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ASSESSING OUR PRESIDENT: COMMITTEE ON COLLEGE ASSESSMENT (CCA) SECOND PRESIDENT'S EVALUATION REPORT

GCC

GUAM COMMUNITY COLLEGE

*Kulehon Kumunidât Guáhan
Accredited by the Western Association
of Schools and Colleges*

Produced by the Office of Assessment and Institutional Effectiveness (AIE), this report was primarily written by Dr. Ray Somera, Assistant Director, with the administrative support of AIE staff Priscilla Johns and Rosaline Taitingfong. The data assistance given by Lolita Reyes, R. Gary Hartz and George Santos is also acknowledged.

Assessing Our President: Second President's Evaluation Report
Guam Community College

Executive Summary

This second report of presidential performance at the college documents the key findings of a study utilizing both direct and indirect measures representing diverse voices in the college community. As an integral piece of the college's systematic and regularized assessment initiative, this report demonstrates the willingness of the president and his constituency to engage in a fruitful assessment dialogue to promote institutional effectiveness.

Study results show that the respondents' *most positively perceived* characteristics of the president lie in his knowledge and commitment to the community college concept and mission, impeccable personal integrity, and his skillful oversight of the college's fiscal resources. These are perceived qualities that recognize the valuable role of the president's leadership in fulfilling the mission of GCC as a community college.

Guiding the data analysis and discussion are three themes that speak of the president's role in (1) upholding the college mission; (2) integrating diverse voices for institutional improvements; and (3) strengthening the human, fiscal and physical resources of the institution. Both quantitative and qualitative data point to the differential perceptions that constituents possess about the president's leadership in the areas of college-community relations, integration of varied voices in decision-making, and improvement of various aspects of campus life and environment. What emerges in this discussion is that critical attention must be given to the *means* and the *regularity* of information flow between the president and his constituency. Because dialogue and discussion can provide the impetus for a common understanding of issues, mechanisms for *communication* thus serve to enhance knowledge and promote organizational cohesion.

The recommendations given at the end of the report emphasize the importance of integrating assessment processes in the improvement of teaching and learning processes at the college. The assessment of the president's performance lends credence to leadership by example and provides a compelling argument for the rest of the college community to value accountability and improvement through assessment.

Second President's Evaluation Report, AY 2004-2005

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ASSESSING OUR PRESIDENT: SECOND PRESIDENT'S EVALUATION REPORT, AY 2004-2005

Introduction

The beginning of Dr. Herominiano delos Santos's term as President of Guam Community College on June 16, 2000 set the stage for *assessment awareness* at the college. Leading by example, he underwent a campus-wide survey evaluation of his performance at the end of his first year, in which various voices of different stakeholders were generated for meaningful feedback regarding his work.¹ This leadership by example proved to be the critical impetus that propelled GCC's comprehensive assessment initiative, and five years thereafter, a culture of evidence has visibly gained a stronghold at the institution.

Intended Outcomes

This report is a follow up of the earlier 2001 evaluation of the President's performance as Chief Executive Officer (CEO) of the college. In keeping with the language of assessment that has now been firmly established on campus, the research reported here identifies four administrative outcomes as they relate to the President's performance as CEO. These intended outcomes include the following:

- (1) The President will strengthen the college's visibility in the community, as well as communicate its strengths, successes and accomplishments thereby solidifying its mission of workforce development in Guam and in the region;
- (2) The President 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;
- (3) The President will ensure that faculty and staff hiring, facility improvement and technological development are supported by adequate funding from the

¹ For a hard copy of the First **President's Evaluation Survey Report** (July 2001), visit the Office of Assessment and Institutional Effectiveness (AIE), Rm. 2227, Student Services and Administration Building. For downloading and printing, an electronic version is also available at AIE's website (<http://www.guamcc.edu/assessment>); click on Core Documents, then Institutional Reports to access the document.

- Legislature, and will in the long run, lead to increased employee morale and productivity, despite budgetary constraints that limit planning processes; and
- (4) The President will ensure a safe learning and working environment for students, faculty and staff and would contribute greatly to an aesthetically-pleasing look of the campus as a learning community.

This report is meant to identify, clarify and discuss the strengths, as well as areas of growth, for the President, as measured against the expectations indicated above. Its primary objective is to address the two major purposes of assessment at the college: **accountability** and **improvement**. It is anticipated that this exercise will provide the lessons and insights necessary to guide decision-making processes at the level of the President vis-à-vis program and institutional improvement. Most importantly, it is expected that the promotion of student learning at all levels will be the ultimate benefit of this valuable assessment activity.

Format and Methodology

The President's evaluation survey conducted in 2001 was experimental; it used only one tool (i.e., survey) to generate the feedback necessary for assessment purposes. As such, the focus was on perceptions and attitudes of respondents towards the President. The current project expands this tool by including both *direct* and *indirect* measures in capturing the data needed to appraise the President's performance as CEO.

The primary indirect measure utilized for this study consisted of the same 2001 survey instrument, though a shortened version was adopted for this project.² Called the **President's Performance Appraisal Survey (PPAS)**, the questionnaire included nineteen (19) Likert-scale items, with three (3) open ended questions. This questionnaire was inputted into TracDat --the college's assessment data management software-- as an integral part of the CEO's assessment plan. Encouraging all GCC

² As discussed in the earlier 2001 survey report, this instrument was patterned after a questionnaire utilized by Edmonds Community College in Lynnwood, Washington. Former Board of Trustees member Dr. Rosa Carter initially brought this tool to the attention of the Committee on College Assessment (CCA). It was subsequently reviewed and approved by the CCA with some minor modifications. A hard copy of the instrument is in APPENDIX A. The TracDat-generated online version is in APPENDIX B.

constituents to participate in the electronic survey, a general email was sent to all@guamcc.edu through the assistance of the Management Information Systems (MIS) office at the beginning of Spring 2005.³ Two follow-up emails were later sent because of access problems brought to the attention of the Office of Assessment and Institutional Effectiveness (AIE). For those who had persistent access difficulties, hard copies of the questionnaire were provided. In addition, the distribution of hard copies also occurred during one Faculty Governance meeting at the request of several faculty members. These hard copy questionnaires were later accomplished and returned to AIE. The electronic submissions, on the other hand, were stored in TracDat and were later converted into spreadsheet format to facilitate data processing and analysis. Comprising the quantitative component of the research project, descriptive statistics were later drawn to interpret the patterns of responses from the survey data.

At this juncture, a note needs to be said about the “forced choice” decision in the questionnaire design. In the 2001 evaluation survey, it was found that most responses clustered around an item, “No opportunity to observe.” This was a neutral statement that reflected neither agreement nor disagreement with a given statement. In this shortened version of the survey, this choice was purposely deleted in order to “force” respondents to make a choice in their extent of agreement or disagreement with certain issues that impact on the President’s performance.

Other indirect and direct measures utilized for this study consisted of careful content analysis of memos, meeting notes of the President’s town hall sessions with students, Management Team meeting notes, among others. Various administrative units of the college were tapped to provide the relevant data needed for this component. These offices included Communications & Promotions, President’s Office, Continuing Education, Admissions & Registration, Apprenticeship, Planning & Development, Student Development, Assessment & Institutional Effectiveness, among others.

³ See email invitation to participate in the survey in APPENDIX C.

This project also included so-called *non-measures*.⁴ These data included evidence that reflect the broad array of institutional activities, such as data reported in the Apprenticeship Training Program and Continuing Education in Board quarterly reports.

Focus Group Participants

As a complementary indirect measure, seven (7) focus groups were also convened-- lasting for about an hour to an hour and a half per session-- to generate diverse voices from GCC constituents with regard to their qualitative assessment of the President's work.⁵ As arranged and coordinated by the Office of Assessment and Institutional Effectiveness (AIE), the GCC voices represented in these focus groups included the following seven sectors of the college community:

- Full time faculty (senior)
- Full time faculty (junior)
- Adjunct faculty
- Administrators
- Staff
- Student leaders
- Students

Of the fifty six (56) participants comprising the focus group sample, there were 7 administrators, 9 staff members, 10 full time junior faculty, 6 full time senior faculty, 7 adjunct faculty, 9 student organization leaders, and 8 students. Selected based on specific inclusion criteria, their collective voices represent the wide range of perceptions, attitudes, needs, concerns, and extent of commitment to the college community as seen in various groups on campus.⁶

Inclusion criteria (e.g., length of service or study, work or class schedule, etc.) were developed to choose participants for these focus groups, and the Human

⁴ Several assessment authors however include so-called non-measures under indirect measures.

⁵ A caveat is necessary at this point. Although a focus group for members of the Board of Trustees was included in the original research design, scheduling difficulties served as a major constraint. Their involvement in this project therefore was limited to their participation in the survey.

⁶ The complete focus group transcripts are found in APPENDIX D to J.

Resources Office provided valuable assistance in this regard. In the end, a total of fifty six (56) participants comprised the sample population for the seven focus groups conducted for this study. The qualitative component of this project was generated from the content analysis of the various focus groups' transcriptions, in addition to the data generated from the direct measures discussed above.

It also needs to be said that an attempt was made to limit participation to no more than ten (10) individuals per focus group to minimize time constraints for an in-depth discussion of issues, and ample time to probe and follow through with responses generated in the course of the discussion. Facilitated by the Assistant Director of AIE, each focus group lasted about an hour to an hour and a half per session. A total of approximately eight hours and a half (8.5) of dedicated time was expended for this particular component.

The discussion that follows synthesizes and integrates the results of the quantitative and qualitative components of the research study. When necessary and appropriate, TracDat survey findings are complemented by anecdotal evidence as culled from the focus group transcripts, as well as data from other indirect measures. In adopting this approach, the triangulation of evidence is deemed an important consideration in the presentation of findings for this study.

Results and Discussion

The practice of electronic survey administration is relatively new at the college, and when the email invitation to participate in the survey was sent out to all@guamcc.edu, there was no expectation that the return rate will be high. At the time of the survey administration, the MIS administrator reported that the all@guamcc.edu email address comprised about 200 registered users at the college.⁷ In addition to the access problems that many GCC constituents experienced when they initially received the email invitation, the relative unfamiliarity with TracDat also served as an important hindering factor. As a result, there were only 84 electronic

⁷ Though the college is actively working towards this goal, students unfortunately do yet have college-designated email addresses, and hence, their visible exclusion in the survey component of this study. Two groups of students however were represented in the focus groups conducted for this research activity.

submissions to TracDat, which puts the response rate at approximately 42%.⁸ This methodological shortcoming however is balanced by the inclusion of sector-specific focus groups in the research design.

Survey Participants

Table 1 below presents the profile of the GCC participants who served as survey respondents in this study. Their demographic characteristics are broken down in terms of constituency type, sex, and length of service in the institution:

Table 1
Profile of GCC Survey Respondents by Constituency Type, Sex, and Length of Service (n=84)

	Administrators		Faculty		Support Staff		Board of Trustees	
	Number	%	N	%	N	%	N	%
Sex								
Male	3	33	21	45	4	20	3	100
Female	8	67	26	55	16	80	0	0
No response	2				1			
FREQUENCY	13		47		21		3	
Percentage of Respondents	15%		56%		25%		4%	
Length of Service								
Less than 1 year			1	2	3	15		
1-3 years			10	21	3	15	1	33
4-6 years	4	36	9	19	3	15		
7-9 years			7	15	2	10		
10 or more years	7	64	20	43	9	45	2	67
No response	2				1			

As the above table reflects, faculty comprise the largest number of respondents in the sample (56%), followed by support staff (25%), administrators (15%), and members of the Board of Trustees (4%). In the sample population, females (61%) outnumbered males (39%). In terms of length of service, several patterns are immediately evident. As a general observation, survey respondents who accomplished the questionnaire have been at the college for a considerable period of employment.

⁸ This figure already includes the hard copy submissions which were inputted into TracDat by AIE staff.

Among administrators, their length of service ranged between 10 or more years (64%) and 4 – 6 years (36%). Among faculty, they indicated that their GCC employment covered a broad period, ranging from 10 or more years (43%), 7 – 9 years (15%), 4 – 6 years (19%), 1 – 3 years (21%) and less than 1 year (2%). The support staff respondents, on the other hand, indicated that they have been employed at GCC for 10 or more years (45%), 7 – 9 years (10%), 4 – 6 years (15%), 1 – 3 years (15%), and less than 1 year (15%). These above figures clearly illustrate that a good number of the survey respondents are veteran employees of the institution.

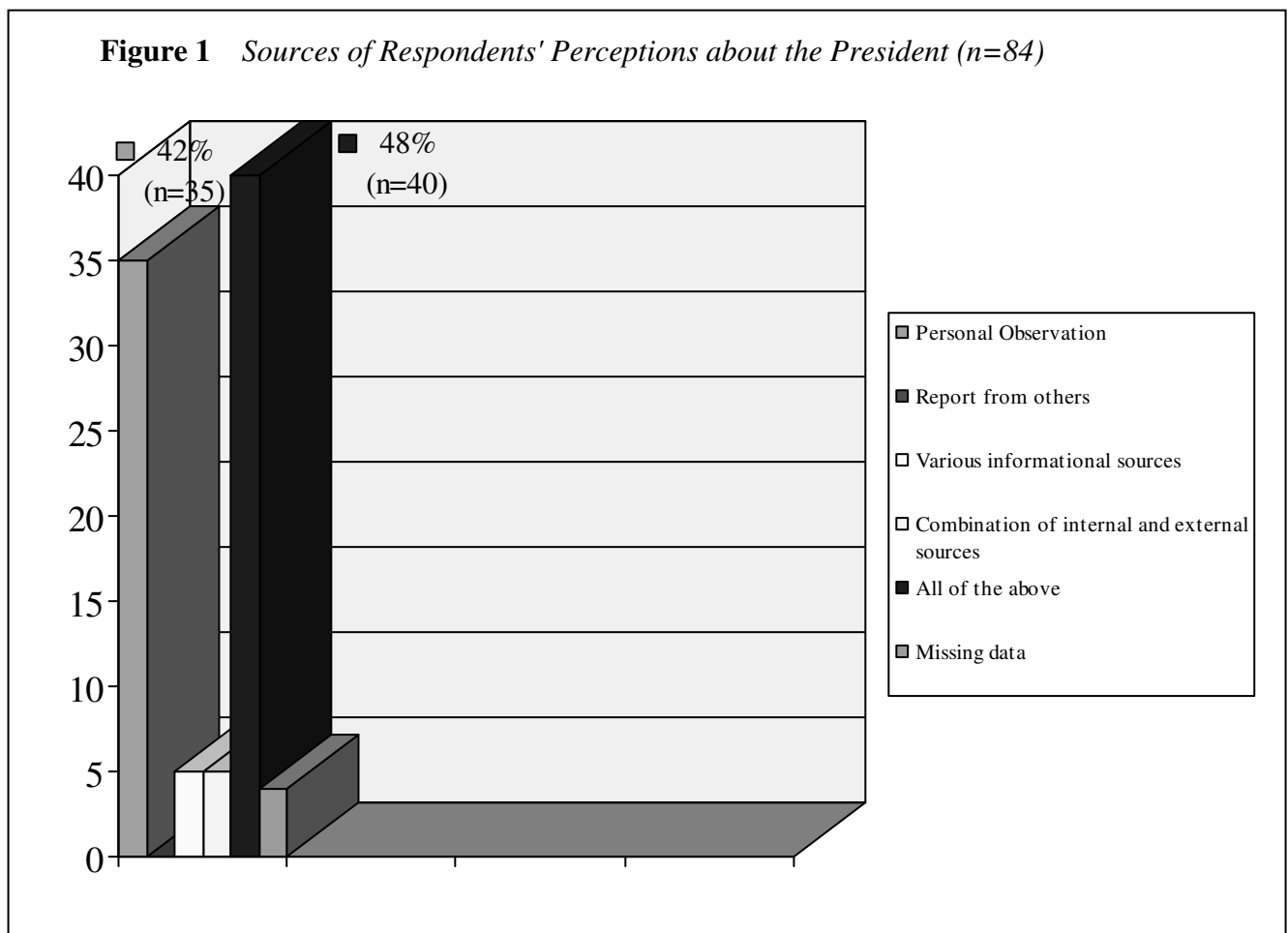
For members of the Board of Trustees, two (2) indicated length of service as 10 or more years while one (1) has served the college for 1 – 3 years. As these figures demonstrate, the BOT members who volunteered their time to participate in the survey have been stable members of the college community for a significant period of time. It must also be said that the Board was sufficiently informed about the President's evaluation survey, but despite several follow-ups by AIE and the Board's secretary, only three (3) of the seven (7) sitting members of the Board did accomplish the questionnaire.

Although every effort was made to include both full time and part time college constituents to participate in this assessment activity, there were several factors that worked against this objective. For example, adjunct faculty, for the most part, spend their time on campus discharging their teaching responsibilities and they have little time to do anything else. Computer access on campus is also a confounding problem for most adjuncts. Quite expectedly, most survey respondents identified themselves as full-time (97%) while only 3% of the sample population indicated part-time employment status. To compensate for this seeming imbalance, however, the adjunct faculty voice was included in the focus group component of this research project.

Data Sources

What about the sources of respondents' perceptions about the President? How much of what GCC constituents know about the President is grounded in personal experience? What about the impact of external influences on their evaluation of the President's performance? Where do they get their data in forming their evaluative judgments about the President both on the personal and professional levels?

Based on the survey question, “Most, if not all, of my responses to the above questions (that is, regarding the President’s performance appraisal) are based on: (1) personal experience; (2) report from others; (3) various informational sources; (4) combination of internal and external sources; and (5) all of the above,” the patterns of responses on the figure below (see Figure 1, next page) reveals interesting observations with regard to the sources of respondents’ perceptions toward the President:



The figure above reveals noteworthy patterns when it comes to respondents’ sources of data vis-à-vis their subjective valuations of the President’s performance. Based on survey respondents’ self-reports, ninety (90) percent of their sources of data come from both personal observation (42%) and an array of other sources (48%). The remaining 10% of the survey participants claimed that their perceptions of the

President come from a combination of reports from others, various informational sources (e.g., memos, email, etc.), as well as a combination of internal and external sources. The broad array of other sources include “all of the above” in the questionnaire, and most respondents felt confident that they were evaluating the President’s performance based on all the data sources identified in the instrument. These figures clearly suggest that there is a great degree of familiarity between the President and the college constituents, since a great number of them claimed that they have had both formal and informal contact with the President through town hall meetings, college functions, and other campus activities.

In the following table (Table 2), the trends in the overall modal responses, as well as the mean or average and standard deviation, of each of the 19 Likert-scale items in the survey questionnaire are reported:

Table 2

Respondents’ OVERALL MODAL RESPONSES, MEANS and STANDARD DEVIATIONS of the 19 Presidential Qualities or Characteristics Listed in the Questionnaire (n=84)

19 PRESIDENTIAL QUALITIES OR CHARACTERISTICS	MODE , or the most frequently occurring value (on a scale of 1 to 4 where 1= Strongly agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree)	MEAN , or the average of the value in all responses o(on a scale of 1 to 4 where 1 = Strongly agree, 2 = Agree, 3 = Disagree, 4 = Strongly disagree)	STANDARD DEVIATION , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value
The President demonstrates knowledge of and commitment to the comprehensive community college concept, in general, and to Guam Community College, in particular.	1	1.61	0.7608
The President communicates regularly and effectively with faculty and staff.	2	2.19	0.9501
The President unites administration, faculty, and staff to accomplish the mission of the college.	1	1.96	0.8724
The President demonstrates a commitment to the philosophy of shared governance.	2	1.95	0.7828
The President accepts differences of opinion.	2	1.81	0.7970

The President is fair and impartial in dealing with faculty and staff.	2	1.91	0.8345
The President is creative and innovative in solving problems and dealing with crises.	2	2.08	0.9286
The President creates an atmosphere, which contributes to positive morale.	1	1.95	0.9474
The President demonstrates personal integrity of the highest order.	2	1.68	0.7252
The President presents a professional demeanor in all situations.	1	1.75	0.8021
The President seeks opportunities to interact with a wide range of community members.	2	1.89	0.8556
The President is visible at and takes part in campus and community activities and functions.	1	1.75	0.8344
The President keeps the Board informed on all issues, needs and operations of the college.	2	1.87	0.6844
The President works cooperatively with Board members.	2	1.88	0.7060
The President maintains effective personnel and administrative practices.	2	1.97	0.8370
The President oversees the college's finances and business operations in a successful manner.	2	1.73	0.7593
The President provides effective leadership in establishing and maintaining standards of educational excellence.	2	1.83	0.7872
The President provides effective leadership for maintenance and upgrade of the college's physical facilities.	2	1.93	0.8718

As illustrated in the preceding table, the modal responses in Column 2 provide survey evidence that the President's performance is regarded highly by GCC

constituents. Of the 19 Likert-scale survey items dealing with respondents' perceptions towards the President's performance, the modal response for a majority of the items (N=14) was "Agree" with five (5) items receiving the modal rating of "Strongly agree." The President's knowledge of and commitment to the comprehensive community college concept received the highest rating (mean 1.61, s.d. .7608) while the President's practice of communication with faculty and staff was rated rather low (mean 2.19, s.d. .9501). In comparing these two ratings at the opposite ends of the spectrum, it is worthwhile to mention that there was greater consensus among respondents on the former item. This was evident in the low standard deviation (.7608) of the "knowledge and commitment" statement compared to the "communication with faculty and staff" statement (.9501). As a general observation though, all items received high mean ratings (from 1.61 to 1.97), with the exception of the items on decision making, problem solving, and communicating, which received mean ratings ranging from 2.0 to 2.19.

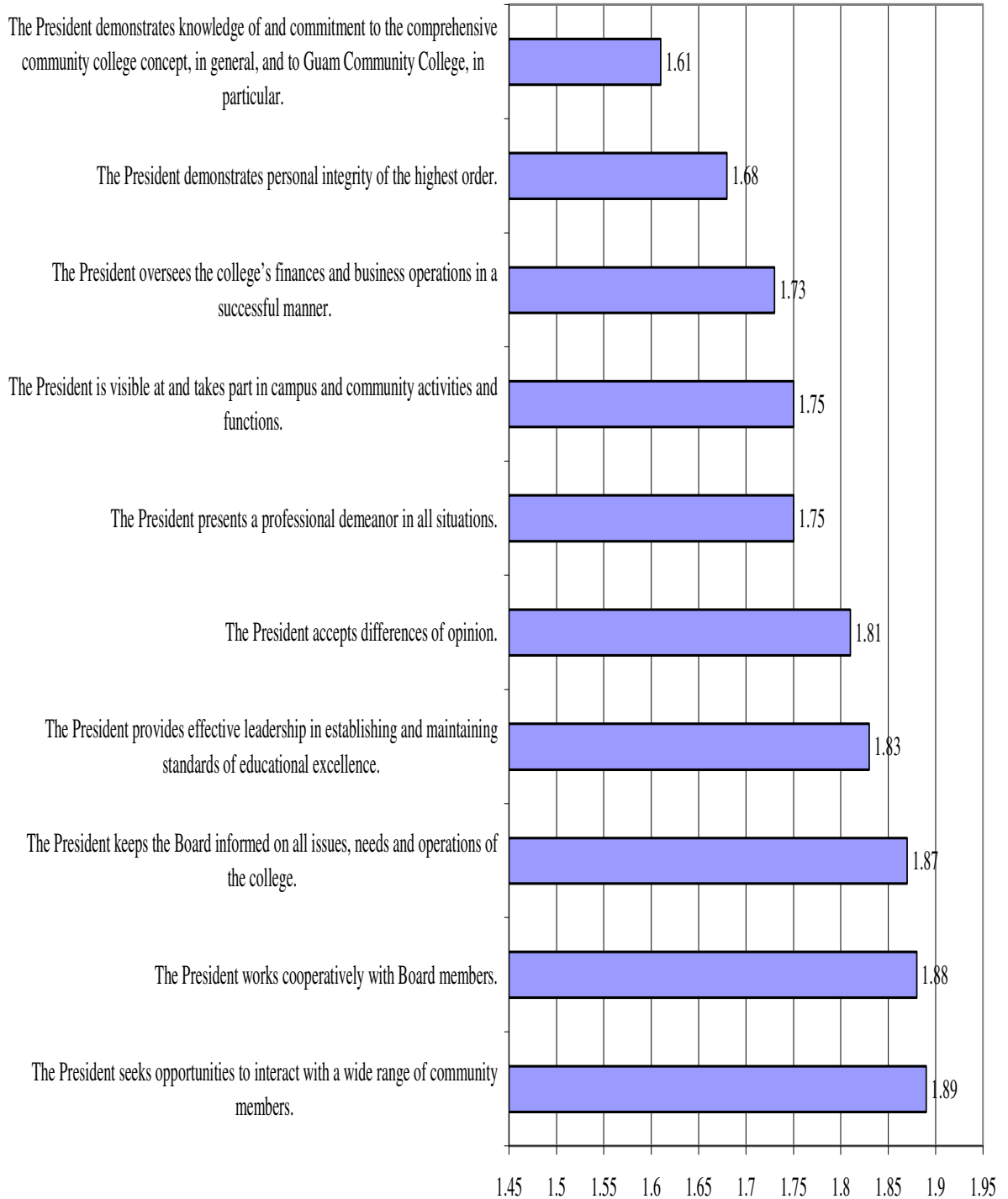
Figure 2 (see next page) shows the most positively perceived qualities of the President by all GCC constituents who participated in the survey (n = 84). These presidential qualities or characteristics are ranked according to the items' overall mean on a four-point scale.

Of the 19 presidential characteristics listed in the survey instrument, the president was *most positively perceived* in the demonstration of his knowledge and commitment to the comprehensive community college (mean 1.61, s.d. .7608), followed by his display of personal integrity of the highest order (mean 1.68, s.d. .7252), and his oversight of the college's finances and business operations in a successful manner (mean 1.73, s.d. .7593). The first two qualities both speak of his high standards in the professional and the personal domains of his life while the third most positively regarded characteristic point to his role as responsible manager of the college's fiscal resources.

The next two qualities describe his professional demeanor and his active leadership role in the college community and beyond. As perceived by the survey participants, his professional demeanor is impeccable (mean 1.75, s.d. .8021), and many respondents perceive him to be highly visible in campus and community

Figure 2

*Ten Most Positively Perceived Characteristics
of The President By Survey Respondents (n=84)*



activities and functions (mean 1.75, s.d. .8344). The next-ranked qualities describe him as being tolerant of differential opinions (mean 1.81, s.d. .797), leads in the establishment and maintenance of educational standards (mean 1.83, s.d. .7872), and keeps the Board informed on college needs, issues and operational concerns of the college (mean 1.87, s.d. .6844). Finally, the last two qualities speak of his cooperative attitude, when it comes to Board issues (mean 1.88, s.d. .706) and community needs and opportunities (mean 1.89, s.d. .8556).

In the discussion that follows, the quantitative and qualitative components of the study are woven around three major themes, as dictated by the four intended outcomes presented at the beginning of this report. These themes include (1) upholding the institutional mission; (2) integrating various voices in institutional improvement; and (3) strengthening the human, fiscal and physical infrastructure of the college. This last theme essentially integrates the last two intended outcomes at the report's beginning.

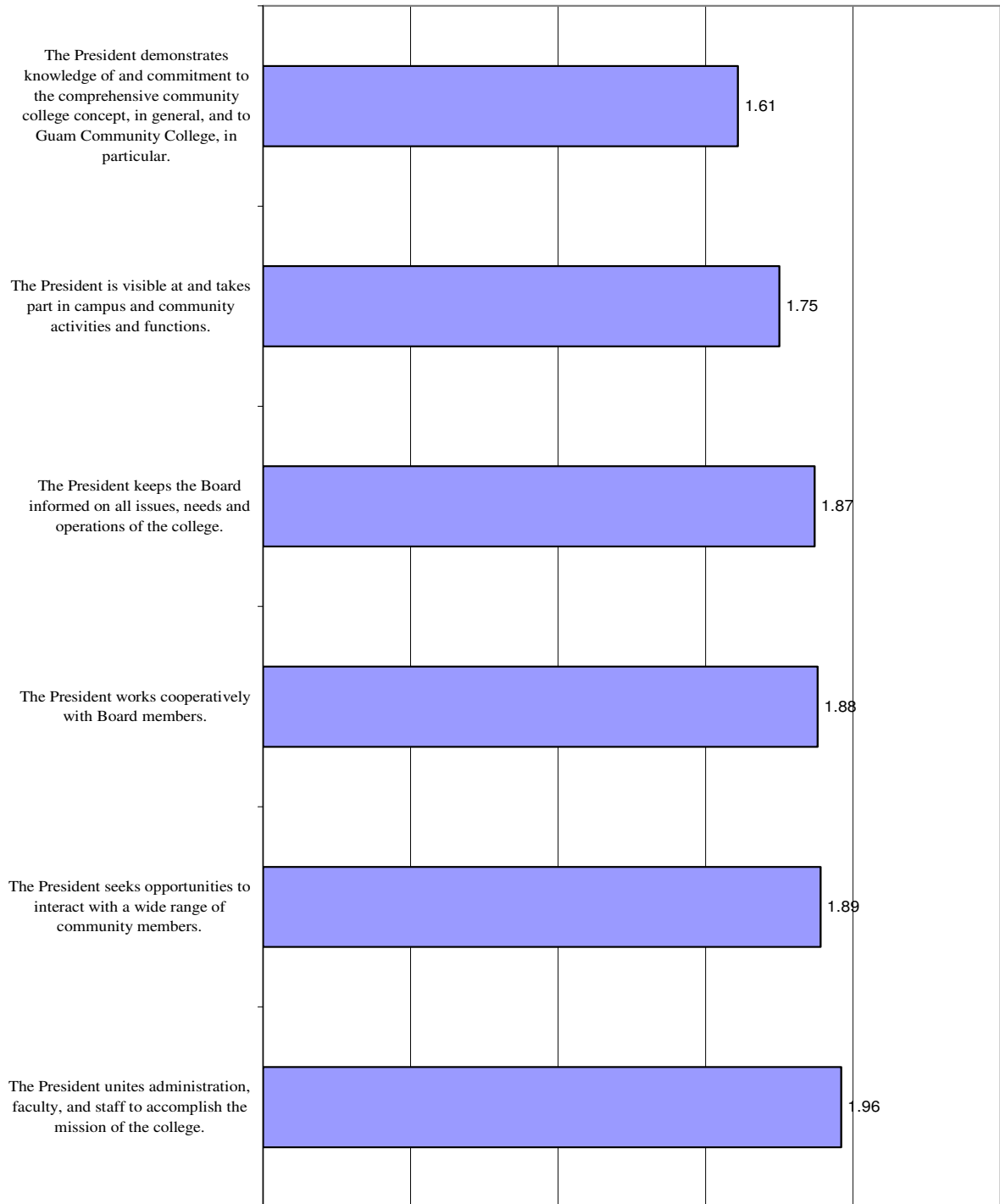
Upholding the Institutional Mission

The first theme addresses the following statement: *The President will strengthen the college's visibility in the community, as well as communicate its strengths, successes and accomplishments thereby solidifying its mission of workforce development in Guam and in the region.* As far as the survey results are concerned, the figure below clusters all the survey items related to this theme and provides the reader a valuable glimpse of respondents' perceptions vis-à-vis the President's role in advancing college-community relations.

As shown in Figure 3 (see next page), the President's commitment to the institutional mission is perceived by survey respondents as exemplary (mean 1.61, s.d. .7608), while his visibility in campus and community activities and functions (mean 1.75, s.d. .8344) is also regarded as noteworthy. As survey respondents suggest, the President's commitment to workforce development, as well as his leadership in building partnerships with the community at large, is realized through the President's cooperation with the Board of Trustees (mean 1.87, s.d. .6844) and at the same time, keeping the communication lines open between them (mean 1.88, s.d. .7060). When a

Figure 3

***INTENDED OUTCOME#1: The President's Role in Upholding
the Institutional Mission as Perceived by Respondents (n=84)***



good relationship exists between the college and the community (mean 1.89, s.d. .8556), a united GCC (i.e., administration, faculty, and staff) stands behind the President to accomplish the institutional mission (mean 1.96, s.d. .8724).

As community colleges are wont to be in the forefront of workforce development issues, the patterns of responses discussed above may be validated by the recent adoption of the newly-revised institutional mission statement on February 9, 2005.⁹ This was of critical importance to the college assessment process, as all articulated program and institutional outcomes are grounded in the mission statement. As approved by the Board of Trustees, an important provision in this new mission statement is its annual review and evaluation so that it stays current with community, economic, and industry needs. As the President himself wrote in his President's Message (Annual Report, 2003-2004), he strongly believes in this valuable exercise as reflected in the excerpted text below:

This annual report demonstrates the college's efforts in working with the community to achieve the institutional mission of workforce development. Various internal changes were made at GCC over the past year to aggressively continue pursuit of educational opportunities that advance as well as enhance our partnerships in the public and private sectors. We will continue to work with our industry partners to ensure that Guam has a well-trained workforce that will support the economic growth and sustainability of our island community.(p. 4)

Although various data sets are available to validate the President's commitment to GCC's mission of workforce development, the data reported in Continuing Education and Apprenticeship will be used as evidence for this report. This inclusion is based on these two programs' integral focus on community and industry needs.

As reflected in the quarterly reports submitted to the Board of Trustees, the Office of Continuing Education (OCE) took responsibility for several college-community partnerships within the last year. Through its leadership, memorandum of agreements were either extended or developed with entities such as 3M, Berlitz International Inc., Judiciary of Guam, Guam Environmental Protection Agency,

⁹ See newly-revised mission statement in APPENDIX K. The old mission statement is in APPENDIX L.

Westec, OSHA Region XI Education Training Center, Guam Federation of Teachers, Guam Visitors Bureau, Guam Fire Department, Public Health and Social Services, among others. These agreements encompassed training and certification in various fields, such as Hospitality, Tourism, Technology Studies, Language Instruction, Computer Science, and other related fields.

In addition, OCE launched a magazine called MO'NA which has served as a vehicle to inform the community about training opportunities available at the college. As a result, this college-community connection has grown more active and robust, as evident in the excerpts given below, taken from the President's messages in the three issues that have been published thus far:

...The College has worked hard to remain responsive to the dynamic changes in Guam's workforce needs and would like that Mo'na be just one of many avenues employers can tap to access the many resource available at GCC...As the community becomes more familiar with GCC's ability to train Guam's workforce, we hope to see more partnerships develop between the College and private/public sector entities. GCC has so much to offer in terms of training and educating Guam's workforce and Mo'na will help the College showcase such accomplishments....The College remains committed to making continuous changes that align curriculum with the needs of the community, while always looking forward, Mo'na, to determine future trends that will allow GCC to provide cutting edge training for its students. (President's Message, MO'NA MAGAZINE, 2003)

...Based on some of the initial comments of the publication's launch, We know that the Guam Community College is providing a vehicle, through Mo'na, to bridge Guam's workforce development needs with the academic and technical training we provide at GCC. As we continue to work closely with the partnerships we have within our various industries, we will provide articles within Mo'na that inform our readership of the various improvements we are making at GCC to ensure that we are providing the vocational training as well as the technical education our students need to succeed in Guam's evolving workforce. (President's Message, MO'NA MAGAZINE, 2004)

...we know that Mo'na has helped to educate our community in realizing the training opportunities GCC provides to make for a well-trained and competitive workforce. What we are finding is that more people are taking classes through GCC's Continuing Education program that allows them to be more competitive not only locally but globally as well. The Industry Certifications we provide at GCC gives our students a competitive edge that also validates their knowledge and skills in certain vocational and technical professions. We know that success of our graduates is evident in their ability

to be gainfully employed globally. (**President's Message**, MO'NA MAGAZINE, 2005)

From October 2004 to June 2005, the Office of Continuing Education (OCE) has served 5, 848 students. There were twenty (20) graduate credit courses, and three hundred six (306) non-credit courses offered within this period. The courses offered through OCE generated a total revenue of \$709,021 for this same period.

Through the President's leadership, Apprenticeship, like Continuing Education, likewise gained a lot of headway within the past year. The table below provides comparative statistics for the past three (3) years vis-à-vis the yearly participation of apprentices in various GCC programs:

Table 3: Number of GCC Apprentices Over a 3-Year Period

	2002	%	2003	%	2004	%
New	40	34	70	90	90	60
Completed	5	4	12	18	18	12
Terminated	72	62	15	13	43	28
Total	117		97		151	

As the above figures show, there has been an increasing enrollment trend for new apprentices, from 40 in 2002 to 70 the next year, and 90 last year. This program revitalization came about as the President reviewed job responsibilities and assigned the whole program under the direction of an Assistant Director. With the dedicated focus given to the program, its marketing to the community gradually became more feasible.

Within the past year, employers involved in the apprenticeship program included Bishman Continental Services, Black Construction Co., Carrier Guam, East West Rental, GMS International, Guam Marriott Hotel, Guam Palace Corporation, Guam Power Authority, Guam Shipyard, JWS Refrigeration, Perez Bros., Raytheon Technical Services, TLC Day Care, among others.

How has the college's leadership in training apprentices impacted on workforce development in Guam? This important question may be beyond the goals of this report but the table shown below gives the reader an idea of the trades that are represented in the Apprenticeship Training Program at GCC (as of June 2005). It also needs to be added that the figures below include registered apprentices from the previous year who are still active in the program:

Table 4. Trades Represented in the GCC Apprentice Training Program, April – June 2005 (n=174)

TRADE	FREQUENCY	PERCENT
A/C Refrigeration Mechanics	20	11.49
Auto Body Repainter	4	2.29
Auto Mechanics	16	9
Bartender	1	.57
Cooks	10	6
Early Childhood Associate	12	7
Electric Meter Repairer	4	2.29
Electrician, Substation	7	4
Electricians	13	7.47
Housekeepers	2	1
Instrument Technician	9	5.2
Lineman	10	5.75
Machinist	1	.57
Maintenance Building Repairer	1	.57
Marine Machinery Mechanics	5	2.9
Office Manager/Admin Services	6	3.45
Operating Engineer	13	7.47
Pipefitter	2	1
Power Plant Operator	13	7.47
Relay Technician	4	2.29

Rigger	3	1.72
Sheetmetal Worker	3	1
Shipfitter	3	1.72
Truck Driver, Heavy	7	4
Welder	6	3.45

The President's leadership in community training, as exemplified by the Continuing Education and Apprenticeship Training Program, is likewise paralleled by his desire to see that GCC students themselves succeed "out there" in the community. This is perhaps most evident in the remarks he made for the Second Annual Career Expo, organized by the GCC's Career Placement Center. The following excerpt speaks of his concern for students who are soon to embark on a career once they leave the college:

...I see that all the sessions planned for participants are relevant and useful to our students as they go out in search for the right career once they leave GCC. I also know that this fair will provide our students with the right networking opportunities with various business industries that tie-in with the degrees and certificates we offer at the college....My closing advice to you as you engage in the activities planned for you in today's expo, is that you absorb as much information and make as many contacts that will help you decide which direction you will take in making a career for yourself. Best wishes to you in making the career connections that will indeed allow you to power up for career success. (President's Remarks, "The Career Connection: Powering Up for Your Job Success, 2nd Annual Career Expo)

Despite these pronouncements from the President, certain voices at the college do expect their leader to do more. Qualitative data from the survey and focus groups, for instance, point toward this perception of shortcoming on the part of the President, as one comment aptly captures, "I believe the President needs to take a more active role in interacting with different sectors of the community. I believe greater interaction by the President and his management team will serve as an example of the rest of the campus community as well as provide this institution with greater opportunities and partnerships with the private sector" (QCF#2, lines 103-106).¹⁰ One

¹⁰ The reader is referred to the TRANSCRIPTS OF QUALITATIVE COMMENTS at the end of this report to better understand the acronyms as references.

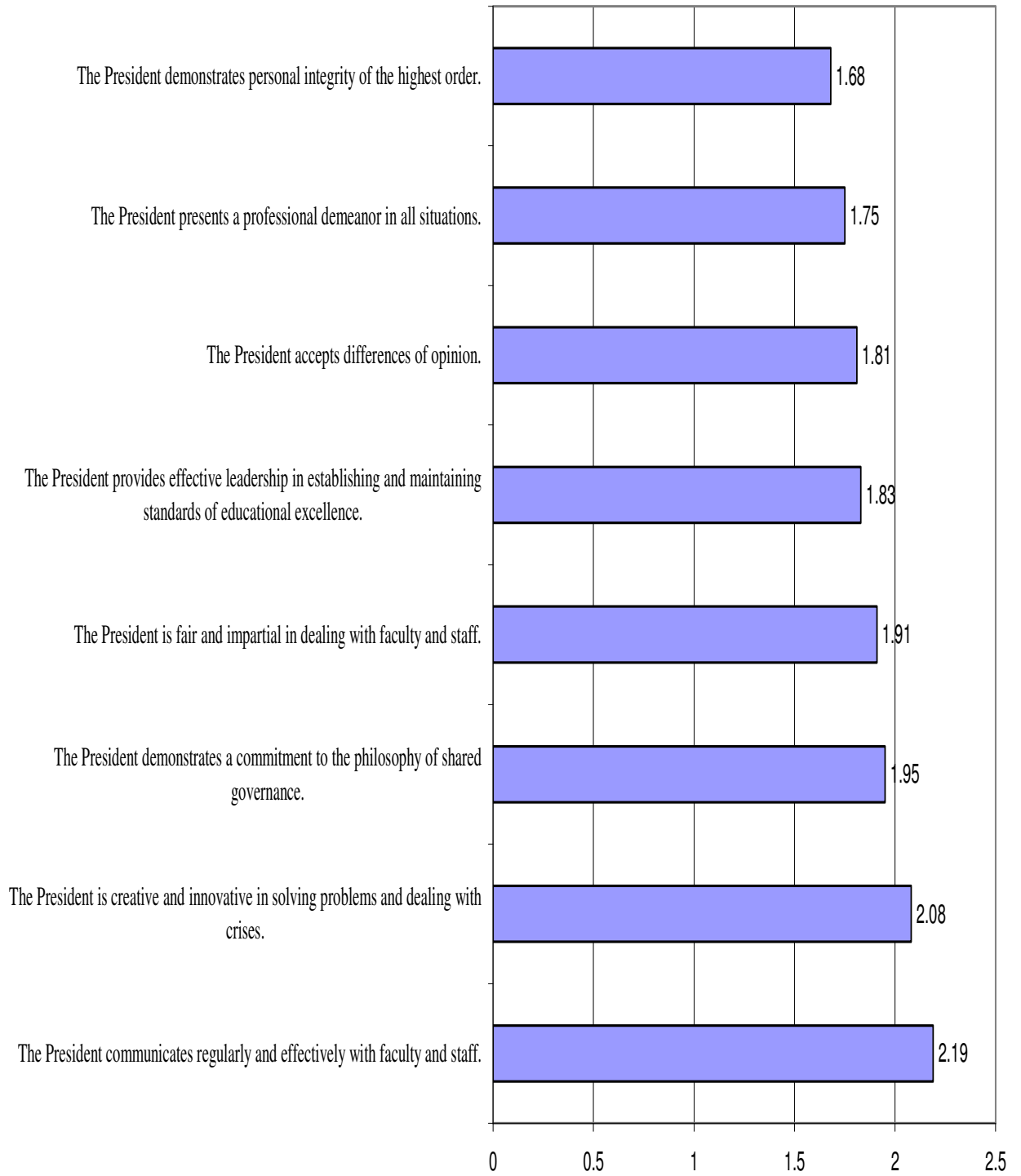
other respondent suggests that the President should “increase (his) visibility in the public realm, outside of the college” (QCF#3, line 112). Another comment addresses funding issues vis-à-vis the President’s role in fostering college-community relations, and the author believes that the President needs “to be more involved in the community and get us money!!” (QCF#2, line 101). This same theme is echoed by several focus group participants, and one comment, in particular, speaks of a possible resolution: “...something I haven’t seen since I came on board is a comprehensive marketing plan for the workforce. I’m talking about internship, apprenticeship, career placement...in terms of improving our student recruitment efforts. We need a marketing plan for that. Sometimes when I go to these meetings, I feel employers are puzzled because it is still so fragmented. I think we need a comprehensive plan and some kind of a package. To package together who we are, our identity” (QCAB#3, lines 51-57). Given these preceding comments, it is very likely that these concerned members of the college community have not been integrated into the communication network that disseminates and receives information about the President’s functions and activities as CEO. Why is this so? Three possible reasons account for this state of affairs. First, the *channels* of communication being used by the office of the president may not be reaching certain sectors of the college community. Second, some members of the community may not know where to get the information, and may not take the initiative to get such information. Third, the information is not regularly nor systematically disseminated, and hence, certain sectors have not been recipients of relevant information intended for them. In this light, critical attention must be given to the *means* and the *regularity* of information flow from the President to his constituency. At the same time, it is likewise incumbent upon constituents to exert extra effort to have access to information that they need.

Integrating Stakeholder Voices for Institutional Improvements

This second theme addresses the following intended outcome at the beginning of this report: *The President will facilitate greater involvement of faculty in academic*

Figure 4

**INTENDED OUTCOME #2: The President's Role in Integrating Stakeholder Voices
For Institutional Improvements as Perceived by Respondents (n=84)**



and curricular processes, and will facilitate better integration of various stakeholders' voices in the institutional assessment initiative, which highlights accountability and program improvement.

As far as the survey respondents are concerned, the figure above (see previous page) groups all the presidential qualities that point to his leadership in instituting major changes in the institution that leads to better delivery of programs and services.

It is implicit in the table above that the President's leadership by example is an important factor in initiating any major changes at the college for improvement purposes. Two important considerations, as respondents' responses suggest, is his personal integrity (mean 1.68, s.d. .7252) and his professional demeanor (mean 1.75, s.d. .8021). His ability to listen to various points of view is also considered by respondents as an important factor (mean 1.81, s.d. .7970). These are all, in fact, the noteworthy qualities that possibly convinced the President to undergo a campus-wide survey evaluation of his performance after his first year in office (hence, the 2001 survey). Benefiting the institution in many ways, his leadership by example has in fact produced five annual institutional assessment reports since AY 2000-2001.¹¹ These reports testify to the President's leadership in pushing for educational excellence (mean 1.83, s.d. .7872) at the college through assessment. Indeed, the five annual institutional assessment reports, available and accessible to all GCC constituents through the AIE website, solidify his reputation as a leader in establishing and maintaining standards of educational excellence.

Sharing this leadership with faculty and staff is a characteristic that respondents perceive to be most relevant (mean 1.91, s.d. .8345), with the idea of shared governance particularly appealing to the GCC constituency (mean 1.95, s.d. .7828). As respondents' responses suggest, this is a quality that serves the President well in crisis situations (mean 2.08, s.d. .9286), specifically when his creativity and problem solving skills are put to a test. In crisis situations, constituents think he ought to keep the communication lines open (mean 2.19) so that the process of dialogue can begin.

¹¹ Electronic versions of these five reports are readily available online, or for downloading, at <http://www.guamcc.edu/assessment>. Click on Core Documents, then Institutional Reports to access these documents. Hard copies are also available at the Office of Assessment and Institutional Effectiveness, Rm 2227, Student Services and Administration Building.

Dialoguing with students is a responsibility that the President considers to be an integral part of his job. In AY 2004-2005, he met twice (one meeting per semester) with students in town hall meeting formats (dubbed “Talking Story with the President”) in order to lend students his listening ear.¹² In these meetings, student concerns, needs, problems, and other issues were tackled in order to seek collective input vis-à-vis the scenarios presented before the President. As such, topics covered in these meetings ranged from issues regarding grounds, facilities, instructional programs, resources, policies and procedures, co-curricular/extra-curricular activities, among other student-oriented topics.

A careful review of the meeting notes of the President’s two previously-held town hall sessions with the students last academic year¹³ reveals that majority of the issues raised by students concern policies and procedures (34%), followed by grounds and facilities (30%), instructional programs (21%), and other topics (5%) such as co-curricular/extra-curricular activities, child care, budget, and tuition increase, among others.

Consider, for instance, the following exchanges between the President (HDS in the transcript below) and a group of students on the issue of grounds and facilities, which gives the reader a clear understanding of the importance of dialogue in seeking institutional improvements:

Grounds

- Parking in front of the office (cone issue) – HDS: spaces are reserved for cashiers collecting funds on the lower campus, and for the person responsible for ensuring that when needed, there can be an immediate response to security concerns on campus.
- Wider sidewalks – Can sidewalks be made wider around campus? What about sidewalk from Student Services and Administration Building to lower campus? HDS echoed concerns, discussed current construction and plans, and shared a vision of what would be more ideal.
- Beautification of campus – students expressed concern with the fact that the campus is not attractive. HDS responded that students will have input into

¹² See APPENDIX M and N for copies of the poster announcements for this campus activity.

¹³ The complete transcripts of the meeting notes derived from the town hall meeting sessions (September 7 & 8, 2004 and April 19 & 20, 2005) held between the President and GCC students are in APPENDIX O.

design of campus, can take action to improve campus, and that focus groups will be set up to gather student views on what improvements are most worthy of consideration.

- More benches around campus needed: HDS acknowledged the need. G. Hartz discussed 'Project Pride' as process of making such improvements.
- Sidewalk to Library – Can GCC please make a covered walkway from A-Building to the Library? HDS shared that that recommendation would be taken under advisement.
- Lighting behind Building D, and elsewhere: HDS acknowledged the issue and discussed plans to improve lighting on campus.
- Relaxation area – HDS: Student Outdoor Center should be open by October.
- Not enough parking – HDS: There is adequate parking (referencing parking on upper campus) if you are willing to walk.

Facilities

- Automatic doors that work – please check the hand pads that open the handicapped doors, some are too hard to press. HDS shared that GCC will do what needs to be done to get doors working properly.
- A-building ladies bathroom – stall door locks need to be fixed. A-building men's bathroom, by 6:30 pm, needs to be re-cleaned and paper towels replenished. HDS thanked students for this information and shared that it would be shared with the proper individuals.
- C-wing and Building 200 restrooms - need towel dispenser. HDS: The concern will be forwarded to the appropriate individuals.
- Gym – Will GCC ever have a gym that students can use to work out? HDS: Discussed the overall plan for physical improvements to the College.
- Computer lab increase – Can GCC increase the number of computer labs around the different parts of campus? HDS - There are a number of places where computers are available, and GCC will continue to do what we can to make computer access available.
- Venue to eat-bring your own food. HDS shared that the Student Outdoor Center will have outdoor seating allowing people to congregate to eat food brought from home.

- Canopy for student HUB: HDS shared that a canopy would be purchased for the Student Outdoor Center, a nice one that connects to the building.
- Creation of a cafeteria, where snacks, drinks, and sandwiches could be purchased. - HDS: Student Outdoor Center should be open by October and will to some extent play such a role.

Whether the issues and concerns discussed above have been appropriately addressed is beyond the scope of this report, yet the point is visibly clear: the President's willingness to face the students and discuss the future of their college with them is a good starting point for a two-way dialogue that can ostensibly lead to a better learning environment for the students involved. As an Office of Student Development staff put it, "I heard several students comment that they felt being able to hear what's happening with their campus from the President makes them feel they are an important part of the Guam Community College."¹⁴

The exchanges between the President (HDS in the transcript below) and the students with regard to instructional programs is even more telling in the way students express their valuable desire to pursue their learning or educational objectives at the institution:

Instructional Programs

- Bachelor's degree – Can GCC upgrade and offer Bachelor's Degrees? HDS: No, GCC has a working relationship with UOG where we both play different roles, and GCC offering the Bachelor's degree would require a totally different accreditation.
- GED as pathway: a student shared that there should be more of an emphasis on assisting GED students in making the transition to college, or encouraging that pathway. HDS advocated the idea of GED / AHS programs as aiding in transition to postsecondary studies.
- Guam Community College credits to be transferred to University of Guam – Why aren't more credits transferable? HDS provided explanation of articulation process, and of how we are doing all possible on our end, referencing the fact that credits are very transferable to institutions off-island.

¹⁴ Email communication from B. Leon Guerrero, Program Coordinator, Student Development Office, April 19, 2005.

- Distance Education – Can GCC do this? HDS: While GCC is not there yet, distance learning options are being explored.
- Agricultural program – Will GCC be adding this program? HDS: no, not at this time, as it is not in our mission, but UOG does provide it
- Adult High School students – Can adult high school students qualify for college work-study? HDS: no, but AHRD does provide some assistance.
- AHRD, OJT Programs – Can we set up a special session with Adult High Students and AHRD to see what can be worked out? HDS – Yes, a program helping Adult High School students, GED students and those supported by AHRD - to learn of the benefits available to them, and how to secure those benefits, should be implemented.
- Accounting Internship? HDS discussed options available to offer students practical experiences on campus, and how to pursue them.
- Adult High School evening class availability. (Math/Science) – many classes that are necessary for graduation are scheduled during the day. Please adjust schedule so that adult high students who are working can also take needed classes. HDS discussed the challenges with scheduling caused by limited classroom space but shared that all possible would be done to make scheduling work as best as possible.
- Evening GED courses not available. See answer to previous item.
- Dental training – a student asked if this program could be created. HDS shared that there has not been a critical mass of people to support such a program and that getting people with expertise to do the teaching might be problematic. The student asking the question was asked to discuss the idea further with G. Hartz, as the student has some solid background related to the development of such a program.
- Is the GCC Journeyman certificate honored worldwide? HDS: if the certificate is signed by the Department of Labor, then it should be accepted worldwide. If it is only a GCC signed certificate, it is not honored worldwide.
- Can apprenticeship classes be held during the daytime? HDS: the challenge becomes getting out of work during the day at GPA. This requires more discussion between GPA, the apprentices, GCC. GCC can act as a conduit to GPA, put concerns on a 3x5 card and HDS will forward to the proper representatives.

- Are journeymen, apprentices, considered declared students? HDS will confirm with Mr. George Santos how and what category they complete their paperwork.
- If the company breeches their contact with this program, what happens? HDS: GCC will keep their part of the contract, it will be up to GPA or whoever, to complete their part.
- If we (journeymen/apprentice) want to go to school during the summer, can we get grants? HDS: visit the Financial Aid office.
- If work keeps them busy on a project and they miss class, will that affect them? HDS: Yes it can, but they should work with their teachers to see if they can work out a plan so that learning can continue.
- Can GCC do intersession classes? HDS: will definitely look into it.

Based on the qualitative comments from the survey data, it would seem that, like students, faculty and other constituents also favor dialogue as a means toward achieving institutional effectiveness. Several faculty and staff in the study sample consider dialogue as a form of communication in which each party is equipped with more knowledge and context for decision-making. Such knowledge, in turn, leads to improved skills in evaluation. The subjective comments below¹⁵, as excerpted from the survey and focus group data, provide a revealing glimpse into GCC constituents' perceptions on the role of communication and dialogue in seeking a united front for the betterment of the institution:

- (The President) needs more decisiveness with hard issues that deal directly with the college's finances and give balanced support and leadership to both high- and low-ranking personnel. He needs to communicate to teaching faculty more and let them know that greater cooperation from staff and administrators can be achieved through courtesy rather than throwing temper tantrums (QCSS#2, lines 22-25);
- (The President) needs to be more available to student needs. Why is the sign for the President's office not visible as you walk down the hallway? Needs to improve his "open door" policy (QCSS#2, lines 47-48);

¹⁵ For purposes of consistency in structure and format, some of the respondents' comments here, and in the succeeding references, have been slightly edited.

- I think that our president needs to attend the faculty's CAC meeting regularly, provide the latest information to the faculty and give them opportunity to inquire on the latest moves of our college (QCF#2, lines 143-145);
- (The President) needs to increase dialogue with faculty members in general (QCF#2, line 169);
- (The President) needs to increase communication among faculty, staff, and students. Be visible on campus more frequently. Perhaps send out a newsletter or flyer regarding campus happenings and (he should have a) President's Corner allowing the President to discuss scholarly issues on a regular basis (QCF#2, lines 171-173; line 84);
- (The President) needs to promote the concept of true shared governance. One of allowing for the input of all parties prior to decision making. Listening, hearing and understanding what faculty are saying (QCF#2, lines 178-180);
- (The President) needs to continuously work with his managers to ensure policies and procedures are followed and require timelines when tasks are expected to be completed. Keep the campus community informed with changes made. The constant voice from the President is more effective (QCAB#3, lines 65-68);
- (The President) must "assess the needs of the adjunct faculty such as a work office or place to attend to students. UOG does this (QCF#3, lines 184-185);
- When will users of GCC's technology have a voice in the way technology is being used, purchased and implemented on campus? (QCF#3, lines 76-77);
- When will the President step in and help resolve the MIS issues that we are all concerned with? (QCF#3, lines 79-80).
- What are concrete ways to raise GCC's excellence in education? (QCAB#3, line 77).

As the above verbatim comments reflect, the voices of these authors are seemingly one in their expectation to see their President as being more communicative and receptive to their concerns and issues. As one adjunct faculty comment encapsulates it: "Talk to the adjunct faculty on their needs. We are human too."

Strengthening the Human, Fiscal and Physical Resources at the College

This final theme addresses two of the intended objectives at the beginning of this report, namely: *The President will ensure that faculty and staff hiring, facility improvement and technological development are supported by adequate funding from the Legislature, and will in the long run, lead to increased employee morale and productivity, despite budgetary constraints that limit planning processes; and The President will ensure a safe learning and working environment for students, faculty and staff and would contribute greatly to an aesthetically-pleasing look of the campus as a learning community.*

It is the Fall Convocation forum that the President best utilizes to communicate with GCC constituents, particularly with regard to future directions, initiatives, and ongoing projects at the college. In his Convocation address last Fall, he focused on the following four primary initiatives that he wanted to complete for the coming year:

- **“GCC will continue to protect its Holy Grail of Accreditation”**
...In monitoring our progress, I ask that everyone continue to help ensure that GCC stays on track to the prescribed deadlines set by the Office of Assessment and Institutional Effectiveness...I ask that each of us is a key component to the success of our accreditation.
- **“GCC will continue to be an integral part of Guam’s Economic Renaissance”**
...We will help transform government agencies, businesses and industries by ensuring that Guam has a competent workforce with the quality and depth to compete regionally and globally. ...The island’s economic revival is truly dependent on GCC and the quality of students we train and graduate. I ask that we all continue to work together to maintain the highest level of standards that sets us apart from other institutions in our region. We all need to remember that GCC provides for its students the most practical connection between school and work.
- **“GCC will continue to pride itself in being at the cutting edge of Technology and Training”**

We will continue to ensure that our faculty, staff and administrators have the training necessary to remain at the cutting edge of technology....Our students will leave GCC with an arsenal of skills to survive in any career jungle that exists in the global arena. Again, I ask that we all rally together to ensure that this is possible for our students.

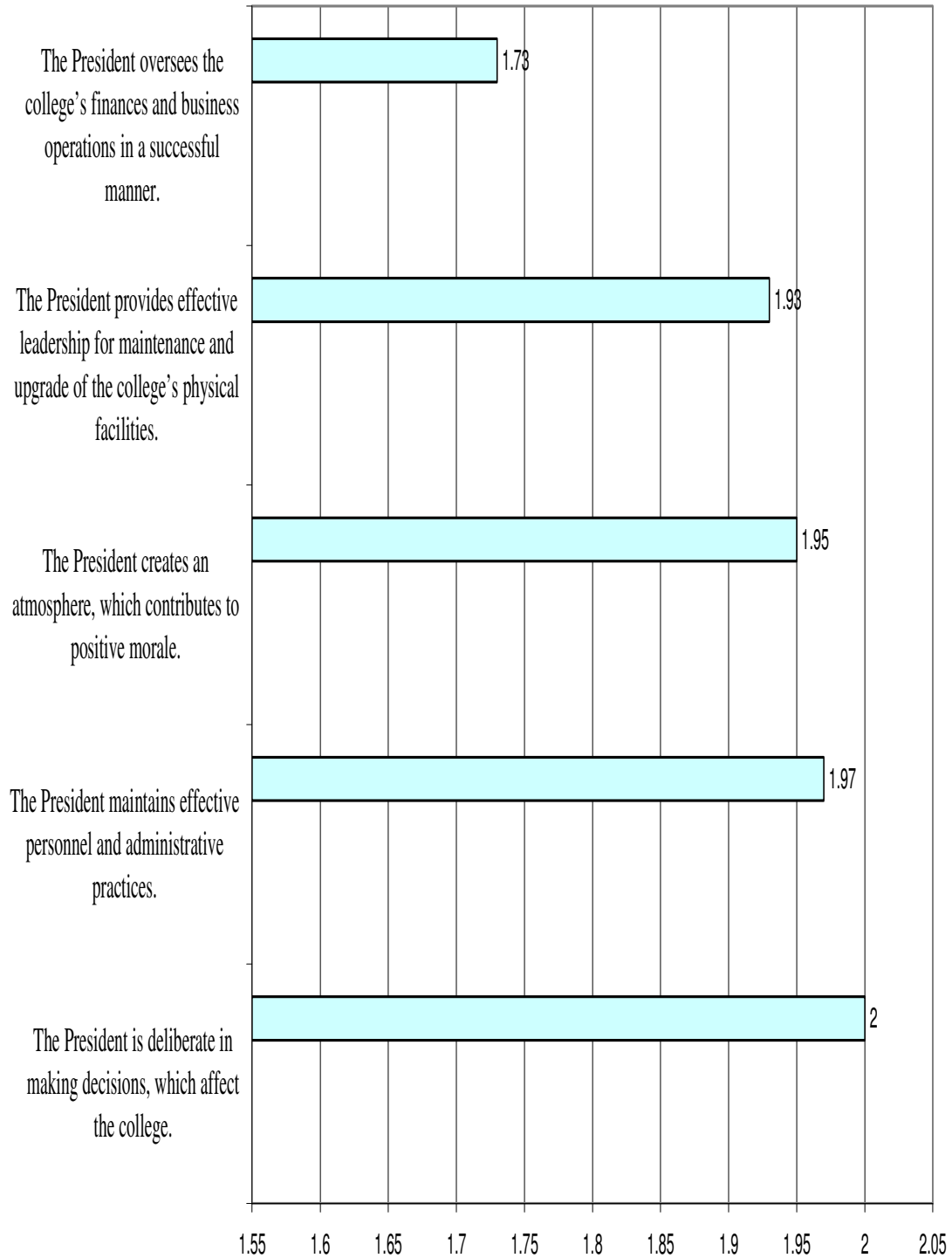
- **“GCC will be transformed to provide a conducive learning environment for our students and employees”**

As we continue to make improvements at the College, for those of you who have been away from campus since the start of summer, you will definitely be surprised by the changes that are underway. What you will find upon your return is that there are various construction projects that are either completed or ongoing. For example, the renovation of the Student Hub has been completed....In addition to the Multipurpose Center, other Capital Improvement Projects will include the Technology Center (formerly the Old Administration Building); a handicap ramp that will connect lower campus to the Student Services & Administration Building; replacement of T1 and T10; window hardening of Buildings A, B, C and D; and finally, adequate lighting throughout the entire campus...I ask in advance for your forbearance as we work expeditiously to complete these projects with minimal disruption to your classroom productivity.

In consonance with these initiatives, survey respondents, as shown in Figure 5 below (see next page), view the President as an effective manager of the college's fiscal matters (mean 1.73, s.d. .7593) and recognized as the caretaker of the college's physical facilities (mean 1.93, s.d. .8718). With regard to human resources development, respondents regard him as creating a conducive working and learning environment that brings about high morale (mean 1.95, s.d. .7828). As a result, his personnel and administrative practices seem to be effective (mean 1.97, s.d. .8370), and respondents seem to believe that the important decisions he makes for the college are well-thought out and deliberate (mean 2.08, s.d. .9286).

Figure 5

INTENDED OUTCOME #3 & 4: The President's Role in Strengthening Human, Fiscal and Physical Resources as Perceived by Respondents (n=84)



The theme of fiscal responsibility, and its concomitant impact on human and physical resources development, is a thread that runs dominantly in the following excerpt, taken from the President's address to the Legislature's Committee on Finance, Taxation & Commerce during the FY 2006 budget hearing:

In looking toward our future and preserving the educational integrity of our Programs, we wish to remind the Legislature that over the past 12 years, the College has done its part to remain "right-sized." In 1993, GCC had a workforce of 290 people. Today, we have 198 authorized FTEs from the general fund. That's a 32% decrease in personnel services at the College. We continue to do our share to reduce expenditures, however our mission hasn't changed even though there is a demand for new programs and an increase in initiatives. Our enrollment continues to show increases from the previous year. This increase in enrollment is consistent with national trends for community colleges and demonstrates that when there is a downturn in an economy or the promise of a growing job market, there is an upward swing of people seeking increased training and education in the area of vocational-technical education. We know that GCC will continue to be an important player in the revitalization of Guam's rebounding economy. And to ensure that we remain responsive to the workforce needs of the private and public sector, we will continue to work closely with our Programmatic Advisory Councils to ensure that we provide our students with the vocational education and technical training needed by a highly skilled workforce. (President's Remarks, FY 2006 Budget Hearing)

As the President articulated in the remainder of his remarks, he wanted to impress upon the members of the Legislature that GCC "has done its part to reorganize, prioritize, outsource, eliminate and charge fees at the College," in the hope that the senators "will see the need to provide GCC with the required funding to maintain the quality of standards we strive to provide our students." It is also noteworthy to mention that this theme of the college's fiscal responsibility is solidly backed by commendations from the Office of the Public Auditor.¹⁶

Under this theme of strengthening human resources, another area that deserves discussion is the President's relationship with his constituents. The survey respondents believe that he cultivates relationships with them which create an atmosphere that contributes to positive morale. The excerpt below, extracted from the

¹⁶ See APPENDIX P for the news article in the Pacific Daily News, March 25 2005, p. 6.

President's Fall 2004 convocation speech, speaks of his personal feelings and the rapport he wants to build amongst all the employees at the college:

I want to share with you the feeling I felt outside the ballroom, as I made my way through the foyer and into this room. As I moved past the faculty and staff as they greeted one another in the foyer, I really felt the sense of "familia" that we all know so well at GCC. For those of you who are new to the College, I want to welcome you as a part of our GCC family. As your employment with GCC matures, you'll understand what I mean about "familia," and why GCC is truly a great place to be a part of. (President's Convocation Speech, August 16, 2004)

In fact, the idea of "GCC as family" is conveyed most often in the President's email memos to the college community. For example, his post-Halloween message to all those employees who volunteered their time to make the event a family-inspired, fun-filled event, reveals his utmost humanity and his generosity with the expression of gratitude. Consider the following memo excerpt:

The committee did an excellent job with the details of the party, ensuring that all those attending had a wonderful evening. Judging from the laughter we shared throughout the night, the employees, their family and friends had a really great time. All the fun from Saturday carried on into the week as we heard employees talking about the party and their costumes for next year. The sentiments of the employees who attended the party should give you some indication of how much fun we all had...With all the creativity that went into the costumes, I am certain that all of you are glad that we work with a great bunch of talented and resourceful people. (Memo from the President, November 9, 2004)

This feeling of camaraderie that he wants to develop amongst GCC employees is not lost on the survey respondents. It is this "GCC as family" feeling that the President repeatedly emphasizes in many college functions, as captured in another excerpt:

...I ask that we all continue to work together to follow the path and vision of our future. I know that I outlined a lot of work for all of us to do in the next nine months. However, being rooted here in GCC, I know that if we continue to work together as one cohesive group, we will be able to face the challenges that lied ahead of us.

As I have truly grown with the College, I have learned what it takes to keep this well-oiled organization together. It is the staff, faculty and administrators that make GCC what it is today and what it will be in the future. I'm not sure I say often enough of how I truly appreciate the difference each and every one of you make to the betterment of the College. I want to take this

opportunity to recognize and thank all of you for the good work you do for this highly respected organization. (President's Fall Convocation Speech, August 16, 2004).

The President's "personal approach" to governance is a characteristic that most survey respondents regard as his greatest strength as a leader. Based on the qualitative comments from the survey and focus group data, these personal qualities include "approachability, listening skills, determination, deep insights of cultural issues," "quiet leadership," "motivated, understands culture, is not politically motivated or connected," "flexibility," "people person," "team player," "personable," "genuine concern and commitment for the success of students and the mission of the college," "high standard of personal integrity," "respect for others," "very honest person with real emotions who has a passion for education and for the people of the islands," "knows how to laugh at himself, " among similar descriptors.

These qualities notwithstanding, survey respondents and focus group participants also raised various issues with regard to his leadership on a broad array of campus concerns like the following:

- Unattractiveness of the whole campus –repaint buildings, landscape the grounds, redo the fence, need for a student activity center, need for the development of sports activities on campus that can engage students; (QCAB#3, lines 61-63)
- Betel nut spits, bathroom vandalism, low quality teaching and learning in math and science. More computer training for faculty, staff, and administrators. To better define technology responsibilities and/or roles between different areas of the college; (QCAB#3, lines70-72)
- Filling (of) staff positions...more fluid registrations, updating of the GCC website (give each department a link); (QCF#3, lines-108-110)
- The outward appearance of our campus, i.e., buildings need painting, better signage on buildings and offices, more trees and benches for aesthetics; (QCF#3, lines 143-144)

- Technology, update the vision – create a new online college. The future needs to include a better, stronger MIS mission vis-à-vis the educational purpose...(QCSS#3, lines 67-68)

All the issues indicated above point to a seeming disconnect between certain sectors of the college community and the President, particularly on the way diverse voices are integrated (or not at all) into college decision-making processes at the highest level. In situations like these, discussion and dialogue provide the necessary impetus to gather the varied viewpoints from all participants, and after carefully listening to these voices, arriving at a common understanding that would be for the greater good of the college. In this instance, communication becomes a critical factor that enhances knowledge and promotes understanding.

Validating the President's Performance: Praise and Critique

This whole discussion, however, acquires greater import when validated with the qualitative comments gathered in the open-ended section of the survey instrument, as well as data from the focus groups. Both survey respondents and focus group participants 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 hear from others, what are some of the **questions or issues** you will bring to the attention of our President?

Overall, these three questions generated a total of three hundred sixty nine (369) open ended responses from both survey respondents and focus group participants. The category of Strengths comprised 124 responses, 119 for Areas of Improvement and

126 for Questions or Issues. Comparatively, the Strengths (mostly focusing on personal qualities of the president) and Issues/Questions almost equaled in number.

When content analysis is applied to these qualitative comments, three important categories emerge as a thematic guide to the data results. These three categories 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 themes are found at the end of this report. In an effort to make these open ended responses relevant and meaningful in the context of college operations, they have been grouped by topic (Strengths, Areas of Improvement, Questions and Issues) and by constituency type (Administrators & BOT, Faculty, Support Staff, Students). Through this classification, it is hoped that these comments will be seen from the perspective of the college hierarchy as it exists. In keeping with the goals of assessment at the institutional level, these qualitative comments serve as valuable measures of triangulation, a critical approach in an assessment study like this one.

Summary and Conclusions

This study was meant to address four intended outcomes which were later grouped as three major themes in the data analysis and discussion. With the overarching goal of demonstrating accountability and improvement at the college, the four intended outcomes guided the implementation of the study. The three “big-picture” themes that were generated to address these outcomes were a) upholding the institutional mission; b) integrating various voices for institutional improvements; and c) strengthening the human, fiscal and physical resources at the college. Utilizing methods of triangulation, both qualitative and quantitative data were carefully reviewed and analyzed, using the themes as guideposts for the discussion of results.

The President's approval rating as a community college president is best seen in the respondents' perception of his full commitment to the community college concept and mission. Such perceptions were generated from the respondent's formal and informal interaction with him, as well as their knowledge of his leadership skills through his written memos, as well as his face-to-face contact with his constituents. Since his *most positively perceived qualities* cluster on his professional demeanor, as well as his personal integrity, the study respondents seemingly see him both as a manager and a friend.

The use of direct measures in this study contributed largely to the "personalization" of the President. The tone, syntax, and textual content of his messages to the college community reveal a President who is supportive and caring. On the other hand, qualitative data gathered from the survey instrument as well as from the focus groups also point out that President needs to regularize his practice of communicating with faculty, as well as with other college constituents, particularly on issues that concern them most. Since the data show that there seems to be a great degree of familiarity that respondents claim to have about the President, he can capitalize on this characteristic to reach out to the various stakeholders of the college community whose feelings of distance and indifference are now concretized in this assessment report. Through email communication, as well as in face-to-face interaction, his personalistic tone and "GCC as family" message needs to be communicated more often in order to assuage the feelings of constituents who feel they have not been given the attention they rightly deserve. It is the characteristic of an effective leader not only to address institutional needs, but also individual needs, in order to create a climate of harmony that establishes a conducive working and learning environment for all.

Recommendations

Based on the conclusions discussed above, and as grounded in the direct and indirect measures utilized for this study, this report makes the following recommendations:

- (1) Direct the Office of Communications and Promotions to explore various channels of communication that would systematize and regularize the communication flow from the Office of the President to GCC constituents, either through one or all of the following:
- develop a Communication Plan that marks important college milestones as occasions for disseminating important information to all GCC constituents;
 - produce a monthly electronic newsletter that would serve to inform the college community on relevant activities of the president and would make constituents adequately informed of campus developments vis-à-vis the president's important functions in his role as CEO of the institution;
 - send a President's email welcome memo addressed to all@guamcc.edu at the beginning of each semester, as well as other important holidays (e.g. Christmas, Easter) in order to strengthen the "GCC as family" message;
 - incorporate a message from the president in the existing college website (once the whole site is revisited and redesigned) in order to signify the college's Internet presence in the competitive market.
- (2) Strengthen institutional relationships and build rapport amongst various GCC constituents –e.g. president-BOT, president-full time faculty, president-adjunct faculty, president-staff, president-students—through an institutionalized mechanism (like "Talking Story with the President") so that needs and concerns of constituents are heard and acted upon on a regular basis.
- (3) Formalize and institutionalize the tools of **dialogue and discussion** through leadership by example; the President should lead the discussion of teaching and learning processes at the college at the First Faculty Development Day in Fall 2005.

- (4) Review and respond to the expressed thoughts, feelings and sentiments of various GCC constituents in an *expeditious* manner so that the authors (who participated in the survey and focus groups) will come to the conclusion that an assessment study (such as this report) “does make a difference.”

Using these recommendations as the basis for future decisions and actions to enhance GCC’s educational leadership --with the intent of improving the learning and teaching processes at the college – will exemplify how systematic and regularized assessment contributes to institutional effectiveness. In the final analysis, the demonstration of the President’s leadership and commitment to the integration of assessment in those processes will resonate to the members of GCC’s *familia* and the wider community which it serves.

QUALITATIVE COMMENTS BY ADMINISTRATORS & BOT¹ (QCAB#1)

STRENGTHS

- As far as management and leadership are concerned, I find that our president is very transparent. He involves appropriate constituencies when he's making decisions. He comes to the table and communicates with other levels of leadership or management in order to make informed decisions.
- I think it is a very positive leadership. He shows that he does involve other people and he manages to involve others and managers. I think it is a very positive leadership and he does involve others with ideas in sharing of perspectives and what the outcomes might be. When he's ready to make a decision, he will make a decision.
- I have not experienced any micro-management. He does allow his leaders to make decisions, and should you not be acceptable to that, he is also ready and willing to make other arrangements. So that he comes with transparency and positive leadership.
- I agree with the comments that I have heard and I have nothing to add.
- I've found him to be very compassionate, concerned about everybody within the campus. He's always out there talking to people. He's open. He is the kind of leader that is open to everybody on campus. People feel free to share information with him and he in turn goes to them and shares information based on what he has heard. Like if a staff member has family in Iraq or something he goes to them and talks to them. He makes himself available.
- I find him to be very critical, not only in terms of management. From what I've heard from other people, he's personable and very down to earth. He does empower the individuals to make decisions. That's my prospective from hearing and observing from other people, other managers.
- I think one of his key strengths is his ability to understand the parameters that GCC has to work with, and the island. The budgetary restraints with the legislature and the governor's office for example and how he's taken a conservative tack to make sure that we get what we are asking for. He maintains a representation with regard to fiscal matters. Although that creates challenges for the institution, those are necessary challenges. I feel that he has the courage to be assertive and to communicate with. Assertive with those decisions as needed, and to ensure that GCC has good standing in the broader community.
- I think he's very accessible. You can hardly find him in the office. Which means he's out there and about so much doing what he does. That's not sort of bad, but he's here on campus. He opens the door, comes in and talks to him and he'll listen. I find that he is accessible and as far as personal qualities goes I see him with the staff. He does try to make

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

40 you feel you're part of the family, the GCC family. If something happened to you
41 personally and he's aware of it and he knows something, he'll follow up. He's really down
42 to earth. He doesn't put himself on a pedestal. He relates very well to us and I think that's an
43 excellent quality to have in management.
44

- 45 • I'd like to elaborate more on communication and accessibility. This is one aspect of the
46 President that I see a lot of, and he makes it a point to walk around the campus a lot. He
47 makes it a point to visit the lower campus, to visit the different departments there and he is
48 accessible not only to us, his employees but also to the students. Especially when the
49 students do want to reach the top, they are able to reach the top, and the top does come back
50 to us and informs us that this is happening.
51
- 52 • I find him to be very observant, if he sees something like a good job that one of the
53 employees has done. He'll go over there and praise him. He doesn't let any thing like that
54 go unnoticed. So that is good. He's very reflective in the conversations that you have with
55 him. The feedback you get is very reflective; it's not a superficial comment or anything. He
56 really thinks about the topic of the conversation and goes into detail about what his take is
57 and what his observations are.
58
- 59 • One thing that I'd notice in coming on board is that he is very good about greeting new
60 people. Very warm and especially to the students. I really like the fact, we have a president
61 who is accessible and students can meet with him one-on-one to address concerns. He
62 always knows the "students first" policy around here. He's very good on what he does.
63 He's very compassionate. Very friendly. Very helpful.
64
- 65 • I think he values people's cultural heritage and their cultural identity, either way he
66 communicates. In a way I haven't seen in a few years, not quite as much. I think that's
67 effective and it helps people deal in some sort of connection with him, that might not have
68 been there otherwise. I think in other key strengths, he has the ability to take in information
69 on what's going on the campus. Whether it's like people shared, going to lower campus and
70 talking to people and how things are going. Just through his observations skills, that raises
71 the attention efforts to gather information. He does have a pretty good understanding of
72 what's going on, on campus.
73
- 74 • I don't have anything to add.
75
- 76 • As far as he has such high level, high standard of personal integrity. That I think he really
77 portrays a sense of honesty to his people. What you see is what you get as far as emotional
78 involvement in situations. He's not transparent because of his ability to reflect on things.
79 But you know what you're looking for in him is honesty, is truth.
80
- 81 • An easy character with openness to people. He's able to talk to everybody and anybody.
82
- 83 • Approachability; listening skills; determination; deep insights of cultural issues.
84
85

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- 86 • His "management by walking" leadership style; approachability; identification with the
87 rank-and-file.
- 88
- 89 • He is personable and easy to talk to.
- 90
- 91 • The President is an approachable leader with excellent communication and people skills. He
92 is a friendly person with good intentions for the college and its employees. Whatever it is he
93 is doing, he is doing it very well. Keep up the great work and continue to keep politics out
94 of the campus. Thank you, too, for taking the stray dogs out of the campus.
- 95
- 96 • Quiet leadership; long history with the college; accessibility.
- 97
- 98 • Listening skills; perceptive; cultural awareness; thinker; approachable; tends to be quite -
99 needs to speak up on issues.
- 100
- 101 • He is a very honest person with real emotions who has a passion for education and for the
102 people of the islands.
- 103
- 104 • Handling situations on a calmer, objective manner; makes tactful and appropriate responses;
105 and makes maximum use of the diverse talents at the college.
- 106
- 107 • I feel that his personal interactions with the college community and his acknowledgement of
108 the hard work that is being done by the employees of the college are some of his strengths
109 that make him a good president.
- 110
- 111 • I have known the President to be a product of GCC and that's where his strength lies.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY ADMINISTRATORS & BOT¹ (QCAB#2)

AREAS OF IMPROVEMENT

- 1 • I don't know if it actually has to do with him or his management style. But this definitely
2 reflects on how he manages. We regularly have paperwork that needs to be processed
3 through the President's office and definitely timeline needs to be improved. We need to be
4 able to process things in a shorter period of time, but it does not get processed right away
5 because of the delay in his office.
6
- 7 • Well, it's comments that I heard but didn't personally experience. Like when he's here, he
8 makes himself available. But sometimes people comment that they don't see him in his
9 office a lot in order to reach him.
10
- 11 • To add something to that perspective, I've heard people say that the President takes long; for
12 documents to be signed, to be processed in his area. I don't know if it's a reflection of the
13 President or his area. I am not saying who it is, I don't know. I heard that in management
14 team meetings, it takes so long to put it there, such and such a date. It takes two weeks, for
15 something like this. So it's possible he is out, doing what he does so often. But it's difficult
16 to say if that's the only reason. Yes, I think there may be a problem with timeliness in
17 signing documents.
18
- 19 • What about the bigger picture? I mean, I think sometimes we get so wrapped up in our day
20 to day routines. That things aren't going in our specific area, that sometimes I'm not quite
21 sure if we have the guidance for the bigger picture. And how does what I am doing on a
22 daily basis impact that bigger picture? Because, I am not quite sure where that bigger
23 picture is going right now.
24
- 25 • There are times where the communication happens in an annual report or convocation. As it
26 pertains to specific issues, for example when we had to convene the exigency committee.
27 About where we were in our financial status and why we needed to present our options, and
28 the how the process will be inactive. Many things like that are very transparent, but I do
29 also feel there are times when it will be helpful, if I feel like we were more part of an on
30 going conversation about the direction that GCC is taking. For example, on a periodic basis
31 if there's a statement from the President saying here are some of the issues that we are
32 currently facing, here are some of the things that are not working, here are some key points
33 and processes that had been made. If there was communication, like that we all can look at
34 them. We can converse as a community, we can say yes! Here's how were contributing,
35 here's where it can go. The feedback generated from us being involved in that conversation
36 can go back to him so he can utilize that to manage the college in a more engaged way. I
37 think it will be very effective. But this is not to say there aren't many situations where he is
38 responsive.
39

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- 40
- 41 • If we're talking about the President, I think maybe he needs a more systematic way in
- 42 providing information to the staff. Instead of just informal meetings which is basically
- 43 what I have with the President, when he stops by, we converse. We talk about different
- 44 things but maybe if he can put out something from the Office of the President to again
- 45 remind the staff and the faculty that this is what our goal is and this is what we're done to
- 46 reach it. Something more systematic than by chance we pop, we get to meet each other.
- 47
- 48 • Areas of improvement in communication, I think, goes together with personal qualities.
- 49 That the President on a one and one basis it's very easy to understand him, very easy to
- 50 converse with him but I think for areas of improvement, the President should be able to
- 51 practice on his articulation when he speaks publicly.
- 52
- 53 • I think this is a situation where your strength can also be your weakness. In a sense there is
- 54 a preconceived idea of what the President should be like and what we've come to respect
- 55 about him is that he has the ability to communicate with people informally. But at the same
- 56 time society or the community has a preconceived idea and they don't understand his
- 57 strength and that ability to communicate well.
- 58
- 59 • May be too quiet at times; needs to have greater visibility in the general public.
- 60
- 61 • Relative delay in signing papers that need his signature; non-appearance in governance
- 62 meetings.
- 63
- 64 • His demeanor in public speaking.
- 65
- 66 • Maybe he should practice being a little bit more mean, especially when it comes to people
- 67 who truly deserve it, especially a couple of people in the BOT.
- 68
- 69 • Management style, employee's moral issues, weakness in finding other funding sources to
- 70 support the college, and not trustful.
- 71
- 72 • Feedback and responses need to be made in a clear and timely manner.
- 73
- 74 • What is his vision for the College?
- 75
- 76 • His emotions get tied into his decision making ability.
- 77
- 78 • Be more decisive and to make a strong effort to be a part of the solutions.
- 79
- 80 • He needs to be a little more assertive.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY ADMINISTRATORS & BOT¹ (QCAB#3)

QUESTIONS OR ISSUES

- 1 • The biggest question that I have right now is in terms of management and leadership. Why is
2 there not a more comprehensive way of coordinating the governance of the college? We
3 have faculty governance that exists on this island and there are meetings that we get together
4 with the staff in a different way but there is not, for example a committee structure that
5 represents the interests of faculty, staff and administration and students. Where people come
6 together to make recommendations for directions, where we can advise the people about the
7 processes of the college. Where there can be a kind of responsiveness within the college,
8 that kind of way of managing. Because there is not a process like that I see a little bit of
9 detachment where the President can gather information and is effective in doing that in
10 many situations but the idea we have been talking before the continued responsiveness there
11 is no accountability to that because there isn't a structure that represents all people in terms
12 of governance. So I am trying to figure out why that does not exist?
13
- 14 • What I like to bring to the attention of President is for a structured governance process.
15 Where the faculty governance system, our staff/employees group and student governance
16 issues are all well integrated into a system so there is continued feedback amongst the
17 different constituents. And because there is a lack of the integrated process there is this
18 disconnect between what faculty issues are and other issues associated with the other sectors
19 of the college community.
20
- 21 • The concern, the issue might be why are we willing to continue to be complacent about
22 (please don't misinterpret this), why are we willing to continue to be complacent about the
23 dead weight? Maybe that again goes back to living a vision, making sure everybody is
24 moving towards that vision. But if you have dead weight or if you have people that are not
25 contributing to that vision and moving forward, it seems either accepting of that. I am not
26 phrasing this correctly. But the issue is that we are not always holding people accountable
27 and that some people are pulling down others along.
28
- 29 • The complacency, in the management and leadership, is my issue. Why is complacency
30 accepted?
31
- 32 • What is the evaluation system like? Is it people just pat people on the back and on paper and
33 just say they're doing fine and just make them move along and that's it? Is the evaluation
34 system one that emphasizes evidence?
35
- 36 • Why don't we invoke our full authority as an autonomous agency to be able to hold people
37 accountable to the standards that we identified as being important for us to achieve our
38 vision as an institution?

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- Why can we not be more assertive in advocating the creating of positions that are necessary for us to do what we need to do?
- Why can we not be more assertive about defining the basic credentials of every person that is here?
- The President should take a more assertive role in trying to enforce a system where performance is evaluated on an even scale. So that dead weights know that they're not worth being here because they are slowing us down.
- We have a 10 year master plan that needs to be redone.
- Another point, something that I haven't seen since I came on board is a comprehensive marketing plan for the workforce. I'm talking about internship, apprenticeship, career placement in terms of improving our student recruitment efforts. We need a marketing plan for that. Sometimes when I go to these meetings I feel employers are puzzled because it still so fragmented when I do pull other departments in but I think we need a comprehensive plan and some kind of a package. To package together who we are, our identity and given these employers options. So we need to do something in terms of that.
- What is the legacy you will leave behind at GCC?
- Unattractiveness of the whole campus --repaint buildings, landscape the grounds, redo the fence, etc. need for a student activity center; need for the development of sports activities on campus that can engage students.
- He needs to continuously work with his managers to ensure policies and procedures are followed and require timelines on when tasks are expected to be completed. Keep the college campus community informed with changes made. The constant voice from the President is more effective.
- Betel nut spits, bathroom vandalism, low quality teaching & learning in math and science. More computer training for faculty, staff and administrators. To better define technology responsibilities and/or roles between different areas of the college.
- Continued leadership in question due to rumors of top administrators leaving. Requirement of Gen Ed for certificate courses.
- What are concrete ways to raise GCC's excellence in education?
- Curriculum for Terrorism; Police Academy programs and Crime Lab.
- A merit or step increase for the employees that complete their degrees or certifications using staff development funding for better employee retention.
- Apprentice program.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY FACULTY¹ (QCF#1)

STRENGTHS

- 1 • Regarding technology, I have seen it improve because we now have different software like
2 Word, Publisher, Excel, PowerPoint, Access. The only thing I really seek that maybe needs
3 to be improved is email. Students don't have email; the only email they have is like hotmail
4 and yahoo. They used to have Pegasus mail. I don't know if they still have that.
5
- 6 • Like some people may carry about certain wisdom in dealing with a situation that people are
7 upset or other people are angry at. He seems to have a calmness about him that was
8 effective in assisting us in the work that we were doing and he expressed that calmness
9 pretty well. On another side, it only happened once, it was a large meeting like when the
10 whole campus is invited in which I attended and I think he is stronger one on one than he is
11 in talking to a large group. So his strength will be on one to one communication rather than
12 talking to a group.
13
- 14 • He has a weakness in communicating with a large group whereas he has strong
15 communication skills when he is on a one on one basis.
16
- 17 • My dealings with the President, is very limited but when I do deal with him he is very stern
18 with addressing problems. The weakness is, I don't see anything in writing in terms of how
19 he solved a problem. It is always in general terms. Let say for example, payroll issues, he
20 will say let's address this. He'll address it that way in terms of communication but I have not
21 seen the end result.
22
- 23 • I've never talked to him. I've never gotten a memo or a letter from him. I've heard very little
24 about him from my colleagues. I worked directly under him for several years in Continuing
25 Education and I've never met him either.
26
- 27 • I haven't met him too on a day to day basis but I think he was instrumental in helping my
28 department. When we're planning to have an academy, he was right there to give a helping
29 hand. When there was a rivalry between two departments, he was right there as a mediator.
30
- 31 • As for me, I've never met him but I've seen him walking around. But I don't think he
32 knows I'm a teacher.
33
- 34 • One of the strengths that I think Hermie has is that he does have a way of communicating
35 with people on a personal basis. He tries to understand people and get a context of where
36 they're coming from. And I think that's a strength.
37
- 38 • I think he's a President that makes himself visible on campus to both faculty and students. I
39 see him walking around and talking to students. He's very approachable and he has an
40 open door policy.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- 41 • He's very friendly and he talks to me about my cultural heritage. He is very friendly.
- 42
- 43 • I can remember several times when I talked to him; the words that he used are very
- 44 encouraging. He is always on the positive side. I have never heard any negative things
- 45 coming from Hermie. I feel very encouraged: He makes me feel needed, thereby making me
- 46 enjoy my work here at GCC.
- 47
- 48 • He is very personable to me because he comes up to my office to chat a lot. And it's not
- 49 always about counseling stuff. He is easy to communicate with.
- 50
- 51 • He is very accessible.
- 52
- 53 • Personally, before he even became President, I was very impressed with him even when he
- 54 was still the dean. I felt like he is the one that saw them at their level, where they're coming
- 55 from. I remember there was an incident that happened and he asked if anyone had ever
- 56 talked to the other instructor, and nobody did but he is the one that came up personally and
- 57 talked to me. And I was very impressed about that.
- 58
- 59 • To me, I think one of his strengths is that he is very much aware of all the ethnic groups here
- 60 on the campus. He is so aware that he can recognize the different languages and the
- 61 different student populations. And I think that's a really good strength as a President.
- 62
- 63 • I feel that one of his strengths is that he's very approachable. It's very easy to just talk to
- 64 him and it's not like here you would think as a President of a college, with a big chair in his
- 65 big office and you're scared to go in, like going to a Principal's office. It doesn't feel like
- 66 that at all. It feels like you can just talk to him and with the students, I hear the same thing.
- 67 When he comes to our functions and he speaks to the students, the students ask me; Wow!
- 68 He doesn't look like the President; he looks like just a regular person. I think that's strength.
- 69
- 70 • He's a team player. We don't see him as a dictator.
- 71
- 72 • I think to me the President's strength is that I find him to be a rather personable person. He
- 73 is a person who is easy to approach. He is easy to approach and talk to should we have any
- 74 problems or concerns and that's my experience because I have done that in the past. He was
- 75 always ready to listen to what my concerns were.
- 76
- 77 • He is extremely approachable, he's open, he's caring, and he's concerned about our
- 78 positions at work and even at a personal level. And even about school things, school related
- 79 things. He doesn't cover up problems. He is very open about them and he states it's difficult
- 80 to deal with but he is trying the best that he can.
- 81
- 82 • He is very approachable and very personable! I have to say I have seen a lot of changes for
- 83 the better. It's a big improvement. We've come a long way.
- 84

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- I really have nothing to add. Pretty much the same thing on a personal level he has really helped me a lot especially with family issues and stuff like that. I like his leadership. He is getting the technology center built and to me that's a big thing.
- That's a big thing for me too! Being in the technology arena, I agree with pretty much with all the comments that have been made. The comments made about the state of our campus through the years, I have seen that improvement. Also in the technology area, I'm seeing vast improvements. That he sees that this island, this community college needs to move forward with technology issues is really a good thing.
- I think my colleagues already said everything. But one thing I'm very impressed with our President is that he is really friendly and that he knows you personally. A lot of times when I run into him, he will say Hi! And call me by name. I'm very surprised! I don't have direct contact with him very often but this is very impressive! This is a good quality of leadership.
- I would like to add one more thing. In some of the off-campus student functions that I've gone to, I've always seen him there and I've always seen him giving support to the students. He is not only showing his presence but also in his remarks. Sometimes he doesn't give any remarks but just his presence of being there is enough. You know, that the President is there.
- He interacts with students at student events. When he's there he doesn't just give a speech, he stays with them, he talks to them and he gets involved.
- He's approachable and friendly.
- Open mindedness, personable, approachable, knowledge of the history of GCC, and knowledge of the various departments.
- Visionary and sense of commitment to those visions and mission of the institution.
- He is approachable.
- Support continued efforts of 'marketing' assets (beyond typical vocational education) in/outside the college
- Motivated, understands culture, is not politically motivated or connected, very supportive.
- He's personable yet not quite accessible. He should be more visible on lower campus, and not only during town meetings or special events.
- The need for more full-time faculty that have a vested interest in education at the highest level.
- Meets, shares and maintains concerns and unity within the college community

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- He is non-threatening.
- GCC has excellent fiscal practices. The president responds decisively to threats to the college.
- His humility, his leadership style of service to others, his practicality and fairness in matters.
- GCC's president is very approachable and professional. He has an open-door policy and often is seen on various parts of campus talking with students, faculty, and staff.
- communication with faculty and staff; supports employees who deserve the support
- Desire to put the student's needs first...
- He is a people person. He is can carry a very casual conversation with anyone without intimidation.
- Compassion
- Genuine concern and commitment for the success of the students and the mission of the College.
- Creating a friendly environment
- The President is able to communicate with people on a personal basis. He is visible on campus but not frequent enough and regular.
- He is an excellent President.
- Easy to talk to - nice guy and in some ways a manager that does not micro manage.
- 1) Accessible to constituencies 2) Works as team member 3) Openness to ideas
- The community
- I think our President is doing a great job.
- Hermie is very approachable. He is also very decisive and steadfast.
- He is approachable.
- Interaction w/students
- Flexibility

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- 176 • Manages the college well
- 177
- 178 • The President is well educated, extremely experienced as teacher & as an administrator and
- 179 an amiable individual. Truly he is a joy to work with and for.
- 180
- 181 • In my opinion, he is very keen in his decision making. Only problem is that "he needs better
- 182 exposure to the public".

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY FACULTY¹ (QCF#2)

AREAS OF IMPROVEMENT

- 1 • I just want to follow up with an observation that the President seems to have a low visibility,
2 I think. Not only maybe amongst adjunct faculty but possibly around the campus. I don't
3 know if a lot of students would identify him or not when he walks around campus. Now in
4 some ways, what becomes important is if he's not highly visible then how is he spending his
5 time and then if he's spending his time? I would think he's spending a lot of time dealing
6 with off campus issues like with the legislature and with businesses that we service or that
7 want to be serviced by us. But low visibility in one sense can be good and in the other sense
8 it can be damaging. Because people might be saying where is the President in this? Why isn't
9 the President here?
10
- 11 • I'd like to reiterate that with an observation regarding BBMR. I've never seen him in public
12 in terms of presenting the budget. Like he said, where is the President when we really need
13 him to justify certain budget issues?
14
- 15 • I've seen him walking around 4 o'clock in the afternoon. Since I've been here for about 5
16 years, this is my 5th year, I've seen him about 4 times once a year.
17
- 18 • I think that 'meet the President' is a good idea. I did send my students there also to meet the
19 President.
20
- 21 • I think we can use a little more leadership and more accessibility. We have some serious
22 problems in GCC and those of us who are in the trenches we know what they are, we know
23 what needs to be done but we don't have any path to get the President's attention.
24
- 25 • I agree with that logically the adjunct faculty is ignored.
26
- 27 • We would have to raise our standards!
28
- 29 • There should be a more equitable way in which classes are scheduled, so that various needs
30 of students can be accommodated?
31
- 32 • We don't have enough of the right classes.
33
- 34 • In terms of the academic program quality there are a lot of issues that need to be addressed.
35
- 36 • Well, I have been here for years. Years since 1986 and so with me I have seen changes. I
37 mean big changes to me from facilities, to things like student affairs in terms of having the
38 students become a voice, I have seen that. I guess it's because I've been here when it first
39 started out with the little building that it was before. I have been here that long so to me I

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

40 have seen changes. And I've seen it grow and so I am looking at it in from a different
41 perspective because I have been here since 1986. I was here when we didn't have air
42 conditioning, I was here when we didn't have all the computers, and I was here when the
43 library wasn't the way it is today. So I have seen changes.
44

- 45 • Regarding the technology. That it has improved because I've seen it. I graduated from here
46 also and then I transitioned two years to UOG and it only took me two years to graduate. So
47 the program is going good and there are a lot of improvement in technology.
48
- 49 • I think the relationship that the President should look at for improvement would be the
50 relationship between the department chair and the adjunct faculty.
51
- 52 • I would like to see during Governance that instead of just listening to Dr. Rider, it will be
53 nice for Dr. delos Santos to come down and talk to us as well.
54
- 55 • Although we mentioned a lot of strengths for Hermie in terms of being approachable and
56 visible, I think that he needs to do it more regularly. I kind of asked students, do they know
57 who the President is and many of them said no. Some identify Dr. Rider, some identify
58 Reilly as the President. So, although I know that he's out there but maybe on a regular
59 basis, he should do something that can incorporate students, faculty and staff and more
60 frequently than just the occasional visits. He's touching, I think, smaller groups only but I
61 think he needs to be more visible in bigger settings. I'm not quite sure how many of my
62 students can really identify him.
63
- 64 • I guess mine is the bid with purchasing equipment. You know he's the President but all the
65 decisions on what you can purchase are made by one VP instead of... Sometimes it's
66 something that the department needs but they can't get it because it's not the President
67 approving it, it's this one person. I guess more faculty input in what can be purchased is
68 necessary. To me it's like, even if I went to the President it's somebody else that dictates
69 what we can buy.
70
- 71 • Student events. Every department has some sort of big student event and of course he's
72 invited and the first couple of years that I was working here, he was able to come but for the
73 last three years or so, I have not seen him attend.
74
- 75 • Just classroom drop-ins, that will be something you walk in and the instructor acknowledges
76 him and introduces him to the class, that kind of thing. Perhaps have some sort of emailing;
77 we do a lot of emailing and things like that. But students are not connected via email, so
78 you lose them. So maybe some sort of a President's Newsletter or something, some campus
79 happenings.
80
- 81 • Communication! I feel that there should be a better way that we see things from the top
82 down. What is happening with our campus?
83
- 84 • An electronic newsletter.
85

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- 86 • I'd like to make an addition to the issue of communication. I think the President should
87 make an effort to come to our CAC meeting. To do some kind of information or
88 announcement. In the past, the previous President once in awhile will show up in the CAC
89 meeting but I haven't seen our current President so far.
90
- 91 • I would like to see him start showing up again at Governance even if it's really for just 10
92 minutes. The fact the he's there will show that he's still there for us and to support us.
93 That's something I like to see more of him.
94
- 95 • Under management, I think that the college needs to improve. There is a lot of room for
96 improvement as far as getting stuff done at the college is concerned. I don't know how
97 everyone else feels but just trying to get stuff done in the Business Office or Materials
98 Management is always challenging.
99
- 100 • Communication among different departments. There always seems to be a problem with
101 registrations. It's hard to get the students register on time and then it turns out two or three
102 weeks later when they can make their payment. Just stuff like that. It's not directly with the
103 President but it's under his management.
104
- 105 • You just hear a lot of stuff, like infighting with MIS and everything.
106
- 107 • I also want to add the positive things that are going on in the campus and but also the budget
108 issues. I heard through my DC that requisitions are being held, that's through the DC. We
109 also read it just a couple weeks ago in the newspaper. We should have gotten some kind of
110 communication that says this is what we're up against but we had to read it in the newspaper
111 that they are going to possibly hold back 10%. How is this going to affective all of us?
112
- 113 • He's need to be more involved in the community and get us money!!
114
- 115 • I believe the President needs to take a more active role in interacting with different sectors
116 of the community. I believe greater interaction by the President and his management team
117 will serve as an example for the rest of the campus community as well as provide this
118 institution with greater opportunities and partnerships with the private sector.
119
- 120 • Friendly, approachable, and articulates and practices his "roots" to the college, sense of
121 humor and sincere sensitivity to cultural aspects of the institution and students as a whole.
122
- 123 • More visibility.
124
- 125 • The college has grown to be more of a "comprehensive" community college
126 (vocational/liberal arts/continuing education/professional development/life-long
127 learning/various age groups serviced, etc...). Perhaps it is time the college as a whole make a
128 conscious effort to extend this concept to our leaders and community to help alleviate
129 continuous arguments about our 'static' portrayal of a 'vocational college.'
130
- 131 • Speech, presentations, being more visible on a daily basis

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- Fairness - why do certain employees have the privilege of reserving a parking space with a cone in front of their office, yet persons with disabilities have park on the grass area which is more accessible for them to get in and out of their cars. Besides, the accessible parking in the back of bldgs. 100 and 200 are on an incline and is far from classrooms. Classrooms should have chairs for persons who are overweight. Not everyone can fit into the student desks provided.
- The sad state of the faculty pay scale...no adjustments since 1992...freezes in increments...bad for morale that most of us have to have more than one job.
- I think that our president needs to attend the faculty's CAC meeting regularly, provide the latest information and give the opportunity to inquire on the latest moves of our college.
- Facility improvements and status of maintaining the colleges' integrity and accountability
- Communication, Leadership
- Oversight of MIS. Oversight of facilities.
- Uniting the College, making tough decisions, and not leaving it to the VPs to decide, communicating more with faculty.
- None... A perfect president.
- Help create a sense of unity and improve morale.
- Need to gather factual information on situations, and make solid decisions that are in the best needs of the students, faculty, staff and admin. Avoid making decisions that some will not like, and thus allows a number of conflicting paths to be taken in school operations and support. Meeting student's needs is #1. Not making things for easy for admin.
- He needs to be more visible in both post-secondary and secondary events.
- Minimize delegation of President authority
- To increase dialogue with the faculty members in general.
- Increase communication among faculty, staff and students. Be more visible on campus more frequently. Perhaps send out a newsletter or flyer regarding campus happenings and the President's Corner allowing the President to discuss scholarly issues on a regular basis.
- He is doing his job very well. Especially w/technology he has provided the college with excellent technology & services to the students & staff.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- 178 • Promoting the concept of true shared governance. One of allowing for the input of all
179 parties prior to decision making. Listening, hearing and understanding what faculty are
180 saying.
- 181
- 182 • Campus
- 183
- 184 • His accent.
- 185
- 186 • Be more hands-on, decisive, choose better administrators.
- 187
- 188 • Visits the campus community
- 189
- 190 • Communication w/ all sectors of the college
- 191
- 192 • Communication
- 193
- 194 • More visible at all the meetings
- 195
- 196 • Attend governance meeting once in a while.....
- 197
- 198 • More vocal
- 199
- 200 • The President needs to focus on facilities in the near future.
- 201
- 202 • Talk to the adjunct faculty on their needs. We are human too.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY FACULTY¹ (QCF#3)

QUESTIONS OR ISSUES

- 1 • In terms of the employment issue, I understand the full time faculty has first priority but I've
2 also seen that there are certain full time instructors that students don't want to sign up for
3 their class. And so, let's face it; students are not dumb they know who will help them get
4 through and who will not work with them. So you have an adjunct name on there and the
5 students they go and sign up for that class but because we are adjunct and the full timers
6 have first priority many times we lose our class because that full time instructor has to get
7 the class first and so we wind up with the leftovers. I understand we're adjunct but we need
8 to look at if we're serving the students then we should have some kind of measure here
9 because students know who will work with them. I started to come to GCC and I've been
10 here for the longest time because I came here to help students and I don't see that in many of
11 the instructors that are here. But I do know and I believe that many of the adjuncts that are
12 here would agree with me that when the full time teachers have their load that they need for
13 the course to go, you wind up losing the class.
14
- 15 • We also have no voice in the textbook that we're using. For the last two semesters I've been
16 teaching from a book that our students cannot handle. They cannot read this book and we
17 had a good book.
18
- 19 • One issue deals with cancelled classes for adjunct and second one is textbook selection.
20
- 21 • I have a version that is very much different. They gave the full time teachers books and I
22 have no books at all. And secondly, they said here's the book you're going to be using,
23 when I go to the class, only to find out I've an outdated book and the students have the new
24 book. So how can I teach? Then they tell me you will get your book after two weeks into
25 the semester.
26
- 27 • We need offices!
28
- 29 • We need more classes too!
30
- 31 • Is there not a faculty room?
32
- 33 • In the past, they used to pay us the prep time. An hour and half or prep time including the 3
34 hours of every week. But how come it was abolished? Is it because of the budget or what?
35
- 36 • There is one thing I do like to see though, when I need little supplies like chalk or the dry
37 erase pens. I know I'm supposed to request that from my department chair but many times I
38 place it in the classroom so I'm thinking it's still going to be there only to come to the
39 classroom and find out it's gone.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- Can we have something better than NIAS?
- Have you ever used NIAS?
- When would we get a new student information system to replace NIAS?
- How come we don't have a web designer, somebody that can help us?
- Another question, is he aware that faculty don't have any input in their room utilization and that it really effects student achievement?
- When can we have bathrooms that work?
- When can we have nicer buildings and classrooms?
- How come there's not enough support for second language students who are English language learners? We used to have that program. Why don't we have it as a regular course?
- There should be that broader support apart from the Continuing Education connection that currently exists.
- More personal involvement especially with things that are going on within faculty. Like I've been through a lot of problems in my general area and maybe he should be little bit more concerned as to how other administrators are handling it and is anything being done. And there are a lot of things: just ethical behavior of faculty themselves, how they perform and everything?
- How can administration get involved with the program level regarding how instruction, work load, faculty interaction within the same department impact in student learning outcomes?
- I would like GCC students to have their own email accounts. When will the students have their email accounts?
- When will users of GCC's technology have a voice in the way technology is being used, purchased and implemented on campus?
- When will the President step in and help resolve the MIS issues that we are all concerned with?
- MIS also needs to update the price on the bid. Some computer prices have dropped significantly but they have not kept up with the currency. They need to update the price bid.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- One of my questions is the way our campus looks. It looks awful! What student is going to come here and register? The way the campus looks is a turn off! It's like the roads, the buildings just the way it looks, they are not visually - appealing.
- Is there such a need for the secrecy of what kinds of technology have been added to this campus? For example, by accident we found out that in D-wing there is wireless connection, by accident. There is also another one in A building.
- The question is when will the President step in and bring resolution to all these MIS related issues?
- My question will be what is the status of the property we have in the back road to Anderson? Has it been resolved? Would it ever be solvable so that we would actually be able to one day build our campus over there?
- Will there be additional faculty for your department?
- Some people feel or think that GCC seems to be more effective running as a day time high school and a night time college. So maybe the question can be posed in this way: Does the President foresee that ever happening again? Because we're feeling the affects of new skills needed to be built and still having problems with funding. That can be a second question. But would GCC ever decide to go that route?
- Filling staff positions in a financial crisis, SOP's for GCC departments (we are here to service our students, not vice versa), more fluid registration process, updating of the GCC website (give each department a link)
- Increase visibility in the public realm (outside of the college)
- Fairness in employee evaluation.
- Keeping the faculty motivated during such a long absence of financial incentives.
- If we are required to get parking decals, why don't faculty, staff and students have designated parking areas reserved only for them? Right now it is a farce to get decals as no one sees any reason for them also, if one wanted to work during a Sunday, it is sometimes difficult to get into campus. Why doesn't the college implement a system whereby employees can obtain access through a security gate operated by a special key or employee ID.
- The lack of faculty involvement in decision making regarding facility renovations & space utilization.
- No comment
- What is your mission?

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- Greater faculty input in shared governance. Greater response to faculty concerns such as MIS and facilities, which affect instruction. President's participation in CCA meetings.
- The persistent unfairness of certain aspects of the College that have been going on for years: Bill Melendez and his cone (students even remark on this in class), the amount of counselors we have and how they get their own rooms and don't do "personal" counseling, while Jan Milligan does more "personal" counseling and doesn't get any privacy; other issues, which may seem tedious, but the imbalance and inconsistencies (those who work hard do not get 'rewarded', and those who screw up do not get 'punished') contribute to low morale and the unwillingness to do more or advocate for the College.
- The outward appearance of our campus i.e. buildings need painting, better signage on buildings and offices, more trees and benches for aesthetics.
- Students are our Mission, then supporting faculty to do Mission 1, then support Staff to Support instructional services, then the administrative issues, not the reverse.
- Facilities Housekeeping
- How can you assist to bridge the gap in communication between the vice-president in charge of facilities and the faculty, in order to ensure that recommendations for institutional improvements are received with genuine interest for the improvement of facilities, to more efficiently meet the growing needs of our students and the community?
- How could the President increase the connectedness of Administration, Faculty, Staff and Students?
- Regarding technology the college is high tech compared to U.O.G.
- MIS
- Restart secondary education on GCC campus. Look into how VEA grants are approved & selected (P&D). Process does not appear fair.
- Bring the outer island instructors back 4 more classes.
- Melendez "Private Parking" code.
- Direction of the college.
- Parking issue - one admin has his own parking stall
- Lack of coordination

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- 176 • Communication
- 177
- 178 • Additional computers in a class room.
- 179
- 180 • Is there anything in place to survey the administrators and their performance and relation to
- 181 faculty within their department and how well the touch bases with staff & faculty? We have
- 182 student survey so I think we should be able to evaluate our administrators.
- 183
- 184 • How about assessing the needs of the adjunct faculty such as a work office or place to attend
- 185 to students. UOG does this.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY SUPPORT STAFF¹ (QCSS#1)

STRENGTHS

- For me personally on the management and leadership part, the President has Vice Presidents below him and actually their functions, their operations and their evaluations is the one that will really reflect on the President. That's my opinion, so in other words if anything has to go up to him then something is wrong with the management level below him. The President to me is like a P.R. guy, he takes care of the students, and he takes care of public relations and all that. So basically, if there's any management crisis it is those below him whom I find problematic. So it will be based on how each department functions.
- His strength is communication accessibility because for one thing he's very accessible and easy to communicate with. He relates to the lower staff people better as opposed to the faculty. He can relate to us.
- He's easy to talk with. You can talk to him on a one to one basis. He understands and tries to solve the problem.
- When I see him coming down or walking around the campus and checking on everybody I feel that's his way of showing everybody his ease of accessibility and that he's open for any type of communication. Even just to talk story. He's very open to employees.
- Some of his leadership strengths are that he uses the managers that he has. He allows their management skills to be used to resolve problems and follows up on those. If there's a problem, he uses that person who is in charge of the area and gives him time to solve that problem without his interference. Basically utilizing the managers to do their job. He has an open door policy for staff, faculty and administrators. His personal qualities include the fact that he's been at our level. He started at the bottom and has moved up to the top so he can relate to those areas.
- I haven't been here very long but I've seen him a lot and I think he is a very friendly person. He would say "good morning" when you see him. He will always greet you with a smile.
- As for personal qualities, the President is very approachable. He's always approachable. You can go and see him and always be able to talk to him.
- I have found him approachable. He's not intimidating.
- They said it all.
- Here's one thing I like to add! During my first year, I validated what makes him approachable and easy to communicate with is when we had three hundred computers that had to be unboxed and it was a Friday night. It was Thanksgiving. He was there unpacking

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

those computers. That really impressed me! We were talking among ourselves obviously after other things. But he helped us and that made it a lot easier to realize that he can emphasize in what we are because he's doing the same thing that we are doing now and I can talk to him about these things. That made it so easy.

- I strongly say that he provides hands on help; and that he has empathy; he is a good listener; he uses his managers to resolve problems at their level before he intervenes in corrections; he's approachable; he has an open door policy and has open communication and very easy to talk to.
- When you talk to him, he'll ask your idea on how to solve the problem. Rather than him telling you what to do or how to do it, he asks for your input.
- The President communicates with everyone and shows respect for everyone he encounters.
- He is unbiased, honest, and to the point. He knows how to laugh at himself. He is with integrity. He respects everyone and is also very respected. He is a people person. Likes to speak with you and not at you. Very motivated and passionate personality and leader. He is a mentor to many. He truly listens to the voices coming from the trenches and the frontlines.
- No Comment.
- Good and Excellent.
- Keeping the College financially stable. Keeping the employees up to par with information regarding the College.
- Strong interpersonal skills; Demonstrates strong concern for the well being of both the employees and student population.
- He is very supportive of the support staff's needs. He is easy to talk too. He is doing a great job.
- Keeping the College financially stable, good in participating with community activities involving the College.
- That he keeps the staff and faculty informed about any budget crisis, and I like it when I see him walking around campus.
- Respect for others.
- Most everyone is willing to work to improve things, if they feel the work will be useful, but if it looks like it will just be something to be put on a shelf, or something that will eventually just be ignored, then why bother.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY SUPPORT STAFF¹ (QCSS#2)

AREAS OF IMPROVEMENT

- 1 • I believe he needs to be more involved with the process of getting things approved instead of
2 him just waiting to get his signature on a piece of paper. I believe he should be more
3 involved based on my experience and what I've heard, there's always seems to be a problem
4 with what we're doing. There's always someone saying something else about getting things
5 done, not being done right. I believe he should be more involved with the process of
6 whatever we do.
7
- 8 • The President has to have more hands on responsibility for something not being done in a
9 timely way.
10
- 11 • We would like is for him to have greater control of how the middle managers perform their
12 task
13
- 14 • I have one recommendation which is to put a suggestion box or a complaint box that goes
15 straight to the President.
16
- 17 • The President needs to have better communication in regards to coordination between
18 different departments or managers that have to work together in a particular project.
19
- 20 • None.
21
- 22 • More decisiveness with hard issues that deal directly with the college's finances and give
23 balanced support and leadership to both high- and low-ranking personnel. Need to
24 communicate to teaching faculty more and let them know that greater cooperation from staff
25 and administrators can be achieved through courtesy rather than throwing temper tantrums.
26
- 27 • Show support for support staff in ALL departments not just his!!!!!!!!!!!!!!!!!!!!!!
28
- 29 • No Comment.
30
- 31 • None.
32
- 33 • Better morale for employees. There are a few departments in the college that receive better
34 treatment from administrators, while other departments get the MINIMAL attention but yet
35 require help in order to complete their tasks. The president must realize without the staff the
36 College cannot operate efficiently. The President should emphasize this with the
37 administrators or the staff and their concerns will CONTINUE TO BE OVERLOOKED
38 AND SWEEP ASIDE!!
39

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- 40 • None.
- 41
- 42 • I would like to know when the college or the President will increase the funding for the staff
- 43 development and make it equitable to that of the professional development funding. I would
- 44 like to ask will he support on-line education (i.e. University of Phoenix) for GCC
- 45 employees. If so, will he raise the funding of staff development to compensate for the costs?
- 46
- 47 • Needs to be more available to the students needs. Why is the sign for the President's office
- 48 not visible as you walk down the hallway? Need to improve on his "open door" policy.
- 49
- 50 • To praise any staff that gets promoted, and not only faculty.
- 51
- 52 • Perhaps in expressing the vision of the path he sees.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY SUPPORT STAFF¹ (QCSS#3)

QUESTIONS OR ISSUES

- 1 • The timeliness of having documents processed at the office.
- 2
- 3 • Regarding diplomas, we order from Jostens which is off island and when students come in
- 4 to request for diplomas or re-issuance we tell them 2 to 3 months. And they look at us and
- 5 say what! Is there any way we can get it locally?
- 6
- 7 • I have one in mind which is the use of contractors. I know we're supposed to have some
- 8 sort of quality control program. I don't know if we do or not but it goes through the
- 9 administrator or Vice President. For what I've seen in my experience, a lot of jobs are done
- 10 but the work is not up to par and the contractors got paid for it already.
- 11
- 12 • I've heard other departments like GPA got their increments when they released the one step
- 13 increment. GPA and parts of DOE got their full increments. Will GCC ever receive that?
- 14 Will the President push for the full increment?
- 15
- 16 • The President needs to push more or be more aggressive in seeing we get our full
- 17 increments.
- 18
- 19 • A desk audit in my office.
- 20
- 21 • Need to change procurement laws.
- 22
- 23 • None.
- 24
- 25 • We have the best faculty in the world, but inter- and intra-personal relationship training is
- 26 much needed to let them be more understanding and sensitive to their own staff and
- 27 administrators. Teaching faculty need to understand that our students--our customers--are
- 28 the most important individuals on campus and a teamwork approach with staff and
- 29 administrators will go further than threats or personal attacks.
- 30
- 31 • No Comment.
- 32
- 33 • Take the concerns of each department seriously, especially when there continues to be
- 34 numerous complaints about certain issues pertaining to that department.
- 35
- 36 • None.
- 37
- 38 • Do you closely monitor the hiring practices bestowed with the GCC Human Resource
- 39 Office...not every GCC offices were given a chance to allow their employees to be upgraded

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

40 within? Do you firmly believe in encouraging GCC employees (especially support staff) to
41 take that "extra mile" on the job for Upward Mobility? Are you fully aware that not all
42 offices within the College are given equal rights to upgrade their well deserved employee(s)
43 who have taken on additional responsibilities for an upward move and to provide the well
44 deserved employee(s) the opportunity to be upgraded first before opening the vacated
45 position(s) to other GCC employees and external individuals? Is the GCC HRO truly using
46 a "STANDARD RATING METHOD" when reviewing applicants or does it solely depend
47 on who is reviewing and rating the applicants? The understanding that the highest rating
48 that any person can receive is 85. What qualifies an individual to be rated that high? As an
49 employee and a GCC graduate, never reached an 80 in spite of years of work experience and
50 degree when rated by the GCC HRO personnel.

- 51
- 52 • Encourage and Support decisive advocacy for the college needs, reflected through actions
- 53 from him, staff, students, and the community.
- 54
- 55 • The administrators of the College show favoritism to certain departments, while other
- 56 departments suffer the needed manpower and/or facilities to perform their daily tasks. This
- 57 type of "Management" needs to stop, and ALL ADMININSTRATORS need to work for the
- 58 good of the College. Also the concerns of the support staff are mostly ignored as if we do
- 59 not know what we are talking about! The president and administrators need to understand
- 60 that without the support staff this College will not run efficiently. Last but not least, the
- 61 President needs to pay more attention the Human resources office and their hiring practices.
- 62 There is a breach of confidentiality going on from the HR ranks.
- 63
- 64 • Probably to have the mission statement posted around on campus, when I was in class my
- 65 instructor and classmates mentioned this should be posted everywhere on campus.
- 66
- 67 • Technology, update the vision - create a new online college. The future needs to include a
- 68 better, stronger MIS mission to the educational purpose. Don't allow the mind set of "can't"
- 69 do it take place. Otherwise, within 10 years GCC may not be here at all...

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY STUDENTS¹ (QCS#1)

STRENGTHS

- Well, he's really, easily approachable. I see him on campus everyday about 2 o'clock. He does his weekly rounds and some students will approach him. He's very approachable and accessible. His door is always open. When you see him and if you have some comments and concerns, he always listens. That's the good thing about it.
- Our student organization always invites him to open our induction ceremonies and he has always been available for that too! He's always been our induction speaker and honorary member as well.
- Well, when I first came here I did not know that he's the President. I just saw him walking around and I thought he was a student or teacher. I came here Fall 2003 and thought he was just someone walking around but then later, he was with this Micronesian student when they were doing the fund raising and they introduced him to me as the President. The President was just walking around making sure that we are doing good and doing the right thing as to why we are here. Sometimes he'll meet with the Micronesian students just to encourage them with their studies.
- Sometimes he'll make an appointment to meet with the group members just to encourage them in their studies. I like that!
- Well, this is my first time to be in this kind of meeting so on behalf of the organization, I just want to share with you some recommendations regarding the management and leadership being observed by the Micronesian students. According to their evaluation and recommendations, they're more satisfied with the management and leadership under his presidency. This is what I was told.
- Talk story with the President, I think that was a great way for students to express their ideas regarding some issues that have been going on with this school. I was there and expressed what I wanted to say to him and we talked about it. I think it was good!
- The President is very approachable. Because we're scheduled to go to a convention this April for our student organization, I believe he entrusted me with making arrangements, in regards to the convention.
- Speaking from experience, I have to agree like everybody else that he is approachable. I remember one year because our organization deals a lot with the satellite marketing program in high school and we usually have a DECA competition. We have one this Friday and we also have a banquet after that so I remember one year he did come even if it was very short notice but I remember him going around and trying to greet the high school students. That was a good experience. Because most of them do come to GCC under a scholarship, they

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

41 kind of have a feeling of comfort knowing who the President is and how he is. That was a
42 pretty good experience. I didn't meet him personally that day but I remember him going
43 around.
44

- 45 • For those students who will be entering GCC, they'll have the experience of knowing who
46 the President is. They will have a feel of how his personality is. He is truly approachable
47 and people won't be afraid to show up to his door and maybe ask him a couple of questions.
48 So I think that's pretty good!
49
- 50 • I got to know him as the President when he arranged a meeting with our student group.
51 There he encouraged us and indicated that his office is always open to the students, that if
52 they have any concerns or anything regarding the school they're welcome to his office.
53
- 54 • He set up one of the classrooms for a meeting just to talk to the students.
55
56
- 57 • No, I haven't met him personally but I have seen him. Last semester I was a work study
58 student for an instructor who was recently ill and he came into the classroom and asked her
59 how was her health and how is she doing? If she is experiencing any pressure from school
60 or home and she mentioned she was fine. After the President left, my instructor mentioned
61 that was the President and that he was so concerned about her health. She also added that he
62 is a good person.
63
- 64 • I felt that he was such a sweetheart that he really cares about everyone in the college to
65 actually do that as he was leaving. He actually took the time.
66
- 67 • He's good in communication. The way he delivers his words, you can feel what he's saying.
68 But of course everyone can do that, but I like to see the results, the action. I've noticed the
69 improved lights, the parking lots and some of the buildings.
70
- 71 • Basically, I haven't heard anything bad about the President.
72
- 73 • Everything is good, the way I see it. I just come here to learn. I am taking two classes this
74 semester.
75
- 76 • I haven't really heard anything.
77
- 78 • I've seen the President a lot.
79
- 80 • I have no comments because I actually have never seen him before.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY STUDENTS¹ (QCS#2)

AREAS OF IMPROVEMENT

- Parking lot! I know there are more lights out there now. The parking is a little better and also the food at Chamaolii's.
- Like sport activities, in terms of lack of sport activities on campus? That you would like to have more of that?
- Another issue was helping the disabled because I'd worked with one before.
- We should extend the place for study because the library sometimes it's full. It's noisy and we can't concentrate on our studies.
- We're thinking of building local huts.
- Our organization is planning to make a map for the campus and I was hoping that the President could help us sponsor it, like helping us in making our school maps. It will be easier for students, especially first timers, to know where they're going, instead of asking other people for directions.
- Well, I think he is fine as he is. But if you're talking about organization-wise, this November we had a project to put up designated smoking area signs. We already had people to do it; everything was going to be free. The President already signed the letter saying we are smoke free for one whole day which was interesting because if you go out the balcony (in Building A) you can see all the people that do smoke. We wanted to put up the designated area smoking signs but were having a hard time with administration downstairs. They mentioned it's going to be too much work and we were trying to explain to them it is not too much work.
- The Great American Smoke-Out, that took place, yes, and then we're trying to get it enforced. Because it's bad when you are coming out of the computer lab and there is smoke all around you. People are smoking upstairs and they're not supposed to. When they enforce it, it was getting to them and then they stop. He should have someone set up fines.
- Can they open the library up on weekends, so the students have time to use the facility?
- My bio class in the lab, we do not have new equipments. Our (inaudible) are rusty. When we print out images we cannot download because the printer is not working.
- Flexibility of teachers on the schedules, like developing earlier class schedules.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

- I would like to see schedules after 12 noon, any day from 1 pm through 3 pm. Because I am having a hard time fixing my schedule this semester I cannot get all the classes I want.
- For presentations we should have laptops available for students where we don't have to bring in our own laptops.
- In our department, we do a lot of presentations in the mall or we try to go out. We are representing GCC but we do have like a lack of supplies. We don't have as much construction paper; we don't have enough supplies to work on our presentation to represent GCC in public venues.
- I think probably one thing I noticed about GCC is the funding. It's like we're under funded right now, so that's where leadership and management comes in and establish priorities.
- The President should be more aggressive in income generation for the college?
- Regarding instructors, I have this one teacher that is not professional.
- As for me everything is good! The lights, the parking and the bathroom and the fence, everything is good.
- Well, I am glad he got the parking lights fixed and so there's a little bit more security. But my car was still broken into so as far as security is concerned, we need to have more security.
- The lights!
- New buildings!
- I have been here for 2 semesters. No improvements.
- The air conditioners finally work.
- Just the new buildings.
- New windows in C and D building and pretty much the air conditioners are good.
- We need wider parking spaces. It's hard to maneuver in narrow parking spaces.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.

QUALITATIVE COMMENTS BY STUDENTS¹ (QCS#3)

QUESTIONS OR ISSUES

- 1 • One issue that is still ablaze is regarding King's. But there's been some compromise. It is
2 non-food items that are being marketed.
3
- 4 • One other thing. In the Medical Assisting program, I don't think many of my classmates
5 even know who the President is.
6
- 7 • A place to play sports.
8
- 9 • I heard from my organization that they would like to have a place to play, like volleyball and
10 basketball here at GCC. And for me, I love sports so yes!
11
- 12 • We don't have that many supplies.
13
- 14 • I also noticed we have a hard time transferring some courses here to UOG.
15
- 16 • Maybe also the re-instatement of the certificate program for Tourism.
17
- 18 • Will tuition fees go up or down? Is it going up and how soon?
19
- 20 • As far as registration is concerned, it takes almost a whole day. If they can at least
21 streamline their registration procedures because in that Student Services building, speaking
22 from experience I stayed in that building for four hours just trying to register for classes for
23 this semester.
24
- 25 • I have no questions to ask.
26
- 27 • I want to see more flexibility of the teachers regarding the schedule.
28
- 29 • Can the President do something about the bathrooms?
30
- 31 • We need cleaner bathrooms.
32
- 33 • We want affirmative action!
34
- 35 • I think a focus group like this should be happening with teachers, every semester. Also if
36 you want to make changes to the schedule they should let everyone know ahead.
37
- 38 • The water pump was an improvement.

¹This transcript compiles data from both focus groups and the qualitative portions of the survey instrument.



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, click on the number that corresponds to your response.

Sex: Female Male
 1 2

Respondent Administrator Faculty Support Staff Student BOT
Type: 1 2 3 4 5

Length of service/
study at GCC: Less than a year 1-3 years 4-6 years 7-9 years 10 or more
 1 2 3 4 5

Status: Full time employee Part time employee Full time student Part time student
 1 2 3 4

1. The President demonstrates knowledge of and commitment to the comprehensive community college concept, in general, and to Guam Community College, in particular.

Strongly Agree Agree Disagree Strongly Disagree
 4 3 2 1

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

Strongly Agree Agree Disagree Strongly Disagree
 4 3 2 1

^{*} This questionnaire is a shortened and slightly modified version of an instrument utilized by Edmonds Community College in Lynwood, Washington.

APPENDIX A

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

5. The President accepts differences of opinion.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

9. The President creates an atmosphere, which contributes to positive morale.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

APPENDIX A

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

15. The President works cooperatively with Board members.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

16. The President maintains effective personnel and administrative practices.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

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

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

19. The President provides effective leadership for maintenance and upgrade of the college's physical facilities.

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

20. Most, if not all, of my responses to the above questions (that is, regarding the President's performance appraisal) are based on:

1. Personal observation (e.g., formal and informal contact, town hall meetings, etc.)
2. Report from others
3. Various informational sources (e.g., memos, email, etc.)
4. 2 and 3 only
5. All of the above

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.

APPENDIX A

- 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.

Thank you for your participation. A general forum will be organized in the near future to disseminate the results of this survey to the constituents of the college community.

President's Performance Appraisal Survey (PPAS) 2005

Guam Community College
Program/Unit: President (CEO)

Description: This survey instrument serves as a tool to gather quantitative and qualitative data on the performance appraisal of the President in his role as the chief executive officer (CEO) of the institution. In keeping with the two-year assessment cycle at GCC, this questionnaire will be administered campus-wide every other year.

Instructions: 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 #24 is an important question, so please do not skip it. (You may wish to look at that question before you start.)

For each question or statement below, CIRCLE or UNDERLINE the most appropriate choice for you.

Category: Demographic Information

1) Are you male or female?

Female
1

Male
2

2) What type of respondent are you?

Administrator
1

Faculty
2

Support Staff
3

Student
4

BOT
5

3) What is your length of service or length of study at GCC?

Less than a year
1

1-3 years
2

4-6 years
3

7-9 years
4

10 or more
5

4) What is your current status?

Full time employee
1

Part time employee
2

Full time student
3

Part time student
4

Category: Performance Appraisal

5) The President demonstrates knowledge of and commitment to the comprehensive community

college concept, in general, and to Guam Community College, in particular.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

6) The President communicates regularly and effectively with faculty and staff.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

9) The President accepts differences of opinion.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

10) The President is deliberate in making decisions, which affect the college.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

13) The President creates an atmosphere, which contributes to positive morale.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

14) The President demonstrates personal integrity of the highest order.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

15) The President presents a professional demeanor in all situations.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

19) The President works cooperatively with Board members.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

20) The President maintains effective personnel and administrative practices.

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

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

Strongly Agree	Agree	Disagree	Strongly Disagree
1	2	3	4

- 23) The President provides effective leadership for maintenance and upgrade of the college's physical facilities.

Strongly Agree
1

Agree
2

Disagree
3

Strongly Disagree
4

Category: Source of Data

- 24) Most, if not all, of my responses to the above questions (that is, regarding the President's performance appraisal) are based on:

Personal observation e.g.
formal/informal contact
1

Report from
others
2

Various sources e.g. memos,
email, etc.
3

2 and 3
only
4

All of the
above
5

Category: Open-ended Responses

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

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

- 27) 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?

Email Invitation to Participate in the President's Survey

TO: all@guamcc.edu

Please lend us your *voice* in evaluating our President.

Click on the following URL to see the questionnaire in a new window. Maximize the screen (click on small box at the uppermost right corner of the screen; left of X). Your responses will be received anonymously and will be saved in the TracDat server. *You can only submit your responses **once**.* Click "Save" at the bottom of the page when you are done.

<http://202.128.72.7:8081/TracDat/tracdat/jsp/framesetQuestionnaire.jsp?publishID=40&instID=1>
<<http://202.128.72.7:8081/TracDat/tracdat/jsp/framesetQuestionnaire.jsp?publishID=40&instID=1>>

The results of the President's evaluation will be available next semester, and it will be posted on our AIE website.

You have until March 31, 2005 to complete the questionnaire. Do not delay. Complete it and click "Save" now!

Thank you in advance for your honest and thoughtful responses.

Sincerely,

Office of Assessment & Institutional Effectiveness (AIE) staff

PS Please contact our office (735-5520 or 735-5523, pcjohns@guamcc.edu, rsomera@guamcc.edu) for clarification or assistance.

FG1

TRANSCRIPT OF the President's Annual Evaluation Focus Group: Administrators

January 20, 2005, 11:00 a.m, President's Conference Room

FGS PARTICIPANTS

Participant 1 (P1)

Participant 2 (P2)

Participant 3 (P3)

Participant 4 (P4)

Participant 5 (P5)

Participant 6 (P6)

Participant 7 (P7)

Participant 8 (P8)

1 Introductions

2 Introductions

3 Introductions

4 Introductions

5 Introductions

6
7
8
9
10
11 P5: As far as management and leadership is concerned, I find that our president is very transparent.
12 He involves appropriate constituencies when he's making decisions. He comes to the table and
13 communicates with other levels of leadership or management in order to make informed
14 decisions.

15
16 P2: I think it is a very positive leadership. He shows that he does involve other people and he
17 manages to involve others and managers. I think it is a very positive leadership and he does
18 involve others with ideas in sharing of perspectives and what the outcomes might be. When
19 he's ready to make a decision, he will make a decision.

20
21 P8: I agree with both P5 and P2 and also add to that I have not experienced any micro-
22 management. He does allow his leaders to make decisions, and should you not be acceptable to
23 that, he is also ready and willing to make other arrangements. So that he comes with
24 transparency and positive leadership.

25
26 P4: I agree with the three comments that I have heard and I have nothing to add.

27
28 P1: I've found him to be very compassionate, concerned about everybody within the campus. He's
29 always out there talking to people.

P6: In what sense will that be in terms in management style, P1?

P1: He's open. He is the kind of leader that is open to everybody on campus. People feel free to share information with him and he in turn goes to them and shares information based on what he has heard. Like if a staff member has family in Iraq or something he goes to them and talks to them. He makes himself available.

P6: So in that sense, you're speaking in terms of his people management. Alright! He makes decisions kinds of decisions. I hope that's a fair synthesis of what you said.

P7: I find him to be very critical, not only in terms of management. From what I've heard from other people, he's personable and very down to earth. He does empower the individuals to make decisions. That's my prospective from hearing and observing from other people, other managers.

P3: I think one of his key strengths is his ability to understand the parameters that GCC has to work with, and the island. The budgetary restraints with the legislature and the governor's office for example and how he's taken a conservative tack to make sure that we get what we are asking for. He maintains a representation with regard to fiscal matters. Although that creates challenges for the institution, those are necessary challenges. I feel that he has the courage to be assertive and to communicate with. Assertive with those decisions as needed, and to ensure that GCC has good standing in the broader community.

P6: Communication and accessibility; I think in a certain sense you've already touched on that as well. But, would you like to elaborate on that in terms of how it relates to the management style and the leadership that you have already spoke about?

P2: I think he's very accessible. You can hardly find him in the office. Which means he's out there and about so much doing what he does. That's not sort of bad, but he's here on campus. He opens the door, comes in and talks to him and he'll listen. I find that he is accessible and as far as personal qualities goes I see him with the staff. He does try to make you feel you're part of the family, the GCC family. If something happened to you personally and he's aware of it and he knows something, he'll follow up. He's really down to earth. He doesn't put himself on a pedestal. He relates very well to us and I think that's an excellent quality to have in management.

P4: I'd like to elaborate more on communication and accessibility. This is one aspect of the President that I see a lot of, and he makes it a point to walk around the campus a lot. He makes it a point to visit the lower campus, to visit the different departments there and he is accessible not only to us, his employees but also to the students. Especially when the students do want to reach the top, they are able to reach the top, and the top does come back to us and informs us that this is happening.

P1: I find him to be very observant, if he sees something like a good job that one of the employees has done. He'll go over there and praise him. He doesn't let anything like that go unnoticed. So that is good. He's very reflective in the conversations that you have with him. The feedback you get is very reflective, it's not a superficial comment or anything. He really thinks

about the topic of the conversation and goes into detail about what his take is and what his observations are.

P6: In terms of communication, that's his strength. He is able to have one-on-one communication with a certain focus and reflective in what you say and he gives feedback immediately.

P7: One thing that I'd notice in coming on board is that he is very good about greeting new people. Very warm and especially to the students. I really like the fact, we have a president who is accessible and students can meet with him one-on-one to address concerns. He always knows the "students first" policy around here. He's very good on what he does. He's very compassionate. Very friendly. Very helpful.

P3: I think he values people's cultural heritage and their cultural identity, either way he communicates. In a way I haven't seen in a few years, not quite as much. I think that's effective and it helps people deal in some sort of connection with him, that might not have been there otherwise. I think in other key strengths, he has the ability to take in information on what's going on the campus. Whether it's like people shared, going to lower campus and talking to people and how things are going. Just through his observations skills, that raises the attention efforts to gather information. He does have a pretty good understanding of what's going on, on campus.

P5: I don't have anything to add.

P6: Anything more on certain qualities that's being said about showing compassion, openness and transparency? All of those that can possibly reflect on personal qualities? P5 do you want to continue?

P5: In that I do, as far as he has such high level, high standard of personal integrity. That I think he really portrays a sense of honesty to his people. What you see is what you get as far as emotional involvement in situations. He's not transparent because of his ability to reflect on things. But you know what you're looking for in him is honesty, is truth.

P6: P5 how do you measure honesty, in that respect? Is it in terms of when he speaks to each one of you, is it body language? Is it distance? Is it proxemics? When he communicates with us on a personal level you can see that kind of personal integrity or the honesty. But, what would be tangible indicators of that?

P5: Mostly body language definitely. There's no shifty character type, he'll look you in the eye. He doesn't pontificate about his beliefs, it's an honest communication.

P6: Listening then. So he allows you to say your thoughts and then respond back in terms of reflectiveness. So it's about body language? What about use of language in itself? Would that be an indicator of that kind of honesty that you say?

P4: Yes, I think he makes an effort to speak a language that you know.

P6: That's really a good point to raise. Because he wants to communicate. Why?

- 125
126 P4: On a more personal level.
127
- 128 P6: Because it's the personalism that I want to probe. There is this sense of personalism as P3 said.
129 He values people's cultural identities and capitalizes on such knowledge. In a sense, he
130 arouses that kind of identity in you, that makes you identify with what he has identified with?
131
- 132 P8: Openness could be it. Let me tell you about the experience that I had when I first came aboard.
133 I did not even know that was the President I was speaking with when he was talking with me. I
134 thought he was just one of the staff that was introducing himself. Openness, easy! An easy
135 character with an openness to people, like what P3 and P4 say that he's able to talk to
136 everybody and anybody.
137
- 138 P6: As a kind of a closure to this first question, I think we've gone two rounds in this table.
139 Compassion, transparency, openness and reflection. What are the other adjectives we used?
140 Personal integrity, honesty, approachability, awareness of cultural identity, recognition of
141 others' performance. Are there any additions? Or any additional strengths you wish to make
142 before we move on to the next question? Let's move on to the next question! We talked about
143 strengths, this one talks about areas of improvement. Based on what you have personally
144 experienced, read, or heard from others, what do you think are the areas of improvement for
145 our President?
146
- 147 P4: I don't know if it actually has to do with him or his management style. But this definitely
148 reflects on how he manages. We regularly have paperwork that needs to be processed through
149 the President's office and definitely timeline needs to be improved. We need to be able to
150 process things in a shorter period of time, but it does not get processed right away because of
151 the delay in his office.
152
- 153 P6: Because of the time sensitivity of documents that have been presented.
154
- 155 P4: Yes, and the need for those documents.
156
- 157 P6: You are saying that he needs to give more attention to doing the routine task of signing
158 documents?
159
- 160 P4: Yes!
161
- 162 P6: That definitely impacts upon management style.
163
- 164 P4: Yes!
165
- 166 P6: Any other thoughts, on any of these areas? (referring to the questions in the 3X5 index cards)
167
- 168 P1: Well, it's comments that I heard but didn't personally experienced. Like P1 says, when he's
169 here, he makes himself available. But sometimes people comment that they don't see him in
170 his office a lot in order to reach him.
171

- 172 P6: Is he probably in lower campus, or elsewhere? “As he does his managing by walking?”
173
- 174 P1: I don’t know. He might be walking around for all we know or he could be off campus.
175
- 176 P6: Is that because you were following up on paperwork?
177
- 178 P2: To add something to that perspective, I’ve heard people say that the President takes long; for
179 documents to be signed, to be processed in his area. I don’t know if it’s a reflection of the
180 President or his area. I am not saying who it is, I don’t know. I heard that in management team
181 meetings, it takes so long to put it there, such and such a date. It takes two weeks, for
182 something like this. So it’s possible he is out, doing what he does so often. But it’s difficult to
183 say if that’s the only reason. Yes, I think there may be a problem with timeliness in signing
184 documents.
185
- 186 P6: But before the paperwork gets to his desk, isn’t it that there are other signatories? Do we take
187 that into account or when the documents are already on his desk? What’s your measure of lack
188 of timeliness?
189
- 190 P5: When the documents are already in his office. In the President’s office.
191
- 192 P5: What about the bigger picture? I mean, I think sometimes we get so wrapped up in our day to
193 day routines. That things aren’t going in our specific area, that sometimes I’m not quite sure if
194 we have the guidance for the bigger picture. And how does what I am doing on a daily basis
195 impact that bigger picture? Because, I am not quite sure where that bigger picture is going
196 right now.
197
- 198 P6: Is it possible that a vision exists but does not get communicated to all? To the general body,
199 like you or I. If that vision exists, should it not be communicated to the general community, the
200 college community?
201
- 202 P5: I think it is communicated once a year, but I don’t know if it is lipped.
203
- 204 P6: That’s even a more valid point. Lipped in what sense P5?
205
- 206 P5: That there is true guidance or leadership taking us in a direction of maybe the defined vision.
207
- 208 P3: There are times where the communication happens in an annual report or convocation. As it
209 pertains to specific issues, for example when we had to convene the exigency committee.
210 About where we were in our financial status and why we needed to present our options, and the
211 how the process will be inactive. Many things like that are very transparent, but I do also feel
212 there are times when it will be helpful, if I feel like we were more part of an on going
213 conversation about the direction that GCC is taking. For example, on a periodic basis if there’s
214 a statement from the President saying here are some of the issues that we are currently facing,
215 here are some of the things that are not working, here are some key points and processes that
216 had been made. If there was communication, like that we all can look at them. We can
217 converse as a community, we can say yes! Here’s how were contributing, here’s where it can
218 go. The feedback generated from us being involved in that conversation can go back to him so

he can utilize that to manage the college in a more engaged way. I think it will be very effective. But this is not to say there aren't many situations where he is responsive.

P6: One area of improvement that has been indicated is that these should be some sustained activity with regards to communicating that vision or mission. That the college does it so that people are informed and engaged in that kind of conversation, with some feedback cycle.

P1: If we're talking about the President, I think maybe he needs a more systematic way in providing information to the staff. Instead of just informal meetings which is basically what I have with the President, when he stops by, we converse. We talk about different things but maybe if he can put out something from the Office of the President to again remind the staff and the faculty that this is what our goal is and this is what we're done to reach it. Something more systematic than by chance we pop, we get to meet each other.

P6: Based on the comments I've heard so far, one area of improvement that you want is that there should be formal means of communicating the bigger picture to the general constituency. An area of strength is the informal means. We hear a lot from him on a very personal basis, on a one on one basis, but in terms of the big picture communicated through formal means, like a newsletter for instance, a President's Newsletter where we can see exactly the vision in written language, there is none. Because there is still something about written communication that is permanent that verbal communication does not quite have. With the informal means of communication where there is a retirement party we see a lot of this. A formal means of communicating the big picture is what you would like as one area of improvement.

P8: Follow-through of that vision. Yes!

P6: Are there other comments with regard to personal qualities?

P8: Areas of improvement in communication, I think, goes together with personal qualities. That the President on a one and one basis it's very easy to understand him, very easy to converse with him but I think for areas of improvement, the President should be able to practice on his articulation when he speaks publicly.

P6: When you say the public, is it the college community? Or outside of our college?

P8: Outside of our college and the public. And it's articulation and how he does in public speaking. In a conference or a small group setting however it is fine.

P6: That borders again within the formal versus informal approach to things in a sense. You are saying that before a big audience, one area of improvement will be in terms of having to improve the way he communicates and articulate his thoughts.

P8: Articulation of his thoughts, yes. That he's able to speak in public well because for us here at the college community, there is a lot of us that understand or have learned to understand his way of speaking to us. So we can follow him easier.

- 266 P6: I assume that you have heard that from others?
267
- 268 P8: Yes! Correct!
269
- 270 P6: Any other thoughts or additions to the number 2 question? Basically, two major themes
271 emerged for this particular question: one is the systematic way of communicating the big
272 picture to the general college community such that so that the effort is sustained and not
273 sporadic, that it does not occur only during convocation or during informal meetings, and that it
274 is sustained and that it is written and has formality to it so there is some amount of reflection
275 that can go along with it and we can react to it and can engage us too in a kind of conversation.
276 Between the President and his role as CEO and us as Administrators. Which leads to the next
277 one, in the way ideas are conveyed to the big group so that the articulation can be conveyed for
278 those ideas to be well understood. No problem for us within the college community because
279 we understand the way he conveys his thoughts to us, but one area of improvement is to be able
280 to convey those same thoughts before a bigger audience not just GCC audience. Did I
281 articulate those thoughts of the group?
282
- 283 P5: I think this is a situation where your strength can also be your weakness. In a sense there is a
284 preconceived idea of what the President should be like and what we've come to respect about
285 him is that he has the ability to communicate with people informally. But at the same time
286 society or the community has a preconceived idea and they don't understand his strength and
287 that ability to communicate well.
288
- 289 P6: So there is the GCC and non-GCC audience.
290
- 291 P5: Yes and no! It is the GCC and non-GCC but it is also the formal versus the informal.
292
- 293 P6: The outsider's perception of what our President should be and what we know what our
294 President is on the inside.
295
- 296 P4: Maybe you can add the word crisis because every time there is a crisis he does come up and
297 communicates with everyone. But we don't know what happens afterwards.
298
- 299 P6: And that has something again to do with decision making, when a crisis comes you need to act,
300 you need to use formal means. A form of mechanism is to be able to communicate well through
301 email for instance or through a memorandum. Like a crisis in parking for instance will
302 generate a memo. But in non-crisis situation where is ordinary day to day activities those ideas
303 need to be communicated too. To sustain momentum of ideas coming out of the President's
304 office, this should occur whether in crisis situations or non crisis situations.
305
- 306 P6: The third question touches on questions or issues that we would like to bring to the attention of
307 our President. Again direct or indirect ways of knowing, based on what you have personally
308 experienced, read, or heard from others, what are some of the questions or issues you will bring
309 to the attention of our President? Again there are three subset of ideas.
310
- 311 P3: The biggest question that I have right now is in terms of management and leadership. Why is
312 there not a more comprehensive way of coordinating the governance of the college? We have

faculty governance that exists on this island and there are meetings that we get together with the staff in a different way but there is not, for example a committee structure that represents the interests of faculty, staff and administration and students. Where people come together to make recommendations for directions, where we can advise the people about the processes of the college.

Where there can be a kind of responsiveness within the college, that kind of way of managing. Because there is not a process like that I see a little bit of detachment where the President can gather information and is effective in doing that in many situations but the idea we have been talking before the continued responsiveness there is no accountability to that because there isn't a structure that represents all people in terms of governance. So I am trying to figure out why that does not exist?

P6: Surely that's an issue or a question that needs to be brought up. In terms of the lack of integration of governance processes, so there is this fragmented feedback loop that information is collected from all these different constituencies yet people are not reactivated and reengaged to that kind of continuing conversation.

P3: And all constituencies within the college are represented in the governance process which is some what formal.

P6: I like to elaborate on P3's point. What P3 would like to bring to the attention of President is for a structured governance process. Where the faculty governance system, our staff/employees group and student governance issues are all well integrated into a system so there is continued feedback amongst the different constituents. And because there is a lack of the integrated process there is this disconnect between what faculty issues are and other issues associated with the other sectors of the college community.

P3: There is not a campus-wide conversation about the issues facing GCC. It doesn't exist as it should, there is not a kind of mechanism to ensure continued responsiveness to issues.

P5: The concern, the issue might be why are we willing to continue to be complacent about (please don't misinterpret this), why are we willing to continue to be complacent about the dead weight? Maybe that again goes back to living a vision, making sure everybody is moving towards that vision. But if you have dead weight or if you have people that are not contributing to that vision and moving forward, it seems either accepting of that. I am not phrasing this correctly. But the issue is that we are not always holding people accountable and that some people are pulling down others along.

P2: Perhaps these people are not contributing to our vision, yet why are we accepting of them? I think it's an acceptance to those not contributing to our vision and but moving forward with it and kind of slowing it down. Slowing us down. Why are they here?

P8: The complacency, in the management and leadership, is my issue. Why is complacency accepted?

P1: That's part of the evaluation system of our faculty, staff and everybody on campus. Isn't everyone evaluated? What is the evaluation system like? Is it people just pat people on the

- 360 back and on paper and just say they're doing fine and just make them move along and that's it?
 361 Is the evaluation system one that emphasizes evidence?
 362
- 363 P6: What P1's point is that there is a process that goes on with performance evaluation. If that
 364 process is working properly it should not be the responsibility of the President's office.
 365
- 366 P1: Control the dead weight.
 367
- 368 P5: It may be all tied back to Civil Service. Our hands are tied, we cannot do anything unless the
 369 college takes a stand and say these are our expectations of people and we are going across the
 370 board. As managers or division heads, we're going to hold people to this continued standards.
 371 Because the standards can be interpreted differently by each division head and unless there's a
 372 consistent standard that is articulated. Or even movement toward consistency or redefined
 373 expectations through Civil Service and telling Civil Service things need to be change because
 374 accountability across the government needs to happen. The government needs to change.
 375
- 376 P1: I think it's what firm steps management is willing to take to move us towards our goal.
 377 Towards our vision. If we're not moving, or people are not moving along, people are carrying
 378 them. Why are we doing it? If it's a Civil Service Commission issue, there are already
 379 procedures in place to document the poor performance of classified employees. So it is up to
 380 us as an institution to follow those procedures if we really need to get rid of the dead weight.
 381
- 382 P3: I think it is also an issue of..., we can frame it in another way. Why don't we invoke our full
 383 authority as an autonomous agency to be able to hold people accountable to the standards that
 384 we identified as being important for us to achieve our vision as an institution?
 385
- 386 P4: Maybe the performance standards are not well defined.
 387
- 388 P6: So that then the evaluation process for a certain employee level is not working well. So that he
 389 is still there.
 390
- 391 P4: Every department has their own interpretation, every supervisor has their own interpretation. So
 392 the measures should be just one and the performance standards should be very well defined. So
 393 that everyone is measuring up to the same measuring stick.
 394
- 395 P3: Taking it a little further maybe. I know there are many ways that we are confined by the
 396 current job classifications that existed, whether we are civil servants or otherwise but there are
 397 ways in which we need to employ people to be successful in ways that do not fit within that
 398 perfect classification. For example, web master, who's not classified. Why can we not be
 399 more assertive in advocating the creating of positions that are necessary for us to do what we
 400 need to do?
 401
- 402 P4: Or why can we not be more assertive about defining the basic credentials of every person that
 403 is here?
 404
- 405 P5: It becomes kind of demoralizing when or if there are different standards between different
 406 divisions and someone continues to read the newspaper for four hours a day and where you're

- 407 barely dragging through trying to get everything you need to get done. You begin to question
 408 why you're working so hard and others can get away with it.
 409
- 410 P1: Another point to that question is that sometimes the dead weight are compensated more than
 411 you are, and you're tripping all over yourself to get all these things done and you're not dead
 412 weight. But the dead weight gets more compensation. That adds to the unfair work
 413 environment throughout the campus, people know that, people see these people just sitting
 414 there and know they're making tons of money just because they passed evaluations from
 415 1980s'on.
 416
- 417 P6: Also because the performance standards, as P4 has said are not set on an even scale, so that
 418 certain divisions or certain departments are evaluated differently. Based on a supervisor's
 419 subjective judgments. So what I'm hearing then is that the President should take a more
 420 assertive role in trying to enforce a system where performance is evaluated on an even scale.
 421 So that dead weights know that they're not worth being here because they are slowing us down.
 422
- 423 P4: There is something else; we have a 10 year master plan that needs to be redone.
 424
- 425 P6: What happened to the 10 year master plan? Or is that still being followed?
 426
- 427 P4: If you're writing a grant and have to research, yes, and it's stale.
 428
- 429 P6: That's connected again to the vision. The 10 year master plan includes the direction the college
 430 needs to go and it's a 10 year master plan that has been judged as unworthy (quote unquote)
 431 and yet nothing has been done about it. There have been a lot of pockets of discussions that
 432 have gone on since 5 years ago but up to now nothing has come out of it.
 433
- 434 P6: We have identified at least 5 issues. For the benefit of our note takers, these are the issues we'd
 435 like to bring to the attention of our President. One, that as of the present there is lack of
 436 integration of governance processes in the college that will allow us to have a sustained
 437 conversation between and among the different sectors involving students, faculty, staff and
 438 administrators. Second, why is the administrator's evaluation process not working? Because
 439 there is lack of evenness in performance standards across the divisions and departments. Third,
 440 why is there no assertiveness in terms of defining what we need as an institution? In terms of
 441 how we see ourselves, so that we will be more successful in what we do. Why are we not
 442 assertive in the way we define positions so that we present them before the legislature and
 443 before the agencies that need know exactly what is our vision? Fourth, assertiveness of the
 444 basic requirement, expectations that are tied to performance standards. Last one, we need to see
 445 a clear vision that is articulated in a current master plan or strategic plan of the college. The 10
 446 year master plan is out of date, it is considered unworthy by certain quarters. But nothing has
 447 come out of it and we want the President to take an active role in trying to galvanize different
 448 sectors of the college community for us to up come with one that we think is worthy to be
 449 called our 10 year master plan.
 450
- 451 P7: Another point, something that I haven't seen since I came on board is a comprehensive
 452 marketing plan for the workforce. I'm talking about internship, apprenticeship, career
 453 placement in terms of improving our student recruitment of efforts. We need a marketing plan

for that. Sometimes when I go to these meetings I feel employers are puzzled because it still so fragmented when I do pull other departments in but I think we need a comprehensive plan and some kind of a package. To package together who we are, our identity and given these employers options. So we need to do something in terms of that.

P6: We would say that one issue that we want to bring to the attention to the President is to bring leadership to the development of an integrated marketing plan that spells out what we are as an institution, what we want to do, that which is tied to our recruitment and to selling our image as a college.

P1: That's already being worked on. The Communications and Promotions office is working on it and there is an enrollment committee put together to address that.

P7: I do not mean in terms of recruitment of students for placement in the college, but I mean recruitment to go into the workforce. That's what I want to see, some kind of package to say who we are, programs that we offer, internship and career placement to give options to employers.

P6: So that's still connected to the vision, the big picture that we raised earlier. That as a vocational institution, an integrated marketing plan should be out there as a document or as presentation or as a package. So wherever we go we know there is integration between what we are as an institution and who do we want our graduates to be when they join the workforce and how do we entice those employers to look at GCC as a valuable source of the workforce.

We went through 3 big sets of questions, big set of ideas and under each one of these were 3 subset of ideas that we all went through in a systematic way. I think this has been a meaningful discussion, remember this is a group of administrators. But when we have the very same set questions among a group of faculty, perhaps their responses will be different because there are differences in terms of interaction, the level of our interaction, with the President.

Thank you so much for your participation!

FG2

TRANSCRIPT OF the President's Annual Evaluation Focus Group: Staff
January 21, 2005, 11:00 a.m., President's Conference Room

FGS PARTICIPANTS

Participant 1 (P1)
Participant 2 (P2)
Participant 3 (P3)
Participant 4 (P4)
Participant 5 (P5)
Participant 6 (P6)
Participant 7 (P7)
Participant 8 (P8)
Participant 9 (P9)
Participant 10 (P10)
Participant 11 (P11)

1 Introductions
2
3 Introductions
4
5 Introductions
6
7 Introductions
8
9 Introductions
10
11 P4: For me personally on the management and leadership part, the President has Vice
12 Presidents below him and actually their functions, their operations and their evaluations
13 is the one that will really reflect on the President. That's my opinion, so in other words if
14 anything has to go up to him then something is wrong with the management level below
15 him. The President to me is like a P.R. guy, he takes care of the students, and he takes
16 care of public relations and all that. So basically, if there's any management crisis it is
17 those below him whom I find problematic. So it will be based on how each department
18 functions.
19
20 P10: In terms of being a public relations guy and being a good listener, any additional
21 comments? Remember you may not have experienced this yourself and may have heard
22 others say it; you may have seen it or read about it as well.
23
24 P3: His strength is communication accessibility because for one thing he's very accessible
25 and easy to communicate with. He relates to the lower staff people better as opposed to
26 the faculty. He can relate to us.
27
28 P10: Obviously you are talking about personal experience. Is it because of body language? Or
29 is it because he speaks your language or is there any kind of situation of personal

- 30 experience that made you conclude that he's easy to communicate with and accessible as
 31 well?
 32
- 33 P3: It's a combination of what you have said. Mostly, when you see body language you can
 34 tell right away if that person is not listening to your needs then you don't go to that
 35 person. But you can see right away by the way he presents himself. It's easy to talk to
 36 him. It is his voice, his communication. When you get to talk to him, you know he's
 37 accessible and he addresses our needs. That's one thing.
 38
- 39 P11: As for his management and leadership abilities, I think he should be more involved with
 40 the process.
 41
- 42 P10: We're talking about strengths at this time. When we say strengths, what do you see in
 43 him in terms of management and leadership that you think is a positive characteristic?
 44 We will move on to that later.
 45
- 46 P11: Okay!
 47
- 48 P9: He's easy to talk with. You can talk to him on a one to one basis. He understands and
 49 tries to solve the problem.
 50
- 51 P6: I agree. When I see him coming down or walking around the campus and checking on
 52 everybody I feel that's his way of showing everybody his ease of accessibility and that
 53 he's open for any type of communication. Even just to talk story. He's very open to
 54 employees.
 55
- 56 P5: Some of his leadership strengths are that he uses the managers that he has. He allows
 57 their management skills to be used to resolve problems and follows up on those. If
 58 there's a problem, he uses that person who is in charge of the area and gives him time to
 59 solve that problem without his interference. Basically utilizing the managers to do their
 60 job. He has an open door policy for staff, faculty and administrators. His personal
 61 qualities includes the fact that he's been at our level. He started at the bottom and has
 62 moved up to the top so he can relate to those areas.
 63
- 64 P10: Some synthesizing points. Delegation of responsibility using manager's skills to solve
 65 problems as they happen. Open door policy. Being able to relate to the level of the staff.
 66
- 67 P1: I haven't been here very long but I've seen him a lot and I think he is a very friendly
 68 person. He would say "good morning" when you see him. He will always greet you with
 69 a smile.
 70
- 71 P10: That's more in the personal quality then. So friendliness and the ability to relate.
 72 Someone who greets you in the morning and who can relate to you in a personal level.
 73
- 74 P7: As for personal qualities, the President is very approachable. He's always approachable.
 75 You can go and see him and always be able to talk to him.
 76
- 77 P10: Can you describe to me a person who you think is not approachable?
 78

APPENDIX E

- 79 P7: A person who is not approachable conveys that through body language, for example, the
80 don't bother-me type. But he's never like that.
81
- 82 P10: You said earlier that you have make those conclusions based on comparisons. Do you
83 know if there are people on campus who are not on those same personal qualities?
84
- 85 P7: Yes!
86
- 87 P2: Everybody has pretty much verbalized what I was thinking of saying as far as being
88 approachable on a personal level and accessibility.
89
- 90 P10: Have you had any kind of personal encounter or experience with the President where you
91 have validated those kinds of conclusions from others?
92
- 93 P2: He has come a few times to our office and I have found him approachable. He's not
94 intimidating
95
- 96 P8: That's another point, not intimidating. Maybe again that can be included in the qualities
97 identified in a person who is approachable.
98
- 99 P11: They said it all.
100
- 101 P10: P8 has simplified for us all those strengths that you have identified. Should you have
102 anything more to add for the purposes of note taking, we can go around the table again.
103
- 104 P3: Here's one thing I like to add! During my first year, I validated what makes him
105 approachable and easy to communicate with is when we had three hundred computers
106 that had to be unboxed and it was a Friday night. It was Thanksgiving. He was there
107 unpacking those computers. That really impressed me! We were talking among
108 ourselves obviously after other things. But he helped us and that made it a lot easier to
109 realize that he can emphasize in what we are because he's doing the same thing that we
110 are doing now and I can talk to him about these things. That made it so easy.
111
- 112 P10: That is a very good example of all those strengths that we have identified as a group.
113
- 114 P8: I strongly say that he provides hands on help; and that he has empathy; he is a good
115 listener; he uses his managers to resolve problems at their level before he intervenes in
116 corrections; he's approachable; he has an open door policy and has open communication
117 and very easy to talk to.
118
- 119 P10: In addition to things that were mentioned in the way he relates to the public in public
120 relations sense; the one on one basis for communicating with everyone in a personal
121 level; his strength on talking story with almost everyone so that he communicates with
122 everyone at the level that you are at; the way he manages people by going to them and
123 seeing and helping them at work (spot checking). Any other additions before we close it
124 this question?
125
- 126 P9: I have one question. When you talk to him, he'll ask your idea on how to solve the
127 problem. Rather than him telling you what to do or how to do it, he asks for your input.

128

129 P10: So he considers people's input as well in trying to solve the problem or the need. Let's
 130 move on to the second question. After talking about strengths, it is time to talk about
 131 areas of improvement.

132

133 P11: I believe he needs to be more involved with the process of getting things approved
 134 instead of him just waiting to get his signature on a piece of paper. I believe he should be
 135 more involved based on my experience and what I've heard, there's always seems to be a
 136 problem with what we're doing. There's always someone saying something else about
 137 getting things done, not being done right. I believe he should be more involved with the
 138 process of whatever we do.

139

140 P4: You have to remember that the President is up on the top and he has everybody below
 141 him to do their assigned tasks. If they fail in the bottom, we can say it is supposed to stop
 142 at the Vice President. If the President has to get involved then it's a failure of the Vice
 143 President to solve the problem below.

144

145 P10: Let me clarify this in terms of management and leadership this with regards to his
 146 involvement in the process of things moving on smoothly?

147

148 P11: Yes!

149

150 P10: P4 is saying that involvement should come from those assigned to those kinds of
 151 responsibilities. But P11 would like the President to exert more leadership in the process.
 152 So in other words, from your perspective it should be those managers doing their tasks
 153 but P11's perspective is that he should make those managers see that their tasks are
 154 fulfilled in a timely way.

155

156 P3: From what I elude from what P11 is saying, he wants the President to be more in tuned to
 157 our needs. If there's an impediment in regards to the process, he should fix it because he
 158 hears us.

159

160 P10: P11 thinks that's an area of improvement that the President has more hands on
 161 responsibility for something not being done in a timely way. But P4 and P3 are saying
 162 that there are people that are tasked to do specific tasks. In other words he cannot do it
 163 with a fix just because he likes you or you like him because there is process.

164

165 P5: But he may not also be aware. If he fixes it at that point in time it may not be in line with
 166 what the final goal is. So if he says go ahead and change this, I give you my okay the end
 167 result may change what was the initial plan.

168

169 P10: Because there's a bigger picture.

170

171 P5: Exactly!

172

173 P10: And most of the time, people in the organizational structure are not aware of the bigger
 174 picture. That's because we have a hierarchy here at the college. There's a vice president,
 175 there's a dean and there's a chair. Nonetheless, this is the area of improvement that P11
 176 wants to see. It's a valued one.

- 177
 178 P7: I'll skip for now.
 179
 180 P4: You have to remember that with management level, if the first line supervisor can't do
 181 his job, you then have to work you way up. When you go straight up to the President,
 182 that's a big jump, you are already saying that everybody from first, second and third line
 183 failed to respond. So when does the President come in, that's the question?
 184
 185 P5: The timeline for him to get involved or the timeline for it to move up the ladder should be
 186 shortened. Maybe it's taking too much time from the problem to go up the ladder to get
 187 to him.
 188
 189 P10: Which is why, by implication the area of improvement that we would like is for him to
 190 have greater control of how the middle managers will perform their task? Right! So that
 191 process is taken care of.
 192
 193 P4: I have one recommendation which is to put a suggestion box or a complaint box that goes
 194 straight to the President.
 195
 196 P6: I know the protocol. Having the President relate and communicate to staff versus going
 197 down from the President to the Vice President and below that. For what we just
 198 experienced from the past week, for example: we were told to work on three rooms, we
 199 finished the two rooms and when we were about to proceed to the third room, upper
 200 management informed us NO! and to change the room. The President was not aware of
 201 what was happening and was supposed to get a report first from the committee before we
 202 even started the rooms. For that specific example there was a breakdown in
 203 communication.
 204
 205 P3: In regards to the complaint box or suggestion box. That's another process. I know what
 206 will happen in the faculty meetings, they would wonder why the suggestion box, why is
 207 this up? It is just another process we have to go through, that is what upper management
 208 will say. That will be their reaction to his suggestion box.
 209
 210 P10: The point that P4 is trying to make is that way you still respect the process of the middle
 211 managers doing their job but the President has the heads up and knows the process is not
 212 being done and tries to resolve the situation so that this person is given the opportunity to
 213 fix the situation that needs to be fixed before it gets even bigger. For P3's point,
 214 nonetheless is that it is just another process.
 215
 216 P4: The suggestion box will go straight to the President.
 217
 218 P3: We have a legitimate reason to put in the suggestion box but you know that rumors can
 219 be vindictive, it's a third person thing. I can write certain things down just because I
 220 don't like that person, that can be one way of doing things. Your suggestion box will
 221 need to have at least someone there to filter what is legitimate and what's not.
 222
 223 P5: The suggestion box should not be just for complaints but for recommendations also.
 224
 225 P10: Moving back to this question. Are there any other points you want to bring up?

- 226
- 227 P8: One of the areas of improvement that is being recommended is to provide a suggestion
 228 box strictly for the President. Another area is that the President needs to have greater
 229 control of how middle management manages their area. The other issue is that the
 230 President needs to have better communication in regards to coordination between
 231 different departments or managers that have to work together in a particular project.
 232
- 233 P10: Let's move on to the next question. So again, based on what you have personally
 234 experienced, read, or heard from others, what are some of those burning issues that you
 235 would like to let the President know right away? When I say burning issues I'm
 236 interested in those issues that concern your area because it impacts upon the way we see
 237 how GCC as an institution should be working.
 238
- 239 P2: The signatures I seek for some reason the turn-around time is taking too long. I'm not
 240 too sure where it sits.
 241
- 242 P10: The timeliness of having documents processed at the office. How does this impact on
 243 your work?
 244
- 245 P2: A student will call in regarding his diploma because he is leaving off island or something
 246 and it's taking too long for signatures.
 247
- 248 P10: What is your proposed timeline?
 249
- 250 P2: I say three to four weeks. Is that too long for a signature?
 251
- 252 P10: Now at this time, what is the timeframe it is taking?
 253
- 254 P2: A little longer than three to four weeks. I think a two week turn around time is fine.
 255
- 256 P5: That is the timeframe. We just recently had a student, he submitted his application or he
 257 was getting a diploma re-issuance. It took over 3 weeks, to go from the GED Office up
 258 to the President's Office. The final signature which is the chair has to go off campus but
 259 why does it take 3 weeks to get signatures from the administrator? We got it out the
 260 second day from the President's Office. So what is the timeline from the time when the
 261 person actually comes in to request for that, from the time that it is created and sent to the
 262 second signature before it reaches our office?
 263
- 264 P7: Regarding diplomas, we order from Jostens which is off island and when students come
 265 in to request for diplomas or re-issuance we tell them 2 to 3 months. And they look at us
 266 and say what! Is there any way we can get it locally?
 267
- 268 P5: This student that I am referring to was told it takes that long because of signatures.
 269 There's no excuse for that. Quite honestly, we are all on campus except for the last
 270 signature.
 271
- 272 P7: It should be a maximum of 2 weeks. Maximum 2 weeks because of the board, the chair.
 273

APPENDIX E

- 274 P10: That is one burning issue that we would like to put on the table. Timeliness of signatures
275 on documents. But the issue still is there needs to be a flow chart that will probably come
276 from your office where there are proposed timelines. So there is better communication
277 between and among these offices involved particular in cases where signatures are
278 required. Any other issues you would want to raise?
279
- 280 P1: I don't have any. I'd seen the process of paperwork going to the Dean's Office and
281 everything is on a timely matter.
282
- 283 P9: I have one in mind which is the use of contractors. I know we're supposed to have some
284 sort of quality control program. I don't know if we do or not but it goes through the
285 administrator or Vice President. For what I've seen in my experience, a lot of jobs are
286 done but the work is not up to par and the contractors got paid for it already.
287
- 288 P5: They discover the problem after the fact.
289
- 290 P10: The issue you would like to bring out to the open is how could we ensure that quality
291 control is assured before the contractor is hired?
292
- 293 P5: Isn't there supposed to be inspections? Isn't that what QC basically does, they go in and
294 inspect in every level and stop it before it goes up?
295
- 296 P9: That I've seen so far, like I said, a lot of work is not up to par.
297
- 298 P10: The issue with regards to vendors and bid listing we can resolve that at another forum.
299 But any other issues you would want to raise?
300
- 301 P7: I've heard other departments like GPA got their increments when they released the one
302 step increment. GPA and parts of DOE got their full increments. Will GCC ever receive
303 that? Will the President push for the full increment?
304
- 305 P8: That is a legitimate issue that we would like to raise. The President needs to push more
306 or be more aggressive in seeing we get our full increments.
307
- 308 P5: The biggest thing on the news last night was the fact that the law allows for one
309 increment. Now they're telling everybody else if they want to go full, they have to have
310 it across the board. So technically whatever agencies have done, they have done it
311 against the law.
312
- 313 P10: Any other issues that concern your area?
314
- 315 P7: I think we're the only department as I look around that has no position step, like
316 Registration Technician I, II. We got Computer Operator I, II; we have Personnel
317 Specialist I, II and III; we got Accounting I, II and III but our department we're just
318 Registration Technicians. We got a Registration Technician with 20+ years, there is no I,
319 II or III. That's one issue we have brought up but up to now it has never been settled.
320
- 321 P5: A desk audit in your office.
322

APPENDIX E

- 323 P8: The issues would like to bring up to the attention of the President is for a proposed time
324 for turn-around time of signatures; and how can we ensure quality control on all projects;
325 the need to change procurement laws and for the President to be more aggressive to push
326 the full increment. Did we miss anything?
327
- 328 P10: I would like to thank you for your valuable support of our President's annual evaluation.
329 This focus group will only be one source of data for the report. We will still have an
330 interactive survey for everyone which can be done on the internet and there will also be
331 focus groups for the Board of Trustees and with students and faculty. Thank you so
332 much.

FG3

TRANSCRIPT OF the President's Annual Evaluation Focus Group: Student Leaders
 February 28, 2005, 10:00 a.m., President's Conference Room

FGS PARTICIPANTS

Participant 1 (P1)
 Participant 2 (P2)
 Participant 3 (P3)
 Participant 4 (P4)
 Participant 5 (P5)
 Participant 6 (P6)
 Participant 7 (P7)
 Participant 8 (P8)
 Participant 9 (P9)
 Participant 10 (P10)

1 Introductions
 2
 3 Introductions
 4
 5 Introductions
 6
 7 Introductions
 8
 9 Introductions
 10
 11 P7: This is about the President? Well, he's really, easily approachable. I see him on campus
 12 everyday about 2 o'clock. He does his weekly rounds and some students will approach
 13 him. He's very approachable and accessible. His door is always open. When you see
 14 him and if you have some comments and concerns, he always listens. That's the good
 15 thing about it.
 16
 17 P2: You did say something about everyday at 2 o'clock that he goes around campus?
 18
 19 P7: When I am on campus, I have classes at 2:00 and I see him walk around. I only have
 20 classes on Tuesdays and Thursdays when I see him walk around campus.
 21
 22 P2: That is because you recognize him?
 23
 24 P7: Yes!
 25
 26 P2: So maybe that's the question I should begin at this time. Prior to coming to this room,
 27 did you ever recognize our President? Yes? You all do. Alright!
 28

APPENDIX F

- 29 P7: Our student organization always invites him to open our induction ceremonies and he has
30 always been available for that too! He's always been our induction speaker and
31 honorary member as well.
32
- 33 P2: How many times has that happened P7?
34
- 35 P7: Since I've been a member, since Fall 2001. He has always opened our formal induction
36 ceremony.
37
- 38 P2: So in other words, you are talking about personal experience?
39
- 40 P7: Yes!
41
- 42 P2: Because you have had interaction with the President yourself.
43
- 44 P8: Well, when I first came here I did not know that he's the President. I just saw him
45 walking around and I thought he was a student or teacher. I came here Fall 2003 and
46 thought he was just someone walking around but then later, he was with this Micronesian
47 student when they were doing the fund raising and they introduced him to me as the
48 President. The President was just walking around making sure that we are doing good
49 and doing the right thing as to why we are here. Sometimes he'll meet with the
50 Micronesian students just to encourage them with their studies.
51
- 52 P2: Was that a personal experience of yours? Were you part of that group of students when
53 he came over?
54
- 55 P8: Yes! Sometimes he'll make an appointment to meet with the group members just to
56 encourage them in their studies. I like that!
57
- 58 P2: Alright!
59
- 60 P5: Well, this is my first time to be in this kind of meeting so on behalf of the organization, I
61 just want to share with you some recommendations regarding the management and
62 leadership being observed by the Micronesian students. According to their evaluation
63 and recommendations, they're more satisfied with the management and leadership under
64 his presidency. This is what I was told.
65
- 66 P2: So you are saying that you have had limited interaction with the President because this is
67 your first time being a leader of your organization? So when did you begin enrollment
68 here at GCC?
69
- 70 P5: Just this semester.
71
- 72 P3: Well, I think it was last semester where the President had a chance to meet with the
73 students at Chamaolii's.
74
- 75 P2: That's the talk story with the President.
76

APPENDIX F

77 P3: I think that was a great way for students to express their ideas regarding some issues that
78 have been going on with this school. I was there and expressed what I wanted to say to
79 him and we talked about it. I think it was good!
80

81 P2: What did you express at that time? What issue? What question?
82

83 P3: Like sport activities.
84

85 P2: Sports activities, in terms of lack of sport activities on campus? That you would like to
86 have more of that?
87

88 P3: Yes! Another issue was helping the disabled because I'd worked with one before.
89

90 P2: Would you recall what other issues were brought up in the forum? Who was there in that
91 forum last time other than P3?
92

93 P1: I know I've been to a couple of forum when he first started as President here. He had one
94 of those forums again where he meets with the students and our class went.
95

96 P2: What year was that?
97

98 P1: I believe it was 2002 – 2003. When he first became President, I know it was in the
99 cafeteria so the cafeteria was still up at that time.
100

101 P2: That was when it wasn't burned yet.
102

103 P1: Yes! The cafeteria was still up so that was awhile back. I remember that it was my first
104 time meeting him there and we talked about stuff that has changed. Lighting was a big
105 issue back then and parking too.
106

107 P2: Lighting in classroom or lighting in the parking lot?
108

109 P1: Parking lot! I know there are more lights out there now. The parking is a little better and
110 also the food at Chamaolii's.
111

112 P2: There was no food concession stand at that time.
113

114 P1: Yes! There was not a cafeteria during those meetings. I know that's up now. I also
115 heard him speak during the introduction for the new students. I know he spoke very well
116 and he greeted everybody especially from the Micronesian students in their native
117 language. I also had a chance to actually ask him some personal questions because I did
118 not know who he was and I found out he's also a graduate from GCC and formerly a high
119 school teacher.
120

121 P2: So you did get to talk to him personally in that respect?
122

123 P1: Yes!
124

APPENDIX F

- 125 P4: I do agree with what P6 said that the President is very approachable. Because we're
126 scheduled to go to a convention this April for our student organization, I believe he
127 entrusted me with making arrangements, in regards to the convention.
128
- 129 P2: Have you done that?
130
- 131 P4: Not yet because I'd just talked to him last Saturday at the mall.
132
- 133 P2: Can you give us an idea as to the kinds of discussion points that you will have with him?
134
- 135 P4: I think one administrator is in the process of doing the paperwork so he can be our
136 chaperone.
137
- 138 P10: Speaking from experience, I have to agree like everybody else that he is approachable. I
139 remember one year because our organization deals a lot with the satellite marketing
140 program in high school and we usually have a DECA competition. We have one this
141 Friday and we also have a banquet after that so I remember one year he did come even if
142 it was very short notice but I remember him going around and trying to greet the high
143 school students. That was a good experience. Because most of them do come to GCC
144 under a scholarship, they kind of have a feeling of comfort knowing who the President is
145 and how he is. That was a pretty good experience. I didn't meet him personally that day
146 but I remember him going around.
147
- 148 P2: Do you think that makes a lot of difference?
149
- 150 P10: I think so! For those students who will be entering GCC, they'll have the experience of
151 knowing who the President is. They will have a feel of how his personality is. He is truly
152 approachable and people won't be afraid to show up to his door and maybe ask him a
153 couple of questions. So I think that's pretty good!
154
- 155 P2: How new is your organization?
156
- 157 P9: I think we just started this semester. I think we're about 60 members. I haven't had a
158 chance to speak to the members but based on my personal experience, I usually see him
159 walking on campus, but at that time I didn't know he's the President.
160
- 161 P2: Around what time is that?
162
- 163 P9: Like in the afternoon maybe about 2 o'clock. I got to know him as the President when he
164 arranged a meeting with our student group. There he encouraged us and indicated that his
165 office is always open to the students, that if they have any concerns or anything regarding
166 the school they're welcome to his office.
167
- 168 P2: When that happened were you in a group of how many students? Did that happen in the
169 hallway or was it in a classroom?
170
- 170 P9: He set up one of the classrooms for a meeting just to talk to the students.
171
- 172 P2: Was that arranged by the Student Development Office?
173

- 174 P9: I think it was arranged by the members of our group.
175
- 176 P2: Alright!
177
- 178 P9: So from that I understand that it was a good idea because that's the only way. If the
179 students are scared to voice out their opinions, that's one way of sharing with the
180 President.
181
- 182 P2: So P8 have you ever met the President personally?
183
- 184 P8: No, I haven't met him personally but I have seen him. Last semester I was a work study
185 student for an instructor who was recently ill and he came into the classroom and asked
186 her how was her health and how is she doing? If she is experiencing any pressure from
187 school or home and she mentioned she was fine. After the President left, my instructor
188 mentioned that was the President and that he was so concerned about her health. She also
189 added that he is a good person.
190
- 191 P2: Any additionally anecdotes?
192
- 193 P7: Well, an interested thing happened two weeks ago. It was about 3:30 pm and we were all
194 in our offices when he came by door to door asking if anyone's car is parked outside
195 because the car's tire had a nail sticking right out there. He went to each room in our
196 wing trying to locate that person and he did locate that person.
197
- 198 P2: So what did you think about that in terms of how he is, in terms of any of these things
199 that we're discussing?
200
- 201 P7: I felt that he was such a sweetheart that he really cares about everyone in the college to
202 actually do that as he was leaving. He actually took the time.
203
- 204 P2: Any other anecdotes or any other stories that you would wish to add to this? What else
205 would you like to the President to do? You are students and so of course your concerns
206 are different from the other sectors of the college.
207
- 208 P9: Well, we should extend the place for study because the library sometimes it's full. It's
209 noisy and we can't concentrate on our studies.
210
- 211 P2: So a study hall or a study room dedicated for just that kind of activity other than the
212 library. Would you like to add something to that?
213
- 214 P9: We currently have a planned project. We're thinking of building local huts.
215
- 216 P2: On campus?
217
- 218 P9: Yes! Lower campus.
219
- 220 P2: For study purposes.
221

APPENDIX F

222 P9: Yes! They can use it for study purposes and all the other organizations can use it for
223 meetings. We are just waiting for an administrator to approve it.
224
225 P2: Your advisor?
226
227 P9: No! He's going to approve it and that is when we are going to start work on it.
228
229 P2: Okay! So the plan has ready been submitted to Office of Student Development.
230
231 P9: Yes! We even went to an office (I don't know the name of the office) but we drew a
232 picture of the huts that we are planning to build.
233
234 P2: How many do you wish to build?
235
236 P9: One.
237
238 P2: Only one. So how can that be an area of improvement for the President? What would
239 you like the President to do in this case?
240
241 P9: Can I think about it for awhile?
242
243 P2: Maybe you may want him to see this project as truly important for your organization and
244 that he will push forward with its approval. Maybe for your organization or any specific
245 kind of project that you may have?
246
247 P3: Our organization is planning to make a map for the campus and I was hoping that the
248 President could help us sponsor it, like helping us in making our school maps. It will be
249 easier for students, especially first timers, to know where they're going, instead of asking
250 other people for directions.
251
252 P2: A campus map that is more or less like something in the mall? Remember when you go
253 to the mall there is a directory that says you are here! Is that the plan that you have?
254
255 P3: Yes!
256
257 P2: Good idea!
258
259 P3: I would like the President to help sponsor it.
260
261 P2: In what sense would you like sponsorship in that project?
262
263 P3: Like getting other companies to help us make the map and everything.
264
265 P2: Alright!
266
267 P7: Well, I think he is fine as he is. But if you're talking about organization-wise, this
268 November we had a project to put up designated smoking area signs. We already had
269 people to do it; everything was going to be free. The President already signed the letter
270 saying we are smoke free for one whole day which was interesting because if you go out

271 the balcony (in Building A) you can see all the people that do smoke. We wanted to put
 272 up the designated area smoking signs but were having a hard time with administration
 273 downstairs. They mentioned it's going to be too much work and we were trying to
 274 explain to them it is not too much work.
 275

276 P2: When you say administration downstairs, which wing?
 277

278 P7: Down at lower campus. A specific administrator is saying it's going to be hard to put up
 279 signs. We are saying it's not. We're going to make it and for them to show us where to
 280 put it. So it is still in the process. We can't move on it until we have their approval. But
 281 the President said to go ahead.
 282

283 P2: So in other words you are seeing some resistance from administrators who do not believe
 284 in what you want to do. Is that what you are saying?
 285

286 P7: Yes! But the President says go ahead, achieve for it. But it is kind of hard when you are
 287 down there and want to put it up and we are not being helped.
 288

289 P2: So how do you plan to resolve that issue?
 290

291 P7: I'm not sure yet. We're working on it.
 292

293 P2: Okay! How long have you been working on it?
 294

295 P7: Since November.
 296

297 P2: Since November? So it's been going for another semester.
 298

299 P7: The Great American Smoke-Out, that took place, yes, and then we're trying to get it
 300 enforced. Because it's bad when you are coming out of the computer lab and there is
 301 smoke all around you. People are smoking upstairs and they're not supposed to. When
 302 they enforce it, it was getting to them and then they stop. Some people are saying, I
 303 can't believe they're smoking up there and can we do anything about it?
 304

305 P2: So if you look at this question again, that one area of improvement that you would
 306 suggest is what? For the President to twist arms?
 307

308 P7: Not to twist arms!
 309

310 P2: Exert subtle measures?
 311

312 P7: He should have someone set up fines.
 313

314 P2: Alright! So that's one area.
 315

316 P5: I have a question regarding the library.
 317

318 P2: What about the library?
 319

- 320 P5: Can they open it up on weekends, so the students have time to use the facility?
321
- 322 P2: The library is closed on Saturdays now. It used to be open on Saturdays. There are
323 classes on Saturdays and students are not able to use the library.
324
- 325 P7: The labs are open though.
326
- 327 P2: Is the lab different from the library P5?
328
- 329 P5: Yes! It's totally different from the library.
330
- 331 P7: We don't have the resources.
332
- 333 P2: Why? Because you cannot use the books, you cannot use the tables to spread out
334 materials.
335
- 336 P5: Or do whatever business we need to use the library for.
337
- 338 P2: Is it because you're using the library as a meeting place?
339
- 340 P5: No!
341
- 342 P2: Or just because you want a study area other than the lab?
343
- 344 P5: Yes!
345
- 346 P2: One issue that is still ablaze is regarding King's. But there's been some compromise. It
347 is non-food items that are being marketed.
348
- 349 P10: Yes! But that is where most of the money is coming from. All the student stores selling
350 food are closed right now. That is where we make most of our money - from selling
351 food - and I don't know why they closed it? That is a big issue that a lot of high school
352 people were very disappointed about.
353
- 354 P2: How did it come about?
355
- 356 P10: I just found out one day that they're all closed because of King's. They did not explain to
357 me what had really happened. With the marketing at the student stores that is also how
358 we get scholarships to come to GCC. That's how I got mine. I know that they haven't
359 been giving out scholarships because they don't have money anymore.
360
- 361 P2: Because of this current problem?
362
- 363 P10: Because of the closing of the student stores.
364
- 365 P4: One other thing. In the Medical Assisting program, I don't think many of my classmates
366 even know who the President is.
367
- 368 P2: So what is your proposal then? What is something that he can do?

369
 370 P4: Maybe he can go to our classroom and just introduce himself and then talk about some
 371 stuff that the students want to discuss.
 372
 373 P2: Anything more? What else would you like the President to do?
 374
 375 P6: A place to play sports.
 376
 377 P2: A place to study and then a place to play as well. Work hard, play hard. Is that
 378 something that the others also think in terms of recreational activities at the college?
 379
 380 P6: I heard from my organization that they would like to have a place to play, like volleyball
 381 and basketball here at GCC. And for me, I love sports so yes!
 382
 383 P2: Are there any other issues you would like to bring up?
 384
 385 P4: We don't have that many supplies.
 386
 387 P2: Supplies for what course?
 388
 389 P4: Medical Assisting
 390
 391 P2: Supplies in terms of what?
 392
 393 P4: Because during our lab hours, some of the stuff there has expired. Supplies like the strips
 394 for the urine analysis that has expired. I don't know what our instructor needs right now
 395 but there are some new stuff they are using at the clinics. So when we go to the clinic to
 396 do our clinical hours we don't know how to operate that because we don't practice it here
 397 at school.
 398
 399 P2: This is an issue that we can lay out on the table and sort that out later. But something that
 400 you find lacking is the area of supplies for medical assisting activities that you do in your
 401 classroom. Any other issues? Anything more that you can think about this time?
 402
 403 P1: I also noticed we have a hard time transferring some courses here to UOG.
 404
 405 P2: So articulation issues.
 406
 407 P8: Maybe also the re-instatement of the certificate program for Tourism.
 408
 409 P2: I would like to thank you for your valuable support of our President's performance
 410 evaluation. This focus group will only be one source of data for the report. We will also
 411 have an interactive survey for everyone which can be done on the internet and there will
 412 also be other focus groups with other students and faculty. Thank you so much.

FG4

TRANSCRIPT OF the President's Performance Evaluation Focus Group: Adjunct Faculty
 March 3, 2005, 5:00 p.m., Library Classroom

Focus Group Participants

Participant 1 (P1)
 Participant 2 (P2)
 Participant 3 (P3)
 Participant 4 (P4)
 Participant 5 (P5)
 Participant 6 (P6)
 Participant 7 (P7)
 Participant 8 (P8)
 Participant 9 (P9)

1 Introductions
 2
 3 Introductions
 4
 5 Introductions
 6
 7 Introductions
 8
 9 Introductions
 10
 11 P8: I know that your exposure or interaction with the President may be limited to a certain
 12 extent but that is precisely the kind of perspective that we want as well. So based on
 13 what you personally experienced, read, or heard from others, what would be the strengths
 14 of our President?
 15
 16 P5: Regarding technology, I have seen it improve because we now have different software
 17 like Word, Publisher, Excel, PowerPoint, Access. The only thing I really seek that
 18 maybe needs to be improved is email. Students don't have email; the only email they
 19 have is like hotmail and yahoo. They used to have Pegasus mail. I don't know if they
 20 still have that.
 21
 22 P8: Any other thoughts?
 23
 24 P7: Well, I served on a couple of grievance panels and so then meeting with him individually
 25 in a small group, I have found him to be... Like some people may carry about certain
 26 wisdom in dealing with a situation that people are upset or other people are angry at. He
 27 seems to have a calmness about him that was effective in assisting us in the work that we
 28 were doing and he expressed that calmness pretty well. On another side, it only
 29 happened once, it was a large meeting like when the whole campus is invited in which I
 30 attended and I think he is stronger one on one than he is in talking to a large group. So
 31 his strength will be on one to one communication rather than talking to a group.

- 32
- 33 P9: He has a weakness in communicating with a large group whereas he has strong
34 communication skills when he is on a one on one basis.
35
- 36 P8: And he has a certain calmness in him when he deals with issues that could be explosive.
37
- 38 P7: Yes! He can handle that situation pretty well.
39
- 40 P8: Alright! And his strength in leadership is pushing technology forward for GCC.
41
- 42 P3: My dealings with the President, is very limited but when I do deal with him he is very
43 stern with addressing problems. The weakness is I don't see anything in writing in terms
44 of how did he solved the problem. It is always in general terms. Let say for example,
45 payroll issues, he will say let's address this. He'll address it that way in terms of
46 communication but I have not seen the end result.
47
- 48 P8: So the end result seems to...
49
- 50 P3: It's incomplete.
51
- 52 P6: I've never talked to him. I've never gotten a memo or a letter from him. I've heard very
53 little about him from my colleagues. I worked directly under him for several years in
54 Continuing Education and I've never met him either.
55
- 56 P8: And how long have you been here at GCC?
57
- 58 P6: About nine years.
59
- 60 P1: I haven't met him too on a day to day basis but I think he was instrumental in helping my
61 department. When we're planning to have an academy, he was right there to give a
62 helping hand. When there was a rivalry between two departments, he was right there as a
63 mediator.
64
- 65 P2: As for me, I've never met him but I've seen him walking around. But I don't think he
66 knows I'm a teacher.
67
- 68 P8: Walking around at what time? What time do you usually teach?
69
- 70
- 71 P2: I start at 4 o'clock usually. Since 2000 I've been here and have started classes at 4:00
72 p.m. all the way to 9:30 p.m.
73
- 74 P8: You have seen him walking around?
75
- 76 P2: Yes! At 4 o'clock, I guess before he leaves campus. I guess his strength is his presence
77 on campus. He makes himself seen.
78
- 79 P8: But you have never talked to him?
80

- 81 P2: Yes! I just say hi and that's about it. That's as far as it goes.
82
- 83 P7: I just want to follow up with an observation that the President seems to have a low
84 visibility, I think. Not only maybe amongst adjunct faculty but possibly around the
85 campus. I don't know if a lot of students would identify him or not when he walks
86 around campus. Now in some ways, what becomes important is if he's not highly visible
87 then how is he spending his time and then if he's spending his time? I would think he's
88 spending a lot of time dealing with off campus issues like with the legislature and with
89 businesses that we service or that want to be serviced by us. But low visibility in one
90 sense can be good and in the other sense it can be damaging. Because people might be
91 saying where is the President in this? Why isn't the President here?
92
- 93 P8: Why is he not amongst us? It can be a question.
94
- 95 P7: Possible!
96
- 97 P3: I'd like to reiterate that with an observation regarding BBMR. I've never seen him in
98 public in terms of presenting the budget. Like he said, where is the President when we
99 really need him to justify certain budget issues?
100
- 101 P8: So that will be an area of improvement in terms of seeking more ways to be visible to the
102 general public.
103
- 104 P3: Yes!
105
- 106 P8: Particularly in times of budget hearings.
107
- 108 P3: Yes! It's always the controller. When we present the budget, the big boss is supposed to
109 be there.
110
- 111 P2: I've seen him walking around 4 o'clock in the afternoon. Since I've been here for about
112 5 years, this is my 5th year, I've seen him about 4 times once a year.
113
- 114 P8: And he has never stopped by to say Hi?
115
- 116 P2: Just walking! I don't think he knows I'm a teacher that's why; he probably thinks I'm a
117 student. But I know over the years he has talks where he has invited students to come and
118 sit down and I know I send my students there to meet the President and especially when I
119 teach the adult high school because I feel they don't cater to the adult high school
120 population as much. So I send them to make their voice be heard.
121
- 122 P8: Did you send them in last semester's President's forum with students?
123
- 124 P2: Yes! The last semester!
125
- 126 P5: I think that 'meet the President' is a good idea. I did send my students there also to meet
127 the President.
128

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129 P8: Excellent! He does that I think once every year usually in the spring. Did you get any
130 word from your students back from that meeting?
131

132 P5: I didn't get any word.
133

134 P2: I did! I had them write on what they heard and the issues that were brought up to him.
135 Like the light issue on campus in the evening, he said that is already being taken care of
136 and there are lights now. So I guess he does the job. That was one issue that I
137 remembered.
138

139 P8: You heard that from the students?
140

141 P2: Yes! From the students!
142

143 P6: I think we can use a little more leadership and more accessibility. We have some serious
144 problems in GCC and those of us who are in the trenches we know what they are, we
145 know what needs to be done but we don't have any path to get the President's attention.
146

147 P8: What do you mean exactly?
148

149 P6: The leadership has to come from the top down but we don't have any mechanism to make
150 him aware of the seriousness of the problems that we're facing. And I have talked to my
151 colleagues we all know that there are problems but we don't see anything coming down
152 from the top.
153

154 P8: Will that be subsumed under governance issues? That there are no clear governance
155 structures that will allow adjunct faculty like you to bring about changes through a certain
156 system or process that is already place?
157

158 P6: I agree with that logically the adjunct faculty is ignored.
159

160 P8: How long have you been here at GCC?
161

162 P6: Nine years!
163

164 P5: I've been to some of the functions to meet the President. What was that last function?
165

166 P8: The convocation. Usually the adjunct faculty is also invited.
167

168 P5: And that's a very good idea to meet the rest of the faculty body. I agree with that.
169

170 P6: I agree with this gentleman that the stuff that comes up in those sorts of meetings is
171 mostly petty things. And the problems we got are much more serious than what we're
172 going to solve in a social function. Much more serious! We have some very serious
173 problems!
174

175 P8: Some maybe you can be a little bit more concrete? So we can see how those can be
176 addressed?
177

- 178 P6: One of them is standards! I've students coming back to me even though my English class
 179 and other faculty members in English classes articulate over to UOG. Professors over at
 180 UOG are telling the students we don't want GCC students, take the course over at UOG,
 181 and drop the class now because you are going to fail. I have had that experience the last
 182 couple of years, about 7 students, not all mine, only one of them was mine.
 183
- 184 P8: So what will be a way to address that kind of problem?
 185
- 186 P6: We would have to raise our standards!
 187
- 188 P8: In terms of faculty?
 189
- 190 P6: I think the faculty is capable, are very capable. The problem is our students. It kind of
 191 works into two of our problems. The other problem I see is were not attuned to the
 192 students' needs here. I am teaching the only night time English class. I've an overload,
 193 I've 28 students in my class and I had to turn away 3 more. I would have had 31 if I had
 194 taken everybody and that's because I am the only one that teaches it at night. Which is
 195 the community we're supposed to be serving, people who are going to school part-time,
 196 working during the daytime and taking classes at night. There is no 8 o'clock class so I
 197 have a bunch of students who would come ten minutes after 6 o'clock because that is the
 198 time they get off work. So they are not being served either.
 199
- 200 P8: So in terms of scheduling classes you see that as an issue? That there should be a more
 201 equitable way in which classes are scheduled, so that various needs of students can be
 202 accommodated?
 203
- 204 P6: And working into that we don't have enough of the right classes. Because I turned away
 205 3 students and there were many more who went to sign up but found out my class was
 206 full way before the semester started. The second thing is it goes back to standards. Many
 207 of the students that I am getting from our own development and English courses don't
 208 have middle school English skills. They don't belong in my class and some of them get
 209 into my class by counselors that don't pay any attention to what the prerequisites are. I
 210 have a student in my class who needs this English class to graduate. He's been through
 211 all the classes and now he only taking my class because he needs it to graduate.
 212 Something is seriously wrong there.
 213
- 214 P8: So in other words, you're saying that in terms of the academic program quality there are a
 215 lot of issues that need to be addressed.
 216
- 217 P6: Absolutely! You're going to find that out when WASC comes out here. I am already
 218 seeing it with my colleagues over at UOG. It's going to hit us!
 219
- 220 P4: Well, I have been here for years. Years since 1986 and so with me I have seen changes. I
 221 mean big changes to me from facilities, to things like student affairs in terms having the
 222 students become a voice, I have seen that. I guess it's because I've been here when it
 223 first started out with the little building that it was before. I have been here that long so to
 224 me I have seen changes. And I've seen it grow and so I am looking at it in from a
 225 different perspective because I have been here since 1986. I was here when we didn't

- 226 have air conditioning, I was here when we didn't have all the computers, and I was here
 227 when the library wasn't the way it is today. So I have seen changes.
 228
- 229 P8: This is your reaction to a previous comment.
 230
- 231 P4: Because I have been here for a long time. I know what they're talking about because
 232 there is a difference with the expectations for the students who is here for an adult
 233 diploma versus one that is here for an associate. So I have grown to know the difference
 234 between the two. But it is true that the standards at UOG and GCC are not the same and
 235 it is true that the students come to GCC for the easy way out is what they call it versus
 236 something they cannot achieve through UOG. So I see us more like the stepping stone
 237 for them. But UOG is not appreciative of GCC but you know I see it as we are serving
 238 the needs of the community, we are their stepping stone whether they care to admit or
 239 not. We do get those students who start from nothing and we work with those students.
 240 So those students come over here and it's us that puts in the time and effort to get these
 241 students to where they're supposed to be.
 242
- 243 P6: One of the things that I've noticed in the nine years that I've taught here is that our role is
 244 changing. I have from most of those years passed out a questionnaire asking my students
 245 what they were expecting from this course and one of the questions that is on there is: Do
 246 they intend to go on to a four year degree? Five years ago maybe half answered yes to
 247 that question, now last couple of years virtually all of them. One or two students in my
 248 class are looking for an associate degree the others are looking for a cheap and easy
 249 maybe, an English class. The problem is when these classes articulate and students go on
 250 into colleges where they are expected to be able to do English work, now we have the
 251 English and can't, they fail. So I mean it's wonderful for us to help the students who
 252 maybe UOG doesn't want to handle. I agree with this lady completely that they have an
 253 attitude over there too! But we can't compromise standards because it doesn't really help
 254 the students in the long run.
 255
- 256 P8: What other issues would you like to bring to the attention of the President? What are
 257 those questions or issues that you want to address?
 258
- 259 P4: In terms of the employment issue, I understand the full time faculty has first priority but
 260 I've also seen that there are certain full time instructors that students don't want to sign
 261 up for their class. And so, let's face it; students are not dumb they know who will help
 262 them get through and who will not work with them. So you have an adjunct name on
 263 there and the students they go and sign up for that class but because we are adjunct and
 264 the full timers have first priority many times we lose our class because that full time
 265 instructor has to get the class first and so we wind up with the leftovers. I understand
 266 we're adjunct but we need to look at if we're serving the students then we should have
 267 some kind of measure here because students know who will work with them. I started to
 268 come to GCC and I've been here for the longest time because I came here to help
 269 students and I don't see that in many of the instructors that are here. But I do know and I
 270 believe that many of the adjuncts that are here would agree with me that when the full
 271 time teachers have their load that they need for the course to go, you wind up losing the
 272 class.
 273
- 274 P2: That happened to me this semester.

- 275
 276 P6: And it has happened to me.
 277
 278 P5: And to me.
 279
 280 P8: So it has happened to all of you.
 281
 282 P4: You kind of wonder why would the students take an adjunct class knowing that there's
 283 this instructor that has been here for the longest time but they all seem to gravitate to
 284 certain people. Why?
 285
 286 P6: I agree with you. Some of that is not the people that they gravitate to though it's the time
 287 slots and we get the unfavorable, dislikeable, supper, late, night time slots that the
 288 students want but the regular full time faculty does not want. They want 8 to 5.
 289
 290 P4: Well, I know I lost my class many times because the full time teacher was not able to fill
 291 their class. I mean, when you think about it, you're selling your class so you have to
 292 entice these students. These students know there certain people here that would work
 293 with them and there certain ones that are just here to collect their paychecks. My
 294 students tell me, they will wait and see when my class is going to be offered and if I'm
 295 going to teach an upper division class because somebody in the full time sector didn't
 296 want to teach for some reason, they would make sure they sign up for that class because
 297 they know I am going be there.
 298
 299 P6: We also have no voice in the textbook that we're using. For the last two semesters I've
 300 been teaching from a book that our students cannot handle. They cannot read this book
 301 and we had a good book.
 302
 303 P8: One issue deals with cancelled classes for adjunct and second one is textbook selection.
 304
 305 P6: And another example, I've put together a course that I did not get paid for doing this
 306 work, selected a book, had the book audit and the course and book is now being taught by
 307 a full time faculty. While I am using a book selected by a full time faculty that I don't
 308 like.
 309
 310 P8: So you want to voice also in textbook selection.
 311
 312 P3: I have a version that is very much different. They gave the full time teachers books and I
 313 have no books at all. And secondly, they said here's the book you're going to be using,
 314 when I go to the class, only to find out I've an outdated book and the students have the
 315 new book. So how can I teach? Then they tell me you will get your book after two
 316 weeks into the semester.
 317
 318 P8: That should be the responsibility of the department chair.
 319
 320 P6: Same experience! Same thing!
 321
 322 P3: But three semesters in a row?
 323

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- 324 P8: Bring it to the attention of the department chair because it has to be brought to the
325 attention to the dean. So in cases where you have cases like those if you do not get any
326 kind of reaction from the department chairs you are perfectly within your right to get in
327 touch with the dean.
328
- 329 P7: No! The reaction of the department chair could be we don't want you to teach next
330 semester.
331
- 332 P7: So it just depends on how you look at what you're doing but I've seen that happen.
333
- 334 P8: Not specifically about the textbook but on some other issues?
335
- 336 P6: On any issue! The department chair has to decide if I teach next semester or I don't teach
337 next semester. If I cross him or her in any way, I am out of a job. If I raise trouble, if I
338 speak out, I'm out of a job. Goodbye! It's that easy, they just won't call me.
339
- 340 P1: We got the same experience regarding the books. Just like this semester I based my
341 syllabus and course outline on the previous edition. And when I walked into the
342 classroom just like P3 said, the students have the new book and I still have the old
343 edition. So what I did the following day I called up the chair and asked how come I was
344 not informed. They say they're sorry and that they were supposed to inform me.
345
- 346 P8: Anything more?
347
- 348 P5: I just agree with P4 regarding the technology. That it has improved because I've seen it.
349 I graduated from here also and then I transitioned two years to UOG and it only took me
350 two years to graduate. So the program is going good and there are a lot of improvement
351 in technology.
352
- 353 P6: We need offices! And that's another place we take...
354
- 355 P5: We need more classes too!
356
- 357 P8: Is there not a faculty room?
358
- 359 P6: Well, there's a faculty room but where is a place where I can meet with my students?
360 When I teach over at UOG, I get an office and I'm required to have office hours and I get
361 paid for those office hours. Students can come to me with their problems and I can help
362 them. I can't do that here in fact here I'm playing second fiddle again whatever
363 classroom space is available. This semester I had an overload, the original classroom that
364 was assigned I had just enough chairs. That's when I finally stopped accepting overload,
365 when I have no chairs. The full time faculty came in on the third day of class, rearranged
366 all the furniture so I didn't have enough chairs anymore for my overloaded class. She
367 rearranged it to be comfortable for her 13 member class and I got moved out to a second
368 rate classroom.
369
- 370 P8: So classroom assignments and offices for consultation work with students are an issue.
371 Any other things on your mind?
372

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- 373 P1: In the past just like P6 has said, they used to pay us the prep time. An hour and half or
374 prep time including the 3 hours of every week. But how come it was abolished? Is it
375 because of the budget or what?
376
- 377 P8: Any perspective on that?
378
- 379 P4: You know when I took on as adjunct faculty, I just wanted to work with older students so
380 the pay wasn't an issue with me, and I stayed with GCC even when the pay was bad
381 when it went down to \$25.00. I've stayed with GCC every since the pay has fluctuated
382 from \$43.00 to \$25.00 but I stayed with GCC only because the students and I feel
383 rewarded when I work with these students. So pay wasn't really the issue for me, I just
384 stayed on. But yes! I have seen the salary fluctuate and I also noticed that for example:
385 there's a flat rate for adjunct if you teach a two hour course whether it's upper division or
386 lower division course if it's two hours you will get more than if you teach the upper
387 division and it's an half hour less. So you will get more for teaching the two hour course
388 for the one and half hours so between the two if you're here the pay, teach the lower
389 division because it's two hours. Don't teach the upper division because it's an hour and/a
390 half. I have said that I am not here for the pay. I'm here because some of these students I
391 worked with since they started out just taking one class and I have tried to work with
392 them. So that is the only reason why it's rewarding for me to see some of these students
393 start out from families that I know, where they're from and I know what they're here for
394 and so it's rewarding for me when graduation time comes. That's my reward when I see
395 them at that point and they come back to me and they say to me, I am going to be
396 graduating. Just knowing that I was a part of getting them to where they're at is a good
397 feeling. So they start with my class and then when I see them move up that's the reward
398 that I find.
399
- 400 P8: Thank you for those insights.
401
- 402 P7: I think the relationship that the President should look at for improvement would be the
403 relationship between the department chair and the adjunct faculty.
404
- 405 P8: Like all these issues that you're bringing up. To improve on department chair and
406 adjunct faculty relationship, in order for adjunct faculty to have a voice in the way
407 textbooks are selected, in the way classes are scheduled, in the way standards are set and
408 in the way textbook editions are decided upon. Those many issues fall under the purview
409 of your department basically. So in terms of looking at that relationship, you'd like the
410 President to exert more leadership in seeing to it that the voice of the adjunct faculty via
411 the department chair is heard by the administrators.
412
- 413 P6: That is routine over at UOG. Adjunct faculty goes to the faculty meetings, department
414 meetings all the time. It's mandatory. It's required. And they get paid for being there.
415 One of the problems is you can ask us all kinds of things but we don't come unless you
416 pay us. I have dedication as you do but there are only so many freebees I am going to
417 give you especially when I have no job security.
418
- 419 P8: Alright we heard you! All these issues are being documented. Are there any other
420 thoughts?
421

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- 422 P4: There is one thing I do like to see though, when I need little supplies like chalk or the dry
423 erase pens. I know I'm supposed to request that from my department chair but many
424 times I place it in the classroom so I'm thinking it's still going to be there only to come to
425 the classroom and find out it's gone.
426
- 427 P7: I think it's the 5th department chair that I have gone through since I came on board. The
428 one I have now includes me in everything. It makes a big difference. So then I can go in
429 and feel gungho about getting supplies and stuff and not feel like I'm hassling them. A
430 lot really depends on the department chair.
431
- 432 P8: Yes! That is why the relationship between the department chair and the adjunct faculty
433 and all of these issues you have brought up today in these particular session are important
434 issues. Your voice is the voice that we want in trying to shape the kinds of improvement
435 that we want in the classroom particularly so because you are in contact, direct contact
436 with our students. I hope in the future we can have more of these sessions and hope to
437 also invite others and maybe we can begin seeing some improvement take place. As this
438 session has demonstrated, listening to each other can be very productive. Have you been
439 listening to each other? Now you know exactly what others are thinking. Thank you for
440 your participation!

FG5

**TRANSCRIPT OF the President's Performance Evaluation Focus Group:
Full Time Faculty (Junior)**

March 31, 2005, 11:00 a.m., President's Conference Room

Focus Group Participants

Participant 1 (P1)
Participant 2 (P2)
Participant 3 (P3)
Participant 4 (P4)
Participant 5 (P5)
Participant 6 (P6)
Participant 7 (P7)
Participant 8 (P8)
Participant 9 (P9)
Participant 10 (P10)
Participant 11 (P11)

1	Introductions
2	
3	Introductions
4	
5	Introductions
6	
7	Introductions
8	
9	Introductions
10	
11	P8: One of the strengths that I think Hermie has is that he does have a way of communicating
12	with people on a personal basis. He tries to understand people and get a context of where
13	they're coming from. And I think that's a strength.
14	
15	P5: So that's on the personal level of communication.
16	
17	P11: I think he's a President that makes himself visible on campus to both faculty and
18	students. I see him walking around and talking to students. He's very approachable and
19	he has an open door policy.
20	
21	P5: Physical visibility, approachability and open door policy.
22	
23	P3: Yes! I agree with them, he's very friendly and he talks to me about my cultural heritage.
24	He is very friendly.

25

26 P9: I can remember several times when I talked to him; the words that he used are very
 27 encouraging. He is always on the positive side. I have never heard any negative things
 28 coming from Hermie. I feel very encouraged: He makes me feel needed, thereby making
 29 me enjoy my work here at GCC.

30

31 P6: He is very personable to me because he comes up to my office to chat a lot. And it's not
 32 always about counseling stuff. He is easy to communicate with.

33

34 P10: Yes! I agree with P8 and P11 that he is very accessible.

35

36 P5: Accessibility again!

37

38 P1: I do agree too! Because he does come into the shop and gets a manicure and talks to the
 39 students. He comes every semester, he does! Maybe twice or three times, he'll come in.
 40 He'll walk on in and talks to the students outside about everything that's going on.
 41 Personally, before he even became President, I was very impressed with him even when
 42 he was still the dean. I felt like he is the one that saw them at their level, where they're
 43 coming from. I remember there was an incident that happened and he asked if anyone
 44 had ever talked to the other instructor, and nobody did but he is the one that came up
 45 personally and talked to me. And I was very impressed about that.

46

47 P2: To me, I think one of his strengths is that he is very much aware of all the ethnic groups
 48 here on the campus. He is so aware that he can recognize the different languages and the
 49 different student populations. And I think that's a really good strength as a President.
 50 Instead of lumping us all into Micronesian, you know. There are really distinct ethnic
 51 groups within Micronesia and I think he is very much aware of the different groups. Not
 52 only Micronesia but the other neighboring islands of the Pacific.

53

54 P5: So recognition of his skill to be able to distinguish between and among the different
 55 ethnic groups present on campus and at the same time as P3 said, speaking the language
 56 of that particular group – you can consider those strengths. And at the same time
 57 reminding us that we all belong to different cultures.

58

59 P4: I feel that one of his strengths is that he's very approachable. It's very easy to just talk to
 60 him and it's not like here you would think as a President of a college, with a big chair in
 61 his big office and you're scared to go in, like going to a Principal's office. It doesn't feel
 62 like that at all. It feels like you can just talk to him and with the students, I hear the same
 63 thing. When he comes to our functions and he speaks to the students, the students ask
 64 me; Wow! He doesn't look like the President; he looks like just a regular person. I think
 65 that's strength.

66

67 P5: I think you all said your pieces. Any other comments or additional thoughts and ideas
 68 about the strengths of the President? Let me review some of the major points:
 69 accessibility, open door policy, approachability, touching base with ethnic groups on
 70 campus, speaking the language and being a good mediator. Did I cover all the big ideas
 71 we spoke about?

72

73 P11: And he's a team player. We don't see him as a dictator.

74

75 P5: Let's move on to the next question. I think that provides closure to that first question.
 76 So we talked about strengths, I think we can now talk about areas of improvement which
 77 is the next one. Because there is always improvement for everything we do, right? That
 78 is the whole purpose of assessment. We should be able to see our strengths and
 79 weaknesses and be able to do something about them. Now, it is exactly the same
 80 question, phrased the same way but except this time we're asking for areas of
 81 improvement. Areas of improvement may not necessary be a weakness but maybe a
 82 limitation, maybe a limiting factor, all of those taken into account. Anyone who would
 83 like to begin with the discussion?

84

85 P9: I would like to see during Governance that instead of just listening to Dr. Rider, it will be
 86 nice for Dr. delos Santos to come down and talk to us as well.

87

88 P5: So, more direct participation in Governance's activities, like you would like him to speak
 89 direct to the faculty instead of the Vice President of Academic Affairs.

90

91 P8: Although we mentioned a lot of strengths for Hermie in terms of being approachable and
 92 visible, I think that he needs to do it more regularly. I kind of asked students, do they
 93 know who the President is and many of them said no. Some identify Dr. Rider, some
 94 identify Reilly as the President. So, although I know that he's out there but maybe on a
 95 regular basis, he should do something that can incorporate students, faculty and staff and
 96 more frequently than just the occasional visits. He's touching, I think, smaller groups
 97 only but I think he needs to be more visible in bigger settings. I'm not quite sure how
 98 many of my students can really identify him.

99

100 P5: As a follow question to that one, I think you answered part of the question I wanted to
 101 ask. In what particular forums or situations would you like the President to be more
 102 visible? You mentioned organizational meetings. What can be other forums?

103

104 P4: Student events. Every department has some sort of big student event and of course he's
 105 invited and the first couple of years that I was working here, he was able to come but for
 106 the last three years or so, I have not seen him attend.

107

108 P8: Just classroom drop-ins, that will be something you walk in and the instructor
 109 acknowledges him and introduces him to the class, that kind of thing. Perhaps have some
 110 sort of emailing; we do a lot of emailing and things like that. But students are not
 111 connected via email, so you lose them. So maybe some sort of a President's Newsletter
 112 or something, some campus happenings.

113

114 P5: Those are all great ideas! Any additional ideas along that line before we move on? A
 115 greater visibility; more regular, more systematic campus drop-ins, class drop-ins/walk-
 116 ins; direct participation in student events, in department-sponsored events where students
 117 are there. Those kinds of interactions. Any more ideas?

118

119 P6: I guess mine is the bid with purchasing equipment. You know he's the President but all
 120 the decisions on what you can purchase are made by one VP instead of... Sometimes it's
 121 something that the department needs but they can't get it because it's not the President
 122 approving it, it's this one person. I guess more faculty input in what can be purchased is

123 necessary. To me it's like, even if I went to the President it's somebody else that dictates
 124 what we can buy.
 125

126 P5: You're trying to say, direct participation of the President in matters that demand
 127 discussion of how decisions are made regarding purchase of equipment that directly
 128 relate to the functions that you do.
 129

130 P6: Yes!
 131

132 P11: He says we can get it then we end up not getting it.
 133

134 P5: Any other ideas similar to what P6 was saying? Or have you had that kind of experience
 135 as well? I mean lobbying for it and yet you get the response NO! Because it's been
 136 already decided and he doesn't make the decisions. Anything more? I think we
 137 identified them all. Just to review those big ideas: more participation in decision making
 138 with regards to faculty needs, let's make it more specific, i.e. or e.g. purchase of
 139 equipment, more visibility in Governance activities so that there's direct faculty/President
 140 interaction rather than what exists currently. More visibility in the sense of interacting
 141 directly with students, attending student events, walking into classrooms, developing a
 142 President's newsletter to effectuate that kind of communication that's necessary for
 143 students who do not know him personally. Let's move on to the third question. If I were
 144 to ask you right now to pose a question to the President, what will be that question that
 145 you will pose? Particularly in regards to the work you do?
 146

147 P6: Can we have something better than NIAS.
 148

149 P8: Have you ever used NIAS? That would be a good one.
 150

151 P5: Is this your question? When would we get a new student information system to replace
 152 NIAS?
 153

154 P6: Yes, something more user friendly.
 155

156 P5: Any other question?
 157

158 P11: How come we don't have a web designer, somebody that can help us?
 159

160 P5: The web designer position has been in discussion since I got here, which was 2001.
 161 There's a web committee that's in place this year to look at the issues.
 162

163 P8: Another question, is he aware that faculty don't have any input in their room utilization
 164 and that it really effects student achievement?
 165

166 P4: When can we have bathrooms that work?
 167

168 P5: What specific building?
 169

170 P4: Building 300! Let's just say the water in our building does not flush very well. And
 171 another question, When can we have nicer buildings and classrooms?

- 172
 173 P5: For a more visually–appealing look of the campus
 174
 175 P4: Yes!
 176
 177 P11: Also another question that I have, is how come there’s not enough support for second
 178 language students who are English language learners? We used to have that program.
 179 Why don’t we have it as a regular course?
 180
 181 P5: It is now in Continuing Education, right!
 182
 183 P9: I think what P11 is saying is yes; the program is not serving the Micronesian population,
 184 even though we have a large Micronesian population. Most of them cannot read, they
 185 can’t speak the language or write English properly. I’ve been teaching English for two
 186 years now and most of my students are Asian-Japanese, Korean and Chinese. I spoke to
 187 the Vice President of AAD once because he wanted me to conduct an English program.
 188 He wants to bring people from Asia to GCC to study English. But because it’s a big
 189 program why don’t we start here in Guam since we have a large group of Micronesians?
 190 He did not directly say no but that he would like to get students from off-island.
 191
 192 P9: There should be a program for second language learners for Micronesian rather for them
 193 to take a placement test. They fail the placement test so they put them in basic. They
 194 still cannot speak or read English anyway. So why put them in basic, they take the class
 195 like six times, they still fail and eventually they either drop out of school or get
 196 transferred or taken out. So we’re not really helping them.
 197
 198 P5: So the issue, you’re trying to raise is: There should be that broader support apart from
 199 the Continuing Education connection that currently exists. Any other questions?
 200
 201 P5: So when can we make the campus more visually appealing? That would be the question I
 202 would like to ask.
 203
 204 P1: More personal involvement especially with things that are going on within faculty. Like
 205 I’ve been through a lot of problems in my general area and maybe he should be little bit
 206 more concerned as to how other administrators are handling it and is anything being
 207 done. And there are a lot of things: just ethical behavior of faculty themselves, how they
 208 perform and everything?
 209
 210 P5: So when will the faculty step in and begin to mediate...
 211
 212 P1: I mean we can have meetings and it’s going to be concerning certain subjects but because
 213 it’s only one hour a lot of issues are not being brought out that are really major concerns.
 214 You know, it’s unmentionable but there’s a lot of issues and I think that maybe more
 215 involvement into how are things going on especially in my program level is a necessary
 216 step. There are a lot of things that need to be addressed and I’m just overworked and
 217 over loaded. It will be good for me to be able to vent out.
 218
 219 P5: Has it reached the level of the President? I mean the issues that you speak of generally.
 220

APPENDIX H

- 221 P1: Certain issues like grievance and stuff has gone to that level. I know it's gone to
222 counselors and stuff like that but I'm talking as to... Yes, there are concerns with the
223 student's level but what about the other instructor? How is she handling it? Especially
224 in the level that I am at where there is a couple more instructors' involvement where
225 issues and concerns are not being reached. It only stops at a certain level and it stays
226 there but nobody has concerns as to how the other instructor is holding up? I cover a lot
227 of people and you know and it's unfair.
228
- 229 P5: It's a general question that you're asking administration basically. How can
230 administration get involved with the program level regarding how instruction, work load,
231 faculty interaction within the same department impact in student learning outcomes?
232 There are certain issues that are being touched but are....
233
- 234 P1: But are not getting resolved. It's an on going thing and we just need to come to a (you
235 know)... Anyhow...
236
- 237 P10: I would like GCC students to have their own email accounts. When will the students
238 have their email accounts?
239
- 240 P6: That's one of the big concerns that were brought up during Governance. Faculty and
241 actual users of campus technology don't have input on how to use their equipment.
242 Everything is dictated.
243
- 244 P5: When will users of GCC's technology have a voice in the way technology is being used,
245 purchased and implemented on campus?
246
- 247 P6: Because that affects the student learning outcomes. It's not tied together, I mean this is
248 what we have and we need to deal with it.
249
- 250 P10: I have another question MIS has already set up the wireless network and nobody knows
251 about it. We only knew during an informal conversation we had. No one has informed
252 us. At least, MIS should let us know by email that we already have wireless network so
253 we and the students can bring our laptops to test it.
254
- 255 P5: So maybe I should raise the question in general terms. When will the President step in
256 and help resolve the MIS issues that we are all concerned with?
257
- 258 P10: Yes! That's great!
259
- 260 P10: MIS also needs to update the price on the bid. Some computer prices have dropped
261 significantly but they have not kept up with the currency. They need to update the price
262 bid.
263
- 264 P5: I think we've covered everything. I surely appreciate those perspectives and insights
265 from all of you. Again thank you for your participation and I look forward to your
266 continued support for everything we do in the college to improve our programs and
267 services.

FG6

**TRANSCRIPT OF the President's Performance Evaluation Focus Group:
Full Time Faculty (Senior)**

April 1, 2005, 11:00 a.m., President's Conference Room

Focus Group Participants

Participant 1 (P1)

Participant 2 (P2)

Participant 3 (P3)

Participant 4 (P4)

Participant 5 (P5)

Participant 6 (P6)

Participant 7 (P7)

1 Introductions

2

3 Introductions

4

5 Introductions

6

7 Introductions

8

9 Introductions

10

11 P6: I think to me the President's strength is that I find him to be a rather personable person.
12 He is a person who is easy to approach. He is easy to approach and talk to should we
13 have any problems or concerns and that's my experience because I have done that in the
14 past. He was always ready to listen to what my concerns were.

15

16 P1: I was going to say the same thing. He is extremely approachable, he's open, he's caring,
17 and he's concerned about our positions at work and even at a personal level. And even
18 about school things, school related things. He doesn't cover up problems. He is very open
19 about them and he states it's difficult to deal with but he is trying the best that he can.
20 I've seen him trying to take that burden personally; it's almost too much for him to do
21 like he is going to stick it out.

22

23 P2: I agree with the two. He is very approachable and very personable! I have to say I have
24 seen a lot of changes for the better. It's a big improvement. We've come a long way.

25

26 P7: And you can speak from experience because you have been here longer than most of us,
27 right?

28

29 P2: I think I am!

30

31 P4: I really have nothing to add. Pretty much the same thing on a personal level he has really
32 helped me a lot especially with family issues and stuff like that. I like his leadership. He
33 is getting the technology center built and to me that's a big thing.

- 34
 35 P3: That's a big thing for me too! Being in the technology arena, I agree with pretty much
 36 with all the comments that have been made. The comments that P2 has made about the
 37 state of our campus through the years, I have seen that improvement.
 38 Also in the technology area, I'm seeing vast improvements. That he sees that this island,
 39 this community college needs to move forward with technology issues is really a good
 40 thing.
 41
 42 P7: And when is the technology building expected to open?
 43
 44 P3: We have some classes already published in the Fall schedule that it's going to be in the
 45 Technology Center.
 46
 47 P5: I think my colleagues already said everything. But one thing I'm very impressed with
 48 our President is that he is really friendly and that he knows you personally. A lot of times
 49 when I run into him, he will say Hi! And call me by name. I'm very surprise! I don't
 50 have direct contact with him very often but this is very impressive! This is a good quality
 51 of leadership.
 52
 53 P7: It makes a lot of difference that people know you by name.
 54
 55 P5: Right!
 56
 57 P3: I would like to add one more thing. In some of the off-campus student functions that I've
 58 gone to, I've always seen him there and I've always seen him giving support to the
 59 students. He is not only showing his presence but also in his remarks. Sometimes he
 60 doesn't give any remarks but just his presence of being there is enough. You know, that
 61 the President is there.
 62
 63 P7: So another thing in terms of communication and accessibility is that he tries to be directly
 64 involved with student events.
 65
 66 P1: And he interacts with them. When he's there he doesn't just give a speech, he stays with
 67 them, he talks to them and he gets involved.
 68
 69 P7: The next question basically follows up on that if he has strengths then he has areas of
 70 improvement as well. Any ideas?
 71
 72 P3: Communication!
 73
 74 P7: Communication in what respect?
 75
 76 P3: I feel that there should be a better way that we see things from the top down. What is
 77 happening with our campus? I usually hear stuff it from other sources but if we see it
 78 coming down from the President, that the President says these are our plans, and these are
 79 our goals, then that is reliable. We get the daily emails but I think we need to improve
 80 that, there should be another method of having information out to the students and out to
 81 the public, out to our faculty and staff. I really think that was the case when we had our
 82 newsletter Chachalani. We don't have that anymore. We all are using the internet, so

- 83 there should be some sort of method where everyone involved in this community can go
 84 visit this website to see what's going on, on a daily basis.
 85
- 86 P7: You're proposing an electronic newsletter.
 87
- 88 P3: Right! An electronic newsletter.
 89
- 90 P7: The point you are trying to make is that there needs to be some kind of an improvement
 91 in the way communication from the top filters down to faculty, staff as well as students.
 92
- 93 P5: I'd like to make an addition to the issue of communication. I think the President should
 94 make an effort to come to our CAC meeting. To do some kind of information or
 95 announcement. In the past, the previous President once in awhile will show up in the
 96 CAC meeting but I haven't seen our current President so far.
 97
- 98 P7: And it will be the last meeting this April. It would be the sixth and the President has not
 99 appeared once.
 100
- 101 P5: I have not seen him once.
 102
- 103 P1: It's like I guess we're all assuming that what the Vice President of AAD is telling us is
 104 also coming from the President. But it will be nice to hear it from him.
 105
- 106 P7: But you think that's different if it comes directly from the President.
 107
- 108 P6: I would like to bet on that. I was thinking the same thing before P5 started to speak.
 109 When I first started I saw the President every Governance, and we always had him as our
 110 leader for the convocations.
 111
- 112 P7: The same President?
 113
- 114 P6: Yes! The same President and I always saw him at the convocations. The first couple of
 115 years, he was always at our Governance and I really like that because the things that
 116 matter most to us as faculty and staff came straight from him. It wasn't hearsay; it wasn't
 117 rumors or anything like that, so it was always coming from him. And that is one of the
 118 things I missed. We now see him only at convocations. I would like to see him start
 119 showing up again at Governance even if it's really for just 10 minutes. The fact the he's
 120 there will show that he's still there for us and to support us. That's something I like to
 121 see more of him.
 122
- 123 P7: More areas of improvement?
 124
- 125 P4: Same thing! I mean under management, I think that the college needs to improve. There
 126 is a lot of room for improvement as far as getting stuff done at the college is concerned. I
 127 don't know how everyone else feels but just trying to get stuff done in the Business
 128 Office or Materials Management is always challenging.
 129

APPENDIX I

- 130 P7: Now you're being a little bit more concrete. Stuff done at the Business Office, can you
131 be a little more specific? You mean, purchase orders taking such a long time? I mean
132 those kinds of things.
133
- 134 P4: Well, I understand some of that problem. But it's just communication among different
135 departments. There always seems to be a problem with registrations. It's hard to get the
136 students register on time and then it turns out two or three weeks later when they can
137 make their payment. Just stuff like that. It's not directly with the President but it's under
138 management.
139
- 140 P7: Since he's the CEO in a sense he needs to have direct participation in the way these
141 things are done, is that your print?
142
- 143 P4: You just hear a lot of stuff, like infighting with MIS and everything.
144
- 145 P7: You mention MIS? It's an explosive three letters.
146
- 147 P4: That's what we're here for so I am going to say it now. He should help. .
148
- 149 P7: In other words you want him to step in and address all these swirling issues.
150
- 151 P4: See if he can help out a little.
152
- 153 P7: Okay! And MIS was mentioned. I wanted to emphasize that as well. Any more areas of
154 improvement?
155
- 156 P3: I also want to add the positive things that are going on in the campus and but also the
157 budget issues. I heard through my DC that requisitions are being held, that's through the
158 DC. We also read it just a couple weeks ago in the newspaper. We should have gotten
159 some kind of communication that says this is what we're up against but we had to read it
160 in the newspaper that they are going to possibly hold back 10%. How is this going to
161 affective all of us?
162
- 163 P7: Which goes back to the whole idea about your point about communication originating
164 from the top and how it filters down? Because there is no currently existing mechanism
165 like an electronic newsletter or a Chachalani that allows us to be informed on how things
166 are being done. Now we hear it through the grapevine or through the papers in a very
167 indirect way. If you were given a chance to ask a question to the President, what would
168 that question be? There are so many things happening in campus. What would that
169 question be?
170
- 171 P1: One of my questions is the way our campus looks. It looks awful! What student is going
172 to come here and register? The way the campus looks is a turn off! It's like the roads,
173 the buildings just the way it looks, they are not visually - appealing.
174
- 175 P7: When will we see a full scale campus improvement plan? I mean this has been going on
176 for how long?
177
- 178 P1: I know it involves all these other stuff like budgeting. But still...

179

180 P3: Is there such a need for the secrecy of what kinds of technology have been added to this
 181 campus? For example, by accident we found out that in D-wing there is wireless
 182 connection, by accident. There is also another one in A building.

183

184 P7: Do we have one in this building?

185

186 P3: My understanding is that the wireless connection was a directive by the President. So we
 187 do have wireless access on campus. He wanted MIS to do it. But why is it such a secret?
 188 We had found out about it only by accident. An instructor took me out the door and told
 189 me to look down the hallway, see the antenna! That's the wireless! There's another one
 190 in D-2! What's the secrecy?

191

192 P7: Communication again?

193

194 P3: Exactly! I have my own personal wireless card so I brought it in to my laptop. I plugged
 195 it in. I walked down to MIS asking what is the IP address. And one of the staff members
 196 says Oh, your network card should pick it up. But the comment that they gave me was
 197 how did you know about this? It should be automatic! You know what I mean, why do I
 198 know about this? Our network went down before Spring break, so I took it out and I
 199 wanted to test my email, so I connected to it. They were all standing outside and giving
 200 me these comments like Oh, now we see all the wireless people trying to come out and
 201 connect. What's the secrecy? I don't understand why. Do they just want to keep it for
 202 themselves?

203

204 P7: Another MIS issue?

205

206 P3: Another current issue is that we're putting together a purchase order to buy a 64 bit
 207 computer; it's just a certain type of computer. So our DC right now is butting heads with
 208 MIS because it's not on the bid sheet. And this bid is how many years old already?
 209 Technology changes, new products come out, processors are faster and we just keep
 210 butting heads. We wanted to set up a mini-wireless network in our department to test it
 211 out, students were bringing in their PDAs, bringing in their little computers or whatever
 212 and we had nothing to test it out because the requisition that we submitted was stopped at
 213 MIS.

214

215 P7: The question is when will the President step in and bring resolution to all these MIS
 216 related issues?

217

218 P3: Exactly!

219

220 P6: My question will be what is the status of the property we have in the back road to
 221 Anderson? Has it been resolved? Would it ever be solvable so that we would actually be
 222 able to one day build our campus over there?

223

224 P5: I would like to ask one question relating to our department. Our department right now
 225 has only 4 full time faculty and we have a lot of classes we need to cover. And
 226 everybody is overloaded, and last semester we were super overloaded and early this
 227 semester, HR came over and told us we are doing too much overtime. We should not

APPENDIX I

- 228 have that. So, we asked the DC, are we going to hire more faculty to reduce our
229 overload? He already sent in a request for new faculty but no has been action taken.
230
- 231 P7: So that question is, will there be additional faculty for your department?
232
- 233 P5: Actually, we need 9.5 full time faculty according to our DC. We are only four. And the
234 point is we are overloaded and are we going to cancel classes to avoid this overload
235 issue? Too much overload! Last week, even the President stepped in and said we cannot
236 have overloads. Too much overload and I don't know why? Because I heard from some
237 departments, they don't have enough class but they have more faculty than they need. But
238 they still spend money. For us we need full time faculty that we can hire.
239
- 240 P7: Any other questions to ask if you were to ask the President right now?
241
- 242 P6: Some people feel or think that GCC seems to be more effective running as a day time
243 high school and a night time college. So maybe the question can be posed in this way:
244 Does the President foresee that ever happening again? Because we're feeling the affects
245 of new skills needed to be built and still having problems with funding. That can be a
246 second question. But would GCC ever decide to go that route?
247
- 248 P7: Thank you so much for your participation.

FG7

TRANSCRIPT OF the President's Performance Evaluation Focus Group: Students
 April 7, 2005, 6:00 p.m., President's Conference Room

Focus Group Participants

Participant 1 (P1)
 Participant 2 (P2)
 Participant 3 (P3)
 Participant 4 (P4)
 Participant 5 (P5)
 Participant 6 (P6)
 Participant 7 (P7)
 Participant 8 (P8)
 Participant 9 (P9)

1 Introductions
 2
 3 Introductions
 4
 5 Introductions
 6
 7 Introductions
 8
 9 Introductions
 10
 11 P3: So what do you mean then when you say what is the strength of our President? In terms
 12 of overall leadership is that what you're saying?
 13
 14 P2: Once a year in the Fall, we always have this meeting where he talks to each and every
 15 class.
 16
 17 P3: When was that? This semester or the previous year?
 18
 19 P2: I think every semester. The first time Chamaolii's restaurant was opened, he called in
 20 everyone. Everyone came in from their classes to participate.
 21
 22 P3: Did you participate in that particular forum?
 23
 24 P2: Yes! I think I already attended three times already.
 25
 26 P3: So in those three meetings with the President that you have attended, what particular
 27 strength stands out?
 28
 29 P2: He's good in communication. The way he delivers his words, you can feel what he's
 30 saying. But of course everyone can do that, but I like to see the results, the action. I've
 31 noticed the improved lights, the parking lots and some of the buildings.

32
33 P4: Basically, I haven't heard anything bad about the President. Although, like P2 was
34 saying, I heard about Chamaolii's.
35
36 P3: Were you there?
37
38 P4: No! I couldn't attend. Because I stay in the office but I've talked to my advisors a lot, I'm
39 always in the office and I haven't heard... Everything is done in the office and my
40 problems are solved. Everybody's problems are solved through our advisors. Which is
41 good! Because at least we know what they're doing, which basically tells you that their
42 leaders know what they're doing, through that chain of command.
43
44 P3: So you see no problem at all because your needs are being addressed.
45
46 P4: My needs are being addressed by the department.
47
48 P1: Everything is good, the way I see it. I just come here to learn. I am taking two classes
49 this semester.
50
51 P1: Yes!
52
53 P9: I haven't really heard anything.
54
55 P5: I've seen the President a lot.
56
57 P3: You have seen him a lot?
58
59 P5: On Tuesday and Thursday at the Auto Body shop. He checks out our activities.
60
61 P3: When you say he checks out your activities, what does he do?
62
63 P5: He comes to observe.
64
65 P3: Does he talk to you?
66
67 P5: Yes!
68
69 P3: In what sense?
70
71 P5: He doesn't like to address himself as the President. He doesn't tell anybody.
72
73 P3: But you know he's the President, but he doesn't like to tell anybody.
74
75 P5: Other people tell me that he's the President.
76
77 P3: So people tell you he's the President. But if people did not tell you he's the President, he
78 does not look like a President?
79
80 P5: Right!

81
82 P8: I have no comments because I actually have never seen him before.
83
84 P3: So you never had any interaction with him before and you don't know him by sight?
85
86 P6: Same thing here! This is my first semester. Actually, I saw him in the handbook or
87 catalog before.
88
89 P3: One of the publications that we have in the catalog?
90
91 P6: Yes! Even in the newspaper.
92
93 P3: And that's why you recognize him at this time.
94
95 P7: Actually, I have been here for about 3 semesters and this is my first time seeing how he
96 looks. I just go to school and go to my classes and then home.
97
98 P3: Let's move on to the next question. This one is phrased exactly just like the first question
99 except that this time it's what do you think is the areas of improvement for our President,
100 in terms of management and leadership, in terms of communication and accessibility and
101 personal qualities? And when you say areas of improvement it can be very broad. I mean
102 if the President is the leader of this institution and you see something wrong with the
103 things that you see here at the college then that reflects on his leadership, isn't it? What
104 are those things that you see that can be areas of improvement?
105
106 P2: My bio class in the lab, we do not have new equipments. Our (inaudible) are rusty. When
107 we print out images we cannot download because the printer is not working.
108
109 P3: Is this an Environmental Bio class?
110
111 P2: No! This is a Marine Bio class.
112
113 P3: So, you would like to see new lab equipment for use in your laboratory classes?
114
115 P2: Right! And also flexibility of teachers on the schedules, like developing earlier class
116 schedules.
117
118 P3: You would like earlier schedules?
119
120 P2: I would like to see schedules after 12 noon, any day from 1 pm through 3 pm. Because I
121 am having a hard time fixing my schedule this semester I cannot get all the classes I
122 want.
123
124 P3: Because they are all scheduled late?
125
126 P2: Because the teachers put in their own convenient-for-them schedules. Where is the
127 flexibility of the teachers? Classes are mostly scheduled late and as students, we suffer.
128 Especially for me I am trying to catch up with my age, so time is very important. I need
129 to get it done right away. But the teachers don't have flexibility; they don't throw in the

- 130 right schedules, so it will take me forever at GCC. Also, I am an associate in
 131 Automotive; I would like to see GCC getting their students trained and ready to get that
 132 job. Like you go to school and you can apply while you're in school but I don't see that
 133 in Automotive. No computers, no upgraded equipments.
 134
- 135 P3: So, again still on equipment.
 136
- 137 P2: Right! Also for presentations we should have laptops available for students where we
 138 don't have to bring in our own laptops.
 139
- 140 P3: Any other areas along the same lines?
 141
- 142 P4: In our department, we do a lot of presentations in the mall or we try to go out. We are
 143 representing GCC but we do have like a lack of supplies. We don't have as much
 144 construction paper; we don't have enough supplies to work on our presentation to
 145 represent GCC in public venues.
 146
- 147 P3: Any other experiences you'd like to share?
 148
- 149 P6: I think probably one thing I noticed about GCC is the funding. It's like we're under
 150 funded right now, so that's where leadership and management comes in and establish
 151 priorities.
 152
- 153 P3: In other words the President should be more aggressive in income generation for the
 154 college?
 155
- 156 P6: Something like that. Because if you want the students to have a better quality education,
 157 more scholarships would help. As for me I am paying my way to school and I was
 158 looking for some scholarship but it's kind of hard to get.
 159
- 160 P5: Regarding instructors, I have this one teacher that is not professional. Like when we're
 161 having an exam she does not separate everybody and this one classmate just copies off
 162 from his classmate next to him.
 163
- 164 P3: Have you talked to the teacher about it? Otherwise, how will the teacher know that
 165 something like that is happening in class?
 166
- 167 P5: She should know because everyone is gathered in one area and when the test results come
 168 in, it's all the same, they all get high scores.
 169
- 170 P3: As for me everything is good! The lights, the parking and the bathroom and the fence,
 171 everything is good.
 172
- 173 P4: Well, I am glad he got the parking lights fixed and so there's a little bit more security.
 174 But my car was still broken into so as far as security is concerned, we need to have more
 175 security.
 176
- 177 P3: But for those who have been here for 3 semesters, have you noted any type of
 178 improvements here on campus?

179
180 P4: The lights!
181
182 P2: New buildings!
183
184 P4: The air conditioners finally work.
185
186 P8: I have been here for 2 semesters. No improvements.
187
188 P3: So, no improvements? You haven't noticed any?
189
190 P9: Just the new buildings.
191
192 P2: New windows in C and D building and pretty much the air conditioners are good.
193
194 P3: Okay! So, new windows that have been put in within the last year or so. Any other
195 things? Any other areas of improvement that you can think of?
196
197 P4: We need wider parking spaces. It's hard to maneuver in narrow parking spaces.
198
199 P3: So, the parking spaces are too small and you want it to be a little bit wider. Okay! There
200 is one last question and more or less it overlaps with some of the things we have already
201 said earlier. But I will try to rephrase this question. If I were to ask you if you had one
202 question for the President to ask and he is just right here, what would that question be?
203
204 P6: Will tuition fees go up or down? Is it going up and how soon?
205
206 P3: Any other questions? Any questions you may have for someone who is leading the
207 college? It may have something to do with facilities, with your classes, with your
208 instructors, or the way the college looks. Because as a student you don't have many
209 insights in regards to administration, like how things are run on a daily level. But you
210 know your needs as students, - you know that you park everyday, you use the bathroom
211 everyday, you need supplies.
212
213 P4: As far as registration is concerned, it takes almost a whole day. If they can at least
214 streamline their registration procedures because in that Student Services building,
215 speaking from experience I stayed in that building for four hours just trying to register for
216 classes for this semester.
217
218 P3: Because you probably did it at the last minute?
219
220 P4: It wasn't last minute; there were a lot of people too!
221
222 P7: I have no questions to ask.
223
224 P2: I want to see more flexibility of the teachers regarding the schedule.
225
226 P6: Can the President do something about the bathrooms?
227

228 P3: We need cleaner bathrooms.
229
230 P2: The water pump was an improvement.
231
232 P3: Yes! That's one of the improvements that you have seen. We now have pumps in most
233 of the buildings and at least we have running water in the bathrooms. Any more
234 thoughts?
235
236 P2: We want affirmative action!
237
238 P3: In what sense?
239
240 P2: I think a focus group like this should be happening with teachers, every semester. Also if
241 you want to make changes to the schedule they should let everyone know ahead.
242
243 P3: Now it's time for you to go back into your classrooms. Thank you for your participation.

Policy 100

MISSION STATEMENT

WHEREAS, Guam Community College was created by Public Law 14-77 in 1977 to provide secondary and postsecondary educational programs with emphasis on vocational-technical education, adult and continuing education, community education, and short-term specialized training; and

WHEREAS, the College seeks to meet the needs of Guam's youth and adult student clientele to achieve their career and quality of life goals; and

WHEREAS, the College endeavors to be perceived by industry clients as a responsive and valued partner in serving the needs of a trained workforce; and

WHEREAS, the College strives to provide a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development; and

WHEREAS, the College seeks to satisfy our major financial supporters and to make them proud of the manner in which our mission objectives are met; and

WHEREAS, the College must continue its long history of demonstrated effective management practices, fiscal responsibility, and academic integrity; and

WHEREAS, continuation as a leader responsive to the needs and concerns of our community in Guam and Micronesia demands that the institution's Mission Statement be reexamined periodically.

NOW, THEREFORE, BE IT RESOLVED, that the Mission Statement be scheduled for reexamination in due course by the College community in January of each year; and

NOW, BE IT FURTHER RESOLVED by this resolution, that the following Mission Statement represents the institutional reexamination and adoption of the following Mission Statement for January 2005:

GCC MISSION STATEMENT

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**

MISSION STATEMENT

WHEREAS, Guam Community College was created by Public Law 14-77 in 1977 to provide secondary and postsecondary educational programs with emphasis in vocational-technical education, adult and continuing education, community education, and short-term specialized training; and

WHEREAS, the College seeks to provide Guam's youth and adult student clientele with uniquely valuable preparation and services which are responsive to their needs and desires, and which enables them to achieve their career and quality of life goals; and

WHEREAS, the College endeavors to be perceived by industry clients as a responsive and valued partner in serving their needs for a trained workforce and in supporting their further growth and development; and

WHEREAS, the College strives to provide a vibrant campus environment – a community of students, educators, and administrators all sharing an enthusiastic commitment to learning, student development, and staff professional development; and

WHEREAS, the College seeks to satisfy our major financial supporters and to make them proud of the manner in which our mission objectives are met; and

WHEREAS, the College must continue its long history of demonstrated effective management practices, fiscal responsibility, and academic integrity; and

WHEREAS, continuation as a leader responsive to the needs and concerns of our community in Guam and Micronesia demands that the institution's Mission Statement be reexamined periodically.

NOW, THEREFORE, BE IT RESOLVED, that the Mission Statement be scheduled for reexamination in due course by the College community in January 2004:

GCC MISSION STATEMENT

Our mission as a unique community college is to be Guam's lead vocational education agency in training, education, and support services in all ways relating to Guam's workforce development needs and the career and employment goals of the people; and to work in partnership with industry to advance economic development in Guam as a regional focal point for Micronesia within the Asia-Pacific Rim. Our mission is human resource development in support of Guam's major social and economic development goals.

**Adopted: June 18, 2003
Resolution 9-2003**

Attention All GCC Students!!

You are cordially invited to a:

‘Town Hall Meeting’

with President Herominiano delos Santos, Ed.D.



Please stop by and ‘talk story’ with our President!

**Tuesday, September 7 and Wednesday, September 8
4:00p.m. - 9:30p.m.**

Student Outdoor Center (Formerly the Hub)

Refreshments will be served.



*For more information, contact the Office
of Student Development at 735-5518/9.*



UPDATES from the President

**GCC Students!! JOIN
President Herominiano delos Santos, Ed.D.**

As he provides UPDATES on:

- * **Construction projects**
- * **Campus beautification**
- * **Accreditation**

Stop by and talk with your President!

Tuesday, April 19th - 4-5pm / 6-7pm / 8-9pm

OR

Wednesday, April 20th - 4-5pm / 6-7pm / 8-9pm

IN THE

Student Services & Administration Building ROTUNDA

Refreshments will be served!



For more information,
**contact the Office of Student Development
at 735-5518/9**

President's 'Town Hall' Meetings

September 7 and 8, 2004

Comments, Questions and Responses

Grounds

- 1) Parking in front of the office (cone issue) – HDS: spaces are reserved for cashiers collecting funds on the lower campus, and for the person responsible for ensuring that when needed, there can be an immediate response to security concerns on campus.
- 2) Wider sidewalks – Can sidewalks be made wider around campus? What about sidewalk from Student Services and Administration Building to lower campus? HDS echoed concerns, discussed current construction and plans, and shared a vision of what would be more ideal.
- 3) Beautification of campus – students expressed concern with the fact that the campus is not attractive. HDS responded that students will have input into design of campus, can take action to improve campus, and that focus groups will be set up to gather student views on what improvements are most worthy of consideration.
- 4) More benches around campus needed: HDS acknowledged the need. G. Hartz discussed 'Project Pride' as process of making such improvements.
- 5) Sidewalk to Library – Can GCC please make a covered walkway from A-Building to the Library? HDS shared that that recommendation would be taken under advisement.
- 6) Lighting behind Building D, and elsewhere: HDS acknowledged the issue and discussed plans to improve lighting on campus.
- 7) Relaxation area – HDS: Student Outdoor Center should be open by October.
- 8) Not enough parking – HDS: There is adequate parking (referencing parking on upper campus) if you are willing to walk.

Facilities

- 9) Automatic doors that work – please check the hand pads that open the handicapped doors, some are too hard to press. HDS shared that GCC will do what needs to be done to get doors working properly.
- 10) A-building ladies bathroom – stall door locks need to be fixed. A-building men's bathroom, by 6:30pm, needs to be re-cleaned and paper towels replenished. HDS thanked students for this information and shared that it would be shared with the proper individuals.
- 11) C-wing and Building 200 restrooms - need towel dispenser. HDS: The concern will be forwarded to the appropriate individuals.
- 12) Gym – Will GCC ever have a gym that students can use to work out? HDS: Discussed the overall plan for physical improvements to the College.

- 13) Computer lab increase – Can GCC increase the number of computer labs around the different parts of campus? HDS - There are a number of places where computers are available, and GCC will continue to do what we can to make computer access available.
- 14) Venue to eat-bring your own food. HDS shared that the Student Outdoor Center will have outdoor seating allowing people to congregate to eat food brought from home.
- 15) Canopy for student HUB: HDS shared that a canopy would be purchased for the Student Outdoor Center, a nice one that connects to the building.
- 16) Creation of a canteen, where snacks, drinks, and sandwiches could be purchased. - HDS: Student Outdoor Center should be open by October and will to some extent play such a role.

Instructional Programs

- 17) Bachelor's degree – Can GCC upgrade and offer Bachelor's Degrees? HDS: No, GCC has a working relationship with UOG where we both play different roles, and GCC offering the Bachelor's degree would require a totally different accreditation.
- 18) GED as pathway: a student shared that there should be more of an emphasis on assisting GED students in making the transition to college, or encouraging that pathway. HDS advocated the idea of GED / AHS programs as aiding in transition to postsecondary studies.
- 19) Guam Community College credits to be transferred to University of Guam – Why aren't more credits transferable? HDS provided explanation of articulation process, and of how we are doing all possible on our end, referencing the fact that credits are very transferable to institutions off-island.
- 20) Distance Education – Can GCC do this? HDS: While GCC is not there yet, distance learning options are being explored.
- 21) Agricultural program – Will GCC be adding this program? HDS: no, not at this time, as it is not in our mission, but UOG does provide it
- 22) Adult High School students – Can adult high school students qualify for college work-study? HDS: no, but AHRD does provide some assistance.
- 23) AHRD, OJT Programs – Can we set up a special session with Adult High Students and AHRD to see what can be worked out? HDS – Yes, a program helping Adult High School students, GED students and those supported by AHRD - to learn of the benefits available to them, and how to secure those benefits, should be implemented.
- 24) Accounting Internship? HDS discussed options available to offer students practical experiences on campus, and how to pursue them.
- 25) Adult High School evening class availability. (Math/Science) – many classes that are necessary for graduation are scheduled during the day. Please adjust schedule so that adult

high students who are working can also take needed classes. HDS discussed the challenges with scheduling caused by limited classroom space but shared that all possible would be done to make scheduling work as best as possible.

- 26) Evening GED courses not available. See answer to previous item.
- 27) Dental training – a student asked if this program could be created. HDS shared that there has not been a critical mass of people to support such a program and that getting people with expertise to do the teaching might be problematic. The student asking the question was asked to discuss the idea further with G. Hartz, as the student has some solid background related to the development of such a program.

Resources

- 28) Braille Translation Machine – question asked by blind student. Can GCC purchase one to assist with translating books instead of students having to go to DOE or elsewhere and lose time in keeping up with the rest of the class? Response: G. Hartz: Accommodative Services does not have funds to make such a purchase. They have worked with external agencies to receive Braille copies of materials for students as needed, but also believe that such a machine would be a justifiable purchase. HDS: we will pursue this further.
- 29) Auto Basics Tools – There are not enough tools in the auto courses, can something be done about this? HDS shared that in comparison with past resources, there has been extensive improvement in the tools available, and that GCC will continue to do all it can to continually improve and maintain these resources.
- 30) Welding shop improvements. HDS discussed plans for overall improvements to campus, including for the trades.

Policies and Procedures

- 31) Betel nut on campus – HDS - there will be designated spitting areas, and once identified, the areas will be labeled.
- 32) Instructors absences early in semester (before add/drop) – Can GCC please extend the Add/Drop and 100% Refund dates later than what is now being followed? Student stated that he went to the first class session and the instructor was absent. Based on the time frame for Add/Drop, he felt forced to commit to the class before having all information needed to determine if the new instructor and class will fulfill his needs. A decision to drop the course later would have resulted in him not receiving a 100% refund. HDS: assured the students that all efforts are made to have the instructors present from the first day throughout classes, but in rare circumstances, it is necessary to have another individual teach for the initial instructor of record.
- 33) Designated smoking area – Can GCC please identify and label designated smoking areas? Taken under advisement.
- 34) Only students with parking decals should be allowed to park in the parking lot, all others should be restricted. HDS discussed the idea of an open campus, and that at times students do not use the same vehicle for transportation but rely on others.

- 35) Gate/control: a student requested that a gate be kept open as needed beyond the 10:00p.m.hour – because sometimes the gate by the LRC is locked 2 minutes before 10pm and students in Auto Tech classes have to go hunting for security to open the gate. HDS called from the meeting, to have the gate kept open later.
- 36) Insurance for auto work on campus – can it be offered? HDS discussed some of the complexities of this issue. No final decision was made.

Availability

- 37) More cashier access – Can GCC please have more cashiers available during registration times to expedite the lines? HDS encouraged students to take advantage of the year-long registration process, noting that once students register throughout the year, lines will become shorter.
- 38) Long waiting time to meet with a counselor – Can more counselors be available during peak times? See answer to previous item.

Co-curricular / Extracurricular Programs

- 39) Sports on campus (recreational). The idea of in time developing some intramural sports was discussed.
- 40) Revive Micronesian Student Association. HDS shared of the importance of the organization. G. Hartz also encouraged students to see Campus Life and to participate in that student organization.
- 41) Music program – Can GCC provide a program for music? HDS: It is not within GCC's mission to provide a music program but those interested are welcome to form student organizations. Interested students were encouraged to go to Campus Life or to see G. Hartz.
- 42) More educational programs should be brought to campus, like the 'Career Jungle' and the 'Students Leading Students' conferences. HDS indicated that there is now an increased emphasis on such programs.

Additional Topics

- 43) Child care assistance while attending classes – GCC used to have a day care, any chances on that being brought back to assist students who have child care needs? HDS: currently there are no plans to implement a day care program, though GCC does understand the fact that many students have children.
- 44) Computer discs/programs not compatible with all computers – a student shared that there were problems in this area. HDS tasked an employee to work immediately with the student to solve the problem, noting that the issue might be one of learning how to use the technology appropriately rather than one of incompatibility.
- 45) Not enough press attention. HDS shared that GCC sometimes is like the people of this region – working hard and not actively seeking recognition. GCC could do more to spotlight itself but the important thing is that we are doing a good job.

- 46) Book buy back program – Can GCC Bookstore offer a book buy back program? Students who have completed a course can sell their book back to bookstore at a discounted rate, bookstore can then sell the same book again at a discounted rate. Feasibility of this idea was discussed. It was recommended that the idea be discussed further by the administration.
- 47) Tuition being hiked in the near future – HDS: no, not at this time, wants to keep it affordable.

“Updates with the President” Meetings

April 19 and 20, 2005

Comments, Questions and Responses

Accreditation

1. Will GCC be ready for accreditation in 2006? HDS: yes.
2. How important is it to be accredited? HDS: very important because it means an education institution is meeting certain standards. It's also very important because when you're accredited, many of the classes you take will be able to transfer to another accredited institution.

Policies and Procedures

3. Registration, parking decals, and ID cards, why can't they all be in one packet? If I am a continuing student, why can't they just give me the new tag for my ID once I register? HDS: it will be visited.
4. What can GCC do about all the spitting and graffiti? HDS: once all the construction is done, the campus will be painted and signs will be posted. The signs will also emphasize respecting the environment, instilling pride in the campus, and using our middle name, community, to talk about working together.
5. Suggestion to paint over graffiti every time it appears. HDS: good suggestion but prefers to instill respect for community and property. GCC can install cameras but prefers to teach making the choice to respect.
6. What can be done to allow students to do school work in computer labs and get others off the computer who are just chatting or doing personal work? HDS: will talk to people in charge of computer lab.
7. Will GCC have a sports program? HDS: no, it is not in the plan from now till 2007, but that could change.
8. Graduation announcements, when will they be made? HDS: notices going out and posters to be placed around campus.
9. Can smoking on campus be regulated with a designated area as students are always smoking on the 2nd floor of buildings? HDS: smoking on the 2nd floor is not allowed. Signs will be posted and he will alert the proper offices to monitor the smoking.
10. Can the Cashier's hours be regulated to be 8am-5pm? It's a very odd schedule right now. HDS: noted, will check into it.

11. Why do we have to take certain classes before we can take other classes? What if we don't need them? HDS: prerequisite classes are necessary to ensure that students have all the education and skills necessary before they take other classes. The prerequisite classes set the foundation to move forward to other classes. If you feel that you don't need to take a certain prerequisite class, check with your counselor, advisor, or teacher to see how you can test out of the class. Our goal is to also ensure that if you the student transfer to another school, that you have all the classes and skills necessary.
12. Is there any way to make the class limit go over 30 students? I know the cut off is at 30 students and sometimes I can register because the class is full already, but by the second week of class, there are so many people that have dropped classes that I could have registered for a class. HDS: you have the ability to speak to an individual instructor to get you in over the 30 mark. At the same time, GCC will have to do a data analysis to see what we can do to get students to remain in class.
13. How can we get certain classes to be offered so that we can graduate on time? HDS: the Department Chairs decide which classes will be offered each semester. Let the DC's know what you need so that classes can be adjusted.
14. Is there any way to get more classes offered during the day? HDS: GCC is very lucky to have a great pool of resources for teachers. Our teachers are people who are active in their industry and also teach from their experience. The challenge is they also have daytime jobs and can only teach at night.
15. Why is a class cancelled after I've registered and paid for my books? HDS: the cut-off mark for GCC to be able to fiscally offer a class is 13 students. If a class has less than 13 students, the instructor has the option to still teach the class for less pay. Sometimes, teachers do not take that option.
16. Students don't seem to have respect for others in the computer lab and in the library, what can be done about that? HDS: will make sure the library and computer lab people are informed about enforcing rules.
17. Can GCC offer classes year-round? HDS: yes, he will have the Dean work on it.

Programs

18. Is the GCC Journeyman certificate honored worldwide? HDS: if the certificate is signed by the Department of Labor, then it should be accepted worldwide. If it is only a GCC signed certificate, it is not honored worldwide.
19. Can apprenticeship classes be held during the daytime? HDS: the challenge becomes getting out of work during the day at GPA. This requires more discussion between GPA, the apprentices, GCC. GCC can act as a conduit to GPA, put concerns on a 3x5 card and HDS will forward to the proper representatives.

20. Are journeymen, apprentices, considered declared students? HDS will confirm with Mr. George Santos how and what category they complete their paperwork.
21. If the company breeches their contact with this program, what happens? HDS: GCC will keep their part of the contract, it will be up to GPA or whoever, to complete their part.
22. If we (journeymen/apprentice) want to go to school during the summer, can we get grants? HDS: visit the Financial Aid office.
23. If work keeps them busy on a project and they miss class, will that affect them? HDS: Yes it can, but they should work with their teachers to see if they can work out a plan so that learning can continue.
24. Can GCC do intercession classes? HDS: will definitely look into it.

Grounds and Facilities

25. Can the hours at the computer lab be extended; it ends too soon for employees who are on a swing shift? HDS, will forward this request to the MIS Department.
26. Will the roads around campus be paved soon? HDS: yes, part of the plan once all the construction in completed.
27. Can GCC get new desks for the C-building? The desks are breaking and are too small. HDS: noted, and will have someone check on it.
28. Can GCC install new doors? When the wind is blowing hard and you exit a classroom, the doors blow open hard and people could get hurt? HDS: noted.
29. Room C-24 is very warm; can the air con be fixed? HDS: noted.
30. When will GCC expand the Library? HDS: part of the plan is to move the Library down to a first floor level before 2007 if possible.
31. Will GCC have a gym? HDS: no, there are no plans to focus on sports, the focus is on education.
32. At UOG, if students want to meet for a study group or to have meetings, there are rooms they can use, are there any rooms at GCC? HDS: should be able to use the back room at the library, he will check on it.
33. For beautification, can GCC plant more trees so that there are more areas to sit in the shade? HDS: as part of the Master Plan, the campus must be torn up and adjusted to comply with a flood plan. After the corrections are made, then top soil can be laid down and planting can begin.

34. Parking in the dirt area between building A and building 500. If you park at 6pm, by the time you're ready to leave campus at 8pm, you're blocked in. What can be done about that? HDS: part of the Master Plan is to re-evaluate the existing campus and make it better and that includes parking.

Additional Topics

35. Comment: GCC doing a great job with classes, scheduling, and great registration process. HDS: thank you, we are always working hard to better serve you the students.
36. Will GCC have music and band subjects? HDS: not part of a community college, roots are in technical education, trades and industry. GH: could always form a music student organization via COPSA and Campus Life, or take a Continuing Education course.
37. Comment: I attended UOG and now I am attending GCC. I must congratulate GCC, the registration process all takes place in one area so I don't have to do a lot of running around from one building to another like at UOG. Also, the attitude is much better, friendlier here at GCC. HDS: thank you for that comment. We are always working to improve our services for you the student.
38. With inflation and prices always going up, why does GCC's budget keep getting cut? HDS: part of the challenge had to do with the decrease in funds coming into GovGuam and challenges with the former administration, things that were out of GCC's control. But through it all, GCC tightened its belt and worked with our resources to still continue with classes for you the students.
39. Can't GCC go to the Chamber of Commerce, introduce their Master Plan and get funding with private businesses? HDS: yes, we can. However, we need to get our campus fixed up and cleaned up before we can begin to invite people up to show them around.

Audit Report shows no questioned costs for GCC
By Oyaol Ngirairiki

Pacific Daily News, Friday, March 25, 2005 guampdn.com

Prudent spending has allowed the Guam Community College to qualify as a low-risk auditee.

But more importantly, the college continues to provide academic services to its hundreds of students despite shrinking government financial assistance.

According to the audit report released this week, there were no questioned costs in the audit.

“GCC remains among the few Government of Guam entities to again qualify as a low-risk auditee,” the audit report stated.

“We’re very pleased with the public auditor’s findings, and we’ll work diligently to continue to maintain accurate records and continue to live within our means,” said GCC spokeswoman Cathy Gogue.

The audit report noted a \$400,000 decline in revenue compared to fiscal 2002 because of decreased government appropriations, which make up about 60 percent of GCC’s revenue.

In 2002, the Legislature appropriated \$13 million, which decreased in 2003 to \$12.2 million.

In the same period, the college reduced its operating expenses by \$310,000, from \$19.5 million in fiscal 2002 to \$19.2 million in fiscal 2003.

But the audit report also noted GCC’s audited financial statements for fiscal 2003 were submitted eight months late.

Gogue said the delay was primarily caused by two natural disasters in 2002, which wreaked havoc on the island’s residents, schools and business.

“In the past, we’ve always turned in our audits in a timely manner, but with Typhoon Chata’an and Supertyphoon Pongsona, they had a domino effect in pushing things back, so now we’re trying to get everything back on track,” Gogue said.