

GUAM COMMUNITY COLLEGE

ASSESSMENT

REPORT

June 2009



President's Performance Appraisal Survey Report

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Executive Summary

This report contains the findings of a survey conducted among 425 Guam Community College constituents (students, faculty, support staff, administrators, and Board of Trustees members) in order to assess the two-year performance of the College's first female president, Dr. Mary A.Y. Okada, who assumed the presidency in June 2007. Study results reveal that respondents' *most positively perceived characteristics* of the President lie in her knowledge of and commitment to GCC's mission, her professionalism, and her commitment to the philosophy of participatory governance. The President received the lowest ratings for communicating regularly and effectively with students, faculty, administrators, and staff; uniting students, faculty, administrators, and staff to accomplish the mission of the College; and acceptance of differences of opinion.

Guiding the data analysis and discussion are three themes derived from the Administrative Unit Outcomes (AUOs) identified in the President's/CEO's Assessment Plan that speak of the President's role in (1) integrating diverse voices for institutional improvement; (2) strengthening, diversifying, or increasing the human, fiscal, and physical resources for College operations; and (3) upholding the College Mission.

The following recommendations are made based on the findings of the study:

- The President should increase her visibility among College constituents through both formal and informal interactions.
- The President should engage in regular dialogue with College constituents regarding their needs and concerns. Perhaps increase the frequency of town hall meetings with

students. Also, schedule these meetings at different times of the day so that more students can have an opportunity to participate.

- The President should respond in a timely manner to the concerns of GCC constituents as reported in the qualitative comments.
- Future survey instruments should take into consideration respondents' opportunities for observations vis-à-vis the day-to-day operations of the College and respondents' opportunities to engage in dialogue with the President. Future surveys should also include questions related to respondents' participation in town hall meetings with the President as well as access to *Chachalani* and *MyGCC*.
- Ensure that students are informed every semester about *Chachalani* and the campus announcements being posted on *MyGCC*. Provide students with instructions on how to access this information.

2009 PRESIDENT'S PERFORMANCE APPRAISAL SURVEY

Introduction and Objectives

Dr. Mary A.Y. Okada began her term as the first female president of Guam Community College (GCC) on June 16, 2007. This report includes the findings of a presidential performance survey of GCC constituents conducted in February-March 2009. There were three objectives of the survey:

- 1) To obtain data from GCC constituents regarding their perceptions of the President's performance as an administrator;
- 2) To assess the President's performance in terms of the three (3) Administrative Unit Outcomes (AUOs) identified in the President's/CEO's Assessment Plan in TracDat¹ (Appendix A); and
- 3) To gather data about GCC constituents' perceptions of the President's *strengths*, *areas of improvement*, and *questions or issues* that can be brought to her attention.

Intended Outcomes

The following are the three (3) AUOs identified in the President's/CEO's Assessment Plan in TracDat:

- a) The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement;

¹ TracDat is the College's assessment data management software

- b) The President (CEO) will allocate resources to address the needs of the institution. This process includes initiatives for adequate funding from the Legislature, as well as internal and external funding sources; and
- c) The President (CEO) will strengthen the College's visibility in the community by communicating its strengths, successes and accomplishments to solidify its mission of workforce development in Guam and in the region.

The above AUOs relate to the goals identified in the GCC Board of Trustees' Performance Evaluation Tool for the President (Appendix B).

Format and Methodology

This study includes both direct and indirect measures. The primary indirect measure for this study is a survey called the *President's Performance Appraisal Survey (PPAS)* (Appendix C). This survey was patterned after a questionnaire utilized by Edmonds Community College in Lynnwood, Washington. It is the same survey that was used in the past President's evaluation in AY 2000-2001 and AY 2004-2005, but with a few modifications. The survey consists of 19 Likert-scale items and 3 open-ended questions. Other indirect measures include content analysis of memorandums; President's speeches; highlights of town hall meetings with students; workshop remarks; grant applications; budget requests; presentations to civic groups, businesses and government organizations; *Chachalani*²; and the College's 2007-2008 Annual Report.

² *Chachalani* is the College's monthly online newsletter posted on *MyGCC*. *MyGCC* is the College's integrated database system with web accessible information combining student, financial aid, finance, and human resources into one system. *MyGCC* allows the College to send out campus announcements.

Prior to administering the survey, the Board of Trustees Chairwoman requested that the Board Secretary forward an electronic copy of the *PPAS* to all Board members for their review. Board members were asked to review the survey and to provide their input regarding the instrument. Comments received from Board members revealed a concern with students' understanding of the language used in the survey. During a College Committee on Assessment (CCA) meeting held on January 30, 2009, CCA members reviewed each survey question and suggestions were made on how to make it easier for students to understand. The changes were based on a consensus from committee members. A revised survey was later sent to the Board Chairwoman for her review. On February 6, 2009, the Board Chairwoman indicated her approval of the revised survey via an email message to the Board Secretary. Upon receiving notification of approval, the College's Institutional Researcher used the Remark Office OMR Software to design the template used to create the survey and to read the results. A Xerox copier was used to photocopy and scan the images of the survey form which was in bubble format.

In order to get student input regarding the President's performance, the Assessment and Institutional Effectiveness Office (AIE) randomly selected the following twenty-six (26) classes from the GCC Spring 2009 Master Schedule provided by the Registrar to complete the survey³:

- CD110-2, Early Childhood Orientation
- ASL110-01, American Sign Language II
- HL202-02, Nutrition
- VC161-01, Video I
- VC126-01, Digital Graphics: Illustrator
- AST180A-01, Engine Performance I
- AST260-01, Theory/Practicum: Electrical/Electronic Systems

³ The Microsoft Excel RAND Worksheet function was used to randomly select courses from the Spring 2009 Master Schedule of Classes provided by the Registrar.

- CD240-01, Cognitive & Creative Development
- PS140-01, American Government
- CS102-01, Computer Operations
- EN100W-05, Fundamentals of English-Writing
- OA101-12, Keyboarding Applications
- HL140-01, Introduction to Clinical Lab
- CM118-01, Nail Technology
- CM202L, Salon II
- EN100B-04, Fundamentals of English-Basic
- MA110A-10, Finite Mathematics
- SO130-03, Introduction to Sociology
- CD292-01, ECE Practicum
- PY125-02, Interpersonal Relations
- ED150-01, Introduction to Teaching
- CT197B-01, Shielded Metal Arc Welding II
- HL150-01, Introduction to Study of Diseases
- MA095-05, Pre-College Mathematics
- MA095-11, Pre-College Mathematics
- CJ101-01, Juvenile Justice Process

Packets containing a cover memorandum (Appendix D) with instructions and blank survey forms were distributed to the faculty teaching the above courses. A total of 439 surveys were distributed based on the student enrollment in the twenty-six (26) randomly selected classes. Students were instructed that they could only complete the survey once. If they took the survey in another class, they were not supposed to take it again. Faculty was asked to collect completed surveys and drop them in a drop box marked *President's Performance Appraisal Survey* in the Student Support Services Office in B-building. Surveys were administered from February 20, 2009 to March 5, 2009.

GCC employees were also asked to complete the *PPAS*. On March 5, 2009, a notice was posted on *MyGCC* announcing that AIE would be administering the *Spring 2009 President's Performance Appraisal Survey* to all GCC employees from March 9, 2009 to March 20, 2009 (Appendix E). The notice also mentioned that hard copies of the surveys would be distributed by department/unit heads to the employees within their respective areas.

For employees who hold multiple roles in the institution (i.e., Board member and staff member), they were instructed to complete the survey only once. Employees were asked to return completed surveys to their department/unit head on or before March 20, 2009.

However, because of concerns with anonymity, instead of submitting completed surveys to department/unit heads, employees were instructed to place their completed surveys in drop boxes located in the Student Services and Administration Building (Bldg. 2000--Rotunda), the Student Support Services Office (B-Bldg.) and the Faculty Lounge (C-Bldg, Rm. 2). A total of 280 surveys were given to employees.

Electronic copies of the *PPAS* were sent to the GCC Board of Trustees by the Board Secretary on March 9, 2009 with instructions to return completed surveys by March 20, 2009. Seven surveys were sent to BOT members. An announcement was posted on *MyGCC* on March 11, 2009 reminding the campus community that the last day to submit completed surveys was Friday, March 20, 2009.

Results and Discussion

Of the 726 copies of the surveys that were distributed (both hard copies and electronic), 425 were completed and returned. The overall survey response rate was 59%. For students, of the 439 surveys that were sent out, 272 were completed and returned for a response rate of 62%. For employees (administrators-34, staff-81, faculty-165), of the 280 surveys sent out, 148 or 53% were completed and returned. For BOT members, of the 7 surveys that were sent out, or 71% were completed and returned.

Table 1 contains the profile of survey respondents. Their demographic characteristics are broken down in terms of respondent type, gender, and length of service.

Table 1.
Profile of GCC Survey Respondents by Respondent Type, Gender, and
Length of Service (n=425)

	Administrators		Faculty		Support Staff		Student		Multiple Respondent Type ⁴		Board of Trustees	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Gender												
Male	8	31	29	42	16	30	99	60	7	37	2	40
Female	18	69	36	52	27	51	152	39	12	63	3	60
No response	0	0	4	6	10	19	2	1	0	0	0	0
FREQUENCY	26		69		53		253		19		5	
Percentage of Respondents	6%		16%		12%		60%		5%		1%	
Length of Service												
Less than a year	4	15	14	20	2	4	101	40	6	32	2	40
1-3 years	2	8	10	15	16	30	133	53	10	53	2	40
4-6 years	3	11	5	7	11	21	14	5	2	10	0	0
7-9 years	9	35	14	20	5	9	1	0.4	1	5	0	0
10 or more years	8	31	24	35	19	36	1	0.4	0	0	1	20
No response	0	0	2	3	0	0	3	1	0	0	0	0

As can be seen from the Table 1 above, students comprise the largest group of respondents (60%) followed by faculty (16%), support staff (12%), administrators (6%), those who selected multiple respondent types (5%)⁵, and Board of Trustees (BOT) members (1%). In terms of gender, females (58%) outnumbered males (38%), with 4% not reporting. A few respondents did not report their gender (4%). As for length of service, generally, respondents have been employed at the College for a considerable length of time. Among administrators, length of service ranged from 10 or more years (31%), 7-9 years (35%), 4-6 years (11%), 1-3 years (8%), and less than a year (15%). Among faculty, length of service

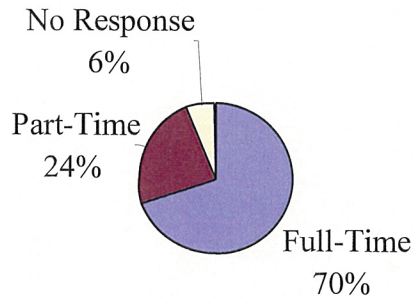
⁴ Multiple respondent types were selected by students who were enrolled in the randomly selected courses. These students indicated that they were employees of the College as well as students at the College.

⁵ GCC students who are also employed by the College.

ranged from 10 or more years (35%), 7-9 years (20%), 4-6 years (7%), 1-3 years (15%), and less than a year (20%). Two faculty respondents did not report their length of service (3%). Among support staff, length of service ranged from 10 or more years (36%), 7-9 years (9%), 4-6 years (21%), 1-3 years (30%), and less than a year (4%). As for student respondents, length of study at GCC ranged from 10 or more years (0.4%), 7-9 years (0.4%), 4-6 years (5%), 1-3 years (53%), and less than a year (40%). Three students did not report their length of study (1%). As for individuals who selected multiple respondent types, length of service ranged from 7-9 years (5%), 4-6 years (10%), 1-3 years (53%), and less than a year (32%). Of the five BOT respondents, one (1) member reported serving on the Board for 10 or more years (20%), two (2) members reported that they served on the Board for 1-3 years (40%), and two (2) members indicated that they served on the Board for less than a year (40%). Except for one member, the other Board members who participated in the survey are relatively new to the Board.

In an effort to get feedback from the various constituents of the College, the survey sought to include information from both full-time and part-time employees and students. As seen in Figure 1, a majority of respondents reported that they were full-time. Of the 425 survey respondents, 70% considered themselves full-time and 24% considered themselves part-time. Six percent (6%) of respondents did not indicate if they were part-time or full-time.

**Figure 1. Respondents' Profile by Status
(n=425)**



What sources did respondents have to base their answers to the survey questions?

Figure 2 on the next page reveals that a similar percentage of responses were based on *personal observations*, *various informational sources*, and *reports from others*. Thirty-eight percent (38%) of respondents selected *personal observations*, thirty percent (30%) selected *various informational sources*, and twenty-four percent (24%) selected *reports from others*. Eight percent (8%) of respondents did not answer this particular survey item.

Figure 2. Sources of Respondents' Perceptions About the President (n=425)

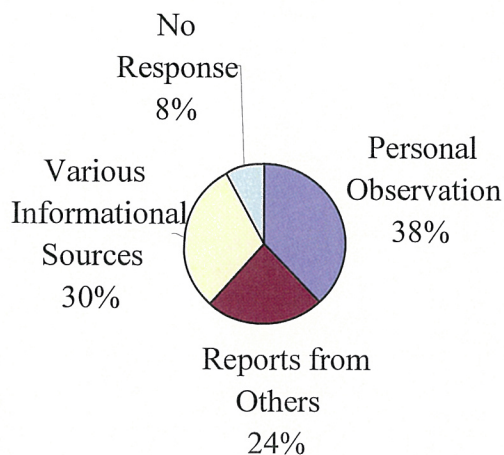


Table 2 contains the overall mode, mean, and standard deviation of responses to each of the 19 Likert-scale items included in the survey. Column 2 contains the modal responses to the 19 items. The mode is the most frequently occurring value on a scale of 1 to 4 where 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree. The modal response for each of the 19 items is a three (3). The mean is the average of the value in all responses. As reported in Table 2 on the next page, respondents agreed with eleven (11) of the nineteen (19) presidential qualities or characteristics. Respondents did not agree with eight (8) presidential qualities or characteristics.

Table 2

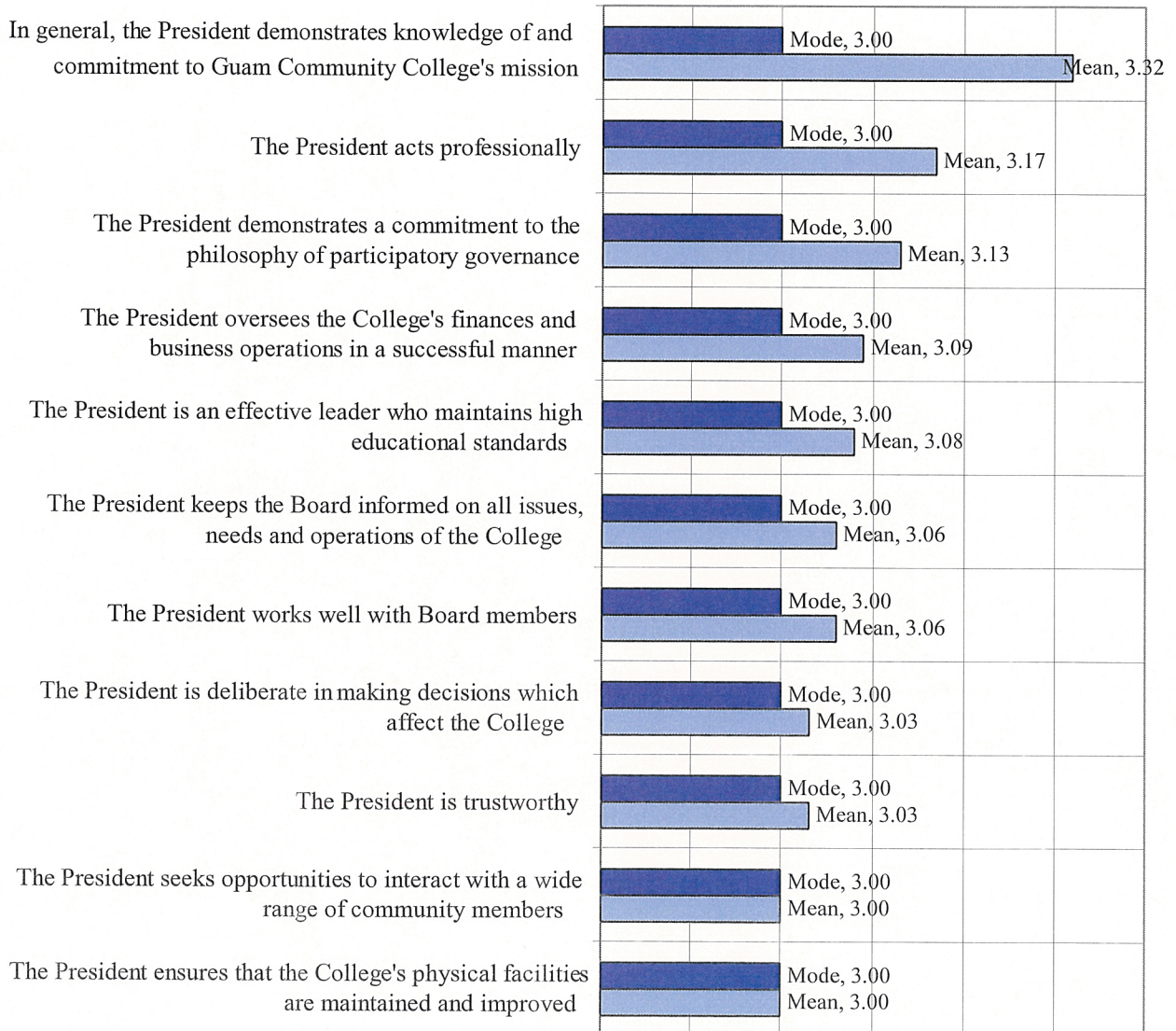
Respondents' OVERALL MODAL RESPONSES, MEANS and STANDARD DEVIATIONS of the 19 Presidential Qualities or Characteristics Listed in the Questionnaire (n=425)

19 Presidential Qualities or Characteristics	MODE , or the most frequently occurring value (on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)	MEAN , or the average of the value in all responses (on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)	STANDARD DEVIATION , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value.
In general, the President demonstrates knowledge of and commitment to Guam Community College's mission.	3.00	3.32	0.54
The President demonstrates a commitment to the philosophy of participatory governance.	3.00	3.13	0.60
The President communicates regularly and effectively with students, faculty, administrators, and staff.	3.00	2.77	0.73
The President unites students, faculty, administrators, and staff to accomplish the mission of the College.	3.00	2.88	0.74
The President accepts differences of opinion.	3.00	2.89	0.72
The President is deliberate in making decisions which affect the College.	3.00	3.03	0.65
The President is fair in dealing with students, faculty, administrators, and staff.	3.00	2.90	0.73
The President is creative in solving problems and dealing with crises.	3.00	2.91	0.69
The President creates an atmosphere which contributes to a positive learning environment.	3.00	2.97	0.71
The President is trustworthy.	3.00	3.03	0.70
The President acts professionally.	3.00	3.17	0.68
The President seeks opportunities to interact with a wide range of community members.	3.00	3.00	0.76
The President is present at and participates in campus and community activities and functions.	3.00	2.94	0.75
The President keeps the Board informed on all issues, needs and operations of the College.	3.00	3.06	0.61
The President works well with Board members.	3.00	3.06	0.61

19 Presidential Qualities or Characteristics	MODE , or the most frequently occurring value (on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)	MEAN , or the average of the value in all responses (on a scale of 1 to 4 where 1=Strongly Disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)	STANDARD DEVIATION , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value.
The President uses effective personnel and administrative practices.	3.00	2.96	0.67
The President oversees the College's finances and business operations in a successful manner.	3.00	3.09	0.71
The President is an effective leader who maintains high educational standards.	3.00	3.08	0.67
The President ensures that the College's physical facilities are maintained and improved.	3.00	3.00	0.74

Figure 3 on the next page shows the positively perceived qualities of the President by all GCC constituents (n=425). These presidential qualities or characteristics are ranked according to the items' overall mean on the 4-point scale.

Figure 3.
POSITIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of the
President by all GCC Constituents (MODE is the most frequently occurring
value while MEAN is the average of the value in all responses
on a scale of 1-4, n=425)

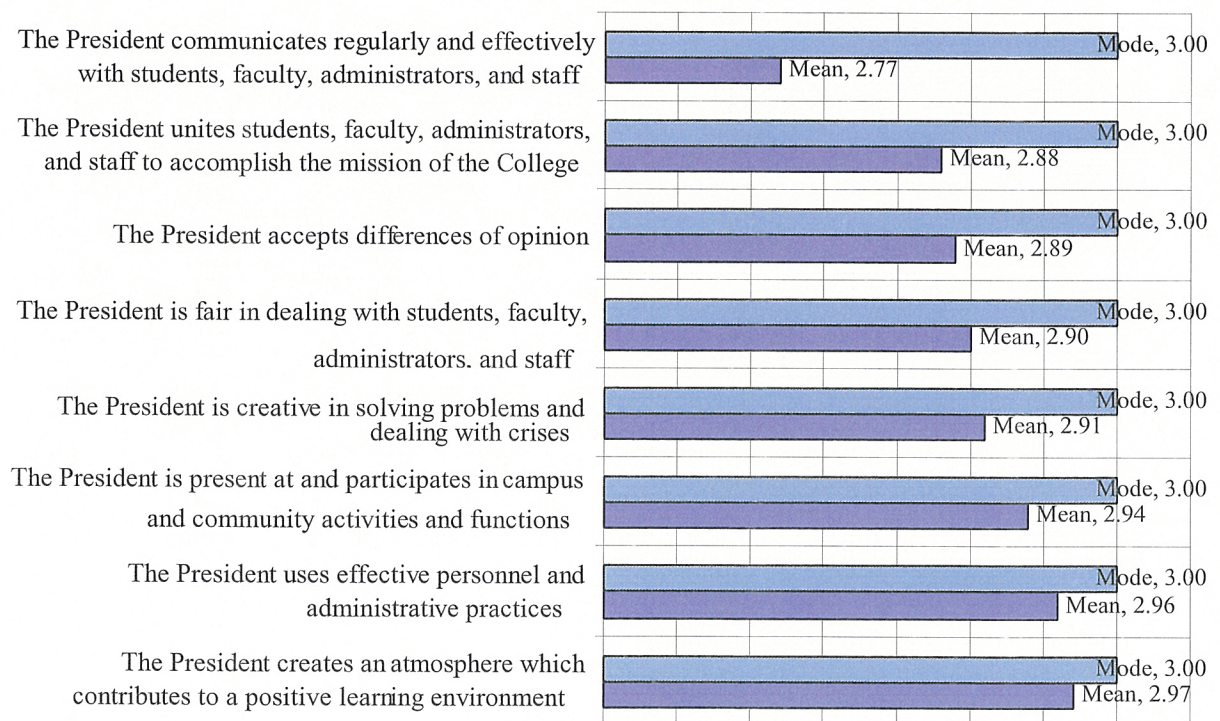


The President was most positively perceived in her knowledge of and commitment to GCC's mission (mean 3.32, s.d. 0.54), followed by her professionalism (mean 3.17, s.d. 0.68), commitment to the philosophy of participatory governance (mean 3.13, s.d. 0.60), successful management of the College's finances and business operations (mean 3.09, s.d.

0.71), maintenance of high educational standards (mean 3.08, s.d. 0.67), communication with the Board on all issues, needs and operations of the College (mean 3.06, s.d. 0.61), positive working relationship with Board members (3.06, s.d. 0.61), deliberate decision making which affects the College (mean 3.03, s.d. 0.65), trustworthiness (mean 3.03, s.d. 0.70), interaction with a wide range of community members (mean 3.00, s.d. 0.76), and the maintenance and improvement of the College's physical facilities (mean 3.00, s.d. 0.74).

Figure 4 below shows the negatively perceived qualities of the President by all GCC constituents (n=425). These presidential qualities or characteristics are ranked according to the items' overall mean on a 4-point scale:

Figure 4.
NEGATIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of
the President by all GCC Constituents (MODE is the most frequently
occurring value while MEAN is the average of the value in all responses on
a scale of 1-4, n=425)



The President was least positively perceived in terms of communicating regularly and effectively with students, faculty, administrators, and staff (mean 2.77, s.d. 0.73) followed by uniting students, faculty, administrators, and staff to accomplish the mission of the College (mean 2.88, s.d. 0.74); accepting differences of opinion (mean 2.89, s.d. 0.72); dealing fairly with students, faculty, administrators, and staff (mean 2.90, s.d. 0.73); creatively solving problems and dealing with crises (mean 2.91, s.d. 0.69); being present at and participating in campus and community activities and functions (mean 2.94, s.d. 0.75); using effective personnel and administrative practices (mean 2.96; s.d. 0.67); and creating an atmosphere which contributes to a positive learning environment (mean 2.97; s.d. 0.71).

Table 3 on the next page contains a breakdown of the mode, mean, and standard deviation of responses to each of the 19 Likert-scale items by respondent type.

Table 3

MODAL RESPONSES, MEANS and STANDARD DEVIATIONS of the 19 Presidential Qualities or Characteristics
Listed in the Questionnaire by Respondent Type (Admin.- n=26, Faculty- n=69, Staff- n=53, Student- n=253,
***Student/Employee- n=19, and BOT- n=5)**

19 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)					MEAN, or the average of the value in all responses (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)					STANDARD DEVIATION, or the measure of how widely values are dispersed from the mean or the average value.				
	Admin	Faculty	Staff	Student	BOT	Admin	Faculty	Staff	Student	BOT	Admin	Faculty	Staff	Student	BOT
In general, the President demonstrates knowledge of and commitment to Guam Community College's mission.	4.00	3.00	3.00	3.00	4.00	3.64	3.39	3.45	3.24	3.60	0.49	0.55	0.50	0.53	0.55
				*3.00					*3.29					*0.59	
The President demonstrates a commitment to the philosophy of participatory governance.	4.00	3.00	3.00	3.00	4.00	3.32	3.08	3.20	3.09	3.80	0.78	0.71	0.67	0.54	0.45
				*3.00					*3.13					*0.34	
The President communicates regularly and effectively with students, faculty, administrators, and staff.	3.00	3.00	3.00	3.00	3.00	3.08	2.77	2.80	2.72	3.40	0.70	0.84	0.70	0.71	0.55
				*3.00					*2.72					*0.75	

19 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)					MEAN, or the average of the value in all responses (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)					STANDARD DEVIATION, or the measure of how widely values are dispersed from the mean or the average value.				
	Admin	Faculty	Staff	Student	BOT	Admin	Faculty	Staff	Student	BOT	Admin	Faculty	Staff	Student	BOT
The President unites students, faculty, administrators, and staff to accomplish the mission of the College.	3.00	3.00	3.00	3.00 *3.00	3.00	2.88	2.76	2.88	2.89 *2.94	3.40	0.85	0.84	0.75	0.70 *0.83	0.55
The President accepts differences of opinion.	3.00	3.00	3.00	3.00 *3.00	3.00	2.83	2.75	2.76	2.93 *2.94	3.40	0.64	0.83	0.80	0.68 *0.80	0.55
The President is deliberate in making decisions which affect the College.	4.00	3.00	3.00	3.00 *3.00	4.00	3.32	3.12	3.14	2.94 *2.88	3.60	0.69	0.76	0.64	0.60 *0.60	0.55
The President is fair in dealing with students, faculty, administrators, and staff.	3.00	3.00	3.00	3.00 *3.00	3.00	2.96	2.82	2.82	2.92 *2.88	3.40	0.75	0.89	0.83	0.66 *0.78	0.55
The President is creative in solving problems and dealing with crises.	3.00	3.00	3.00	3.00 *3.00	3.00	3.20	2.88	3.12	2.83 *2.81	3.40	0.82	0.83	0.71	0.60 *0.75	0.55

19 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)						MEAN, or the average of the value in all responses (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)						STANDARD DEVIATION, or the measure of how widely values are dispersed from the mean or the average value.					
	Admin	Faculty	Staff	Student	BOT		Admin	Faculty	Staff	Student	BOT		Admin	Faculty	Staff	Student	BOT	
The President creates an atmosphere which contributes to a positive learning environment.	3.00	3.00	3.00	3.00	3.00		2.96	2.88	3.02	2.98	3.40		0.86	0.89	0.69	0.65	0.55	
				*3.00						*2.94						*0.66		
The President is trustworthy.	3.00	3.00	3.00	3.00	4.00		3.17	3.14	3.19	2.93	3.80		0.82	0.87	0.76	0.61	0.45	
				*3.00						*3.00						*0.71		
The President acts professionally.	4.00	4.00	4.00	3.00	4.00		3.40	3.27	3.35	3.06	3.80		0.76	0.80	0.72	0.58	0.45	
				*3.00						*3.06						*0.77		
The President seeks opportunities to interact with a wide range of community members.	4.00	3.00	3.00	3.00	3.00		3.54	3.10	3.16	2.88	3.40		0.78	0.88	0.64	0.72	0.55	
				*3.00						*2.87						*0.74		
The President is present at and participates in campus and community activities and functions.	4.00	3.00	3.00	3.00	4.00		3.38	3.13	3.14	2.80	3.60		0.65	0.87	0.68	0.70	0.55	
				*3.00						*2.80						*0.77		

19 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)					MEAN, or the average of the value in all responses (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)					STANDARD DEVIATION, or the measure of how widely values are dispersed from the mean or the average value.				
	Admin	Faculty	Staff	Student	BOT	Admin	Faculty	Staff	Student	BOT	Admin	Faculty	Staff	Student	BOT
The President keeps the Board informed on all issues, needs and operations of the College.	3.00	3.00	3.00	3.00	4.00	3.36	3.16	3.24	2.96	3.60	0.58	0.70	0.52	0.58	0.55
The President works well with Board members.	3.00	3.00	3.00	3.00	4.00	3.41	3.19	3.24	2.94	3.60	0.59	0.64	0.53	0.57	0.55
The President uses effective personnel and administrative practices.	3.00	3.00	3.00	3.00	4.00	2.96	2.80	3.00	2.97	3.60	0.79	0.94	0.74	0.53	0.55
The President oversees the College's finances and business operations in a successful manner.	4.00	4.00	3.00	3.00	4.00	3.52	3.31	3.21	2.95	3.80	0.65	0.75	0.68	0.66	0.45
The President is an effective leader who maintains high educational standards.	4.00	3.00	3.00	3.00	4.00	3.32	3.05	3.28	3.00	3.80	0.69	0.83	0.65	0.60	0.45
				*3.00					*3.06					*0.68	

19 Presidential Qualities or Characteristics	MODE, or the most frequently occurring value (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)					MEAN, or the average of the value in all responses (on a scale of 1 to 4 where 1=Strongly disagree, 2=Disagree, 3= Agree, 4=Strongly Agree)					STANDARD DEVIATION, or the measure of how widely values are dispersed from the mean or the average value.				
	Admin	Faculty	Staff	Student	BOT	Admin	Faculty	Staff	Student	BOT	Admin	Faculty	Staff	Student	BOT
The President ensures that the College's physical facilities are maintained and improved.	3.00	3.00	3.00	3.00	4.00	3.20	3.07	3.12	2.93	3.20	0.76	0.68	0.73	0.74	1.30
				*3.00					*3.00					*0.63	

* Multiple respondent types were selected by students who were enrolled in the randomly selected courses. These students indicated that they were also employees of the College.

As seen in Table 3, the President was most positively perceived by administrators (mean 3.64, s.d. 0.49), faculty (mean 3.39, s.d. 0.55), staff (mean 3.45, s.d. 0.50), students (mean 3.24, s.d. 0.53), and students/employees⁶ (mean 3.29, s.d. 0.59) for demonstrating knowledge of and commitment to GCC's mission. From the perspective of BOT members, the President was most positively perceived for demonstrating a commitment to the philosophy of participatory governance (mean 3.80, s.d. 0.45), being trustworthy (mean 3.80, s.d. 0.45), acting professionally (mean 3.80, s.d. 0.45), successfully overseeing the College's finances and business operations (mean 3.80, s.d. 0.45), and effectively maintaining high educational standards (mean 3.80, s.d. 0.45).

The President was least positively perceived by administrators (mean 2.83, s.d. 0.64), faculty (mean 2.75, s.d. 0.83), and staff (mean 2.76, s.d. 0.80) for accepting differences of opinion. The President was least positively perceived by students (mean 2.72, s.d. 0.71) and students/employees (mean 2.72, s.d. 0.75) for communicating regularly and effectively with students, faculty, administrators, and staff. BOT members agreed with all nineteen (19) presidential qualities/characteristics. However, the lowest mean score is reported for the variable of ensuring that the College's physical facilities are maintained and improved (mean 3.20; s.d. 1.30). The high standard deviation reflects a divergence of opinion among Board members with respect to this variable.

It is important to note that 60% of survey respondents are students and students only agreed with 4 of the 19 presidential qualities or characteristics listed in the questionnaire. Perhaps their limited opportunity to observe many of the day-to-day operations of the College impacted how they answered the survey items. In response to the survey question

⁶ Multiple respondent types were selected by students who were enrolled in the randomly selected courses. These students indicated that they were employees of the College as well as students at the College.

“Based on what you have personally experienced, read or heard from others, what do you think are the strengths of our President?,” one student noted that “I have not met the President and am not familiar with her job as President. I answered *disagree* to all not because I literally disagree w/everything but because I do not know her.” In response to the survey question “Based on what you have personally experienced, read or heard from others, what do you think are the areas needing improvement for our President?,” another student commented that “This is a poorly constructed survey. Most of the questions should have been answered *no basis to determine*”. A second student responded by saying that “Considering I don’t know the President, this survey will not be useful. Please disregard all the bubbles I filled out about the President.” Similarly, another student responded by stating that “This survey needs work. I am forced to agree or disagree with statements that I have neither the experience nor opinion to give a qualified answer.” In response to the survey question “What are some of the questions or issues you would like to bring to the attention of the President?,” a student responded by saying “The options in the survey were poorly planned. I could not answer #20 because I have not had a chance to personally observe her performance, heard any report from others, or read information sources regarding the President.” Another student mentioned that “I personally haven’t met the President yet. I do hope that I see her in the hallways sometime just to know how she looks like. Therefore, I found this survey hard to do considering I have yet to meet her.”

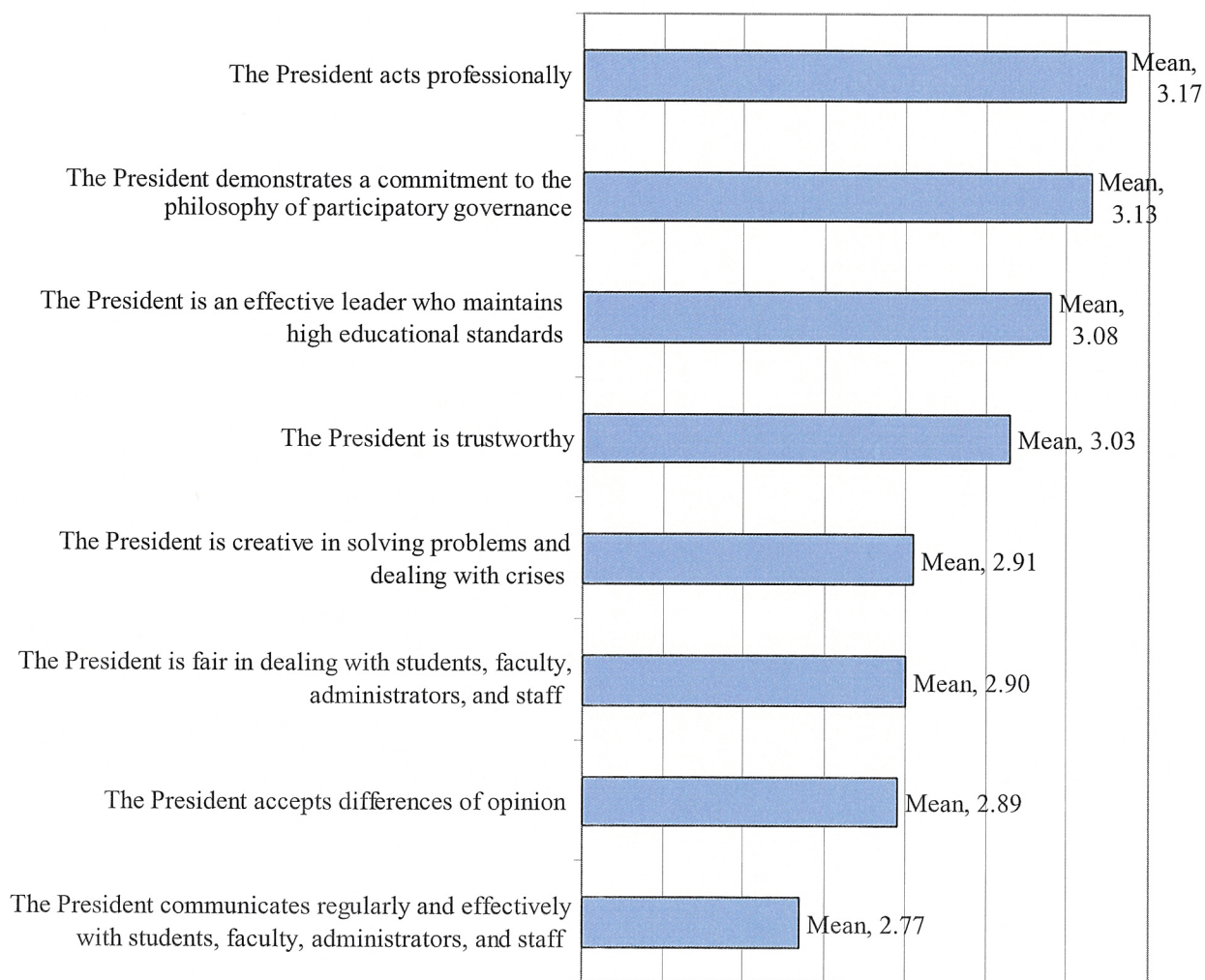
In the following section, the quantitative and qualitative components of the study are discussed in relation to the three Administrative Unit Outcomes (AUOs) identified in the President’s/CEO’s Assessment Plan in TracDat as mentioned in the beginning of this report. These themes include (1) integrating diverse voices for institutional improvement; (2)

strengthening, diversifying or increasing the human, fiscal and physical resources for College operations; and (3) upholding the College mission.

Integrating Diverse Voices for Institutional Improvement

The first theme is related to AUO #1 in the President's/CEO's Assessment Plan—*The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement.* Related to the theme of “Integrating Diverse Voices for Institutional Improvement” is Goal #2 of the Board's Performance Evaluation Tool for the President (*Increase vocational opportunities for students based on labor statistics, institutional statistics, and dialog with the recommendations from program advisory committees and the Civilian Military Task Force on Education*), Goal #4 (*Coordinate an institutional planning event to develop a vision statement and general goals for the College that will be included in the ISMP and will set the agenda for the rest of the College*), Goal #7 (*Maintain current accreditation status with the Accrediting Commission for Community and Junior Colleges*), and Goal #8 (*Provide educational leadership*) (See Appendix B). Of the 19 presidential qualities or characteristics listed in the PPAS, 8 relate to this theme. Figure 5 groups the Presidential qualities or characteristics related to the President's leadership in implementing changes that result in improved delivery of programs and services.

Figure 5
INTENDED OUTCOME #1: The President (CEO) will Facilitate Greater
Involvement of Faculty in Academic and Curricular Processes and will
Facilitate Better Integration of Various Stakeholders' Voices in the
Institutional Assessment Initiative, which Highlights
Accountability and Program Improvement (n=425)



As seen in Figure 5, the President's professionalism (mean 3.17, s.d. 0.68), commitment to the philosophy of participatory governance (mean 3.13, s.d. 0.60), maintenance of high educational standards (mean 3.08, s.d. 0.67), and trustworthiness (mean

3.03, s.d. 0.70) are all qualities that make her an effective leader who leads by example. The President makes it a point to communicate regularly with students, faculty, administrators, and staff. The President uses the College newsletter, *Chachalani*, as a tool to disseminate information to the College community. There is a section in *Chachalani* dedicated specifically for this purpose entitled *President's Message*. In the August 2007 issue of *Chachalani*, the President wrote that "During the course of the academic year, you will hear from me periodically via this medium, which I will use to keep the whole community posted in some of the new academic, programmatic, budget, and other occurrences at the College." The current issue of *Chachalani* is posted in the homepage of the College's website under the *What's New* tab and in *MyGCC* under the *Campus Announcements* tab. *MyGCC* is the primary tool for posting all current information relevant to the College.

The President also seeks input from students regarding the College's improvement efforts. Since taking the position of the Chief Executive Officer of the College, the President has met several times with students in town hall meeting sessions. The format of these meetings consisted of one hour session from 6:00pm – 7:00pm. The first meetings called "Primetime with Your President" were held on October 1 & 2, 2007. The next couple of meetings called "Do You Know...Your President" were held on October 27 & 28, 2008, and the most recent meetings called "Investing in Guam's Future!!!...with President Mary Okada" were held on February 17 & 18, 2009. During these meetings, student concerns, needs, problems, and other issues were brought up and discussed. Meeting topics ranged from facilities, instructional programs, grounds, funding, tuition, parking, co-curricular/extra-curricular activities, capital improvement projects, and construction projects. A review of the transcripts (Appendix F) from these meetings reveals that a majority of the issues brought up

by students deal with grounds and facilities (45%), followed by policies and procedures (26%); other issues (23%) including military expansion, customer service, class schedules, and tuition and fees; and instructional programs (6%).

Based on the qualitative comments below⁷, students, faculty, administrators, staff, and Board members view communication as a means to achieving institutional effectiveness:

Students (*Strengths*)

- (The President) is interested in what students want to know
- (The President) properly communicates issues concerning GCC
- (The President) questions the community and College students on needs for improvement
- Online communication with the President is available
- (The President) is a good informer
- (The President) is open to opinions
- Understanding different opinions
- (The President) is willing to listen
- (The President) is a great listener
- (The President) lets you know what is going on and how we as students can get better
- (The President) communicates with students
- (The President) is an effective communicator
- (The President) is up to date on informing

⁷ For consistency in structure and format, some of the respondents' comments here, and in the succeeding references, have been slightly edited.

Students (*Areas of Improvement*)

- Why don't you try to talk to students?
- Why don't you interact with students?
- The President needs to reach out more to students
- She needs to interact more with students
- She needs to be going around the campus more
- She needs to interact with students because a lot of students don't know her
- (The President) needs to work with students personally, visit classes, etc.
- Brief description of what's currently happening on campus

Students (*Questions or Issues*)

- (The President) needs to go around campus and try to interact with students
- More interaction from the President to know the needs of the students
- (The President) needs to communicate more with students
- More dissemination (of information) on what the President is doing
- More information on the future of the school
- More student-President activities
- More student-President quality time
- I don't know anything about her; maybe a newsletter to let students know what she is doing
- Better communication with students. Seminar mtg. time w/President is quite limited

Support Staff (*Strengths*)

- Articulate to students, staff, faculty, community

- Open communication
- Her door is always open

Support Staff (*Areas of Improvement*)

- Communication. “Ignorance is not Bliss”
- Recommend training for upper management for team building and communication;

finding things out at the last minute is poor planning
- Develop strategies that incorporate GCC as a whole. Plan well and listen to the concerns of people that do the work. Staff in the frontline know daily operations, how their area is run. When planning events, administrators should make sure that supervisors are given ample time to plan and make necessary arrangements for the event to include posting announcements, preparing equipment, informing staff, etc. This shows consideration to students, staff, and all those involved.
- Chain of command must be properly followed

Support Staff (*Questions or Issues*)

- Communication with personnel
- (The President) needs to effectively communicate decisions that affect College operations
- (The President) needs to listen to the voices of students

Faculty (*Strengths*)

- (The President) takes input from many sources
- Internal communication

- (The President) is approachable
- (The President's) communication skills

Faculty (*Questions or Issues*)

- Communicate with faculty about issues affecting us
- Effective communication with faculty and staff
- (The President) needs to have more contact with faculty, staff, and students
- Communication on campus
- Communication w/GCC community
- (The President) needs to listen to our students
- Provide information to faculty if it affects them or focuses on the campus community
- Increase visibility on campus to promote informal conversation with stakeholders
- Communication- even if it is bad news
- (The President) needs to challenge the management team to fully embrace the spirit and practice of participatory governance

Faculty (*Areas of Improvement*)

- Continue doing "Meet Your President"- students really enjoy this as well as faculty members; informative; students making a connection with President Okada

Administrators (*Strengths*)

- (The President) is approachable, open minded & easy to talk to
- (The President) exhibits a high level of professionalism and leads by example

Administrators (*Areas of Improvement*)

- I would like to see the President meet with the rank and file in small group settings where there is more confidentiality and less group pressure
- Need to find a way for the entire campus community to be advised of all events/activities that the College is involved with. Even if not everyone will participate, or is invited to participate, at least if they are asked by outsiders if GCC is doing this...participating in this...our campus community can give a knowledgeable response instead of “I don’t know.”

Administrators (*Questions or Issues*)

- Better communication with lower level staff
- Communicating information to all divisions (B&F, ASD, AAD)- especially Faculty so they are in sync
- Communication with employees

BOT (*Strengths*)

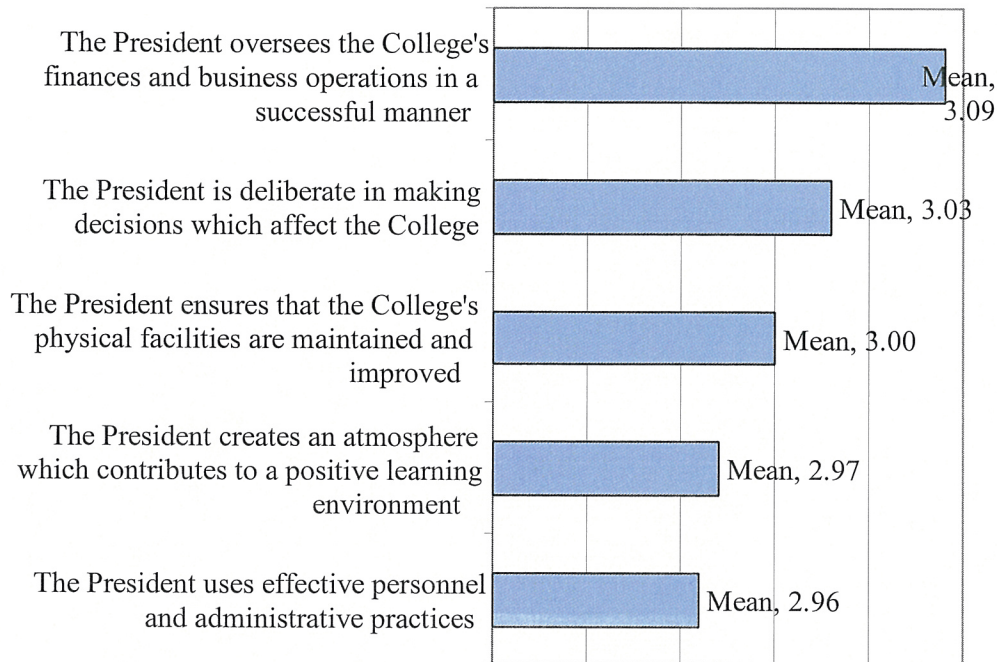
- The President keeps the College updated on the Government of Guam’s financial position and looks for other funding sources to keep the College moving forward

The above comments reflect respondents’ expectations that the President be informative, communicative, and open to their concerns and issues. Sustained dialogue between the President and College constituents is necessary in order for the College to achieve institutional effectiveness.

Strengthening, Diversifying, or Increasing the Human, Fiscal, and Physical Resources for College Operations

The second theme is related to AUO #2 in the President's/CEO's Assessment Plan--
The President (CEO) will allocate resources to address the needs of the institution. This process includes initiatives for adequate funding from the Legislature, as well as internal and external funding sources. Related to the theme of "Strengthening, Diversifying, or Increasing the Human, Fiscal, and Physical Resources for College Operations" is Goal #5 of the Board's Performance Evaluation Tool for the President (*Develop a plan to increase and diversity financial resources for College operations*), Goal #6 (*Increase fundraising activities*), and Goal #9 (*Provide effective administrative management*) (See Appendix B). Of the 19 presidential qualities or characteristics listed in the *PPAS*, 5 relate to this theme.

Figure 6
INTENDED OUTCOME #2: The President (CEO) will
Allocate Resources to Address the Needs of the
Institution. This Process Includes Initiatives for
Adequate Funding from the Legislature as well Internal
and External Funding Sources (n=425)



As seen in Figure 6, respondents feel that the President oversees the College's finances and business operations in a successful manner (mean 3.09, s.d. 0.71); is deliberate in making decisions which affect the College (mean 3.03, s.d. 0.65); and ensures that the College's physical facilities are maintained and improved (mean 3.00, s.d. 0.74). The qualitative comments below support these findings, but also identify other areas that need to be improved (e.g. facilities and resource allocation).

Students (*Strengths*)

- (The President) is good in soliciting funds for College needs
- (The President) acts on the needs of our school
- There are new buildings that have been built or are being built

- (The President) does try to improve our environment
- (The President) ensures campus maintenance & improvements
- (The President) has good accountability for money being spent
- (The President) is honest about the financial situation (of the College)
- (The President) finds ways to seek financial support for a building fund or projects
- (The President) acts professionally and tries to decide the best for the students
- (The President) is able to make good decisions for the school
- (The President) wants to improve GCC
- (The President) is very competent in running GCC
- (The President) is committed to growth and expansion
- (The President) makes things happen as far as funding for new buildings
- (The President) knows how to handle the school's money
- (The President) exhibits great team leadership
- (The President) exhibits great supportive spirit
- (The President) is cooperative

Students (*Areas of Improvement*)

- Will you improve the bookstore?
- Please push through the building of the student center. Students badly need a place like that.
- Bathrooms/Bigger Computer Labs
- Bigger Café
- Just the maintenance of our bathrooms. It smells bad!

- The bathrooms at the Student Services are in better condition than the bathrooms for students. It's not sanitary.
- School's physical structure for the physically disabled
- More clean restrooms and cleaner campus
- More eating facilities
- Provide recreation facilities
- Fix the restrooms
- What can we do to fix parking and lighting?
- Each individual stall in the restrooms needs a trash bin. The restrooms are filthy.
- Parking lot area needs more parking stalls
- Cleaning of bathrooms
- A lounge area for students
- The women's restrooms are not so private
- Build a student center
- Build a cafeteria
- Upgrade the library and food court
- Need a place for workout, play, etc.
- Better parking
- Functioning water fountains and more fountains
- Need benches and tables throughout the campus
- Bigger Library
- Bathrooms: Locks needed at disability stall and in girls bathroom

- Little study rooms on campus
- Bigger parking spaces
- Cleaner facility
- Budgeting for the campus

Students (*Questions or Issues*)

- Restrooms need more maintenance
- Need to add trash cans in restrooms
- Make sure the environment is safe and clean
- Bigger parking area
- More benches or group areas
- More benches for students
- Better bathroom cleaning
- Better Parking
- I think we need a cafeteria; there should be more benches around campus, etc.
- Need benches outside of classrooms
- Need more parking
- Improvement of College facilities
- Optional dining facilities on campus
- Working on upgrading facilities
- Need to fix buildings
- Better bathrooms; more towel & soap dispensers
- We still need more benches

Multiple Respondent Types (Strengths)

- Knowledge of business and finance

Multiple Respondent Types (Areas of Improvement)

- Extra parking
- Bigger library

Multiple Respondent Types (Questions or Issues)

- Gathering area for students-central lounge
- Need a place for workout, play, etc.

Support Staff (Strengths)

- Good financial background
- (The President) is very experienced with the College's finances
- (President's) finance skills
- Solving problems and dealing with crises
- Making decisions which affect the College
- (The President) is a great decision maker
- (The President) has good sound judgment
- (The President) is good in decision making

Support Staff (Areas of Improvement)

- A/C issues- not keeping up w/maintaining the unit and not effectively doing corrective maintenance on them
- When will the next pay increase occur?

Support Staff (Questions or Issues)

- (The President's) ability to manage resources more effectively

- Trash around campus is an eye sore
- Working water fountains

Faculty (*Strengths*)

- (The President's) fiscal management skills
- (The President's) financial background
- (The President's) management of College finances
- (The President) is able to get various grants to sustain the institution's financial accountability
- (The President's) fiscal responsibility
- (The President) gets employees paid on time
- (The President) tries to get new funding whenever possible
- Finance and accounting- she's knowledgeable and very experienced in these two areas, very useful
- (The President) appears ready to steer the institution through difficult financial times; she has been successful in maintaining GCC's fiscal health
- (The President) is aware of finances
- The president wants to see new buildings on campus and to provide room for College growth
- (The President) has a good understanding of the financial background area
- (The President's) knowledge of the financial condition of the College
- The way she handles the finances of the school
- (The President) is financially responsible
- Physical improvements to the campus facilities

- (The President) has a good financial background
- (The President's) ability to access funds
- (The President) completes payroll on time
- (The President) ensures we receive a paycheck
- Getting the Allied Health building built

Faculty (*Questions or Issues*)

- Increase funding if possible from non-government sector
- We need to get other sources of funding; many areas need an infusion of funds
- Why have UOG's & GPSS' salary increased and GCC's has not?
- Provide funding for a reading and writing lab (developmental)
- Update/improve language lab
- Focus and give attention to programs that need help financially & structurally for improvement

Faculty (*Areas of Improvement*)

- What plans are in place for the most efficient use of physical resources, especially as it relates to having enough faculty offices?
- What plans are in place for addressing the need for space for postsecondary college students to meet with postsecondary student tutors?
- I like what she's doing in finding ways to reduce College expenses (e.g. disconnection of unused phone lines)
- I support her idea of reducing unnecessary hiring (e.g. retired employees not being replaced when positions are no longer needed or justified)

- The parking situation- it is unorganized and overwhelming; there should be designated parking areas
- Public restrooms need to be refurbished
- How long will the hiring freeze on some positions be in place?
- Raises for faculty
- Status of salary adjustments
- Either campus-wide or developmental education tutoring lab for students
- Pay raise
- When is secondary faculty going to be compensated for the additional days they are required to work? We should be considered 10 month employees.
- We are getting pay raises? IT'S TIME!!
- Pay raises, a lot of talk, what is the status?

Administrators (*Strengths*)

- She has done an excellent job of finding money (grants, etc.)
- (The President's) great financial expertise (understands the financial situation of the institution)
- She has an excellent understanding of the financial piece
- Excellent financial knowledge and fiscal responsibility, drive, commitment, stubbornness, excellent disciplinarian, and problem-solver
- Great leader-makes decisions based on the College's best interest
- (The President's) financial expertise
- (The President's) desire to improve GCC's buildings & offices- outside & inside

- (The President) always has the needs of the institution at the forefront of her decision making
- (The President's) knowledge & experience with finance
- (The President) is an excellent fund raiser
- (The President's) financial acuity
- (The President's) knowledge of fiscal matters
- (The President's) finance background
- (The President's) knowledge and experience in school finance
- (The President) is creative in dealing with issues

Administrators (*Areas of Improvement*)

- How are we going to improve our facilities? (i.e. the steps/railing in Bldg. 2000 are falling apart)
- We need more funding for safety & security personnel, equipment, & supplies
- Understaffed- many tasks assigned and not able to fill vacant positions
- Limited parking & high traffic on lower campus is becoming an issue for employees & students
- Additional parking around campus
- What is the status of the compensation and benefits study?
- Painting of buildings & style choices should be uniform for a more professional image & first impression; eventually remove the warehouse look

Administrators (*Questions or Issues*)

- More support for maintenance of campus buildings & equipment

- (The President) needs to find a way to replace staff & admin. who have left.

The pressure of covering for them is becoming too great

BOT (Strengths)

- (The President's) knowledge of financials
- (The President) makes good use of available resources
- The President keeps the College updated on the Government of Guam's financial position and looks for other funding sources to keep the College moving forward

BOT (Areas of Improvement)

- What can the College do to move the support staff and administrators' pay scale upgrade forward?

In order to increase and diversify financial resources for operations, the College established a Development & Alumni Relations Office. During the FY 2009 Budget Hearing, the President reported that this office has been able to "obtain another half-million dollars in software, equipment, supplies, and monetary contributions that has been applied to off-set some of our classroom expenses for AutoCAD and in support of the upcoming surveying courses at the College." The creation of this office is tied to Goal #6 of the Board's Performance Evaluation Tool for the President (*increase fundraising activities*).

Additionally, in its effort to increase and diversify financial resources, the College dedicated a Full-Time Equivalent (FTE) position to seek grant opportunities to enable the College to augment the quality and standard of education that is provided to students. During the FY 2009 Budget Hearing, the President noted that "By doing this, the College has been able to obtain over \$3 million dollars in additional funding for various academic and student

support services at the College.” The President has also been proactive in seeking additional funding from federal agencies and private organizations. In her remarks during Professional Development Day on February 18, 2009, the President mentioned that she’s had discussions with the Department of Interior and other federal agencies and private organizations to ask their assistance in obtaining additional money for GCC.

In terms of strengthening human resources, the President scheduled various training opportunities for employees. In September 2008, employees were provided with customer service training. On October 2008 and February 2009, the College scheduled joint Professional Development Days for all faculty, staff, and administrators. Mandatory *MyGCC Employee Self Service Training* was provided to employees in December 2008. On January 2009, the College’s Human Resources Office provided supervisory training for all supervisors.

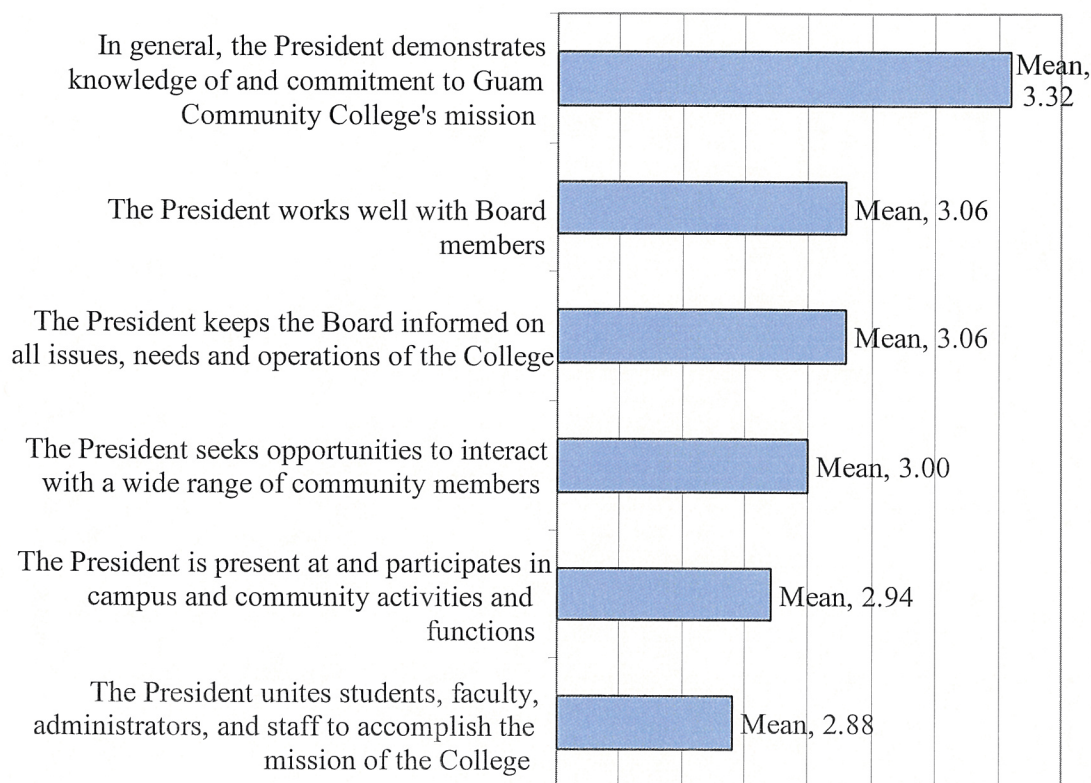
Upholding the College Mission

The third theme is related to AUO #3 in the President’s/CEO’s Assessment Plan--*The President (CEO) will strengthen the College’s visibility in the community by communicating its strengths, successes and accomplishments to solidify its mission of workforce development in Guam and in the region.* Related to the theme of “Upholding the College Mission” is Goal #1 of the Board’s Performance Evaluation Tool for the President (*Fulfill the duties and responsibilities set forth in her contract- See Appendix B*), Goal #3 (*Develop strategies to encourage enrollment growth in conversation with the Academic Vice President and Deans*) and Goal #10 (*Enhance community relationships*) (*Appendix B*). Of the 19 presidential qualities or characteristics listed in the *PPAS*, 6 are related to this theme. These qualities or

characteristics provide an insight into respondents' perceptions of the President's role in promoting relations between the College and the external community.

As seen in Figure 7 on the next page, of the six presidential qualities or characteristics, respondents agreed that in general, the President demonstrates knowledge and commitment to GCC's mission (mean 3.32, s.d. 0.54); works well with Board members (mean 3.06, s.d. 0.61); keeps the Board informed on all issues, needs and operations of the College (mean 3.06, s.d. 0.61); and seeks opportunities to interact with a wide range of community members (mean 3.00, s.d. 0.76). Respondents, however, did not feel that the President unites students, faculty, administrators, and staff to accomplish the mission of the College (mean 2.88, s.d. 0.74) and is present at and participates in campus and community activities and functions (mean 2.94, s.d. 0.75).

Figure 7
INTENDED OUTCOME #3: The President (CEO) will
Strengthen the College's Visibility in the Community by
Communicating its Strengths, Successes and Accomplishments
to Solidify its Mission of Workforce Development in Guam
and in the Region (n=425)



The qualitative comments below support these findings, but also identify other areas that need to be improved.

Students (Strengths)

- (The President) communicates well with board members
- (The President) strives to make GCC everyone's first choice in higher learning education
- (The President's) participation in activities

- (The President) shows up to some activities

Students (*Questions or Issues*)

- More involvement in student activities

Multiple Respondents (*Strengths*)

- (The President) is people/community friendly

Support Staff (*Strengths*)

- Community outreach
- (The President) is always involved in all aspects of the College's activities
- She takes time out to attend various functions that involves students- both secondary and postsecondary

Faculty (*Strengths*)

- External relationships
- External community relations
- Media Relation
- She interacts with community more than our previous president
- External community relations
- Visibility at and support of College functions and activities
- Creating partnership in the community
- She cares about the institution and how it can help the community
- Visibility in the community
- Increase in GCC's public image & media exposure since she's been President
- Increased community outreach
- Community engagement

- (The President) is visible in the community
- (The President) communicates with students, faculty, and the community

Faculty (*Questions or Issues*)

- (The President's) participation at College events
- Be more involved in school activities
- More visibility in the community to champion (GCC) as an educational choice/resource.

Faculty (*Areas of Improvement*)

- Excellent idea- Community outreach

Administrators (*Strengths*)

- Community outreach
- (The President's) ability to work well with others (administrators, faculty, staff, and politicians)
- (The President's) networking skills

BOT (*Strengths*)

- (The President's) networking skills
- Our President's leadership ability to communicate, create partnerships and build relationships with our external community.

On March 11, 2009, GCC's Board of Trustees adopted a new mission and vision statement for the College (Appendix G). The College mission and vision statement is an integral piece of the assessment process because articulated outcomes are linked to the College's mission statement. During her presentations, both on and off campus, she mentions the mission of the College and the types of activities the College is engaged in to

support the mission. In her remarks during Professional Development Day on February 18, 2009, the President mentioned that the College's mission of workforce development "will always be at the center of what we are trying to accomplish as an institution."

Since taking on the role of the College's Chief Executive Officer, the President has engaged in numerous activities to better inform the community about what GCC has to offer and what its mission is. In the August 2007 issue of *Chachalani*, the President reported that she made presentations to the American Association of University Women, Guamerica Lion's Club, Society of Human Resources Managers (SHRM) and the Department of Interior's Business Opportunity Conference. She mentioned that through her presentations she was "able to share with these diverse groups GCC's mission and how we will work closely with them to improve career and technical education opportunities for our students as they transition into the workforce". She also commented that "As I recognize the value in making presentations such as these, I will continue to espouse GCC as Guam's Leader in Workforce Development." Additionally, the President noted that she invited Governor Felix Camacho; Retired Marine Corps Major General David Bice, who is now the Executive Director of the Joint Guam Program Office (JGPO) and JGPO-Forward Acting Director Captain Robert Lee III; Jonathan Dunn from the Department of Interior; as well as Dr. Barbara Beno and Dr. Jan Kehoe from ACCJC to visit the campus. The President indicated that "In having these representatives visit the College, I was able to discuss with them opportunities GCC can develop and/or create relative to career and technical education for Guam and Micronesia." During the FY2009 Budget Hearing, the President mentioned that "Since assuming the role of President/CEO of GCC for close to a year now, I have gone to various private and civic organizations, espousing our ability to train and educate Guam's

workforce, which corresponds with the planning and preparation of the island's impending military buildup." She further noted that "GCC continues to work with industry, to include the Guam Contractors Association, Department of Labor and the Guam Hotel & Restaurant Association, to develop workforce programs that address Guam's future economic growth."

In her remarks during Professional Development Day on February 18, 2009, the President reported that the College has been able to "cultivate positive relationships with GPSS, University of Guam, Guam Contractor's Association, Department of Labor, the Governor's Office, the Guam Legislature, and other organizations that help move GCC's initiatives forward." She further stated that she will continue to encourage civic involvement throughout our campus that elevates GCC's presence in our community as well as provide opportunities for our students to advance in career and technical education and training not only in Guam but also in our region." On November 14, 2007, the President spoke at the 8th Western Micronesia Chief Executives' Summit in Saipan. She stated that "GCC's implementation of new programs and courses at the College will allow us to work closely with the educational institutions from your respective islands to see how we can strengthen our Inter Institutional Cooperation for Transfer and Articulation that exists between the Northern Marianas College, the Palau Community College, the College of the Marshall Islands, the College of Micronesia-FSM, the University of Guam and the Guam Community College, including community colleges in the Hawaii system."

On March 28, 2008, the President spoke at a Guam Mayors' Council meeting in Hagatna. She discussed the College's desire to be an integral part of the training needs of island residents and proposed village outreach sessions to inform residents of the educational opportunities at GCC. The College has conducted 7 village outreach sessions in partnership

with the village mayors and the Mayors' Council of Guam from July 29, 2008 to February 26, 2009 with approximately 200 participants. Outreach sessions have been held in Dededo, Mangilao, Sinajana, Agana Heights, Yigo, Mongmong-Toto-Maite, and Chalan Pago-Ordot. During these sessions, the President and other College representatives provided information about GCC's postsecondary programs, financial aid and scholarships, Adult High School/GED programs, Continuing Education, and the admissions and registration process. In addition to providing immediate information to interested residents, the outreach sessions also helps the College identify new services that can better suit the community's needs through a dialogue with participants. In the January 2009 issue of *Chachalani*, the President mentioned that "The village outreach sessions have provided the College's leadership with the opportunity to learn first hand some of the opportunities and classes the community is interested in taking at Guam Community College."

In addition to educating the local community and the region about what GCC has to offer, the President also takes an active role in educating people in the nation about the College. The President submitted written testimony to Congresswoman Donna Christiansen, Chairwoman of the Subcommittee on Insular Affairs addressing the U.S. military buildup on Guam and GCC's role in the base realignment effort. In her testimony, the President wrote that "our immediate concern at GCC is to work closely with industry as well as our local government to ensure that we have a well-trained and educated workforce to meet the island's expanding needs." She further noted that "GCC continues to be ready and willing to partner with federal and local government entities as well as with the private sector to ensure that Guam's workforce is able to take advantage of opportunities that are available through GCC's expansive information technology, construction & trades – which will include GCC's

Construction Trades Boot Camp, allied health, education, and other academic programs offered at the College.”

The President is also actively involved with the military community on Guam. She is a member of the Andersen Civilian Advisory Council (ACAC) Executive Committee. This committee is comprised of key business and civic leaders and senior leaders of the Andersen Air Force Base. The committee discusses mutual concerns affecting everyone on Guam. In her remarks during Professional Development Day on February 18, 2008, the President mentioned that she is an active member on the Civilian Military Task Force on Education and Labor committees. Furthermore, she indicated that “We have received the support of Congresswoman Donna Christiansen, Congresswoman Madeleine Bordallo, Governor Felix Camacho and Retired Major General David Bice, who heads JGPO, and members of the outlying regions, so that now, the College is able to provide valuable input relative to workforce development and how our role can truly affect Guam’s imminent military buildup.”

In addition to the above activities, the President has supported several activities to increase student enrollment by reaching out to high school seniors. To celebrate Career and Technical Education (CTE) in February, GCC was actively involved in providing high school seniors with campus tours. Approximately 400 total students from George Washington, John F. Kennedy, Simon Sanchez, Southern High and Okkodo High School seniors participated in the tours. During these tours, students were provided with information on the different types of postsecondary programs available at the College. These tours certainly raised a greater awareness of GCC’s programs and services. Also, on April 2, 2009, GCC held its first College Fair. The College Fair introduced high school seniors and

their parents to the campus, faculty, programs, financial aid, and the registration process.

Over 100 participants attended the College Fair.

The College also attempted to make it easier for students to register for classes by offering “one-stop” registration. *Early Bird Registration* for Spring 2009 was held on November 18 & 19, 2008. This event was designed to encourage students to register early for the Spring 2009 semester. The College’s Multipurpose Auditorium (MPA) was set up as a convenient one-stop center where representatives from the various academic departments and from Assessment & Counseling, Financial Aid, Student Health Center, and Admissions and Registration were on hand to assist students to register for classes. The College also held an *Express Registration* on January 6-9, 2009 to help students register for the Spring semester. This event was similar to the *Early Bird Registration*.

It was reported in the January 2009 issue of *Chachalani* that enrollment increased by five percent (5%) over Spring 2008 enrollment figures. At the end of the College’s Add/Drop period, 1,835 students enrolled in postsecondary and adult education classes at the College, which is an increase of 4.92 percent. Seat count increased by over five percent (5%). The *Chachalani* article mentioned that the College attributes part of the increase in enrollment to the College’s recruitment efforts through village outreach sessions with the Mayor’s Council of Guam, *Early Bird Registration*, and *Express Registration*.

Validating the President’s Performance

The quantitative data is more meaningful when validated with the qualitative responses to the three (3) survey questions below:

1. Based on what you have personally experienced, read, or heard from others, what do you think are the Strengths of our President?
2. Based on what you have personally experienced, read, or heard from others, what do you think are the Areas Needing Improvement for our President?
3. What are some of the Questions or Issues you would like to bring to the attention of our President?

The questions above generated a total of 996 open-ended responses. This is broken down into 441 responses for *Strengths*, 237 for *Areas of Improvement*, and 318 for *Questions or Issues*. As can be seen from this breakdown, *Strengths* outnumber the *Areas of Improvement* and *Questions or Issues*.

Content analysis of qualitative comments reveals the following three (3) important thematic categories:

- (a) communication, accessibility, and visibility
- (b) grounds and facilities
- (c) personal qualities

Qualitative comments can be found in Appendix H. In order to make the open-ended responses more meaningful and relevant, responses are grouped by topic (Strengths, Areas of Improvement, Questions and Issues) and by constituency type (Students, Multiple Respondent Types, Support Staff, Faculty, Administrators, and BOT).

Conclusions

This study was intended to assess the performance of the President since the time she took office in June 2007. The study was meant to address the three (3) Administrative Unit Outcomes identified in the President's/CEO's Assessment Plan. The three (3) themes that

addressed these outcomes were (a) integrating diverse voices for institutional improvement; (b) strengthening, diversifying, or increasing the human, fiscal, and physical resources for College operations; and (c) upholding the College mission. Qualitative and quantitative data were reviewed and analyzed, using these themes as the basis for the discussion of results.

The President's highest approval ratings were in the following areas: knowledge of and commitment to the College's mission, commitment to the philosophy of participatory governance, and professionalism. Qualitative comments suggest that the President needs to strengthen her relationship with the various constituents on campus such as students, support staff, and faculty. A number of open-ended responses reveals the need for the President to increase her visibility among these groups and her contact with them.

In response to the open-ended survey questions, a number of students reported that they do not know who the President is or have never met her. This impacts the results of this study particularly since more than 50% of survey respondents are students. Additionally, students' limited opportunities to observe many of the day-to-day operations of the College certainly affected how they respond to the survey questions.

Recommendations

The following recommendations are made based on the findings above:

- The President should increase her visibility among College constituents through both formal and informal interactions.
- The President should engage in regular dialogue with College constituents regarding their needs and concerns. Perhaps increase the frequency of town hall meetings with

students. Also, schedule these meetings at different times of the day so that more students can have an opportunity to participate.

- The President should respond in a timely manner to the concerns of GCC constituents as reported in the qualitative comments.
- Future survey instruments should take into consideration respondents' opportunities for observations vis-à-vis the day-to-day operations of the College and respondents' opportunities to engage in dialogue with the President. This was the greatest limitation of the survey student, i.e. the random selection of students as survey respondents.
- Future surveys should instead focus on a purposive sampling of students who have had some form of interaction with the President (e.g. students who participated in town hall meetings with the President) so that they can provide more meaningful feedback.
- Ensure that students are informed every semester about *Chachalani* and the campus announcements being posted on *MyGCC*. Provide students with instructions on how to access this information.
- For issues regarding facilities (e.g. bathrooms), the President should institute a process by which students, faculty, or staff can provide meaningful information to the Resource, Planning and Facilities Committee for consideration and action.
- In line with the communication issue, the President should lead in establishing a mechanism whereby the faculty advisory and support advisory members of the Board communicate back to their respective constituents regarding concerns addressed

during Board meetings. A dedicated space in *Chachalani* should be given to these members for this specific purpose.

Appendix A

Assessment Plan

Guam Community College

President/CEO

President/CEO

Mission Statement: The Office of the President upholds the college's mission statement through its comprehensive and meaningful oversight of the institution's academic, financial, infrastructure and accreditation requirements.

Vision Statement: The President envisions Guam Community College to be a premier institution committed to providing quality education and vocational training that leads to student success in career and lifelong learning.

AUO: AY07-08 Integrating Diverse Voices for Institutional Improvement

AUO #1 The President (CEO) will facilitate greater involvement of faculty in academic and curricular processes, and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement.

Start Date: 08/15/2007

End Date: 03/09/2009

AUO Status: Active

Means of Assessment			
Method/Tool	Criterion (in %)	Activity Schedule	Active
Review of written memos, texts of convocation speeches, highlights of town hall meetings with students, workshop remarks, etc that speak directly to curriculum/assessment matters, in particular, and institutional effectiveness, in general. Artifacts/Instrument/Rubrics/URL RE: Tool Used: Document Review Anticipated Use of Assessment Result: Results will demonstrate the President's strong commitment to the college's mission, and will also reveal issues that concern certain sectors of the college. These findings will be used to find ways to improve college processes that demand attention.	85% of reviewed documents will point to the President's involvement in furthering the program improvement goals of the college, especially in academic and vocational programs.	Data will be collected from various college offices and key administrators.	Yes

Related Activities

- * Annual Convocation
- * Review of email communication, publication remarks, convocation speeches
- * Special Events

AUO: AY07-08 Strengthen, diversify, or increase the human, fiscal, and physical resources for college operations.

AUO #2 The President (CEO) will allocate resources to address the needs of the institution. This process includes initiatives for adequate funding from the Legislature, as well internal and external funding sources.

Start Date: 08/15/2007

End Date: 03/09/2009

AUO Status: Active

Means of Assessment			
Method/Tool	Criterion (in %)	Activity Schedule	Active
Analysis of grant applications, budget requests submitted to the Legislature, external entities, and Board of Trustees. Artifacts/Instrument/Rubrics/URL RE: Tool Used: Document Review Anticipated Use of Assessment Result: Results will identify areas of improvement that will be addressed by the President, particularly in areas that deal with human, physical and fiscal improvements.	Quantitatively, content analysis of 85% of available documents will show that the President actively seeks the continuous support of internal and external constituencies in order to fulfill the college's mission statement.	Data collection continues monthly.	Yes

Related Activities

- * Annual Convocation

- * Review of email communication, publication remarks, convocation speeches
- * Special Events

AUO: AY07-08 Upholding the college mission

AUO #3 The President (CEO) will strengthen the college's visibility in the community, by communicating it's strengths, successes and accomplishments to solidify its mission of workforce development in Guam and in the region.

Start Date: 08/15/2007

End Date: 03/09/2009

AUO Status: Active

Means of Assessment

Method/Tool	Criterion (in %)	Activity Schedule	Active
Analysis of President's presentations to civic groups at conferences, before business and government meetings. Artifacts/Instrument/Rubrics/URL RE: Tool Used: Document Review Anticipated Use of Assessment Result: Findings from the document analysis will be used to validate the college's mission statement in the annual review presented to the Board of Trustees.	Based on qualitative content analysis, themes touching on resilience, educational value, and community will be found in 80% of the President's public remarks about GCC in the past year.	Data collection will be collected monthly as part of the President's monthly reporting requirements to the Board of Trustees.	Yes

Related Activities

- * Annual Convocation
- * Review of email communication, publication remarks, convocation speeches
- * Special Events

Appendix B

President's Performance Evaluation Report

Name: **Mary A.Y. Okada**
Evaluation Period: **June 16, 2007 to June 15, 2008**
Evaluator: **Board of Trustees**

PERFORMANCE STANDARDS

Board shall evaluate the President using the numerical scoring system. One (1) being the lowest and ten (10) being the highest for each **Goal** as defined in the **Employment Contract**.

II. Duties and Responsibilities as defined in Contract:

PRESIDENT shall see that all rules and regulations of the College are enforced; and

PRESIDENT shall attend all meetings of the BOARD and submit a general report of the affairs of the College, and serve as the BOARD'S Executive Secretary; and

PRESIDENT shall keep the BOARD advised as to the needs of the College; and

PRESIDENT shall devote her entire time to the business of the College, to select and appoint the employees of the College except as otherwise provided by Title 17 GCA Chapter 31, and to plan, organize, coordinate and control the services of such employees in the exercise of the power of the College under the general direction of the BOARD; and

PRESIDENT shall cause to be submitted to the Governor and the Legislature one hundred twenty (120) days from the end of each fiscal year a report describing the condition and progress of vocational-technical education during the year including a financial report showing the result of operations for the preceding fiscal year and financial status of the College on the last day thereof. The report shall be made in the manner provided by the BOARD.

Goal 1:

Fulfill the duties and responsibilities set forth in Section "II" above:

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these reports as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Goal 2:

Increase vocational opportunities for students based on labor statistics, institutional statistics, and dialog with the recommendations from program advisory committees and the Civilian Military Task Force on Education.

Success Criterion:

This goal will be reached when programs meet the needs of the community as measured by documented need, identification of sufficient resources to sustain the program, and students enrolled in such programs.

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these reports as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Goal 3:

Develop strategies to encourage enrollment growth in conversation the Academic Vice President and Deans.

Success Criterion:

This goal will be reached when strategies are documented in the Institutional Master Plan (ISMP), School of Technology and Student Services, and when enrollment numbers adequately increase.

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these reports as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Goal 4:

Coordinate an institutional planning event to develop a vision statement and general goals for the College that will be included in the ISMP and will set the agenda for the rest of the college.

Success Criterion:

This goal will be reached when the ISMP includes a vision statement and general goals for the college.

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these reports as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Goal 5:

Develop a plan to increase and diversify financial resources for college operations.

Success Criterion:

This goal will be reached when specific initiatives are documented in the ISMP and diversification is reported as an outcome in the ISMP.

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these reports as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Goal 6:

Increase fundraising activities.

Success Criterion:

This goal will be reached when the Fundraising position is filled, an aggressive plan has been developed, and fundraising activities increase and result in additional resources for the College or the GCC Foundation.

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these reports as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Goal 7:

Maintain current accreditation status with the Accrediting Commission for Community and Junior Colleges, ACCJC.

Success Criterion:

This goal will be reached when all required reports are filed on time by the College's Accreditation Liaison Officer (ALO), dues are paid, training sessions are attended, and all standards are met, and current accreditation status is maintained.

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these reports as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Goal 8:

Provide educational leadership in the following ways:

- Promotes/supports professional and staff development for college employees
- Provides leadership in program and service evaluation
- Collaborates in developing and implementing educational policy

Success Criterion:

This goal will be reached when assessment practices are being followed, educational policies are regularly reviewed by the various committees of the Faculty Senate, and

faculty, staff, and administrators are participating in the development activities as reported by professional development committee reports.

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these reports as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Goal 9:

Provide effective administrative management in the following ways:

- Effectively delegates authority and responsibility
- Promotes professional growth for college employees
- Develops leadership skills for administrators, faculty, and staff
- Promotes effective employee relations

Success Criterion:

This goal will be reached survey results are positive, professional development activities are regularly reported, other administrators are demonstrating leadership skills (as reported in the various administrator surveys), union contracts are routinely followed, grievances are minimal and dialog is regularly practiced.

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these reports and a survey of students, faculty, administrators and staff as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Goal 10:

Enhance Community relationships

- Works effectively with leaders in K-12, university administrators, government officials, and other community organizations
- Ensures college involvement in appropriate civic and community initiatives
- Attend, as appropriate, all College activities and events

- Regularly appear before and make presentations to civic groups, at conferences, and before businesses and government meetings.
- Arrange for appropriate representation of the College on various boards and commissions.

Success Criterion:

This goal will be reached when targeted survey results indicate a positive and/or improved public image.

Evaluation Methodology:

The President will document progress toward this goal with each month's written report to the Board of Trustees, as well as a year-end performance report. The Board of Trustees shall use these as the basis to evaluate the college president's performance on an annual basis.

1	2	3	4	5	6	7	8	9	10
Comments:									

Total points for each goal may be listed and tallied. Total points may equate to an overall rating.

Goals	Points (1-10)	Total Points	Overall Rating
1			
2		91 -100	Outstanding
3		81 - 90	Above Satisfactory
4		71 - 80	Satisfactory
5		61 – 70	Below Satisfactory
6		< 61	Unsatisfactory
7			
8			
9			
10			
Total Points			

Performance Evaluation certified by:

GINA Y. RAMOS,
 Chairperson

 Date

Received by:

MARY A.Y. OKADA
 President

 Date

Appendix C



DO NOT COPY

President's Performance Appraisal Survey (PPAS)

Dear GCC Constituents:

Your institution is interested in systematically listening to its constituencies. Your honest and thoughtful responses to this survey constitute an important component of the various voices we want to hear about our President. To preserve confidentiality, your name is not requested.

*Also, if any item requests for a response that you have difficulty answering, feel free to skip that item. However, **item #20 is an important question, so please do not skip it.** (You may wish to look at that question before you start.)*

For each statement below, mark the circle that corresponds to your response.
Please use number 2 pencil or a black ink pen.

Like this: <input type="radio"/>	Not like this: <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/>
----------------------------------	---

Sex: Female ☐ Male ☐

Respondent Type: Administrator ☐ Faculty ☐ Support Staff ☐ Student ☐ Board of Trustees (BOT) ☐

Length of service/ study at GCC: Less than a year ☐ 1-3 years ☐ 4-6 years ☐ 7-9 years ☐ 10 or more ☐

Status: Full time employee ☐ Part time employee ☐ Full time student ☐ Part time student ☐

1. In general, the president demonstrates knowledge of and commitment to Guam Community College's mission as stated below:

Our Mission

Guam Community College is a public, open access secondary and post-secondary institution. We serve the diverse communities of Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. We provide education and vocational training that is premised on lifelong learning. GCC is committed to providing quality learning opportunities in occupational, vocational-technical, technological, academic, and continuing education reflective of our community and industry needs. (Adopted February 9, 2005 – Resolution 3-2005 --Policy last reviewed: January 25, 2007)

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The President demonstrates a commitment to the following philosophy of participatory governance:

Philosophy of participatory governance

Broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the President (source: Article XII BOT/Faculty Agreement updated November 2008).

Strongly Agree	Agree	Disagree	Strongly Disagree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly Agree	Agree	Disagree	Strongly Disagree
-------------------	-------	----------	----------------------

3. The President communicates regularly and effectively with students, faculty, administrators, and staff.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

4. The President unites students, faculty, administrators, and staff to accomplish the mission of the college.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

5. The President accepts differences of opinion.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

Like this: ☒ Not like this: ☒ ☒ ☒

	Strongly Agree	Agree	Disagree	Strongly Disagree
6. The President is deliberate in making decisions, which affect the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The President is fair in dealing with students, faculty, administrators, and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The President is creative in solving problems and dealing with crises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The President creates an atmosphere which contributes to a positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The President is trustworthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The President acts professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The President seeks opportunities to interact with a wide range of community members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The President is present at and participates in campus and community activities and functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The President keeps the Board informed on all issues, needs and operations of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The President works well with Board members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Like this: ☒ Not like this: ☒ ☒ ☒

	Strongly Agree	Agree	Disagree	Strongly Disagree
16. The President uses effective personnel and administrative practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The President oversees the college's finances and business operations in a successful manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The President is an effective leader who maintains high educational standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The President ensures that the college's physical facilities are maintained and improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Most, if not all, of my responses to the above questions (that is, regarding the president's performance appraisal) are based on: (select all that apply)				
<input type="radio"/> Personal observation (e.g., formal and informal contact, town hall meetings, etc.)				
<input type="radio"/> Report from others				
<input type="radio"/> Various informational sources (e.g., memos, email, website, etc.)				

We are also interested in your qualitative comments, as these would increase the variety of voices we hope to hear about our President.

Please turn to the next page.

- Based on what you have personally experienced, read, or heard from others, what do you think are the Strengths of our President?

1.

2.

3.

4.

5.

- Based on what you have personally experienced, read, or heard from others, what do you think are the Areas Needing Improvement for our President?

1.

2.

3.

4.

5.

- What are some of the Questions or Issues that you would like to bring to the attention of our President?

1.

2.

3.

4.

5.

Thank you for your participation.

Appendix D



OFFICE OF ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS (AIE)

GUAM COMMUNITY COLLEGE

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

Memorandum

TO:

FROM: Dr. Gina C. Tudela, Assistant Director AIE

SUBJECT: "President's Performance Appraisal" Survey

DATE:

Your students in the class identified below have been randomly selected to participate in the "President's Performance Appraisal" Survey:

I kindly ask your assistance in administering the survey in this class. The survey will take about 15-20 minutes. Students can only take the survey once, so as you distribute the survey, please ask your students if they already took it in another class. If so, they should not take it again. Respondents can only use a black pen or one of the pencils provided to complete the survey form.

After collecting all surveys, please place them in the original envelope provided by AIE. Also, place blank survey forms as well as pencils back into the envelope. Bring the envelope to the Student Support Services Office in B-Building and drop it off in one of the boxes marked "President's Performance Appraisal Survey." AIE staff will retrieve the boxes from the Student Support Services Office on Thursday, March 5, 2009.

If you prefer to have a CCA/AIE representative administer the survey, please contact Vangie Agon at 735-5520 to identify a day and time that would be most convenient. Surveys must be completed by March 5, 2009.

The President's assessment is an important component of the College's ongoing institutional assessment efforts and your assistance is greatly appreciated.

Thank you for your cooperation and support.

Appendix E

Spring 2009 President's Performance Appraisal Survey

AIE will be administering the Spring 2009 President's Performance Appraisal Survey to all GCC employees from March 9, 2009 to March 20, 2009. Hard copies of the surveys will be distributed by department/unit heads on March 9, 2009. The survey consists of nineteen (19) Likert-scale items and three (3) open-ended questions. Employees are asked to complete the survey using a pen with black ink and return it to their department/unit head on or before March 20, 2009. For those of you who hold multiple roles in the institution (i.e., BOT member and staff member), you only have to complete the survey once.

The President's assessment is an integral piece of the college's systematic and ongoing assessment initiative. It is anticipated that your responses will provide lessons and insights necessary to guide decision-making processes at the level of the President vis-à-vis program and institutional improvement.

If you have any questions, please contact the Office of Assessment and Institutional Effectiveness at 735-5520 .

Thank you for participating in this survey.

Appendix F

PRIMETIME WITH YOUR PRESIDENT

October 1 & 2, 2007

President Mary Okada introduced herself and talked about the college's undertakings and improvements. Her presentation included:

1. **Computer System Problems:**

Banner is a new program that will provide student information, payment and schedules for each semester. We have a Network problem which GCC's Management Information Systems (MIS) Department and the Technology Assessment Committee (TAC) are working to correct. As soon as the situation is corrected, the Spring schedule of classes should be up in the system.

2. **Funding:**

- a. In June, we received a grant of \$2 million dollars for the upgrade of our computer system and we will receive \$400,000 yearly for five (5) years.
- b. Grant for the Protehi Lenguahen Chamorro Project: This project is to create a script in the Chamorro language on DVD/video. The grant requires that we hire two (2) employees for the planning stage of this program. Any interested students should stop by the Human Resources office and pick up the announcement and an application.
- c. Grant for Upward Bound for veterans: This grant will help veterans who would like to pursue their education further. We will be announcing the criteria soon and there may be positions available to assist with this grant.
- d. We also received funding to purchase vocational equipment for the Construction Trades and other related programs to continue to support our program needs to train our students.
- e. The 2008 budget was signed on Saturday, September 29, 2007, and GCC will receive approximately \$15 million dollars. We originally requested \$16 million dollars so we will receive about \$1 million dollars less.

3. **Military Expansion:**

The President described the advantages of having the military come to Guam. There is an opportunity for more work for our people on the island, therefore more companies will be requesting for apprentices to be educated and trained.

4. **Vocational Programs/Apprenticeship:**

We will be building up the programs for vocational and apprentices. With the new high school being built, there will be a request for vocational programs in the establishment. There are more companies getting involved in wanting their employees to receive the proper education and training. To become an apprentice, you need to be employed with one of the companies that is in partnership with the college.

5. Safety and Health Issues:
A few years ago the tuition was increased with part of the funding to be used for Capital Improvement projects. The Board approved \$322,000 to make repairs for safety and health issues such as: placing the non-skid strips on the walkways, Radon testing, and restroom upgrades.
6. Manpower Development Funds (MDF):
Funding for MDF comes from companies who hire H2 workers. At the end of the year, they pay a portion to MDF and GCC receives 70% of the MDF. This fund is used to train apprentices so that they can replace the H2 workers. This year there is an appropriation of \$800,000.00 available for this program.
7. Buildings:
The Governor toured GCC and indicated that he would fund the Student Center Building. Input for the design of the building will come from faculty, staff, administrators and students.
8. 30th year anniversary:
GCC is celebrating 30 years in November and activities will be held throughout the year.
9. Christmas Tree Sales:
We are fundraising for the GCC Foundation by selling Christmas trees and wreaths. The Foundation funded the Multi-Purpose Auditorium (MPA) and Tech Center buildings and also paid for the design of the Allied Health building.

QUESTIONS ASKED DURING OCTOBER 01 & 02, 2007

- 1) **What can be done about courses being offered at the same time and I need both to graduate?**
 - a) You would need to work with your advisor.
 - b) Dean of the School of Technology & Student Services, Ms. Michelle Santos indicated that a Special Project may be able to be done in place of a course, but if lab is a requirement for the course, you will not be able to take it as a Special Project class.
- 2) **Is there a possibility of growth in the secondary program?**

GCC might offer more programs when funding becomes available. More vocational classes will be offered when the new high school building is completed provided that there is an agreement between GCC and GPSS.
- 3) **Will GCC be offering courses with DODEA?**

Yes, students who are half day at DODEA would like to take courses that we offer here. An example is the Culinary program. And we can offer college prep courses for the half day students.
- 4) **What improvements have been made towards the Apprenticeship program? What is the process of completing the program and what decisions have been made towards the progression of the rate for the apprentice?**

Funding is the problem. Manpower Development Funds (MDF) come from companies who hire H2 workers. These companies pay into the MDF an amount which is then used to train and educate our people as apprentices so that they are able to go out and replace the H2 workers. There is funding of over \$800,000 for this fiscal year. More funding is coming in and standards are being upgraded. The Apprenticeship Program is increasing, it now has over 100 students and this will increase within the year.
- 5) **Is there a possibility of offering more foreign language classes like French, Italian, Korean, Chinese, etc? Maybe only once a year, just for enrichment? Also dance class like ballroom dancing?**
 - a) If there are not enough students, then the course will not go through because it needs to be cost effective. Courses can be offered through Continuing Education. If there is a demand for the course, the college will offer it but there has to be more than 8 students for it to be offered because of the financial situation.
 - b) We offered ballroom dancing before and we can offer it again through Continuing Ed.

- 6) **There are too many people chatting and shopping online in the computer lab when I need to do an assignment. I have to wait a long time and there are not enough staff to enforce the “school work” only policy. Also there are a lot of people printing “Bibles” – should enforce limitation of printing.**
- a) When you need a computer to work on your school assignment and you see other students utilizing computers for chatting or non-school work activities, you would need to locate one of the MIS staff and inform them of your needs so they can assist you.
 - b) Response from a student: Students should only print up to 9 pages and not more than that. Yes, the staff is not able to monitor the labs closely but you need to let the staff know so that they can put a stop to it.
- 7) **Is there a restriction on using the computers at the labs?**
It's available for students who need to work on their assignments for their classes. Some of the restrictions are that there is a minimum of 9 pages for printing, no MySpace, chatting and etc. Please help by informing the staff if you see any student not following the policy.
- 8) **Can you open a new lab so that it can be a working lab only, without internet installed?**
It will be brought up to the Technology Assessment Committee (TAC) so that something like that can be implemented. There are processes and procedures that need to be followed.
- 9) **First of all, I like the way GCC is a smoke free and betel nut free campus. I appreciate it a lot. Just a concern: Often the ladies restroom has no soap to wash hands and even after a couple of days, it's still the same. Sometimes they have no toilet paper in all the restrooms which is very unpleasant for us.**
We are in the process of meeting with the contracted cleaners and will inform them of your concerns.
- 10) **A lot of times the computer lab is full of people from 4pm -7pm. Can you open one more room for this time?**
We will make sure that TAC is informed of your concerns. There are procedures that need to be followed in order for this to happen.
- 11) **Based on your own feeling, how do you feel about the military expansion? What are the advantages & disadvantages? Based on your calculation think of the negative (disadvantages) of that movement, how do you know that it'll do any good to our land or people?**
With the military coming in, it will mean more work for our people. There is not enough room on base to house them so they will be building housing outside and providing more work for our people. Apprenticeship program will build up.
- 12) **Can we do a Charter Day like UOG?**
When we had high school here, we did have something like that. Maybe work with the Center for Student Involvement (CSI) and Council On Postsecondary Student Affairs (COPSA) to have something sometime in November.
- 13) **Smoking issues-why and how was the smoking ban initiated? Was there student input? Can we put a tent for the smokers outside the fence?**
- a) Dean Michelle Santos indicated that smoking was implemented because a faculty member filed a grievance regarding smoking.

- b) There was a committee created and the previous Student Board member was part of the committee. She recommended to the Board of Trustees to implement the no smoking policy over a one year period. Designated areas were implemented for one year, and then by June 01, 2007, the no smoking policy was placed into full effect.
 - c) Regarding tents for smokers outside the fence, because the college does not own the property we cannot put up a canopy. Maybe we can work with the Mayor's Office, however, it might be private property.
- 14) **What about transferable/articulating courses to UOG? And do our courses only transfer to UOG and Chaminade University?**
- a) We are working with UOG to articulate more of our courses and there were some that were approved recently.
 - b) GCC courses might be accepted at other state colleges and universities. We only have an agreement with UOG and Chaminade but that does not mean other states don't accept our courses. You need to provide your transcript and a copy of our catalog to the university or college you are going to go to and have them check if the courses are accepted.
- 15) **Is UOG a vocational school because they offer some courses that GCC offers?**
No, because UOG offers baccalaureate degree programs. An Associates Degree in Liberal Arts articulates to UOG but some of the courses are accepted as general education courses. It's cheaper to take the classes here.
- 16) **There are staff with bad attitudes, what can we do about this? I asked to use the phone to call for a ride and then was given an attitude about using the phone.**
You need to report that to the CSI or Dean's office so that the issue can be brought to the proper administrator to resolve the issue.
- 17) **Will GCC have a dorm? I am a student here but using the UOG dorm. Was told that I would have to move because UOG students are the priority.**
- a) GCC borrowed money to build a dorm, the orange building was built to be a dorm. But after Typhoon Pongsona, the Administration Building was so badly damaged we had to relocate our offices to the dorm building. After much review and research we saw no need to have a dorm and found that it would cost more for the students than if they were to rent an apartment close by.
 - b) It is cheaper to go outside to rent because we would have offered higher rent for our facility.
 - c) Because we do not have any commitment with UOG to have our students use their dorm, we cannot force UOG to let our students stay there.
 - d) What we can do is maybe go around and get a listing of rentals offered close by to be provided only as information to our students.
- 18) **Why is the governor not supporting the culinary program?**
The governor doesn't choose which programs to separate when our budget is reduced. The Budget is appropriated but it does not say where the money is being allocated to. Our reduced budget does not

only affect the Culinary program but also other programs as well. The GCC Management Team needs to work with college administrators and program Department Chairpersons to determine how they can reduce their budgets based on the reduced funds we will receive.

19) **Can Financial Aid vouchers be inputted online?**

- a) Yes, our staff is working to ensure that happens, but as of now it has not been implemented. Payments using credit card/checks will also soon be integrated online.
- b) We are currently having technical difficulties with the network system. TAC is working with MIS to stabilize the situation so online vouchers and Spring Registration will be available soon.

20) **What can you do as President to improve the quality of our campus restroom facilities? (i.e.) cleanliness, supplies, etc...**

- a) Upgrades will be made to all the bathrooms, starting with the worst ones as priority. As additional funding becomes available, all the restrooms will be changed. Regular cleaning is being addressed. Arrangements have been made with the contractors to replace tissue and keep the toilets clean; bathrooms will be checked and cleaned at least once every hour.
- b) **Smoking in the restroom?**
Those caught smoking in the bathroom will be warned and proper action will be taken. There is a process for students who are caught smoking tobacco & chewing betel nut on campus. If you see anyone smoking or chewing, report them to the Student Support Services Office in B Building.

21) **What can you do about providing covered walkways for shade when walking from Building C to the Library?**

With the construction that will be happening, the college can not put up anything just yet. When the Allied Health building goes up, then the overhang shade will be worked into the plans.

22) **How about a field house like UOG?**

There is not enough space on the campus to have a field house, but if there is an interest for a weight room/game room, one can be implemented into the student center, depending on the request from students. Again, you need to get involved in the planning stage of the Student Center building.

23) **The Book Store is too small we have to stand outside to wait to pay and pick-up our books, are there any plans to expand it?**

There may be an opportunity to move the book store into the Student Center building. With this move, there can be a bigger store where you'll just have to make one-stop to purchase all your books and supplies.

24) **Is there an emergency channel or radio station regarding weather emergencies or typhoons to help students who live in other areas of the island?**

Broadcasting will be done over the MyGCC website on the internet. The college is working on having the message texted to students who register their phone with the college.

25) **Can the computer lab be opened during the weekend?**

If there is a need to extend the hours, then the lab will extend its hours. There has to be a need from the students to extend the hours. The library can also be considered if there is a show of need for extra hours.

26) **Can chairs/benches be put in hallways for students who are waiting for their classes?**

All the benches will be replaced once the flow of funds begins to be available. We will work with our vocational instructors to have their students assist in building benches as a project.

27) **Can you tell us about the Forensic Lab?**

The lab is not a GCC project, it belongs to GPD. GCC received additional property so that the Forensic Lab is on our campus because of the courses that we offer. The Forensic Lab construction will start soon.

28) **JFK has deaf students who will be transferring to the college after graduation. Do we have the services to assist them? Is it difficult to get interpreters for deaf students?**

a) If a student needs an interpreter, we have a pool of candidates that are employed by GPSS. We can also advertise for interpreters if we are not able to get any from GPSS.

b) **Suggestions from an instructor at the meeting: We need to provide more training so that our students here at GCC can become interpreters because there is a need for more interpreters on island.**

Maybe we can advertise to the military to assist in interpreting.

29) **How about a Clinic for the Student Health Center?**

The Student Health Center will be moved to the Student Center building. There are only two (2) nurses right now and we need to hire staff to assist them. We are looking at areas of need so that we can hire staff to assist in those critical areas.

30) **GCC is violating the ADA compliance for not having an elevator in the Rotunda at the Student Services & Administration Building. Also there are a lot of areas that do not have any automatic doors for accessibility. Alan Salas is a Student Rep for the Disability committee.**

a) The Board had approved funding of \$322,000.00 for repairs and safety issues which includes placing anti-skid surfaces on the walkways, EPA requirements with parking, the Fire Alarm System for the campus and other related work. The elevator will cost about \$85,000.00 and is one of the other issues that is in the list of things to do when funding becomes available. If a student stops by the Rotunda and needs to see someone who is located on the second floor, that staff member will come downstairs to assist him/her.

b) **I was booted out by three (3) different departments for the Work Study program because of my disability. What can I do?**

You would need to talk to the Financial Aid administrator, Ms. Micki Lonsdale. There is also the Student Temporary Employment Program (STEP) program available; you would need to talk with Ms. Christine Sison with the Career Placement Center.

c) **Is there an ADA committee? What is happening?**

Julie Stein is the ADA coordinator; you would need to talk to her about meeting dates.

- 31) **Will there be more parking spaces on campus?**
There is a redesign plan for parking with the new building coming up. Funding has been put aside for renovating the parking areas as soon as the building is completed.
- 32) **Are there plans of bringing back the Horticulture program?**
If there is a demand then we will look into it. We need to ensure that there are enough students who want to take the course because of the financial situation.
- 33) **Can GCC have a Gym?**
The gym can be considered as part of the Student Center building. Let the CSI office know of your input.
- 34) **Is there a “Hot zone” on campus?**
Wireless access is available at certain parts of the campus. TAC is looking to determine what needs to be done and also waiting for more funding.
- 35) **The parking in front of Student Support Services Office, is that parking slot with a cone always reserved for employees? Is there employee parking for these people and if not, can they do that?**
It's an emergency parking slot and there is a designated person who uses that parking. That is the only parking that is reserved, I don't even have a reserved parking and I don't want one.
- 36) **How did you get where you are?**
Five (5) years to get my BA, another five (5) years for MA and working on my doctoral degree.
- 37) **What job did you have when you were in college?**
I worked at Pay-Less in Sinajana, till I moved to their main office located in Agana.
- 38) **How about a Daycare facility on campus?**
Opportunity –after school program. We use to have a Daycare facility off campus because of limited space on campus. Because of the financial situation we were not able to maintain the facility. We now have 700 GW cross enrolled students coming over to GCC, we still do not have the space. I'm not sure if the college is looking in that direction at this time.
- 39) **What about benches at the Foundation building?**
We had benches for students located around the campus but due to deterioration of the benches, some had to be removed because of safety. We are in the process of working with the vocational instructor to have his GW students build benches as a project. Funding needs to be considered.
- 40) **Are there any projects to expand the Education department space? The department needs an area to store supplies for class projects?**
The Education department needs to submit plans to their dean for additional space for a Resource room. There are plans for a 2nd story for Buildings 100 and 200 as part of the 10 year master plan.

- 41) **What is the status of the computers in the Project AIM lab? The computers are still not working.**
There is a Work Order to have the computers set up but it is in process. MIS is dealing with Network problems. There are other labs available at this time, please use them until the Network is up.
- 42) **How come we cannot buy books from the Book Store for resources? To purchase books, we need an ID and schedule.**
Books should be available for all students. We must first provide books to students who are enrolled in classes and that is why we request for your ID and schedule. After the Add/Drop period, all books should be available for sale. I will check with the Book Store Manager and Procurement Administrator regarding this situation.
- 43) **A car was broken into and a computer, computer software and other equipment were stolen. What can be done to prevent this?**
We do have security on campus, but you would need to inform the Student Support Services Office right away. You should always report any security issues to this office.
- 44) **Comments about Project AIM staff: Elvie and Arline not qualified to be there. They do not assist the students. Are tutors supposed to be certified? Rules are not being followed by staff concerning food in the room. Students are not allowed to eat in Project Aim office but its okay for staff to eat there. Why?**
You would need to talk to Dean Santos regarding these issues. Dean Santos is here and she will look into it.
- 45) **We need lighting around campus? The center of the campus was not well lit when there was a function for the students?**
We received equipment from the military through the General Services Agency (GSA), but it is not working. This equipment called a boom, is needed to lift staff up to change the fluorescent lights. We are working to have this boom repaired so that the campus light bulbs can be replaced as soon as they burn out.
- 46) **Is there emergency lighting available in the classrooms?**
Yes, there should be emergency lights in each room. Please let the Student Support Services Office know if the lights are not working so that it can be corrected. We are working on getting backup generators to support some of the buildings. This MPA has a generator and we are in the process of getting one for the Tech Center.
- 47) **Is math from UOG transferable to GCC? I took MA085 from UOG.**
UOG MA085 has two levels. If you complete the second level you can take MA110. You need to talk to a Counselor. We do have a Counselor here tonight to assist you.

These two questions listed below were dropped off after the meetings with President Okada therefore she was not able to respond to them.

- 1. I have a Journeyman's certificate (Apprenticeship program) in Culinary Arts & I am currently enrolled this semester pursuing an Associates degree. My question is how come no one on island honors this journeyman's certificate??? What's the point? And can our credits be transferred to an off-island college?**
- 2. You said the military build-up would create more jobs for students in certain fields of study; will you work closely w/them in creating some kind of program to place students in jobs (long-term or temp) or internships (w/out pay and just exp.) w/them in their respective fields of study?**

RECEIVED
[Signature]
MAR 02 2009

TO: Mary A.Y. Okada
President

VIA: Dr. Michelle Santos
Dean, School of Technology & Student Services

VIA: Esther Yanger
Associate Dean, School of Technology & Student Services

VIA: Bobbie Leon Guerrero *[Signature]*
Program Specialist, Center for Student Involvement

FROM: Donnie Lizama *[Signature]*
Program Coordinator II, Center for Student Involvement

RE: "Investing In Guam's Future!!!...with President Mary Okada" meetings
(February 17 & 18, 2009)

DATE: March 2, 2009

Hafa Adai President Okada!

Attached, please find a summary of the questions from "Investing In Guam's Future!!!... with President Mary Okada" meetings held on February 17 & 18, 2009. This semester, over the two day period, 166 students and faculty signed in and attended your meetings!

Should you need additional information, please contact me at 735-5518.

Cc: Dr. Gina Tudela, Assistant Director, Office of Assessment & Institutional Effectiveness
Charlene Flores, Student Member, Board of Trustees
Tara Pascua, President, COPSA

“Investing In Guam’s Future!!!...with President Mary Okada” Meetings

February 17 & 18, 2009

President Okada was introduced and immediately began her presentation by outlining the financial outlook, services and projects that the college is undertaking.

1. Guam Community College’s financial outlook.
To provide students insight of Government of Guam financial condition and how it affects the college.
 - a. Secured \$500,000 in grants for equipment for the construction trades department.
 - b. \$2.4 million for a new Learning Resource Center.
 - c. Cost cutting measures by increasing the thermostat of the air conditioners to 78° degrees, shut off lights in rooms when not in use and color printing is cut to the bare minimum.
2. GCC’s upcoming activities.
 - a. Village Outreach Thursday February 26, 2009, at 6pm at the Ordot/Chalan Pago Community Center. Representatives from Counseling, Financial Aid, the Student Health Center, and Admissions and Registration, will be on hand to make presentations and help students.
 - b. Job Fair at the Micronesian Mall on Saturday February 21, 2009, from 11am to 2pm.
 - c. ProStart Competition at the Agana Shopping Center on Saturday February 21, 2009, from 10am to 3pm.
3. Capital Improvement Projects around the campus such as:
 - a. ADA compliant doors;
 - b. Install benches;
 - c. Install typhoon shutters;
 - d. Repair windows on campus.
4. Construction Projects that will be taking place over the next couple of years.
 - a. Allied Health Center. Construction has begun and is on track to be completed by September 2009.
 - b. Learning Resource Center expansion. GCC received \$2.4 million in grant money to begin expanding the library.
 - c. Student Center. Working to secure funding for this building as the Architectural and Engineering plans are already complete.
5. Student Representatives
The President spoke of the many ways that students can have their voices heard regarding their concerns or suggestions for improvements. Currently, students sit on the following:
 - a. College Governing Council;
 - b. Resource and Budget Committee;
 - c. Committee on College Assessment.

The President also noted that their Council On Postsecondary Student Affairs or COPSA Officers and the Board of Trustees Student Member are key student leaders that can also bring their concerns to the administration or to the Board. She encouraged students to talk to their student leaders or email her directly with their concerns.

QUESTIONS ASKED FEBRUARY 17 & 18, 2009

1. **Student tuition, still rising every year. Based on what was approved by the Board of Trustees, tuition will continue to rise until 2011. How much?** The next tuition increase is set for Fall 2009 but it may be suspended for 2009 after the Board of Trustees (BOT) review. The BOT is aware that students need relief due to these financially challenging times. Pell Grant has also increased over the years. Apply at the Financial Aid office and see what other scholarships are available that you can apply for.
2. **With the Government of Guam economic crisis, will this affect the instructors, class schedules or summer school?** No, it will not affect existing programs that are in place that extend into the summer. There will be no increase in class size. We will still be offering classes during the summer.
3. **Is the Parking lot space going to increase for students? Will a Parking stall for bikes/scooters be available in the future?** The entire college area is open for student parking. There are parking slots at the Tech Center and/or the area outside Gate 2. I will look into the parking stalls for bicycles, scooters and motorcycles.
4. **Will there be a covered area built outside the gate for smokers?** The shelter area in front of Gate 3 is for the Mass Transit bus riders and was erected by the Mangilao mayor. I will look into a shelter area for smokers. Please do not leave trash in the smoking areas off-campus out of respect to our neighbors around the college.
5. **Can a speed bump be placed near the bus stop shelter at the front of the campus?** I will check with the mayor's office regarding placing a speed bump. Beware of speeding cars and report speeders.
6. **Can Security monitor the cars in the parking lot?** Our GCC Security does make regular rounds of the campus. However, they can't be everywhere at one time so we need you students to also be our eyes and ears and report any vandalism you may see. With the Forensic building just completed next to GCC, we are working with GPD re: curriculum for classes, ex. Forensic Science. Hopefully, the increased police presence will deter speeders and vandals from ruining our vehicles.
7. **Will there be new computer labs open in the future as there are only two open right now and it gets noisy?** We are working on additional computers to be put in the new library and maybe the Student Center.
8. **Can the parking spots be spaced out a little bit more so we're not so close to the other cars?** We are checking on ADA issues for parking so we will also look into that. With all the construction, we understand that there is less parking. The corner lot across from Victoria Market is GCC property so you can park there.
9. **What is the College doing about the stray dogs?** This is not just a GCC issue but an island wide issue. Student Support Services is aware of this situation and the dogs keep returning. Please do not feed the dogs as this will only make them keep coming back. For your safety, please do not try to catch them either.
10. **Can we have a variety of café's on campus?** Because of space limitations, we only have room for one location, one vendor – please share what you like or want with this vendor.

11. **I live at the UOG dorms but attend GCC, can GCC students use the UOG gym or receive wireless service for free?** I will look into it.
12. **Will there be a work out/gym room in GCC?** The new Student Center will have a work out room area.
13. **The price of textbooks keep increasing, can the college help?** GCC is looking into paying a fee to have our students be able to download e-books on-line for a nominal fee, however, you will not be able to print these books here on campus.
14. **Does the Board of Trustees care about increasing student fees?** The BOT does care and will hear about your concerns now re: increased cost of living so students can continue to attend GCC.

RECEIVED
NOV 07 2008

Center for Student Involvement

Learning Today ... Leading Tomorrow!

TO: Mary A.Y. Okada
President

VIA: Dr. Michelle Santos
Dean, School of Technology & Student Services

VIA: Esther Yanger
Associate Dean, School of Technology & Student Services

FROM: Bobbie Leon Guerrero
Program Specialist, Center for Student Involvement

RE: "Do You Know ...Your President" meetings (October 27 & 28, 2008)

DATE: November 7, 2008

RECEIVED
PRESIDENT'S OFFICE

DATE: 11-10-08

TIME: 2:27

INITIAL: MS

Hafa Adai President Okada!

Attached, please find a summary of the questions from the "Do You Know ...Your President" meetings held on October 27 & 28, 2008. This semester, over the two day period, 162 students and faculty signed in and attended your meetings!

Should you need additional information, please contact me at 735-5519.

cc: Dr. Gina Tudela, Assistant Director, Office of Assessment & Institutional Effectiveness
Charlene Flores, Student Member, Board of Trustees
Tara Pascua, President, COPSA

DO YOU KNOW ...



YOUR PRESIDENT **Mary Okada**

Do You Know ...

***** about the NEW Allied Health Center Building? *****

***** about the NEW Student Center Building? *****

***** about other services available for you here at GCC? *****

***Learn about these new buildings AND MORE during an
INFORMATION SESSION with your GCC President!***

Monday, October 27, 2008 6:00pm

AND

Tuesday, October 28, 2008 6:00pm

Multi-Purpose Auditorium (MPA), Building 400

Refreshments will be served!



For more information, contact the:

CENTER FOR STUDENT INVOLVEMENT - 735-5518/9

“Do You Know ... your President Mary Okada” Meetings

October 27 & 28, 2008

President Okada was introduced and immediately began her presentation utilizing visual media to outline services and projects that the college is undertaking.

1. Early Bird Registration for Spring on Nov. 18 & 19, 2008
 - a. To encourage students to register early for Spring 2009, a special Early Bird Registration session will be held from 1-6pm on Nov. 18th and 19th in the Multi-Purpose Auditorium. Representatives from Counseling, Financial Aid, the Student Health Center, and Admissions and Registration, will be on hand to assist students.
 - b. As an incentive, the first 100 students to register will receive a free t-shirt, water bottle or other prizes while supplies last.
2. Upgrades to Buildings A & C
The additional funds from the tuition increase will be used to make technological upgrades to buildings A & C, with some upgrades being made by this Christmas break. Upgrades such as having each room have:
 - a. Readily available multi-media equipment;
 - b. Whiteboard and screens; and
 - c. A professional environment with wired and wireless access.
3. Capital Improvement Projects
Work will soon begin on making a number of Capital Improvement Projects around the campus such as:
 - a. Reline parking slots for ADA compliance and access;
 - b. Install water fountains;
 - c. Repair and/or renovate restrooms;
 - d. Replace trash receptacles / benches;
 - e. Install typhoon shutters;
 - f. Repair windows in the Student Services and Administration Building.
4. The Power of 3: GCC's "Big Three" Construction Projects
President Okada spoke of the major construction projects that will be taking place over the next couple of years.
 - a. Allied Health Center. Construction has begun and is on track to be completed by next year.
 - b. Learning Resource Center expansion. GCC received \$2.5 million in grant money to begin expanding the library.
 - c. Student Center. Originally there was a bill under consideration in the legislature to provide funding for the Student Center. Because of the JFK High School closure, the Student Center funding is now going to be used to build a new JFK. The President is working on securing other funding for this building and the Architectural and Engineering plans are already about 90% complete.
5. Student Representatives
The President spoke of the many ways that students can have their voices heard regarding their concerns or suggestions for improvements. Currently, students sit on the following:
 - a. College Governing Council;
 - b. Resource and Budget Committee;
 - c. Committee on College Assessment.

The President also noted that their Council On Postsecondary Student Affairs or COPSA Officers and the Board of Trustees Student Member are key student leaders that can also bring their concerns to the administration or to the Board. She encouraged students to talk to their student leaders or email her directly with their concerns.

QUESTIONS ASKED OCTOBER 27 & 28, 2008

1. **Is the Administration Building parking lot open at night for students to park?** Yes. The entire college area is open for students to park. In addition to the Administration Building parking lot, there is also parking available by the Tech Center.
2. **Will anyone be building a covered area for the students who go outside the front gate to smoke?** We are checking with the Mayor's office on this along with providing shelter for our students who are Mass Transit bus riders. However, if you do go right outside the gate or across the street to smoke, please do not throw your cigarette butts and other trash on the ground out of respect to our neighbors around the college.
3. **Does the Forensic building belong to GCC?** The land is GCC's however the building belongs to the Guam Police Department. We are working with GPD to develop curriculum for classes dealing with Forensic Science.
4. **What are we doing about our trash situation?** Currently, because of the new trash guidelines, we are sorting all our cardboard items and will begin recycling of other items.
5. **Why can't I get wi-fi everywhere on campus? Sometimes I can't get connections in some buildings like near the library.** Dean of Technology and Student Services, Dr. Michele Santos: If you can't get wi-fi, you may not be in a hot spot area. We are working on putting up signs to indicate hot spots around the campus for your immediate reference.
6. **How can we prevent getting virus' from GCC computers?** I will check with our MIS Department regarding this situation.
7. **How long do we have to wait to get updated computers in Room CJ104?** I will work with the MIS Department and the Social Science Department regarding this situation.
8. **It takes too long to get on-line or computers move very slowly during class time, what can be done about this?** We are aware that there are band width problems that need to be resolved.
9. **Will there be new computer labs open in the future as there are only two open right now?** We are working on additional computers to be put in the new library and maybe the Student Center.
10. **For my class, MA108, everything moves too slowly for this on-line course.** This has to do with the server lines. I will have the Technology Advisory Committee check into this.
11. **Why are the price of textbooks we buy at the Bookstore so high?** GCC currently purchases the textbooks directly from the publishers and this does not require us to go out for a regular bid process. GCC would have to go out to bid and identify a vendor that may give us a cheaper price but this may take longer. Some students purchase their books directly over the internet. GCC could also pay a vendor to have our students be able to download books on-line for a fee. However, students who get a book on-line will not be able to print these books here on campus.
12. **What about the return policy of books even if it's only a couple of hours? I bought a book and returned it three hours later and was charged a 30% restocking fee.** I will check into that.
13. **What happens if I register for Spring semester now and then buy my book. But by the time the spring semester comes around, the book changed, now why should I be penalized?** You would need to tell the bookstore manager that you are getting your book for your spring semester class. We order our books now for the spring semester to ensure that they will arrive on time. Our vendors are instructed that if a new version comes out, they need to send us the updated version. We are also working to make sure that for books that come with software, that the software matches our current computer system.

14. **I know that the card catalog is accessible on the MyGCC website, but is there another way to find a book without having to go on a computer?** Dean of Technology and Student Services, Dr. Michele Santos: There are six computers available at the library for finding books. **Yes, but sometimes all those computers are full with students using them.** Dean Santos: What you need to do is ask the Library front desk staff to assist you. **I have but they just tell me to go on-line.** Dean Santos: Then you need to inform the staff that if all the computers are being used, maybe they can assist you by utilizing their computers. I will make sure that I also call the library staff regarding this situation.
15. **Can we make the parking slots a little bit larger so we're not so close to other cars?** We are checking on ADA issues for those parking slots so we will also look into that. With all the construction that is going on, we understand that there is less parking. Please be advised that the corner lot across from Victoria Market is GCC property so you can also park there.
16. **Can the bookstore be made larger?** We are currently looking at getting more space for the bookstore, perhaps in the new Student Center.
17. **Why is it taking so long to process the Pell Grant checks?** Vice President of Finance, Carmen Santos: The delay has occurred because we have converted to using a new system and at the same time, we are also working with the rollover of funds from last year. Thank you for being so patient, the checks should be coming out by late November or early December.
18. **I've been on campus since 2004. I was first under financial aid (Pell Grant) and AHRD, but now I'm on a new system under Culinary Arts. I received some refunds which made my account all 'screwed' up and now I supposedly owe money. Therefore, now I cannot register because I owe money.** Vice President of Finance, Carmen Santos: The Pell Grant requires that we cannot apply refunds to your account, we have to issue you a check that you can in turn sign over to us to pay for any balance owed. Because you went from one payment system to another program, I will have to take a look at your personal account. Please see me after this session.
19. **There are some wireless areas on campus that do not work. You seem to get on-line with the wireless access that goes no where. Why is that? I'm using my personal laptop and can't get on.** Faculty Member, Mike Setzer: Sometimes you need a password for some areas or the rebar in the concrete buildings does not allow the signal to go through. President Okada: I will check with MIS on this and also have it brought up with the Technical Advisory Committee.
20. **I registered for summer classes, paid cash, one class was cancelled and I am still waiting for my refund. When will the refund checks be issued?** Vice President of Finance, Carmen Santos: We are currently working on these refunds and they should be out shortly. President Okada: Please be advised that we purchased and are implementing a \$3million dollar system to automate everything from registration, on-line payments, payments, billing, etc. However, we have not hired any new employees to implement this system. Therefore, our employees are doing their current job duties and working to implement the new system so some tasks are just taking a little longer to complete.
21. **I have taken EN100, taken 6 times and I still can't pass. Can the college offer another class that I can pass to better prepare me to finish EN100?** Vice President of Academic Affairs, Dr. Ray Somera: We made a study last year of the number of students consistently not completing our English and Math classes in order to determine the support services needed for students like you. We will be hiring 5 tutors in English and 5 for Math to help our students pass their classes. This is in addition to the students in the AmeriCorp program who will also help us with tutors and a tutoring center. Faculty Member, Mike Setzer: The General Education Committee also made these recommendations to get tutors for one on one help. However, we still need to hear from students like you to let us know what your needs are. Faculty Member, Gary Hartz: If you go onto the website and click on Faculty Senate, you can see all the different committees. Send committee members your issues or concerns so we can address them. President Okada: The program Project AIM is also available for tutoring if you qualify. Dr. Somera: There is also a program called STEP, Student Temporary Employment Program, where students can work and get paid as tutors. Register for the program with the Career Placement Center, the TSS Dean, or the counselors.

22. **What's the story on the dorm or the orange building?** The current Student Services and Administration Building was originally supposed to be the dorm. However, in 2002, Typhoon Pongsona severely damaged the old Administration Building and all the offices had to move. The only place available for these offices to move to was the recently completed dorm building. Also, by the time the dorm was completed, the economy had changed and further studies showed that it was cheaper for students to live off campus than it would be for them to rent a room in our dorm. After the typhoon, we received federal money and tobacco money that we used to rebuild the old Admin Building and turn it into the Tech Center which we fully equipped so we could offer more classes and training.
23. **Is the student tuition still going to rise every year? How much?** Based on what was approved by the GCC Board of Trustees, tuition will continue to rise until 2011. It will increase by \$20 per credit hour each year. However, the Pell Grant has also increased over the years so that increase can be used towards the tuition increase. You should also apply at the Financial Aid office and see what other scholarships are available. We also run ads for people who would like to donate money to form their own scholarships and these are also available for your use.
24. **Our tuition has gotten so much higher that we're only \$50 cheaper than UOG. Because the cost of everything is rising, can we stop the tuition increase?** Please keep in mind that the tuition increase plan was approved by the Board of Trustees and also approved by the students a few years back. Students understood that the college needed additional funding to hire more full time faculty members in order to add more classes and to make improvements to our campus. Board of Trustees Student Member Charlene Flores: As the President stated, a survey was done of students and they understood the need to raise the tuition gradually over a number of years as we needed funds to improve the college. I will bring the issue back to the Board. President Okada: When we did this increase a few years ago, students agreed with the increase as funds would be used for improvements. Tonight, I have outlined the various ways the money will be used to improve our college. The Board of Trustees does care about its students and I will bring your concerns to them. Also, the University of Guam has also been raising their tuition rates over the years. If you are looking at getting a 4 year degree from UOG, our tuition rates are still lower so see what courses you can take here that will transfer over to UOG.
25. **There are lots of bulletin boards that have information that is over 4 years old. Can we make sure there is updated information out there?** There is updated information on the GCC website. I will have staff go around the campus and remove any old information that is out there.

Appendix G

**Guam Community College
Board of Trustees
Mission Statement**

WHEREAS, Guam Community College was created by the Community College Act of 1977 (codified at 17 GCA §§30101, *et seq.*) to provide secondary, postsecondary and adult educational programs and career-technical training that is premised on lifelong learning. It is also guided by the College's Vision Statement stated as:

“GCC will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post secondary basic educational institution serving the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees and the community at large.”

WHEREAS, the College serves the diverse island communities and strives to be a premier regional career and technical educational focal point for Micronesia.

WHEREAS, the College is a student-centered institution committed to promoting individual inquiry and service, civic and social responsibility, leadership, and career growth.

WHEREAS, the College is learning-centered, fostering intellectual flexibility, knowledge, and skills through integrated teaching and program assessments promoting continuous improvement in support to the college community.

WHEREAS, the College must continue its history of high academic standards and integrity, management practices and fiscal responsibility.

WHEREAS, to remain a responsive and an excellent educational institution, the College community has reviewed and scrutinized the present Mission Statement and recommends a new statement.

NOW THEREFORE, BE IT RESOLVED, that the following Mission Statement be endorsed and adopted by the Board, subject to annual review at the Board of Trustees' January meeting.

Guam Community College Mission Statement

The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.

The mission is achieved by accomplishing the following goals:

1. **Pioneering:** This goal seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employers needs assessment in order to improve the skill levels and productivity of the island's workforce.
2. **Educational Excellence:** This goal is defined by its ability to demonstrate that student learning outcomes (SLOs) are being attained, as gauged by the institutionalized process of systematic and

regularized assessment that allows programs and services to identify, analyze, and use assessment results for accountability and program improvement.

3. **Community Interaction:** This goal aims to improve awareness of the College and increase public and fiscal support for its vision, which in the long run, is intended to reduce GCC's financial dependence on the Government of Guam.
4. **Dedicated Planning:** This goal provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.

Adopted: March 11, 2009

Resolution 17-2009

Amended & Adopted: September 5, 2008

Resolution: 12-2008

Adopted: February 9, 2005

Resolution 3-2005

Re-examined & Adopted: January 25, 2007

Resolution 1-2007

Appendix H

Area: Administrators

Strengths

- Savvy, smart, & business minded.
- Hard, dedicated worker.
- Portrays a very professional image & demeanor.
- CONSISTENT
- COMMUNITY OUTREACH
- Accountability
- CLEAR IN HER COMMUNICATION.
- VERY DILIGENT.
- SHE IS A VERY FOCUSED INDIVIDUAL.
- She has an excellent understanding of the financial piece.
- She is holding people accountable.
- She has done an excellent job of finding money (grants, etc.).
- Excellent financial knowledge and fiscal responsibility, drive, commitment, stubbornness, excellent disciplinarian, and problem-solver;
- High level of professionalism and leads by example;
- networking skills
- Knowledge of fiscal matters
- Thinks out of the box
- Creative in dealing with issues
- Excellent fund raiser
- Very solid people-skills
- Knows people in high positions
- Has financial acuity
- Great leader - makes decisions based on the colleges best interest
- open door, open minded - has a vision
- calm, organized, & intelligent.
- Great Financial expertise (Understands the financial situation of the institution.
- HER FINANCIAL EXPERIENCE
- HER DESIRE TO IMPROVED GCC'S BUILDINGS & OFFICES-OUTSIDE & INSIDE*
- SHE IS APPROACHABLE, OPEN MINDED & EASY TO TALK TO
- HER EXPERIENCE WITH & KNOWLEDGE OF OUR CAMPUS
- HER DESIRE TO IMPROVE GCC'S PROFESSIONAL IMAGE WITH EMPLOYEES & SERVICES
- Very motivated and energetic.
- Thinks outside the box
- Very creative
- Is decisive
- Always has the needs of institution at the forefront of her decision making.
- Quick thinker and processing information
- professionalism (she dresses, speaks and acts as a true professional).
- Holding Administrators accountable for their work.
- Ability to multi-task.
- Ability to work well with others (Administrators, Faculty, Staff and Politicians).
- Knowledge & experience with finance.
- GOAL/DEADLINE oriented
- Professional appearance and demeanor
- GOAL ACHIEVER
- COMPETENT
- IMPLEMENTER
- COMPETITIVE
- INTELLIGENT
- FINANCE BACKGROUND

Area: Administrators

- HISTORICAL BACKGROUND WITH GCC
- AFFILIATION TO GOVERNOR'S POLITICAL PARTY
- Professional
- Knowledge & experience in school finance
- Kind & friendly-open to others
- commitment to GCC
- Intelligence
- looks at long term vision/goals
- Dedicated
- Forward thinker
- confident
- Driven to excel

Areas Needing Improvement

- Prioritize events (sometimes too much going on & we're spread thin).
- There should be no pressure to participate in activities that are voluntary
- WHAT IS STATED IN SPEECHES MAY BE INCONSISTENT WITH ACTION (DECISION MAKING).
- Recognition of other entities besides faculty.
- MORE SUPPORT FOR MAINTENANCE OF CAMPUS BUILDINGS & EQUIPMENT.
- BETTER COMMUNICATION WITH LOWER LEVEL STAFF.
- She needs to find away to replace staff & admin who have left. The pressure of covering for them is too great.
- Needs to release tight hold on divisional responsibilities and too heavily involved in day-to-day divisional operations;
- Needs to be more calm and open-minded on various operational and personnel issues;
- Needs to allow those below her to solve their own problems and let them be more accountable to decisions they make;
- Needs to be more compassionate or understanding of individual struggles like to employees who are simply doing the best they can with the little money available to buy what's needed to the job;
- Needs to be an active agent in creating a better working relationship between students, staff, faculty, and administrators in order to eliminate the 'silent' but ongoing "Us vs. Them" atmosphere;
- Needs to be more appreciative of those who are meeting or striving to meet her demands;
- Needs to better recognize and reward those who continue to support her and GCC's mission;
- Visit the lower campus once in a while
- compassion
- classroom
- Communicating information to all divisions (B&F, ASD, AAD) - especially Faculty so they are in sync.
- Sometimes - a little too strong
- Understanding of Faculty and their roles.
- needs to be more empathic at times especially with staff.
- needs to separate activities with UOG & GPSS; focus on GCC.
- SMILE MORE, LOOSEN UP
- Needs to have a little sense of humor
- the human element is somehow missing
- NONE
- SMILE
- VISIBILITY ON CAMPUS

Area: Administrators

- COMMUNICATION WITH EMPLOYEES
- CONSENSUS BUILDING
- To be more transparent
- Needs to smile more often. Because she doesn't smile as much, people don't feel she is approachable.

Questions or Issues

- Finances
- I WOULD LIKE TO SEE THE PRESIDENT MEET WITH THE RANK AND FILE IN SMALL GROUP SETTINGS WHERE THERE IS MORE CONFIDENTIALITY AND LESS GROUP PRESSURE.
- WE NEED MORE FUNDING FOR SAFETY & SECURITY PERSONNEL, EQUIPMENT, & SUPPLIES.
- There are too many financial or exigency issues being brought to surface by the Faculty Senate. Article XII is being exploited by the Faculty Representative and is being used and abused to the point of management constriction.
- The Faculty Senate and the BOT Faculty Representative are beginning to look more like adversarial agents than participatory components of governance. This "Us vs. Them" atmosphere must be resolved so that faculty members can work more collaboratively with staff and administrators rather than for faculty to see and treat everyone else as their slaves or their personal service attendants.
- Temper tantrums and outbursts from leaders of all sides must be replaced with better communication and understanding for the sake and benefit of our students and nothing else.
- What is the status of the compensation and benefits study? (results)
- Under staffed - many tasks assigned and not able to fill vacant positions.
- PAINTING OF BUILDINGS & STYLE CHOICES SHOULD BE UNIFORMED FOR A MORE PROFESSIONAL IMAGE & FIRST IMPRESSION-EVENTUALLY REMOVE THE WAREHOUSE LOOK.
- GCC SHOULD LEAD THE OTHER AGENCIES WITH ENVIRONMENTALLY-FRIENDLY SERVICES, BUILDING & PROGRAMS. HAVE WE APPLIED FOR 'GREEN' GRANTS?
- LIMITED PARKING & HIGH TRAFFIC ON LOWER CAMPUS IS BECOMING AN ISSUE FOR EMPLOYEES & STUDENTS-TRY LEAVING WHEN JFK GETS OUT & YOU SIT IN YOUR CAR, IN LINE FOR 10-15 MINUTES, TRYING TO LEAVE OUR GATES. -THE THREE-WAY ROAD BY VICTORIA MART IS GETTING VERY DANGEROUS AT PEAK TIMES; HAVE NEARLY BEEN HIT AT LEAST THREE TIMES.
- Great job so far!
- the morale of the campus community is low, when it starts to affect the students this is not good. (My personal belief is when a student is not feeling good in their environment it is a reflection of managements style affecting everyone trickling to the bottom.)
- Does the president support individuals who play a leadership role civically (in professional organizations that promote professional development and GCC?
- Is it necessary to restrict one person to travel per conference (even if it is not locally funded?)
- ADDITIONAL PARKING AREA AROUND CAMPUS.
- Double standards become apparent in the some HRO issues are handled
- Procurement process
- Need to find a way for entire campus community to be advised of all events/activities that the college is involved with. Even if not everyone will participate, or is invited to participate, at least if they are asked by outsiders if GCC is doing this...participating in this...our campus community can give a knowledgeable response instead of "I don't know."

Area: BOT

Strengths

- Commitment to the college
- knowledge of financials
- networking skills
- Focused
- Hardworking
- Makes good use of resources available
- Makes herself available to the students.
- Ensures that the college faculty and staff is of the highest caliber
- Ensures that the college is giving the highest caliber of education.
- The President keeps the college updated on the Government of Guam's financial position and looks for other funding sources to keep the college moving forward.
- Our President's leadership ability to communicate, create partnerships and build relationships with our external community.

Areas Needing Improvement

- Management of personnel
- Implement the ISMP - establish timelines

Questions or Issues

- What can the college do to help move the Support Staff and Administrator's Pay Scale Upgrade forward?

Area: Faculty

Strengths

- Discuss w/teamwork, who currently @GCC
- Socialiable w/people, show the respect
- always confront w/the president will willing
- show the face's expression like friendly
- communication skills
- leadership
- decisive
- fair
- approachable
- Ensure we receive a paycheck
- Community Engagement
- Marketing
- Publicity
- Internal communication
- Communication skills
- Positive attitude
- Leadership skills
- Managerial skills
- Outgoing personality
- Fiscal management skills
- External relationship
- Professionalism
- Availability/Approachability
- Dedication to duty
- Financial
- media relation
- ability - access funds
- Her financial background
- She interacts with the community more than our previous president
- She dresses nice
- approachable
- Determination
- completes payroll on-time
- None
- Management of college finances
- External Community Relations
- Visibility at and support of College functions and activities
- Public speaking skills
- None
- able to get various grants to sustain the institution
- financial accountability
- giving talks/presentation
- Fiscal responsibility
- creating partnerships in the community
- Gets the employees paid on time
- communications
- she cares about the institution & how it can help the community.
- she tries to get new funding wherever possible.
- Finance and accounting - she's knowledgeable and very experience in these two areas, very useful.
- Excellent verbal and written communication skills; and very intelligent woman.
- Visionary

Area: Faculty

- When she makes commitment, she follows through (e.g. Allied Health Building)
- She an inspirational for women. I admire her no nonsense approach.
- truly wants to provide what is best for students
- Takes input from many resources
- visibility in the community
- She appears to have the best interest of the institution in mind
- She appears ready to steer the institution through difficult financial times; she has been successful in maintaining GCC's fiscal health.
- She has set an example to the students and faculty by completing her PhD.
- She is, so far, a supreme professional - I have not heard any negative comments with regard to her abilities of performance
- Finance
- Proactive
- Professional
- Aware of finances
- Increase in GCC's public image & media exposure since she's been president
- cares about the college & how we do/perform
- The college's finances
- Having a campus that has the appropriate design.
- The president wants to see new buildings on campus, to provide room for college growth.
- Good understanding of the financial background/area
- knowledge of financial condition college
- The way she handles the finance of the school.
- Approachable
- Fiduciarily responsible.
- Strong business administration.
- Articulates concerns well.
- Presents herself well-which promotes GCC's professionalism.
- Understands the challenges and commitment to pursuing a doctoral degree-thus is able to assist and encourage others on campus.
- Visible in community
- Professionalism
- Positive Attitude
- Confidence
- Dedication
- Articulate
- Communicative skills with the students, faculty, and the community.
- Physical improvements to the campus facilities.
- Increased community out reach.
- Easy to talk too.
- hard working
- good financial background
- Professional
- Articulate
- Dedicated
- Intelligent
- Expectations of Employees to do their job!
- Gives respect
- Listens
- Includes
- Communication
- Fair
- Trust worthy

Area: Faculty

- Achiever
- Getting the GPD crime lab built.
- Getting the Allied Health building built.
- Campus is well maintained.
- She is very proactive.
- She truly cares about GCC (students & employees)
- She communicates effectively
- She is very professional.
- Accountability approach
- She is professional and personable.
- She is well versed in maintaining academic excellence.
- She cares about her school
- To see into the future
- meet student needs
- Fine way of convincing to also meet goals
- The Field of education is changing meet that change

Areas Needing Improvement

- Remember to speak out when who's have to read first
- I feel she is doing a good job
- Communication with faculty about issues affecting us.
- Visit the campus, talk to the students, staff, faculty and not in suits! Its very intimidating.
- No more off-island trips. She's been off-island more than on-island.
- Keep appointments with committees.
- Stop hiding in the office.
- Talk to your people and not ASSUME GUILT by what is perceived.
- Stop allowing subordinates to micro management offices and programs. TRUST THAT EMPLOYEES KNOW THEIR JOBS.
- Talk sincerely to your people not down at them.
- Ensure that students rights are upheld. Have management seek answers from students instead of ASSUMING fault with employee.
- Record interviews with employees and students when investigating a case. Don't depend on perception of HR ONLY when reporting.
- Endowment growth
- Need to be more accessible to all
- Challenging all management team to fully embrace the spirit and practices of participatory governance
- Addressing the root causes of very poor employee morale.
- Continue working hard for the college.
- increase funding if possible from non-government sector.
- She needs to have more contact with faculty and students. Many don't know who she is.
- We need to get other sources of funding; many areas need an infusion of funds.
- As the leader of this agency, she needs to separate herself from her "click" and be fair to all departments. Its obvious what departments get what they "want" and/or "need" because of the connection.
- Personality-many staffs feel that she is unapproachable. Were not sure if we can talk to her just by her facial expression.
- If customer service training is MANDATORY, then why are select employees exempt from attending? They need it as much as the rest of us. And customer service should be practiced by the President and her entire "Management Team" because they truly lack the service to the staff.
- Treat staff like hard working human beings that we truly are. We are trying our best to get the job done with NO compensation and not even a Thank You or any appreciation from

Area: Faculty

- management. We are human beings with feelings and not robots.
- Her interaction with GCC community as a whole. Usually she just rushes by without a word, not even a "Hi".
- more involvement in the secondary arena
- Student involvement
- personal impression to others (Need to smile!)
- openness to others
- faculty involvement
- participation of college events
- Make oneself more approachable
- Provide fundings for a reading and writing lab. (developmental)
- update/improve language lab
- Be more involved in school activities
- Management needs to understand that there are 2-sides to a story. Management is quick to believe without even hearing both sides.
- "Employees are our Assets" was the theme for Professional Development Day. Employee moral is at its lowest! Does anyone wonder why?
- Leadership management skills
- Long-term institutional planning skills
- Interpersonal and effective communication skills
- Understanding the importance of each service of the college from the front line the management level.
- Understanding the systemic effects of institutional change (both the positive and especially the negative) and how to address this issue for all employees affected by the change.
- Improve her customer service skills
- Build rapport and increase morale with GCC employees
- Refrain from outbursts during managers' meetings
- Separate personal/social circle of friends/families from professional environment, it breeds a ground for favoritism.
- Stop abuse of power to expedite GCC SOP's for special friends and/or relatives
- Direct students'/community concerns about GCC services to the proper channels
- Effective communication to faculty and staff
- communication w/faculty
- involving various parts of college in planning & prioritizing
- supporting student learning w/resources, especially tutoring for students
- She needs to have more contact with faculty, staff and students.
- Her subordinates are not as keen as she is
- I really don't know her enough to form an opinion in this particular area.
- Lack of understanding on vocational education versus academic
- Evaluation of information to ensure it is complete and correctly analysed.
- Communication on-campus
- Anyone needs improvement w/regard to their career or performance. However, I think that President Okada will "grow" into her position and lead the institution toward its goals. President Okada reflects that growth when she addresses the faculty at P.development events & convocation
- Spontaneity
- Communication w/GCC community
- Needs to smile more, and be more personable
- Needs to inspire/lead/motivate GCC community
- Needs to study leadership styles
- She needs to listen to our students
- She should be more visible on campus

Area: Faculty

- Management should be more transparent
- Her advisors need improving too
- With all that she does, she has done an excellent job.
- More visibility in the community to champion GCC as an educational choice/resource
- Increase visibility on campus to promote informal conversation with stakeholders
- Provide information to faculty if it affects them or focuses on the campus community (eg- people leaving particular positions (not just those newly hired)
- Realize that various positions held are not being productive-implement something to hold individuals accountable!
- President needs to be more approachable & personable
- Improve morale of staff/faculty
- Too many off island trips even students talk about
- Recognize departments & programs for the work being done;
- Give credit to the right people.
- More visibility just on campus and smile every now & then.
- Command Respect from other admin. Leaders
- Increased usage of electronic media in public relations and student recruitment.
- *be a role model-physically
- too many off island trips rest can't get pens, etc.
- customer service
- not show favoritism
- Humanistic nature-in demanding people be responsible-give credit where due.
- perceived to be aloof
- needs to be less guarded
- need to see her "around" campus.
- None
- Can't think of any.
- I think she is doing a good job.
- Keep up the good work!
- Public speaking-her presentations are often dry and unexciting
- communication even if it is bad news
- walk around campus every once in a while to meet students and faculty informally
- Keep cost down
- get Highly Highly Qualified Faculty/staff
- Don't hire Because of family connections
- Keep one's eye on the prize
- Little steps forward

Questions or Issues

- How did the president have to go outside and show?
- None at this time
- Ensure that adverse actions aren't PUNITIVE IN NATURE. Its basically suppose to IMPROVE WORKING CONDITIONS.
- Ensure that management doesn't have a "PERSONAL AGENDA" against an employee.
- APPRECIATE the hard work your staff and faculty do for this institution. Don't belittle their efforts.
- Follow procedures and policies especially when it involves a person's right to due process. Don't prolong the suffering of employees.
- Morale is at its lowest We used to be a FAMILY here and proud to work for GCC. Not anymore!!!
- Development of communications program possible?
- Increase apprenticeship program
- How can GCC shift focus from trying to impress ACCJC?WASC, to having them be

Area: Faculty

impressed, instead, by our intrinsic commitment to student learning and participative decision making?

- So far none yet...
- How will we continue to teacher our students to excell without necessary supplies?
- Inconsistency with how policies and procedures are handled on campus
- Department Chairpersons and faculty who are only on campus for a couple of hours a day and get a 10% increase in their salary
- Faculty who don't do their jobs.
- Do you like your job?
- Do you like the staff or are we good enough?
- Just what is considered a priority in your book?
- Do you even care that moral is so low and people are walking around "very" unhappy with GCC and you?
- Do you give people a chance or are there any chances?
- Why have UOG's & GPSS' salary increased & GCC's has not?
- Employ tutors for developmental program.
- Our new President is FEMALE!! What actually has happened the last 2 years. We can't even buy office supplies but yet people continue to travel, travel, travel. What is the justification for sending 3 people from the same office on the same trip. Was impact even look at? Dean's favorites! Austerity!!! You should have allowed 1 and that 1 will brief/teach the others when they return.
- 2 years! You should have completed your observations by now. Why is it only staff is closely watched? Faculty and administrators have a commitment as far as hours are concerned. Where are they?
- You have high positions filled with inadequacies. Who does most of the admissions work? Where is your admissions coordinator most of the time? Enrollment services...? Where your enrollment services person most of the time (leaves by 2pm)? Him, his staff is the last to know he isn't coming in...But yet others are told to turn in a leave form and them leave is denied ??? Fairness...
- What are office hours and for whom?
- PRACTICE WHAT YOU PREACH! Customer service should be for EVERYONE. "Good Moring" is so easily said but when said; and no response from upper management...
- mandatory training should be for EVERYONE.
- Focus and give attention to programs that need help financially & structurally for improvements.
- What plans are in place for the effective decision-making of the most efficient use of physical resources, especially as it relates to having enough faculty offices?
- What plans are in place for addressing the needs of space for postsecondary college students to meet with postsecondary student tutors?
- How would you address institutional gossip discussing your negative behavior towards your managers during your management team meetings?
- Lately, there has been an increased discussion among various employees about the current negative moral among employees, how would you address this perception so that employees will talk more positively?
- When will there be reprieve for GCC employees who work hard and above their hired official duties?
- When are we going to address the morale?
- When can we hire more employees?faculty?
- How long will the hiring freeze on some positions be in place?
- I do not have basic supplies necessary to teach my classes. What am I supposed to do?
- The assessment process of the college needs to be congruent with the Institutional values of the college.
- I like what she is doing in finding ways to reduce college expenses (e.g. disconnection of unused phone lines).

Area: Faculty

- I support her idea of reducing unnecessary hiring (e.g. retired employees not being replaced when positions are no longer needed or justifiable).
- Encourage faculty and all employees to go green as much as possible.
- Excellent idea - Community Reach Out
- Continue doing "Meet the President" - students really enjoy this as well as faculty members, informative, students making a connection with President Okada.
- None at this time
- Raises for the faculty
- Construction trades - "BEEF IT UP!"
- Why is it when faculty ask for professional (PDRC) developmental funds they have no funding, while the staff and administrators, have already exhausted their funding for the year?
- When faculty come to campus on their days off (free day) Friday. No administrator can be found on campus? When you look for the next person you are given the run around.
- Why do we not have an MIS computer person available 24 hrs so when MyGCC or classes at night have difficulty someone can be found?
- Students/faculty/entire campus should have their own ID to logon to network?
- Would it be possible to offer courses that may not necessarily be required by our programs? (Examples: calculus series, chemistry, or Anthropology?)
- Status of salary adjustments
- Either campus-wide or specific to developmental education tutoring lab for students.
- The President is not receiving the level of support she deserves/needs from her administrative team. They need to jump when she directs them. MIS continues to be a problem for the College.
- Are we going to grow?
- Not paying satellite for working 2 weeks before the school year in order to offset the move of JFK to the GCC Campus.
- None at this time as I have open door to discuss.
- N/A I think she is doing a great job - I like the morale since she took over.
- Pay raise
- What's the future of secondary programs?
- When are secondary faculty going to be compensated for the additional days they are required to work.
- We should be considered 10 month employees.
- When are we getting pay raises? IT'S TIME!
- The park situation-it is unorganized and overwhelming
- There should be designated parking areas.
- Public restrooms need to be refurbished.
- pay Raises, a lot of talk, what is the status?
- Keep it Affordable to local's and off-island
- Open an ESL center for Japanese and Chinese students wanting to learn English
- Stay away from local island politics stay on target

Strengths

- She dresses nice
- Knowledge of business and finance
- Don't know her or him
- Never met him. And don't know him.
- As for me there's no need to answer this because our president was chosen for a reason. Personally she is aware of what is layed before her.
- People/community Friendly
- Pays attention to the school
- I have never seen or heard from the President
- active
- Humble
- ability to work with other
- she is nice looking
- N/A

Areas Needing Improvement

- Needs to realize that morale at the college is down.
- She needs more people skills
- Needs to appreciate the people who work diligently for the college.
- Needs to be more approachable and aware of facial expressions.
- Time when classes are offered
- Cameras for video and photography
- Wouldn't know
- None
- Gathering area for students-central/lounge
- No comment
- Needs more computer
- Smoking area
- parking Lot
- Parking lot
- N/A

Questions or Issues

- Why do some people/departments receive preferential treatment over others.
- It takes too long to complete associates degree because classes are not always offered when they need to be taken.
- Smoking on campus
- Use of telephones
- Better coke machines
- Considering I don't know the president this survey will not be useful. Please disregard all the bubbles I filled out about the president.
- Accessibility of the college
- Asking about our need a place for workout, play, etc
- More scholarship money
- "C rating @ Food Location
- Extra Parkings
- Bigger Library
- Full day access to computers
- This survey needs work. I am forced to agree or disagree with statements that I have neither the experience or the oppinion to give a qualified answer.
- Work study qualification for the F.S.M. student.
- N/A

Area: Staff

Strengths

- VISIBLE TO STUDENTS, FACULTY, STAFF AND COMMUNITY.
- PROFESSIONAL APPEARANCE.
- RESPECTFUL TO STUDENTS, STAFF, FACULTY, COMMUNITY.
- ARTICULATE TO STUDENTS, STAFF, FACULTY, COMMUNITY.
- NO NONSENSE ATTITUDE (APPROACH)
- OUT GOING.
- Solving problem and dealing with crises
- Making decision which effect the college
- Open communication -
- Trustworthy
- fairness
- None
- COMMUNITY OUTREACH
- Honesty
- knowledge
- GOOD FINANCIAL BACKGROUND
- AMBITIOUS
- AGGRESSIVE
- GOAL ORIENTED
- COMMITTED
- Institutional Knowledge
- Education
- Experience
- Personality
- Educational Background
- Employment history (Finance)
- Communication skills
- Very Professional appearance
- Goal oriented
- Very experience w/the college's Finance
- Leadership
- exampleship
- proffessionalizm
- finances
- Financial obligations/priorities
- LEADERSHIP
- SHE STRONGLY KEEPS THE GCC NAME IN GOOD STANDING
- KUDOS President Okada!!
- Good character
- confident
- organized
- FAIR
- intelligent
- Great decision maker.
- Good sound judgement
- Fair to everyone
- Intelligent
- High standards
- EXEMPLARY CHARACTER
- EXTREMELY ENTHUSIASTIC/MOTIVATOR
- confident
- ORGANIZED/PURPOSEFUL

Area: Staff

- EQUIVOCAL/TOLERANCE/CALM
- Takes initiative
- Good in decision making
- Finance SKILLS
- Knowledge of college needs.
- Professional in appearance
- Aggressive to get things done.
- Professionalism
- No comments
- ALWAYS INVOLVED IN ALL ASPECTS OF THE COLLEGE ACTIVITIES
- KEEP THE GCC FAMILY ATMOSPHERE IN HARMONY
- Stop stereo typing staff
- NO COMMENTS
- President Okada presents herself in a professional manner and at the same time is approachable.
- She speaks with authority and knowledge on subjects such as the college's finances.
- Her door is always open.
- She takes time out to attend the various functions that involves students-both secondary and post-secondary.
- She is a role model that I admire.

Areas Needing Improvement

- NONE
- Improve customer service behavior.
- Stop abuse of position to expedite requests made by close friends and relatives.
- Build better working relationship with GCC employees.
- Stop certain Administrators from abusing his/her authority over their staff, which lowers moral.
- CONSIDERATION FOR ALL STAFF & FACULTY
- SHE SHOULD TREAT EACH DEPARTMENT AS EQUALLY IMPORTANT
- To be friendlier
- Make periodic visit to various dept.
- REALISTIC EXPECTATIONS
- TAKING THINGS DOWN TO A MANAGEABLE PACE (SLOW IS SMOOTH & SMOOTH IS FAST!
- More visibility on campus.
- times are hard and morale is very low, needs improvement, campus wide.
- Smile more
- none
- not personable
- needs to be more sociable
- Too many stringent orders need to treat good employees w/long service in professional matter.
- SAFETY
- MAINTENANCE
- SHE JUST NEEDS TO SMILE MORE OFTEN TO HER EMPLOYEES IT DOESN'T MATTER WHO.
- INTER ACT MORE with her support staff.
- Communication with personnel
- Enter act with personnel
- NONE
- NONE

Area: Staff

- NONE MENTIONED
- To aloof, needs more people skills.
- Needs to communicate more effectively decisions that affect college operations.
- Team building - need to make upper management to link effectively with staff.
- Ability to manage resources more effectively
- Realistic in goals and expectation. If you asking for loyalty you need to back your people.
- Listen to the voices of students
- BE MORE OPEN TO STAFF. IE GREET EMPLOYEES (ALL) ON A DAILY BASIS.
- AT TIMES SHE WOULD PASS EMPLOYEES W/OUT ANY GREETING AT ALL. A GOOD MORNING/AFTERNOON WILL DO. OR STOP AND CHAT. I KNOW THAT SHE IS A VERY BUSY PERSON, BUT BE MORE OPEN & COURTEOUS TO ALL EMPLOYEES.
- Needs to understand where staff is coming from. And not side with lazy supervisor's
- NO COMMENTS, ITS UP TO THE PRESIDENT.
- trash around the campus-eye sore
- working water fountains
- TRASH
- SMOKING AREAS. BETTER SMOKING AREAS.
- WORKING WATER FOUNTAINS
- None at the moment:) doing a good job!!!

Questions or Issues

- WHEN WILL THE NEXT PAY INCREASE OCCUR?
- NO COMMENT!
- NONE AT THIS TIME.
- none
- EXPECT THE BEST THAT Employees can do But Just remember no one is perfect...WE ARE BOUND for Mistakes...
- NONE
- NONE
- NONE @ CURRENT.
- Recommend training for upper management for team building and communication, finding out things at the last minute is poor planning.
- Develop strategies that incorporate GCC as a whole. Plan well and listen to the concerns to people that do the work.
- Staff in the frontline know daily operations, how their area is run. Administrators should take in consideration when planning events to make sure that supervisors are given ample time to plan and make necessary arrangements for the event to include posting announcements, preparing equipment, informing staff, etc. This show consideration to students, staff and all those involved.
- Put or make degree programs similar to LPN, CJ academy. Let maybe we can have a better graduation rate.
- The students should take the required gen-eds then let them take the core courses.
- Timing is important. If you want a well run operation utilize this commodity. What happen to work flow?
- Communication. "Ignorance is not bliss"
- To conserve power cut the number of microwaves & refrigerators in the offices.
- at later time
- THE STATUS OF THE HAZE STUDY.
- SMILE
- BE CHECKING THE ATTENDANCE OF THE INSTRUCTORS.
- ENFORCE OR SOMEBODY NEEDS TO MONITOR HIGH STUDENTS SMOKING

Area: Staff

INSIDE RESTROOMS ESPECIALLY AT BLDG 500 AND 900.

- GREETINGS WHEN ANSWERING TELEPHONE CALLS.
- CHAIN OF COMMANDS MUST BE PROPERLY FOLLOWED.
- WE NEED MORE TRAINING/WORKSHOPS PERTAINING ON OUR DUTIES AND RESPONSIBILITIES.
- A/C issues - not keeping up w/maintaining the unit and not effectively doing corrective maintenance on them.
- Travels - who funds it and does the individual reports back; and does it benefit the college.
- Smoking in the bathrooms and at the bus stop in front of GCC.
- Secondary students - no one at the gate between GCC and GW!
- Secondary school aides - using abrasive tone of voice when talking/directing students; yelling from BCS down to students by A/B building.

Area: Students

Strengths

- Heard from people he's trying his best to support us on Guam
- I read in the newspaper about how hard his term
- Innovative
- Trust
- Outspoken
- Help
- Ensures campus maintenance & improvements.
- Ensures student and staff safety
- Provides proper training/education in accordance of industry needs.
- She is mean!
- To the point!
- On top of things!
- She cares about the students
- She is funny/humorous
- She knows how to feed some very hungry students
- I have never see
- She does try to improve our environment
- I can't say
- Education at GCC is above standards
- Good speaker
- Well known to staff not that much of students
- Honest about financial situation
- Finding ways to seek financial support for building fund or projects
- Communicates with students
- Interested in what students want to know.
- Has good accountability for money being spent.
- Going off-island
- His strengths are good he solves problems that come to school
- Communication
- I am glad she is female. Having a female president is inspiring.
- Not sure- Havent heard about him
- I don't know who he president is!!
- No Comment
- Professionalism
- Sorry, I do not know
- Sorry I don't know
- Sorry I do not how
- Caring about the faculty
- Working hard
- Need to meet president & communicate more
- Organize
- Trustworthy
- Effective Leader
- Well communicate with bord members
- Cold Personality
- I do not I have read, and or heard anything about the president
- Do not know, I have not met her one and one
- I don't know
- I haven't heard anything significant about her
- Never met her!!
- Never meat her
- Understanding person

Area: Students

- Strong vision on how the community is going to become
- Goal Information
- I can not say, I do not know the president.
- Credentials that she has on managing our school
- Ideas and improvements for this school
- Questions the community and college students on needs for improvement.
- She implements the financial problems and gives advance notice of any caught off
- Online communication with the president is available.
- Communication
- Hard Work
- Well I don't know it yet
- Poor
- Don't Know! Never met her before...
- Never seen or heard about her
- Sorry I did not attend any of the functions
- Professional
- Education
- Improving of the school
- Strives for effectiveness
- Trustworthy
- Determined
- Willing to listen
- Wants to improve GCC
- She knows whats going on
- Open to opinions
- Very Responsive
- Understanding
- Responsible
- Hard-working
- Cool
- Respectful to other cultures
- No Comments!
- Newly developments of our buildings
- I don't know who the president is, so not sure of what strengths he possesses
- I don't know. I never met her!
- Effective Communicator
- Trustworthy
- Very Professional
- Easy to be around
- Able to make good decisions on resolutions for the school
- I have not met the president and am not familiar with her job as a president. I answered "disagree" to all not because I literally disagree w/everything but because I do not know her.
- From one class, one observation and one disscussion: None of us knew who she was, never met her nor heard from her. Personally I deal w/faculty only.
- How are we (students) supposed to know how the hell the president interact w/ the Board of Trustees?
- This survey is pointless to the students. The majority of the class agrees also because we have no prior knowledge about our president
- Working Hard
- Communication
- Commitment
- Dedication

Area: Students

- Hardworking
- Loyalty
- Trustworthy
- Strong-willed
- determined
- Understanding different Opinions
- Acting on the needs of our school.
- Providing Workshops
- She's good in soliciting funds for college's needs.
- Everythings OK
- Work Harder!
- She seems really nice and caring.
- She is really generous and understanding.
- She knows when you need something and she will help you every time you need help.
- She lets you know what is going on and how we as students can get better.
- She acts professionally and tries to decide the best for the students
- Finance
- People Oriented
- If she is part of the college's upgrades then she is doing a good job.
- Have no personal interaction with the president
- Personally I think that the president should be more involved.
- I didn't even know who the president is
- Self Presentation (presentable)
- Never Heard
- Very Smart
- She knows how to manage the school's money
- She got the Allied health building started
- Very persuasive
- Success driven
- Strives to make GCC everyone first choice in higher learning education
- Handling school funds
- Making thing happen as far as funding for new buildings
- She is better rather than past president
- N/A
- I really don't know
- Very competent in running GCC
- Commitment to growth and expansion
- Organized
- Is professional
- Participation in activities
- Availability
- Ability to work with others
- Well-spoken
- Professional attire
- Innovative
- Smart
- Funny
- Great Leader
- Great listener
- Basically presence I barely see the president outside the office, I've heard of her/him in outside events but not on campus personally.
- I don't know anything about our president. I've been here for 2 semesters and I have yet to see her.

Area: Students

- Professionalism
- Great Personality
- Need Money
- Need teachers
- Need textbooks
- Need school supplies
- Need jobs
- I have never seen nor met our president therefore I would not know.
- Good
- Doing a good job
- N/A
- N/A
- As I heard she's used to be an accountant
- There are new buildings that are being build.
- N/A
- Accountability
- Experience
- Knowledgeable
- Job-doing
- Smart
- Strong Organizational Skills
- Synchronize Program
- up to date on informing
- NOTHING
- N/A
- NO COMMENTS!
- no comment
- N/A
- Organized
- Professional
- Non
- Lots of ambitions & goals
- Shows up to some activities.
- Well organized
- Great team leadership
- Great supportive spirit
- Hard working
- Cooperative

Areas Needing Improvement

- Schools
- Economy
- Jobs
- Parking
- Bathroom
- Toilet Paper
- Auto shop
- At least, introduce your self "president".
- Food Court
- Cleaning the bathrooms
- More foreign students!
- Classroom fieldtrips!

Area: Students

- Student exchange from UOG
- more interaction from the president to know the needs of the student
- Can't she be around more? Interact with students, faculty
- Chewing and Smoking Place
- Waiting area
- Bathrooms
- Bathrooms
- Bathrooms
- Bathrooms
- Bathrooms
- Needs to be around faculty and students. I'm surprised no one know what the president looks like.
- Be more outspoken to students
- To be more exposed to post secondary students in the evening
- Make sure that the environment is safe and clean
- Training instructors about Disability Certification for faculty
- Make sure student needs are being met
- Haven't heard any and don't know areas he needs improvement
- None
- Walk areas
- Restrooms
- I don't know, how
- more involvement in student activities.
- Communicate more with students
- Schools structure to regard those physically disabled
- Sorry I do not know
- Sorry I don't know
- No Comment
- New drink machines
- Men & Womens Restrooms
- Bigger Parking area
- More curriculum
- Cleaner facility
- Foreign Student Support
- Technology Service
- I don't know the President
- Everything. Especially the restrooms
- We still need more benches
- And where is our student support room?
- I don't know
- Never meet her
- Becoming a better speaker
- unknown.
- Some programs that I've needed information on before I started weren't really answered but I went on and registered anyways.
- Counselors should be more open and willing to help students for right direction.
- Customer Service at registration office. The dude from Afghanistan should go back to school on customer service.
- None
- The bathrooms
- The computer lab
- I can't really answer because I've never heard her or seen her. Haven't heard anyone talk about her.

Area: Students

- Never seen or heard about her
- Approachability
- Better Communication w/ students. Seminar mtg. times w/ president is quite limited
- More frequent cleaning of classroom & bathrooms
- Help students find work after graduation. Give first priority to GCC graduates.
- Better bathrooms; more towel & soap dispensers
- Faculty
- Restroom
- Environment
- Parking
- Benches
- Facilities
- Bathroom/Restroom
- Environment
- Parking Lot
- Bench
- Tuition fees please lower, not all qualify F.A
- N/A
- N/A
- Restrooms
- Hallways need benches outside classes
- Need more parking
- None, so far.
- I think we need a cafeteria, there should be more benches around campus, etc.
- To see that our school is clean before school starts
- To able to have any sports activities
- Better Parking
- IDK
- Can sometime's not be contacted
- I have not met the president and am not familiar with her job as a president. I answered "disagree" to all not because I literally disagree w/everything but because I do not know her.
- She needs to make herself known
- Be more involved
- Make appearances
- Nothing at all
- Better Bathroom cleaning
- Parking Lot
- Smoking areas
- More benches for students
- We need different vendors in food
- A place for students to relax between classes with Air con
- Parking Lot
- Food Selection
- Need to add trash cans in restrooms.
- O.K
- More Facility!
- Facilities
- Meeting places other than library or computer labs
- Parking
- Sitting/Study area
- Computers
- I am not sure yet.

Area: Students

- Go out more
- Smoking area
- More benches or group areas
- More energy conservation measure by student & faculty
- More aggressive adherence to curriculum
- Ensure course required for graduation are offered on a regular cycle. At least once every 2 years.
- More dissemination of what the president is doing
- More informed of the future of the school
- Benches outside the gates for betelnut chewers and smokers
- More on campus activities
- More student-president quality time
- Better smoking area
- Cheaper tuition
- I don't know anything about her, maybe a newsletter to let students know what she is doing. So I can have answers to this survey.
- She needs to show up on classes and get to know the students
- N/A
- More improvement on it technology, i.e. computers in every class
- Smile
- Walk around campus, be visible!!
- Smoking area on Campus (It would really be convenience to students who are limited on time.)
- None.
- Optional dining facilities on campus (i.e. school store)
- Improvement of college facilities.
- Parking Lot
- if possible, needs to be more active around the campus-that is, not many students know our President's name, let alone face
- n/a
- n/a
- n/a
- n/a
- She is perfect in everyway....
- Working on upgrading facilities
- Need car
- Need insurance
- Need fix buildings
- Need tutors
- Need new computers
- everything good with the president
- Facilities
- She needs to interact more with the students
- She needs to being going around the campus more
- She needs to interact with students because a lot of student don't know her
- She needs to go around campus and try to interact with students
- More informative
- N/A
- NOTHING
- none
- NO COMMENTS!
- no comment
- Non

Area: Students

- Non
- Non
- work with students personally, visit classes, etc.
- I do not even know who our President is. Maybe that should say enough...
- Present at all times.
- Brief descriptions on what's currently going on, on campus.
- Budgeting for the campus.

Questions or Issues

- If he can help the schools?
- Not enough classes
- Need consistent time for classes
- Hard to graduate if they keep canceling classes
- Automotive Department needs more classes every semester
- Some classes are not offered every sem.
- Bigger Caf
- Caff: a
- None...
- Just the maintenance of our bathrooms. It smells bad! The bathrooms at the Student Services are in a better condition than the bathrooms for students. It's not sanitary.
- To have tuition payment plans for those not on any financial assistance to help increase student population
- Mr. Ronald Canos is a very good and intelligent instructor
- More stuff for the automotive shop
- None
- No Comment
- More clean restrooms and cleaner campus
- There are some faculty and office staff that can appear to be extremely rude to most students. Causing me to question if I'm in the right school.
- School's physical structure fitting for those physically disabled
- Training for staff in customer service skills: Support Service
- Very Good president
- noting
- Nothing
- none
- Do something about the prices of books in the bookstore
- Who are you?
- Please have a meet w/students type deal
- Not all of the students here in GCC knows the president and I'm one of them. but from what I've been hearing he's doing ok.
- Bathrooms/Bigger Computer Labs
- More computers in the library
- Why can't foreign students work at the beginning of their school year while other university in US let foreign students work on campus at the beginning at the school year?
- Make sure that the environment is safe and clean
- Can a teacher fail a student with a learning disability or accomodation
- Benches
- Restrooms
- I don't know
- Never meat her
- Upgrade the library and food court
- Put trash cans & benches outside the gate for bettlenut chewers
- Build a student center
- Build a cafeteria
- None.
- There's one guy at the registration office, that always make me come back just for a log in password code. This should be taken care once and not 4 times even after the semester starts. I wanted to bring this up at the Town Hall meeting but I was ashamed.
- None
- The president needs to reach out more to student
- Most of us don't know the president

Area: Students

- To come out more often
- Visit classes once in a while
- Say some words to students
- Where are you?
- Why don't you interact with students?
- Why don't you assemble us together.
- Bathrooms: - Locks needed @ disability stall @ girls bathroom -Bathrooms run out of soaps & papers towels
- Unprofessional staff @ admissions dept. (bad attitudes/usually in bad mood)
- Smoking after 6 pm is allowed on campus. Smokers can be raped or kidnapped or hit by cars. It's too dark outside
- Gym/ B-ball court / Weight lifting/ Swimming Pool
- More eating establishment
- Functioning water fountains
- Gym (Basketball court, Weights, Volleyball, Swimming Pool)
- More eating facilities
- Functioning water fountains and more fountains
- Parking Spaces... (available)
- If there could be a designated smoking section on campus?
- Campus
- Better Parking
- IDK
- Don't know who the president is. Most of the question I was not able to answer. I hear and read bulletins that help me make a decision on some of those answer.
- The women's restrooms is not so private. I do not feel comfortable knowing people can see into the restroom.
- I don't know because she's hardly around
- Hopefully add more academic class courses such as pre-med, pre-law, law, international affairs etc..
- Who are you.
- A lounge area for the students
- Cleaning of bathrooms
- Please have cars park on one stall, some cars are using two parking stalls
- Parking lot area needs more parking stalls.
- More benches for students
- We need different vendors in food
- A place for students to relax between classes with Air con
- Why is it a must we take English and Math to Graduate? Need to look into these subjects
- Please push through the building of the student center. Students badly need a place like that.
- O.K
- More programs related!
- Each individual stall in the restrooms need a trash bin. The restrooms are filthy
- The options in the survey were poorly planned. I could not answer #20 because I have not had a chance to personally observe her performance, heard any report from others, or read informational sources regarding the president.
- Tuition Cost (Similar to UOG's) More students will GCC for UOG. "Affordability"?
- What can we do to fix parking and lighting
- Questions were held at meeting last week.
- A water fountain
- A better cafe and bigger area.
- Fix the restroom
- Create better programs for student proceeding towards bachelors

Area: Students

- More participation on meeting of the students
- This is a poorly constructed survey. Most of the questions should have been answered "no basis to determine"
- Benches outside the gates for betelnut chewers
- Canopy for betelnut chewers outside
- Trash cans for chewers & smokers outside
- How about updating our english department
- Only 3 of 20 people enrolled on english pass the class.
- What's up with their SERT exam? They said no contraction or essay but the SERT has a bunch of contraction.
- About the workers here.. She should observed her fellow teachers and workers if they do their responsibilities.
- Bigger Parking spaces
- More security
- More departments or courses
- Does GCC have a policy regarding students who are members of the armed forces? i.e. Guard, reserve
- Will you improve the bookstore?
- Parking Lot- Why are some reserved in front of student services?
- Improved parking spaces please.
- The parking!
- Better lab hours in the Tech Bldg. for VisCom students
- More flexible lab hours at the Tech Building.
- n/a
- n/a
- n/a
- n/a
- I love GCC...
- Little study rooms on campus
- Benches and tables throughout the campus
- Can plays be showcased here.
- Better lab hours in the Tech Bldg. for VisCom students
- Need to discuss
- Need test scores
- Need good grades
- Need academics
- Need materials
- nothing
- N/A
- N/A
- Comment: I personally haven't met the President yet. I do hope that I see her in the hallway sometime just to know how she looks like. Therefore, I found this survey hard to do considering I have yet to meet her.
- Why don't you give a try to talk to student's?
- Why is tuition rising and where is our money going to?
- Books Prices
- N/A
- NOTHING
- N/A
- none
- NO COMMENTS!
- no comment
- N/A

Area: Students

- Friendly staff on Student Support Services.
- WIFI in the Tech Building is never available for students during night classes. Internet WIFI should be open to GCC students especially in the Technology Building where it is needed the most, other than the parking lot. "WIFI internet needs to be available for all students in Tech Center for study purposes."
- Why is it that classes for Visual Communication are only offered at night, but students are unable to use wireless internet. The TECH Bldg.'s internet is shut off every night.
- The GCC website is never up to date. As of today 2/26/09 there is still only one scholarship posted on the website, but it is expired. Why is it only available on a bulletin board in front of the Financial Aid Office?!
- why can't the "express registration" be present at all times?
- Restrooms need more maintenance
- Will GCC offer more 4 year degree programs, other than the few that are offered now.