***ALO’s general comment: Responses to the Team recommendations are not as vivid and rich as those responses to the AIPs, hence, they need more work. Need suggestions for improvement.***

**GUAM COMMUNITY COLLEGE**

**MIDTERM REPORT**

***Submitted by:***

**GUAM COMMUNITY COLLEGE**

**SESAME STREET**

**MANGILAO, GUAM 96913**

***Submitted to:***

***Accrediting Commission for Community and Junior Colleges***

***Western Association of Schools and Colleges***

**Date Submitted:**

**March 2015**

**Guam Community College Response to Actionable Improvement Plans from the 2012 Self Evaluation Report**

**Standard 3. Resources**

**3 A.1b Review and revise the performance evaluation tool for staff to improve and enhance the performance evaluation process.**

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

Part III of the staff evaluation instrument indicates the performance evaluation factors used for evaluating staff job performance.[[2]](#footnote-2) 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 has 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 generate 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 enhanced 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.

Recommend to replace this:

However, because GCC’s staff employees fall under the Government of Guam civil service merit system, the College is 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.[[3]](#footnote-3)

With this:

However, because GCC’s staff employees are classified personnel under the Government of Guam civil service merit system and the staff pay plan is under the Government of Guam New General Pay Plan, the College is limited in revising the job performance instrument. Staff performance evaluations directly link to a pay plan (pay for performance). It is expected that by Oct. 1, 2014, the 100% implementation of the New Government of Guam Pay Plan will be implemented for Staff. This now allows for the process and dialogue for GCC HR and GCC Staff Senate to move forward with recommendations to update the Staff performance evaluation instrument.

***ALO comment: This section must be reviewed by Joann Muna. Has GCC’s HR made recommendations to strengthen the staff performance evaluation?***

**Status:** Closed

**3 A.3b Consider backing up all employee records electronically and stored off-campus for additional security.**

HR has been diligently worked 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 25% completion of uploading records into the BANNER system. ***ALO comment: Let Joann review this for accuracy.***

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.[[4]](#footnote-4)

***ALO comment: There needs to be an update on the last two paragraphs.***

**Status:** Closed.

**3 A.4b HR advertise or consider advertising faculty positions within Micronesia to recruit faculty of Micronesia descent to contribute to the diversity profile of GCC Faculty.**

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, Yap, Kosrae). 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 recently re-instituted*** program. [[5]](#footnote-5) 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.[[6]](#footnote-6)

HR continues to post all job announcements on the College’s website and utilizes their networks through Micronesia, the Region and Nationally for Faculty and Administrator position.

***ALO comment: Indicate HR’s efforts in publicizing openings as well.***

**Status**: Closed

1. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/peformanceevaluationadministrativedirective95001.pdf> [↑](#footnote-ref-1)
2. <http://www.guamcc.edu/index2.php?option=com_docman&task=doc_view&gid=1023> [↑](#footnote-ref-2)
3. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/humanresources20132015assessmentplan.pdf> [↑](#footnote-ref-3)
4. <http://ifs.guamcc.edu/adminftp/academics/services/aad/aier/standard3/20132014/spring2014/emailstandard3scanner.pdf> [↑](#footnote-ref-4)
5. <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-5)
6. <http://www.guamcc.edu/Runtime/FTfacultypositions.aspx> [↑](#footnote-ref-6)