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 Spring, 2014.

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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.[[1]](#footnote-1) 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.[[2]](#footnote-2)

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.

**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.[[3]](#footnote-3)

Part III of the staff evaluation instrument indicates the performance evaluation factors used for evaluating staff job performance.[[4]](#footnote-4) 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.[[5]](#footnote-5)

**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)**

**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 reviewing BOT Series 100, which includes Policy 115, Code of Ethics and Conduct. The announcement detailing the review schedule was made on MyGCC on April 21. Feedback from campus stakeholders will be integrated into the board working session discussions.[[6]](#footnote-6)

Status: Closed.

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

**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).

After overcoming challenges in the bidding process, a scanner has been purchased and currently on site. Additionally, the Finance and Administration Division has finally received the requested equipments (i.e. Dedicated Scanner for the BDMS, the dedicated lap top and the roving cart). Plans are to install and begin using the new equipment to scan full-time employees’ personnel files and upload information on to BDMS (Banner Document Management System) after May 12.[[7]](#footnote-7)

**Status:** Closed.

**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, Pohnpei, 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. [[8]](#footnote-8) 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.[[9]](#footnote-9)

**Status**: Closed

**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.[[10]](#footnote-10)

**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:** During Spring 2014, Guam Community College has seen much activity regarding Distance Education (DE). The previous year, GCC applied for and received a grant to fund a Feasibility Study on Advancing Informal STEM Learning via Distance Education. The goal of the feasibility study project was to determine the need for and the capability of College’s technology infrastructure and resources to support distance education at Guam Community College.

In January 2014, Ellucian, Academic Services Division, entered into a contract with GCC to develop a strategic plan to introduce and implement Distance Education to GCC constituents. In February 2014, two Ellucian consultants visited GCC to gather information and make preliminary assessments to write a strategic plan. Meetings were held with students, faculty, administrators, MIS, and staff, to communicate and discuss ideas, information, infrastructure, challenges, and expectations with implementing DE to our college.

The result of this initial meeting and contract with Ellucian are the following extensive reports:

1. GCC Distance Education Market Assessment and Needs Analysis Report to provide information on our potential market/students.[[11]](#footnote-11)
2. GCC Distance Education Capabilities Report to indicate whether GCC is capable to deliver DE courses. It is important to measure our current academic/teaching capabilities as well as our infrastructure support, library support, and student support (registration, advisement, counseling services). Also, it is pertinent to identify the needs and direction for GCC to offer high quality, seamless, and progressive DE courses.[[12]](#footnote-12)
3. GCC Strategic 5 year plan to provide the blueprint to guide the implementation of distance education courses.[[13]](#footnote-13)
4. GCC Distance Education Standard Operating Procedures will outline the process that encompasses the delivery of DE, both academics and service sides.[[14]](#footnote-14)

Since the initial visit from Ellucian DE consultants, numerous meetings have been held to continue dialogue amongst teachers, MIS, Academics Technology, Administrators regarding technology in our GCC campus.[[15]](#footnote-15) A Distance Education Task Force has convened and held tele-conferences with Ellucian to flesh out details of the strategic plan. Also, an adhoc group of teachers have met with Academic Technology to discuss topics on “Exploring the Future Classroom Experience” and its impact on classroom environment, delivery and student expectations.[[16]](#footnote-16)

**Fall 2013 report:** 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.

On July 1, 2013, the first Invitation to Bid for the Development of a Distance Education Strategic Plan was issued. There were no bidders, however, a Request of Quotation was issued and three bids were received. In September 2013, the award was given to Ellucian, the same organization that brought BANNER to GCC. Negotiations are continuing before final contract is approved and signed.

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.**

**Action Taken**: In the spring, 2014, Guam Community College received recognition for receiving its 13th consecutive clean bill of financial health from independent auditors Deloitte & Touche, LLP. This acknowledgment by the Guam Office of Public Accountability strengthens GCC’s low risk status. As a result, individuals, companies and businesses are attracted to enter into contracts with GCC.[[17]](#footnote-17)

GCC remains diligent and committed in insuring that the financial arm of the college runs smoothly and efficiently.[[18]](#footnote-18) Materials Management (MM) conducts training on the procurement process for department chairs, administrative assistants, administrative aids, faculty, administrators and staff. The focus on the training is the understanding and applying knowledge of the process, rules, and accountability guidelines.[[19]](#footnote-19)

GCC enters into many contracts and MM is managing them at all stages of the process. Contracts less than $250K are reviewed internally.  Departments write up the contract and submit for review by VP of Finance and Administration first, then the President for final approval.[[20]](#footnote-20) Before any request for goods or services is advertised, GCC MM makes sure that the details and specifications are outlined and recorded to lessen possibilities of challenges and/or protests by bidders.[[21]](#footnote-21)

For larger contracts of $500,000 or more, the process is more extensive and requires legal review by both GCC’s attorney and Office of Attorney General.[[22]](#footnote-22) Materials Management continues to review and update construction, contractual services, or capital improvement to manage risk for the college, and projects will have contractual agreements in place prior to the start of the project.[[23]](#footnote-23)

The list of current bids and contracts can be found on GCC’s website under GCC Bids.[[24]](#footnote-24)

**Status:** Closed.

1. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/organizationbudgetstatusreportmis.pdf> [↑](#footnote-ref-1)
2. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailcommunicationmisupdatesstandard3.pdf> [↑](#footnote-ref-2)
3. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/peformanceevaluationadministrativedirective95001.pdf> [↑](#footnote-ref-3)
4. <http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1023> [↑](#footnote-ref-4)
5. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/humanresources20132015assessmentplan.pdf> [↑](#footnote-ref-5)
6. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/mygccannouncementbotpolicyreview100series.pdf> [↑](#footnote-ref-6)
7. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailstandard3scanner.pdf> [↑](#footnote-ref-7)
8. <https://h2h.jobs/jobs/search?utf8=%E2%9C%93&search%5Bexternal%5D=&search%5Bkeywords%5D=Guam+Community+College&search%5Blocation%5D=&x=59&y=27> [↑](#footnote-ref-8)
9. <http://www.guamcc.edu/Runtime/FTfacultypositions.aspx> [↑](#footnote-ref-9)
10. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailcommunicationmisupdatesstandard3.pdf> [↑](#footnote-ref-10)
11. [GCC DE Market Assessment and Needs Analysis final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccmarketassessmentandneedsanalysisfinal.pdf) [↑](#footnote-ref-11)
12. [GCC DE Capabilities Assessment final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gcccapabilitiesassessmentfinal.pdf) [↑](#footnote-ref-12)
13. [5-year DE Strategic Plan final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccdestrategicplanfinal.pdf) [↑](#footnote-ref-13)
14. [GCC DE Standard Operating Procedures final](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/gccdestandardoperatingproceduresfinal.pdf) [↑](#footnote-ref-14)
15. [GCC Faculty Online Teaching Survey Results](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/GuamCommunityCollegeFacultyOnlineTeachingSurvey512014.pdf) [↑](#footnote-ref-15)
16. [Distance Learning Student Readiness Survey Results](http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/de/DistanceLearningStudentReadinessSurveyResults512014.pdf) [↑](#footnote-ref-16)
17. <http://www.guamcc.edu/Runtime/uploads/Files/01%20President/Communications/Chachalani/2014%20Chachalani/March%202014%20Chachalani.pdf> [↑](#footnote-ref-17)
18. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/contractforfoundationbuildingGCCFB11003constructionproject.pdf> [↑](#footnote-ref-18)
19. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/materialsmanagementassessmentplan20132015.pdf> [↑](#footnote-ref-19)
20. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailcommunicationvpfinancecontractinfo.pdf> [↑](#footnote-ref-20)
21. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/samplebidspecifications.pdf> [↑](#footnote-ref-21)
22. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailcommunicationvpfinancecontractthreshholds.pdf> [↑](#footnote-ref-22)
23. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/checklistreviewbylegalcounselforprojects500000andover.pdf> [↑](#footnote-ref-23)
24. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/gccbidswebsiteprintscreen.pdf> [↑](#footnote-ref-24)