and management style, believed to be major determinants of effectiveness. Ratings of 18 bipolar elements (traits that have opposite characteristics as "anchors") were made using a 7-point scale. Although on the instrument "desirable" characteristics were sometimes listed as the low anchor (1) and sometimes as the high anchor (7), the report always assigns a "7" to the "desirable" anchor. In Part One, the ratings are grouped to represent three dimensions of Administrative Style. Part Two contains Personal Characteristics grouped into three dimensions. Atypical Respondent Subgroups whose average ratings are at least 0.5 above or below that for all raters are identified in the last column.

While high ratings (6 or 7) are generally preferred to low ratings (1 or 2); some effective administrators develop unique styles that depart markedly from this expectation. Results in this section should be considered within the context of the effectiveness ratings reported in Sections I and II. If effectiveness ratings are high, it is desirable to maintain current administrative methods. But if they are low, the following information may suggest a focus for improvement efforts.

The average for the 7-point scale is provided, together with the percent giving extreme ratings (1 or 2 and 6 or 7). A characteristic is considered "highly descriptive" if 50% or more faculty give it one of the two highest or two lowest ratings.

TABLE III.B. ADMINISTRATIVE STYLE & PERSONAL QUALITIES FOR DEANS

Note: See guide to interpretation at the bottom of this table.

Activity	Position DEAN (TSS)
Part One: Administrative Style Democratic Practice	
Mean for Democratic Practice	5.1
Percent Positive (6or7)	55
Percent Negative (1or2)	12
Structuring	
Mean for Structuring	5.5
Percent Positive (6or7)	59
Percent Negative (1or2)	3

Position	
DEAN (TSS)	
Vigor	
Mean for <i>Vigor</i>	5.9
Percent Positive (6or7)	68
Percent Negative (1or2)	2
Part Two: Personal Characteristics	
Mean for <i>Interpersonal Sensitivity</i>	5.4
Percent Positive (6or7)	58
Percent Negative (1or2)	6
Integrity	
Mean for <i>Integrity</i>	5.5
Percent Positive (6or7)	61
Percent Negative (1or2)	4
Character	
Mean for <i>Character</i>	5.5
Percent Positive (6or7)	62
Percent Negative (1or2)	3

GUIDE TO INTERPRETATION:

This table summarizes respondent perceptions of the Dean's personal characteristics and management style, believed to be major determinants of effectiveness. Ratings of 18 bi-polar elements (traits which have opposite characteristics as "anchors") were made using a 7-point scale. Although on the instrument desirable characteristics were sometimes listed as the low anchor (1) and sometimes as the high anchor (7), the table always assigns a "7" to the desirable anchor. In Part One the ratings are grouped to represent three dimensions of Administrative Style. Part Two contains Personal Characteristics grouped into three dimensions.

While high ratings (6 or 7) are generally preferred to low ratings (1 or 2); some effective administrators develop unique styles which depart markedly from this expectation. Results in this section should be considered within the context of the effectiveness ratings reported in Sections I and II. If effectiveness ratings are high, it is desirable to maintain current administrative methods. But if they are low, the following information may suggest a focus for improvement efforts.

The average for the 7-point scale is provided, together with the percent giving extreme ratings (1 or 2 and 6 or 7). A characteristic is considered "highly descriptive" if 50% or more respondents give it one of the two highest or two lowest ratings.

VII. Consolidated Job Performance Ratings of GCC Administrators & Dean (TSS)

**Table IV.A. Comprehensive Report of IDEA Feedback Ratings for GCC General Administrators
(AY 2005-2006, AY 2006-2007, AY 2008-2009)**

Position	Total Respondents		Number Responding		Response Rate		MEAN, Job Performance (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent, 5=Superb)		MEAN, Confidence (where 1=Definitely not, 2=No, but I have reservations about this, 3=Yes, but I have reservations about this, 4=Definitely yes)	
Administrative Services Division										
Safety Administrator	39 (06-07 AY)	35 (08-09 AY)	19 (06-07 AY)	24 (08-09 AY)	49% (06-07 AY)	69% (08-09 AY)	3.1 (06-07 AY)	2.9 (08-09 AY)	3.3 (06-07 AY)	3.5 (08-09 AY)
Program Specialist, PND	40 (06-07 AY)	41 (08-09 AY)	19 (06-07 AY)	28 (08-09 AY)	48% (06-07 AY)	68% (08-09 AY)	3.2 (06-07 AY)	3.0 (08-09 AY)	3.3 (06-07 AY)	3.3 (08-09 AY)
Business & Finance Division										
**VP, BFD	195 (06-07 AY)	216 (08-09 AY)	95 (06-07 AY)	136 (08-09 AY)	49% (06-07 AY)	63% (08-09 AY)	3.9 (06-07 AY)	3.3 (08-09 AY)	3.7 (06-07 AY)	3.4 (08-09 AY)
Academic Affairs Division										
VP, AAD	198 (05-06 AY)	214 (08-09 AY)	118 (05-06 AY)	131 (08-09 AY)	60% (05-06 AY)	61% (08-09 AY)	3.6 (05-06 AY)	3.3 (08-09 AY)	3.4 (05-06 AY)	3.3 (08-09 AY)
Assistant Director, AIE	58 (06-07 AY)	50 (08-09 AY)	38 (06-07 AY)	34 (08-09 AY)	66% (06-07 AY)	68% (08-09 AY)	4.0 (06-07 AY)	4.1 (08-09 AY)	3.6 (06-07 AY)	3.9 (08-09 AY)
Coordinator, Admissions & Registration	51 (06-07 AY)	52 (08-09 AY)	32 (06-07 AY)	35 (08-09 AY)	63% (06-07 AY)	67% (08-09 AY)	3.5 (06-07 AY)	3.5 (08-09 AY)	3.5 (06-07 AY)	3.5 (08-09 AY)
Program Specialist, AIE	48 (06-07 AY)	39 (08-09 AY)	31 (06-07 AY)	26 (08-09 AY)	65% (06-07 AY)	67% (08-09 AY)	3.6 (06-07 AY)	4.0 (08-09 AY)	3.7 (06-07 AY)	3.8 (08-09 AY)
Program Specialist, CPC	39 (06-07 AY)	35 (08-09 AY)	21 (06-07 AY)	21 (08-09 AY)	54% (06-07 AY)	60% (08-09 AY)	3.6 (06-07 AY)	3.6 (08-09 AY)	3.7 (06-07 AY)	3.6 (08-09 AY)

Position	Total Respondents		Number Responding		Response Rate		MEAN, Job Performance (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent, 5=Superb)		MEAN, Confidence (where 1=Definitely not, 2=No, but I have reservations about this, 3=Yes, but I have reservations about this, 4=Definitely yes)	
Program Specialist, Adult Ed./GED	41 (06-07 AY)	38 (08-09 AY)	26 (06-07 AY)	25 (08-09 AY)	63% (06-07 AY)	66% (08-09 AY)	2.8 (06-07 AY)	3.1 (08-09 AY)	2.8 (06-07 AY)	3.0 (08-09 AY)
Program Specialist, CSI	39 (06-07 AY)	37 (08-09 AY)	28 (06-07 AY)	24 (08-09 AY)	72% (06-07 AY)	65% (08-09 AY)	3.9 (06-07 AY)	4.0 (08-09 AY)	3.7 (06-07 AY)	3.6 (08-09 AY)
Program Specialist, ITC	40 (06-07 AY)	45 (08-09 AY)	15 (06-07 AY)	27 (08-09 AY)	38% (06-07 AY)	60% (08-09 AY)	3.4 (06-07 AY)	3.6 (08-09 AY)	3.5 (06-07 AY)	3.6 (08-09 AY)

**NOTE: Two different VPs for BFD were evaluated in 06-07 AY and 08-09 AY, two different VPs for AAD were evaluated in 05-06 AY and 08-09 AY and two different Assistant Directors for AIE were evaluated in 06-07 AY and 08-09 AY. Therefore, a performance comparison from Round 1 to Round 4 is not possible for these individuals.

**Table IV.B. Comprehensive Report of IDEA Feedback Ratings for GCC Dean (TSS)
(AY 2005-2006, AY 2006-2007, AY 2008-2009)**

Position	Total Respondents		Number Responding		Response Rate		MEAN, Job Performance (where 1=Poor, 2=Mediocre, 3=Good, 4=Excellent, 5=Superb)		MEAN, Confidence (where 1=Definitely not, 2=No, but I have reservations about this, 3=Yes, but I have reservations about this, 4=Definitely yes)	
Dean, TSS	59 (06-07 AY)	58 (08-09 AY)	40 (06-07 AY)	42 (08-09 AY)	68% (06-07 AY)	72% (08-09 AY)	3.0 (06-07 AY)	3.2 (08-09 AY)	3.6 (06-07 AY)	3.9 (08-09 AY)

VIII. CONCLUSIONS

Below are observations derived from a review of the qualitative comments and the quantitative results of the survey:

- Administrators are perceived to be knowledgeable.
- Administrators are believed to have good interpersonal skills.
- Administrators are considered to be team players.
- Administrators are seen as dedicated and hardworking.
- In general, administrators are considered approachable; however, this is an area that could be improved.
- Although administrators are generally perceived to be good communicators, there is still room for improvement.
- Respondents feel that administrators need to improve their supervisory skills by improving their ability to relate to the people they oversee.
- Respondents believe that administrators need to increase their visibility on campus and interact more with the different members of the GCC community.

IX. RECOMMENDATIONS

The following recommendations are given to help administrators improve their performance:

- Administrators and their supervisors should meet to review and discuss the assessment results. Suggestions for improvement should be offered.
- Administrators should be provided with appropriate training to address their weaknesses and develop their strengths.
- The college should integrate administrator assessments with the existing job descriptions of each administrator. The IDEA surveys do not capture wide variances in administrative functions/responsibilities identified in each

administrator's job description. Although some administrative processes can be generalized, other processes are role specific.

Performance evaluations are meant to provide formative feedback to administrators being assessed. The information gathered from these evaluations should be used to improve individual performance. This will ultimately lead to the improvement of institution-wide performance.

APPENDIX A

Qualitative Results¹

Strengths and Areas of Improvement for GCC Administrators (IDEA Feedback for Administrators)

The following listing of qualitative comments is culled from the respondents who participated in this survey. Their comments were directed towards various administrators of the college. For general administrators, comments are divided into three categories: (A) Assets, (B) Reservations, and (C) Needed Changes. For deans, comments are divided into two categories: (A) Administrative Effectiveness and Performance and (B) General Impressions or Needed Changes

Vice President, Academic Affairs Division
Guam Community College
01/31/09-02/18/09

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA Survey Question)

- well-organized and excellent written communication skills
- Intelligent and very respect. Like by so many colleagues.
- his Ph.D.
- energetic
- High Energy Level
- Visionary
- His desire to keep the Institution Accredited is very strong and genuine.
- No comment.
- n/c
- His expertise on assessment.
- He appears to be enthusiastic about GCC's success as an institution. He has asked for opinions/feedback from faculty which, in my opinion, is an absolute strength. He appears energetic and vigorous, not just in person, but also with respect to assessment/accreditation issues.
- seems approachable
- no comments
- He's very data driven and bases decisions on evidence.
- Knowledge of accreditation process
- 1. Creating good power point presentations for speech.
- 2. Knowledge and education.
- dedication
- His education (doctoral degree).
- Strong background in institution assessment procedure.
- Always in the office.
- very intelligent

¹ Qualitative comments are taken verbatim from the completed surveys.

- He has great leadership skills.
- displays and projects confidence with knowledge
- The knowledge of institutional assessment and applying it to drive continuous improvements and informed decisions. He is driven to perfection.
- Very knowledgeable on assessment issues, good energy, likes to operate with a positive attitude.
- Detailed knowledge of assessment and accreditation
- Professionalism
- His background in research and education and expertise in assessment are his main assets.
- His intelligence and ability to understand the complexities of the job
- No idea...
- Ph.D.
- knowledge about college and background in assessment
- hard-working
- He is task oriented yet does not usually take into consideration opinions of others.
- His knowledge of assessment appears to be his main asset.
- Hi background in assessment.
- I like his open door policy.
He always has time to hear what I may need to say.
I feel he is interested in my program.
- He is very dedicated to the institution. Although at times he may come down hard, he means no harm. He just wants as much as possible that things be addressed immediately when they relate to issues or tasks that need immediate attention. His main asset is a high degree of institutional knowledge.
- 1. His proficiency of the English language
- 2. His apparent dedication and commitment to his job as VPA
- 3. His vision of how the college must respond to the needs of the community
- His desire to do a wonderful job, tenacity, and he is a good guy!
- Positive, organized, driven
- no comments at this time
- I find him very approachable. I feel he is a people person.
- No comments
- very mathematical
- He's organized, knowledgeable and meticulous
- His Energy!
- background with assessment
- Open to others opinion.
- Assessment Role
- He is knowledgeable of the assessment process. He is also professional and approachable attitude.
- his credentials
- knowledge of assessment

- He has a great deal of academical knowledge, and report development.
- hard-working and makes himself available for his subordinates
- Knowledgeable
- He's an excellent communicator both oral and written.
- Knowledgeable and approachable
- Assessment
- None
- Demonstrates vision, ambition, persistence, and passion to the institution.
- He is energetic and passionate about his position.
- very knowledgeable about institutional issues/concerns
- Intelligence, desire for improvement, reasonable
- He is a go-getter and accomplishes what he sets out to do.
- Assessment
- consistantly self centered and extremely ego centric
- Mission oriented and organized.
- He is very approachable yet professional and intelligent
- Compassionate about his role and job at the college.
- Strong performer at a strategic & visionary level.
- expertise in the field
- Intelligent, educated, organized, is dedicated to GCC and it's mission
- In educational institutions, intelligence is always a good thing to have. A desire to grow and learn will always create new horizons to discover. Extreme focus puts distractions in their place while staying the path. And a smile is sometimes more than a smile.
- Organization, high-energy, commitment, knowledge.
- IDK
- He's a good, solid administrator who is very involved in campus matters and shows consideration for faculty staff and administrators.
- Qualifications and desire to do the job.
- Very approachable and is receptive to other's ideas.
- He is good at helping GCC to maintain its good WASC standing. He is good at using data to support his conclusions.
- His expectations remain high for the institution as whole and each individual member.
- none
- He is very knowledgeable and articulate.
- Has a quick grasp on situations and acts accordingly.
- Knowledge of the job.
- none
- Organized, visionary, high energy, great follow-through, efficient
- He appears quite intelligent, so much so, he may intimidate some.
- No comments
- His priorities lie with what is best for the college. He is open to ideas and the opinions of others. He does not cater to the interests of special groups. His intelligence is evident in how he articulates himself through oral and written communications.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- None
- self-centered
- trying too hard to please faculty.
- Hard to find
- His knowledge of all the different things the College does is still growing. Sometimes he may be too focused on process and not the product.
- No comment.
- n/c
- No comments.
- I have not formed any reservations about this administrator.
- can't judge
- no comments
- It is not all about the paper evidence.
- Has a vision (SLOs) but needs to address the mediums in achieving it.
 1. Remains heavily on managements side.
 2. Doesn't involve faculty in decision making.
 3. Relies on managements perceptions of incidences and doesn't seek the truth.
- none
- Cannot judge.
- Rigid, course demeanor, unapproachable and not friendly to approach.
- team player
- He acknowledges the comments/ideas of those in his arena while he has little to no regard for the little people. He has a strong personality and not easily approachable but can be overly vigorous.
- none
- At times is insensitive to personal or family situations and its effect on job time lines or performance. He is not always clear about the priorities for all the tasks he assigns, and at times demands delivery without proper notice. Can be demanding when pressure builds.
- Sometimes tends to over analyze things and slows down the process to complete a project.
- Micromanages, needs to empower Deans and Assoc. Deans; too wordy
- Inability to inspire confidence
Lack of leadership character
- He appears reserved and aloof and therefore not approachable.
- None
- I don't know this person personally.
- He makes those below (subordinates) him without a degree or degree lesser than his small. That he is better than him.
- lack of knowledge on how to handle personnel issues
- MMicro-manages, does not trust those who work under him to get the job done.
- n/a

- none
- None
- None
- none really. Just hope he keeps growing.
- no comments at this time
- None. I feel he is doing a good job.
- None
- his perspective does not appear to be very broad
- none
- lack of professionalism, rapport with employees, students, etc.. will negatively comment on employees (who not present) among other employees
- None
- Lacks the teeth to address faculty-related discipline issues.
- None
- not approachable
- None
- He and other administrators have a tendency to treat GCC as a 4 year institution version a Vocational College. Some things apply, but vocational is the focus. Not to make GCC a clone of UOG.
- does not take immediate action towards subordinates suggestions seriously
- I choose to omit my response to this question.
- I just don't know him enough to fully evaluate him professional and personally.
- none
- None
- Lacks respect for employees.
Inappropriate comments made about staff in public.
Lack of classroom experience.
Hypocrisy.
- None
- He should be more empathetic and compassionate when staff and administrators who are feeling ill and not to over burden them with why the job needs to get done. The additional stress imposed only delays the person's return to the job.
- none
- I'm not sure he's in touch with faculty.
- None. (I have no direct contact with him.)
- Input is very generalized.
- Whether he will run this institution into the ground
- At times, appears to not care for his people/staff because every minute of the day is focused on work and the clock.
- None yet I am still fairly new to the GCC community still getting to know the staff and the college
- None.
- More micromanager than motivator when dealing with others.

- Focus is on prestige and image more than necessary. Can be a little patriarchal and condescending at times.
- Are details more important than the whole picture? Is it better that an office appears less visible but have greater impact? Should self-promotion trump institutional image? Is it better to be complex and intelligent or unwaveringly understood?
- None
- Okay need to be more open and not so snobish
- None
- At times he needs to be decisive and less democratic. Also, he can be too concerned with getting consensus.
- None.
- He is sometimes too quick to make decisions, or to decide on the process he wants to follow to make decisions. This is instead of fully using the governance process, having the needed level of patience and trust with it.
- everything. not college-orientated.
- He does not factor in everything before he makes decisions.
- none
- People skills.
- none
- none
- No comments
- Because he is approachable and fair, I think some people try to take advantage of that. There are many people who do not do their jobs, yet they collect a hefty salary. Everyone should be made accountable for their performance and time.

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- None
- make subordinates come first before himself
- manage overall without prioritizing faculty.
- meet the lower echelon more often
- More money for the institution.
- No comment.
- n/c
- No comments.
- I do not have enough background or experience with this administrator to suggest changes.
- can't judge
- no comments
- Minimize "red tape" process.
- 1. Engage in discussion with faculty.
2. Speak to faculty prior to recommending approval to go forward on an adverse action.
Need to hear both sides.

- none
- Cannot judge.
- Better communication with staff and faculty.
- listen to staff ideas, concerns
- not sure, it is more of a personality issue.
- an open door policy would be nice, if one currently exist it would be nice to know
- I think the administrator needs to know the meaning of being a “team member”. He should make it a point to ask the staff in his department how certain changes would affect their office.
- To keep in mind that we simultaneously work to do our best to support both the college and the family at home, but family is first in mind and heart.
- Continue to encourage staff participation/submission of new ideas to move the college forward, keeping in mind that while we may want to operate like larger educational institutions with ‘champagne’ budgets, we must be very realistic because we only have a ‘beer’ budget. Only so much can be humanly done to move forward given that many of our staff are extremely over tasked as it is and adding more to their plate will only lower the overall morale of the college.
- Needs to be less anal
- Listening skills
Interpersonal skills
- Improve downline consultation and communication.
- Needs to be more sensitive to his subordinates personal and health challenges
- No idea...
- Remember where you came from. Have an open mind.
- Style of leadership and improved decision making.
- Does not drop duties or assignments at the last minute and expect it to be done immediately and with utmost priority.
- n/a
- none
- He needs to lower his speed limit of doing his work within the acceptable level of performance otherwise he’ll end up blowing a gasket.
- 1. He should connect with the faculty as well – not only with his fellow administrators. This way he can get a better/deeper understanding of the problems/issues confronting the teachers
- Little less autocratic and he is doing that.
- no comments at this time
- I would not change anything
- No comments
- focus on the campus as a whole, rather than the sum of its parts
- Don’t be a micro manager.
- interpersonal skills, get trained with curriculum writing, lesson planning, etc..
- None
- More leadership training and to make faculty more accountable for their actions.

- It would be good to hear what visions and plans he shares with the President and how he would like the CTE, ABE, CE, and Student Services meet GCC's mission, goals and vision.
- be approachable
- Don't know
- Having an understanding of Vocational Education. Tends to focus on process versus effective vocational learning...
- tries his best to implement the suggestions that are provided by the institution's employees
- I choose to omit my response to this question.
- I think he needs to be more approachable and have an open door policy to interact with faculty members. He will be surprised that a lot of faculty members are great and dedicated people. I personally never had any contact with this administrator for the past five or more years.
- none
- None I can think of yet.
- Omit memo scolding tone.
Cut down on extravagant office furniture.
Model customer service for all.
Follow through on visionary promises.
- None
- Needs to be more transparent vs self centered.
- Interact more with faculty.
- Unknown
- Focus on real issues that affect the college and its customers. lead with a real sense of direction other than what he perceives as his goals.
- More interpersonal skills and team building with colleagues and staff.
- See him more around the campus
- None.
- To be less controlling, and more empowering in dealing with the management of others. Not a people person, is more task oriented with little soft skills when dealing with others.
- Legacies create many dilemmas and are usually written by the observers and not the recipient. Is a positive and fruitful environment better (or more important) than the devil in the details? True leadership is earned and not won. Never confuse rote with belief.
- Need to interact with the people
- None. He's an effective administrator.
- He needs to be able to pick when to be decisive and authoritative and when to be democratic.
- None.
- He needs to make sure resources are more centered on governance. For example, the need for a secretary there is FAR beyond other needs, as without that role, governance loses consistency, transparency and credibility. There is a powerful statement being made by not delegating someone to manage the website and committee materials. Finally, working with governance should be seen more as an engaging and essential part of the job rather than as a barrier to making authoritative decisions.

- He needs to stop scolding employees with others around. Has no heart. Better than thou attitude. If there is no money for basic supplies, then what is his reasoning behind purchasing that gaudy looking pedestal in his office. I would rather have had that money for printer ink.
- He needs to have a broader perspective in regards to staff.
- No suggestions.
- Improve people skills.
- none
- continue to communicate with faculty, dc's, academic staff on information regarding changes on policies and procedures within the different areas of the college: example: Finance, Administrative Services.
- No comments
- He should ensure that the department chairs do their jobs. I know of one who only comes in for only a few hours a day from Mon- Thurs and only comes in on Fridays when there's a DC meeting. Yet she receives 10% more. ???

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA Survey Question)

- Coming from an audit company provides strengths to the college.
- knowledge
- I have formed no stable opinion.
- She is straight forward, direct and looks you in the eye, all traits that show me confidence and she is aware of her strengths and challenges. This is my observation of her. She also has humor, and works well with others when I see her. She was very helpful to me when I was getting my trip to Palau with my students. She was very busy yet made me feel that it was going to be alright and assisted me with the changes and both of us met our timelines. I am glad she is part of the TEAM!
- Her knowledge and expertise in finance. Her CPA. Her dry humor.
- She makes sure her staff process checks on a timely manner. If she is not available, she will assign her staff to make sure they follow through.
- It would be so unfair for me to evaluate this person. I only had one brief contact with her about a year ago; I can't form an opinion based on that.
- Quick to learn and technology savvy
- Strong technical and interpersonal skills.
- Ability to do the job, sticks with it, works through problems, listens and learns and takes advice. Doesn't make up stories or excuses. And is consistent!
- Can't judge
- No comment
- her attitude
- openness
- Cannot judge as I have had no personal or administrative contact with this administrator.
- Her knowledge in the finance area.
- I don't really know her. She has not made it a point to get to meet the GCC family.
- She is a CPA and definitely knows what she's doing. She sees numbers in a different way than most people and seems to have a sixth sense about what is going on with GCC's finances. She's a financial guru that knows when to say "NO".
- CPA certified, auditor with a prestigious cpa firm on Guam.
- No nonsense, straight to the point; willing to listen to new ideas; friendly.
- Well educated.
- no comments at this time
- She brings skill and experience coupled with an approachable personality. She explains things well and takes the time to learn what she may not understand.
- She is very knowledgeable.
- Don't know
- not sure.
- Dedication to work
- Her main assets to the college is her knowledge.

- Hardworker, great analytical skills, fast learner, productive and dedicated. Always willing to answer questions and address concerns.
- Her financial acuity is very sharp.
- I don't know this person
- accounting skills
- very finance savvy
- no comment
- I don't know.
- Part of the Gang.
- cannot judge
- No idea...
- Clear vision.
- I suppose her main assets would be her credentials.
- She is very up front when sharing information about GCC's financial status. She is always willing to answer questions, and to provide requested information.
- Financial Knowledge. Straight forward. Respect.
- Knows her job.
- Maintaining the Guam Community College Finances.
- She is very knowledgeable, knows the bottom line
- She has the best interest of the institution in mind as she makes the difficult financial decisions for the College.
- she is extremely effective
- she is very approachable and straightforward.
- Very concise and straight forward. Always wanting to ensure that everyone follows the rules to be in compliance for auditing purposes. Very smart and knowledgeable in her profession.
- intelligence, common sense, education and experience, humor
- Very accessible.
- N/A
- Aggressive, brilliant, goal-oriented.
- I do not know this person.
- very organized
- CPA
- Assets are her credentials, professionalism, and expertise in Finance and in managing her team.
- N/C
- Knowledge and experience in the field of finance.
- Gets things done. Knowledgeable of technical aspect of job.
- She knows the job.
- She is a CPA and is well-versed in accounting.
- cannot judge
- Unfortunately, I have not had personal contact with her. Anything that I have need from her goes through our admin assistant. I have not heard anything derogatory.
- Proactive, positive

- She is knowledgeable, and being that she has been with the college for at least a year has fit in comfortably.
- knowledge of financial requirements
- none
- Knowledgeable of financial principles
- Don't know.
- knowledge and skills for the job.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- She still needs to grow and understand the institution.
- none
- I have formed no stable opinion.
- NONE
- Her long term plans to stay with the government of Guam. She came from a well established accounting firm. She came into GCC with Banner crises, funding shortage and staff shortage.
- None
- Does not make herself visible to the (college) community.
- None
- No real reservations, just needs to be at the College longer and get a good understanding of what we do and why we do it, the way we do it. She is, in my opinion doing that.
- Can't Judge
- No comment
- her attitude
- none
- Cannot judge as I have had no personal or administrative contact with this administrator.
- No reservations.
- Who is she? What is her background?
- She is an excellent administrator and I have no reservations about her abilities.
- cannot judge
- N/A
- Too much of a martinet who sticks to the letter of the law even when some flexibility may be allowed
- no comments at this time
- I don't have any.
- Can not judge
- none
- The college will have a good future
- My main reservation is her ability to organize herself, set priorities and be consistent with her decisions.
- None.
- None.

- lack of educational experience
- lack of professional respect among peers
- sometimes lacks empathy towards staff
- no comment
- I have no reservations as I don't know her.
- Too connected to Management (personal) that it affects her actions.
- cannot judge
- None.
- None.
- I have not had much interaction with her, nor have I heard much from her to form a solid opinion.
- Her many demands sometimes limits the ways she can participate in important discussions.
- None
- Lack of managerial and administrative experience.
- She needs to smile more often.
- She needs to supervise her people better, to get the work done. She needs to improve her communication skills.
- too close to the president
- none.
- Changes in the order of conducting business are not communicated clearly leading to confusion and frustration.
- none.
- N/A
- No reservations at this time.
- I do not know this person.
- not sure
- None
- N/C
- None.
- Chip on shoulder. Not approachable.
- Can't tell what to expect on decisions and/or policy pertaining to monies.
- None
- Limited management abilities
- cannot judge
- none
- Administrator shows favoritism.
- None
- None, she is doing a great job!
- none
- lack of respect for employees, poor role model for customer service and austerity measures (off-island trips, waste of utilities staying after work, Sat., using GCC power for espresso machine, etc.)
- none

- Not sure.
- could improve ability to communicate and listen; could improve being more open-minded to ideas; could improve on not being so judgmental; could improve being more direct instead of making insnuations.

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Meet with faculty and understand what their needs are for their program.
- none
- I have formed no stable opinion.
- I am not in a position at this time to offer any. I feel confident in her abilities.
- More staff. It is apparent the B&F continues to grow as a result of the College growing, but the number of B&F staff has declined.
More training in the area of finance specific to higher education.
- None
- I do not know this person; don't even know that she exist. She needs to be more visible during faculty formal meetings and update us of what her office is doing and have accomplished.
- None
- Listen and understand more the challenges of faculty and the college. But already doing this.
- Can't Judge
- No comment
- her attitude
- Cannot judge as I have had no personal or administrative contact with this administrator.
- Establishing a qucker way for staff to conduct walk throughs.
- She should communicate with everyone about issues related to the financial status of GCC. For example, if checks are to be late, inform us. There are too many people we have to talk to or see before we get to her. Why?
- For her to get her own grant writers and bring in more money to the college. She needs to keep her private-business mentality and continue to fiscally run the college like a well-oiled business machine that it is. More importantly, she needs to maintain or uphold the college's reputation as the most fiscally fit agency of Government of Guam.
- cannot answer due to frequent visits depending on work status or situation; rarely have to go through her as she has a dependable and hardworking staff under her supervision.
- N/A
- Smile more. Be more friendly. Display more empathy towards people.
- no commentc at this time
- No opinion.
- not sure.
- In the past years, GCC's "credit" has never been in so much question until she took over. Vendors have questioned where their payment is and why it takes so long to receive it. This has to do with budget constraints and not receiving our share, however, priorities must be set for all departments across the board and not selective

- Hold monthly meetings with the different sections in Business & Finance to communicate priorities.
- She needs to be a bit more open to new ideas versus being linear.
- teach accounting/business classes for three years
- better supervisory skills
- no comment
- I don't know.
- Cut the connection.
- cannot judge
- No comments...
- None.
- Although she is a vice president, her presence is not known on campus outside the admin building.
- She should take more initiative in building relationships with other employees.
- None
- Experience and time to get exposed to government and its inconsistencies.
- same answer as question 32.
- supervisory training, clear expectations for her staff, staff also have difficulties communicating, does not return calls or emails consistently.
- Needs to stop abusing authority to get what she wants.
Needs to learn to work as a team.
- New regulations and/or policies should be clearly communicated to all.
- blow-up DOA
- N/A
- No changes seen at this time.
- The institution should hire more personnel to support this function. I think that this administrator should set deadlines in terms of requisitions that are institutionally known. I think that this office should take a more proactive approach to providing orientations/standard operating procedures for program directors, department chairs, administrative aides of the financial expectations at the college annually so that it would be easier for this office to get through audits.
- I do not know this person.
- no comment
- The college needs to provide more person resources to her team.
- N/C
- People skills. Leadership skills.
- To be more a people person.
- None
- Needs to work more on strengthening the EFFICIENCY of business and finance.
- cannot judge
- Less dictatorship
- none
- None.
- accountability of staff

- interpersonal skills with employees needed, smile!
- none
- Not sure.
- attend interpersonal relations course; attend being a more effect leader training; take communication and listening workshop; be more courteous to people and smile more often

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- works well with her staff; maximizes resources; allows individual strengths to flourish; is receptive to ideas; has sound priorities
- Intelligent; meticulous;
- She takes the time to discuss issues concerning her department and seeks opinion from subordinates.
- Smart and very organized.
- personality
- Writing ability and staff
- Very personable and confident.
- Focused, organized and calm. She is open to ideas in regards to assessment and the improvements that need to be made in to improve student learning outcomes.
- organization and knowledge of the tasks assigned
- Critical thinker.
- She is a very hard worker, she is dedicated and loyal.
- Knows her stuff and how to get the job done, seeks and listens to input and makes positive changes based on that. Patient with people who don't deserve her patience.
- She is knowledgeable in her position; she's responsive to concerns brought to her.
- Her knowledge and ability to work under stress.
- Smart. Has a Ph.D.
- People skills
- easily approachable, honest, organized and knowledgeable.
- Her knowledge of research principles.
- Knowledge. Team player.
- Very approachable and responsible
provide information in a very timely manner

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- No reservations, she is doing a great job!
- None.
- none
- non
- None
- none
- None
- None
- None, I have great respect for her.
- No reservations, she's excellent!

- She is too shy. She needs to interact more with people (i.e. student, faculty, administrators and staff).
Can't make a good assessment from a desk and a computer.
- None
- None.
- I don't interact with this administrator very frequently.
- none
- None
- None

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- The administrator is effective. I'd like to see more substance from the research produced by this office in terms of our school's policies. For example, the General Education Study; our resolution is to work on SLOs (end product) but what is the supports to get there? Depts. are empowered to reflect on their programs but when do we act as an institution for the student's benefit?
- None
- None.
- none
- None
- Communicate thoughts and ideas about the analysis and reporting done for the college.
- this administrator does an outstanding job
- None; she's effective in her work
- None
- Need to be more outgoing. Talk to people, smile and get to know more about the GCC (i.e. division, programs, curriculum) by interacting. Reading and working from a desk limits ones understanding of GCC. Participate in activities and observe the faculty and students in action.
- No change
- Not sure.
- none
- None
- none at this time

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- Knowledgeable about rules, regulations and SOP's. Willingness to help others and take the time to explain things.
- He is personable, bends over backwards to help, solves problems and doesn't let things pile up.
- He is trustworthy, a team player, great ability to learn/understand, and a problem-solver.
- Knowledge of technology.
- his credentials
- hands on administrator, great technical skills, team player
- Team player
- None
- Communication
- Likability, intelligence, humor
- Commitment to institution
- I have had no contact with the person at all.
- His expert opinion as a registrar.
- technical skills
- hardworker
- Approachable, common sense, great communication skills, excellent follow-up
- Intelligent, knows his area well, very helpful and generous with his knowledge, he wants GCC to succeed and he's good at problem solving for students and other administrators. Has a good sense of humor.
- Easy to approach
- Computer Systems background.
- His assets are that he works within and provides student information within the requestor's timeline.
- He seems like a nice guy when he is approached.
- His understanding and experience with technology
- Knowledge retained from Banner training for the transition.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- none
- Lack of authority over his staff.
- He needs more academic or registrar training. This is not a reservation but more a question... If this administrator is frequently providing data then what is the job of the institutional researcher?
- Decisions made when they are non-controversial.
- moody

- none
- Needs to better manage staff
- He lacks the educational background needed for a Registrar.
- none
- non participatory attitude
- I have formed no stable opinion
- None.
- he lacks the education and training needed to fulfill the duties of the position. He does not have the skills/knowledge for the evaluation of credits, transcripts, military records, etc...students wait more than usual for transcripts, etc.. because he hasn't signed or reviewed documents placed on his desk for over a 5 day period...
- none
- None whatsoever, we need more administrators like him.
- Has some difficulties with staff relations-could just be due to general stress on the entire college.
- none
- None
- He doesn't have a grasp for the complexities of his job. Requests for information or tasks that need to get done are not handled in a timely fashion. It is fairly obvious that, under his leadership, the Admissions Office is not a cohesive unit.
- None
- Communication skills from time to time is lacking; sometimes is defensive; sometimes does not listen enough to understand what is being shared.

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- The department needs more resources (people) and needs to give up more day to day matters of the office to focus on managing policy, performing more analysis, and planning ahead,
- Leadership training.
- policy...
- be a little more detail oriented
Can greatly benefit by hiring more qualified people
- Needs to build rapport with staff and faculty.
Needs to lessen time in wife's office.
More visible on campus than running personal errands.
Needs to accept constructive criticism.
Vindictive
Respect his subordinates & treat fairly
Needs to be a team player
- none
- I have formed no stable opinion
- The registrar should constantly inform the faculty of any policies/issues that might affect effective instruction

- None.
- he needs to be visible...he needs to assist the registration and admissions staff with traffic flow during high peak times...interpersonal skills, no rapport with students/staff/faculty...he needs to spend more time with his duties and less time in wife's office...
- none
- Provide him with more power since he does not abuse it
- Be more confident, less defensive when errors occur or things don't work.
- none
- None
- Organization, management style, and receptiveness to others' ideas
- Organization of staff & prioritizing.
- None
- ability to receive constructive feedback; improve listening skills; communication and team building skills;

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- not sure.
- No idea...
- I have formed no stable opinion
- approachable, people person
- Very approachable. Good personality.
- Warm personality.
- approachable and easy to talk to
- approachable
- He's very approachable, friendly and funny.
- People-friendly, and with a caring attitude
- IDK
- He has a lot of experience and is very intelligent.
- Willingness to work with others.
- knowledgeable and experience in Safety principles
- Approachable, reliable and willingness to help others.
- no comments at this time
- He is a good person.
- sensitive

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- I have no reservations about this person.
- No comments...
- I choose to omit my response to this questions
- needs to be more assertive in taking steps to insure the college is in compliance with all safety requirements example: disposal of hazardous materials, etc.
- None
- Not much interaction with general population.
- Needs to be more assertive at times
- none
- He needs more direction in terms on his job function.
- Not systematic in carrying out routine inspections that involve safety issues, as modelled from supervisor
- Yet to work with him
- None
- None
- None
- no comments at this time
- Not doing enough
- ambivalent

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- No comment.
- No comments...
- I have formed no stable opinion
- Schedule a bi-annual inspection of the campus to ensure safety issues are addressed such as sub-standard classrooms or facilities.
- Be more interactive.
- conduct safety trainings, CPR, disseminate information periodically to heighten awareness, contact information for reporting suspicious activities, etc.
- more proactive
- Should be on top of things, by planning regular and routine safety inspections that are both announced and unannounced
- Need to get down to business and start hitting every little safety hazard either with faculty, staff, student's and contractors
- Needs to prioritize his tasks better.
- None
- Offer more training to College personnel
- Needs to be more proactive in the implementation of rules and regulations throughout the campus and ensuring they are being followed throughout the campus.

- no comments at this time
- Needs to do more about the safety issues around the college.
- more assertiveness

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- Grant writing skills
- Grant writing process
- Loyalty to the college
- Cannot judge. I do not work directly with her.
- Knowledgeable in her job responsibilities. Puts in long hours.
- The willingness to go above and beyond to complete her tasks.
- I do not know her, nor have I had the opportunity to work with her.
- Brother is a senator
- She has years of experience
- Great Grant Writer!
- Years of service with the institution
- She's an effective grant writer and has gotten alot of money for the institution.
- She seems to have good skills in writing grants.
- Grant writing ability
- Grant Writing Skills/Knowledge
- hard worker, dedication
- grant writing capabilities
- knowledge of work

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- Operates on extremely tight deadlines that gives no time for reviewers to provide meaningful input to her grant proposals
- none
- Cannot judge. I do not work directly with her.
- None
- Brother is a senator
- She does not have much to show for her years, her title, and her time at the College
- Cultural influences
- none
- She is unapproachable, cold, and distant, so it is hard to bring ideas and suggestions to her.
- None
- None
- I do not frequently work with this administrator on similar tasks in order to comment on this question.
- lack of integrity

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Provide much more lead time to reviewers to provide input to proposals; more discussion on general themes, resources, and personnel involved in grants
- Cannot judge. I do not work directly with her.
- Although every task she does is a priority, she needs to prioritize the priorities otherwise she'll end up doing piece meal work trying to do everything at one time.
- Share knowledge base of grants/etc with related parties.
- She needs to develop a work ethic, and be held accountable, by herself (being ethical) and by her administrator
- I have formed no stable opinion
- She needs more exposure.
- She needs to work to make sure employees and those she relates to are invited to raise concerns or ideas with her. She needs to make sure that when people do this, they leave her with a sense that they were listened to and fully respected.
- Can't think on any
- Additional help for her.
- cannot comment on changes to improve since I do not work as close with her on specific projects. I normally provide her with information upon request.
- Needs to be more organized, focused on work.
- focus on work

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- Very organized. Hard worker. Dedicated.
- Works very hard. Good at what she does.
- Flexibility; openness; reliability.
- Knows the tasks required of the job. Very knowledgeable and willing to assist everyone. Very very respectful towards others.
- Organization, attention to details
- Very knowledgeable on the processes in the Assessment system.
- attentive and dedicated to work
- Commitment, knowledge, willingness
- Her knowledge in her field of work.
- All of the above.
- Knowledge and goal oriented.
- consistency willingness to assist others
- knowledge of assessment
- She is very qualified, organized and knowledgeable.
- Very helpful and resourceful
- good at what she does
- Her wealth of knowledge of her position.
- always willing to help others, great knowledge of software being used for assessment
- Her willingness to help staff and faculty with assessment related issues. A very dedicated employee.
- always willing to assist with concerns on assessment and TracDat
- Ability to work well with faculty on staff vis-à-vis their assessment requirements
- she is excellent at mid-level management

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- None
- None.
- None
- Needs to also look outside of the box and be flexible
- In some cases the process is focused over what might be best. Sometimes things are not always black or white.
- none
- None
- No reservations!
- None.

- None
- spread thin need more time to assist other and be mobile
- None
- None.
- none at this time
- not a decision maker
- None. I believe she is a role model.
- None
- None
- none
- Too stiff sometimes; needs to loosen up a bit – let her hair down, so to speak

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- No opinion.
- None.
- The focus that GCC is a vocational institution to prepare students for a wide range of jobs that require various skills as contrasted to just teaching courses.
- none
- Continue to strive for upward mobility!
- None
- None at this time.
- None
- unknown at this time, but additional staffing never hurts
- None at this time
- None.
- Though she is multi-tasks person, it will be helpful if the institution can provide her with some assistance!
- She is excellent at a mid-level management
- None
- have more trainings for end users
- No changes. Employee is very productive.
- none
- Smile more often; being rigid about certain rules can sometimes work against you; be more sympathetic to assessment authors.

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- patience. Hard for a person to do a job when she is being micro-managed.
- All of the above.
- able to network with community resources
- Reliable; knowledgeable; team player; thoroughness
- Don't know. Never had any contacts with her formal or informal.
- not sure
- Her Knowledge and management of Career related programs.
- Approachable
Great Rapport with Students
- She has knowledge to carry out job
- Insufficient contact to make a judgment.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- none
- None that concerns me.
- none
- Talks to fast, message may be unclear.
- No opinion. Never engage in any conversations professionally or personally.
- not very reliable
- None
- None
- She does not communicate to departmetns and to the student population about her role, and what her office can do for students. I rarely see announcements or anything pro-active from her office.
- None

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- change the dean that micro-manages.
- Improve voice tone/level when speaking.
- Slowing down speech
- I question the validity of her position. It seems that this position does not keep her busy full-time. Perhaps, she should be assigned to do another job to justify full-time for this position.
- need to be more available

- None
- None
- She needs to develop and market the office as a huge benefit for the students, thus for gcc as well. Rarely hear anything from her office. She doesn't seek out employers in all fields. Limits herself and, thus, the College.
- Cannot judge.

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- I don't know this person because I am still fairly new to the college, less than 1 year. Sorry I could not give beneficial comments re: her eval.
- Caring person
- No comment
- None
- She is definitely not an Administrator. She fails to follow College policy and procedures. She has damaged the reputation of the GED/Adult Ed Office. GCC has received so many complaints about her; but her Dean fails to take any actions (i.e. complaints filed by students and partners of GCC). She is not a team player. She always blames everyone else for her errors. She does not operate with the vision of GCC as a whole; she only thinks of herself! She needs to be replaced in order for GED/Adult Ed to successfully continue. Her Dean needs to be held accountable for her negative actions and poor performance.
- Understands institutions goals
- knowledge
- She will listen first before she reacts on something.
- She is stubborn, knows her stuff, and does not give up on you or and more importantly, the students.
- She is very open to new ideas. She has consideration for our students, yet she stands firm with the institution's policies and procedures.
- Her expertise and creativity.
- Knowledge of subject matter.
- Team player, very understanding, anticipates crisis and tries to alleviate before catastrophe happens.

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- Compliance with rules and regulations.
- Lack of institutional centeredness
- Always has excuses and doesn't conduct her duties like an administrator. Too many problems arise based on documents submitted or actions take from her. Doesn't do her job, wants others to do her job by going to her office and getting the information. Not reliable, efficient or effective administrator.
- She needs to be replaced!
- Demeanor to students. Many students have indicated that they were belittled/ridiculed about not finishing 'regular school' in front of their peers when trying to register and or trying to fill out a registration form.
- none

- n/c
- I don't have any reservations or fear to her because this person is really fastidious.
- She needs to be more of a team player to all not just a select few because she can contribute more to the institution.
- Upper management is not as supportive of her even after being the most successful in this program as compared to her predecessors. She is not getting enough support from upper management and deserves to be recognized for all her accomplishments with the program.
- None
- None
- Morose personality sometimes and it shows.
- None

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- Plan accordingly so that proper procedures are followed at all times. Ask questions if she is not sure what the rules and regulations are before beginning a task. Maybe she needs to delegate more so that office staff can assist with customers.
- Priority alignment with College
- Her supervisor needs to get on her case to ensure that any request that should come out her office is done and not for her to tell the requestor that they cannot, don't have info, etc. It's only excuses that she comes up with.
- Fire her!
- Listen and try to understand the student, especially if they are not as inquisitive as others. Help them understand. Our community will benefit from their accomplishment and comprehension.
- none
- n/c
- More funds and more support from upper management.
- Nothing. She is doing a great job!
- She should be given the required resources to expand her programs.
- None, she is doing an excellent job.

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA SURVEY QUESTION)

- very approachable and candid.
- Dedication to job and getting it done.
- Organize and well-mannered.
- have all the solution.
- network, active in community
- Very good public contact; informative, to the point and very well receptive in giving presentations; excellent exercises for GCC staff during Staff Development Day.
- Knowledge and skills for the job. Has passion for the work she does.
- Dean Santos' puppet, her Mali'.
- She is an excellent employee. She cares deeply about GCC and its students. She is always there to assist, and she collaborates with people throughout GCC.
- positive attitude, intelligence, focus genuine, funny
- energetic
- Leadership and Team Building Skills.
- Highly organized. Very dependable.
- She works well with not only students but also with faculty and staff.
- ability to get projects done as scheduled; advocate of students; creative
- She's a team player with great organizational skills.
- Dean's Male

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- none.
- None
- None.
- administrator has all the know how
- No reservations
- Not as proactive in handling situations or issues at times.
- everything. She loves to talk about people.
- The work she is doing requires more educational background. There are philosophical and theoretical foundations to the work in her area that are at the core of student life operations, but at GCC, that kind of background is severely under-valued. For a person with her level of formal background in her work area, She is doing a fantastic job.
- None
- like things her way.
- None
- none
- None.

- Makes negative comments about other students in public,

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- I can't think of any
- None.
- no comment
- Unable to comment
- Get more training on student issues and student retention in relation to this can be made part of student development activities.
As a manager of programs, attend more leadership training for ongoing improvement.
- Cut the Mali' strings. Departments are getting cuts, so should she...
- Stop gossip about others
- I would like to see CSI focus more on Skills USA for more and more departments. Also, it would be great if CSI took more initiative in reaching out to graduating high school seniors.
- work together with the team
- None
- none
- She's doing a great job.

A. WHAT ARE THIS ADMINISTRATOR'S MAIN ASSETS? (IDEA Survey Question)

- Dependable, reliable person who can help you with presentations.
- Approachable, reliable and willingness to help others.
- He has a lot of ideas
- access & control over tech items
- experience
- not too much contact but is definitely approachable, enthusiastic
- He's very smart and innovative. Knows his business!
- Knows his stuff, really wants to do more for the College
- He definitely knows his field!
He makes himself available whenever help is needed.
He always wants to share the latest he discovers in computer technology.
- His knowledge of technology and his ability to share that with others.
- Friendly and knowledgeable.
- His expertise and vision
- He thinks outside the box and is not stagnant. He's open to new ideas and technology.
His enthusiasm leaves us in the dust.
- Nice guy with the ability to work well with others. Has the great working relationship with Administrators and Staff as a result of his leadership with the SunGard project.
- Must be qualified to be able to keep his position

B. WHAT RESERVATIONS DO YOU HAVE ABOUT THIS PERSON AS AN ADMINISTRATOR? (IDEA SURVEY QUESTION)

- It is often difficult to understand the direction he is taking
- none
- none
- Great ideas, poor follow-up and execution – some may be out of his hands, but many times he must take the lead
- None.
- Almost none. He is very well-rounded as a co-worker and grounded as a person.
- None
- Ability to win the support and confidence of faculty.
- Is not a team member-runs the tech center as if it were his own domain. It belongs to the institution and should be available to all faculty and staff—he makes the decisions as to how it is to be used based on those individuals with whom he has a close relationship or with whom he wants to help.

C. WHAT CHANGES (E.G., IN PRIORITIES, STYLE, ORGANIZATION, POLICY) WOULD DO MOST TO IMPROVE THIS ADMINISTRATOR'S EFFECTIVENESS? (IDEA SURVEY QUESTION)

- organization skills
- available after normal business hours.
- none
- n/a
- consistent follow-up
- Organize desk and office.
- He should be provided the resources needed to expand his programs
- He should be given more freedom to implement the ideas he has.
- Improve relationship with faculty.
Continue to work well with Administrators. Continue to assist and support staff.
- Ensure that he is being fair to all those who need assistance or request his assistance. He is very quick to say what a person can or can't do with his resources or classrooms!

A. USE THE SPACE BELOW TO ELABORATE ON ANY OF THE RATINGS YOU MADE OF THE DEAN'S ADMINISTRATIVE EFFECTIVENESS OR TO COMMENT ON OTHER ASPECTS OF HIS/HER PERFORMANCE. (IDEA SURVEY QUESTION)

- Technically proficient but at times appears aloof and unapproachable.
- Good faculty leave the college for other opportunities.
- The Dean knows there is always two sides of an issue but leaves the perception that the faculty side is always wrong, and prejudges.
- The Dean is doing a very good job in leading her school. She is a problem solver, proactive, multi-tasked, and fair in her dealings with faculty. Although she has a lot on her plate, she is always willing to help others.
- The Dean is professional and I have observed that she can be relied on to make decisions that will serve the college community as a whole.
- None
- The Dean has worked diligently in putting a human face to her leadership through skillful management of people under her school. She has come full circle in ensuring that others perceive her as a warm and caring person, which she is. Gone is the image of the martinet and stiff administrative bore that haunted her in the past. She has had an extreme personality makeover during the past year.
- Overall, the dean's effectiveness is excellent. However, one suggestion is to be more sensitive with regard to disputes amongst staff, faculty and administrators. This is understandably difficult and one cannot please everyone, but there is some room for improvement in this area.
- The Dean is a sincere and committed employee. She does not have the resources necessary to allow her programs and student service units to be as successful as possible.
- The Dean leads with firmness, but is not short of compassion and understanding. Her ability to resolve conflicts and her insights in the dynamics and psychology of human relationships, especially when it relates to getting the job done, makes her a true leader. She is very effective as a Dean and also as the second-year chairperson for the College Technology Committee, formerly the Technology Advisory Committee.
- favors faculty over others
- No elaboration
- This administrator has surpassed in communicating and guiding her school towards focusing on accreditation expectations along with our limited funds.
- Micromanaging employees. No tact and lack of professionalism. Sets up employees against employees, faculty vs. faculty, undermines faculty work, favoritism, manipulative..
- Little time to observe but responses based on what seen so far.

B. USE THE SPACE BELOW TO PROVIDE COMMENTS TO CLARIFY OR ELABORATE ON YOUR GENERAL IMPRESSIONS OR TO OFFER SUGGESTIONS PERTAINING TO THE DEAN, THE OPERATION OF THE DEAN'S OFFICE, OR THE COLLEGE. (IDEA SURVEY QUESTION)

- Very hardworking and dedicated to her job.
- I view the Dean as growing in her role as Dean and if she works at her interpersonal skills, she will become a superb leader. I think that perhaps she works hard at these skills and is learning from her interactions with people from all work levels.
- The Dean is dedicated to her job and the College. She has a hard time though in being able to determine facts, how to present them, and making her point in a way that doesn't create defensive attitudes.
- It seems that the staff are well informed of the priorities of the Dean's Office and keeps other Divisions informed; the staff are also friendly and cooperative, however, there is a need to improve on planning the purchasing needs at the department level so that there is some time for other divisions to process the purchases on a first in first out basis; many times there is a Rush to process the paperwork to procure the goods (to include authorizations) within a certain time and this puts the department behind in the processing time (it is a domino effect).
- The staff in the Dean's Office are professional, patient and caring. Great teamwork!
- The Dean is a sincerely devoted leader that takes care of her people. She communicates sensitivity and warmth in all her interactions.
- The Dean's straightforward manner and 'can do' attitude is refreshing and inspiring. I am confident in her abilities to continue doing excellent work for the college.
- The Dean could be more wise in her tone and choice of words when communicating with others. If she could be calm and use the human element in a time of stress, people can respect her and feel worthy of their work.
- The Dean has many demands on her plate. because of this or whatever reason, she does not spend much time visiting programs or offices, especially secondary ones. When she is especially busy or stressed out, she can become more directive than usual, or more impatient with issues or functions that require more time to be addressed appropriately. When all is good, she is a very good dean.
- This Dean is doing an excellent job despite the challenges brought on by the lack of funds, staff, time and problematic people. The Dean should be commended for her leadership style and her ability to engage teams into positive actions that also bring out the best individuals.
- None
- None, she is doing great!
- respect is needed for employees, during high volume of students dean and other administrators needs to assist employees, need to be role model with customer service and austerity measures
- Little time to observe but responses based on what seen so far.
- erformance.

APPENDIX B



OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE) GUAM
COMMUNITY COLLEGE

<http://www.guamcc.edu/assessment>

Memorandum

TO: Colleagues in the GCC community
FROM: AIE Staff
SUBJECT: Administrator's Assessment On-Line IDEA Survey
DATE: January 27, 2009

As an integral part of our comprehensive assessment initiative, the Office of Assessment and Institutional Effectiveness (AIE) is soliciting systematic feedback about selected administrators this year. This is the fourth round of administrator assessments at the college.

In the next week or so, you will receive an email from The IDEA Center (admin@theideasonline.org) requesting your participation in an online survey providing feedback to several of your administrators. The email will provide you with specific directions. Also, there will be two rounds of administrator assessments and their dates of expected administration, as follows:

Round 4A: February 1-14, 2009
Round 4B: February 15-28, 2009

Please read the attached Information and Protocols for GCC Administrators' Performance Assessment for a better understanding of the process. For Round 4A, the survey will be available for you to complete until February 14, 2008. For Round 4B, you will have the chance to complete it online until February 28, 2008. You can expect periodic email reminders from The IDEA Center until you have completed the survey.

Please note: Although Joanne Ige (Continuing Education Office) and Christine Sison (TRiO Programs) have recently taken on new roles, their evaluations should be based on their previous roles, not their new ones.

The results will be aggregated and provided to GCC's Office of Assessment and Institutional Effectiveness in one report. In general, the results will be used primarily for two major purposes: (1) to provide helpful feedback to the administrators regarding their

January 26, 2009

Page 2 of 5

performance vis-à-vis faculty and staff expectations; and (2) to serve as a basis for dialogue between the college's administrators and the constituency they serve.

Since confidentiality is always a concern with this type of process, we have attached a Statement of Confidentiality provided by The IDEA Center. If you have additional concerns about the logistics of the process, please contact AIE by phone (735-5641, 5612) or email richard.quiambao@guamcc.edu or virginia.tudela@guamcc.edu.

As always, AIE values your input and feedback and strongly encourages you to take this opportunity to participate in the online survey. The results will be most meaningful if everyone provides thoughtful responses and feedback.

With your help, GCC can become a most conducive place for teaching and learning,

Sincerely,

AIE Staff

IDEA FEEDBACK SYSTEMS FOR COLLEGE AND UNIVERSITY ADMINISTRATORS

Statement of Confidentiality

One of the critical considerations in the development of the IDEA Feedback Systems for Administrators was ensuring the confidentiality of individual's responses. In this system, the data are submitted directly to the IDEA online database. The system does track who has responded to the survey so reminders can be sent to those who have not. However, when responses are downloaded for processing, no identifying information (email address, name, etc.) is linked to the data. As a result, the responses of specific individuals cannot be identified in our data. Only IDEA Center staff members have access to the online system – individuals from your campus do not have access to the system or data.

The IDEA Feedback systems do allow for respondents to make open-ended comments. Responses to these questions are provided verbatim to the administrator. The survey instructions advise that individuals should avoid comments that could reveal their identities.

Reports are sent in sealed envelopes to the person identified as the campus contact on the initial request form. To provide further levels of confidentiality, demographic subgroup results are only reported if there are at least five individuals responding from that category. Samples of the reports that show how the information is summarized can be found on the IDEA Center's web site (www.idea.ksu.edu).

(Source: IDEA Center Guide to Administering IDEA Feedback Systems for College and University Administrators, December 2005)

**INFORMATION AND PROTOCOLS FOR
ADMINISTRATORS' PERFORMANCE ASSESSMENT
GUAM COMMUNITY COLLEGE
SPRING 2009**

1. The Office of Assessment and Institutional Effectiveness (AIE) is coordinating an institutional effort to complete the systematic assessment of administrators. The continuation of this process will close the loop for the assessment of all relevant stakeholders in the college.
2. Arrangements have been made with an off-island vendor known as **The IDEA Center**, a not-for-profit organization based in Kansas, to facilitate this process. IDEA stands for **Individual Development and Educational Assessment** and the organization's URL is <http://www.idea.ksu.edu>, in case you need further information about the vendor's varied services.
3. GCC administrators to be evaluated will include the following: Vice President-Academic Affairs Division, Vice President-Business and Finance Division, Dean-Technology & Student Services (TSS), and general Administrators with college-wide, as well as sector-specific, functions. The assessment of a similar group of administrators was completed in 2006.
4. There will be two cycles of assessment. The first cycle (Round 4A) of administrator performance assessments will be conducted from February 1-14, 2009. The second cycle (Round 4B) will begin on February 15 and end on February 28, 2009.
5. The following is a list of the administrators who will be assessed and their respective schedule for assessment:

Round	First Name	Last Name	Position Title
4A	Dr. Ray	Somera	Vice President, Academic Affairs
4A	Patrick	Clymer	Coordinator, Admissions & Registration
4A	Joanne	Ige	Program Specialist, Planning & Development
4A	Priscilla	Johns	Program Specialist, Assessment & Institutional Effectiveness
4A	Christine	Sison	Program Specialist, Career Placement Center
4A	Gregorio	Manglona	Safety Administrator, Environmental Safety Office
4B	Carmen	Kwek-Santos	Vice President, Business & Finance
4B	Dr. Michelle	Santos	Dean, Technology & Student Services
4B	Virginia	Tudela	Assistant Director, Assessment & Institutional Effectiveness
4B	Barbara	Jacala	Program Specialist, Adult Education/GED
4B	Barbara	Leon Guerrero	Program Specialist, Center for Student Involvement
4B	Wesley	Gima	Program Specialist, Center for Learning & Instruction

6. All eligible evaluators should rate at least three (3) administrators only during each time period. If you have more than 3 in your list, it is requested that you do your assessment for only 3 of them. Likewise, if you have less than 3, go ahead and rate what is on your list.
7. **Although Joanne Ige (Continuing Education Office) and Christine Sison (TRiO Programs) have recently taken on new roles, their evaluations should be based on their previous roles, not their new ones.**
8. AIE will send The IDEA Center all the names of administrators for assessment and the email addresses of their corresponding raters. The organization will send **periodic** email reminders to all the eligible raters for both Round 4A (February 1-14) and Round 4B (February 15-28).
9. Though all assessments will be completed *online*, The IDEA Center ensures the confidentiality of an individual's responses. At the time responses are submitted, no identifying information (email address, name, etc.) is linked to the data. As a result, the responses of specific individuals cannot be identified in the data. Only select IDEA Center staff have access to the online system; *GCC will not have access to the system or the raw data.*
10. The IDEA Center will compile, organize and process all data submitted electronically by all GCC raters.
11. Once the results are received from The IDEA Center, they will be compiled in the form of a comprehensive report.
12. **A Consolidated GCC Administrators' Assessment Report** will be disseminated to the entire college community at the start of Fall 2009 semester.
