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YEAR  
2000 - 2001

# GCC

GUAM COMMUNITY COLLEGE

*Kulehon Kumunidát Guáhan*

Accredited by the Western Association  
of Schools and Colleges

## PRESIDENT'S FIRST EVALUATION

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

## SURVEY REPORT

This report was primarily prepared by Dr. Ray Somera, survey coordinator, with the assistance of Michael Setzer II as electronic survey consultant. Comments and suggestions by the other members of the committee - Dr. John Rider, Deborah Leon Guerrero, George Santos, Dr. Dennis Slyter, Anthony Roberto and Barbara Bouchard-Miller - during the survey process are acknowledged.

## **Executive Summary**

This report presents the key findings of a survey conducted among 213 constituents of Guam Community College (GCC) in order to assess the first-year performance of the college president, Dr. Herominiano delos Santos, who assumed the presidency in June 2000. In an effort to capture the varied voices of the different sectors of the college, these constituents included members of the Board of Trustees, administrators, faculty, support staff and students.

Results indicate that the president rated very highly on three *most positively perceived* qualities or characteristics: appreciation and concern for excellence in higher education, regular and effective communication with faculty and staff, and understanding and commitment of the comprehensive community college concept. These are perceived qualities recognizing the president's role as prime mover of the mission of GCC as a community college.

The three qualities or characteristics that respondents indicated they had the *least opportunity to observe* focus on concerns in the areas of student services, flow of information between the president and the Board of Trustees (BOT), and linkages with business, education and government sectors. The modal response (i.e. "No opportunity to observe") generated in these items highlight the respondents' lack of opportunities to form opinions or perceptions. Consequently, this limitation in the instrument's design contributed to the respondent's seeming neutrality in their evaluation of certain presidential qualities listed in the questionnaire. Issues revolving on lack of access to information as well

as limited information dissemination may be construed to account for this survey finding.

To address the differential perceptions expressed by respondents in the quantitative and qualitative components of the survey, several recommendations are provided at the end of this report. These recommendations focus on building the foundation of a unified team spirit where the president and the various constituents of the institution become empowered to fulfill the avowed mission of the college in the new millennium.

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**GUAM COMMUNITY COLLEGE**

*Kulehon Kumunidát Guåhan*

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Western Association of  
Schools and Colleges

August 23, 2001

Dear GCC constituents:

The attached 50-page document, President's First Evaluation Survey Report, brings the results of assessment back to the college community. This report incorporates the various voices of GCC constituents and reflects our commitment to make Guam Community College the most effective institution that it can be.

Thank you for your participation in the recently-concluded survey on the president's performance evaluation. The Committee seeks your active engagement in future surveys and other assessment activities. With your dynamic collaboration, we look forward to achieving our goals in making assessment a significant part of our renewed commitment to the fulfillment of our college mission in the new millennium.

Sincerely,

The Committee on College Assessment (CCA)

## A REPORT ON THE 2001 PRESIDENT'S EVALUATION SURVEY

### *Introduction and Objectives*

On June 16, 2000, Dr. Herominiano delos Santos began his term as president of Guam Community College (GCC). The completion of the first year of his presidency in June 2001 marks an important milestone in the history of the college as GCC seeks more opportunities and faces greater challenges in pursuit of its mission as the island's only two-year institution of higher learning.

This report presents the key findings of a presidential performance survey conducted in May-June 2001 with the participation of the various constituents of the college. The survey documented perceptions of GCC constituents toward the president's performance as the leading administrator of the college. The objectives of the survey were four-fold:

- (1) To obtain data that represent the varied voices of GCC constituents, particularly in their perceptions of the college president's performance as an administrator;
- (2) To evaluate the president's first-year performance in terms of standards set for community college presidents;
- (3) To gain insights on GCC constituents' perceptions of the president's strengths, areas of improvement and issues that can be brought to his attention; and
- (4) To experiment with the survey instrument (both hard copy and electronic format) as an assessment tool and how it might inform other college assessment objectives.

### *Format and Methodology*

The instrument for this survey was patterned after a questionnaire



utilized by Edmonds Community College in Lynnwood, Washington. It was brought to the attention of the Committee on College Assessment (CCA) by Board of Trustees member Dr. Rosa Carter. The questionnaire contained twenty-nine (29) Likert-scale items, with 3 open ended questions. The survey instrument was subsequently reviewed and approved by the Assessment committee with some minor modifications.

There were 150 hard copies of the questionnaire distributed among the various departments and divisions of the college. Distribution was done through department chairs and division heads, or administrative assistants of divisions, if the division heads were unavailable during the day of distribution. Drop boxes for accomplished questionnaires were placed in strategic places on campus: in Room A-10, Career Center, and the Administration Building.

Two formats were utilized for this survey: a hard copy and an electronic format. Hard copies were distributed among administrators, faculty, and support staff, both full-time and part-time. Likewise, members of the Board of Trustees were contacted by phone and the hard copies were individually delivered by courier to their respective home or business addresses on island.

On the other hand, postsecondary students were tapped to participate in the survey differently. On an experimental basis, those students with classes in computer laboratories with Internet access were requested to fill out a web-based questionnaire, developed with the assistance of a Computer Science instructor. A web page address (<http://202.128.72.68/pres.html>) was set up for this purpose. In order to ensure the respondents' anonymity, every submission of the electronic form identified the source as [anonymous@guamcc.net](mailto:anonymous@guamcc.net). A special e-mail address ([pressurvey@guamcc.net](mailto:pressurvey@guamcc.net)) was also arranged with the MIS department, in order to receive the electronic responses. Once the hard copies were

accomplished and returned, data input was done electronically into the web-based questionnaire. The data set was then converted into spreadsheet format to facilitate data processing and analysis. To describe the pattern of responses from the survey data, descriptive statistics were drawn to interpret the results. MICROSOFT EXCEL was used to create the data charts and tables.

### *Results and Discussion*

Of the 150 hard copies of the instrument distributed for this survey, 95 questionnaires were accomplished and returned. Response rate was 63% for the hard copy format. On the other hand, students who completed the electronic format (in at least 6 classes) totaled 119. These student responses were automatically sent to the electronic mail address which served as the repository of the completed electronic survey forms. Overall, a total of 214 GCC constituents participated in both the traditional (i.e. hard copy) and alternative (i.e. electronic) formats of the survey. This total sample includes members of the Board of Trustees (BOT) of the college ( $n = 5$ ) who also filled out the *President's Evaluation Survey*. Two BOT members, however, did not complete the questionnaire.

Table 1 (see next page) portrays the profile of the GCC participants who served as respondents for the survey, in terms of constituency type, sex, and length of service/study in the institution. As can be gleaned from the table, students comprised the largest number of respondents in the sample (56%), followed by support staff (18%), faculty (17%), administrators (7%), and members of the Board of Trustees (2%). In the overall sample, females (61%) outnumbered males (39%). In terms of length of service, several patterns are readily apparent. Generally, respondents who participated in this survey have been employed at the college for a considerable period of time. Among the



Table 1  
*Profile of GCC Survey Respondents by  
 Constituency Type, Sex, and Length of Service/ Study (N= 213)*

	<b>Administrators</b>		<b>Faculty</b>		<b>Support Staff</b>		<b>Students</b>		<b>Board of Trustees</b>	
	Number	Percent	N	%	N	%	N	%	N	%
<b>Sex</b>										
Male	7	50	19	53	10	26	43	36	3	60
Female	7	50	17	47	29	74	76	64	2	40
<b>TOTAL</b>	<b>14</b>	<b>100%</b>	<b>36</b>	<b>100%</b>	<b>39</b>	<b>100%</b>	<b>119</b>	<b>100%</b>	<b>5</b>	<b>100%</b>
<b>Length of Service /Study</b>										
Less than a year	2	14.3	3	8	3	8	20	17	0	0
1-3 years	2	14.3	7	19	6	15	86	73	3	60
4-6 years	3	21.4	5	14	3	8	9	8	1	20
7-9 years	1	7	10	28	8	20	2	2	0	0
10 or more	6	43	11	31	19	49	0	0	1	20

administrators, their length of service ranged from 10 years or more (43%), 7-9 years (7%), 4-6 years (21.4%), 1-3 years (14.3%) and less than a year (14.3%). Among the faculty, they indicated that their service to GCC have been 10 years or more (31%), 7-9 years (28%), 4-6 years (14%), 1-3 years (19%), and less than a year (8%). The support staff respondents, on the other hand, have been employed at GCC for 10 years or more (49%), 7-9 years (20%), 4-6 years (8%), 1-3 years (15%), and less than a year (8%). These data clearly show that a good number of the survey respondents have been employed at the college for a considerable length of time.

Among the student respondents, their length of study at GCC ranged from 7-9 years (2%), 4-6 years (8%), 1-3 years (73%), and less than a year (17%). These data reflect the irregular enrolment patterns of non-traditional students who comprise the majority of the student population on campus. But like the administrators, faculty and support staff, no student who participated in the survey indicated 10 years or more of study at GCC.

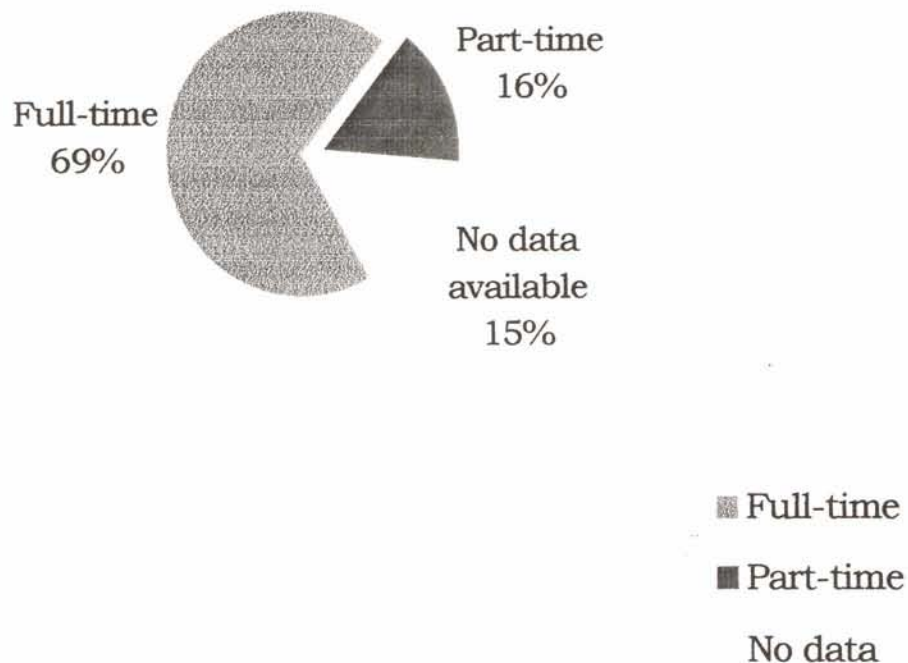
For members of the Board of Trustees, one (1) indicated length of service as 10 years or more, one (1) has served the college 4-6 years, while three (3) of them have sat on the Board for 1-3 years. As these data show, the BOT members who participated in this survey have been stable members of the college community for a significant period of time.

Consistent with the effort to capture varied voices of GCC respondents, the survey also sought to include both full-time and part-time constituents of the college. Figure 1 below shows the participation of both full-time and part-time employees and students in the survey, including missing information for those survey respondents who did not indicate any response to this item. As the table reflects, 69% of those who accomplished the survey form considered themselves full-time (n = 143) while 16% identified themselves as part-time



the table reflects, 69% of those who accomplished the survey form considered themselves full-time ( $n = 143$ ) while 16% identified themselves as part-time ( $n = 33$ ). However, there were also 32 respondents (15%) who provided no response to this item in the questionnaire. This is reflected as "No data available" in the following pie chart:

*Figure 1*  
*Respondents' Profile by STATUS (N = 213)*



In the following table (Table 2, see next page), the trends in the overall modal responses, as well as the mean or average and standard deviation, of each of the 29 Likert-scale items in the questionnaire are reported:

Table 2

*Respondents' OVERALL MODAL RESPONSES, MEAN and STANDARD DEVIATION of the  
29 Presidential Qualities or Characteristics Listed in the Questionnaire (N = 213)*

<b>29 PRESIDENTIAL QUALITIES OR CHARACTERISTICS</b>	<b>MODE</b> , or the most frequently occurring value (on a scale of 1 to 5 where 1=Strongly disagree, 2=Disagree, 3=No opportunity to observe, 4=Agree, 5=Strongly Agree)	<b>MEAN</b> , or the <i>average</i> of the value in all responses (on a scale of 1 to 5 where 1=Strongly disagree, 2=Disagree, 3=No opportunity to observe, 4=Agree, 5=Strongly Agree)	<b>STANDARD DEVIATION</b> , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value
Demonstrates appreciation and concern for excellence in higher education	4	4.06	0.8859
Communicates regularly and effectively with faculty and staff	4	4.05	1.0334
Demonstrates knowledge of and commitment to the comprehensive community college concept	4	4.0	0.8771
Creates an atmosphere which contributes to positive morale	4	3.86	0.8837
Is deliberate in making decisions which affect the college	4	3.83	0.8824
Demonstrates personal integrity of the highest order	4	3.81	0.9983
Is visible at and takes part in campus and community activities and functions	3	3.80	1.0782
Maintains effective personnel and administrative practices	4	3.79	0.8770
Undertakes tasks with enthusiasm and sees them through to completion	3	3.78	0.9175
Unites administration, faculty and staff to accomplish the mission of the college	3	3.76	0.9136
Stays current with trends, information, legislation, and other movement pertinent to the college's future	3	3.75	1.0536
Provides effective leadership in establishing and maintaining standards of educational excellence	4	3.75	0.9478
Accepts differences of opinion	4	3.75	1.0279
Acts as a leader in the community	3	3.75	0.9151
Works cooperatively with Board members	3	3.74	0.7989
Oversees the college's finances and business operations in a successful manner	4	3.74	1.0127
Provides effective leadership in preparing the college for the future	4	3.72	1.1028
Is creative and innovative in solving problems and dealing with crises	4	3.72	0.9657
Presents a professional demeanor in all situations	4	3.72	0.9200

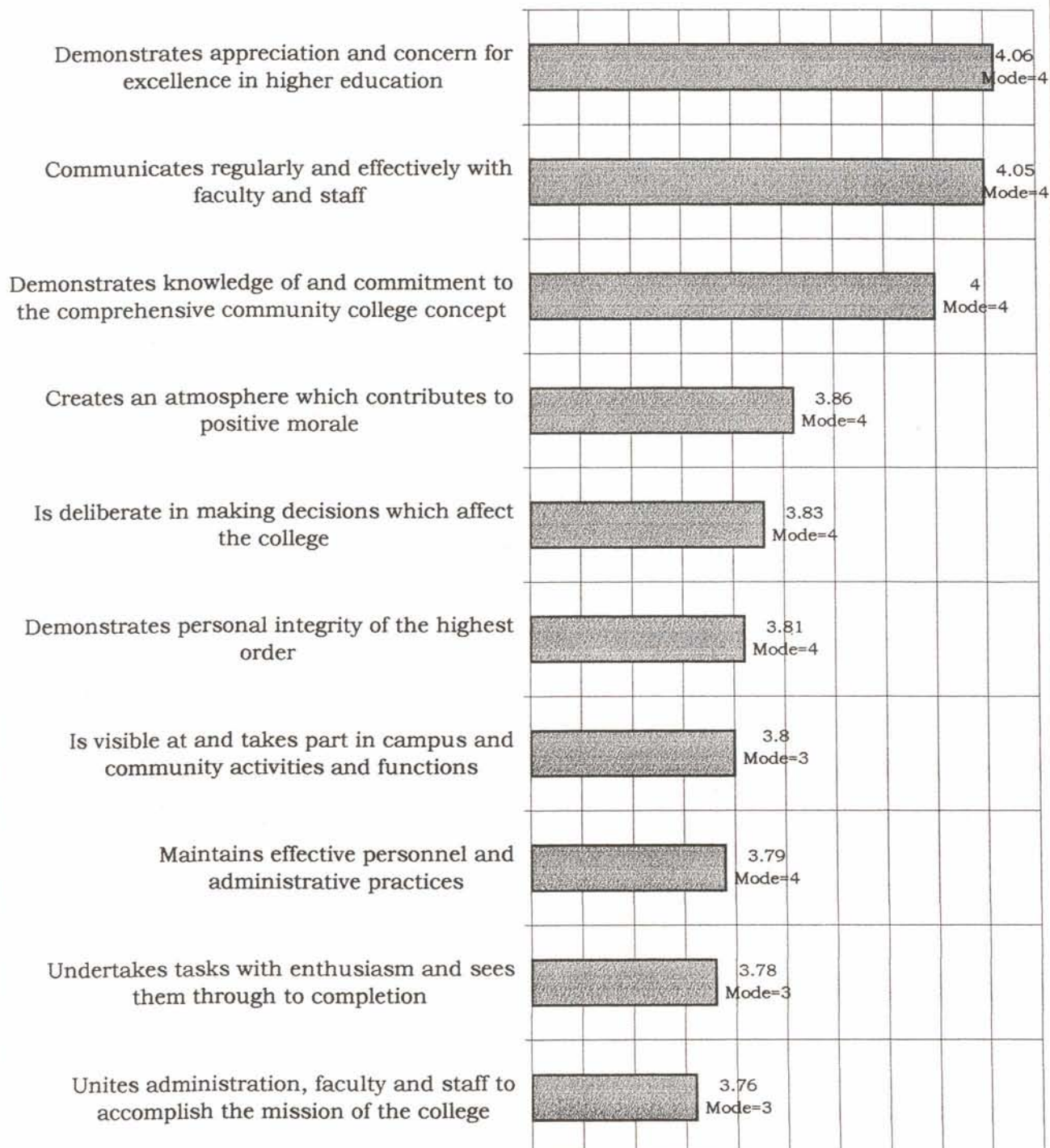
Provides effective leadership in establishing and maintaining excellent student service	4	3.70	1.0273
Keeps the Board informed on all issues, needs and operations of the college	3	3.69	0.8652
Works effectively with the business, education and government sectors	3	3.68	0.8121
Seeks opportunities to interact with a wide range of community members	3	3.67	0.9671
Demonstrates a commitment to the philosophy of shared governance	4	3.66	0.8269
Is fair and impartial in dealing with faculty and staff	3	3.65	0.9569
Demonstrates commitment to the stated "Indicators of Success"	3	3.65	0.8932
Maintains effective relationships with volunteers and contributors to the college	3	3.59	0.9518
Provides effective leadership for maintenance and upgrade of the physical plant	4	3.53	0.9511
Handles public and media relations appropriately and constructively	3	3.49	0.9648

Column 2 of the table above clearly reflects the modal responses of the various constituencies in this survey. Of the 29 Likert-scale items dealing with perceptions about the president, more than half ( $n = 16$ ) of the generated responses indicated AGREE (or 4) as the most frequently occurring response. It is worth noting however that almost half of these responses ( $n = 13$ ) also indicated NO OPPORTUNITY TO OBSERVE (or 3) as the modal answer. These meaningful response patterns carry several implications. From a modal perspective, the president is favorably perceived in 16 presidential qualities out of 29 characteristics listed in the instrument. Interestingly, the president is neither rated positively nor negatively (in modal terms, at least) in 13 of the 29 qualities since the respondents did not deem themselves knowledgeable about those characteristics as descriptors for the president. Clearly, this shows the lack of basis for evaluation on the part of the respondents probably because of either one or all of the following: lack of access to such information, no opinion or even neutrality. Further discussion will be given to this issue in a subsequent section of this report.

Figure 2 (see next page) shows the *most positively perceived qualities* of the President by all GCC constituents ( $n = 214$ ). These presidential qualities or characteristics are ranked according to the items' overall mean on a 5-point scale:



*Figure 2*  
**MOST POSITIVELY PERCEIVED QUALITIES 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 1-5, N = 213)*



Of the 29 presidential characteristics and activities listed in the questionnaire, the president was *most positively perceived* in his appreciation and concern for excellence in higher education (mean 4.06, s.d. .8859), followed by his regular and effective communication with faculty and staff (mean 4.05, s.d. 1.0334) and his knowledge and commitment to the comprehensive community college concept (mean 4.0, s.d. .8771). These are perceived qualities recognizing the president's role as prime mover of the mission of GCC as a community college. Most importantly, there also exists the widespread perception that effective communication between the President and faculty and staff is both maintained and sustained.

The next two qualities describe his management and leadership skills in terms of the workplace environment and the way decisions affecting the college are made. As perceived by the GCC respondents, his establishment of a campus climate that contributes to positive morale (mean 3.86, s.d. .8837) appears to be strong. The next-ranked qualities describes his personality as a president with personal/social integrity, as well as solid community involvement: deliberateness in making decisions affecting the college (mean 3.83, s.d. .8824), unquestionable personal integrity (mean 3.81, s.d. .9983), visibility and participation in campus/community activities and functions (mean 3.8, s.d. 1.0782), effective personnel and administrative practices (mean 3.79, s.d. .8770) and ability to see tasks through to completion (mean 3.78, s.d. .9175). As perceived by the respondents, this is validated by his ability to unite administration, faculty and staff to accomplish the mission of the college (mean 3.76, s.d. .9136).

Figure 3 (see next page) lists down the presidential qualities or characteristics in the questionnaire that GCC respondents indicated they had no opportunity to observe, thereby leading to their inability to form opinions:



*Figure 3*  
*PRESIDENTIAL QUALITIES That Respondents Perceived They Had The LEAST*  
*OPPORTUNITY TO OBSERVE (N=213)*



Since 56% of survey respondents were students (both full-time and part-time), it is not surprising that the qualities they indicated they had the *least opportunity to observe* focus on the area of student services (mean 3.7, s.d. 1.0273), and exchange of information between the president and the Board (mean 3.6, s.d. .8652). Considering the college set-up and its inherent hierarchy, students most likely have no opportunities for observation insofar as the relationship between the president and the BOT is concerned. For all respondents, however, the perception that the president should strengthen his working relationship with business, education and government sectors (mean 3.68, s.d. .8121), ties in with the perception that opportunities for interaction with the community at large (mean 3.67, s.d. .9671) need to be actively sought by the President.

The respondents' perception of his commitment to the philosophy of shared governance (mean 3.66, s.d. .8269) ranks almost equally with two other identified presidential characteristics: fairness and impartiality in personnel affairs (mean 3.65, s.d. .9569) and commitment to stated "Indicators of Success" (mean 3.65, s.d. .8932). The next ranked least positively perceived characteristics of the President are the following: relationships with college volunteers and contributors (mean 3.59, s.d. .9518), leadership for maintenance and upgrade of the physical plant (mean 3.53, s.d. .9511), and effective handling of public and media relations (mean 3.49, s.d. .9648).

It must be reiterated here that the mean scores reported in this section include the "No opportunity to observe" response and hence, these respondents' concerns must be construed in two ways. First, these are perceptions resulting from a lack of direct knowledge of the college's operations at the administration level. Second, these are perceptions that probably stem from the respondents' conscious desire to bring the issue of information flow and dissemination to the attention of the president. On this latter implication,



the “No opportunity to observe” responses are telling in that they reflect the areas of information that respondents think they should have access to, insofar as college operations are concerned. This observation also becomes more meaningful in the context of the modal responses described earlier in the discussion.

At this juncture, it is also worthwhile to note that, in the context of the college hierarchy --- i.e. among the BOT members, administrators, faculty and support staff--- the majority (n= 57) express strong agreement with the statement, “The president keeps the Board informed on all issues, needs and operations of the college” [see Figure 4 next page]. At the same time, a good number of them however (n= 33) claim they have had *no opportunity* to observe the flow of information between the president and the college governing board. The voices of a few combined members of the BOT, administrators and faculty (n=4) who expressed disagreement to the above statement suggest that more effective communication channels and strategies between the president and certain constituents of the college community must be instituted.

Figure 5 (see page 15) presents differential perceptions of the college hierarchy regarding the working relationship between the president and the BOT as generated by the statement, “The President works cooperatively with Board members.” Majority of the responses (n= 40) comprised “No opportunity to observe” and this may be construed as a lack of information among certain constituents with regard to the dynamics of the BOT-president relationship. Of the 94 respondents however, almost a third of the total sample (n= 29) concurred with the above statement while 25 of them conveyed their strong agreement to it. Although most respondents however perceive that a cooperative working relationship exists between the president and the BOT, the qualitative comments generated from the respondents provide greater insights into their perceptions of the dynamics of this relationship.

Figure 4  
Differential perceptions of the college hierarchy (n=94) regarding the flow of information between the President and BOT as generated by the statement, "The president keeps the Board informed on all issues, needs & operations of the college"

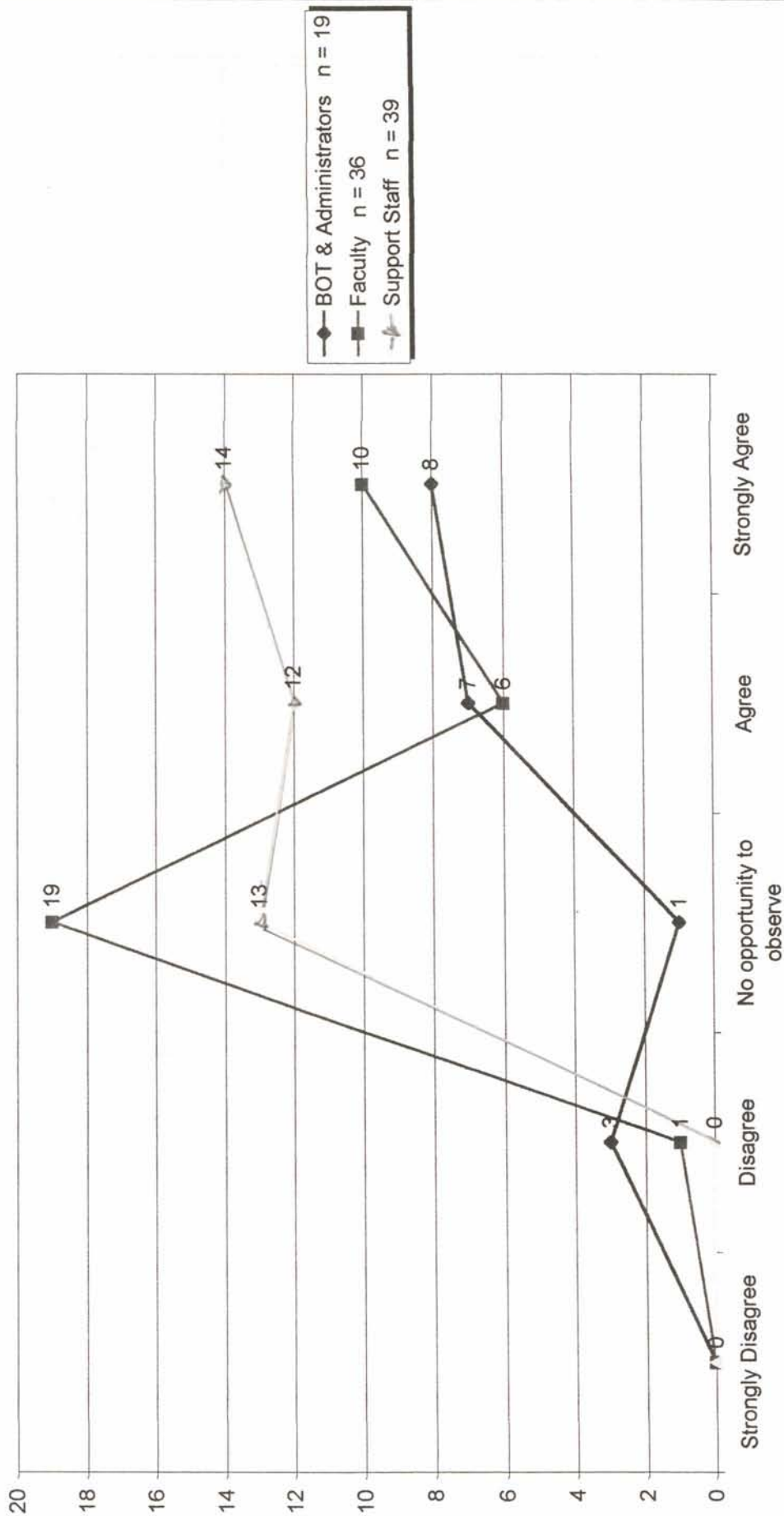
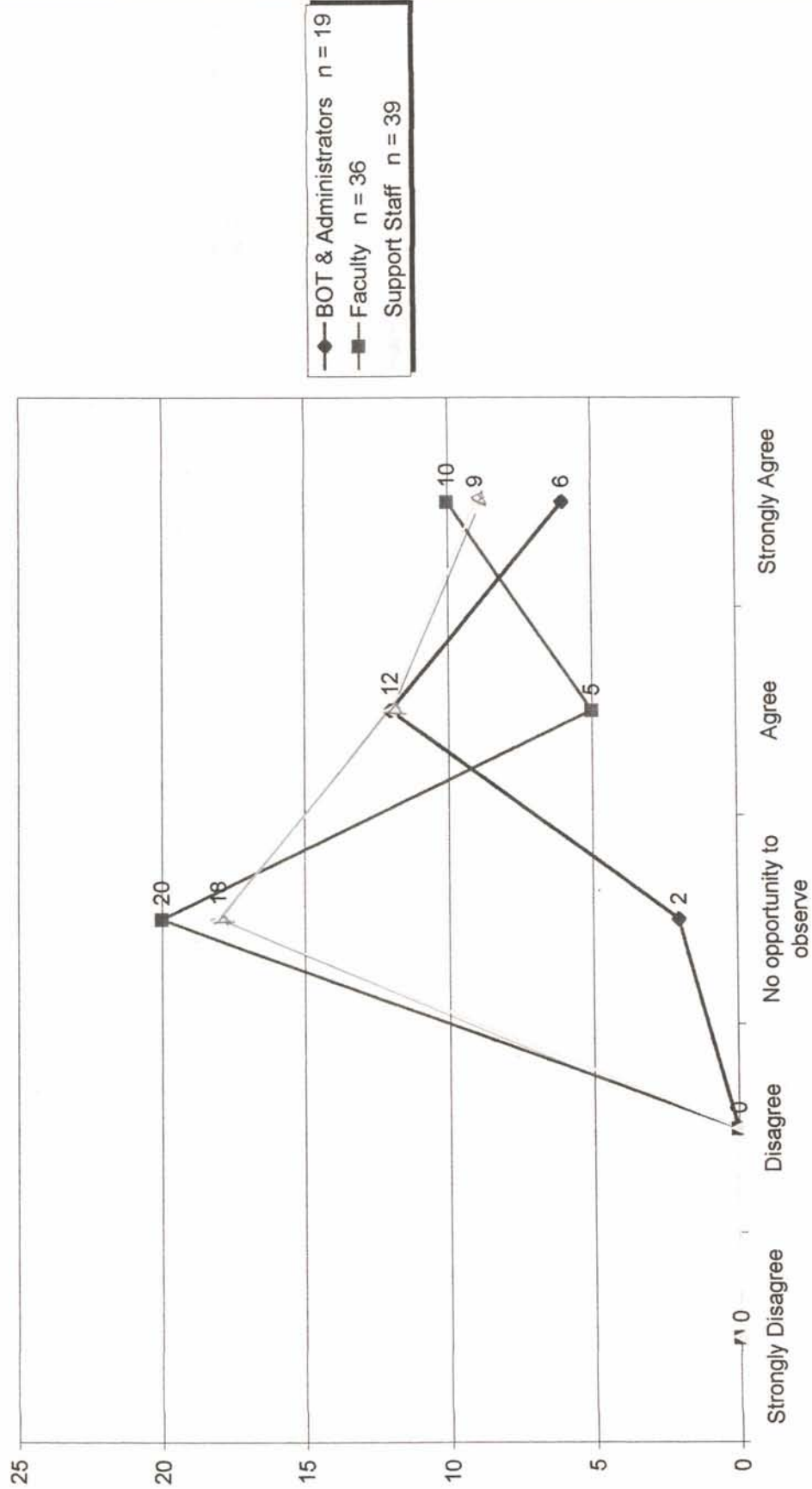


Figure 5  
 Differential perceptions of the college hierarchy (n=94) regarding the working relationship between the President and the BOT as generated by the statement, "The President works cooperatively with Board members"





The quantitative data reported here, however, acquire greater meaning when validated with the qualitative comments that were gathered in the open ended section of the questionnaire. Respondents were asked three (3) general questions revolving on strengths, areas of improvement, and questions or issues that need to be brought to the attention of the president. Specifically, the 3 questions were:

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 of improvement** for our President?*
3. *Based on what you have personally experienced, read, or heard from others, what are some of the **questions or issues** you will bring to the attention of our President?*

Overall, these three (3) questions generated a total of 486 open ended responses. This is broken down into 213 responses for **Strengths**, 123 for **Areas of Improvement** and 150 for **Questions or Issues**. Clearly, the strengths (mostly focusing on personal qualities of the President) outnumber the perceived areas of improvement.

A careful content analysis of these qualitative comments reveals three (3) important areas that serve as thematic guide in the president's performance as chief administrator of the college. These 3 areas include the following:

- (a) management, leadership, and commitment to the community college environment;
- (b) communication and accessibility; and

(c) personal qualities

The qualitative comments that reflect these identified areas of performance are found in the appendix of this report (Appendix A). Likewise, in an effort to make these open ended responses more relevant and meaningful in the context of college operations, the responses have been grouped by topic (Strengths, Areas of Improvement, Questions and Issues) and constituency type (Administrators and BOT, Faculty, Support Staff, Students). In this manner, these comments will need to be viewed from the perspective of the college hierarchy as it exists. Consistent with the goals of assessment in the institutional setting, these qualitative comments when validated by the quantitative data (or vice versa) thus point out areas of strength and improvement in the performance of the current president of the college.

One interesting methodological insight that evolved out of this survey concerns the choice of format. Responses from students who electronically completed the survey almost always included qualitative comments, compared to the hard copy respondents who mostly skipped the open ended questions. The high degree of anonymity, as well as the relative facility of completing the form through electronic means, probably contributed to this phenomenon. Given this methodological observation, electronic assessment will yield richer results in qualitative data in future evaluation initiatives.

There are also lessons to be learned in the questionnaire design itself. Was it meaningful to include the “No opportunity to observe” response in the questionnaire (particularly among student respondents) considering the inherent structure of the college hierarchy? What opportunities for observation are available to different groups of respondents vis-à-vis the day-to-day operations of the college? These and other similar questions must be thoughtfully considered in future survey instruments to be used on campus so



that data generated for assessment purposes acquire greater relevance. This limitation or flaw in the questionnaire notwithstanding, the data clearly show that there exists differential gaps in information flow and dissemination between the president and the various GCC constituents who participated in the survey.

### *Conclusion*

This survey was set up as a first-year performance evaluation for the chief executive officer of Guam Community College. With the overarching goal of furthering institutional effectiveness, four objectives guided the implementation of this survey: (1) to capture the different voices of GCC's various constituencies, in keeping with sound assessment practices; (2) to evaluate the president's performance as a community college president; (3) to gain insights on GCC constituents' perceptions of the president's strengths, areas of improvement and issues that can be brought to his attention, and (4) to explore the efficacy of the survey instrument as a tool for college assessment purposes.

The first objective was achieved through the representation of administrators, faculty, support staff, students, and members of the Board of Trustees in the survey. Moreover, both full-time and part-time employees and students were included in the survey sample. Most importantly, the majority of the respondents have had a significant length of service on campus, implying the strong sense of institutional loyalty amongst them.

The president's approval rating as a community college president is best seen in the respondents' perceptions of his management, leadership and commitment to the community college environment. Since his *most positively perceived qualities* cluster on his emphasis on excellence in higher education, as well as his solid understanding of the comprehensive community college

concept, the survey thus validated the president's strong adherence, as well as commitment, to the stated mission of GCC as a community college. In areas where respondents indicated they lacked solid basis for evaluation of certain presidential qualities or characteristics, the question is: To what extent do college constituents need to know about daily college operations? Issues dealing with communication between the president and the various college constituents must therefore hinge upon clearer expectations of how and what information is disseminated to the college community.

The qualitative comments generated by the open ended questions in the survey present multi-dimensional images of the president as seen from the eyes of various GCC constituents: as a colleague, as a community leader, as a close friend or even as a stranger. As reflected in a good number of student responses, this latter image highlights the need for the president's constant visibility among all groups of students on campus. For although the president scored high overall in terms of communication and accessibility to various groups on campus (as reflected in the measures of central tendency), the open ended responses however suggest that greater effort needs to be made in terms of strengthening the institutional relationship that should exist between the president and the various constituents on campus, like administrators, faculty, support staff, students, as well as members of the Board of Trustees. The president is highly capable to muster this challenge, as most respondents believe that his positively-perceived personal qualities comprise his greatest asset as a leader.

It must also be stated that the open ended responses generated in the survey do reflect a strong sense of empowerment amongst the respondents. As the qualitative comments demonstrate, the varied voices given space in this report serve to reinforce the constituents' sense of connectedness to the college



and the president. Most importantly, it also serves as a recognition of the integral role GCC constituents play in the college assessment process.

From a research methodology perspective, one notable finding of this survey points to the fact that the electronic means of conveying perceptions could yield richer qualitative data among respondents. When a high degree of anonymity is inherent in an assessment tool (like an electronic survey), respondents may feel greater empowerment as they assert their right to be heard by their college president.

It also needs to be pointed out that since this was the first campus-wide performance evaluation survey involving the highest official of the GCC administration, a good number of the qualitative comments also bordered on an *abuse of anonymity*. Since the assurance of confidentiality was given to all survey participants, several respondents took it as a rare opportunity to convey comments which they perceived needed an outlet or expression. It would seem then that whether these comments were relevant or not to the objectives of the survey was not given thoughtful consideration. Some of the student and faculty responses in the open ended section of the survey are a case in point (refer to Appendix A). Yet, on the other hand, it can also be argued that *any* or *all* comments made about the college logically falls under the domain of the college president as the chief executive officer. That these qualitative comments now become an integral part of this report lend credence to the power of assessment to mobilize voices that speak volumes in a learning community context.

### *Recommendations*

In light of the aforementioned survey results and conclusions discussed above, this report makes the following recommendations:

- (1) Explore various channels that would ensure a more effective flow and dissemination of information between the president and the various constituents on campus through either one or all of the following:
  - (a) develop a president's newsletter that would serve to disseminate the activities of the president to a wider audience on campus and would make constituents adequately informed of campus developments vis-à-vis the president's trips, activities and functions;
  - (b) integrate a President's Corner into every issue of the existing *CHACHALANI* newsletter, and ensure the regularity of its distribution to all GCC constituents;
  - (c) incorporate a president's message in the existing web-page of the college so that constituents with electronic access can develop a sense of connectedness to the president;
  - (d) set up a monthly wall newspaper for student readership in the Career Center (or in any of the buildings) that would serve as a vehicle for information dissemination on various student-related developments, as well as messages from the president.
- (2) Build the foundation of a united college front through the unification of sectors --from students to alumni-- that would have great potential in resource generation activities of the college. This may be achieved gradually through:
  - (a) leadership in the provision of excellent student support services on campus;
  - (b) vigorous support of faculty governance activities;
  - (c) support and advocacy of staff development activities;
  - (d) proper balance between role and responsibility vis-a-vis members of the Board of Trustees (BOT);

- (e) leadership in the organization of the GCC Alumni Association, as well as a GCC Retirees Association within the next school year.
- (3) Strive for the strengthening of institutional relationships with various GCC constituents –e.g. president-BOT, president-administrators, president-faculty, president-staff, president-students-- through regular and sustained dialogue regarding needs and concerns of the different sectors;
- (4) Develop and strengthen *service learning* on campus so that solid and long-lasting partnerships between GCC and local community agencies are forged and sustained for mutual benefit; and
- (5) Address and respond to the expressed thoughts, feelings and sentiments of various GCC constituents (as reflected in the qualitative data gathered in this survey) in a **timely** manner.

These aforementioned initiatives, when launched in the context of a meaningful and symbolic event in the history of the college (as in the 25<sup>th</sup> year anniversary of GCC in 2002), will contribute significantly to the establishment of a unified team spirit that will augur well for the college president and the whole institution to fulfill its avowed mission in the new millennium.

## APPENDIX A

### QUALITATIVE COMMENTS



QUALITATIVE COMMENTS BY ADMINISTRATORS  
AND BOARD OF TRUSTEES (BOT)

**STRENGTHS**

Intelligent and open-minded and accepts or considers recommendations from his employees.

Supportive and impartial. Unbiased.

Does NOT play politics and committed to STAY OUT OF IT.

He is much more visible than the previous president.

He enjoys the students.

He is an advocate for vocational education

He is articulate and presents himself well.

Good student interactions

Good faculty and administration interactions

Active participation in club meetings

Communication

Decisiveness

Great communication to all constituents

Understanding of our needs, but also focuses on priorities.

He is unpretentious.

His personality.

He's very approachable.

He's likeable.

He's energetic.

He's enthusiastic.

Honesty

Fairness

People-oriented

Respectful to all employees

Interpersonal skills

Leadership

Humbleness

Charisma

Listens

Everyone's important to him.

People-skills

Strong vocational background

Empathetic

Fair

Morally strong

Vocational experience

Willingness to be involved

Listening to what people say

He's approachable and accessible, especially to students.

His previous ties with the educational system on Guam -- as student, teacher, dean, etc.

His knowledge of and affiliation with the local culture.

Enthusiasm for the job and its challenges

Sincerity

Consults staff

Desire to serve GCC to the best of his ability.

Truthful

Has necessary skills to lead GCC towards its goals.

## QUALITATIVE COMMENTS BY FACULTY

### STRENGTHS

Approachable

Knowledge of institutional history

Walks around the campus (much more than the previous President).

Friendly

Professional

Fair

Visible in the community

Good rapport with faculty and staff

Listens to teachers' concerns

Good vision as to where GCC is heading to.

He is totally committed to the success of GCC.

In the beginning, he was seen around campus. Not anymore.

You know he cares.

He is liked.

Interaction with others -- faculty, students, staff.

Makes inquiry/seek advice from the experts prior to making decisions

Uses media to gather attention to college needs

Does not control --allows individuals to work in freedom to maximize individual strengths for college mission.

Interacts with students

Has excellent leadership

Effective leadership in preparing the college for the future

Is fair in hiring practice

Makes periodic visits on campus

None



Openness to hearing opinions.

Leader in region; not just GCC.

Personable

Approachable

Acknowledges and appreciates work done by faculty and staff

Visible

Personable

Knowledgeable regarding vocational education and has a plan for the future of the college.

Personality

Team player

People-oriented

Creative

The president is cognizant of vocational education and attempts to provide support for these programs.

He allows the AVP to act as the de facto president.

The president provides effective leadership in preparing the college for the future.

Vocationally-oriented

Affable

Works well with the governor and the 26th Legislature.

Was able to get the needed budget.

<p>QUALITATIVE COMMENTS BY SUPPORT STAFF</p>
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### STRENGTHS

Communication skills

Effective listener

Down to earth

Communication with faculty and staff

He comes down to lower campus.

He is friendly.

He is able to bring himself at the level of his subordinates.

He is honest.

He has a good personality/down to earth.

He has great pride with his faculty and staff.

He is very easy to communicate with.

He makes himself available most of the time.

Keep up the excellent work, El Presidente.

Leadership

No comment other than him being off-island all the time since he became president.

People-oriented

Concerned about people's well-being

Involvement in all aspects -- institution and employees

Personality

Easy to talk with

Shows interest to students, staff, administrators and faculty.

Works together with staff to address needs of the college

The President is a people- person. Communicates well with others. Very  
pro-college/student/employee.

Very visible

Personable

Open door policy

Dependable

Thinks ahead about our college

Visibility

When he volunteered and cut grass with staff

He was really concerned when it came to the RIF recommendations.

His involvement on campus

Works well with everyone.

He stays out and away from politics.



## QUALITATIVE COMMENTS BY STUDENTS

### STRENGTHS

His concern for the college's future success.

His sense of humor about certain issues that the school handled.

Everything

Good faculty relations

Good job painting the buildings. The place looks great.

I have only taken five classes. So far; all the teachers have been great! Real helpful. Leaned a lot.

Need more computer lab

Need more work study, not enough; please, more work study.

He has come from the bottom of the GCC staff ladder thus knowing the needs of the staff & students

He has shown me that he is interested in what goes on with our school and I would like to thank him for that.

He makes himself visible and available to students.

I have personally seen him many times on the lower campus.

I myself have had meaningful conversations with him on student government topics.

I've seen personally that he has good and close relationships with faculty, staff, administration and students.

He provides the opportunity for students to have access to the computers rather than the outsiders or visitors who plague our campus.

His concerns for the college

Honestly, don't know anything about him-- his roles, duties, responsibilities, and what have you.

I can't answer this question because I don't know who the heck is the president; for two semesters that I have been attending this college, I wasn't introduced to the president or have had any contact with him.

I didn't even know one exists.

I do not know who the President of GCC is, even though I attended the orientation for new students.

I don't know the president.

He/she never came to class.

The teachers are great... so the president must be doing a good job.

I never came in contact with the president.

I don't really keep in touch with what our president has been doing so I can't really say what his strength is.

I haven't heard of any strengths that GCC holds. Mostly dilemmas.

I think he can be a successful president.

He is friendly to everyone.

I think that the President is doing his job perfectly.

The president is very kind and loyal to everyone especially us students.

The president is fair and treats everyone equally.

There are lots of changes made to this school when the president had his position.

The president has been honest to the staff and students.

I think the President is honest and fair to everyone including us students.

I've seen some changes when the president came on duty.

I think the strength is in education and business.

I would not know any strengths of our President; I have only seen him one time and for a very short time.

If the school is still running, I think the president and staff of Guam Community College are doing their jobs well.

I'm sorry, but I have not heard anything bad about the president. It seems good handling though.

In no way, can I answer this question properly. I have not yet had personal experience with the

president, and in fact, I don't even know his name.

Intelligent person; aware of environment issues

Active with student activities on campus

Has the respect of faculty and staff

Students on campus have met the president and they recognize him

Very influential, especially during the budget crisis.

He is very helpful.

Is friendly to visitors.

He likes to press on us visitors what we know on Guam.

He accepted our island club in this school.

Leadership

Ability to think ahead

Gets involved with student clubs and activities

Money management

Time adjustable for meetings

No comment

No comment, because I do not even know who he is.

No opportunity to observe

Can't respond since I am a part-time student.

Personally; I hate to say it, but I have never seen the president nor have I heard from him in any way and I haven't the slightest clue who he is.

Being in his situation, I am sure that he is trying to do his best for what is right for the college and for the faculty and mostly for the students.

The president needs to focus more on the campus style and the students. He needs to get out more into the student body and see for himself what is going on.

I can go into some classrooms and it smells like beer. I walk through the hallways and see young women lounging around on the hall benches with their blouses open only to reveal their bosoms which is not too attractive for the college because there are some minors who are attending classes here.



Strong concern

Supportive

A helper

Fair

Peacemaker

Hard worker

The President interacts with the students on campus.

The President wants and encourages students to speak out.

The President is always interested in knowing and hearing how the students are doing and hear what problems they are having.

The President encourages students to see him at his office if they have any problems.

The President has an attitude that encourages students to approach him.

The president is a kind person.

The president should communicate more with students, not only in time of crisis but also in time of joy.

I hardly see him around campus.

It's hard to know his strong points because he does not make himself available to the students.

Truthfully; I don't even know who's the president.

But I hope that the president was only trying his best to maintain every option of this school.

Vocational education background

Previous graduate of GCC (alumni)]

Extensive network, rapport, work relationship with staff/faculty

Wants to make a difference

Well I hope he or she is just doing what is best for the college, employees, students, etc.

Willing to do his job even with a lot of adversity

## QUALITATIVE COMMENTS BY ADMINISTRATORS AND BOARD OF TRUSTEES (BOT)

### AREAS OF IMPROVEMENT

Interact more with key administrators. Don't make decisions in a vacuum.

Empower/trust administrators/ managers to make the right decisions. Don't micro-manage!

Work out the proper role and responsibility -balance with the Board of Trustees.

Work with your staff through the established organizational structure regarding college work-related issues and decisions.

Responsiveness to BOT inquiries.

I've not seen or heard any negative comments concerning the President.

Needs to be more assertive

Needs to build stronger community amongst employees.

Let employees know where we are going.

Needs to communicate to all employees defining organizational lines.

Needs to separate operations more (?) from faculty. Less consensus as it delays processes too much.

Needs to stimulate more delegation of authority and remove bureaucratic impediments present at the College.

Keep BOT informed on weekly basis of current events/activities.

Needs to work harder on convincing the BOT to set policy but not cross over into operations.

Standing firm on decisions.

Be selective on information sharing.

Thoughtful consideration of all sides of an issue before making decisions.

To foster a closer and better relationship between faculty, staff and administrators.

To pursue stronger ties with the private, public and federal sectors for the benefit of our students

and the college, as a whole.

To seek solutions to old and current problems as they relate to lack of technical personnel issues.

In depth knowledge of the entire components of the college. This will come with time, we hope.

Decision making at his level should not be influenced by politically motivated interference from other levels.

Being aggressive and assertive whenever the need arises.



## QUALITATIVE COMMENTS BY FACULTY

### AREAS OF IMPROVEMENT

A quarterly PRESIDENT'S NEWSLETTER would be nice.

Basic leadership skills; speaking skills

Dress for success.

A vision for the future of the college

More communicative with all about what is happening.

Be more visible.

Have a President's newsletter.

Visit the classrooms.

Become more visible to students and faculty.

Communication skills

Public speaking

Needs to take charge

Computer technology improvement excellent accomplishments/more donated computers from business

Hiring qualified certified staff within the Computer Department and having professional staff/faculty.

Major improvements regarding Internet access and business involvement w/i the community.

Excellent programs and opportunity within the college; improvement in students, accomplishments and accreditation for the college.

Included an extra course such as Introduction to Internet for Saturday classes. This helped all students who are working full-time.

Funding for the college

Get in touch with the senators to get more funding for the college

He flip-flops on issues based on who he last talked to. He tells you verbally one thing and changes his mind when it is time to sign.

He does not delegate authority to VPs. VPs negotiate with faculty only to have their decisions reversed.

He has communicated no vision or plan for the future.

He does not communicate with faculty.

No updates regarding the 10-year master plan and its relation to the findings of the accreditation report. He is not a doer.

He needs to step up to plate as President.

He needs to be visible.

He doesn't need to be "gachongs" with A-10.

Needs to show a stronger leadership role. More vocal?

Share his vision with faculty more frequently

Rise above Dr. Rider. It seems as though Dr. Rider is the President. He appears to the faculty more and seems more familiar with the needs of this institution.

QUALITATIVE COMMENTS BY SUPPORT STAFF
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**AREAS OF IMPROVEMENT**

Additional office space for the Health Center Services

Additional support staff for the Health Center

Poor advertisement for registration

Need desk audit for support staff

Need additional budget to update equipment for emergency care

Decisions are based mostly on one or two opinions only and not on all of his Management Team.

Needs to explore and research more on issues before making a decision.

Interact

Fairness

More measures to push for water situation on campus.

No improvement necessary

None

None

To improve the appearance of the campus.

To have more activities for students.



## QUALITATIVE COMMENTS BY STUDENTS

### AREAS OF IMPROVEMENT

Areas of improvement should be in the scheduling of classes; it should be appropriate for the students not the teachers. A lot of students need to work.

At least go out in the yard of the school and observe the environment we have; it's not quite inspiring.

The president needs to think to provide the students more practical or actual exercises to improve learning.

Continued upgrade and maintenance of the facilities

Control all this *pugua* chewing business because it is making our campus look bad.

Deal with long-term payments with utilities and not too current so there may be of some use with the money for most important things.

Dormitory

Bathrooms

Expand the trade classes, i.e. heavy equipment, construction, electro-mechanical, etc.

Scale down the tourism classes

Expand general education; more classes e.g., adult high school; give them a second chance

Finance management

Stock of books @ bookstore

Updating computer hardware

Gave the MIS department control of the computer science department; some classes need hands-on experience but could not be done; learning was very limited.

He has to talk to students; they are GCC not his staff.

He is not visible...I don't know his face.

It is outrageous to not allow me to stay with my husband in his computer class when my 8:00 class gets out early...there isn't adequate protection when the security guards stay only in

the front and there isn't enough lighted areas to feel safe either.

I think there should be a questions or concerns box that students can use to communicate with the president.

I think the bookstore needs to be open more often because majority of the students hold part-time jobs and can't always adjust to their changing schedule.

I also believe there should be a campus newsletter. Half the time I don't know of any activities that I am supposedly paying to attend.

Help our laws on drunk driving so that people don't die from drunk driving.

Help people who are on welfare.

Provide more books.

His speaking skills; the one time I saw him, he spoke at a conference and was not very good.

Hope the president should do every possible thing for the dorm to be done soon.

I don't know of anything that needs to be improved.

I think he is doing his best; but I also think that he is not doing his really best to improve this school.

I think that the president should pay more attention on the campus rather than spending more of his time in his office.

In the public matters and other things dealing with education, like providing the school with needs like some benches for the students. I've never seen him anywhere in the campus; maybe he should roam around and check classrooms; talk to the students and ask them what they need or do they need help or what.

More interaction with students.

Activities for students

I see the garbage; need toilet and paper towel in the bathroom.

I need cafeteria be open morning and night.

I hate the dog; why bring the dog? Please get away in the class.

Newsletter; what's happening on campus, etc.

Not really sure; I don't pay much attention to that stuff

Provide better computers that are upgraded

Renovation for a new campus.

School budgeting for supplies

Stick out to the students of GCC so we know who you are and what your capabilities are!!

Strengthen ties between students and teachers

Be supportive of all the activities in school.

Students should know about things they need to know.

Take the Social security numbers off the Student IDs! If lost or stolen they could be used for bogus credit cards thus ruin someone's credit history; only use the last four numbers.

Get rid of the boony dogs!

The president needs to find or figure out some other way of financially supporting the school.

Ex. fundraisers such as lunch plates. I am sure students will be more than willing to help for their campus and future of the campus.

Is the president still the same as the one we had during '94 through '96? I was a V.H.S. student here and the campus looked a lot better back then. Now the campus is filthy and trashy.

We need to have more activities on campus and a student body has to be arranged and the president should encourage these things.

Upgrading the technology on campus

Providing more hands on experience to students

We need to improve the building structures.

We need to repair airconditioning in most buildings.

Replace the cafeteria.



**QUALITATIVE COMMENTS BY ADMINISTRATORS  
AND BOARD OF TRUSTEES (BOT)**

**QUESTIONS OR ISSUES**

To implement his plan for the remodeling of Campus Life/cafeteria

To expand and improve the service learning program

To help out the student government in changing certain school policies

Better utilization and centralized control of GCC vehicles.

Smoking should be done at least 50 feet away from the building instead of under the eaves.

I would bring them directly to him as I could learn more from the interaction/discussions.

None

Re-examine the leadership-Management Group representation.

Re-focus Planning & Development Office to correctly reflect its proper function.

Develop a giving program, Alumni Association and retiree association. These support the college in funding, image and additional human resources.

Continue your track in developing and enriching the image of the college in the community.

Develop Liberal Arts Program (ala WASC recommendations).

To clearly define roles to be played by all the different technical personnel from MIS, ITC, Telecom/Electronics and Computer Science.

Assurances of fair hiring practices

Progress in articulation matters with UOG and other institutions

More fund-raising activities with public and private sectors

<b>QUALITATIVE COMMENTS BY FACULTY</b>
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### QUESTIONS OR ISSUES

Are we getting enough money that is available from grants or government programs?

Are we training all who need it in technology to keep us current?

Could the President be more regular with making announcements of information? For example,  
what is happening with the dormitory; the cafeteria.

I miss having food on campus.

Can we increase our budget so that we can buy more supplies and equipment for our program?

Are we going to have our own water tank to fill the needs of our campus during class days?

Desk audit needed for support staff

Student services (i.e. counseling; health; enrollment; etc.) should be based in one area

Desk audit needed for support staff

Student services (i.e. counseling; health; enrollment; etc.) should be based in one area

Direction towards mission of the college. What is his vision? Articulate it.

Keep Saturday's classes for full-time students and working parents.

Offer more computer classes such as: Java programming and HTML programming.

More professional development opportunities for faculty

Upkeep of the campus - it looks terrible.

Become current with technology

No comment

Personnel not held accountable.

Registration --we are Guam--we need an event for people to come in and register along with the  
year-round advisement.

We need to celebrate GCC!

Upgrade our infrastructure -- water; buildings

Increase effort to attract more students

When are renovations to Bldg. A; B; & C going to begin? Facilities Committee and Union representative refer to renovation accounts totaling \$1.08 M. What gives?

Why are we not leaders in the community regarding energy conservation?

What are you doing for the college?

You act concerned about issues but fail to act on them!

Talk to us! We will respond!

When will the full water pressure be back o campus?

Can we increase our budgets to get more supplies and equipment and to hire very much needed personnel?

Is it possible for the college to offer on campus those vocational courses that are not available at the satellite schools?

Why does Bill Melendez have a personal parking space while others don't?

I think it's about time students start evaluating substitutes' performance. Substitutes should not be baby sitters! After al, they are paid well for their time.

As faculty, I believe we have the right to request for a substitute of our choice. Recently, I made a request for Glenda Odoca. I was told to pay Glenda out of my own pocket! I choose Glenda because she is a worker not a baby sitter. She is dependable and follows through with lesson plans. I don't understand why, as faculty, we are given such a difficult time whenever we request for Glenda Odoca.

Why isn't there a mentoring program in place for new teachers especially in the satellite areas?

Why is there a gap between GCC and DOE, between GCC and UOG? I thought our goals are the same: that is to educate?



## QUALITATIVE COMMENTS BY SUPPORT STAFF

### QUESTIONS OR ISSUES

None

The only question I have is when are these going to happen on all the information I have on the  
Areas of Improvement 1 thru 5?

The water situation; better resolve it.

To continue to require HRD to review each employee's job and ensure "equal pay for equal  
work"

To bridge gaps for upward mobility

Water problems

More after hour meetings (get-together functions)

Water problems

Renovation of old building/classrooms

Career Center is where an influx of people go through. The area needs to be renovated to make  
people feel welcome and comfortable. The attitude of the people also needs to change.

You have paying customers. They must feel welcome and see a genuine smile from our  
staff. As a former student, I felt like a burden and wasn't important to be entertained.

When will our water situation improve?

Will GCC ever go back to a full high school program again?

Are we ever looking at getting the entire school renovated?

## QUALITATIVE COMMENTS BY STUDENTS

### QUESTIONS OR ISSUES

The A-10 office needs to be improved. Their customer service is not quite good. They're so mean to us students and even outsiders.

Why should he be in that position when he doesn't qualify to be there? His education is not that high to deserve that position.

Always view the interests of the faculty and students' performance.

The cleanliness and operation of the classes

Get involved and aim towards improvement and skills of the classes

Are there any possibilities that could be done to stabilize the financial matters @ GCC?

Since this community college isn't accredited, are there actions being taken to foresee that some time it will be an accredited institute?

Bathroom needs daily cleaning and maintenance; extra bathroom supplies needed.

Computer science students need more hands-on on technical subjects specifically on subject that involves computer networking.

Individual network account for each enrolled student to use computer terminals

Would you like to be our very best friend?

Would you be satisfied if the islanders welcome you to the island?

He needs to listen to the teachers because they are the ones in charge of the class.

Give them the support they need to further education.

How will you improve the school's equipment to establish better learning for students?

I really don't know what to say.

I see too many outsiders on campus using school facilities that they are not supposed to. What are you going to do about it?

A lot of students are coming to school drunk or are drinking on campus. What about them?

How can we report people of certain misconduct and still be protected. Is the information given going to be kept confidential? Who can we trust?

Improvement of teachers' attitudes towards students.

Lack of facility maintenance.

Improve customer service in the career center/administration office.

Provide student stores.

In today's market of employment, people with skills of design and management of existing assets are needed to maintain what is already available such as computers and not trash them because funding is available; also today's workforce needs to be trained to continue upgrading and not dispose of things due to rising costs.

Enlist personnel to become better teachers and not rely on computer to do all the work for them (computer interactive courses)

Increase the vocational / post secondary availability of classes such as welding, electrical trades, refrigeration, basically all blue collar fields.

Just some issues with my courses

My concern is mostly about the GCC dormitory. As a student, I really need a place to stay and concentrate on my school stuff; so my concern is when is it going to be open?

New buildings

Quality of education

Campus grounds' beautification

No comment

No opportunity to observe

None at the moment.

None

None

Nothing for now

Nothing

People in the hall that are too loud and rude while I am on the phone.

Unable to use the computer lab due to students on the chat room and not doing class work. I can never get in to do class work because of this problem.

Students who are not in our class take up my time on the computer; to chat or go on line.



Mr. President, why is it that in some offices here on campus we have some employees who are so mean and rude when you ask them anything?

Mr. President, I truly believe that the A-10 office needs improvement on their service and the way they counsel us students. So I am asking you to talk to them.

Mr. President, we need more computers in our lab. Every time it's too crowded inside the lab that other students have no space available.

Renewal/revisiting of VOTECAL/High School Program activity at GCC campus

Expedient implementation of Technology certifications, training for CISCO, etc

Full integration of real-world oriented curriculum

Service learning relationship with profit and non-profit organizations and businesses tied to work-study/community service projects

Same as above

The computer department is doing an excellent job in maintaining all computer programs and software.

The computer department at GCC has expanded to the age in technology with an excellent staff and professors.

The president needs to understand the importance of having hands-on experience with the CS courses. For one, the Networking class.

The tuition rates

Some class times are overlapping with each other. Like for example, a computer class that I need has the same time and day as a math class and accounting class that I need.]

Improvement in scheduling class times

More computers at the library

Have better and cleaner restrooms.

There is rarely any talk about the president due to the fact that we the students rarely hear from him or see him.

The only time the students have heard about him is when he had a representative come out during Fall 2000 to ask the students for help. I have never heard from him, seen him, or

spoke to him since then or before then.

What the President really needs to do is get out on to the campus grounds once in a while and speak with the students and let them know what he's here for and who he is because I have no idea who he is. I don't even know his name. Isn't that a shame?

There needs to be an improvement on buildings occupied by the SGA (COPSA).

Student support services need to be improved.

Some students are apprehensive about working with some of these people due to working styles (lots of last-minute events) and attitudes.

Credit articulation between UOG and GCC needs to be worked on.

Upgrade some of the old fields like the AS/400; needs new ones because it runs slow and sometimes it encounters error not by the user but from the program itself

Basically more models of computer related subjects like hardware that is presentable so that each student may have a view of the explanations about the processing of the computer visually.

Where are we at financially?

Has there been an improvement?

Who are you? And what do you do Mr. President?

Why can't GCC have more technology degrees for A.A. and B.A?

Why can't we offer a vocational nursing class at GCC?

Why don't we have a GCC basketball team?

Why is this campus having difficulties in providing water for the restrooms?

If the president is really busy with his work and stuff, why doesn't he at least come down to where the students are and observe what's going on?

I have heard some rumors from the students that their REFUNDS from the financial aid is not given accordingly; is it true that the staff are cutting some of the money for the school so that they can pay the debts they owe to other departments?

Why is registration so expensive? I know the reasons claimed, but for now they are only rumors....am I paying for future students? I believe it is not my place to be providing for the future when I need it too. Maybe management is top heavy?

Why is Dave Larson being let go? He is a good teacher in all aspects. He really knows how to relate business antics with real life situations...rock on Dave!

How can you expect students to answer the survey when we don't even know who you are?

What would it take for you to acknowledge and praise your published dean's list students?? I think you should make the nominations, not the registrar. It would boost morale that the president makes the nominations.

Why is adult high school expensive when assistance is non-existent...shouldn't a person who wants a high-school diploma instead of a GED have an easier time paying for it?? Maybe they had a hard time in high school...they should have an opportunity at least when regular high-school will not take them because of their age. (JFK would not take my brother-in-law because he would be a 19- year old going to school with 14 year olds before he graduated even with night school.

Why is it that the school seems to be falling apart instead of improving??

Why does the tuition keep rising?

Please do something with the appearance of the college.

Will the school expand more?

Will you be offering a bachelor's degree so students won't have to transfer to other schools?



## APPENDIX B

SURVEY INSTRUMENT  
(hard copy)



## President's Evaluation

**Dear GCC Constituent:**

*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.*

*For each statement below, circle the number that corresponds to your response.*

<b>Sex:</b>	<b>Female</b> 1	<b>Male</b> 2				
<b>Respondent Type:</b>	<b>Administrator</b> 1	<b>Faculty</b> 2	<b>Support Staff</b> 3	<b>Student</b> 4	<b>BOT</b> 5	
<b>Length of service/ study at GCC:</b>	<b>Less than a year</b> 1	<b>1-3 years</b> 2	<b>4-6 years</b> 3	<b>7-9 years</b> 4	<b>10 or more</b> 5	
<b>Status:</b>	<b>Full time student/employee</b> 1		<b>Part time student/employee</b> 2			

1. The President demonstrates knowledge of and commitment to the comprehensive community college concept.

<b>Strongly Agree</b>	<b>Agree</b>	<b>No opportunity to observe</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

2. The President demonstrates appreciation and concern for excellence in higher education.

<b>Strongly Agree</b>	<b>Agree</b>	<b>No opportunity to observe</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

3. The President communicates regularly and effectively with faculty and staff.

<b>Strongly Agree</b>	<b>Agree</b>	<b>No opportunity to observe</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

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

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

5. The President demonstrates a commitment to the philosophy of shared governance.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

6. The President accepts differences of opinion.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

7. The President is deliberate in making decisions which affect the college.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

8. The President is fair and impartial in dealing with faculty and staff.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

9. The President undertakes tasks with enthusiasm and sees them through to completion.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

10. The President is creative and innovative in solving problems and dealing with crises.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1



11. The President creates an atmosphere which contributes to positive morale.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

12. The President demonstrates personal integrity of the highest order.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

13. The President presents a professional demeanor in all situations.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

14. The President seeks opportunities to interact with a wide range of community members.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

15. The President is visible at and takes part in campus and community activities and functions.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

16. The President demonstrates commitment to the stated "Indicators of Success."

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

17. The President keeps the Board informed on all issues, needs and operations of the college.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

18. The President works cooperatively with Board members.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

19. The President works effectively with the business, education, and government sectors.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

20. The President acts as a leader in the community.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

21. The President handles public and media relations appropriately and constructively.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

22. The President maintains effective relationships with volunteers and contributors to the college.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

23. The President maintains effective personnel and administrative practices.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

24. The President oversees the college's finances and business operations in a successful manner.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

25. The President provides effective leadership in establishing and maintaining standards of educational excellence.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

26. The President provides effective leadership in establishing and maintaining excellent student service.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

27. The President provides effective leadership for maintenance and upgrade of the physical plant.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

28. The President stays current with trends, information, legislation, and other movement pertinent to the college's future.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

29. The President provides effective leadership in preparing the college for the future.

Strongly Agree	Agree	No opportunity to observe	Disagree	Strongly Disagree
5	4	3	2	1

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*We are also interested in your qualitative comments as these would bolster the variety of voices we hope to hear about our President.  
Please turn to the next page.*

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- 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 of Improvement for our President?

- 1.
- 2.
- 3.
- 4.
- 5.

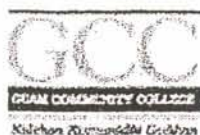
- Based on what you have personally experienced, read, or heard from others, what are some of the Questions or Issues you will bring to the attention of our President?

- 1.
- 2.
- 3.
- 4.
- 5.

*Please turn in your completed questionnaires to the Career Center or in Room A10.  
Thank you for your participation.*

## APPENDIX C

### SURVEY INSTRUMENT (electronic format)



## President's Evaluation

Dear GCC Constituent:

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.

For each statement below, click on the button that corresponds to your response.

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Enter Sex ☐ M ☐ F

Respondent Type: ☐ Administrator ☐ Faculty ☐ Support Staff ☐ Student ☐ 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 ☐ Part Time

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For each question, click 1 response

1. The President demonstrates knowledge of and commitment to the comprehensive community college concept.  
☐ Strongly Agree ☐ Agree ☐ No opportunity to observe ☐ Disagree ☐ Strongly Disagree
2. The President demonstrates appreciation and concern for excellence in higher education.  
☐ Strongly Agree ☐ Agree ☐ No opportunity to observe ☐ Disagree ☐ Strongly Disagree
3. The President communicates regularly and effectively with faculty and staff.  
☐ Strongly Agree ☐ Agree ☐ No opportunity to observe ☐ Disagree ☐ Strongly Disagree
4. The President unites administration, faculty, and staff to accomplish the mission of the college.  
☐ Strongly Agree ☐ Agree ☐ No opportunity to observe ☐ Disagree ☐ Strongly Disagree
5. The President demonstrates a commitment to the philosophy of shared governance.  
☐ Strongly Agree ☐ Agree ☐ No opportunity to observe ☐ Disagree ☐ Strongly Disagree
6. The President accepts differences of opinion.  
☐ Strongly Agree ☐ Agree ☐ No opportunity to observe ☐ Disagree ☐ Strongly Disagree
7. The President is deliberate in making decisions which affect the college.



- ☐ Strongly Agree ☐ Agree ☐ No opportunity to observe ☐ Disagree ☐ Strongly Disagree
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☐ Strongly Agree ☐ Agree ☐ No opportunity to observe ☐ Disagree ☐ Strongly Disagree
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☐ Strongly Agree ☐ Agree ☐ No opportunity to observe ☐ Disagree ☐ Strongly Disagree

24. The President oversees the college's finances and business operations in a successful manner.

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1.	
2.	
3.	
4.	
5.	

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

1.	
2.	
3.	
4.	
5.	

Based on what you have personally experienced, read, or heard from others, what are some of the Questions or Issues you will bring to the attention of our President?

1.	
2.	
3.	

1.	
2.	
3.	
4.	
5.	

Submit Survey Form

Cancel

**Thank you for your participation.**