

Guam Community College

Fifth Board of Trustees' Assessment Report



Fall 2013

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.

Fifth Board of Trustees' Assessment Report

Guam Community College

August 2013

EXECUTIVE SUMMARY

The Assessment, Institutional Effectiveness, and Research (AIER) Office has been conducting assessments of all the stakeholder groups on campus, including the Board of Trustees (BOT), as part of the College's comprehensive assessment process. This is the fifth Board assessment study conducted by AIER. The first was conducted in spring 2003, the second in fall 2005, the third in spring 2008, the fourth in fall 2010 and the fifth in fall 2013. The Board assessment reports serve as evidence for the public and the College community that the Board is serious about assessing its performance and that trustees are committed to being an effective governing board.

The purpose of the board self-evaluation is to identify areas of board functioning that are working well and those that present areas of opportunity for improvement based on a set of criteria reflecting commonly-accepted standards of board effectiveness organized into the five themes within the assessment instrument: Board-CEO Relations, Board Meetings (Interaction and Dynamics), Board Responsibilities, Personal Conduct, and Evaluation. Since the spring of 2003 and up through the fall of 2013, assessment study findings reveal the extent of improvements made in Board effectiveness on the five themes. The thoughtful consideration of assessment findings and the implementation of recommended improvements based on the findings are some of the key indicators of high performing Boards that add value and substance to an institution's commitment to excellence and student success. The demonstrated excellence

in leadership of the Board provides the College with the foundation for the institutional improvements that have occurred within the same timeframe. The findings, recommendations, and implementation results reveal the continued benefits of self assessments for continuous quality improvement. As pointed out by the Community College League of California, “successful colleges are the result of effective leadership and governance. Effective leadership and governance are the result of ensuring that highly qualified people serve in leadership positions and that they embrace their responsibilities and continually improve their performance. Effective governing boards are committed to assessing how well they perform their governance responsibilities and to using the results of the assessment to enhance board effectiveness.” (Community College League of California, Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation, 2009)

Overall, the results of the Fifth Board of Trustees’ Assessment Report reveal that the functions of the Board are satisfactorily effective although the results from the two surveys, Governing Board Assessment Questionnaire (GBAQ) and Board Self-Evaluation Questionnaire (BSEQ) are ambivalent as to the degree of effectiveness of the Board’s performance. Results from the GBAQ survey (which represent the outside voices or non-Board members’ voices) seem to be more critical in responding to the items on the different themes of the survey. As reflected in table 3 of this report, respondents reported that they *moderately agree* or *slightly agree* on all the items of each theme. The findings suggest that based on the perspective of the outside voices, improvements need to be made on all the themes to enhance and strengthen the overall Board’s performance.

The results of the BSEQ survey (which represent the inside voices of respondents) reveal a more positive outlook in regards to the Board’s overall performance. As reflected in table 4 of

the report, respondents reported that a majority of the items on the different themes of the survey either *always* or *very frequently* occur. Several themes showed strong results, such as Personal Conduct and Board/CEO relations. One hundred percent of respondents reported that the statements included in these themes *always* occurred. A continued commitment by the Board to move from *very frequently* occurring to *always* occurring is possible in the areas of Board Meetings (Interaction and Dynamics), Board/CEO Relations, Evaluation, and Board Responsibilities to enhance the performance and effectiveness of the Board.

Fifth Board of Trustees' Assessment Report

Guam Community College

August 2013

TABLE OF CONTENTS

	<u>Page</u>
Executive Summary	i
I. Introduction	1
II. Objectives and Methodology	1
III. Results and Discussion	2
IV. Conclusion	23
V. Recommendations	28
VI. Appendices	
<i>Appendix A</i>	<i>Board Self-Evaluation Questionnaire (BSEQ)</i>
<i>Appendix B</i>	<i>Governing Board Assessment Questionnaire (GBAQ)</i>
<i>Appendix C</i>	<i>A Call to Action-Accepting the College Completion Challenge</i>
<i>Appendix D</i>	<i>Board of Trustees Assessment Plan-2012 to 2014</i>
<i>Appendix E</i>	<i>ACCJC News-Summer 2012: Accreditation and Governing Board Roles and Responsibilities</i>

Fifth Board of Trustees' Assessment Report
Guam Community College

I. Introduction

This study is intended to gauge the effectiveness of Board functioning from the perspective of Board members and Board meeting participants including College administrators (i.e., Deans, Assistant Directors, and general administrators). Moreover, the assessment is designed to identify Board strengths and areas in need of improvement.

II. Objectives and Methodology

There are two objectives for this study. The first is that Board members will be able to identify areas of strengths and weaknesses in Board functioning. The second is that Board members will gain a better understanding of expectations from themselves and others about what it takes to be an effective and efficient Board.

Instrumentation:

Data for this study includes responses to two survey instruments. One of the survey instruments used is the Board Self-Evaluation Questionnaire (BSEQ) which is a self-assessment survey completed by Board members (Appendix A). The second survey is the Governing Board Assessment Questionnaire (GBAQ) which was completed by Board meeting participants (non-Board members) who regularly attend Board meetings/activities (Appendix B). This group represents the *OUTSIDE VOICES* needed to provide insight into the Board's effectiveness as the College's governing body. These surveys are similar to the instruments used in the previous

Board assessment study. The two surveys were created using *Survey Monkey*¹, a free survey tool that enables users to create their own web-based surveys. The surveys were administered from June 1, 2013 to July 3, 2013. The GBAQ consists of thirty-four multiple-choice questions and three open-ended questions designed to gather insight on Board functioning and effectiveness among individuals who regularly attend Board meetings. Eleven Board meeting participants were provided a link to complete the GBAQ via *Survey Monkey* and all eleven participants (100%) completed the survey online.²

The *INSIDE VOICES* for this study came from Board member responses to the BSEQ. The questionnaire consists of 41 multiple-choice and eight open-ended questions. Of the seven Board members who were provided with an electronic link to complete the survey via *Survey Monkey*, seven completed the survey, resulting in a 100% return rate.

Survey data was downloaded from *Survey Monkey* and was analyzed using Excel spreadsheets. Open-ended responses to the two survey instruments were content-analyzed to validate quantitative data gathered from the surveys.

For a better understanding of the next section, discussion of results is divided into two sections: *OUTSIDE VOICES* and *INSIDE VOICES*.

III. Results and Discussion

Seven Board members completed the BSEQ and eleven non-Board members completed the GBAQ. The following table provides an overview of the socio-demographic profile of BSEQ respondents:

¹ AIER purchased an annual subscription to use Survey Monkey's professional plan on an annual basis. *Survey Monkey* can be found online at <http://www.surveymonkey.com/>.

² The Board is comprised of five (5) official voting members and two non-voting advisory members.

Table 1: Socio-Demographic Characteristics of BSEQ Respondents (N=7)

Gender	Response Percent	Response Count
Female	28.6%	2
Male	71.4%	5
Respondent Type		
Voting member	71.4%	5
Non-voting member	28.6%	2
Years of Service with Current Board		
Less than one year	28.6%	2
1-3 years	14.3%	1
4-6 years	42.9%	3
7-9 years	14.3%	1
10 or more years	0.0%	0
Number of Terms Served		
Less than one term	42.9%	3
One term	14.3%	1
Two terms	28.6%	2
Three or more terms	14.3%	1

Responses from the seven Board members reveal that 71.4% are male and an equal percentage of Board members are voting members. One Board member served on the Board between *7-9 years* and three Board members served on the Board between *4-6 years*. One Board member served on the Board between *1-3 years* and two Board members served on the Board for *less than one year*. As for the number of terms served, one Board member served on the Board for *three or more terms*; two Board members served on the Board for *two terms*; one Board member served on the Board for *one term*; and three Board members served on the Board for *less than one term*. Unlike what was reported in the *Third and Fourth Board of Trustees' Assessment Reports*, this study shows that a small percentage (29%) of Board respondents were relatively new to their positions. The information contained in the above table reveals that most

Board members (71%) continued to serve on the Board since the last assessment study was conducted.³

The following table provides an overview of the socio-demographic profile of GBAQ respondents:

Table 2: Socio-Demographic Characteristics of GBAQ Respondents (N=11)

Gender	Response Percent	Response Count
Female	72.7%	8
Male	27.3%	3
Respondent Type		
Board of Trustees Member (including voting/non-voting)	0.0%	0
Administrator	81.8%	9
Guest or attendee	18.2%	2
Length of Participation in Board Meetings/Activities Years of Service with Current Board		
Less than one year	0.0%	0
1-3 years	45.5%	5
4-6 years	9.1%	1
7-9 years	0.0%	0
10 or more years	45.5%	5

Responses from the eleven Board meeting participants show that nearly three-fourths (73%) are female and more than three-fourths (82%) are GCC administrators. Five respondents participated in Board meetings for *1 to 3 years*; one respondent had participated in Board meetings for *4-6 years*; and, five respondents had participated for *10 or more years*.

³ Trustees shall be appointed by the Governor of Guam with the advice and consent of the Guam Legislature. Three (3) trustees shall be appointed to terms of three (3) years, three (3) trustees shall be appointed to terms of five (5) years and the seventh (7th) shall be an elected student member who shall serve a term of one (1) year. Their successors shall be appointed each for a term of five (5) years, with the exception of the student member. The student member shall be elected by a plurality vote of students of the school. The student member must be a student at the college and may be re-elected to no more than one (1) successive one-year term. The student member position shall not require the appointment of the I Maga'lahaen Guahan and the advice and consent of I Liheslaturan Guahan. (Public Law 14-77 as amended)

OUTSIDE VOICES

The perspective of non-Board members who regularly participate in Board meetings/activities is important because these individuals develop insights into Board functioning, including strengths and weaknesses. The following table characterizes the *OUTSIDE VOICES* of non-Board members within the context of five distinct themes: Board-CEO Relations, Board Meetings (Interaction and Dynamics), Board Responsibilities, Personal Conduct, and Evaluation.

Table 3. Governing Board Assessment Questionnaire (GBAQ) Respondent’s MODAL RESPONSES, MEAN and STANDARD DEVIATION (N=11)

	Mode , or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately 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=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value.
Board-CEO Relations			
The Board delegates the authority the Chief Executive needs to administer the institution successfully.	6.00	5.27	0.63
The Board is clear and consistent in its expectations of the performance of the CEO.	6.00	5.27	0.42
The Board expresses approval, publicly and privately, for the successes of the CEO and the institution.	6.00	5.09	0.70
The Chief Executive keeps the Board informed regarding issues that confront the College.	6.00	5.45	0.00

	Mode , or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately 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=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value.
There is a climate of mutual trust and support between the Board and the President.	6.00	5.45	0.00
Board Meetings: Interaction and Dynamics			
The Board has an adequate process for the study of issues that will receive Board action.	5.00	4.73	0.42
The leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues.	5.00	4.82	0.67
The number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues.	6.00	5.00	0.97
Board meetings are conducted in a fair, efficient, and business-like manner.	6.00	5.45	0.00
Orientation programs for new Board members specifically include a segment about the organization's history and traditions.	5.00	3.82	1.50
In discussing key issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the matter at hand.	5.00	4.64	0.74
I have been present in Board meetings where discussions of the history and mission of the College were key factors in reaching a conclusion on a problem.	5.00	4.18	1.17
Board Responsibilities			
The Board rotates leadership in key Board offices.	6.00	4.73	1.03

	Mode , or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately 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=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value.
The Board has an established procedure to orient new members to the institution and to their duties and responsibilities.	6.00	4.36	1.81
The members of the Board have sufficient knowledge of their institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions.	5.00	4.64	0.99
The Board has an agreed upon philosophy as to the distinction between policy and administration.	6.00	5.18	0.48
This Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development).	5.00	5.00	0.53
The Board is well informed about educational and manpower training needs of the community.	6.00	4.91	0.97
The Board ensures that the College keeps the community well informed of the College's activities, educational perspectives and plans.	6.00	5.09	0.70
The Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College.	6.00	4.82	0.82
The GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs.	6.00	4.91	1.07

	Mode , or most frequently occurring value on a scale of 1 to 6 where 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately 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=Moderately Disagree, 3=Slightly Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value.
Personal Conduct			
The members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests.	6.00	4.36	1.32
Board members honor divergent opinions without being intimidated by them.	6.00	5.09	1.26
There is a climate of mutual trust and support between Board members.	6.00	5.18	0.67
Board members are prepared to participate responsibly in Board meetings.	6.00	5.09	0.97
Evaluation			
The Board sets clear organizational priorities for the year ahead.	6.00	4.91	0.70
This Board engages in strategic planning and strategic issues management discussions.	6.00	5.18	0.48
The Board's key decisions are consistent with the mission of this organization.	6.00	5.27	0.42
This Board reviews the College's mission annually (i.e., every January of each year).	5.00	5.00	0.53
The Board participates in a self-evaluation process on a regular basis.	6.00	5.00	0.97

Responses to the survey questions related to **Board-CEO Relations** continue to reveal a good working relationship between the Board and the President. Respondents *moderately agreed* with the following: the Board delegates the authority the Chief Executive needs to administer the

institution successfully (mean 5.27, s.d. 0.63), the Chief Executive keeps the Board informed regarding issues that confront the College (mean 5.45, s.d.0.00), and there is a climate of mutual trust and support between the Board and the President (mean 5.18, s.d.0.67). Respondents also *moderately agree* that the Board is clear and consistent in its expectations of the performance of the CEO (mean 5.27, s.d. 0.42) and that the Board expresses approval, publicly and privately, for the successes of the CEO and the institution (mean 5.09, s.d. 0.70). Like the results of the current study, the third and fourth Board assessment study suggests a good working relationship between the Board and the CEO. Respondents continue to either *moderately agree* or *strongly agree* with all five items under this theme.

In terms of **Board Meetings (Interaction and Dynamics)**, all Board meeting participants *moderately agree* that the number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues (mean 5.00, s.d. 0.97), Board meetings are conducted in a fair, efficient, and business-like manner (mean 5.45, s.d. 0.00). They *slightly agree* that the Board has an adequate process for the study of issues that will receive Board action (mean 4.73, s.d. 0.42), the leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues (mean 4.82, s.d. 0.67), in discussing key issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the matter at hand (mean 4.64, s.d.0.74), and meeting participants reported having been present in Board meetings where discussions of the history and mission of the College were key factors in reaching a conclusion on a problem (mean 4.18, s.d. 1.17). Participants *slightly disagree* that orientation programs for new Board members specifically include a segment about the organization's history and traditions (mean 3.82, s.d. 1.50). The high standard deviation (1.50) for this variable reveals a difference in opinion among

respondents. The mean score of this particular survey question dropped from 4.86 in the fourth Board assessment report to 3.82 in the current report.

As for **Board Responsibilities**, respondents *moderately agree* with three of the nine statements pertaining to this theme. Specifically, respondents *moderately agree* that the Board has an agreed upon philosophy as to the distinction between policy and administration (mean 5.18, s.d.0.48); the Board allocates organizational funds for the purpose of Board member education and development (i.e. professional development) (mean 5.00, s.d. 0.53); and, the Board ensures that the College keeps the community well informed of the College's activities, educational perspectives, and plans (mean5.09, s.d.0.70). Respondents *slightly agree* on six of the nine items on the theme. Specifically, respondents *slightly agree* that the Board rotates leadership in key Board offices (mean 4.73, s.d. 1.03); the Board has an established procedure to orient new members to the institution and to their duties and responsibilities (mean 4.36, s.d. 1.81); the members of the Board have sufficient knowledge of their institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions (mean 4.64, s.d. 0.99); the Board is well informed about educational and manpower training needs of the community (mean4.91, s.d.0.97); the Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College (mean 4.82, s.d. 0.82); and, the GCC Foundation Board is an effective vehicle for contribution of funds to support the College's activities, goals, plans, projects, and programs (mean 4.91, s.d. 1.07).

In the area of **Personal Conduct**, respondents *moderately agree* with three of the four statements related to this theme. In particular, respondents *moderately agree* that Board members honor divergent opinions without being intimidated by them (mean 5.09, s.d. 1.26); there is a climate of mutual trust and support between Board members (mean 5.18, s.d. 0.67); and Board

members are prepared to participate responsibly in Board meetings (mean 5.09, s.d. 0.97).

Respondents *slightly agree* that members of the Board are sensitive to the need to avoid even the appearance of conflicts of interest (mean 4.36, s.d. 1.32).

As for **Evaluation**, respondents *moderately agree* on four of the five statements pertaining to this theme. Respondents *moderately agree* that the Board engages in strategic planning and strategic issues management discussions (mean 5.18, s.d. 0.48); the Board's key decisions are consistent with the mission of this organization (mean 5.27, s.d. 0.42); this Board reviews the College's mission annually (i.e., every January of each year) (mean 5.00, s.d. 0.53); and, the Board participates in a self-evaluation process on a regular basis (mean 5.00, s.d. 0.97). Respondents *slightly agree* that the Board sets clear organizational priorities for the year ahead (mean 4.91, s.d. 0.70).

The open-ended survey questions provide respondents' perceptions of Board efficiency and effectiveness. Board successes reported by individual Board meeting participants include the following: "Increased positive image/perception of College, new building constructions;" "very good rapport with the CEO and its ability to sustain healthy relationships with each other support for the expansion of GCC's academic and construction needs;" "graduation and the opening of the Foundation Building;" GCC's continued success of audits. BOT continues to support the college by allowing the Administrators to do their jobs without any interferences from the BOT and by holding the President accountable for the administration and management of the college;" "BOT does a great job in their role as policy makers for the College;" and "GCC accreditation and continue growth of the college."

In response to the question, “What particular shortcomings do you see in the Board’s organization or performance that need attention,” the following responses were reported by meeting participants: “Become more knowledgeable about the programs that GCC offers;” “More interaction with faculty constituents via yearly meeting scheduled before a faculty audience for example. More participation in student-led activities so the Board is more visible in the eyes of students;” “Improve community partnerships to increase funding opportunities;” “More connectedness to institutional life through regular participation of most members (not just Chair) in institutional activities (e.g. convocation, graduation, etc.);” “More participation at college events, especially public ones;” and, “hold board meetings in a larger room. Very limited seating in current conference room; does not provide the appearance that the meetings are open to the public.”

The following section provides the perspective of Board members in relation to Board effectiveness. How do perceptions of non-Board members (*OUTSIDE VOICES*) measure up to perceptions of Board members (*INSIDE VOICES*)?

INSIDE VOICES

The following table represents the INSIDE VOICES of Board members within the context of five distinct themes:

Table 4. Board Self-Evaluation Questionnaire (BSEQ) Respondent’s MODAL RESPONSES, MEAN and STANDARD DEVIATION (N=7)

	Mode , or most frequently occurring value on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Mean , or the average of the value in all responses on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value
Personal Conduct			
Board members treat each other with courtesy.	6.00	6.00	0.00
Board members respect the power of the Chair to speak for the Board as a whole.	6.00	6.00	0.00
Members of the Board are always conscious that their demeanor is part of the College’s public image.	6.00	6.00	0.00
Board Meetings			
Board meetings begin on time.	5.00	4.29	0.63
Board meeting agendas and conduct effectively meet the purposes of Board meetings.	6.00	5.86	0.38
All Board members attend Board meetings.	5.00	5.29	0.49
The collective demeanor of the Board is poised and professional.	6.00	6.00	0.00
Board members are able to disagree without being disagreeable.	6.00	6.00	0.00
Board members ask questions relevant to the item(s) under discussion.	5.00	5.42	0.53
Board meetings are conducted in an orderly and efficient manner.	6.00	6.00	0.00
The Board welcomes participation by members of the community at appropriate times designated on the agenda.	6.00	5.86	0.38

	Mode , or most frequently occurring value on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Mean , or the average of the value in all responses on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value
The Board maintains confidentiality of privileged information.	6.00	6.00	0.00
Board/CEO Relations			
There is a high level of trust and respect between the Board and the President.	6.00	6.00	0.00
The President keeps the members of the Board well informed.	6.00	5.71	0.49
The President follows the rule of “no surprises” by informing the Board members as soon as possible about important matters concerning the College, its students and its employees.	6.00	5.86	0.38
The Board delegates administrative matters to the President and refrains from micromanaging the College.	6.00	6.00	0.00
The Board maintains a positive working relationship with the CEO.	6.00	6.00	0.00
Evaluation			
The Board develops annual goals for the College and uses them as the basis for presidential evaluation.	6.00	5.71	0.49
The Board specifies its expectations for presidential performance in writing.	6.00	5.71	0.76
The Board formally evaluates the President’s performance on a regular basis.	6.00	5.71	0.49
The Board evaluates its own performance on a regular basis (at least once every other year).	6.00	5.57	0.79
The Board evaluation process helps the Board enhance its performance.	5.00	5.14	0.69

	Mode , or most frequently occurring value on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Mean , or the average of the value in all responses on a scale of 1 to 6 where 1=Never, 2=Very Rarely, 3=Rarely, 4=Occasionally, 5=Very Frequently, and 6=Always	Standard Deviation , or the measure of how widely values are dispersed from the mean or the average value
Board Responsibilities			
The Board conducts periodic reviews of its own policies.	5.00	5.29	0.76
The Board formally orients new members as soon as possible after they have been sworn in as trustees.	6.00	5.71	0.49
New members receive orientation to Board roles and the institution.	6.00	5.57	0.53
The Board consistently follows its own Board ethics policy.	6.00	6.00	0.00
The Board regularly reviews its ethics policy.	6.00	5.57	0.53
The Board focuses on ends in making policy and leaves the implementation to the President.	6.00	6.00	0.00
The Board is actively involved in the long-term planning process of the College.	6.00	6.00	0.00
Board members participate in Trustee development activities (i.e., professional development).	6.00	5.57	0.79
The Board plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College.	6.00	5.57	0.53
The Board clearly understands its policy role and differentiates its role from that of the CEO and College employees.	6.00	6.00	0.00
Board members avoid conflicts of interest and the perception of such conflicts.	6.00	5.86	0.38
The Board understands and fulfills its roles and responsibilities.	6.00	5.86	0.38

Analysis is limited to those variables with responses from all seven board members. Although seven Board members responded to the BSEQ, not all Board members answered each question.

According to Table 4, in terms of **Board-CEO Relations**, all seven Board members who responded to the BSEQ reported that there is *always* a high level of trust and respect between the Board and the President (mean 6.00, s.d. 0.00); the Board *always* delegates administrative matters to the president and refrains from micromanaging the College (mean 6.00, s.d. 0.00); and the Board *always* maintains a positive working relationship with the CEO (mean 6.00, s.d. 0.00). Respondents also reported that the president *very frequently* keeps the members of the Board well informed (mean 5.71, s.d. 0.49) and the president *very frequently* follows the rule of “no surprises” by informing the Board members as soon as possible about important matters concerning the College, its students, and its employees (mean 5.86, s.d. 0.38).

Qualitative comments from Board member responses to the survey question, “How would you describe the Board’s relationship with the CEO?” continuously support the existence of a positive relationship between the Board and the President as reflected on the two BSEQ Survey Reports. Three Board members described their relationship as “Excellent.” One Board member described it as “very effective and communicative. Appropriate”. Another member described the relationship as “very professional and effective” and one member described the relationship as “very well. Out of the seven Board members, six responded to the question and one skipped the question.

In response to the survey question “As a Trustee, what are you most pleased about?” one respondent mentioned “The college’s consistent exemplary performance.” Another respondent

commented “Being able to serve GCC in such a meaningful way.” One respondent mentioned ongoing construction and improvement and one mentioned “Student success.” Of the seven Board members that were surveyed, five responded to this question.

As for **Board Meetings (Interaction and Dynamics)**, there is one hundred percent agreement among respondents that the collective demeanor of the Board is *always* poised and professional (mean 6.00, s.d. 0.00); Board members are *always* able to disagree without being disagreeable (mean 6.00, s.d. 0.00); Board meetings are *always* conducted in an orderly and efficient manner (mean 6.00, s.d. 0.00); and, the Board *always* maintains confidentiality of privileged information (mean 6.00, s.d. 0.00). Respondents reported that the following *very frequently* occurred: Board meeting agendas and conduct effectively meet the purposes of Board meetings (mean 5.86, s.d. 0.38); all Board members attend Board meetings (mean 5.29, s.d. 0.49); Board members ask questions relevant to the item (s) under discussion (mean 5.43, s.d. 0.53); and, the Board welcomes participation by members of the community at appropriate times designated on the agenda (mean 5.86, s.d. 0.38). Respondents reported that Board meetings begin on time *occasionally* (mean 4.29, s.d. 0.63).

The following comments were made by Board members when asked about the Board’s greatest strengths: (a) “Knowing its role”; (b) “Professionalism, Structure, Assessment”; (c) “BOT as a cohesive unit: (d) “Leadership, community feel, involvement in goal setting for college; (e) “Unity and cohesiveness”; and (f) “communication”. When asked “Is the Board functioning as a team as well as it should? Why or why not?” the five members who answered the question reported that the Board is functioning as a team. One respondent recommended, “Increase focus on building relationships would improve function, but overall the Board

functions well as a team.” Overall, these statements support the finding that Board members have a good working relationship with one another.

In terms of **Board Responsibilities**, Board members indicated that the Board *always* consistently follows its own Board ethics policy (mean 6.00, s.d. 0.00), the Board *always* focuses on ends in making policy and leaves the implementation to the president (mean 6.00, s.d. 0.00), the Board *always* clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean 6.00, s.d. 0.00); and, the Board is *always* actively involved in the long-term planning process of the College (mean 6.00, s.d. 0.00). The Board *very frequently* understands and fulfills its roles and responsibilities (mean 5.86, s.d. 0.38); Board members *very frequently* avoid conflicts of interest and the perception of such conflicts (mean 5.86, s.d. 0.38); the Board *very frequently* participate in Trustee development activities (i.e., professional development) (mean 5.57, s.d. 0.79); the Board *very frequently* formally orients new members as soon as possible after they have been sworn in as Trustees (mean 5.71, s.d. 0.49); the Board *very frequently* plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College (mean 5.57, s.d. 0.53); the Board *very frequently* conducts periodic reviews of its own policies (mean 5.29, s.d. 0.76); the Board *very frequently* regularly reviews its ethics policy (mean 5.57, s.d. 0.53); and, new members receive orientation to Board roles and the institution *very frequently* by the Board (mean 5.57, s.d. 0.53).

As for **Personal Conduct**, all seven respondents reported that Board members *always* treat each other with courtesy (mean 6.00, s.d. 0.00); Board members are *always* conscious that their demeanor is part of the College’s public image (mean 6.00, s.d. 0.00); and Board members *always* respect the power of the Chair to speak for the Board as a whole (mean 6.00, s.d. 0.00).

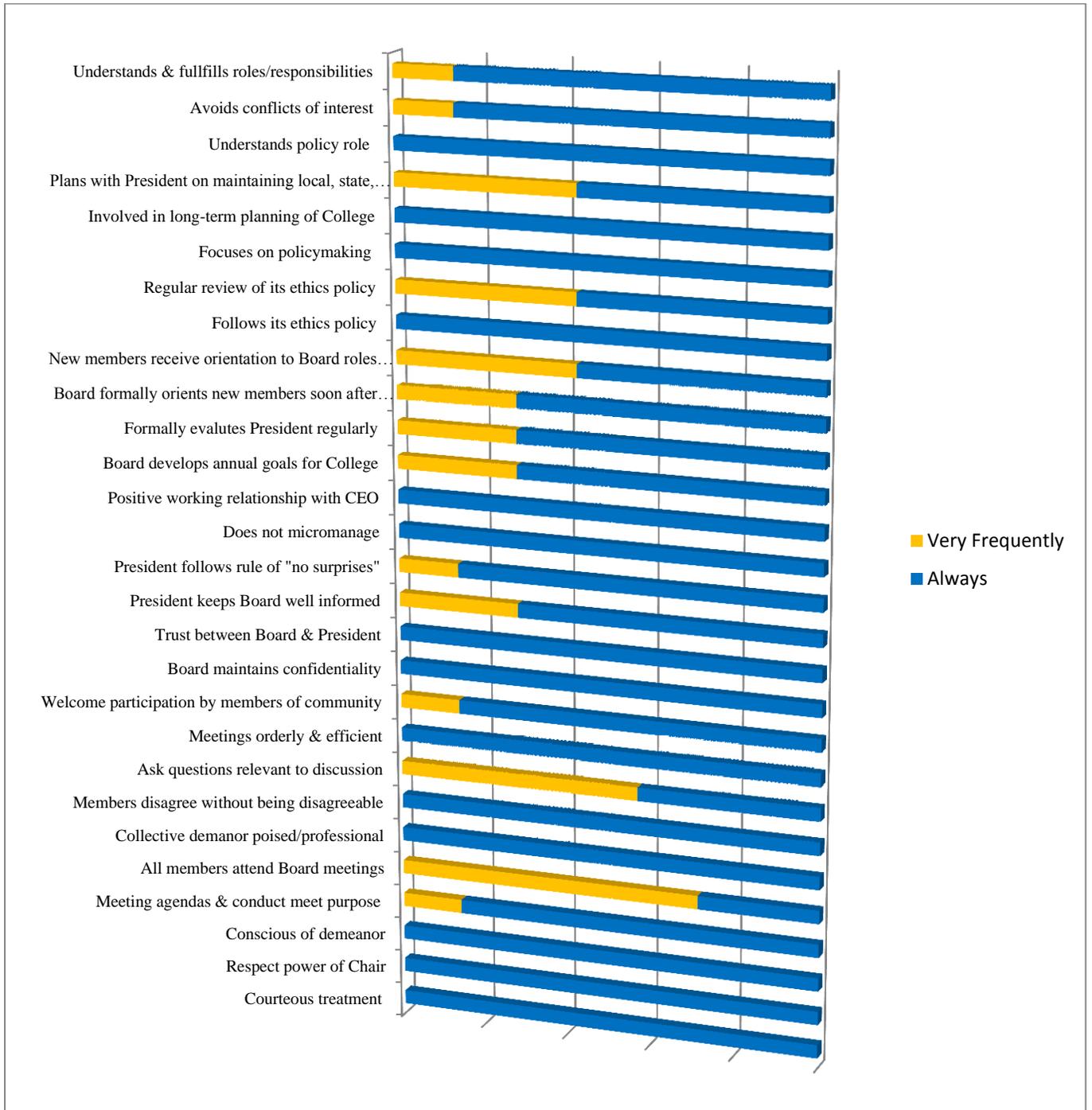
In the fourth Board assessment study, respondents reported that Board members *very frequently* respect the power of the Chair to speak for the Board as a whole. In the current study respondents reported that all of the three statements pertaining to personal conduct *always* occurs.

With respect to **Evaluation**, all seven Board members indicated that the Board *very frequently* specifies its expectations for presidential performance in writing (mean 5.71, s.d. 0.76); the Board *very frequently* formally evaluates the President's performance on a regular basis (mean 5.71, s.d. 0.49); the Board *very frequently* evaluates its own performance on a regular basis (at least once every other year) (mean 5.57, s.d. 0.79); the Board evaluation process *very frequently* helps the Board enhance its performance (mean 5.14, s.d.0.69); and the Board *very frequently* develops annual goals for the College and uses them as the basis for presidential evaluation (mean 5.71, s.d. 0.49).

Figure 1 identifies perceived areas of strengths in Board functioning among BOT member-respondents.

Figure 1.

Perceived **areas of strengths** in Board functioning among BOT member-respondents, as indicated by raw frequencies of 28 BSEQ variables with the **highest** mean score (n=7)



The above twenty-eight variables are identified as **strengths** because of the high mean scores for these items. These are variables that occur *very frequently* and *always* as reported by Board member respondents. The fourteen variables that are reported to *always* occur are: Board members treat each other with courtesy (mean 6.00); Board members respect the power of the Chair to speak for the Board as a whole (mean 6.00); members of the Board are conscious that their demeanor is part of the College's public image (mean 6.00); the collective demeanor of the Board is poised and professional (mean 6.00); Board members are able to disagree without being disagreeable (mean 6.00); Board meetings are conducted in an orderly and efficient manner (mean 6.00); the Board maintains confidentiality of privileged information (mean 6.00); there is a high level of trust and respect between the Board and the President (mean 6.00); the Board delegates administrative matters to the President and refrains from micromanaging the College (mean 6.00); the Board maintains a positive working relationship with the CEO (mean 6.00); the Board consistently follows its own Board ethics policy (mean 6.00); the Board focuses on ends in making policy and leaves the implementation to the President (mean 6.00); the Board is actively involved in the long-term planning process of the College (mean 6.00); and the Board clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean 6.00).

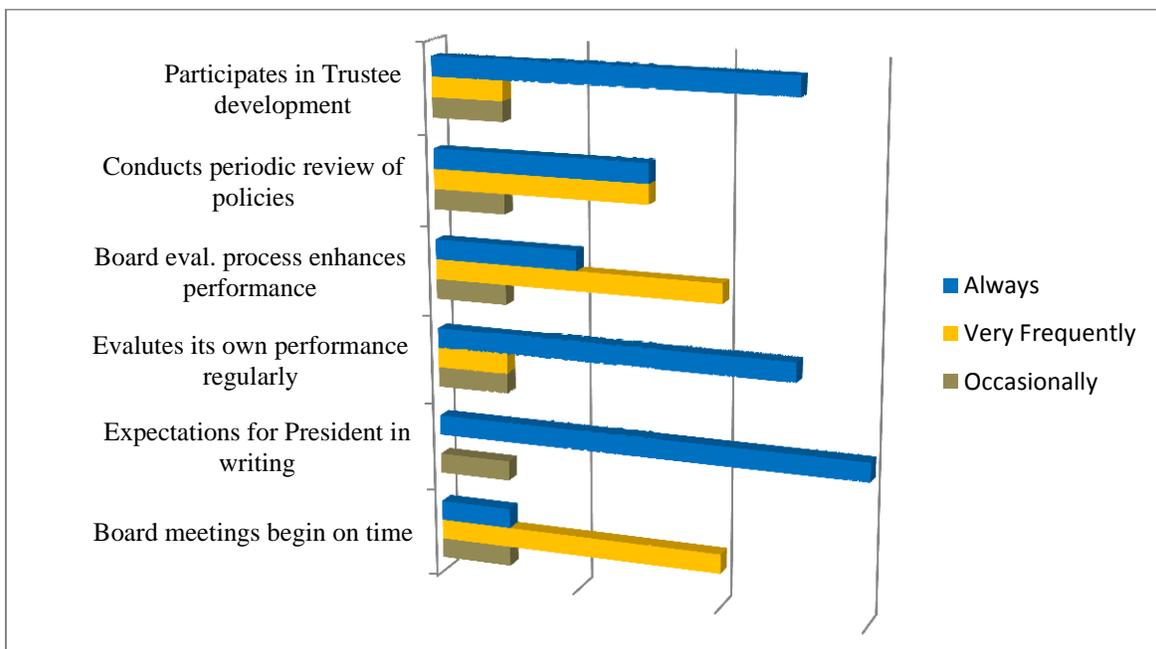
The variables bordering between *always* and *very frequently* are: Board meeting agendas and conduct effectively meet the purposes of Board meetings (mean 5.86); all Board members attend Board meetings (mean 5.29); Board members ask questions relevant to the item(s) under discussion (mean 5.43); the Board welcomes participation by members of the community at appropriate times designated on the agenda (mean 5.86); the President keeps members of the Board well informed (mean 5.71); the President follows the rule of "no surprises" by informing

the Board members as soon as possible about important matters concerning the College, its students and its employees (mean 5.86); the Board develops annual goals for the College and uses them as the basis for presidential evaluation (mean 5.71); the Board formally evaluates the President’s performance on a regular basis (mean 5.71); the Board formally orients new members as soon as possible after they have been sworn in as trustees (mean 5.71); new members receive orientation to Board roles and the institution (mean 5.57); the Board regularly reviews its ethics policy (mean 5.57); the Board plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College (mean 5.57); Board members avoid conflicts of interest and the perception of such conflicts (mean 5.86); and the Board understands and fulfills its roles and responsibilities (mean 5.86).

Figure 2 below identifies perceived areas of growth and needed improvement in Board functioning.

Figure 2.

Perceived **areas of growth and needed improvement** in Board functioning as indicated by raw frequencies of 6 BSEQ variables with the **lowest** mean scores (n=7)



The above figure identifies the following six areas of growth and needed improvement in Board functioning based on responses to the BSEQ: Board meetings begin on time (mean 4.29, s.d. 0.63); the Board specifies its expectations for presidential performance in writing (mean 5.71, s.d. 0.76); the Board evaluates its own performance on a regular basis (at least once every other year) (mean 5.57, s.d. 0.79); the Board evaluation process helps the Board enhance its performance (mean 5.14, s.d. 0.69); the Board conducts periodic reviews of its own policies (mean 5.29, s.d. 0.76); and, Board members participate in Trustee development activities (i.e., professional development) (mean 5.57, s.d. 0.79). The relatively high standard deviations reveal some differences in opinions among Board members in these areas.

IV. Conclusion

This assessment study aims to improve Board functioning and to promote accountability through the identification of areas of strengths and areas in need of improvement. The following is a review of the strengths and weaknesses identified by this study organized by theme.

Board-CEO Relations

Responses to both the GBAQ and BSEQ reveal a relatively good working relationship between the President and the Board. Respondents reported on the GBAQ survey that they moderately agree with all of the five statements on the theme regarding Board-CEO Relations. On the other hand, respondents on the BSEQ survey reported a more positive result regarding Board/CEO Relations. Survey results reveal that respondents reported *always* on three of the five statements and *moderately agree* on two of the statements with high mean scores leaning towards *always*. As reported on previous GBAQ/BSEQ survey reports, Board/CEO Relations

have been consistently good and positive. However, respondents on the GBAQ survey appear to be more critical about assessing BOARD/CEO Relations.

“Given the unique nature of the relationship between the board and CEO, the evaluations of the board and the CEO are intertwined. When the board evaluates itself, it is evaluating in part how well the CEO supports the board; when it evaluates the CEO, it is evaluating the direction and support the board provides for that position. The board conducts the CEO evaluation and looks at its own behavior in fostering CEO effectiveness.” (Community College League of California, Assessing Board Effectiveness: Resources for Board of Trustees Self-Evaluation, 2009)

Board Meetings (Interaction and Dynamics)

Respondents on the GBAQ survey reported that they *slightly agree* on four of the seven statements on the Board Meeting (Interaction and Dynamics) theme representing areas for growth and development. These areas are: the Board has an adequate process for the study of issues that will receive Board action (mean, 4.73); the leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues (mean, 4.82); in discussing issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the manner at hand (mean,4.64); and I have been in Board meetings where discussion of the history and mission of the College were key factors in reaching a conclusion on a problem (mean, 4.18).

More critically, respondents *slightly disagree* that orientation programs for new Board members specifically include a segment about the organization’s history and traditions (mean, 3.82). In a more positive light, respondents reported that they *moderately agree* on two of the

seven statements regarding Board meetings. Respondents *moderately agree* that the number and frequency of the Board meetings allow enough time for responsible discussion and resolution of key issues (mean, 5.00) and Board meetings are conducted in a fair, efficient, and business-like manner (mean, 5.45). Since the survey indicated that respondents *moderately agree* and *slightly agree* on all seven items of the Board Meeting theme, Board members should work on strengthening those items to improve Board effectiveness in conducting meetings.

Respondents reported a more positive result on the BSEQ survey in regards to the Board Meetings (Interaction and Dynamics) theme. In general, Board members are pleased with how Board meetings are conducted. Of the nine items under this theme in the BSEQ, Board members reported that four of the nine items on the Board Meeting theme *always* occur. The strengths for the Board members to maintain are: the collective demeanor of the Board is poised and professional, Board members are able to disagree without being disagreeable, Board meetings are conducted in an orderly and efficient manner, and the Board maintains confidentiality of privileged information. Board members *moderately agree* on four of the nine items which present areas of growth and improvement. They are: Board meeting agendas and conduct effectively meet the purposes of Board meetings (mean, 5.86); all Board members attend Board meetings (mean, 5.29); Board members ask questions relevant to the item(s) under discussion (mean, 5.42); and the Board welcomes participation by members of the community at appropriate times designated on the agenda (5.86). Lastly, Board members reported that *occasionally*, Board meetings begin on time (mean, 4.29).

Board Responsibilities

Results of the GBAQ survey revealed that respondents *slightly agree* on six of the nine items on this theme. Characteristics of Board effectiveness which need improvement are: The

Board rotates leadership in key Board offices (mean, 4.73); the Board has an established procedure to orient new members to the institution and to their duties and responsibilities (mean, 4.36); the members of the Board have sufficient knowledge of their institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions (mean, 4.64); the Board is well informed about educational and manpower training needs of the community (mean, 4.91); the Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College (mean, 4.82); and the GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs (mean 4.91).

Respondents *moderately agree* on the following: The Board has an agreed upon philosophy as to the distinction between policy and administration (mean, 5.18); the Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development) (mean, 5.00); and the Board ensures that the College keeps the community well informed of the College's activities, educational perspectives, and plans (mean, 5.09).

The BESQ survey report reveal more encouraging results regarding Board Responsibilities. Respondents reported that four of the twelve items on the theme *always* occur. They are as follows: the Board consistently follows its own Board ethics policy (mean, 6.00); the Board focuses on ends in making policy and leaves the implementation to the president (mean, 6.00); the Board is actively involved in the long-term planning process of the College (mean, 6.00); and the Board clearly understands its policy role and differentiates its role from that of the CEO and College employees (mean, 6.00).

Personal Conduct

The GBAQ survey results indicated that the personal conduct of Board members needs to be strengthened in order to improve Board effectiveness. According to the survey, respondents reported that they *moderately agree* on three of the four items of the theme. Specifically, respondents *moderately agree* on the following: Board members honor divergent opinions without being intimidated by them (mean, 5.09); there is a climate of mutual trust and support between Board members (mean, 5.18); and Board members are prepared to participate responsibly in Board meetings (mean, 5.09).

On the other hand, results from the BSEQ survey reveal a more positive perspective compared to the GBAQ survey. Based on the BSEQ survey, the responses reveal that Board members take their responsibility seriously and professionally. One hundred percent of the respondents reported that the four items on the theme *always* occur with all having a mean score of (6.00).

Evaluation

Results of the GBAQ survey reveal that the Evaluation theme gauging Board effectiveness needs to be strengthened. Respondents reported that they *moderately agree* on four of the five items on the theme. The four items are as follows: the Board engages in strategic planning and strategic issues management discussions (mean, 5.18); the Board's key decisions are consistent with the mission of this organization (mean, 5.27); this Board reviews the College's mission annually (i.e., every January of each year (mean, 5.00); and the Board participates in a self-evaluation process on a regular basis (mean, 5.00). Respondents reported

that they *slightly agree* that the Board sets clear organizational priorities for the year ahead (mean, 4.91).

As with the other themes cited on this report, the BSEQ survey results reveal a more promising result regarding the theme. Respondents reported that all five items of the theme occur *very frequently*. These results reveal the cohesive and positive working relationship amongst Board members.

V. Recommendations

Based on the above conclusions, the following suggestions are made to improve overall Board functioning:

- Board visibility and engagement perceptions may be improved through Board member attendance and participation at College-wide events and other key events of the College where members may be acknowledged and invited to provide a message of support and recognition.
- The assessment study may be expanded to other stakeholders' voices in the GBAQ instrument, or an additional instrument may be employed, so that a more representative perspective of Board effectiveness can be generated.
- An orientation to Board roles and functions may be provided to stakeholders through a special section dedicated for the Board, similar to the President's Message and Vice President's Message, in the monthly newsletter Chachalani.

APPENDIX A

2013 Guam Community College Board Self-Evaluation Questionnaire

Survey Overview

June 2013

Dear Board of Trustees member:

The following is a Board Self-Evaluation Questionnaire (BSEQ), which is being used to provide a "basic board health snap shot". Your honest and thoughtful response to this survey is greatly appreciated. All responses are confidential.

Your voice is of critical importance to the College's assessment initiative. Please complete the survey on or before June 30, 2013.

An important component of the BSEQ this year is the ACCJC requirement that members of the College community, including Board members, complete an online workshop called "Accreditation Basics." Please see Item 41 on page 15 of this survey instrument for more information.

Thank you,

Assessment, Institutional Effectiveness, and Research (AIER) Office

2013 Guam Community College Board Self-Evaluation Questionnaire

Demographic Information

Attached is the Board Self-Evaluation Questionnaire (BSEQ), which is being used to provide a "basic board health snap shot". Your honest and thoughtful response to this survey is greatly appreciated.

1. Gender:

- Female
- Male

2. Respondent Type:

- Voting member
- Non-voting member

3. Years of service with current Board of Trustees:

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

4. Number of terms served in the Board of Trustees:

- Less than one term
- One term
- Two terms
- Three or more terms

Board Members

Please respond to the following questions by checking the option most applicable to your board's experience.

5. All currently serving members of the College's Board of Trustees have been legally appointed/elected to their positions on the Board.

- True
- False

6. Board members represent diverse backgrounds, experience, interests, gender, ethnicity, and areas of the district.

- True
- False

Personal Conduct

7. Board members treat each other with courtesy.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

8. Board members respect the power of the Chair to speak for the Board as a whole.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

9. Members of the Board are always conscious that their demeanor is part of the College's public image.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

Board Meetings

10. Board meetings begin on time.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

11. Board meeting agendas and conduct effectively meet the purposes of Board meetings.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

12. All Board members attend Board meetings.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

13. The collective demeanor of the Board is poised and professional.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

2013 Guam Community College Board Self-Evaluation Questionnaire

14. Board members are able to disagree without being disagreeable.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

15. Board members ask questions relevant to the item(s) under discussion.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

16. Board meetings are conducted in an orderly and efficient manner.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

17. The Board welcomes participation by members of the community at appropriate times designated on the agenda.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

2013 Guam Community College Board Self-Evaluation Questionnaire

18. The Board maintains confidentiality of privileged information.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

Board/CEO Relations

19. There is a high level of trust and respect between the Board and the President.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

20. The President keeps the members of the Board well informed.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

21. The President follows the rule of "no surprises" by informing Board members as soon as possible about important matters concerning the College, its students and its employees.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

2013 Guam Community College Board Self-Evaluation Questionnaire

22. The Board delegates administrative matters to the President and refrains from micromanaging the College.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

23. The Board maintains a positive working relationship with the CEO.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

Evaluation

24. The Board develops annual goals for the College and uses them as the basis for presidential evaluation.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

25. The Board specifies its expectations for presidential performance in writing.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

26. The Board formally evaluates the President's performance on a regular basis.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

27. The Board evaluates its own performance on a regular basis (at least once every other year).

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

28. The Board evaluation process helps the Board enhance its performance.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

Board Responsibilities

29. The Board conducts periodic reviews of its own policies.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

30. The Board formally orients new members as soon as possible after they have been sworn in as trustees.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

31. New members receive orientation to Board roles and the institution.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

32. The Board consistently follows its own Board ethics policy.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

2013 Guam Community College Board Self-Evaluation Questionnaire

33. The Board regularly reviews its ethics policy.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

34. The Board focuses on ends in making policy and leaves the implementation to the President.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

35. The Board is actively involved in the long-term planning process of the College.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

36. Board members participate in Trustee development activities (i.e., professional development).

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

2013 Guam Community College Board Self-Evaluation Questionnaire

37. The Board plans with the President how to best develop and maintain relationships with local, state, and federal legislators for the benefit of the College.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

38. The Board clearly understands its policy role and differentiates its role from that of the CEO and College employees.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

39. Board members avoid conflicts of interest and the perception of such conflicts.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

40. The Board understands and fulfills its roles and responsibilities.

- Never
- Very Rarely
- Rarely
- Occasionally
- Very Frequently
- Always

Accreditation

41. Accreditation Basics is an online workshop that offers a comprehensive overview of higher education accreditation in the United States, including regional accreditation, and the Western Association of Schools and Colleges as well as an in-depth look at the ACCJC Accreditation Standards. Participation in the workshop is a requirement for Board members in order to have a good understanding of the principles of accreditation and learning more about the four (4) Accreditation Standards.

The workshop will offer a flexible, self-paced learning opportunity. Participants can register and complete the workshop at any time that suits their schedule. The workshop, if taken in full, requires an hour or more to complete; however, you may stop at any point and return to the workshop when your schedule permits. You may access the online course here: <http://www.trainingway.com/accjc>

Please turn in your printed or scanned ACCJC Certificate of Completion for the Accreditation Basics workshop to Bertha Guerrero for our accreditation files, a copy of which will be provided to AIER.

Have you completed the Accreditation Basics online workshop?

- Yes
- No

Open-Ended Questions

42. What are the Board's greatest strengths?

43. What are the major accomplishments of the Board in the past year?

44. What are areas in which the Board could improve?

45. As a Trustee, what concerns do you have?

46. As a Trustee, what are you most pleased about?

47. What changes would you like to see in how the Board operates?

48. Is the Board functioning as a team as well as it should? Why or why not?

49. How would you describe the Board's relationship with the CEO?

Thank you for completing the survey!

APPENDIX B

2013 Guam Community College Governing Board Assessment

Survey Overview

June 2013

Dear Board of Trustees' meeting participant:

The following is a Governing Board Assessment Questionnaire (GBAQ), which is being used to gather perceptions of Board functioning and effectiveness. As an attendee of Board meetings, your honest and thoughtful response to this survey is greatly appreciated. All responses are confidential.

Your voice is of critical importance to the College's assessment initiative. Please complete the survey on or before June 30, 2013.

An important component of the GBAQ this year is the ACCJC requirement that members of the College community, including Board members, complete an online workshop called "Accreditation Basics." Please see Item 34 on page 14 of this survey instrument for more information.

Thank you,

Assessment, Institutional Effectiveness, and Research (AIER) Office

Demographic Information

1. Gender:

- Female
- Male

2. Respondent Type:

- Board of Trustees Member (including voting/non-voting)
- Administrator
- Guest or attendee

3. Length of Participation in Board Meetings/Activities:

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

BOARD-CEO RELATIONS

4. The Board delegates the authority the Chief Executive needs to administer the institution successfully.

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

5. The Board is clear and consistent in its expectations of the performance of the CEO.

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

6. The Board expresses approval, publicly and privately, for the successes of the CEO and the institution.

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

7. The Chief Executive keeps the Board informed regarding issues that confront the College.

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

2013 Guam Community College Governing Board Assessment

8. There is a climate of mutual trust and support between the Board and the President.

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

Board Meetings: Interaction and Dynamics

9. The Board has an adequate process for the study of issues that will receive board action.

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

10. The leadership of this Board typically goes out of its way to make sure that all members have the same information on important issues.

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

11. The number and frequency of Board meetings allow enough time for responsible discussion and resolution of key issues.

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

2013 Guam Community College Governing Board Assessment

12. Board meetings are conducted in a fair, efficient, and business-like manner.

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

13. Orientation programs for new Board members specifically include a segment about the organization's history and traditions.

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

14. In discussing key issues, it is not unusual for someone on the Board to talk about what this organization stands for and how that is related to the matter at hand.

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

15. I have been present in Board meetings where discussions of the history and mission of the College were key factors in reaching a conclusion on a problem.

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

Board Responsibilities

16. The Board rotates leadership in key board offices.

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

17. The Board has an established procedure to orient new members to the institution and to their duties and responsibilities.

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

18. The members of the Board have sufficient knowledge of their institution and its programs and services to judge the value of new ideas and practices with reasonable confidence in their decisions.

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

2013 Guam Community College Governing Board Assessment

19. The Board has an agreed upon philosophy as to the distinction between policy and administration.

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

20. This Board allocates organizational funds for the purpose of Board member education and development (i.e., professional development).

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

21. The Board is well informed about educational and manpower training needs of the community.

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

22. The Board ensures that the College keeps the community well informed of the College's activities, educational perspectives and plans.

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

23. The Board periodically sets aside time (i.e., holding Board retreats) to learn more about important issues facing the College.

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

24. The GCC Foundation Board is an effective vehicle for the contribution of funds to support the College's activities, goals, plans, projects, and programs.

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

Personal Conduct

25. The members of the Board are sensitive to the need to avoid even the appearance of conflicts of interests.

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

26. Board members honor divergent opinions without being intimidated by them.

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

Evaluation

27. The Board sets clear organizational priorities for the year ahead.

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

28. This Board engages in strategic planning and strategic issues management discussions.

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

29. The Board's key decisions are consistent with the mission of this organization.

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

30. This Board reviews the College's mission annually (i.e., every January of each year).

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

31. The Board participates in a self-evaluation process on a regular basis.

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

Personal Conduct

32. There is a climate of mutual trust and support between Board members.

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

33. Board members are prepared to participate responsibly in Board meetings.

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

Accreditation

34. Accreditation Basics is an online workshop that offers a comprehensive overview of higher education accreditation in the United States, including regional accreditation, and the Western Association of Schools and Colleges as well as an in-depth look at the ACCJC Accreditation Standards. Participation in the workshop is a requirement for the College community in order to have a good understanding of the principles of accreditation and learning more about the four (4) Accreditation Standards.

The workshop will offer a flexible, self-paced learning opportunity. Participants can register and complete the workshop at any time that suits their schedule. The workshop, if taken in full, requires an hour or more to complete; however, you may stop at any point and return to the workshop when your schedule permits. You may access the online course here: <http://www.trainingway.com/accjc>

Please turn in your printed or scanned ACCJC Certificate of Completion for the Accreditation Basics workshop to Bertha Guerrero for our accreditation files, a copy of which will be provided to AIER.

Have you completed the Accreditation Basics online workshop?

- Yes
- No

Open-Ended Questions

35. What were one or two successes during the past year for which the Board takes some satisfaction?

36. What particular shortcomings do you see in the Board's organization or performance that need attention?

37. What areas of improvement would you suggest?

Thank you for completing the survey!

APPENDIX C

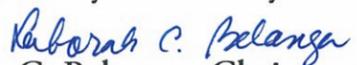
Accepting the College Completion Challenge

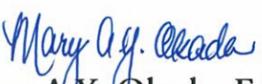
A Call to Action

In recognition of the central role that Guam Community College has in meeting the educational and training needs in our community and, more broadly, in contributing to an educated U.S. citizenry and a competitive workforce, we pledge to do our part to increase in the number of Americans with high quality postsecondary degrees and certifications to fulfill critical local, state, and national goals. With the "completion agenda" as a national imperative, Guam Community College has an obligation to meet the challenge while holding firmly to traditional values of access, opportunity, and quality.

- We believe the student success and completion agenda is the future of Guam Community College.
- We believe that completion matters and that every student counts.
- We believe in every student's potential and responsibility to succeed—and that an engaged student is more likely to persist in college.
- We believe the "open door" must not be a "revolving door," and that Guam Community College must take responsibility for student success.
- We believe that community colleges are the gateways to the middle class and beyond for millions of Americans.
- We believe that community colleges are an invaluable economic engine driving the nation toward renewed and sustained economic prosperity.
- We believe that talented and committed people working "heart and soul" at Guam Community College are ready to take on leadership roles to increase student success and college completion.
- We believe to change in institutional culture, from emphasis on access only to emphasis on access and success.
- We commit to courageous conversations about diversity, equity, and evidence reflecting student success and institutional performance.
- We commit, while increasing success rates for all students, to eliminating the attainment gaps that separate student groups on the basis of race, ethnicity and family income.
- We commit to acting on facts to make positive changes in the interest of student success and college completion.
- We commit to promoting faculty and staff development focused on evidence based educational practice.
- We commit to providing development opportunities, for college administrators, trustees, faculty, staff, and students to build and sustain leadership for student success.
- We ask every trustee, administrator, faculty member, counselor, advisor financial aid officer, staff member, and student organization to examine current practices, to identify ways to help students understand the added value of degrees and certifications, and to help them progress toward their goals.
- We ask every student to help one other student succeed.
- We ask community members to support and work with us to help more students succeed.
- We ask elected officials to create the policy conditions that enable, support, and reward our work to strengthen student success.
- We ask other community colleges to join us by signing and sharing this commitment and call to action.

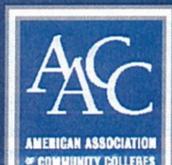
This signed Call to Action commits Guam Community College to promote the development and implementation of policies, practices, and institutional cultures that will produce 50% more students with high quality degrees and certificates by 2020. We call upon every sector and constituency of our college and community to join us in this work. **Our democracy needs every one of us.**


Deborah C. Belanger, Chairperson, BOT
Chair, Board of Trustees


Mary A.Y. Okada, Ed.D., President, GCC
College President/Chancellor

December 20, 2012

Date



APPENDIX D

Assessment Plan

Guam Community College

Board of Trustees

Board of Trustees

Mission Statement: The Board of Trustees upholds the mission of Guam Community College through policy formulation and governance processes that shape, promote and strengthen the college as a premier vocational institution in the Pacific region.

Vision Statement: The BOT envisions a highly-respected, reputable, and community-supported two-year institution that addresses the changing needs of the workforce in Guam and the region through quality educational opportunities that lead to career success and lifelong learning.

Administrative Unit Outcome (AUO): AUO#1-Policy Review

AUO #1 FA2012-SP2014: Evaluate and amend periodically Board Policies and the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.

Start Date: 11/28/2012

End Date: 11/28/2014

AUO Status: Currently being assessed

Program SLO/AUO/SSUO ACCJC Standards

Plan reflects/incorporates:

Notes from the pull/drop down list above: The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
Revised BOT policies that separate the procedural portion of the policies into a companion document of administrative procedures in order to consolidate and facilitate administrative changes without unduly taxing the Board to act upon changes that do not affect the integrity of the policy itself.	100% of all BOT policies will reflect a last review date of 3 years or less.	Regular Board meeting or dedicated Board retreat within the academic year. Working sessions.	Yes
Type of Artifact/Instrument/Rubric/Method/Tool: Board of Trustees Policy			
Related Documents: Board Policy listing on Governance Tab.pdf POLICY REVIEW TOOL-Criteria for AY2012-12(for BOT approval).pdf BOT Calendar _October 2012-September 2013_for Trac.pdf			

Related Activities

- Assessment Report
- Board Assessment Activities
- Board Retreat
- BOT Monthly Meetings
- Review Assessment Plan
- Special Meetings
- Survey Instrument Completion

Related Tasks

* Task Name: BOT Calendar

Task Description: Create BOT Calendar of events, i.e., meetings, retreats, public events, campus events, reporting requirements.

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.

- * Institutional Learning Outcome (ILO) - ILO#5 (Institutional Learning Outcome)
Students will demonstrate civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

Academic Affairs Division (AAD)

- * Program Review Goal (Budget Related Goals & Objectives) - FY2014 #3
Review recommendations in the ISER and the ACCJC Evaluation Report to ensure that all actionable improvement plans and recommendations are addressed in a timely manner.

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) - FY2014 #1
Policy review. Evaluation and amend periodically Board policies and the code of ethics policy for all GCC constituents (including the Board) to align procedures, as necessary and appropriate.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2014 #2
Assessment. Set an example by engaging all stakeholders in the college's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2014 #3
Governance evaluation. Assess the effectiveness of the participatory governance structure as a whole through an integrated campuses survey that builds on previous assessment work.

Board of Trustees

- * 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.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2013
PRG#1:
To update Board's Professional Development Plan to provide for continuous education for Board members.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2013
PRG#2:
To establish and implement systematic assessment processes.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2013
PRG#3:
To update Board Policies through a systematic review process that reflect changing institutional and community needs and demands.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#1
Policy Review. Evaluate and amend periodically Board Policies and the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#2
Assessment. Set an example by engaging all stakeholders in the College's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#3.
Governance Evaluation. Assess the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

Administrative Unit Outcome (AUO): AUO#2-Board Assessment

AUO #2 FA2012-SP2014: Set an example by engaging all stakeholders in the College's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.

Start Date: 11/28/2012
End Date: 11/28/2014
AUO Status: Currently being assessed

Program SLO/AUO/SSUO Other

Plan reflects/incorporates:

Notes from the pull/drop See 4A5 Institutional Self Evaluation Report.
down list above:

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
2a. Implement a regular schedule for board assessment training to increase and deepen members' knowledge of assessment and accreditation for accountability and improvement Type of Artifact/Instrument/Rubric/Method/Tool: Training Plan Related Documents: BOT Calendar _October 2012-September 2013_for Trac.pdf	100% of all Board members will attend the regular assessment training-in compliance with assessment process.	Semi-Annually: December 2012; August 2013	Yes
2b. Include the input and participation of the Faculty Senate in the Governing Board Assessment Questionnaire (GBAQ) Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box)	100% Board participation in survey	Board participates in GBAQ survey to be administered Spring 2013 with final report due July 2013.	Yes

Related Activities

- Assessment Report
- Board Assessment Activities
- Board Retreat
- Review Assessment Plan
- Survey Instrument Completion

Related Tasks

- * Task Name: Schedule training
Task Description: Assessment Plan training

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.
- * Institutional Learning Outcome (ILO) - ILO#5 (Institutional Learning Outcome)
Students will demonstrate civic responsibility that fosters respect and understanding of ethical, social, cultural, and environmental issues locally and globally.

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

- * Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#2
Assessment. Set an example by engaging all stakeholders in the College's continuous assessment and planning processes so that there is a clear understanding of roles and expectations among all constituents.

Administrative Unit Outcome (AUO): AUO#3-Governance Evaluation

AUO #3 FA2012-SP2014: Assess the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

Start Date: 11/28/2012

End Date: 11/28/2014

AUO Status: Currently being assessed

Program SLO/AUO/SSUO Other

Plan reflects/incorporates:

Notes from the pull/drop down list above: See 4A2a in the Institutional Self Evaluation Report

Means of Assessment

Means of Assessment			
Artifact/Instrument/Rubric/Method/Tool Description	Criterion (Written in %)	Activity Schedule	Active
Participate actively in campus-wide governance survey Type of Artifact/Instrument/Rubric/Method/Tool: Other (indicate the specific tool in the Method field/box) Related Documents: Evaluation Report 04232012.pdf	75% Participation from students, 100% from Board members, Faculty and Staff	Timeline: Spring 2013	Yes

Related Activities

- Survey Instrument Completion

Related Tasks

- * Task Name: Participate actively in campus-wide governance survey
Task Description: Administer survey, collect results with AIER, provide report.

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.
- * Institutional Learning Outcome (ILO) - ILO#4 (Institutional Learning Outcome)
Students will demonstrate collaborative skills that develop professionalism, integrity, respect, and fairness.

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

- * Program Review Goal (Budget Related Goals & Objectives) - FY2013
PRG#2:
To establish and implement systematic assessment processes.
- * Program Review Goal (Budget Related Goals & Objectives) - FY2014 PRG#3.
Governance Evaluation. Assess the effectiveness of the participatory governance structure as a whole through an integrated campus-wide survey that builds on previous assessment work.

APPENDIX E

ACCJC NEWS

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges
Summer 2012

Accreditation and Governing Board Roles and Responsibilities

“THE GOVERNING BOARD IS RESPONSIBLE FOR THE (EDUCATIONAL) QUALITY, INTEGRITY, AND FINANCIAL STABILITY OF THE INSTITUTION AND FOR ENSURING THAT THE INSTITUTION’S MISSION IS BEING CARRIED OUT.”

SOURCE: ACCJC ELIGIBILITY REQUIREMENT 3

Institutional effectiveness and educational quality start with the administrators, staff and especially faculty, but depends upon the quality of the governing board. Excellent institutional performance requires well-defined roles and high performance from an institution’s governing board. In recent years, many external events have created challenge for colleges; funding reductions, changing public policy, turnover due to retirements, changing student populations and needs, and the accountability movement are among them. These are challenging times, and it is the job of a governing board to assure that an institution finds the way to adjust to the external and internal pressures without compromising educational quality and financial integrity. Strong and effective governing boards are critically important to institutional success and survival.

However, the ACCJC’s analyses show that governing board dysfunctions are increasing among member institutions, and that governing board difficulties provide opportunities for other organizational deficiencies to emerge or to go unaddressed, negatively impacting an institution’s adherence to good practices and likelihood of maintaining educational quality or even fiscal viability.

The Commission regularly examines trends in institutional performance with regard to the Accreditation Standards. Each summer, the ACCJC publishes “Top Deficiencies Causing Sanctions,”¹ which

¹ See the data chart on page 11

describes trends at the institutions the ACCJC has sanctioned over the last few years. This year’s report shows that between 2009 and 2012, the percentage of institutions on sanction that had deficiencies in governing board performance rose from 46% to 71%. The data also show that institutions with governing board difficulties always have additional challenges, most often in financial management and stability, and in institutional assessment, planning and effectiveness. In fact, no institution that has been sanctioned for board issues identified by an accreditation team has only governing board problems!

The ACCJC presents below some things that governing boards can do to help prevent or remediate governing board deficiencies (and related institutional deficiencies) most commonly seen by the ACCJC evaluation teams:

GET EARLY TRAINING, AND REGULAR RE-TRAINING, FOR EVERY BOARD MEMBER. The initial training should have sufficient breadth to provide a solid foundation in the fundamental roles and responsibilities of governing board members. Standard IV.B.1 states, “The governing board is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution.”

All new board members should receive an early training to help them understand policy governance and the

Accreditation and Governing Boards, *continued on page 3*

Commissioners

DR. SHERRILL L. AMADOR, CHAIR
Public Member

DR. STEVEN KINSELLA, VICE CHAIR
Gavilan College

DR. JOSEPH BIELANSKI
Berkeley City College

DR. TIMOTHY BROWN
Riverside City College

MR. CHRIS CONSTANTIN
Public Member

DR. GARY DAVIS
Accrediting Commission for Schools Member

DR. FRANK GORNICK
West Hills Community College District

DR. RICHARD MAHON
Riverside City College

MS. VIRGINIA MAY
Sacramento City College

MR. CHARLES MENG, II
Public Member

MS. SUSAN MURATA
Kapi'olani Community College

DR. RAUL RODRIGUEZ
Rancho Santiago Community College District

MR. MICHAEL T. ROTA
University of Hawai'i

DR. BARRY RUSSELL
Chancellor's Office, California Community Colleges

DR. ELEANOR SIEBERT
Accrediting Commission for Senior Colleges
and Universities Member

DR. MARIE SMITH
Public Member

DR. PATRICK TELLEI
Pacific Postsecondary Education Council Member

DR. SHARON D. WHITEHURST-PAYNE
Public Member

MR. JOHN ZIMMERMAN
MTI College

Commission Staff

DR. BARBARA A. BENO, President
DR. SUSAN B. CLIFFORD, Vice President
MS. KRISTA JOHNS, Vice President
MR. GARMAN JACK POND, Vice President
DR. JOHN NIXON, Associate Vice President
DR. NORVAL WELLSFRY, Associate Vice President
MS. CHERI SIXBEY, Executive Assistant and Business Officer
MS. BARBARA DUNHAM, Executive Assistant
MS. MINDY GRAHAM, Administrative Support
MR. TOM LANE, Administrative Support
MS. WHITNEY SPARKS, Administrative Support

ACCJC NEWS is Published by the Accrediting Commission for Community and Junior Colleges (ACCJC),
Western Association of Schools and Colleges (WASC).

PUBLICATION ADDRESS:
10 Commercial Blvd., Suite 204, Novato, Ca 94949

Phone: 415-506-0234 ♦ E-Mail: accjc@accjc.org ♦ website: www.accjc.org

elements of good policy, the meaning and content of financial reports and budgets, and the metrics used to assess institutional effectiveness. All board members should receive at least annual training that will allow the board members to fully understand budgets, audit reports, associated financial terminology, and reports that indicate educational effectiveness on topics such as student achievement data, student learning outcomes data, and other forms of ongoing institutional assessment. Training at venues where other institutions' governing board members are present allows a board member to gain access to expert advice, as well as perspective on alternative ways of understanding important topics or alternative governing board solutions to policy issues. Board members should be required to participate in a regular program for development, and individual board members should escape this important responsibility to build their own capacity to be good board members. (*Standard IV.B.1.f.*)

GET CLEAR ON THE POLICY ROLE OF GOVERNING BOARD MEMBERS. The board exercises its control over the institution's quality and integrity by adopting policies to guide the actions of institutional members. These policies should be regularly evaluated and updated to remain useful. But governing board members are not practicing education experts; they are largely lay members of the public. If governing boards stick to their policy role and avoid becoming involved in college operations, they will be able to exercise the appropriate oversight of those operations by expecting, and reviewing, key reports and data analyses on institutional performance. Board members should not apply their own knowledge or skill to addressing operational issues. If there is a weakness or vacuum in the performances of key administrative staff, governing board members should assure that the vacuum is addressed with improved or new staff. Remember, the Board hires and evaluates the CEO, and delegates all operations and responsibility for implementing policy and institutional operations to that CEO. (*Standard IV.B.1.j.*)

PAY SERIOUS ATTENTION TO EXTERNAL FINANCIAL AND ACCREDITATION REPORTS. Boards should be vigilant in expecting that external audit reports be completed on time every year, that the institutional staff respond fully and quickly to any audit findings and explain what they have done to the Board, and that the institution changes auditing firms every few years. Boards should be especially concerned if external audit findings go unaddressed for multiple years - this could be a neon alert to difficulties with the financial management system of the institution or worse. Boards should also read carefully and understand Accreditation Standards, ACCJC action letters and evaluation team reports. These documents frame the basic requirements for quality institutional practices. Boards should expect the institutional CEO to ensure that there is a full report to the board on any Commission action on the institution, and that the institution is

timely in its resolution of any deficiencies identified by the ACCJC. Boards should be aware that the ACCJC, responding to federal regulations, announced in 2007 that there is a two-year time limit for institutions to resolve deficiencies or face possible loss of accreditation. Since the governing board's role is to assure educational quality and fiscal integrity, governing boards are among those held accountable when institutions fail to address financial and accreditation concerns. (*Standard I.B.1.C.*)

ADOPT AND ENFORCE STRONG POLICIES ON ETHICS AND CONFLICT OF INTEREST. "The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violated that code." (*Standard IV.B.1.h.*) The policy should have clear statements about conflict or potential conflict of interest that recuse board members from decisions where they have a conflict of interest. Most importantly, an ethics code is not useful if it is only voluntary. The board policy should define how governing board members who violate the code will be addressed. A suggested sequence is: new trustee training and mentoring, prompt feedback when violations occur, individual coaching, board warning, board censorship, legal action. Ethics violations by board members can threaten the integrity of an institution's financial or educational processes and quality, and often also disrupt productive board functioning, leading to the inability of a governing board to perform its important and appropriate functions.

REMEMBER AN INSTITUTIONAL GOVERNING BOARD IS NOT A CITY COUNCIL. Many of the ACCJC-accredited institutions have elected governing board members. The political process provides a good deal of information to a board candidate on what the electorate desires and hopes for. However, once placed on a governing board, the board member must operate with the following bottom line: "The governing board is an independent policy-making body that reflects the public interest in board activities and interests. Once the board reaches a decision, it acts as a whole." (*Standard IV.B.1.a.*)

Independence means the board member operates in the best interest of the overall institution, not in response to constituencies or special pleaders if those interests are not aligned with the basic mission, direction and resources of the institution, with the full board's direction, and with the institution's priorities that come from assessment and planning activities. City Councils often act to dole out "rewards" to their electorate; a college governing board member's job is to focus on achieving educational effectiveness within the bounds of the institution's mission and available resources. Finally, remember, no single board member has authority; the board as a body has authority. No trustee should be roaming a campus, giving direction to or attempting to influence college employees or governance committees. Trustees should not use their role on a college governing board to advance their own political careers and pet projects. A college board member

Accreditation and Governing Boards, continued on page 4

Accreditation and Governing Boards, *continued from page 3*

should be a careful steward of higher education quality and integrity, and champion of student achievement and student learning.

ACTIVELY REVIEW AND ADAPT THE INSTITUTIONAL MISSION STATEMENT, and then require the institution to focus its efforts and resources on achieving that mission. “The institution’s educational mission is clearly defined, adopted and published by its governing board, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning.” (*Eligibility Requirement 2*) The mission statement should be reviewed on a regular basis. (*Standard I.A.3.*) That review should ensure that the institution examines the effectiveness of the educational learning programs and services the mission statement promises to provide, and wisely use, its resources in achieving that mission. Board policies should require that the institution has a defined process with valid metrics for ongoing assessments of educational effectiveness - an internal quality assurance process that requires data driven program review, analyses, priority setting, planning and implementation. Governing boards should receive annual reports on the institution’s educational effectiveness, goals, and priorities for improvement set through the institution’s planning processes. Governing boards should participate in setting targets and goals for improving educational performance. Finally, governing boards should beware of the tendency for college constituencies to hope their college can be “all things to all people.” It cannot, and in the current fiscal environment, every governing board should be identifying the core educational mission for their institution and avoiding commitments to other activities. Resources stretched too thin result in poor educational quality. The governing board is responsible for ensuring that the financial resources of the institution are used to provide sound educational programs, and these require adequate funding.

THINK SHORT RANGE AND LONG RANGE IN ADOPTING THE INSTITUTION’S FISCAL PLANS. Each year, the governing board adopts an institutional annual budget that reflects the ongoing commitments, priorities, and planned new expenditures for the institution. It is important that the board examine the budget proposed by the CEO with careful attention to short-term (current year) and longer-term (multiple out-years) consequences of expenditure plans and projected accelerating costs (e.g., planned salary or benefits costs, collective bargaining agreement costs, loan costs, possible revenue declines). In the area of contract negotiations alone, too often difficult discussions lead to a willingness to delay dealing with potential cost challenges until later, in “future years.” That ‘just kicks the can down the road.’ Certain kinds of borrowing vehicles have been enticing to boards of colleges that wish to spend now and pay later. Governing boards have a responsibility to assure the fiscal integrity, short- and long-term, for the colleges they govern. The region

and the country have experienced a significant financial downturn since 2008, and current federal projects suggest “recovery” will not really happen for another 5 or 6 years.



In the view of many, higher education is undergoing a significant restructuring that will last. Wise boards ensure resources match programming.

The ACCJC provides regular training on accreditation matters for governing board members every year at the California Community College Trustees annual conference, the Pacific Postsecondary Education Council’s events, and at individual or regional governing board workshops to which it is invited. The ACCJC is developing a new guide for governing board members, and a draft of it is available on the ACCJC’s website at www.accjc.org. ♦

Update on the Review of Accreditation Standards and Practices

The current review of Accreditation Standards and practices was launched with a letter to the field on November 9, 2011. The Commission invited input from the field by:

- ✓ Posting the suggestion form online at: www.accjc.org;
- ✓ Sending letters to the field encouraging input;
- ✓ Holding public hearings: March 14, Huntington Beach, for southern California colleges and members of the public including business leaders; June 6, Burlingame, for northern California colleges and members of the public including business leaders; and
- ✓ Seeking targeted input from the Financial Task Force, Distance Education Task Force, and the Accreditation Liaison Officer workshop.

More than 100 members of the field have attended the scheduled activities, and 20 have provided written or oral testimony.

Active input-gathering will continue through the end of September, 2012. A public hearing will take place September 24 in Hawai'i for Pacific island colleges and members of the public including business leaders. Targeted input will be sought from the Student Learning Outcomes Task Force and at an upcoming Accreditation Liaison Officer workshop. Additional written comments from interested individuals across the region are invited.



INCREMENTAL ACCREDITATION PRACTICE CHANGES FROM REVIEW

DISAGGREGATED DATA. The need for increased availability and use of data and research has been highlighted during the Review of Accreditation Standards and Practices. As the culture of assessment and continuous improvement becomes established, colleges in the region look for ways to ensure data-based decision-making. Indicators of student success need to be sufficiently disaggregated to pinpoint areas where improvement is needed. When used for internal quality assurance processes, data and data analysis need to focus on improvement efforts for institutional effectiveness.

Beginning fall 2012, colleges undergoing comprehensive self evaluation will report statistical data related to student success in a disaggregated form. Data for success measures will be disaggregated by age, gender, race/ethnicity, socioeconomic status, and by other relevant subpopulations identified by the institution. In addition, data will be disaggregated by instructional delivery site (including centers and other off-campus locations) and delivery mode (specifically including distance education and correspondence education).

ADDITIONAL FINANCIAL MONITORING. Regulations and changes in the higher education environment have highlighted the need for increased monitoring and attention to institutional fiscal conditions. More than ever, institutional quality and sustainability are dependent upon effective financial planning and practices. Effective monitoring includes the correlation of the annual financial data collected from member institutions with known indicators of fiscal health. The 2012-2013 Annual Fiscal Report will ask for additional financial information that will enhance the monitoring of fiscal health required by federal regulations.

At its June 2012 meeting, the Commission approved an enhanced monitoring process for fiscal data. Data received from colleges in the annual fiscal report and in the audited financial statements are given a risk assessment. Colleges identified at higher levels of risk are referred to a Financial Review Group for a closer examination of the data submitted. At the next Commission meeting, a report will be made by the Financial Review Group to the Commission. If warranted for a particular college, the Commission may request a special report, with or without a visit, on the financial condition of the institution. ♦

Federal Updates

The U.S. Department of Education (USDE) recently lost two court battles dealing with regulations affecting higher education institutions. The decisions were based primarily on the process used to adopt the regulations in question. The decisions affirmed the need for the USDE to ensure its negotiated rulemaking processes are followed to provide adequate opportunity for comment from the field and also to provide a basis for establishing regulatory parameters. It is likely the USDE will revisit regulations in the areas addressed by the court.

STATE AUTHORIZATION

USDE regulations require, as one element of qualification for participation in Title IV programs (including federal financial aid), that higher education institutions be authorized to operate in the state¹ where they are located. In 2010, federal regulations were amended to include language pertaining to state authorization for colleges offering distance education:

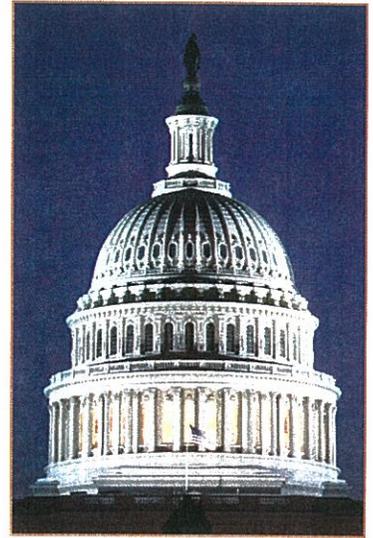
If an institution is offering postsecondary education through distance or correspondence education to students in a State in which it is not physically located or in which it is otherwise subject to State jurisdiction as determined by the State, the institution must meet any State requirements for it to be legally offering postsecondary distance or correspondence education in that State. An institution must be able to document to the Secretary the State's approval upon request. 34 C.F.R. § 600.9(c).

The implications for colleges which might have students across many states in their online courses and correspondence courses raised consternation and concerns. In addition, many state agencies found they were not adequately staffed to handle authorization applications from multiple institutions across the country, and may not have addressed circumstances where an institution may have one or two students from the state in an institution's online or correspondence program.

The deadline for institutions to fully comply with this regulation was extended to July 1, 2014 in an April 20, 2011 Dear Colleague letter.² In July 2011, the United States District Court for the District of Columbia struck down this new language because of inadequate opportunity for the field to comment on the proposed regulation. On June 5, 2012, the United States Court of Appeals released its decision upholding the lower court ruling. The USDE is still assessing its next steps on the issue.

Despite the uncertainty about USDE regulations in this regard, institutions are still charged with addressing state authorization requirements in states where they may have students participating in online or correspondence education. The involvement of the State Higher Education Officers Association (SHEOA) in preparing for implementation of the federal requirement created awareness at the state level of the need to deal with out-of-state providers of distance and correspondence education. That organization has created a listing of higher education authorizing agencies, which can be accessed at:

<http://www.sheeo.org/stateauth/stateauth-agency.htm>.



¹ "State" as defined in higher education regulations includes: any state in the United States, American Samoa, the Commonwealth of Puerto Rico, the District of Columbia, Guam, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and the Republic of Palau. The latter three are also known as the Freely Associated States. 34 C.F.R. § 600.2.

² This Dear Colleague letter and other materials dealing with state authorization for distance education and correspondence education can be found on our website at: www.accjc.org, on the President's Desk page under "State Authorization and Credit Hour." Institutions may also want to monitor the USDE website for financial aid professionals, <http://www.ifap.ed.gov/ifap/>, for information about next steps at the federal level related to state authorization.

Federal Updates, *continued on page 7*

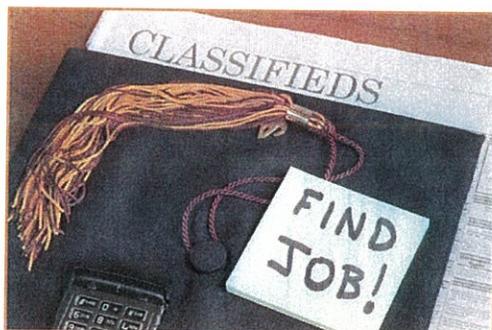
GAINFUL EMPLOYMENT

In June 2010, federal regulations were amended to include requirements for higher education institutions offering programs related to career-technical preparation.³ These took effect on July 1, 2011. To qualify for federal aid, the law required that certificate programs at public and non-profit institutions, and most programs at for-profit institutions, must prepare students for gainful employment in a recognized occupation. Under the regulations, a program would be considered to lead to gainful employment if first, the program prepared students for a recognized occupation, and second, met at least one of the following three metrics related to federal student loans: at least 35% of former students are repaying their loans; the estimated annual loan payment of a typical graduate does not exceed 30 percent of his or her discretionary income; or the estimated annual loan payment of a typical graduate does not exceed 12% of his or her total earnings.



The regulations also required institutions to report to the USDE and make available to the public certain data about gainful employment programs, including information about the number of students in the program, the median debt load incurred by students completing the program, the number of students who transferred into a higher program, on-time graduation rates, and placement rates. 34 C.F.R. § 668.6(a).

On June 30, 2012, the United States District Court for the District of Columbia struck down that portion of the regulation defining the metrics for determining gainful employment. Specifically, the court found the metric “at least 35% of former students are repaying their loans” to be arbitrary and capricious, and not having any supporting factual basis. Because the three student loan metrics were intertwined, this finding resulted in all three metrics being vacated.



Without having in place the second element of determining whether a program leads to gainful employment, the status of the gainful employment regulations is in question. In a response to the court ruling, the USDE noted “the Court’s decision vacated the gainful employment reporting requirements in 34 CFR 668.6(a). Therefore, institutions are not required to submit gainful employment reports for the just ended 2011-2012 award year.”⁴ Further guidance from the USDE is expected soon; it will be posted online at:

<http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>. ♦

³ The USDE Dear Colleague letter discussing the regulations, and other resource materials on gainful employment can be accessed on our website at: www.accjc.org, on the President’s Desk page under “Gainful Employment.”

⁴ Gainful Employment Electronic Announcement #39 - Status of Gainful Employment Regulations, posted at: <http://www.ifap.ed.gov/ifap/> under “Gainful Employment Information.”

National and International Discussions on Quality Assurance

AMERICAN COUNCIL ON EDUCATION (ACE)

The ACE Board of Directors recently approved a resolution endorsing the Guidelines for Assessment and Accountability in Higher Education presented by the New Leadership Alliance for Student Learning and Accountability. The guidelines include four principles that ACE supports: the importance of 1) articulating specific goals for student learning and prominently announcing them to various stakeholders and the public, 2) developing processes to gather evidence of student learning, 3) using that evidence to improve quality in student learning, and 4) reporting to internal and external constituents the evidence and results of student learning. ♦

INTERNATIONAL NETWORK FOR QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION (INQAAHE)

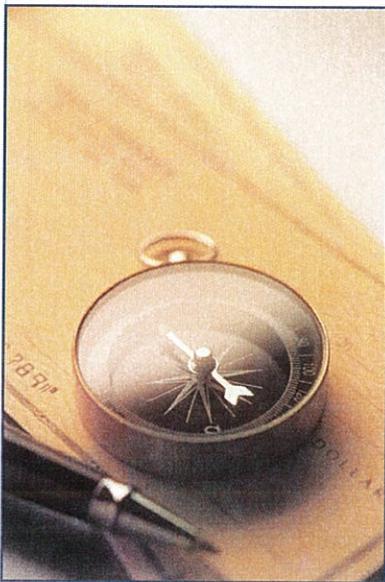
This spring, INQAAHE held a Member's Forum on "The Future of External Quality Assurance" in Melbourne, Australia. Quality assurance agencies vary across the world and few are truly peer developed and peer based. The discussions at the conference were centered on the topics of government control, external vs. internal quality assurance, and the research on the impact of quality assurance agencies. There is a shared phenomenon that governments increasingly see higher education as critical to economic development/growth/sustainability, and so are increasingly interested in the quality of student learning outcomes. ♦

NATIONAL ADVISORY COMMITTEE ON INSTITUTIONAL QUALITY AND INTEGRITY (NACIQI)

In March, NACIQI issued its final Report on Accreditation and recommendations for future legislation to the Secretary of Education. The report discussed the "triad of actors in educational quality assurance"—federal, state and accreditor. It recommended further clarity and understanding about the responsibility of each member of the triad, increased coordination and communication, and encouragement of states' engagement. The report had more than 20 recommendations, and after careful consideration, it argued that the link between accreditation and federal student aid should be retained. ♦

Revised Accreditation Standards Available

The Commission adopted revisions to Standard III at the public session of its June 2012 meeting. The adoption followed a first reading in January 2012 and a two-month comment period for the field to offer suggestions and input on the proposed revisions. The adopted revision contained language suggested during the comment period.

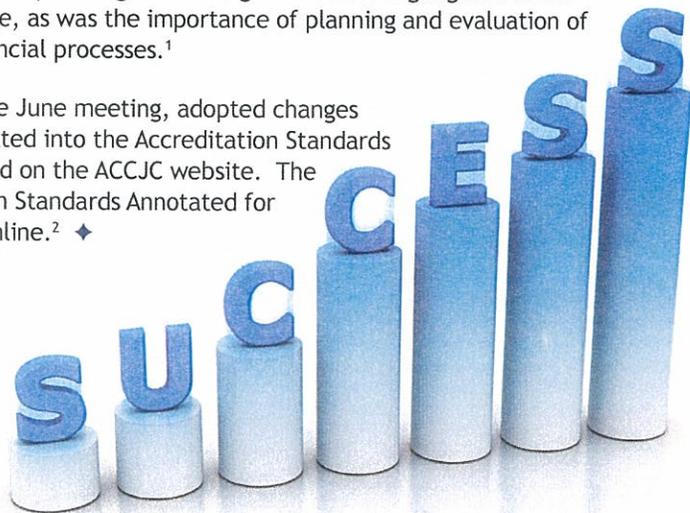


The opening paragraph of Standard III, Resources was changed to clarify that when an accredited college is in a multi-college system or district, and responsibility for resources and allocation of resources rests with the system or district, then the system or district is responsible for meeting the Standards on behalf of the accredited colleges.

Standard III.D., Financial Resources, was reorganized for clarity, and language was added to reinforce the importance of healthy fiscal practices and allocation of financial resources that reflected the college mission and supported student success. Accuracy of documents and processes, timeliness in providing financial information throughout the institution, and inclusion of funds from all sources—including short and long term debt instruments, and post-employment health benefits -- into financial planning and management were highlighted in the new language, as was the importance of planning and evaluation of internal financial processes.¹

Following the June meeting, adopted changes were integrated into the Accreditation Standards and published on the ACCJC website. The Accreditation Standards Annotated for

CQI and SLOs has also been updated and posted online.² ♦



¹ The revised Standard III is posted on the ACCJC website at: www.accjc.org, on the “Recent Commission Actions, Actions on Policy” page.

² The updated Accreditation Standards is posted on the ACCJC website at: www.accjc.org, on the “Eligibility Requirements & Standards” page. The updated Annotated Standards can also be found at the ACCJC website on the “Publications & Policies” page.

FOCUS ON QUALITY



SPECIAL PRESENTATIONS

ACCJC staff made a number of presentations on several topics important to the field. In April 2012, a workshop on the Basics of Program Review for Integrated Planning was presented to approximately 25 faculty and staff at Napa Valley College. In San Francisco, staff also presented a session for 18 representatives of the Ministry of Education from Kabul, Afghanistan who were interested in learning more about regional accreditation and ACCJC processes. In April, staff opened the "Improving Student Success through Planning" workshop to 150 Cerritos College faculty, staff, and administrators.

On March 30 2012, ACCJC staff offered the second Regional Accreditation Liaison Officer (ALO) Workshop at Diablo Valley College for 54 participants. Staff presented and facilitated the interactive scenarios and exercises for each of the sessions, particularly noting new federal regulations, substantive change and distance education requirements. ALOs were also given the opportunity to provide input for the Accreditation Standards Review.

The ACCJC again offered workshops for governing board members in partnership with the California Community Colleges Trustees association (CCCT) in May. Dr. Barbara Beno participated in an interesting and very diverse panel discussion on leadership during times of sustained crisis with representatives from the Academic Senate for California Community Colleges, the Chancellor's Office of the California Community Colleges, the Education Management and Assistance Corporation (EDMAC), the Fiscal Crisis and Management Assistance Team (FCMAT), and the Community College League of California. Several important themes arose - building institutional leadership cadres that have the wisdom and courage to restructure institutions, and use reduced resources in a way that is innovative and achieves better focus on student outcomes. Later, ACCJC staff conducted a workshop on board governance with new training materials and the first draft of a manual for governing boards. Staff will continue to refine the manual for governing boards, and publish a final version by November 2012, and distribute it to the field. **The materials from this workshop, including the draft manual, can be accessed at: www.accjc.org.** ♦

ACCJC REGIONAL WORKSHOPS 2012

ACCJC has also continued with its successful Regional Workshop on Capacity Building for Educational Excellence through Program Review and Integrated Institutional Planning at San Diego Mesa College in March and again at Carrington College California in April. A total of 108 individuals from 34 institutions attended these two workshops. Barstow College, Rancho Santiago Community College District (Santa Ana College and Santiago Canyon College), MTI College and Los Rios Community College District (American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College) made presentations of models that have worked at their institutions.

To date ACCJC has developed and implemented seven Regional Workshops serving 114 colleges and 483 participants. Two final workshops on this topic are planned for fall 2012. ♦

DISTANCE EDUCATION TASK FORCE AND WEBINAR

The Distance Education Task Force held a second meeting in Oakland in May. The group discussed what evidence peer evaluation teams should look for to determine the quality and effectiveness of distance education offered in our regional institutions. They also reviewed the current and pending federal regulations that impact distance education, and gave input for the review of Accreditation Standards and Commission practices.

On May 9, ACCJC sponsored and staff presented at the first-ever webinar event, "Distance Education on the Front Burner - New Regulations, New Challenges, and Accreditation." The webinar reached over 220 participants from member institutions including almost 30 participants from outside California. The presentation and list of questions submitted from participants is available on the ACCJC website at: www.accjc.org, on the "Other Resources" page. ♦

Trends in Deficiencies Leading to Sanction

Since 2009, ACCJC has collected data regarding the deficiencies that lead to colleges being placed on a sanction. The deficiencies are reported every year in the Commission's spring newsletter. The information is also available on the ACCJC website: www.accjc.org on the President's Desk page.

The main deficiencies for sanction are related to Program Review, Planning, Internal Governance, Board, and Financial Stability or Management. Over the four years from January 2009 to January 2012, the number of colleges on sanction has not diminished, but the reasons for placing colleges on sanction differ. The colleges placed on a sanction also differ from year to year as some colleges have made improvements and are removed from sanction.

Colleges on Sanction January 2009 - January 2012

Top Deficiencies Causing Sanctions

COLLEGES ON SANCTION	PROGRAM REVIEW	PLANNING	INTERNAL GOVERNANCE	BOARD	FINANCIAL STABILITY OR MANAGEMENT
2009 SANCTIONS (N=24)	71% (17)	92% (22)	46% (11)	46% (11)	54% (13)
2010 SANCTIONS (N=19)	68% (13)	89% (17)	42% (8)	58% (11)	58% (11)
2011 SANCTIONS (N=21)	19% (4)	71% (15)	24% (5)	67% (14)	62% (13)
2012 SANCTIONS (N=28)	21% (6)	71% (20)	18% (5)	71% (20)	50% (14)

- The proportion of institutions with deficiencies in program review work has decreased considerably from 71% of those on sanction in 2009 to 19% of those on sanction in 2012.
- The proportion of institutions with deficiencies in planning practices has decreased somewhat from 92% of those on sanction in 2009 to 71% of those on sanction in 2012.
- Internal governance deficiencies have decreased from 46% of those institutions on sanction in 2009 to 18% of those on sanction in 2011.
- Of most concern, the proportion of institutions with deficiencies in governing board practices has increased sharply from 46% of those in sanction in 2009 to 71% of those on sanction in 2012.
- The proportion of institutions on sanction with deficiencies in financial stability or management has remained at or slightly above 50% since 2009.

June 2012 Commission Actions on Institutions

CORRECTED AUGUST 13, 2012

At its meeting, June 6-8, 2012, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions on institutional accreditation:

REAFFIRMED ACCREDITATION

Defense Language Institute- FLC
Feather River College
Guam Community College
College of the Siskiyous
Cypress College
Fullerton College
San Joaquin Delta College
MiraCosta College

ISSUED WARNING

Barstow College
Hawai'i Tokai International College
West Los Angeles College

IMPOSED PROBATION

Los Angeles Harbor College
Los Angeles Southwest College

CONTINUED ON WARNING

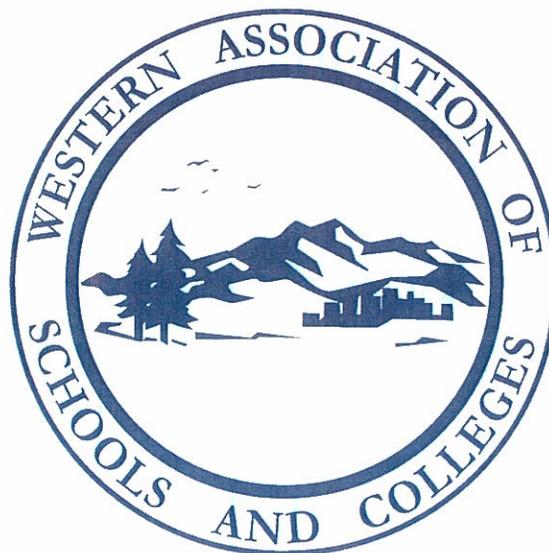
Berkeley City College
College of Alameda
Laney College
Merritt College
Merced College

CONTINUED ON PROBATION

College of Micronesia-FSM
Moorpark College
Oxnard College
Palo Verde College
Ventura College
Victor Valley College

ORDERED SHOW CAUSE

City College of San Francisco



June 2012 Commission Actions on Policies

At its meeting, June 6-8, 2012, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following actions:

REVISIONS TO ACCREDITATION STANDARDS AND ADOPTED POLICIES

- ❖ Accreditation Standard III, III.D
- ❖ Policy on Award of Credit
- ❖ Policy on Institutional Compliance with Title IV
- ❖ Policy and Procedures on the Joint Accreditation Process between ACCJC and ACSCU of WASC
- ❖ Policy on Public Disclosure and Confidentiality in the Accrediting Process
- ❖ Policy on the Rights and Responsibilities of the Commission and Member Institutions
- ❖ Policy on the Role of Accreditation Liaison Officers

POLICIES APPROVED FOR FIRST READING

- ❖ **Policy on Review of Accreditation Standards.** This policy was initially adopted in June 1996, and was last edited in 2007. The revision provides language required in federal regulations concerning timelines for making needed changes to Accreditation Standards. Language is also added to detail the process for a review, for changes to Accreditation Standards, and for development and approval of new Accreditation Standards.
- ❖ **Policy on Student and Public Complaints Against Institutions.** This policy was initially adopted in 1972, and was last edited in 2007. It has been reorganized to clarify for complainants and member institutions the steps, sequence, and timing of the complaint process.



All first reading policies have been sent to the field for comment and can be accessed on the ACCJC website at: www.accjc.org.

Upcoming Events

ACCJC REGIONAL WORKSHOPS 2012

ACCJC is offering two Regional Workshops on “Capacity Building for Educational Excellence through Program Review and Integrated Planning” in fall 2012. Santa Rosa Junior College will host a workshop on September 21, and Ventura Community College will host another workshop on October 19. Attendance at the workshops is by invitation. The regional workshops offer opportunities for participants to share best practices through presentations by member institutions representing both single- and multi-college districts and to engage in group discussions. Each participating institution is asked to send eight staff and bring copies of the institution’s program review and integrated planning documents to share. Copies of presentation materials can be found on the ACCJC website on the Other Resources page at: <http://www.accjc.org/other-resources>.



With these two workshops, the Commission will have invited every member institution to a regional workshop on program review and integrated planning. The Commission will begin offering regional workshops on using assessment of student outcomes to plan and improve institutional quality in spring 2013. ♦

REVIEW OF COMMISSION STANDARDS AND PRACTICES

The Commission launched a review of its Accreditation Standards and practices in November 2011. The 2011-2013 Review will help the Commission determine if changes to the Standards and practices are needed to maintain alignment with the new higher education environment (federal regulation and public expectations of quality, accountability, and transparency). A final public hearing to gather input from the field will be held for the Pacific island colleges on September 24, 2012, as part of the Pacific Postsecondary Education Council Conference. The Commission has received input from the Distance Education Task Force, the Financial Review Task Force, and Accreditation Liaison Officers. The Commission has scheduled a time for input from the Student Learning Outcomes Task Force on August 23, 2012. To date, more than 100 individuals have participated in this review process. For more details, please refer to the ACCJC website (www.accjc.org) and the article “Update on the Review of Accreditation Standards and Practices” on page 5 in this newsletter. ♦

ANNUAL TRUSTEES CONFERENCE, COMMUNITY COLLEGE LEAGUE OF CALIFORNIA

November 15-17, 2012, at the Millennium Biltmore in Los Angeles. The theme of this conference is “Singing in the Rain: A Positive Perspective in a Difficult Climate.” ACCJC President Dr. Barbara Beno and ACCJC Associate Vice President Dr. John Nixon will introduce the new Guide to Accreditation for Governing Boards, developed as a guide for understanding the roles and responsibilities of trustees. In addition, the session will explore the board’s responsibility for assuring institutional effectiveness, to have and uphold practices that assure board excellence, and avoid problems with accreditation. (Also see the article New Guide to Accreditation for Governing Boards on page 17 in this newsletter.) More information about the CCLC conference can be found on the Events page of the Community College League of California’s website at: www.ccleague.org. ♦

Upcoming Events, *continued on page 15*

STRENGTHENING STUDENT SUCCESS CONFERENCE

October 3-5, 2012, at the Hilton Costa Mesa Hotel. The theme of the conference is “Embracing and Leading Change.” The conference will provide a unique opportunity for a cross-section of California community college professionals—including faculty, deans, program directors, student services staff, professional development and SLO leadership, researchers, and planners—to engage each other in discussions about strategies for building institutional effectiveness and student learning.

ACCJC WILL PRESENT THREE SESSIONS:

- 1) **Federal Regulations and National Conversations Impacting Accreditation Practices and Policies (October 3)**—ACCJC President Dr. Barbara Beno will provide current information from the U.S. Department of Education’s regulations on incentive compensation, misrepresentation, gainful employment, the credit hour, state authorization, distance education, and the two-year rule. Pressures from national dialog on changes in accreditation will also be discussed including the need for greater transparency, public disclosure, focus on student outcomes, and other emerging topics.
- 2) **Saying it all in 250 Words or Less: Tackling the Narrative Responses in the ACCJC’s College Status Report on SLO Implementation (October 4)**—ACCJC Vice President Dr. Susan Clifford, Anu Khanna (De Anza College), Sarah McLemore (Glendale Community College), and Donna Matsumoto (Leeward Community College) will report on the types of questions SLO coordinators, ALOs, and other interested parties have been asking about the College Status Report on SLO Implementation. The presenters and participants will engage in an interactive discussion of what these questions mean in terms of prioritizing the content of the narrative responses and balancing the quantitative and qualitative evidence to be included. Participants will have the opportunity to examine hypothetical campus situations and develop criteria for what to include in the narrative analyses and table of evidence. This session will close with a discussion on what other colleges are identifying as areas for improvement to meet the Accreditation Standards on student learning outcomes.
- 3) **Developing Institutional Student Learning Outcomes (October 4).** This session will offer three case studies of how California community colleges are articulating and assessing institutional learning outcomes (ILOs), as well as how they are engaging faculty in discussions about the outcomes and assessment results. Attendees will leave with ideas for how colleges can use ILOs to inform institutional improvement efforts.
- 4) **SLO Proficiency into Practice (October 5)**—ACCJC staff will detail the Commission’s expectations and instructions for reporting Proficiency on the ACCJC Rubric for Evaluating Institutional Effectiveness for Program Review, Integrated Planning, and Student Learning Outcomes. Marcy Alan Craig (Cabrillo College) and Karen Wong (Skyline College) will serve as “coaches” to participants as they work together to develop successful practices and strategies. This session has been designed to promote interaction among participants, build connections among peers from across the state, and provide opportunities to hear perspectives from other disciplines. The conference is sponsored by the Research and Planning Group in collaboration with ACCJC, the California Community Colleges Success Network, the Career Ladders Project, and Learning Works with in-kind support provided by Mt. San Antonio College. ♦

REMINDER ABOUT COLLEGE SLO STATUS REPORT

Colleges are reminded that a College Status Report on SLO Implementation is due from each institution during 2012-2013. The forms, resource documents, and lists of colleges reporting by October 15, 2012, and by March 15, 2013, were distributed to chief executive officers and ALOs this spring in hard copy (April 5) and electronic format (April 9).

Colleges must submit the completed report form by e-mail to the ACCJC, and also must submit the full report with attached evidence on CD/DVD to the ACCJC. Although evidence cited may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

Future Comprehensive Visits

Under current U.S. Department of Education regulations, ACCJC must provide opportunity for third-party comment regarding the institutional qualifications for accreditation. The institutions noted below are scheduled to undergo comprehensive visits in the fall of 2012, the spring of 2013, and the fall of 2013 and review by the Commission at its January 2013, June 2013, and January 2014 meetings. Third-party comment on these institutions should be made to the ACCJC President, Dr. Barbara A. Beno, at 10 Commercial Blvd. Suite 204, Novato, CA 94949. For consideration, such comment must be made in writing, signed, accompanied by return address and telephone number, and received no later than five weeks before the scheduled Commission meeting.

FALL 2012

(for January 2013 Commission Review)

Bakersfield College
Cerro Coso Community College
College of the Sequoias
Hawai'i Community College
Honolulu Community College
Kapi'olani Community College
Kaua'i Community College
Leeward Community College
Northern Marianas College
Porterville College
Windward Community College
Woodland Community College
Yuba Community College

SPRING 2013

(for June 2013 Commission Review)

Coastline College
Copper Mountain College
Gavilan College
Golden West College
Hartnell College
Imperial Valley College
Los Angeles County College of Nursing
and Allied Health
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Valley College
Orange Coast College
San Joaquin Valley College
Carrington College of California

FALL 2013

(for January 2014 Commission Review)

Cabrillo College
Canada College
College of San Mateo
Cuyamaca College
Grossmont College
MTI College
Salvation Army Crestmont College
Sierra College
Skyline College



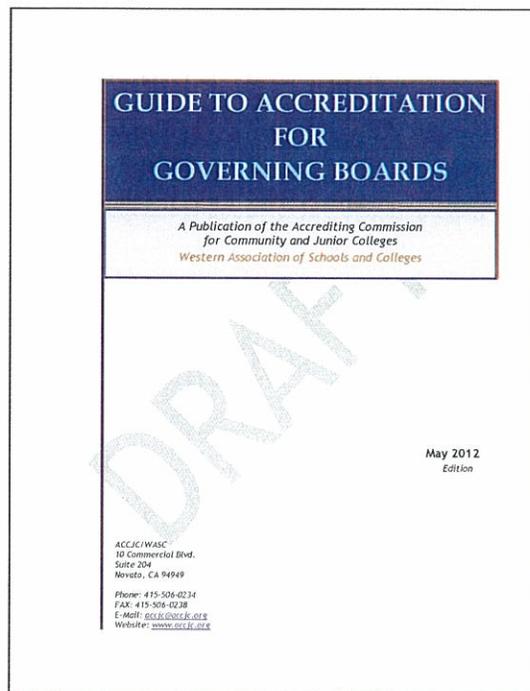
New Guide to Accreditation for Governing Boards

The Accrediting Commission for Community and Junior Colleges (ACCJC) is publishing a *Guide to Accreditation for Governing Boards*, designed for use by college governing board members as an introduction to regional accreditation and the ACCJC. The *Guide* has been developed in response to increased interest by governing boards in accreditation, and specifically their roles in the processes. Noting that evaluation team recommendations related to board governance have increased in recent years, the ACCJC intends the *Guide* to assist governing boards on their roles and responsibilities in accreditation, focusing on expectations for effective governance as defined through the ACCJC's Accreditation Standards, Eligibility Requirements, and Commission policies.

The *Guide* describes the governing boards' leadership responsibilities related to the college mission, institutional quality and improvement, integrity, and, ultimately, student success. The *Guide* offers guidance on defining the policy role of governing boards and distinguishing that role from the delegated role of institutional operations in accordance with Accreditation Standards. A section of the *Guide* provides questions and answers (Q&A) on effective practices for governing boards.

Publication and distribution of the *Guide* is scheduled for November 2012. A draft of the *Guide* is currently available on the ACCJC website on the President's Desk page at: www.accjc.org/presidents-desk (under Other Messages from the President). The Commission welcomes input from the field on the draft. Comments and suggestions should be sent to accjc@accjc.org.

The *Guide* will be introduced at the Annual Trustees Conference at the Community College League of California in November (see the article Upcoming Events on page 14 in this newsletter). ♦



REMINDER ABOUT ACCJC PUBLICATIONS

The ACCJC retains materials from model college practices and program review and planning on its website's "Other Resources" page via the "[ACCJC Conference Presentations and Other Materials](#)" link.

650 People Already Know; Do You?

Six hundred fifty individuals from across the Western region have completed the free **Accreditation Basics Course**, available online, and received their certificates. The course is useful for people new to accreditation as well as for people who may already know something about accreditation and want a refresher. Some institutions have reported requiring the course for all members of the college faculty and college/district staff, for those who are serving on committees to prepare various reports to the Commission, and for members of boards of trustees. The 90-minute course can be started and stopped at any time and is repeatable. When completed, users should be able to:

- Describe the role of the federal government and the U.S. Department of Education with regard to accrediting colleges;
- Explain the organization of accrediting commissions in the United States;
- Explain the organization and purposes of the ACCJC;
- Identify resource documents published by the ACCJC;
- Describe the Accreditation Standards;
- Explain the importance of evidence in the accreditation process;
- Describe the steps in the accreditation process; and
- Describe the responsibilities of external evaluation team members.

Accreditation Basics is available on the ACCJC website at: www.accjc.org under "New on the Website." ♦

Webinar on Distance Education Draws Wide Audience

The ACCJC offered a webinar on May 9, 2012, entitled: **ACCJC Special Event: DE on the Front Burner - New Regulations, New Challenges and Accreditation**. Barbara Beno and Patricia James co-hosted the program. The seven presenters participated live from five locations across three time zones, bringing their expertise and current information into a format that was accessible and cost effective for the participants from member colleges. Technical support and e-event management were provided by @One, using the CCC Confer training site.

A record 224 individuals participated in this ACCJC training, representing a wide geographic area. There were participants from Palau, Guam, the Marshall Islands, and Micronesia. Four Hawai'i community colleges were represented, along with many of the California community colleges and the State Chancellor's office. State universities from Colorado to California had participants, as did private 2-year and 4-year colleges.

The webinar addressed current issues in distance education and the accreditation response. Among the subjects presented were: state authorization; student authentication; last day of attendance; categorizing online courses as distance education or correspondence; and other challenges and concerns on the horizon. Barbara Beno and the ACCJC Vice Presidents answered questions and offered the accrediting agency's perspective to the discussion.

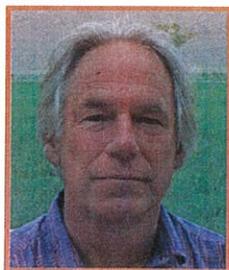
The complete webinar, answers to participant questions, and presentation slides have been archived and are available at: <http://www.onefortraining.org/accjcwebinar>. As of June, there have been 1,967 visits to that site, and 348 have viewed the webinar. The webinar presentation can also be seen in a portable format on YouTube at: <http://youtu.be/phb-VrFUte8>. ♦

Changes in Commissioners

HOW ARE NEW COMMISSIONERS ELECTED?

- ✦ The 19 Commissioners are elected by member institutions for staggered, three-year terms. Each sitting Commissioner may be elected to a second three-year term.
- ✦ At its meeting each January, the Commission announces the identities of departing Commissioners, the names of Commissioners seeking a second term, and the types of Commissioner positions that are becoming vacant and to which individuals may be elected or sitting Commissioners may be elected to a second term.
- ✦ In February, the Commission sends a letter to the field and posts a notice on its website announcing the Commissioner positions becoming vacant and inviting applications and nominations.
- ✦ A Nominating Committee of four Commissioners and four persons representing member institutions reviews applications and creates a slate of candidates for the vacant Commissioner positions.
- ✦ The Presidents/Chancellors of each institution accredited by the ACCJC review the slate and may nominate alternative candidates.
- ✦ Each May, a ballot containing the slate and the appropriately nominated alternative candidates is voted upon by the CEO of each member institution.
- ✦ Each June, the results of the election are announced at the Commission's meeting, on the Commission's website and in its summer ACCJC News.
- ✦ New Commissioner terms begin on July 1 of each year.

NEW COMMISSIONERS (Term Beginning July 1, 2012)



DR. RICHARD MAHON – Dr. Mahon was elected to serve as a faculty member of the Commission. Dr. Mahon has been a Professor of Humanities at Riverside City College since 1997. He has also served as a visiting professor at Deep Springs College, Lecturer at UC Santa Cruz, an Associate Faculty member at West Valley College, an Adjunct Faculty member at Cabrillo College, and an Instructor at Diablo Valley College. He has a Ph.D. in History of Consciousness (History and Politics) from University of California, Santa Cruz, a BA in History and Religious Studies from Cowell College (University of Santa Cruz), and an AA from West Valley College.

COMMISSIONERS RE-ELECTED (Beginning July 1, 2012)

DR. FRANK GORNICK – Dr. Gornick, representing Administration, was elected to serve a second term on the Commission.

MS. VIRGINIA MAY – Ms. May, representing Faculty, was elected to serve a second term on the Commission.

Changes in Commission Staff

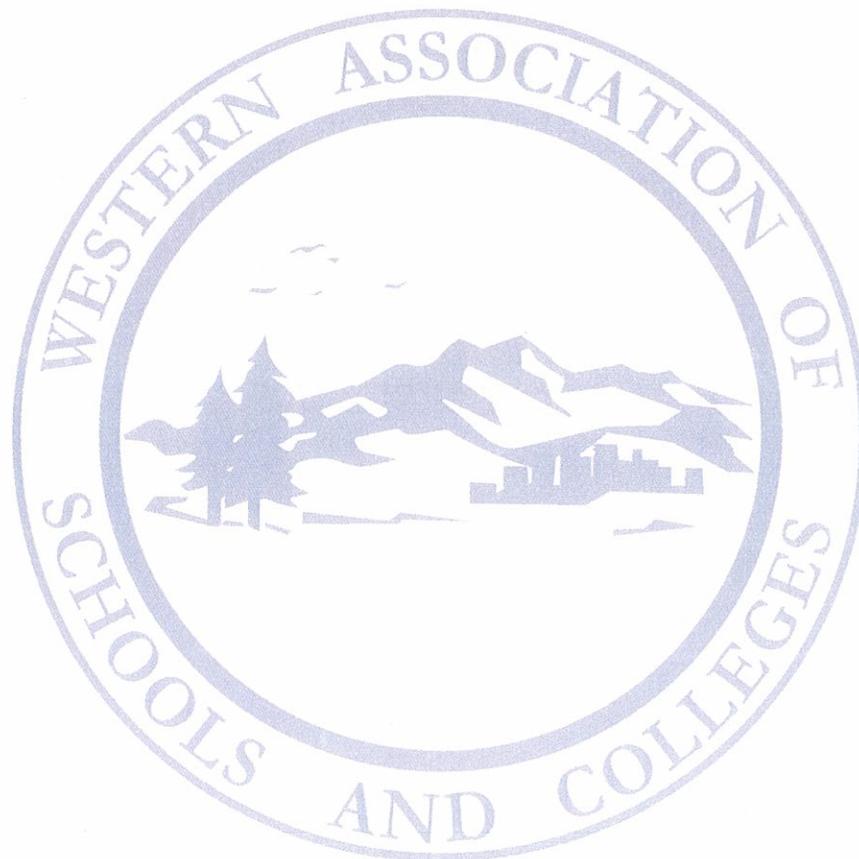
Ms. Cheri Sixbey joined the Commission staff on July 19, 2012 as the Executive Assistant and Business Officer. She will serve as lead assistant to the President as well as providing financial administrative services and administrative support to ACCJC. She holds a Bachelor's degree in Psychology and Sociology from Eastern Michigan University, a Master's in Educational Psychology from the University of Michigan, and a Master's in Counseling Psychology from John F. Kennedy University in California. Cheri also holds a Certified Meeting Planner credential from the Convention and Industry Council.



ACCREDITING COMMISSION
for **COMMUNITY** and
JUNIOR COLLEGES

10 Commercial Blvd., Suite 204
Novato, CA 94949

NON PROFIT
U.S. POSTAGE
PAID
PERMIT #166
PETALUMA, CA



GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan