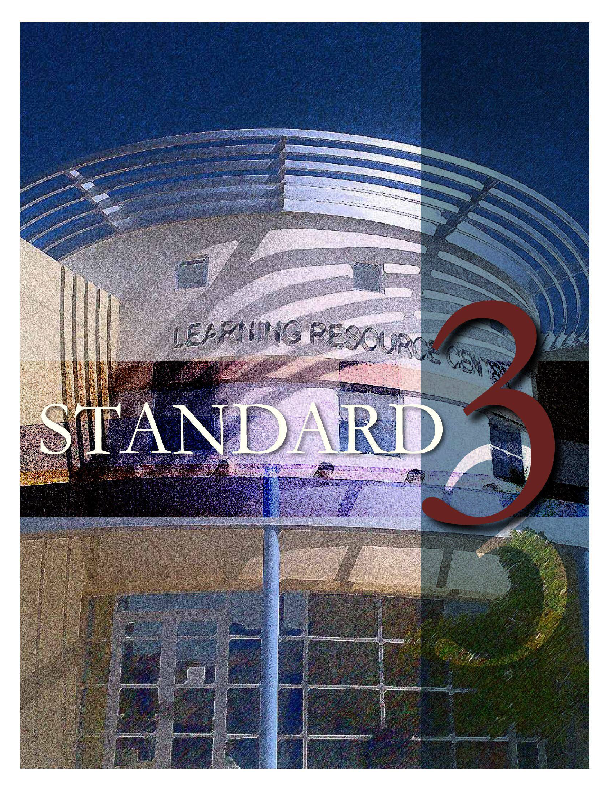
ADDRESSING TEAM RECOMMENDATIONS AND ACTIONABLE IMPROVEMENT PLANS (aips)

***Standard III***



**Introduction**

Standard III focuses on the human, physical, technology, and financial resources the College utilizes to achieve its broad educational purposes, included stated learning outcomes, and to improve institutional effectiveness.

The following are the status updates of the Actionable Improvement Plans that were identified in the ISER and recommendations from the Accreditation Team during their evaluation of the College in March 2012 relevant to Standard III for reporting period Fall, 2013.

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**Team Recommendation**

1. **The College review its resource allocation to the MIS area to ensure that there are sufficient funds to provide training, maintenance, equipment and software support and to implemen**t **its technology plan.**

Action Taken: Guam Community College is cognizant of the fact that a strong and efficient Management Information System (MIS) is the backbone to any institution and is the key to the success of carrying out the institution’s mission. With the critical role that the MIS area plays on an organization, the College ensures that allocating funds to the MIS area are sufficient for providing training, maintenance, and software support and other technological support that would foster operational efficiency and student success. The work performed by MIS affects the effectiveness of GCC’s operational and educational mandates. Providing MIS with adequate resources would enable the College to adequately lay the infrastructure to respond to the needs of a 21st century learning institution that would prepare and equip students with the skills set needed to compete in the global job market.

Resource allocation to GCC’s MIS department comes in several different funding streams. The general fund, which is the yearly budget request for the College’s operational expenses, non-appropriated funds (NAF), which come from tuition and fees, the tourist attraction fund (TAF), in which the revenues are derived from the hotel occupancy tax and a portion of the revenues generated are passed through to fund governmental operations, and the title III federal grant. As a result of these funding streams, GCC’s MIS department was allocated 1.39 million dollars in FY2012-2013 for its operational expenses. Majority of the funding came from three funding streams; the general fund (574,051.64), NAF, tuition and fees, (434,692.53) and the Title III NAF Special Projects (342,000.00). The TAF funding stream (39,373.50) made up the rest of the 1.39 million funding that was allocated to MIS. These funding allocations were used for both maintenance and upgrades of the College’s technology needs.

The technology fees along with other funding sources continue to support and upgrade components that are detailed in the College’s Technology Plan. Additionally, the technology fees and the Title III Grant has provided the funding needed for addressing many infrastructure and equipment needs, such as new and upgraded buildings fitted with new labs, networking conduits, fiber optic and copper cables, communication rooms, smart boards, multimedia projectors, audio/video systems, and power requirements such as line conditioning, generators, etc. GCC’s MIS financial resources are also utilized to provide training to the MIS staff whose responsible for maintaining, updating, troubleshooting GCC’s technology equipment in the numerous classrooms , computer labs, and offices at the main campus in Mangilao and at all the Guam public high schools where GCC’s educational programs are offered.

**Convert into a chart**

The MAIN UPDATES related to GCC’s EA and ITSP for FY12-13 are as follows:

11/01/2012 – Upgraded Classroom Lab D-9 and Mobile Lab C-1 with a total of 23 PC desktop computers and 23 PC laptop computers, which also included lab spares.  Procured upgrades by using $69,966 of the Technology Fee.

11/21/2012 – Upgraded Classroom Labs C-4 and TC1220 with a total of 50 PC desktop computers which also included lab spares.  Procured upgrades by using $70,350 of Technology Fee.

1st Quarter FY12-13:  Received new MIS Official Vehicle

2nd Quarter of FY12-13 – Completed Allied Health Room 3114 upgrade lab installation, paid for by CACGP grant funds.

2nd Quarter of FY12-13 – Completed deployment and installation of 75 Construction Trades computers at GWHS, SSHS, SHS, OHS, and JFK, 15 each school, paid for by Construction Trades grant funds.

2nd Quarter of FY12-13 – Completed installation of Macintosh desktop systems to co-exist with PC desktops at Student Center Open Lab, totaling $15,644, and paid for using FY11-12 Technology Fee funds. Systems were installed with Macintosh software procured with $11,516.70 of the FY11-12 Technology Fee.

Tish is converting to a chart, as recommended.

**Actionable Improvement Plan (AIP): Human Resources**

1. **Review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process. (Standard 3.A1b)**

**Action Taken:** GCC’s process and procedures for evaluating its employees are designed to improve job performance and enhance professional development. The evaluation process for staff is based upon the College’s Administrative Directive 95-001 Description of Performance Factors. The evaluation process utilizes a formal instrument which covers specific performance factors such as quality, productivity, reliability, and effectiveness on the job. Additionally, the evaluation process takes into consideration the effective execution of duties and responsibilities that are listed on the job description for each respective staff position. The instrument also allows for comments regarding superior performance as well as recommendation for improvement when the results of the performance evaluation indicate a marginal or less than satisfactory results. Staff employees are evaluated periodically based on their length of service (12-month, 18-month, and 24-month) and pay step.

Part III of the staff evaluation instrument indicates the performance evaluation factors used for evaluating staff job performance. These performance factors are general in nature and are broken down into two parts, namely, part A (Professional Competence) and part B (Professional Standards). The performance factors in parts A and B are assigned a scoring scale (0 to 5). A score of 3 (on the respective performance factor) means a satisfactory performance and score below a 3 means a marginal to an unsatisfactory performance. A score of 4 means the employee exceeds expectation and a score of 5 on all the performance factors in parts A and B means that the employee’s job performance rating is outstanding. There are a total of 17 performance factors in part A and 13 in part B of the staff performance evaluation instrument.

The existing staff performance evaluation instrument adequately covers job performance factors to objectively evaluate the staff’s work performance. However, like any other tools, policies, and procedures that drive the quality and effectiveness of an organization, there is always room for continuous improvement and best practices. The same goes with the existing staff performance evaluation instrument. There are several performance factors that can be added to the instrument to enhance and strengthen the employee evaluation process. For example, the performance factor of “teamwork” is a key factor of performance. How the employee gets along with others and strives to maintain positive relationships among co-workers and other departments fosters a healthy work environment. Does the employee step up to the plate and pitch in to get the job accomplished regardless of whether he or she have a direct responsibility to the task? Another performance factor that can be added is “motivation”. Does the employee pursue goals with commitment and takes pride in accomplishing them? And lastly, the performance factor of “creativity”. To what extent does the employee generates workable and innovative ideas, concepts, and techniques to take the organization to the next level of effectiveness and quality?

Upon reviewing the existing performance appraisal instrument for staff, it is quite apparent that it can be enhance and strengthen to improve the performance evaluation process. Performance factors can be added to enhance the capabilities and skill level of the employee and provide them the opportunity to develop and grow and move up on ladder of the organization. However, because GCC’s staff employees fall under the Government of Guam civil service merit system, the College is restricted from revising the job performance instrument. Any revision to the performance evaluation instrument must come from the Government of Guam Department of Administration Central Personnel Office. However, being a semi-autonomous agency but still part of the Government of Guam, GCC can take the lead and offer recommendations to strengthen and enhance the performance process by making revisions to the performance evaluation instrument.

**Status:** Closed

1. **Evaluate and amend periodically the Code of Ethics Policy for all GCC constituents (including the Board) to align processes and procedures, as necessary and appropriate. (3A1d)**

***Comments: As we suggested earlier, committees can look into the 2012 Self Evaluation Report to extract narratives in the report to the respond to the recommendations. Majority of the narrative below were extracted from the report. Notice at the end of the narrative that we mentioned that the College is in the process of issuing an administrative directive to have the Code of Ethics policies reviewed semi-annually. This is merely a recommendation of what needs to take place. Therefore, your committee should work with the President’s and Board secretary to inform that a Code of Ethics policy needs to be in place to satisfy the response to recommendation for the mid-term report. Once the policy is in place, the narrative at the end of the paragraph will be revised to reflect the change.***

**Action Taken:**  GCC is guided by the belief that a sense of true community is achieved when the ideals and values of the College are reflected of its members toward one another. The College has always strived to provide a safe, secure, professional and ethical learning and working environment for its students and employees. In the past years, students and employees of GCC have been guided by the standard Government of Guam Code of Conduct policies and procedures. However the government’s code of ethics policy was deemed both outdated and obsolete.

In the interest of developing GCC’s own code of ethics policy, the Professional Ethics Committee of the Faculty Senate created a new Code of Ethics policy. The new policy was adopted by the Board of Trustees as Code of Ethics policy 470 on March 6, 2008, through BOT resolution 6-2008. The new Code of Ethics policy reinforces and covers subjects such as collegiality, conflict of interest, confidentiality, use of resources, abuse of power and professionalism for employees. To further raise the level of professional conduct of GCC employees, the Board of Trustees created its own Code of Trustees Ethics and Conduct Policy in 2008 to demonstrate its commitment to upholding professionalism and code of conduct to the highest level.

Because the Code of Ethics policy for both employees and BOT members are living documents, the College is in the process of issuing an administrative directive for the BOT and the Faculty Senate to perform a semi-annual review of the Code of Ethics policies for currency and needed revisions like at the end of each fall and spring semesters.

In follow up with BOT secretary, schedule of policy review is still pending.

Status: Ongoing.

Next Step: Discussion for all GCC constituents on professional ethics and conduct as well as follow up Board of Trustees scheduled review and update of Code of Ethics Policy.

1. **Consider backing up all employee records electronically and stored off-campus for additional security. (3A3b**)

***Comments: The original narrative of responding to the recommendation has been slightly reworded and needs updating for the final report. The delay in purchasing the scanner needs to be clarified. Is it because it’s due to a compatibility issue with Banner where a special scanner is needed or anything else such as pricing or availability.***

**Action Taken:** HR has been diligently working on getting all “official” documentation for active fulltime employees, scanned, back-up and updated. HR’s initial goal of digitizing employee records was 80% but due to logistical and staffing shortage challenges, electronic backing of employee records are currently at 5% completion of uploading records into the BANNER system.

HR has addressed the shortage of staff by hiring a new Personnel Assistant to assume the main role of scanning HR documents and uploading information into BANNER. Along with addressing the staffing need for the project, the purchase of a dedicated scanner also needs to be addressed to provide the tools needed to expedite the process. In the interest of exercising financial feasibility and resource allocation effectiveness, it was recommended by the HR Administrator and VP for Finance and Administration that a dedicated scanner be purchased and shared among those divisions that will have heavy use for the BANNER Document Management System (BDMS).

Delay in this AIP has been due to the procurement challenges of purchasing a dedicated scanner to work with BANNER. It is hoped to resolve this issue by Spring 2014.

Scanner has been purchased and on site. HR has been using other resources to accomplish scanning goals.

**Status:** Closed

1. **HR advertise or consider advertising faculty positions within Micronesia to recruit faculty of Micronesia descent to contribute to the diversity profile of GCC Faculty. (3A4b)**

**Action Taken:** GCC embraces diversity in its employees and students and is committed to providing equal employment opportunity to its diverse population. Although the College has done a tremendous effort in hiring employees to represent its diverse student and employee population, it still needs to work in hiring faculty of Micronesian decent to represent its Micronesian student population which represents ten percent of its total student population. As noted in the College’s Fact Book, GCC has no instructors of Micronesian decent (Chuuk, Pohmpei, and Marshall Islands). The College believes that understanding Language and cultural bearers of its diverse student population would foster program completion and help students succeed on their educational goals. Having students and instructors of the same ethnic and cultural background would ease the communication barriers between students and instructors where students can better express their difficulty in attaining success in their program of study and make them feel comfortable in getting the help they need.

In light of minimizing cultural and language barriers among the College’s diverse employee and student population, GCC has recently hired a professional originally from FSM and a former University Of Guam Professor to teach a course in Family Services, a newly adopted and implemented program. Although the position is an adjunct faculty position, it is the beginning of GCC’s commitment of pursuing sufficient representation among its employees and students. GCC will continue to recruit employees to better serve its diverse student population in its continuous effort to help students succeed with their educational goals and compete and be productive members of the global workforce.

**Status**: Closed

**Links from Joann Muna email**

**Actionable Improvement Plan (AIP): Standard III C – Technology Resources**

1. **Develop training standards with MIS personnel for new emergent technologies as documented in the ITSP. (3C1)**

**Action Taken:** The College finds that developing standard training for MIS personnel is quite challenging. With new emerging technologies that often occur quicker than can be grasped by tech specialists and all the different types of technology gadgets existing and the realm of BYOD (Bring Your Own Device) available today, it is almost impossible to focus on what training needs to be developed.  What is considered a standard training today only seems to last while the type of technology or software is actually mainstream, which mostly change every 6 months. Despite the challenges of developing a training standard for the MIS section, the College is in full support of providing the needed resources to provide training to MIS personnel in the most practical and cost efficient manner. In of the conscience effort to maximize resources, MIS will continue developing and updating training standards that are in support of what is currently within the College’s infrastructure, what is most feasible financially and personnel-wise, and what will make the most positive impact to our students.

MAIN UPDATES as of 9/30/13 for FY12-13:

September 2013 – In addressing emergent technologies and support for iPads in use by GCC students, faculty, staff, and administrators, MIS was successful in getting approval and in procuring two iPad 4 128GB devices for $2,528, using Technology Fee funds.  Through self-training, online/virtual training, on-the-job training, research, and familiarity, one of the iPads will be learned and used by an MIS Computer Technician (also trained on Macintosh system) to directly provide field support, and the other to an MIS Teleprocessing Network Coordinator (with Macintosh background) to provide and address wireless network-related support.

Although not specifically and directly addressing 3C1, the following are training updates for MIS personnel:

September 2013 – Completed remote / virtual training for MIS System Programmer, Kenneth Bautista, on ORACLE 11g Admin II funded by GCC’s Staff/Administrator Development Funds.

July 2013 – MIS Computer Technician, Benny De Leon, completed Mac OS X 10.8 Training

April of 2013 – Completed training for MIS Systems Programmer, Kenneth Bautista, and new Computer Technician, Victor De Roca on the new BookLog BookStore POS (Point-of-Sale) System.

May of 2012 – Training for Windows 7 Enterprise Desktop Administrator (MS 70-686) was approved for MIS Computer Technician, Jeff Fabro, but has yet to complete due to vendor scheduling conflicts (Windows 8 is now available).

June of 2012 – Completed training for Windows 7 Operating System by MIS Computer Technician, Jeff Fabro.

September of 2012 – MIS Computer Technician, Benny De Leon, attended Windows 7 Tips training.

2nd Quarter FY12-13 – Systems Administrator completed Basic e-Maint (Work Order System) Training

2nd Quarter FY12-13 – Computer Technician completed Camera Surveillance training for the Foundation, Allied Health Building, and BookStore DVR Systems from Micropac

2nd Quarter FY12-13 – Systems Programmer completed installation and training of the Lance Carpenter’s Time System (Handpunch 1000 / Pendulum Time Clock System) for GCC’s Cosmetology Program

3rd Quarter FY12-13 – Macintosh system support training in the Philippines completed by MIS Staff Benny De Leon, 3rd Quarter of FY12-FY13, funded by GCC Administrator/Staff Development Funds

(Tish is putting information on table format)

**Status:** Closed

1. **Increase the availability of technology training for all college constituents so that they become familiar in the latest instructional technologies that would gradually lead toward an expanded DE program. (3C1B)**

**Action Taken:** GCC’s Academic Technologies section has provided training on Course Studio, Multimedia Equipment Training (for Faculty and Staff), and Web Site Training. The Academic Technologies section also provides training on MOODLE, an open course an open source Learning Management System ((LMS) that is available for free and used by hundreds of colleges throughout the world. Many schools use MOODLE not only for distance education courses (on-line and hybrid) but also as class support for non distance education classes (web enhanced).

The main users and drivers in the use of MOODLE are GCC’s Education and Early Childhood programs. At present, both of these programs are the only ones offering Distance Education classes at the College. Distance education courses being offered online through MOODLE are; CD221 Child Growth and Development, ED220-07 Human Growth and Development, ED220-08 Human Growth and Development Hybrid, and ED270 Behavior Management. Several other programs are currently using MOODLE as part of web enhanced classes. They are; CS110 Introduction to the Internet, OA101-04 Keyboarding, VC101-1 Introduction to Visual Communications, and VC101-2 Introduction to Visual Communication. Ongoing MOODLE courses used for web-enhanced courses have been approved to operate on the site.

The College continues to find ways to expand its distance education learning by applying for a grant to fund a Feasibility Study on Advancing Informal STEM Learning via Distance Education. The goal of the feasibility study project is to be able to determine the need for and the capability of College’s technology infrastructure and resources to support distance education at Guam Community College.

Much activity has been made regarding Distance Education since the start of Spring 2014. Ellucian was contractied to research, write, and submit a comprehensive strategic plan regarding GCC readiness for an expanded DE program.

(continue with narrative)

Status: Closed

**Actionable Improvement Plan (AIP): Standard III D – Financial Resources**

**7. 3D2f. Re-evaluate the College’s contract instrument to see if it can be strengthened or improved.**

***Comments: Read the 2012 ISER, standard 3, D, pages 206-207 reference contractual agreement. On the self evaluation section, it suggested that the College consider developing a standard operating procedure (SOP) for writing and executing contractual agreements. The write-up also suggested evaluating existing contract instruments for possible strengthening and enhancement and recommended that a definition page should be standard on all instruments for clarity on technical and performance related verbiage. Lastly, the write-up recommended a legal counsel review and a legal counsel signoff page to attest that the contractual instrument has been reviewed and that the College’s interest and investment is protected from any legal ramification. Your committee should examine a variety of contracts that the College has engaged in and see if any of the recommendations of the self evaluation is present. Consult with the Vice President of Business and Finance and the Procurement Administrator to assist your committee respond to the recommendation but first give them a copy of the standard and how the College responded to the standard.***

**Action Taken**: MaterialsManagement’s performance indicator states that it will develop, implement, and continue to update standard contracts for small constructions or capital improvement projects for the college to manage risk. Its proposed outcome to be 100% of the small construction or capital improvement projects fill have a contractual agreement prepared and approved, tagging of fixed assets will be completed as equipment is received, MM will maintain insurance coverage for auto, crime.

GCC enters into many contracts and MM is managing them at all stages of the process. The list of current bids and contracts can be found on GCC’s website under GCC Bids.

Email was sent to MM for information. Joleen has responded and narrative for this AIP is currently being drafted. Sterlyn and I met with Joleen to get a greater understanding of this AIP (per recommendation above). Links to documents from Joleen

**Status:** Closed.

**Next Step:** Follow up, per ISER, on any amendments and improvements to standard operating procedure (SOP) for writing and executing contractual agreements, the addition of definition page for all the technical verbiage or performance-related words, and lastly, legal counsel signature for certification.