



Guam Community College



2012 President's Performance Appraisal Report

Mission

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

Sinangan Misi3n (Chamorro translation)

I misi3n i Kulehon Kumunidã't Guãhan, guiya i gé'hilo' i fina'che'cho' siha yan i kinahulo' i mamfãfa'che'cho' ya u na'guãguãha nu i manãkhilo' yan manmaolek na tiningo' yan fina'nã'guen cho'cho' siha gi iya Maikronisiha.

2012 PRESIDENT'S PERFORMANCE APPRAISAL REPORT

Introduction and Objectives

This report provides an overview of the findings of two performance appraisal surveys of the GCC president by GCC constituents administered in spring, summer, and fall 2012. The report has the following objectives:

1. To obtain information from GCC constituents regarding their perceptions of the President's performance as an administrator;
2. To assess the President's performance in terms of the four (4) Administrative Unit Outcomes (AUOs) identified in the President's/CEO's Assessment Plan in TracDat (Appendix A); and
3. To gather information about GCC constituents' perceptions of the President's strengths and areas of improvement.

Intended Outcomes

The following four (4) AUOs are identified in the President's/CEO's Assessment Plan in TracDat:

- **AUO#1:** Identify the community's career and technical as well as basic educational skill requirements and then coordinating the development of a periodic employer's needs assessment survey;
- **AUO#2:** Improve the institution's overall effectiveness as derived from GCC's success in meeting SLOs;

- **AUO#3:** Improve community awareness of the College and increase public support for its vision and mission; and,
- **AUO#4:** Develop a process to measure progress towards attaining the mission for the College each year through a systematic review.

Format and Methodology

Data for this particular study were collected through the *President's Performance Appraisal Survey (PPAS)* designed to gather information from full-time faculty, staff, administrators, the Board of Trustees (BOT), and the Foundation Board of Governors (FBOG) and the *President's Performance Appraisal Survey (PPAS)-For Students*. The *PPAS* consists of thirteen (13) Likert-scale items and two open-ended questions (Appendix B). A separate *PPAS* was developed for students. The *PPAS-For Students* consists of ten (10) Likert-scale items and two open-ended questions and is intended for students who participated in an open forum¹ with the President from Fall 2011 thru Fall 2012 (Appendix C). Both survey instruments were created using **Survey Monkey**², a free survey tool that enables users to create their own web-based surveys. Students, faculty, staff, administrators, BOT and FBOG were provided a link to complete the respective surveys via an electronic memo sent in an email message from GCC's Office of Assessment, Institutional Effectiveness, and Research (AIER). Surveys were made

¹ Since 2007, the following open forums with the President were held: Fall 2007 - "Primetime with your President" (October 1 & 2, 2007); Fall 2008 - "Do you know...Your President" meetings (October 27 & 28, 2008); Spring 2009 - "Investing in Guam's Future!!!..with President Mary Okada" meetings (February 17 & 18, 2009); Fall 2009 - "Investing in Guam's Future with President Mary Okada" meetings (October 20 & 21, 2009); Spring 2010 - "Investing in Guam's Future with President Mary Okada" meetings (February 22 & 23, 2010); Fall 2010 - "Investing in Guam's Future with President Mary Okada" meetings (October 12 & 13, 2010); Spring 2011 - "Investing in Guam's Future with President Mary Okada" meetings (February 15 & 16, 2011); Fall 2011 - "Investing in Guam's Future with President Mary Okada" meetings (October 4 & 5, 2011); Spring 2012 - "Investing in Guam's Future with President Mary Okada" meetings (February 22 & 23, 2012); Fall 2012-"Investing in Guam's Future! with President Mary Okada" meetings (October 1 & 2, 2012).

² AIER purchased an annual subscription to use Survey Monkey's professional plan on an annual basis.

available from April 18, 2012 to November 3, 2012. The survey administration period was scheduled to begin after the completion of the College's Accrediting Commission for Community and Junior Colleges' (ACCJC) comprehensive accreditation evaluation team site visit from March 19, 2012 thru March 22, 2012. In an effort to collect more comprehensive data, the survey administration period was extended thru fall 2012 and the collection period ended on November 2, 2012. All survey respondents were instructed to complete the survey only once.

Other indirect measures used in this study include the content analysis of the President's speeches; highlights of the President's Town Hall meetings with students; workshop remarks; presentations to civic groups, businesses and government organizations; Chachalani³; and GCC's 2010-2011 and 2011-2012 Annual Reports. Minor edits in grammar and punctuation in the qualitative comments quoted throughout this report were made for greater clarity and flow.

Results and Discussion

Of the 487 individuals who were sent an electronic link to complete the online surveys (233 students; 241 full-time faculty, staff, administrators; 13 BOT and FBOG)⁴, 220 responded to the surveys, thus resulting in a 45% response rate. A total of 119 employees and board members responded to the *President's Performance Appraisal Survey (PPAS)* and a total of 101 students responded to the *President's Performance Appraisal Survey (PPAS)-For Students*.

Table 1 on the next page provides an overview of the profile of students, faculty, staff, and administrator as well as BOT/FBOG respondents. Demographic characteristics are categorized into gender, respondent type, and length of service.

³ *Chachalani* is the College's monthly online newsletter posted on *MyGCC*. *MyGCC* is the College's integrated database system with web accessible information combining student, financial aid, finance, and human resources into one system.

⁴ The Faculty Advisory Member and Staff Advisory Member of the BOT were included in the 241 full-time employees.

Table 1

Profile of GCC Survey Respondents by Gender, Respondent Type, and Length of Service (n=216)

	Administrators		Faculty		Support Staff		Students		BOT/FBOG	
	#	%	#	%	#	%	#	%	#	%
Male	10	50	17	40	15	33	38	39	4	44
Female	10	50	26	60	31	67	60	61	5	56
FREQUENCY	20		43		46		98		9	
% of Respondents	10%		20%		21%		45%		4%	
Length of Service/Length of Study										
Less than a year	2	10	5	12	5	11	24	25	0	0
1-3 years	4	20	7	16	13	28	43	44	3	33
4-6 years	2	10	7	16	10	22	30	31	5	56
7-9 years	2	10	5	12	4	9	0	0	0	0
10 or more years	10	50	19	44	14	30	0	0	1	11
Not Indicated	0	0	0	0	0	0	0	0	0	0

Note: Four individuals did not indicate respondent type

As shown in Table 1 above, students (98) represented the largest respondent type. Nearly the same number of faculty (43) and support staff (46) responded to the survey, followed by administrators (20) and 9 BOT/FBOG members⁵. Gender-wise, females (61%) outnumbered males (39%). In terms of length of service, 50% of administrators who responded to the survey have been employed at the College for *10 or more years* (50%) followed by *1-3 years* (20%), and equally represented were administrators employed at the College for *less than a year* (10%), *4-6 years* (10%), and *7-9 years* (10%). Interestingly, the largest group of faculty who responded to the survey have also been employed at the College for *10 or more years* (44%) followed by

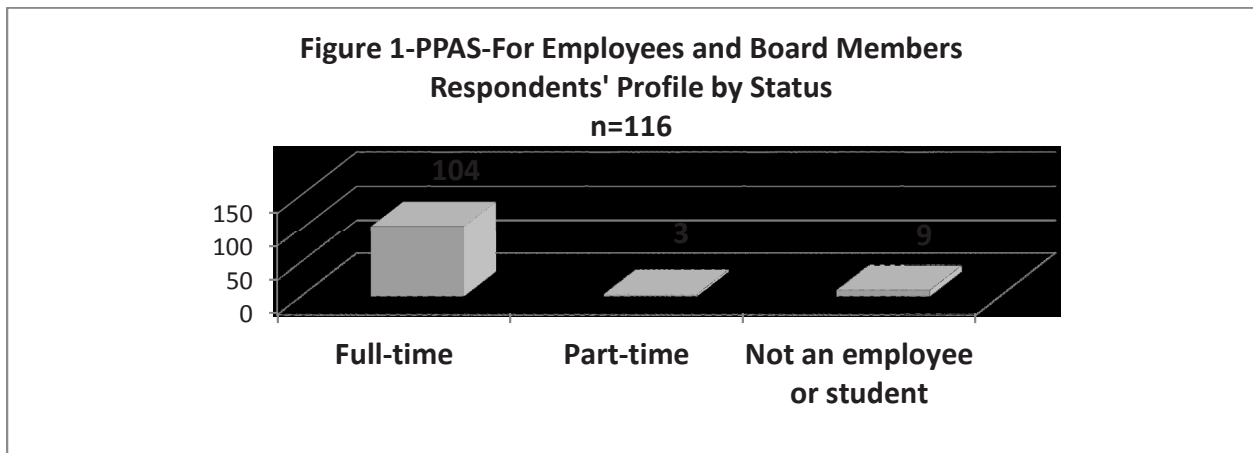
⁵ The PPAS did not have a separate respondent type category for the FBOG; however, the response rate for the BOT was 69% or 9 out of 13 Board members who were sent the survey link responded to the survey.

two equally represented groups, *1-3 years* (16%) and *4-6 years* (16%). Also equally represented were faculty employed by the College for *Less than a year* (12%) and *7-9 years* (12%). As for support staff, the two groups with the highest number of responses are those who have been employed by the College for *10 or more years* (30%) and *1-3 years* (28%). This is followed by support staff who have been employed by the College for *4-6 years* (22%), *less than a year* (11%), and *7-9 years* (9%). The highest category of student respondents are those who have been attending GCC for *1-3 years* (44%) followed by *4-6 years* (31%), and *less than a year* (25%). As for the BOT and FBOG, out of the nine respondents, 56% served on the Board for *4-6 years*, followed by *1-3 years* (33%), and 11% who served on the Board for *10 or more years*.

The following discussion focuses on the results of the *President’s Performance Appraisal Survey (PPAS)* completed by employees and board members.

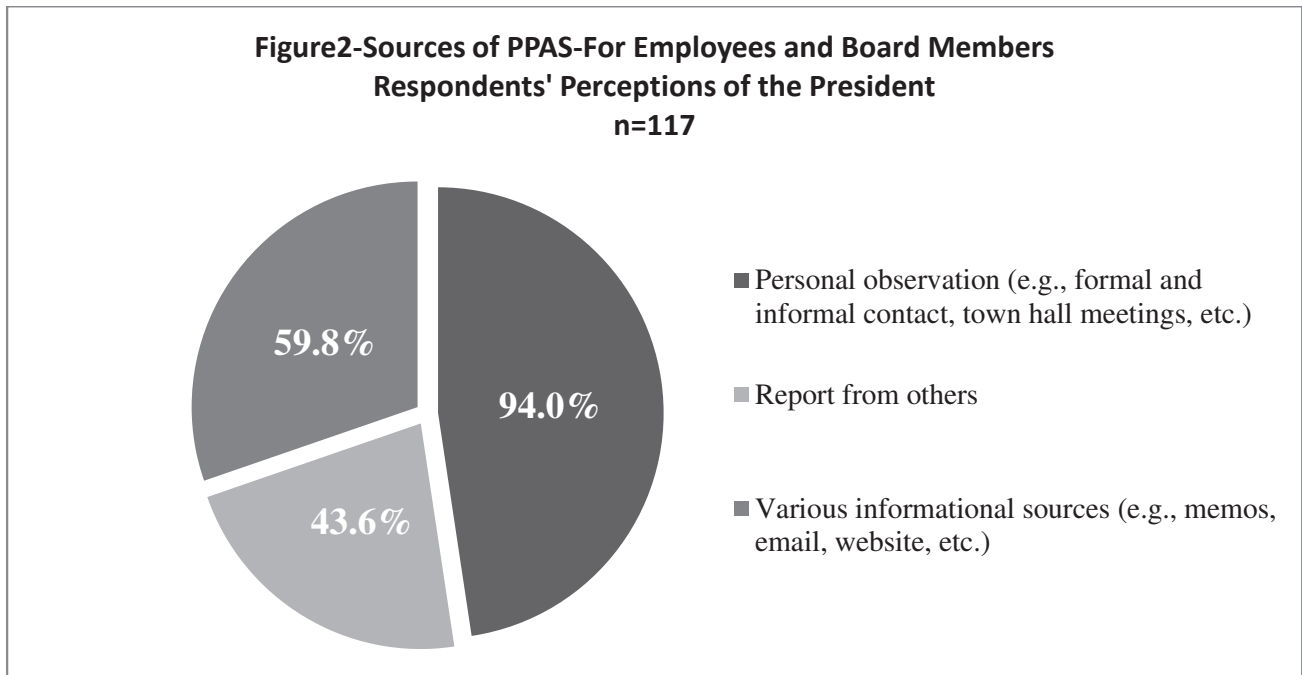
President’s Performance Appraisal Survey (PPAS)-For Employees and Board Members

As seen in Figure 1 below, 90% of *PPAS* respondents identified themselves as a full-time employee, 3% indicated that they were part-time employees, and 7% indicated that they were not an employee or student (BOT/FBOG).



Note: Of the 119 PPAS respondents, three (3) did not identify their *status* on the PPAS

Figure 2 below identifies the sources of *PPAS* respondents' perceptions of the President.



Note: Of the 119 *PPAS* respondents, two (2) did not identify the source of their perceptions about the President.

As shown in Figure 2 above, the most frequently cited source of respondents' perceptions of the President came from *personal observations* including formal and informal contact with the President and town hall meetings with the President (94%), followed by *various informational sources* such as memos, email, website (59.8%), and *report from others* (43.6%).

Table 2 on the next page reports the overall mode, mean, and standard deviation of responses to each of the 13 Likert-scale items included in the *PPAS*. Column 2 contains the modal responses to the 13 items. The mode is the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree. The mean is the average of the value in all responses. As revealed in Table 2, respondents *strongly agree* with twelve (12) of the thirteen (13) presidential qualities or

characteristics and *agree* with the other one (1). It is important to note, however, that although there were 119 PPAS respondents, the number of responses per survey item varies.

Table 2

**Respondent’s OVERALL MODAL RESPONSES, MEANS, AND STANDARD DEVIATIONS of the 13 Presidential Qualities or Characteristics listed in the PPAS-For Employees and Board Members
n=119**

13 Presidential Qualities or Characteristics	MODE , or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN , or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value.
In general, the President demonstrates knowledge of and commitment to Guam Community College’s mission as stated below: Our Mission- The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.	6.00	5.48	1.08

13 Presidential Qualities or Characteristics	MODE , or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN , or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value.
The President demonstrates a commitment to the following philosophy of participatory governance: Broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the President (source: Article XII BOT/Faculty Agreement updated October 2010).	6.00	5.17	1.10
The President communicates regularly and effectively with students, faculty, administrators, and staff.	6.00	4.93	1.26

13 Presidential Qualities or Characteristics	MODE , or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN , or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value.
The President unites students, faculty, administrators, and staff to accomplish the mission of the College.	6.00	4.95	1.11
The President is deliberate in making decisions, which affect the College.	6.00	5.18	0.95
The President is fair in dealing with students, faculty, administrators, and staff.	6.00	4.76	1.30
The President is creative in solving problems and dealing with crises.	6.00	5.26	1.03
The President creates an atmosphere that contributes to a positive learning environment.	6.00	5.13	1.08
The President seeks opportunities to interact with a wide range of community members.	6.00	5.13	1.04
The President is present and participates in campus and community activities and functions.	6.00	4.98	1.20

13 Presidential Qualities or Characteristics	MODE , or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN , or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value.
The President works well with Board members.	6.00	5.25	0.84
The President oversees the College's finances and business operations in a successful manner.	6.00	5.49	0.87
The President ensures that the College's physical facilities are maintained and improved.	6.00	5.23	1.07

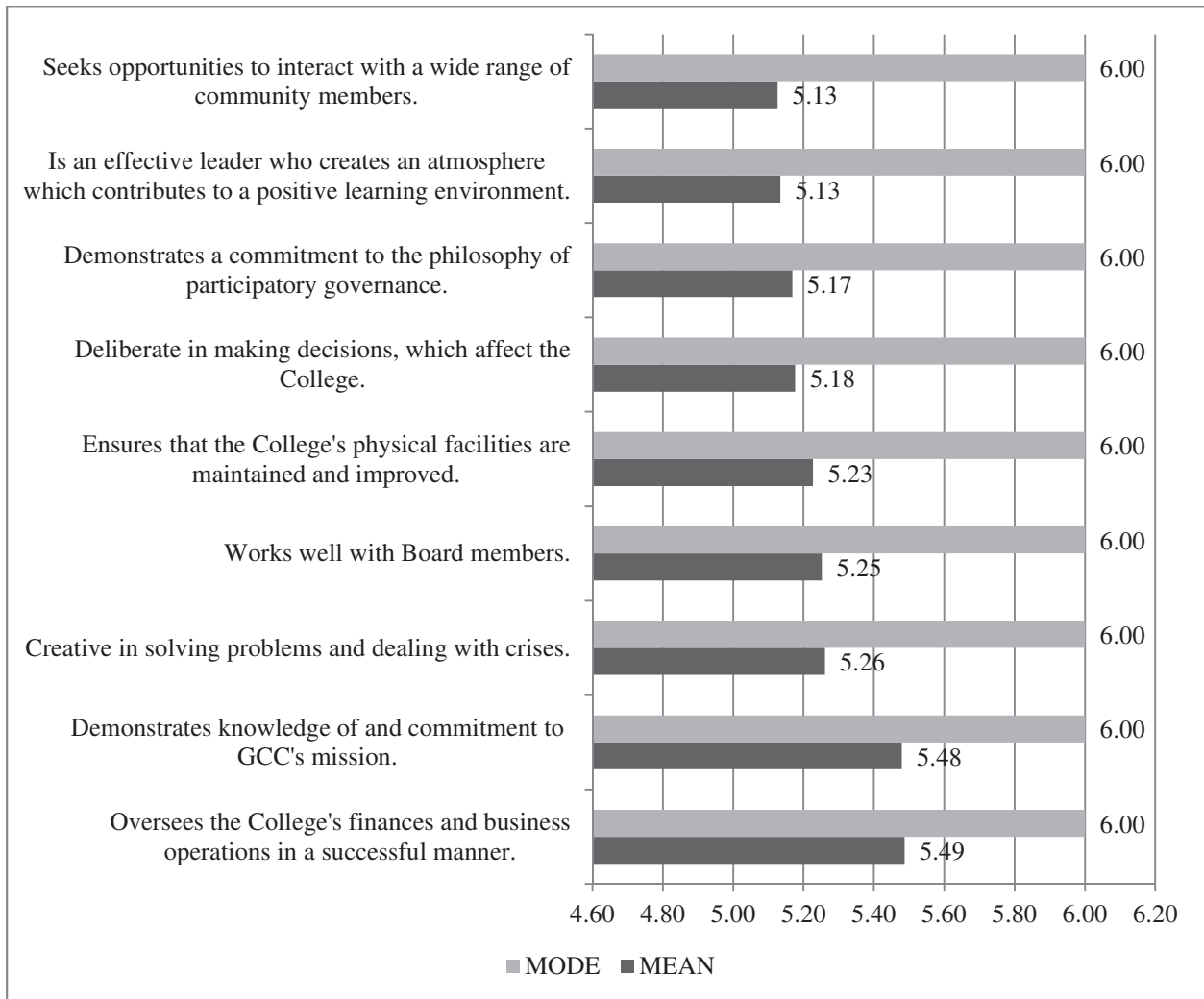
As seen in Table 2, the *PPAS* survey item with the greatest consensus (lowest standard deviation) among respondents is *the President works well with Board members* (mean 5.25, s.d. 0.84), *the President oversees the College's finances and business operations in a successful manner* (mean 5.49, s.d. 0.87), and *the President is deliberate in making decisions, which affect the College* (mean 5.18, s.d. 0.95). Although respondents agree that *the President is fair in dealing with students, faculty, administrators, and staff*, this statement has the least consensus (highest standard deviation- s.d. 1.30).

Figure 3 on the following page reveals the positively perceived qualities or characteristics of the President as reported by full-time faculty, administrators, staff, BOT, and FBOG respondents. These qualities or characteristics are ranked according to the item's overall mean

on the 6-point scale. As can be seen from the chart, the mode for all positively perceived qualities or characteristics is 6.00.

Figure 3

POSITIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of the President as Reported by Full-Time Faculty, Staff, Administrators, BOT, and FBOG (MODE is the most frequently occurring value while the MEAN is the average of the value in all responses on a scale of 1 to 6), n=119



Respondents agree with nine (9) of the thirteen (13) qualities or characteristics included in the *PPAS*. The President was most positively perceived in *overseeing the College's finances and business operations in a successful manner* (mean 5.49, s.d. 0.87), followed by

demonstrating knowledge of and commitment to GCC's mission (mean 5.48, s.d. 1.08), *solving problems and dealing with crises* (mean 5.26, s.d. 1.03), *working well with Board members* (mean 5.25, s.d. 0.84), *ensuring that the College's facilities are maintained and improved* (mean 5.23, s.d. 1.07), *making deliberate decision which affect the College* (mean 5.18, s.d. 0.95), *demonstrating a commitment to the philosophy of participatory governance* (mean 5.17, s.d. 1.10), *creating an atmosphere which contributes to a positive learning environment* (mean 5.13, s.d. 1.08), and *seeking opportunities to interact with a wide range of community members* (mean 5.13, s.d. 1.04).

Qualitative comments from the *PPAS* support the above positively perceived qualities or characteristics of the President (Appendix D). In terms of *overseeing the College's finances and business operations in a successful manner*, several respondents reported that the President's financial knowledge is her greatest strength. Another respondent noted that the President "thinks outside of the box. She pursues funding sources and completion of initiatives with complete determination. She is passionate about leading the college. She has strong financial skills". A third respondent mentioned, "Dr. Okada is a good communicator. I think that she has earned the respect of the faculty through her efforts to keep the College financially stable. She has worked energetically to pursue funding for buildings, renovations and to make GCC a leader in going green." Other respondents described the President as an "individual with great leadership skills", a "good communicator", and the president is "Proactive; Strong Leadership Quality; Driven; Excellent Motivator; Executes College Objectives".

Regarding the *maintenance and improvement of the College's physical facilities*, a respondent mentioned that one of the strengths of the President is her "vision of what the college should look like in 5 to 10 years is vivid and clear: new buildings, improved facilities, efficient

student support services, new instructional programs, etc. She is a visionary in leading the college towards a new sustainable environment that will be conducive to learning for everyone on campus”. Although respondents agree that the President ensures that the College’s physical facilities are maintained and improved, one respondent noted that the President “is doing a great job but because of lack of operational funds, we are now having the biggest challenges in fixing things that break. I know she’ll do what is best.” Another respondent reported that “she needs to improve her communication with staff. She may also want to look at the problems that are constant here at GCC. For example, we have chronic problems regarding water pressure in some areas on campus. We have problems with air conditioners going down all over the place. I suggest that a preventive maintenance system be put in place to extend the life of our equipment and facilities. There is no real preventive maintenance plan. Another area that the president needs to explore is the area regarding keys/accessibility to rooms. There are too many keys on this campus. We need a comprehensive key management/room accessibility plane or system.”

In terms of *working well with Board members*, one respondent reported that the President’s is “dedicated to the college constituents and mission. She is very innovative and creative in addressing challenges and opportunities. She is a long term thinker.” Another respondent said, “I believe that the president has good connections with the current administration, therefore is able to have some control on what can be beneficial to our college. Our president is also a very well rounded leader in all aspects on what our mission is here at GCC”.

As for being *present and participating in campus and community activities and functions*, although respondents agree that she is present and participates in campus and community activities and functions, several respondents noted that the President should “at least visit

departments every now and then; interact with staff somehow!", she "needs to be more visible and involved with students during registration", she should "interact more and get to know staff community on a professional level, and encourage the student community and commend their achievements", she should "take the time to visit classes and programs to see the operation, that way she can see first and what really is going on within GCC", and "she needs to be seen on campus more. Many students have never seen her in person."

In relation to *seeking opportunities to interact with a wide range of community members*, a respondent reported that the President has a "solid reputation with local leaders." Another respondent reported that "she works very hard to uphold our mission and is always advocating more funding and make connections to continually improve the college." A third respondent reported the President's "networking with outside community on island and off island to ensure the College functions and meets its mission" as a strength. A fourth respondent reported on areas needing improvement as "I have not heard of any. Maybe just that I wish she will teach other agencies what they can do to improve and share her managerial knowledge, because in the long run, it is for the benefit of the island. Just as she tries her best to improve the College for everyone, it is also improving our island, because those who want to learn can come to GCC and see that it is a good place to start, which in the long run is beneficial to the island as a whole producing a true workforce employees for the people of Guam."

In terms of *creating an atmosphere that contributes to a positive learning environment*, one respondent reported, the President "works well with everyone and is always looking out for the needs of the college, which includes the students and all GCC personnel (support staff, administrators, faculty). She is always looking for ways to improve the College and always having the best interest of the College. She seems to have an open door policy and expects the

rest of GCC personnel to do the same. She is open minded and always ready to listen and assist when needed and provides you the opportunity to learn and absorb whatever you can either being a part of the College's personnel or also as a student.”

Regarding being *creative in solving problems and dealing with crises*, a respondent reported some strengths of the President are “fiscal responsibility, aggressiveness when pursuing the college's needs, innovative and open-minded ideas, courage to do what she thinks is right, good relationships with those who have stake in the college, intelligent, hard-working, dedicated. She has great shoes.” Another respondent described the President as “she is persistent, hard worker, and makes firm decisions that are critical to supporting the college, students, and employees. She is a strong leader!” A third respondent indicated that the President “thinks outside the box”. In relation to the economic challenges facing the Government of Guam, respondents have commented on the President's resourcefulness in seeking alternative funding sources for the College. One respondent reported that the President can “secure enough money to make payroll and basic operation costs of the college”. A second respondent cited the President's “quick but thoughtful decision making. She is deliberate and timely responses to situations that will have an impact on GCC. She is a maven at bringing money to the college.” Similarly, a third respondent noted “President Okada has the foresight to move the college in a positive direction despite the many challenges. She supports an environment in which employees, regardless of status, seek to improve themselves and the state of the college”. A fourth respondent cited “Mary is a solid administrator and commands the respect of her staff. She is proactive and creative in securing grant funding which is evident in the renovation of existing buildings and the new buildings that have recently been added to the campus” as a strength. A fifth respondent reported that the President is “very aggressive in obtaining other

funding sources. She follows through with the goals and mission of the College through various facility improvements.”

In terms of being *deliberate in making decisions which affect the College*, one respondent reported that the President is “a smart woman! She knows when to jump in and when to let go. You may not always agree with the decision she makes, but in the end, her decision is the right one for the college and its students.” Another respondent described the President as “very well versed in grants and finding all kinds of money for the college!” A third respondent reported “the President’s financial background has been an incredible asset to the college. She has transformed the college, through adding desperately needed buildings. The President’s contributions to GCC will stand as a legacy to the College.” A fourth respondent listed several strengths of the President, including “Her financial strategies to keep us afloat despite the shortage of funds from our government; her problem-solving skills and how she leads others in tackling institutional issues; her strong communication skills and in getting the latest message out to the students and employees; her people skills-she understands and connects with us; her stamina and enduring spirit to lead us to where we are at today, and to maintain and sustain the college’s reputation as the best run entity of the Government of Guam.”

As for *communicating regularly and effectively with students, faculty, administrators, and staff*, one respondent noted of the President “she is hands on and informs us if there are delays as such. She keeps us on the loop and let us know the status of pending and delayed occurrences. She makes us feel important that she cares about what we need and tries to clarify whenever possible. We are fortunate to have her as our CEO. I will miss her when she decides to move on. I hope she will stay for a while longer. We still need her vision. Thank you for allowing me my input!” A second respondent cited the work of the President in “taking care of

the business of the college and responsive to students” as strengths. A third respondent reported that “the President has a very positive attitude and great person to interact with.” A fourth respondent reported “her strength is having the ability to listen and assess a situation before making decisions.” A fifth respondent reported that the President is “willing to listen to problems and find a solution. She is looking out for the benefit of the improvement of the college for all- for the students, including the people who work here and for future students.” Respondents generally agree that the President communicates regularly and effectively with students, faculty, administrators, and staff, one respondent reported that “there is a need for more interaction with faculty, staff and students in more informal settings so that there is not a sense of disconnect.” Another respondent reported an area in need of improvement for the President is “in some technical areas outside her expertise, she does not get the full data from all sides, and doesn’t do a follow up to see that things that were agreed on are actually followed thru.”

Regarding *demonstrating a commitment to the philosophy of participatory governance*, one respondent reported for the strengths is “The President is tactful and is effective in utilizing College staff resources efficiently. The President understands the importance of participatory governance and is quick to respond or correct issues that may need urgent attention.” Another respondent reported that the “President is no nonsense attitude, professional, to the point, caring, sympathetic to others, gets involved in committees local and national committees where she can gain support for the college, need I say more.” A third respondent indicated “the President is very strong on Finances & communications. Based on what I hear and see on campus & community involvement GCC is a very good institution”. A fourth respondent mentioned that the President “has a good overview of the operation of the College and its students and how everything works together.” Respondents cited some improvements needed related to

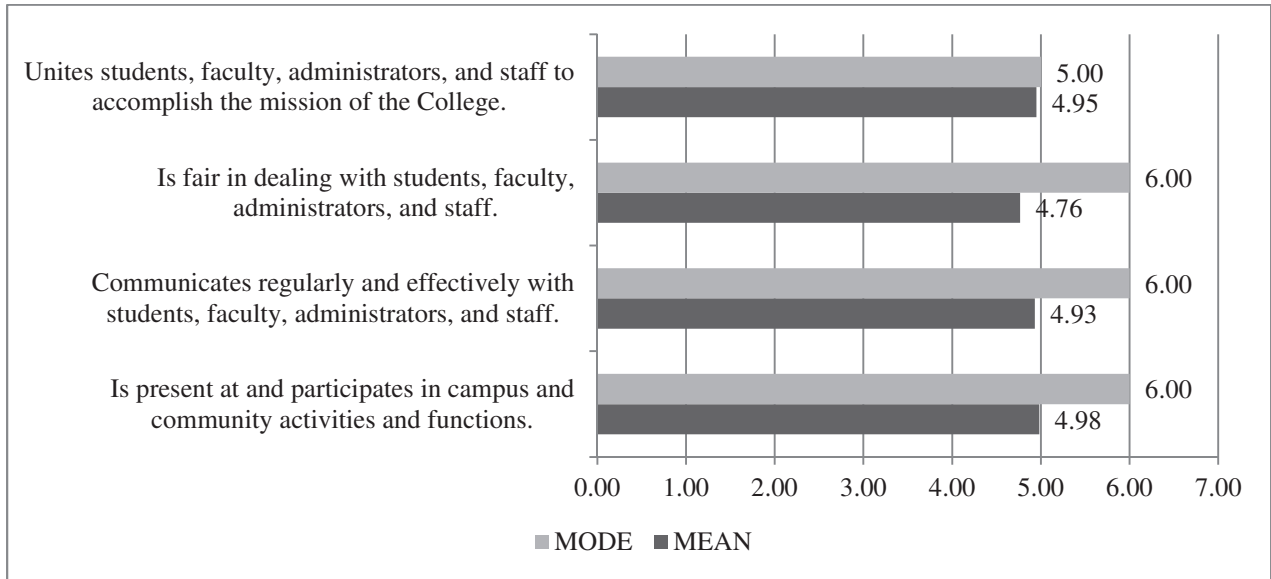
participatory governance. One respondent reported that the President should “use participatory governance more regularly, where faculty and student involvement makes sense. Actively solicit input beyond faculty Senate.” A second respondent reported of the President “she needs to be more compassionate to the employees. Everyone is doing more with less.”

As for *demonstrating knowledge of and commitment to GCC’s mission*, one respondent mentioned the strength of the President is “her financial acumen, dedication to college’s growth, and her visible presence on campus.” A second respondent noted that the President is “knowledgeable in regards to the students’ needs and expectations. She has done so much for GCC by seeking funding to expand our facilities in order to provide a better environment for our students, faculty, staff, and administrators.” A third respondent indicated, as President “she states goals for the college and sees them through.” A fourth respondent mentioned the strength of the President is her “financially sound decisions and the direction to lead the college in overall facility and program improvement.” A fifth respondent reported another strength of the President is “her ability to access funding and get support from both local and external sources for the expansion of the College. She is passionate about ensuring GCC is a shining star in the region.” One respondent reported improvements needed through “greater focus on the needs of the secondary programs. President should greet in Chamorro in her written and impromptu speeches. She should greet personally in Chamorro. Improve customer service among support services staff and administration. Focus on increasing funding (sources and dollars) for secondary high school programs”.

Figure 4 on the next page shows the negatively perceived qualities of the President by faculty, administrators, staff, BOT, and FBOG respondents. Qualities and characteristics are ranked according to the survey item’s mean score on a 6-point scale.

Figure 4

NEGATIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of the President as Reported by Full-Time Faculty, Staff, Administrators, BOT, and FBOG (MODE is the most frequently occurring value while MEAN is the average of the values in all responses on a scale of 1 to 6), n=119



The President was least positively perceived in terms of *being fair in dealing with students, faculty, administrators, and staff* (mean 4.76, s.d. 1.30), followed by *communicating regularly and effectively with students, faculty, administrators, and staff* (mean 4.93, s.d. 1.26), and *uniting students, faculty, administrators, and staff to accomplish the mission of the College* (mean 4.95, s.d. 1.11). In terms of *being present at and participating in campus and community activities and functions*, the mean score of 4.98 reveals that respondents are inclined to agree that the President does in fact attend and participate in campus and community activities and functions.

With respect to *being fair in dealing with students, faculty, administrators, and staff*, as mentioned earlier, one respondent reported, “President should focus on staff support such as pay increase. Everyone knows of administrators’ increased salary.” Another respondent shared that

“equality” is an area that needed improvement. A third respondent noted the President can improve through “better communication with staff and lower level administrators.”

Regarding *communicating regularly and effectively with students, faculty, administrators, and staff*, qualitative comments suggest that the President needs to engage in more informal communication with campus constituents. One respondent noted, as mentioned earlier, that the President should “at least visit departments every now and then; interact with staff somehow!” Another respondent reported that an area of improvement is to “make purposes of the travels (off-island trips) known to the community of the faculty. Make her more visible on campus and more approachable.” A third respondent mentioned that her “encouragement of more institutional flexibility in addressing employee challenges, hardships and professional needs” is an area needing improvement. A fourth respondent reported the need for “taking care of the social, emotional, and interpersonal relationship components of all college personnel, especially the support staff; morale has dropped in the college environment and pressure to perform has increased despite the limited personnel resources available to get the work done.”

What are students’ perceptions of the President’s performance? The following discussion focuses on the results of the *PPAS-For Students*.

President’s Performance Appraisal Survey (PPAS) - For Students

Table 3 contains the overall mode, mean, and standard deviation of responses to each of the ten (10) Likert-scale items included in the *PPAS-For Students*. Column 2 contains the modal responses to the ten (10) items. The mode is the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree. The mean is the average of the value in all responses. As revealed in

Table 3, respondents *agree slightly* with nine (9) of the ten (10) presidential qualities or characteristics and *disagree slightly* with the other one (1).

Table 3

Respondent’s OVERALL MODAL RESPONSES, MEANS, AND STANDARD DEVIATIONS of the 10 Presidential Qualities or Characteristics listed in the PPAS-For Students, n=101

10 Presidential Qualities or Characteristics	MODE , or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN , or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value.
In general, the President demonstrates knowledge of and commitment to Guam Community College’s mission.	5.00	4.42	1.28
The President is fair in dealing with students as reflected in the forums I have attended.	5.00	4.19	1.11
The President is creative in solving problems and dealing with crises.	5.00	4.33	1.06
The President communicates regularly and effectively with students.	5.00	3.92	1.18
The President is an effective leader who creates an atmosphere that contributes to a positive learning environment.	5.00	4.38	1.10

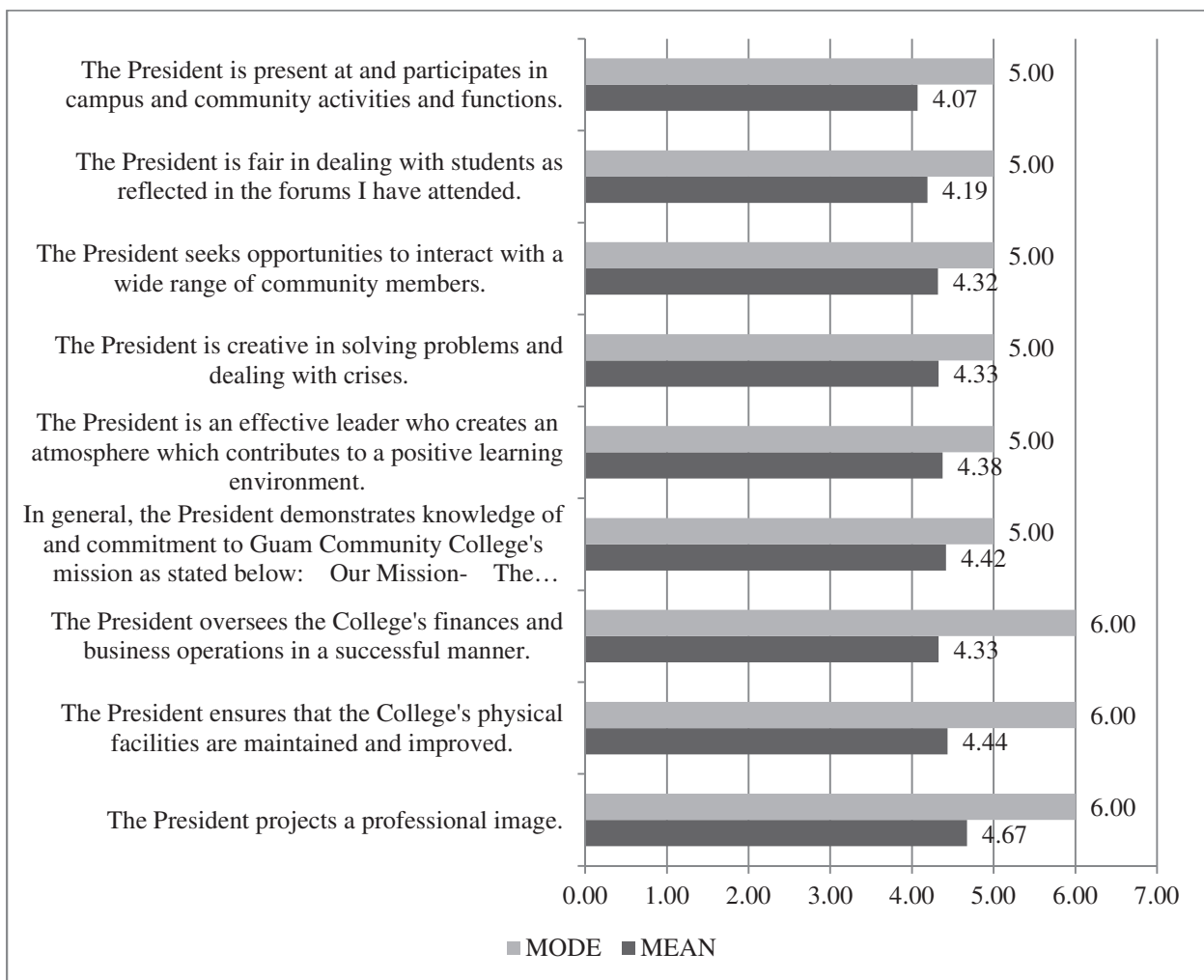
10 Presidential Qualities or Characteristics	MODE , or the most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	MEAN , or the average of the value in all responses on a scale of 1 to 6 where 1=Strongly Disagree, 2=Disagree, 3=Disagree Slightly, 4=Agree Slightly, 5=Agree, and 6=Strongly Agree	STANDARD DEVIATION , or the measure of how widely values are dispersed from the <i>mean</i> or the <i>average</i> value.
The President projects a professional image.	6.00	4.67	1.03
The President seeks opportunities to interact with a wide range of community members.	5.00	4.32	1.06
The President is present at and participates in campus and community activities and functions.	5.00	4.07	1.08
The President oversees the College's finances and business operations in a successful manner.	6.00	4.33	1.21
The President ensures that the College's physical facilities are maintained and improved.	6.00	4.44	1.26

As shown in Table 3, the *PPAS-For Students* survey item with the greatest consensus is *the President projects a professional image* (mean 4.67, s.d. 1.03). All other survey items have standard deviations ranging from 1.06 to 1.26. This reveals a slight divergence of opinion among respondents with respect to these survey items.

The following Figure identifies the positively perceived qualities or characteristics of the President as reported by student respondents. Students agree slightly with nine (9) of the ten (10) qualities or characteristics.

Figure 5

POSITIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of the President as Reported by Students (MODE is the most frequently occurring value while the MEAN is the average of the value in all responses on a scale of 1-6), n=101



As shown in Figure 5, the President is most positively perceived by students as *projecting a professional image* (mean 4.67, s.d. 1.03), followed by *ensuring that the College's physical*

facilities are maintained and improved (mean 4.44, s.d. 1.26), *overseeing the College's finances and business operations in a successful manner* (mean 4.33, s.d. 1.21), *demonstrating knowledge of and commitment to GCC's mission* (mean 4.42, s.d. 1.28), *creating an atmosphere which contributes to a positive learning environment* (mean 4.38, s.d. 1.10), *being creative in solving problems and dealing with crises* (mean 4.33, s.d. 1.06), *seeking opportunities to interact with a wide range of community members* (mean 4.32, s.d. 1.06), *fairly dealing with students as reflected in the forums attended* (mean 4.19, s.d. 1.11), and *being present at and participating in campus and community activities and functions* (mean 4.07, s.d. 1.08).

In terms of *projecting a professional image*, one student mentioned that the President “takes a very professional stature in regards to meetings, announcements, etc.” Another student stated, “Our president’s strength is professionalism.” A third student indicated that the strength of the President is “being a leader.” A fourth student reported several strengths of the President, including “composure, eye contact, dresses professionally, speaks loud and clearly.”

As for *ensuring that the College's physical facilities are maintained and improved*, a student noted, “She is good at getting funds to help rebuild the school and help build the buildings within a period length”. Another student reported that the President “cares for the college and would like to know how to improve it”. A third student noted, “not from forums but from observations and what others say and what I have seen-has taken care of buildings and improved surroundings and is good at the appearance of things on campus.” Although students primarily agree that the President ensures that the College’s physical facilities are maintained and improved, students also reported some areas that needed improvement for our President, including parking, maintenance of the student center, lighting around campus, and better access and exit ways. One student reported an area needing improvement is “typical everyday problems

like if there's something wrong with the vending machines or closed bathrooms or if a class is canceled, make a way to see this before wasting gas heading to school." Another student reported the need to "make staff be more supportive to have the library and the labs and tutor labs more quiet so we students can study better. Sometimes students are too loud in these places and staff don't always help to keep them quiet." In terms of the College's master plan, one student reported "she does not need to improve on anything else. I just hope that when the master plan comes in full, that we the students will still have a GCC Café to eat at just like the BCS Café. I know that in the master plan there will be no more BCS Café, so I'm hoping that in the new buildings being built, that there will be a café still in there for us to eat at! Thank you!"

Concerning *overseeing the College's finances and business operations in a successful manner*, a student indicated that one of President Okada's strengths is "the fact that she is proactive in obtaining grants for the College." Another student wrote, "She is knowledgeable in implementing grants to fund for the improvements within the campus."

In terms of *demonstrating knowledge of and commitment to GCC's mission*, one student reported "our president here at GCC, Mary Okada is a very responsible and self-sacrificing individual." Another student indicated that the President is "professional, dedicated, and detailed." A third student stated "Dr. Okada is a professional leader who cares about the students, faculty, staff and administration. She is a strong speaker, an advocate for Guam Community College." A fourth student indicated "I believe the strengths of our President are her ambitions and goals to maintain Guam Community College's mission statement and ensure the best education for our students with the best teachers and staff." A fifth student stated the President "has the belief instilled that the Community College will become more proficient in the future and that there is no such thing as 'giving up!!'" A sixth student reported the President "is

very professional about the jobs that need to be done. When she says she will ‘see about it’ or ‘no problem we can do that’ she makes sure that it all comes to pass. She keeps to her word.”

Regarding *creating an atmosphere which contributes to a positive learning environment*, one student reported that the President “has a strong sense of leadership, budgets properly, dresses and acts in a professional manner.” Another student reported that a strength of the President is “her willingness to listen to others’ ideas, thoughts, questions, concerns, etc. and her willingness to compromise or explain clearly why they cannot do that or if they need to test it out first.” A third student reported that the President is “strong, dedicated, and thoughtful for the students and their learning environment.” A fourth student indicated that “the President’s strengths fall under finance and leadership who makes an environment of learning a clean and successful one.” A fifth student expressed, “Our President, Dr. Okada highlights all the strengths of a great leader. As a Supervision and Management major I feel she is what defines great top management!”

In terms of *being creative in solving problems and dealing with crises*, a student reported the strengths of our President is her “ability to make things happen” and another student reported that the President is “very diligent in meeting the needs of the college.”

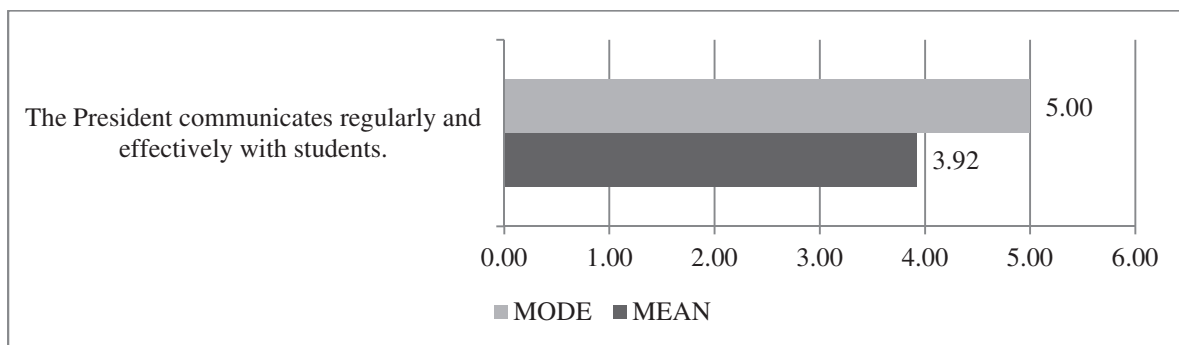
As for *fairly dealing with students as reflected in the forums attended*, one student reported “her communications with the students is very fair” as a strength of the President. In terms of *being present at and participating in campus and community activities and functions*, a student reported “that she cares enough to actually want to hear what we experience on campus and whether that experience was good or not.” Another student reported “she’s able to communicate with people in a proper manner and she’s a problem solver and a creative thinker.”

A third student reported that the President “makes sure she answers all the questions that students ask.”

Figure 6 shows the negatively perceived qualities of the President by student respondents. Qualities and characteristics are ranked according to the survey item’s mean score on a 6-point scale. Student respondents disagree slightly with one (1) of the qualities or characteristics identified in the *PPAS-For Students*.

Figure 6

NEGATIVELY PERCEIVED QUALITIES OR CHARACTERISTICS of the President as Reported by Students (MODE is the most frequently occurring value while the MEAN is the average of the value in all responses on a scale of 1-6), n=101



From the student respondents’ perspective, the President is least positively perceived in terms of *communicating regularly and effectively with students* (mean 3.92, s.d. 1.18). The mean score of 3.92 reveals that respondents have ambivalent opinions when asked if the President communicates regularly and effectively with students. Students cited the following area in need of improvement: the President’s visibility around campus. Several students indicated similar responses in terms of areas needing improvement for the President, including “more interaction with the students”, “more involvement with students”, “being around more for students physically such as at functions or contacting us on a regular basis through e-mail in regards to

the status of G.C.C. and to ask if we have any concerns”, “being more active in talking to the students around the campus”, and “being more social to students, as in be more open for time to talk to students.” One student also mentioned, “I think the areas for improvement would probably be not for the President herself, but for the entire event—I think it needs to be out in the courtyard so that the people who do not know or not aware of the event can still attend and voice their concerns.”

In addition to perceptions of the President’s performance, it is also important to examine the AUOs in the President’s Assessment Plan in TracDat. The following is a discussion of how the AUO’s are linked to the College’s Institutional Strategic Master Plan and the progress made in each initiative.

Link to Institutional Strategic Master Plan (ISMP)

The AUOs in the President’s Assessment Plan in TracDat are linked to the four initiatives found in GCC’s *Institutional Strategic Master Plan (ISMP): 2009-2014* (Appendix E). These initiatives include **Pioneering**, **Educational Excellence**, **Community Interaction**, and **Dedicated Planning**. AUO#1-Integrating Workforce Development Initiatives (identifying the community’s career and technical as well as basic educational skill requirements and increasing the capacity for better integration of the opportunities and services offered by GCC with the need of island businesses) is linked to the **Pioneering** initiative. In particular, it is linked to the tasks of *coordinating the development of an employer needs assessment focused on training and educational services* and *developing a program to partner with private workforce training providers*. AUO #2-Pursuing Accreditation Quality Programs (improvements in program effectiveness and the determination of the institution’s overall effectiveness in meeting SLOs) is

linked to **Educational Excellence**. The specific tasks related to this strategic goal initiative are *to maintain accreditation and enhance student enrichment programs and link program effectiveness, institutional effectiveness and resource allocation to SLOs*. AUO #3-Branding GCC in the Community (to improve awareness of the College and increase public support for its vision and activities) is linked to **Community Interaction**. The specific tasks related to this initiative are to *develop a marketing plan which helps to enhance GCC's brand identity and to increase enrollment and improve student retention at GCC*. AUO #4-Continue Efforts for Collaboration (develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review) is linked to **Dedicated Planning**. The tasks related to this initiative are to *create a dedicated planning taskforce to develop a measurement orientation program and utilize the existing two-year assessment planning cycle*.

What progress, under the leadership of the President, has been made in achieving these four initiatives? The *GCC 2010-2011 Annual Report* states that in fiscal year 2011 “the College will update its Campus Master Plan and update its Technology Plan by conducting an audit of its current infrastructure”. In the *GCC 2011-2012 Annual Report* it was reported that “during fiscal year 2012, the College will complete its Campus Master Plan. Included in this plan is the Institutional Strategic Master Plan, Facility Master Plan, the Enterprise Architecture, the Information Technology Strategic Plan, and the 5 year Resource Plan”.

Pioneering

In the area of **Pioneering**, the President continues to stress the importance of developing partnerships in the community. During the *Theory to Action: Making It Happen* Educator's Summit held on October 21, 2011, the President told attendees that “our main job at GCC, as the

leader in career and technical workforce development in the region, is to help create a sustainable workforce environment. Sustainability means you have a capacity to endure. With regard to job training, it means that you are receiving training that will keep you employed for the long haul. People want education and training that will allow them to remain employed, and to move up that employment ladder, for their entire professional career”. In her remarks she mentioned “we tie industry to the classroom at GCC in several ways: through our Apprenticeship program, in our high schools through our CTE work experience program, and through service learning”. In her presentation at the Association of Government Accountants meeting on February 29, 2012, the President shared “Many of you have hired our graduates as accounting techs in your firms or at your agencies, and for that we are very appreciative. I’d also like to take this opportunity to thank those of you who were involved in, or presented at our recent Accounting conference... You provided our accounting students with examples of how they will use what they’re learning in the classroom in real life situations, and I thank you for sharing your expertise with them.” Furthermore, she mentioned that the College has “revamped some of our technology programs, and developed new ones in response to industry demands. Two years ago, the surveying community came to us and said, ‘We need surveying techs.’ Many of the island’s surveyors were getting to the point of retirement, and there was no one to take their place. Think about it-if you have no one to do your surveying work, your project cannot start! We now offer Surveying Technology, and we just started a new Civil Engineering Technology program. We also dusted off our Medium-Heavy Truck Diesel Technology program-all in response to the community’s workforce needs”.

At the *Women’s Veterans Conference* on March 2, 2012, the President shared information on the top fields for a sustainable job and information on how participants may afford the

schooling to get to those jobs. She shared “the first thing you need to know about today’s employment market is that roughly half of all the jobs out there today are in the middle skill occupations-those that require more than a high school diploma, but less than a four-year degree. Health care and the IT industry top the list of sustainable careers”. The President continued by sharing “so whether you’re just starting out in the professional world after having served your country, or whether you’re thinking about changing what to do for a living, start by thinking about what you LIKE to do, and go from there. Then think about a plan to help you be able to do what you want to do, or what you like to do. Everyone who knows me knows I’m big on plans. You got to have a plan. Life may not always follow your plan, but if you have that plan, at least you have a goal in sight”.

Part of the **Pioneering** initiative is the gathering of perceived employer needs as it relates to training and the quality of their existing workforce through an employer survey. In the January 2009 report entitled *GCC-GCA Guam Employers Survey Report*, one of the recommendations of the report was to expand the sample population of future surveys to include other industry practitioners affiliated with the Guam Chamber of Commerce. The GCC Continuing Education and Workforce Development office administered the GCC Employers Survey: *Employee Requirements and Training Needs* during the Guam Chamber of Commerce meeting on June 29, 2011. The survey consisted of 9 questions and of the 86 surveys distributed to the employers present at the meeting, 34 employers completed and returned the survey resulting in a response rate close to 40%. Over 52% of the respondents come from small companies with less than 50 employees in their organization. A total of 35% of the respondents represented the *Architecture & Construction* business and *Transportation, Distribution, & Logistics*. One of the recommendations made in the report is that GCC should continue to

cultivate partnership opportunities with the Guam Chamber of Commerce to advance exposure and buy-in of employers in utilizing GCC as its main source of training services.

During the President's Convocation speech on August 13, 2012 marking the beginning of the 2012-2013 academic year, she notified the campus that the College had reached a milestone in the last week when the one hundredth company had joined GCC's apprenticeship program. The President indicated that "100 companies have confidence in our ability to train their employees, and give them not only the skills, but also the education they will need to excel in the workforce. And that number does not include the companies that work with our programs to provide our students with practicum opportunities, or work experience in the case of our secondary programs. This milestone is important because it signals that all these companies have confidence in our ability to educate and train their employees, or in the case of practicum and work experience, future employees. They know and trust the caliber of the graduates we present to the community".

Another aspect of **Pioneering** is advisory committees. At the October 21, 2011 Educator's Summit, the President indicated "at GCC, how we make our students sustainable is by giving them the tools that they will need to succeed in the workforce. Our programs not only teach our students what they need to know in their various fields of study, but these programs offer the opportunity to get actual field experience. That way, our students can apply what they learn in the classroom out in the field, where it counts. This whole process involves advisory committees that we set up at the college. These advisory committees are comprised of industry experts that provide guidance and input on workforce needs in our various fields of study. These committees meet at least once a semester to review the industry standards that we focus on in our classrooms. This process builds and strengthens our courses and programs, because what we

teach in the classroom is based on what our students will need to know and succeed in the workforce. We also rely on adjunct faculty from within the various industries to strengthen our instructional needs with their expertise in the field”.

In support of the continued progress made on the College’s **Pioneering** initiative, the chairperson of the Foundation Board of Governors stated in her opening remarks for the *2011-2012 Annual Report* “both GCC’s enrollment and our partnerships with island businesses are at record levels, our students are being recognized nationally, and our graduates are now productive members of Guam’s workforce. The GCC Foundation takes pride in these successes, and we thank you for your role in making them happen”. The *2010-2011 Annual Report* states “GCC graduates continue to provide island businesses with educated, well-trained employees that are able to excel in the workplace. Our partnerships with employers help us to design workforce training based on business needs, because successful training translates into successful businesses and a productive island economy”.

The **Pioneering** initiative, as stated in the President’s November 2012 Institutional Strategic Master Plan (ISMP) educational campaign, is defined as a goal that “seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employers’ needs assessment in order to improve the skill levels and productivity of the island’s workforce”. The **Pioneering** initiative corresponds to the survey item in the *PPAS* that states, “The President seeks opportunities to interact with a wide range of community members”. The discussion above, as well as the survey findings reported earlier, indicate that the President is indeed advancing this initiative.

Educational Excellence

There has also been substantial progress in the **Educational Excellence** initiative. An important task related to this initiative is to maintain accreditation and enhance student enrichment programs. The most notable highlight of academic year 2011-2012 is the successful preparation, evaluation, and completion of the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community and Junior College's Comprehensive Accreditation Evaluation for the reaffirmation of the College's accreditation status. GCC submitted its Institutional Self Evaluation Report (ISER) to the Commission on December 19, 2011. The report focused on how the college addressed the four (4) Standards of Accreditation and how GCC has implemented and followed up on plans for improvement. GCC's accreditation status has been reaffirmed through 2018 for the maximum allowable period of six years from the ACCJC. An 11-member team visited the College on March 19, 2012 thru March 22, 2012 and met with faculty, staff, administrators and students. In the President's opening remarks for the *2011-2012 Annual Report*, she states, "This year, as we celebrate GCC's 35th anniversary, we have definitely made our mark among the nation's community colleges. Although GCC has been fully accredited since 1979, this year's reaffirmation stands out as the most participatory effort in the College's history. Everyone-from our students to our board members to the over 200 people employed here as faculty, staff and administrators-played a role in proving to the accreditation team that we actually do what we say we do with regards to educating our students, providing documentation of our learning processes, and managing our money."

Related to the **Educational Excellence** initiative, in the August 2012 issue of *Chachalani*, in the President's letter to the campus she writes "One of the things the

administration has started to do this semester is to revisit our Institutional Strategic Master Plan, which currently takes us to the year 2014. We've far surpassed the plan's enrollment projection, so we are revisiting it to see what needs to be adjusted program-wise and with regard to facilities as well. We're far from finished, so as you continue to enjoy the new buildings get ready for renovations to start on the opposite side of campus toward the end of the semester. At GCC, we already know that our students, faculty, and employees are the best-now we just need all our facilities to match that degree of excellence!"

Another accomplishment related to the **Educational Excellence** initiative is the development and assessment of SLOs for courses, programs, and the institution. Program and course-level SLOs are published in the College catalog, entered into TracDat and reported in the College's annual institution assessment reports. In the *2011-2012 Annual Report*, Dr. Barbara Beno, ACCJC President, is quoted "The College is commended for establishing and communicating to students and the community student learning outcomes for all of its courses and programs," for "its accelerated construction program," and for "its flexibility in managing financial resources and for its efforts to compensate for irregular cash flow issues."

Related to the **Educational Excellence** initiative, during the Student Center ribbon cutting on December 9, 2011, the President indicated that "all these ribbon cuttings are not just about putting up buildings-they are about helping the students who come through here to build a better quality of life for themselves, for their families, and for our island. Guam's workforce needs to step up in order to secure the jobs that will support our economic development, and with the increase in tourism that will come from the Russian and hopefully, Chinese visa waivers. All these forces on the horizon will converge, and our local workforce needs to be ready to handle them. We want our people to get these jobs, so we have to have the means and the facilities to

train them. This Student Center represents our contribution not only to the next generation of our workforce, but we hope it will also help to mold the next generation of our island's leaders. It will be home to our Council on Postsecondary Student Affairs, or COPSA, as we like to call it. It will house a tutoring center, and our College Access and Project AIM programs, which are both designed to help first-generation college students to succeed". The President further stated "In Spring 2012, we are offering a new associate of science degree in Civil Engineering Technology, due to the demand created by all construction you see happening on our island (and not just on our campus!). We brought back our Surveying Technology, Pre-architectural drafting, and medium-heavy truck diesel technology programs for the same reason-because there is a demand for these types of jobs here, and it is our job, our mission, to train people for them".

The **Educational Excellence** initiative, as stated in the President's November 2012 Institutional Strategic Master Plan (ISMP) educational campaign, is "defined by its ability to demonstrate that student learning outcomes (SLOs) are being attained, as gauged by the institutionalized process of systematic and regularized assessment that allows programs and services to identify, analyze, and use assessment results for accountability and program improvement". The Office of Assessment, Institutional Effectiveness & Research published its 12th Annual Institutional Assessment Report which provides a summary of the course, program, and institutional improvements resulting from assessment activities during the two-year assessment cycle ending in AY2011-2012. Also included is an update of annual assessment compliance and Student Learning Outcomes (SLOs) assessment. Additionally, the 12th AIAR highlights college-wide assessment activities through several program review components for AY2011-2012. These components include program enrollment, program completions, advisory committee meetings, and curriculum revision activities. The information provided in this report

is intended for planning purposes at various levels. The report confirms the importance of assessment in all aspects of the College. Specifically for this report's purpose, the report states "the President/CEO's Office continue to maintain a 100% compliance rate" as well as the increasing assessment compliance rates of all divisions of the College.

Community Interaction

Progress has also been reported in the **Community Interaction** initiative. As stated in the President's November 2012 Institutional Strategic Master Plan (ISMP) educational campaign, this initiative "aims to improve awareness of the College and increase public and fiscal support for its vision, which in the long run, is intended to reduce GCC's financial dependence on the Government of Guam". Since spring 2011 when the last *President's Performance Appraisal* study was conducted, the College held a total of six additional town hall style meetings with students, faculty, staff, and administrators called "Investing in Guam's Future with Your President Mary Okada" in which there were close to a total of one thousand attendees. During these sessions, Dr. Mary Okada provides updates to the campus community on ongoing and upcoming activities and projects at the College. Once her updates are completed, the President then opens the floor for attendees to provide comments and ask questions related to campus activities, concerns, recommendations, and any other item of interest. The Center for Student Involvement coordinates this regular semester event, compiles the sign-in sheets and minutes of these sessions, then disseminates the information to the President, the student representative to the Board of Trustees, the Office of Assessment, Institutional Effectiveness & Research, and to the Council on Postsecondary Student Affairs (COPSA). Updates presented by the President include information on: Accreditation, Construction and Building Projects, Financial Information, Physical Master Plan, new academic

programs, website resources, scholarships, sustainability efforts, and other miscellaneous items such as the College's text book rental program and also the availability for students to sign up for PDN text alerts where GCC can text constituents regarding emergency notifications such as a pending typhoon and whether or not there will be classes. Some of the questions that were asked are related to the potential for new programs and courses that the College could offer. During the October 2011 session, one attendee mentioned, "We have classes that offer hairdressing, how about offering Home Economics?" of which the President responded, "Not now, but if there is an interest, we can do a short term class during the summer". Another question asked was "Can we get more GCC credits transferred to UOG?" of which the President responded, "We are working on this. There are courses listed on the back of the catalog that transfer now and we are adding more courses all the time. We are also working on possibly having entire programs transfer over." During the February 2012 session, one attendee asked "Congresswoman Bordallo has an internship program with UOG, is there any way that GCC can also participate in that program?" In response, the President shared "The Board and I have already met with Congresswoman Bordallo to discuss this and she has just announced that GCC students can participate in this internship program. Her office will forward the rules and regulations that the college has to follow for our students to qualify. Currently, a UOG student is selected and works here in the local office and then flies to the DC office to also intern there. As soon as we receive all the rules, we will announce them and then follow the process to select a student".

The GCC Marketing Plan updated on December 2, 2011 states "In order to market GCC's mission and vision, this cohesive plan has been developed to highlight its three main components: Postsecondary programs, Secondary (High School CTE programs) and Continuing Education (CE) programs". The plan further states that "the GCC 'brand' consists of the

intangible relationship that the community at large has with the College”. The plan also states “this re-branding campaign captures the essence of what GCC has to offer the community: the means to provide people with the education, skills and training they will need to build a better quality of life for themselves, their families, and their community. The tag lines: ‘Be your own success story,’ and ‘Metgot hao-get stronger,’ appear in GCC advertisements for registration and College events, strengthening that message”. In the 2011 marketing plan, the Assistant Director for the Office of Communications and Promotions identified several marketing tools to be utilized when feasible for the campaign, including a revamp of the GCC public web site, the conversion of the academic catalog into an integrated electronic online catalog, media campaigns using several mediums, issue media releases to local news outlets, monitoring the GCC Facebook account, YouTube videos, survey data, focus group feedback, student testimonials, and marketing ads.

With regard to the **Community Interaction** initiative, the *2011-2012 Annual Report* includes highlights of some of the strategies listed in the GCC Marketing Plan. The report indicates “In July, GCC launched its new and improved web site, designed with student and faculty input to be more ‘student-centric’.” In March 2012, the campus received an invitation via MyGCC, the College’s portal, to see a sneak preview of the College’s new e-catalog and the new public website which were launched in July 2012. The GCC Marketing Plan included the utilization of the web as a marketing tool. Specifically, the plan indicated “the web site will be GCC’s main information connection to the community”.

Further evidence of the progress made on the **Community Interaction** initiative and the GCC Marketing Plan is the marketing efforts for GCC’s secondary programs. In the February 2012 issue of *Chachalani*, it was reported that the College Access Challenge Grant Program

participation tops 1,336 students. More specifically, an excerpt from this issue states, “Excellent. It’s the first time I’ve heard of this.’ That’s what parent Evelyn Nededog said about the College Access Challenge Grant Program during orientation on Feb. 1. Nededog was one of nearly 60 middle and high school parents and students gathered in the MPA to learn about the federally-funded CACGP, which provides students and their parents with information and resources that turn postsecondary education into a reality for students that are often the first in their family to go to college.” At the SHRM “Hire Local” presentation on March 13, 2012, the President shared with the attendees more information on the College’s progress by stating “Regionally, our number of students from Micronesia is also at an all-time high. As a matter of fact, we have approximately 30 students from Chuuk high school visiting our campus through the Upward Bound program tomorrow morning. Our federally funded Project AIM program helps these students to succeed in school, so they can graduate and become productive members of the workforce”.

The **Community Interaction** initiative relates to the survey items in the *PPAS* that states, “The President demonstrates knowledge of and commitment to Guam Community College’s mission” and “the President unites students, faculty, administrators, and staff to accomplish the mission of the College”. The above discussion and survey results reveal that the President is committed to promoting this initiative.

Dedicated Planning

As for the **Dedicated Planning** initiative, as stated in the President’s November 2012 Institutional Strategic Master Plan (ISMP) educational campaign, “provides a means to measure

progress towards attaining the vision of the College each year through systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.

With regard to this initiative, the *2011-2012 Annual Report*, states that “President Okada called GCC’s 11th clean audit from independent auditors Deloitte & Touche, LLP in March ‘a team effort—from faculty to administrators and support staff’. The Office of the Public Auditor commended GCC for being fiscally responsible with the local and federal taxpayer dollars given to the institution, and for maintaining its low-risk status for over a decade.” During the October 2012 “*Investing in Guam’s Future with Your President Mary Okada*” town hall meeting, the President shared that “despite the Government of Guam’s financial woes, GCC has been able to add four buildings in four years using \$22M in federal grants and it has not cost the Government of Guam anything at all. This is all possible because GCC is very good at managing its money, looking at many other funding sources and applying for grants using our Master Plan.”

In keeping with the **Dedicated** Planning initiative, on May 5, 2012, GCC celebrated the College’s 35th anniversary at the *Foundation’s 35th Anniversary Gala* held at the Hyatt Regency Guam. In her welcoming remarks, the President addressed the business partners that were present saying “Many of you have employees in your businesses that have graduated from GCC, or apprentices that are taking classes with us.” We are especially proud, on this occasion of our 35th anniversary, to be an institution that delivers not only academically, but with regard to sustainability as well. Our Learning Resource Center is the first civilian designated LEED-Gold building for the Government of Guam. With photovoltaic panels on two, soon to be four of our buildings, and in all of our parking lots, we will be the largest civilian producer of sustainable energy on the island, and we will soon start a program to train photovoltaic panel installers because of the growing demand for this profession. We are progressive and proactive when it

comes to communicating with the island's businesses about the delivering the education, skills, and training needs of your employees." Furthermore, in her testimony before the ACCJC in June 2012 in support of GCC's accreditation, the President stated "As a result of our efforts, planning documents such as the Institutional Strategic Master Plan (ISMP), Informational Technology Strategic Plan (ITSP), Campus Facilities Master Plan, Financial Resource Plan, and others have guided the institution in its efforts to expand in program and service areas, taking into the consideration many of the opportunities that exist on the horizon".

As further evidence of the progress made on the **Dedicated Planning** initiative, the President shared with attendees at the GCC Convocation on August 13, 2012 about GCC's planning efforts. Specifically, she shared, "All of you know that I am a planner. Over the past three years, we've been guided by our Institutional Strategic Master Plan, which has been designed to bring us from 2009 to 2014. This plan, which we started developing shortly after I became president in 2007, has guided us through program and course additions that have strengthened our academic offerings. It enabled us to construct our Anthony A. Leon Guerrero Allied Health Center in 2009, our LEED-certified Learning Resource Center in 2010, our Student Center in 2011, and our fully renovated Foundation Building-with its awesome café-later this year. The I-S-M-P is also guiding us to start renovations on the other side of campus toward the end of the year. The first to get a major face and foundation lift will be Building 200, which will look like this when it is finished, most likely toward the end of 2013 or in early 2014. Also, we will be expanding the crime lab, which will also include a lab and classroom for our Criminal Justice program to offer more courses in forensic science concentrations. But with 2012 more than halfway over, it is now time to once again revisit the I-S-M-P. We need to update it based on what our economy has been doing, based on the adjustments that have been made in the

buildup, and on the economic opportunities that are arising with the move to make Guam more sustainable. Our planning process is a dynamic one. We are always adjusting, changing and tweaking it to adapt to the times. But without a plan, we would not be where we are today.” The President went on to share that “Our boards play an integral role in the College’s planning process. Its members are our lifeline to the business community. They advocate for us, and all of our institutional decisions and fundraising efforts are supported and approved by them”.

Conclusions

This study was designed to assess the performance of the President since spring 2011 when the last *President’s Performance Appraisal* study was conducted. The study was intended to address the four (4) Administrative Unit Outcomes identified in the President’s/CEO’s Assessment Plan which are linked to the initiatives in the ISMP.

The President’s highest approval ratings were in the following areas: overseeing the College’s finances and business operations in a successful manner, demonstrating knowledge of and commitment to GCC’s mission, solving problems and dealing with crises, working well with Board members, ensuring that the College’s facilities are maintained and improved, making deliberate decision which affect the College, demonstrating a commitment to the philosophy of participatory governance, creating an atmosphere which contributes to a positive learning environment, and seeking opportunities to interact with a wide range of community members. Qualitative comments from both the *PPAS* and *PPAS-For Students* (Appendix D) suggest the need for the President to further strengthen her existing relationships with campus constituents.

Recommendations

The following recommendations are made based on the reported findings:

- The President should increase her visibility among campus constituents, particularly with the students.
- The President should engage in more formal and informal interactions with campus constituents, particularly with the staff.

Appendix A

Assessment Plan

Guam Community College

Office of the President

Office of the President

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

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

Administrative Unit Outcome (AUO): FA11-SP13 AUO#1: Integrating Workforce Development Initiatives (The Pioneer)

AUO#1:

To identify the community's career and technical as well as basic educational skill requirements and increase capacity for better integration of the opportunities and services offered by GCC with the need of island businesses.

Administrative Unit AUO

Outcome:

Start Date: 10/10/2011

End Date: 03/13/2013

AUO Status: Currently being assessed

Program SLO/AUO/SSUO Institutional Strategic Master Plan (ISMP)

Plan reflects/incorporates:

Notes from the pull/drop down list above: ISMPs are inclusive of the President's goals approved by the Board of Trustees.

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
<p>DOCUMENT ANALYSIS: The review of the President's public remarks, text of speeches, and presentations about GCC, that speak directly to curriculum matters, in particular, and institutional effectiveness, in general which incorporates further GCC's vision for the college's Pioneering strategic goal.</p> <p>Type of Artifact/Instrument/Rubric/Method/Tool: Document Review</p>	<p>Based on the GCC 2009-2014 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative Pioneering, especially in the leveraging of public and private resources.</p>	<p>GCC outlined several initiatives based on it's 2009-2014 Institutional Strategic Masterplan (ISMP). Data will be collected from various college offices and key administrators as part of the President's monthly reporting requirements to the Board of Trustees.</p>	Yes

Related Activities

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

Related Tasks

* Task Name: VP for Business & Administration

Task Description: The college will remain a visible and important partner in community developments as it attempts to improve the skill levels & economic requirements of its own workforce.

Related Goals

Guam Community College

* Institutional Strategic Master Plan (ISMP) - ISMP GOAL #1

Pioneering:

This goal seeks to identify the career and technical as well as basic educational skill requirements of the workforce through periodic employer's needs assessment in order to improve the skill levels and productivity of the island's workforce.

ACCJC/WASC

- * STANDARD I: Institutional Mission and Effectiveness - The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.
- * STANDARD II. Student Learning Programs and Services - The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its

students.

Board of Trustees (BOT)

- * Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#3
Update board policies through a systematic review process that reflect changing institutional and community needs and demands.

President/CEO

- * Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2
To ensure that the college retains its essential characteristics of responsiveness, accessibility, accountability, flexibility, relevance, excellence, and technological advancement.

Office of the President

- * Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#1
To provide leadership and direction for the activities of the institution to ensure that the college carries out its mission while maintaining accreditation.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2
To ensure that the college retains its essential characteristics of responsiveness, accessibility, accountability, flexibility, relevance, excellence, and technological advancement.

Administrative Unit Outcome (AUO): FA11-SP13 AUO#2: Pursuing Accreditation Quality Programs (Educational Excellence)

AUO#2:

To improve program effectiveness and the determination of the institution's overall effectiveness in meeting student learning outcomes.

Administrative Unit AUO

Outcome:

Start Date: 10/10/2011

End Date: 03/13/2013

AUO Status: Currently being assessed

Program SLO/AUO/SSUO Institutional Strategic Master Plan (ISMP)

Plan reflects/incorporates:

Notes from the pull/drop ISMPs are inclusive of the President's goals approved by the Board of Trustees.

down list above:

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
DOCUMENT ANALYSIS: Based on qualitative content analysis, themes touching on resilience, educational value, and community will be found in the President's public remarks, text of speeches, and presentations about GCC which also incorporates further the activities and project objectives towards meeting GCC's vision for the college's Educational Excellence strategic goal. Type of Artifact/Instrument/Rubric/Method/Tool: Document Review	Based on the GCC 2009-2014 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Educational Excellence, especially improvements on GCC's reputation and performance.	GCC outlined several initiatives based on it's 2009-2014 Institutional Strategic Masterplan (ISMP). Data will be collected from various college offices and key administrators as part of the President's monthly reporting requirements to the Board of Trustees.	Yes

Related Activities

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

Related Tasks

* Task Name: VP for Academic Affairs

Task Description: The college systemically strives to improve SLO outcomes and makes results available to appropriate constituents.

Related Goals

Guam Community College

- * Institutional Strategic Master Plan (ISMP) - ISMP GOAL#2
Educational Excellence:

This goal is defined by its ability to demonstrate that student learning outcomes (SLOs) are being attained, as gauged by the institutionalized process of systematic and regularized assessment that allows programs and services to identify, analyze, and use assessment results for accountability and program improvement.

ACCJC/WASC

- * STANDARD II. Student Learning Programs and Services - The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Board of Trustees (BOT)

- * Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2
Establish and implement systematic assessment processes.

President/CEO

- * Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#1
To provide leadership and direction for the activities of the institution to ensure that the college carries out its mission while maintaining accreditation.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2
To ensure that the college retains its essential characteristics of responsiveness, accessibility, accountability, flexibility, relevance, excellence, and technological advancement.

Office of the President

- * Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#1
To provide leadership and direction for the activities of the institution to ensure that the college carries out its mission while maintaining accreditation.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2
To ensure that the college retains its essential characteristics of responsiveness, accessibility, accountability, flexibility, relevance, excellence, and technological advancement.

Administrative Unit Outcome (AUO): FA11-SP13 AUO#3: Branding GCC in the Community (Community Interaction)

AUO#3:
To improve awareness of the College and increase public support for its vision & activities.

Administrative Unit AUO

Outcome:

Start Date: 10/10/2011

End Date: 03/13/2012

AUO Status: Currently being assessed

Program SLO/AUO/SSUO Institutional Strategic Master Plan (ISMP)

Plan reflects/incorporates:

Notes from the pull/drop ISMPs are inclusive of the President's goals approved by the Board of Trustees.
down list above:

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
DOCUMENT ANALYSIS: Based on qualitative content analysis, themes touching on resilience, educational value, and community will be found in the President's public remarks, text of speeches, and presentations about GCC, which also incorporates further GCC's vision for the college's Community Interaction strategic goal. Type of Artifact/Instrument/Rubric/Method/Tool: Document Review	Based on the GCC 2009-2014 ISMP, 85% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Community Interaction. The President will strengthen the college's visibility in the community, by communicating its strengths, successes, and accomplishments to solidify its mission of workforce development in Guam and in the region.	GCC outlined several initiatives based on it's 2009-2014 Institutional Strategic Masterplan (ISMP). Data will be collected from various college offices and key administrators as part of the President's monthly reporting requirements to the Board of Trustees.	Yes

Related Activities

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

Related Tasks

* Task Name: President/CEO

Task Description: The College engages the community through business presentations, village outreach meetings, and presentations to other government entities.

Related Goals

Guam Community College

* Institutional Strategic Master Plan (ISMP) - ISMP GOAL#3

Community Interaction:

This goal aims to improve awareness of the College and increase public and fiscal support for its vision, which in the long run, is intended to reduce GCC's financial dependence on the Government of Guam.

ACCJC/WASC

* STANDARD I: Institutional Mission and Effectiveness - The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Board of Trustees (BOT)

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2

Establish and implement systematic assessment processes.

President/CEO

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#1

To provide leadership and direction for the activities of the institution to ensure that the college carries out its mission while maintaining accreditation.

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2

To ensure that the college retains its essential characteristics of responsiveness, accessibility, accountability, flexibility, relevance, excellence, and technological advancement.

Office of the President

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#1

To provide leadership and direction for the activities of the institution to ensure that the college carries out its mission while maintaining accreditation.

Administrative Unit Outcome (AUO): FA11-SP13 AUO#4: Continue efforts for Collaboration (Dedicated Planning)

AUO#4:

To develop a process of providing a means to measure progress towards attaining the vision for the College each year through a systematic review.

Administrative Unit AUO

Outcome:

Start Date: 10/10/2011

End Date: 03/13/2013

AUO Status: Currently being assessed

Program SLO/AUO/SSUO Institutional Strategic Master Plan (ISMP)

Plan reflects/incorporates:

Notes from the pull/drop ISMPs are inclusive of the President's goals approved by the Board of Trustees.

down list above:

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
DOCUMENT ANALYSIS: Based on analysis of the President's public remarks, text of speeches, presentations, and Annual Report that speak directly to curriculum/ assessment matters, in particular, and institutional effectiveness, in general which further incorporates the activities and project objectives in meeting the College's Dedicated Planning strategic goals. Type of Artifact/Instrument/Rubric/Method/Tool: Document Review	Based on the GCC 2009-2014 ISMP, 80% of reviewed documents will point to the President's involvement in furthering the strategic initiative - Dedicated Planning. The President will facilitate better integration of various stakeholders' voices for advancing the mission & vision of the college through assessment & reaccreditation.	GCC outlined several initiatives based on it's 2009-2014 Institutional Strategic Masterplan (ISMP). Data will be collected from various college offices and key administrators as part of the President's monthly reporting requirements to the Board of Trustees.	Yes

Related Activities

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

Related Tasks

* Task Name: President/CEO

Task Description: Physical resources are used to support student learning programs & services and to improve institutional effectiveness.

Related Goals

Guam Community College

* Institutional Strategic Master Plan (ISMP) - ISMP GOAL#4

Dedicated Planning:

This goal provides a means to measure progress towards attaining the vision of the College each year through a systematic review and evaluation, the results of which are utilized to inform decision making at the College at all levels.

ACCJC/WASC

* STANDARD IV. Leadership and Governance - The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Board of Trustees (BOT)

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#1

Update board's professional development plan to provide for continuous education for board members.

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2

Establish and implement systematic assessment processes.

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#3

Update board policies through a systematic review process that reflect changing institutional and community needs and demands.

President/CEO

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#1

To provide leadership and direction for the activities of the institution to ensure that the college carries out its mission while maintaining accreditation.

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2

To ensure that the college retains its essential characteristics of responsiveness, accessibility, accountability, flexibility, relevance, excellence, and technological advancement.

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#3

To ensure the college acquires the necessary resources to support its mission.

Office of the President

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#1

To provide leadership and direction for the activities of the institution to ensure that the college carries out its mission while maintaining accreditation.

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#2

To ensure that the college retains its essential characteristics of responsiveness, accessibility, accountability, flexibility, relevance, excellence, and technological advancement.

* Program Review Goal (Budget Related Goals & Objectives) - FY2012 PRG#3

To ensure the college acquires the necessary resources to support its mission.

Appendix B

2012 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. Your candid and meaningful responses to this survey are greatly appreciated.

Thank you for taking the time to complete the survey!

2012 President's Performance Appraisal Survey (PPAS)

1. Gender:

- Female
 Male

2. Respondent Type:

- Administrator
 Faculty
 Support Staff
 Board of Trustees

3. Length of service at GCC:

- Less than a year
 1-3 years
 4-6 years
 7-9 years
 10 or more years

4. Status:

- Full-time employee
 Part-time employee
 Not applicable

2012 President's Performance Appraisal Survey (PPAS)

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

Our Mission-

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

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

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

Philosophy of participatory governance-

Broad participation by faculty, staff, administrators, and students in the decision making processes that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Board and the President (source: Article XII BOT/Faculty Agreement updated October 2010).

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

2012 President's Performance Appraisal Survey (PPAS)

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

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

8. The President unites students, faculty, administrators, and staff to accomplish the mission of the College.

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

9. The President is deliberate in making decisions, which affect the College.

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

2012 President's Performance Appraisal Survey (PPAS)

10. The President is fair in dealing with students, faculty, administrators, and staff.

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

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

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

12. The President is an effective leader who creates an atmosphere which contributes to a positive learning environment.

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

2012 President's Performance Appraisal Survey (PPAS)

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

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

14. The President is present at and participates in campus and community activities and functions.

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

15. The President works well with Board members.

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

2012 President's Performance Appraisal Survey (PPAS)

16. The President oversees the College's finances and business operations in a successful manner.

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

17. The President ensures that the College's physical facilities are maintained and improved.

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

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

- Personal observation (e.g., formal and informal contact, town hall meetings, etc.)
- Report from others
- Various informational sources (e.g., memos, email, website, etc.)

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

2012 President's Performance Appraisal Survey (PPAS)

20. Based on what you have personally experienced, read, or heard from others, what do you think are the AREAS NEEDING IMPROVEMENT for our President?

Appendix C

2012 President's Performance Appraisal Survey (PPAS)- FOR STUDENTS

Dear GCC Student:

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. Your candid and meaningful responses to this survey are greatly appreciated. You were selected to participate in this survey because you attended a President's Forum with Students.

Thank you for taking the time to complete the survey!

2012 President's Performance Appraisal Survey (PPAS)- FOR STUDENTS

1. Please indicate which of the following forum or session you have attended since you've been a GCC student:

- Fall 2007 - "Primetime with your President" (October 1 & 2, 2007)
- Fall 2008 - "Do you know...Your President" meetings (October 27 & 28, 2008)
- Spring 2009 - "Investing in Guam's Future!!!.with President Mary Okada" meetings (February 17 & 18, 2009)
- Fall 2009 - "Investing in Guam's Future with President Mary Okada" meetings (October 20 & 21, 2009)
- Spring 2010 - "Investing in Guam's Future with President Mary Okada" meetings (February 22 & 23, 2010)
- Fall 2010 - "Investing in Guam's Future with President Mary Okada" meetings (October 12 & 13, 2010)
- Spring 2011 - "Investing in Guam's Future with President Mary Okada" meetings (February 15 & 16, 2011)
- Fall 2011 - "Investing in Guam's Future with President Mary Okada" meetings (October 4 & 5, 2011)
- Spring 2012 - "Investing in Guam's Future with President Mary Okada" meetings (February 22 & 23, 2012)
- Fall 2012-"Investing in Guam's Future! with President Mary Okada" meetings (October 1 & 2, 2012)

2012 President's Performance Appraisal Survey (PPAS)- FOR STUDENTS

2. Gender:

- Female
 Male

3. Length of study at GCC:

- Less than a year
 1-2 years
 3-4 years
 5-6 years

4. Status as a student:

- Full time
 Part time

2012 President's Performance Appraisal Survey (PPAS)- FOR STUDENTS

The following statements reflect my perceptions after hearing the President speak in one of the forums:

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

Our Mission-

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

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

6. The President is fair in dealing with students as reflected in the forums I have attended.

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

2012 President's Performance Appraisal Survey (PPAS)- FOR STUDENTS

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

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

8. The President communicates regularly and effectively with students.

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

9. The President is an effective leader who creates an atmosphere which contributes to a positive learning environment.

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

2012 President's Performance Appraisal Survey (PPAS)- FOR STUDENTS

10. The President projects a professional image.

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

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

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

12. The President is present at and participates in campus and community activities and functions.

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

2012 President's Performance Appraisal Survey (PPAS)- FOR STUDENTS

13. The President oversees the College's finances and business operations in a successful manner.

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

14. The President ensures that the College's physical facilities are maintained and improved.

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

15. Based on your impressions from the forums, what do you think are the STRENGTHS of our President?

16. Based on your impressions from the forums, what do you think are the AREAS NEEDING IMPROVEMENT for our President?

Appendix D

President's Performance Appraisal Survey (PPAS)

Question 19. Based on what you have personally experienced, read, or heard from others, what do you think are the STRENGTHS of our President?
Smart woman! Knows when to jump in and when to let go. You may not always agree with the decision she makes, but in the end, her decision is the right one for the college and its students.
She is persistent, hard worker, and makes firm decisions that are critical to supporting the college, students, and employees. Strong leader!
Strong leadership, Decision maker, Strategic Planner, Fiscally Competent, Communicator, Community Integrator
She's in touch with both faculty and students.
financial background
Beautification the outlooks of the college campus.
Works well with everyone and is always looking out for the needs of the college, which includes the students and all GCC personnel (support staff, administrators, faculty). She is always looking for ways to improve the College and always having the best interest of the College. She seems to have an open door policy and expects the rest of GCC personnel to do the same. She is open minded and always ready to listen and assist when needed and provides you the opportunity to learn and absorb whatever you can either being a part of the College's personnel or also as a student.
She knows the business and academic aspects of Guam Community College.
Financial
She is determined, creative, and experienced.
She is alway on top of things.
Fiscal management, establishment of expectations, planning and organization, external representation of GCC, and presence on campus.
Strength of our President is her overall involvement with Administrators, Faculty and Staff
Her presence to the students, staff, faculty, and our community.
Managing the college's finances, and her social networking connections..
The President oversees the College's finances and business operations in a successful manner. The President is deliberate in making decisions, which affect the College.
Knowledge and experience in the Government.
good
no comment at this time
very well versed in grants and finding all kinds of money for the college! :)
Solid reputation with local leaders.
She is focused and persistent.
taking care of the business of the college and responsive to students
The President is tactful and is effective in utilizing College staff resources efficiently. The President understands the importance of participatory governance and is quick to respond or correct issues that may need urgent attention.
Exceptional leadership skills and decisiveness.
Thinks outside of the box. Pursues funding sources and completion of initiatives with complete determination Passionate about leading the college. Strong financial skills
She is a knowledgeable, fair, consistent, personable, and very hard-working leader.

President's Performance Appraisal Survey (PPAS)

Question 19. Based on what you have personally experienced, read, or heard from others, what do you think are the STRENGTHS of our President?
She is hands on and informs us if there are delays a such. She keeps us on the loop and let us know the status of pending and delayed occurances. She makes us feel important that she cares about what we need and tries to clarify whenever possible. We are fortunate to have her as our CEO. I will miss her when she decides to move on. I hope she will stay for awile longer. We still need her vision. Thank You for allowing me my input! LG
strong leadership, knowledge and experience, & honest.
her professionalism
The president's vision of what the college should look like in 5 to 10 years is vivid and clear ~new buildings, improved facilities, efficient student support services, new instructional programs, etc. She is a visionary in leading the college towards a new sustainable environment that will be conducive to learning for everyone on campus.
Financial aspect of the college; new buildings have gone up in the last 2-3 years;
Dr. Okada is a good communicator. I think that she has earned the respect of the faculty through her efforts to keep the College financially stable. She has worked energetically to pursue funding for buildings, renovations and to make GCC a leader in going green.
strong willed
All the areas above points to her strengths. Her biggest strength or asset is her commitment to GCC and our family!
She is open and is focused on making the College successful.
Getting money
Secure enough money to make payroll and basic operation costs of the college.
Her background on finance, which supports and benefits the college in being one of the best government financial institution.
Her financial acumen, dedication to college's growth, and her visible presence on campus.
Hard-working, institution driven, and knowledge.
Quick but thoughtful decision making. Deliberate and timely responses to situations that will have an impact on GCC. She is a maven at bringing money to the college.
President Okada has the foresight to move the college in a positive direction despite the many challenges. She supports an environment in which employees, regardless of status, seek to improve themselves and the state of the college.
She publicly advocates for the college and her public speaking skills have improved.
Communication
She is knowledgable in regards to the students' needs and expectations. She has done so much for GCC by seeking funding to expand our facilities in order to provide a better environment for our students, faculty, staff, and administrators.
1. Upgrading the campus 2. Finding financial solutions 3. Ensuring that we all keep our jobs!
She has a genuine concern about our institution and the amount of money is spent in unnecessary areas.
I belive that the president has good connections with the current administration, therefore is able to have some control on what can be beneficial to our college. Our president is also a very well rounded leader in all aspects on what our mission is here at GCC.
Individual with great leadership skills.
Funding for buildings

President's Performance Appraisal Survey (PPAS)

Question 19. Based on what you have personally experienced, read, or heard from others, what do you think are the STRENGTHS of our President?
She states goals for the college and sees them through.
Great financial knowledge creating ability to seek and secure additional funding sources; interactive with members of the community and networking for the benefit of GCC; open to new ideas and opportunities; sharp mind; truly has the best interest of the college at heart; and works hard to better the college
She is approachable, confident and a good strong leader.
The President's financial background has been an incredible asset to the college. She has transformed the college, through adding desperately needed buildings. The President's contributions to GCC will stand as a legacy to the College.
Good communicator
Fiscal responsibility, aggressiveness when persuing the college's needs, innovative and open-minded ideas, courage to do what she thinks is right, good relationships with those who have stake in the college, intelligent, hard-working, dedicated. Great shoes.
financial creativity, and negotiation
1. Her financial strategies to keep us afloat despite the shortage of funds from our government. 2. Her problem-solving skills and how she leads others in tackling institutional issues. 3. Her strong communication skills and in getting the latest message out to the students and employees. 4. Her people skills - she understands and connects with us. 5. Her stamina and enduring spirit to lead us to where we are at today, and to maintain and sustain the college's reputation as the best run entity of GovGuam.
Financially sound decisions and the direction to lead the college in overall facility and program improvements.
Finances
No comments
She takes care of the colleges needs.
The President has a very positive attitude and great person to interact with.
Good public speaker; articulate in promoting the college's activities
- Dedicated to the college constituents and mission. - Very innovative and creative in addressing challenges and opportunities. - Long term thinker
money management
Fiscal and facilities management. Building of relationships throughout Guam.
Financial management.
Transparency, Accountability, Responsibility
Mary is is a solid administrator and commands the respect of her staff. She is proactive and creative in securing grant funding which is evident in the renovation of existing buildings and the new buildings that have recently been added to the campus.
Her strength is having the ability to listen and assess a situation before making decisions.
Our college President is the best leader that has been observed she has strength on doing things with all the efforts for accomplishment.
Effective leadership skills and knowledgable of work and relationship employees...

President's Performance Appraisal Survey (PPAS)

<p>Question 19. Based on what you have personally experienced, read, or heard from others, what do you think are the STRENGTHS of our President?</p>
<p>Always on top of everything and see informs all information to the GCC Employees whether they want to hear it or not. Overall, she is a great President of the College and it will hurt me if the Board of Trustees lets her go. Dr. Mary Okada cares for the College Institution and for all the GCC Employees and Students not like some of the former President of the College. I highly recommend Dr. Mary Okada to be our President of the College for a long perior of time. It doesn't matter who our Governor is on our Island or whether she is a Democrate of Republican. She is a hard worker and she really improve the College beautification. I do get alot of remarks about the College from former students that graduated from the College or is returning back to the College to get their GED or Adult High School Diploma. If the BOT or the Governor's Office does not have the power to elect whom will become our President of the College, I will keep Dr. Okada here in the College for the rest of her and the College life. That's how good she is for the College. She is a person that will fight for the College because she know what this College needs and how it will operate on. Whenever something happens in the College whether is a bomb scare or an incident happens here, Dr. Okada is always at the scene and she makes sure that everything is okay and everyone is safe. She makes the College feels like we are all one happy family.</p>
<p>Finance. She demonstrates sound judgement and has a strong financial acumen.</p>
<p>Excellent in making decisions and selling our college to the island community</p>
<p>The mission and need that our president will do for GCC and others to development a higher educational and career.</p>
<p>she works very hard to uphold our mission and is advocating always to get funding, make connections to continually improve the college.</p>
<p>Very aggressive in obtaining other funding sources. Follows through with the goals and missions of the College through various facility improvements.</p>
<p>Our President supports administrators, faculty and students.</p>
<p>Financial Management</p>
<p>Networking with outside community on island and off island to ensure the College functions and meets the it's mission.</p>
<p>Ability to be fair and comprehensive in working with the employees in GCC.</p>
<p>The President strengths is that she visionary and driven. She is also passionate about her job and the college.</p>
<p>The President has become more and more personable and approachable through her years in the college.</p>
<p>Her ability to a true leader for GCC. She works diligently to adhere to the problems and her ability to obtain funding to better the campus.</p>
<p>Act as a President accordingly.</p>
<p>The ability to manage the funds and aggressively apply for grants and additional funding. She has an open door policy. She thinks outside of the box and looks at all angles.</p>
<p>Agressive, responsible and determined.</p>
<p>Dedication, Perseverance, Rational,</p>
<p>President is no nonsense attitude, professional, to the point, caring, sympathic to others, gets involved in committees local and national committees where she can gain support for the college, need I say more.</p>
<p>positive learning enviroment & her commitment to Guam Community College's mission.</p>
<p>Making sure that the College follows the Mission Statement "The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia."</p>

President's Performance Appraisal Survey (PPAS)

Question 19. Based on what you have personally experienced, read, or heard from others, what do you think are the STRENGTHS of our President?
Commitment
The President is very strong on Finances & communications. Base on what i hear and see on campus & community involvement GCC is a very good institution.
A real "go-getter" in terms of finding the means to get the job done.
Her ability to access funding and get support from both local and external sources for the expansion of the College. She is passionate about ensuring GCC is a shining star in the region.
Has a good overview of the operation of the College and its students and how everything works together.
Gets things done in a systematic way.
She is very organized.
1. Proactive 2. Strong Leadership Quality 3. Driven 4. Excelent Motivator 5. Executes College Objectives
She's very progressive, energetic, extremely intelligent and analytical.
Willing to listen to problems and find a solution. Looking out for the benefit of the improvement of the college for all- for the students, including the people who work here and for future students.

Question 20. Based on what you have personally experienced, read, or heard from others, what do you think are the AREAS NEEDING IMPROVEMENT for our President?
She is doing a GREAT JOB but because of lack of operational funds, we are now having the biggest challenges in fixing things that break. I know she'll do what is best.
Keep up that hard work and all the great things that are happening to the College.
None.
at least visit departments every now and then; interact with staff somehow!
Make purposes of the travels (off-island trips) known to the community of the faculty. Make herself more visible on campus and more approachable.
I have not heard of any. Maybe just that I wish she will teach other agencies what they can do to improve and share her managerial knowledge, because in the long run, it is for the benefit of the island. Just as she tries her best to improve the College for everyone, it is also improving our island, because those who want to learn can come to GCC and see that it is a good place to start, which in the long run is beneficial to the island as a whole producing a true workforce employees for the people of Guam.
Additional staff for Student Support Service Office.
Leadership
She needs to improve her communication with staff. She may also want to look at the problems that are constant here at GCC. For example, we have chronic problems regarding water pressure in some areas on campus. We have problems with air conditioners going down all over the place. I suggest that a preventive maintenance system be put in place to extend the life of our equipment and facilities. There is no real preventive maintenance plan. Another area that the president needs to explore is the area regarding keys/ accessibility to rooms. There are too many keys on this capmpus. We need a comprehensive key management / room accessibility plane or system.
Encouragement of more institutional flexibility in addressing employee challenges, hardships and professional needs.
Needs to be more visible and involved with students during registration.
communication, repair of facilities should be first,

President's Performance Appraisal Survey (PPAS)

Question 20. Based on what you have personally experienced, read, or heard from others, what do you think are the AREAS NEEDING IMPROVEMENT for our President?
N/A
Needs improvement in greeting employees; it seems to be a habit of hers to be walking around texting or doing whatever other features are on her cell phone; oblivious of her surroundings.
Stricker on job performance, responsibility and accountability.
maintenance fixing of the A/C
no comment at this time
Students have no idea who she is.
taking care of the social, emotional, and interpersonal relationship components of all college personnel, especially the support staff; morale has dropped in the college environment and pressure to perform has increased despite the limited personnel resources available to get the work done
The President works hard at ensuring the operations at the College run seamlessly. There are no real areas needing improvement but maybe more focus to the succession plan for all management and administrative positions to ensure the college continues to run well in the event some employees retire. Does the College have A Standard Operating Procedures Manual?
Needs to find some time for relaxation.
NONE!!!
N/A
Interact more and get to know staff community on a professional level, and encourage the student community and commend their achievements.
The president's response to crisis situations should be decisive and immediate. Too much thought and reflection on an issue sometimes backfires.
Needs to reach out to support staff, e.g., personally visit each department every now and then.
None that I can think of at the moment.
strong will
Get more feedback on issues before making a "Final Decision" sometimes information from outside the "circle" helps.
Visibility on campus and not only during scheduled meetings Her gang
Contacts with faculty and students. Make herself more visible to the general population, students and faculty, of the college.
Communication and information is very important and should be provided to all and not held back to groups of people. As President, she needs to be fair and not favor just a few people, needs to be visible. When asking for volunteers from the employees and students of the college, she needs to be more aware that when volunteering they are not expected to pay for events that they are volunteering for or participating in to support the college activities.
Take the time to visit classes and programs to see the operation, that way she can see first hand what really is going on within GCC....
None.
Perhaps quicker response time to items that need executive attention, but are not urgent.
None.
She needs to be seen on campus more. Many students have never seen her in person.
None
She needs to get into the different departments and see for herself what kind of repercussions she may be inflicting if they were non-existent.
Encourage bottom up management type of leadership.
Program funding, get to know the vocational programs and support them.
Needs to smile more; understand that she travels quite a bit to many meetings and conferences for the college--but can it be posted as to where she is going, what conference she is attending, and how it will

President's Performance Appraisal Survey (PPAS)

Question 20. Based on what you have personally experienced, read, or heard from others, what do you think are the AREAS NEEDING IMPROVEMENT for our President?
benefit GCC---all we ever know is that she's off-island--would be great to know how certain meetings/conferences/positions she holds relate to and benefit the college;
none at this time.
When a student makes a complaint, the President responds to it immediately. The President will tell a division or department to give what the student requested. The dean, division or department does not have an opportunity to show why granting the student's request will cause severe problems for the division or department. GCC funds have been wasted because of this practice. The President has done a fantastic job in so many ways, but immediate response to all student complaints is not warranted.
giving speeches, slightly more personable demeanor.
same with all presidents, to get more funds for the college, but I also understand that you cannot get money were if their is none to get.
It's unfortunate that we cannot clone her.
Availability and difficult to make appointment to discuss issues with her.
No comments
Be more visual or present around the campus.
I do not see any need for improvement.
Greater focus on the needs of the secondary programs. President should greet in Chamorro in her written and impromptu speeches. She should greet personally in Chamorro. Improve customer service among support services staff and administration Focus on increasing funding (sources and dollars) for secondary high school programs
Use participatory governance more regularly, where faculty and student involvement makes sense. Actively solicit input beyond faculty Senate.
People skills.
Cannot think of any.
I don't see any at this time because everything seems to be all good and effective for our students learning.
None at time time...
Nothing. She is doing a damn good job. I give her a pad on her shoulder and will shake her hand everytime I see her.
She needs to be more compassionate to the employees. Everyone is doing more with less.
N/A
to look at the personally experienced and pay at GCC
None
President should focus on staff support such as pay increase, Everyone knows of administrators increase salary.
Equality.
Don't let your position or your degree get to your head. We know your job is demanding and you worked hard for your degree and we applaud you for it. But it is nice to have you down on earth at the same level as us support staff to comfortably talk to or share laughs with. Strengthen your Hafa Adai Spirit. Always, always SMILE and greet people WARMLY when you see them or cross their path.
May need more assistance in reaching out to the community.
The President needs to be more transparent and lead by example. Transparency means showing the weaknesses and addressing them even in an open forum.
I understand that getting the grants requires off island trips, but it would be nice to see her on island more often.
None
n/a

President's Performance Appraisal Survey (PPAS)

Question 20. Based on what you have personally experienced, read, or heard from others, what do you think are the AREAS NEEDING IMPROVEMENT for our President?
She needs to come down to campus and have informal talks with students and teachers. She needs to stop going to lunch with her 'gang' - this shows a potential conflict. She needs to stop believing only her gang and keep an open mind about what is truly going on. She needs to realize there is a line between gossip and obtaining information for useful purposes. Gossiping and listening to gossip about GCC employees is unethical. She needs to hold her VP of Finance more accountable for her interpersonal skills, since she is a VP and not an accountant/CPA in a corner desk.
Openness to others, Leadership,
Travel less.
At this time I believe our President is doing a great job.
none
More support from our Government, to provide more Funding & Land to expand the investment of the Guam Community College and its Knowledge and Learning Resources, so that it can provide to the future of Guam Students and Residents.
None... so far, so good.
There is need for more interaction with faculty, staff and students in more informal settings so that there is not a sense of disconnect.
In some technical areas outside her expertise, she does not get the full data from all sides, and doesn't to a follow up to see that things that were agreed on are actually followed thru.
Needs to be able to find more win-win situations with hard working and loyal faculty members. President should be more understanding and supportive with faculty members who are loyal to the college. For example, the president should be able to compromise with faculty members such that they can work over summer and still attend the chair academy rather than being unable to gain 1 months of work just to attend 1 week of the chair academy. Another area that needs to be improved are rewards for employees or give employees incentives to further increase morale, institutional pride, and a positive working environment. Lastly, the president needs to organize more get togethers for the institution, so that all employees socialize more and outside of the work environment, which will also increase morale and collegiality.
Better communication with staff and lower level administrators.
1. None. BOT needs to keep increase goals to keep up with Mary's productivity.
None
None.

President's Performance Appraisal Survey (PPAS)-FOR STUDENTS

Question 15. Based on your impressions from the forums, what do you think are the STRENGTHS of our President?
Ability to get things accomplishment for the better of GCC
Very diligent in meeting the needs of the college
The President takes a very professional stature in regards to meetings, announcements, etc.
building new buildings
No comment
Our president here at GCC, Mary Okada is a very responsible and self sacrificing individual.
Helping the students that need help
Her communications with the students is very fair.
That she cares enough to actually want to hear what we experience on campus and whether that experience was good or not.
everythng
i don't know
I have never gone to a forum.
Based on my impresssions from the forums, I think the strengths of our President are: she's able to communicate with people in a proper manner and she's a problem solver and a creative thinker.
professional dedicated detailed
Good!
she make sure she answer all the question, that student ask.
Highly Saisfactory
Dr. Okada is a professional leader who cares about the students, faculty, staff and administration. She is a strong speaker, an advocate for Guam Community College.
Her experience in accounting in order to enable new buildings to go up very often, as well as older buildings to undergo renovations...
Has a strong sense of leadership,budgets properly, dresses and acts in a professional manner.
I was very impressed with out President during the meeting. I believe she is both business and education minded and handled herself with the upmost proffesionalism.
Her willingness to listen to others' ideas, thoughts, questions, concerns, etc. and her willingness to compromise or explain clearly why they cannot do that or if they need to test it out first.
I've only attended the forum once so I have no say...
The fact that she is proactive in obtaining grants for the college.
I believe the strengths of our President are her ambitions and goals to maintain Guam Community College's mission statement and ensure the best education for our students with the best teachers and staff.
she had a goal and she was able to keep the students up to par with what's been going on at the college. Wasn't shy to tell us what was and what wasn't taken care of yet.
she is strong, dedicated, and thoughtful. thoughtful for the students and their learning environment.
ok good
She is good at getting funds to help rebuild the school and help build the buildings within a period length.
She cares for the college and would like to know how to improve it.
The President is very dedicated the campus, and works very hard for all the students.
Not from forums but from observations and what others say and what I have seen - has taken care of buildings and improved surroundings and is good at the appearance of things on campus.
Great Communication!
She is doing a great job at what she does!
Impressions and communication.
Ability to Make things happen
She is knowlegeable in implementing grants to fund for the improvements within the campus.
Here keeping on top of every finance issue. The development in GCC.

President's Performance Appraisal Survey (PPAS)-FOR STUDENTS

Question 15. Based on your impressions from the forums, what do you think are the STRENGTHS of our President?
Could make a good politician as far as the ability to avoid answering questions and blowing smoke.
The President "Strengths" fall under finance and leadership who makes an environment of learning a clean and successful one
making our college better
Our president's strength is professionalism
Being a leader
I believe her strengths would be addressing the most pressing issues first and doing that immediately and being open and honest when answering questions from the students and community members.
She has the belief instilled that the Community College will become more proficient in the future and that there is no such thing as "giving up!!"
Leadership
She is very professional and she has done a lot for GCC students and the campus as well.
strong
COMPOSURE EYE CONTACT DRESSES PROFESSIONALLY SPEAKS LOUD AND CLEARLY
she is Very professional about the jobs that need to be done. When she says she will "see about it" or " no problem we can do that" She makes sure that it All comes to pass. She keeps to her word.
Our President, Dr. Okada highlights all the strengths of a great leader. As a Supervision and Management major I feel she is what defines great top management!

Question 16. Based on your impressions from the forums, what do you think are the AREAS NEEDING IMPROVEMENT for our President?
Maybe more interaction with the students
mostly parking lots.
In regards to the college facilities, the new student center is moldy. This does not show that it is being properly maintained. It will cost tax payers more in the long run to fix these types of problems, than it does to prevent them.
president said she would email me about my issue and still has not, nor attempted to contact me. Pretty dissappointed
Have more involvement with students.
none
Not much....
At the time I feel our president has proven herself worthy enough to be called the president of GCC.
None
None that I know of.
I think she did a great job, so I say no need for improvement.
Lighting around the school Better access point and exiting. Parking. Gym.
i i don't know
I have never gone to any of the forum.
I don't think there are any areas of needing improvement for our President because from what i see she know what she's doing and she's making the best of her knowledge.
more forums
NONE
Nothing
none

President's Performance Appraisal Survey (PPAS)-FOR STUDENTS

Question 16. Based on your impressions from the forums, what do you think are the AREAS NEEDING IMPROVEMENT for our President?
none
At this time, I do not have any suggestions.
Probably being around more for students physically such as at functions or contacting us on a regular basis through e-mail in regards to the state of G.C.C. and to ask if we have any concerns.
books are the major problems for students
To be more active in talking to the students around the campus.
There needs to be more communication with the students and not just once every semester.
Her needing to be more aware of the automobile building dept. and culinary building dept.
none.
none
more social to students, as in be more open for time to talk to students.
not sure
Typical everyday problems like if there's something wrong with the vending machines or closed bathrooms or if a class is canceled, make there a way to see before wasting gas heading to school.
She needs to further take initiative for the students to speak up.
None that I am aware of.
Not from forums but from observations and what I see and hear: President does not attend many student activities and only one or two administrators attend sometimes. She has been off-island a lot this year. Also needs to make staff be more supportive to have the library and the labs and tutor labs more quite so we students can study better. Sometimes students are too loud in these places and staff don't always help to keep them quiet.
Great Communication!
To address issues immediately.
None that I know of.
For now, I think that our president needs no improvement.
None! She has done more improvements these past few years since she became President. Great Job!!!
Seeking into the adult high program and helping in the areas i here people complant about.
Learn to give real answers instead of non-answers to questions that students actually care about
none
none
Being active with the students
Interacting with students.
I think the areas for improvement would probably be not for the President herself, but for the entire event- -I think it needs to be out in the courtyard so that the people who do not know or not aware of the event can still attend and voice their concerns.
STUDENT PARKING...
Not sure
none
NC
She does not need to improve on anything else. I just hope that when the master plan comes in full, that we the students will still have a GCC Cafe to eat at just like the BCS Cafe. I know that in the master plan there will be no more BCS Cafe,so i'm hoping that in the New buildings being built,that their will be a cafe still in their for us to eat at! Thank you!
None

APPENDIX E

<http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/ISMP.pdf>



This report was prepared primarily by Marlena O.P. Montague, Assistant Director, Office of Assessment, Institutional Effectiveness & Research (AIER), in consultation with R. Ray D. Somera, Ph.D., Vice President for Academic Affairs. Acknowledgement is also given to the various offices on campus which provided data for this report. Additionally, administrative assistance was provided by AIER staff Vangie Aguon and Joseph Benavente.