ellucian™

2013 Ellucian Inspire Awards

ellucian™

Nomination Form

Ellucian Inspire Awards recognize customers who apply Ellucian technologies or services to improve operational efficiency, better serve constituents, and improve student success at their institutions.

Ellucian customer institutions are encouraged to submit nominations in any of the following three categories. Nominations should focus on project results achieved within the last two years. **Nominations should only be associated with one category.** Institutions may choose to submit nominations in more than one category; however, each submission must be for a discrete project and a full nomination form should be completed for each entry.

- Operational Excellence – Nominations should focus on administrative, infrastructure, or business process innovations or improvements.
- Constituent Service – Nominations should focus on innovations or improvements to the constituent experience (whether internal or external), including constituent engagement.
- Student Success – Nominations should focus on innovations or improvements directly fostering student success.

The winning entry in each category will receive an Ellucian Inspire Award, $3,000, and will be recognized at Ellucian Live (April 7 – 10) in Philadelphia.

NOMINATION DEADLINE: February 20, 2013
Email your completed nomination form to inspireawards@ellucian.com.

ellucian™

Nomination - Part 1

Please enter the name and contact information of the person submitting the nomination

First Name:	Mary A.Y.
Last Name:	Okada
Title:	President
Institution:	Guam Community College
Email:	mary.okada@guamcc.edu
Phone:	(671) 735-5700
Address:	P.O. Box 23069
City:	Barrigada
State:	Guam
Zip:	96921
Country:	Guam

ellucian™

Please enter the Public Relations or Public Information Officer at the Institution

First Name:	Jayne
Last Name:	Flores
Title:	Assistant Director for Communications & Promotions
Institution:	Guam Community College
Email:	jayne.flores@guamcc.edu
Phone:	(671) 735-5638

Type of Institution

_____	4-Year Private	_____	4-Year Public
__X____	Community College	_____	Research/Doctoral
_____	System Consortium	_____	Other

List your primary Ellucian contacts

Linda Jesperson
Andrew Nagorski
Dan Frasier

ellucian™

Nomination Part 2

Category
Please select the category of this nomination (select only one):

X	Operational Efficiency
	Constituent Service
	Student Success

For Part 3 & 4 of the nomination please provide essay answers about your project. We are looking for complete answers with examples, where applicable, to illustrate your points. You may use graphics that help illustrate your responses and incorporate them into the essays below or include them with your nomination.

You may also include additional supporting materials to clarify your responses, including a 2-3 minute video response. (Remember, these are "Inspire Awards"; so be inspiring!). Videos should be delivered via YouSendIt to inspireawards@ellucian.com. You can find out more about YouSendIt, a free file sharing application at: https://www.yousendit.com/.

Please be mindful that your nomination will be judged on the strength of your narrative and project outcomes. Please limit each response to a maximum of 500 words.

Nomination Part 3

The Project Narrative

1. Summarize the opportunity or challenge that your institution faced and how Ellucian technologies or services were applied to support your project.

Guam is the largest and most developed island nation in Micronesia, a region of small islands and atolls in the western Pacific Ocean encompassing an area larger than the contiguous 48 States. Because Guam is west of the International Date Line, local time is 15 hours ahead of Eastern Standard Time and 20 hours ahead of Hawaii. The island's motto is, "Where America's Day Begins." The island is surrounded by the Pacific Ocean on the east and the Philippine Sea on the west with a total land mass of 212 square miles. Guam provides American stability and soil in the Asia Pacific Rim. As an unincorporated territory of the United States, Guam also provides accessibility for students in the region to U.S. -accredited educational institutions.

The Guam Community College was created by the Community College Act of 1977 (Public Law 14-77) with a four-fold purpose: (1) to consolidate and strengthen many of the existing manpower training programs administered by the government of Guam under one governing board; (2) to expand and strengthen career education within the territory; (3) to expand short-term and extension programs in skill training; and (4) to strengthen the formal secondary and post-secondary education programs in the vocational-technical fields. With a strong presence in the five public high schools offering ten career and technical education programs, the college also operates postsecondary career and technical education programs, adult and continuing education, community education, and short-term, specialized training.

GCC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC). It has been continuously accredited since 1979 by ACCJC/WASC. The geographic location and economic situation of the island of Guam presents unique challenges for the college in maintaining accreditation. An eleven-member peer evaluation team visited the college on March 19-22, 2012 for the college's comprehensive accreditation on-site evaluation. In June 2012, the college President presented additional testimony to the Accrediting Commission in support of its achievements as an institution of higher learning for the Micronesia region.

As a result of the college's self-evaluation process, planning documents such as the Institutional Strategic Master Plan (ISMP), Information Technology Strategic Plan (ITSP), Campus Facilities Master Plan, Financial Resources Plan, and others have guided the institution in its efforts to expand in program and service areas, taking into the consideration many of the opportunities that exist on the horizon.

The college recognized that in order to move forward with some of its planning initiatives, one overarching facet of the implementations required the stabilization of financial resources. For instance, since 2006, the college has invested over $6.7 million in financial resources (including local appropriations, federal grants, and non-appropriated funds) to support the college's training, infrastructure, hardware, and software for the Banner enterprise integrated database system. This has been a significant investment for the college. The college continues to support these activities to improve operational efficiency, institution-wide, as training and computer upgrades are needed to support classroom improvements as well as administrative support.

2. What were the goals of your project? (i.e., What specific improvements did you set out to accomplish or challenges did you work to solve?)

The College's Assessment, Institutional Effectiveness & Research (AIER) Office was created in 2004 to develop and sustain assessment momentum through capacity building efforts that will empower constituents to use assessment results for accountability and improvement and to systematize assessment protocols, processes and policies. Through the implementation of the Banner system, AIER has been able to gather and report statistics related to key components of the institution and provide a thorough analysis and meaningful recommendations for improvement based on the data available.

The AIER reports have grown in depth and complexity through the years, demonstrating how assessment has become an integral part of the College's daily activities and provides evidence of the impact of assessment on successful student learning outcomes and quality institutional reflection, planning and decision-making. The AIER Office also provides institutional data that has been sufficiently disaggregated for use in various planning initiatives.

To be in compliance with expectations of ACCJC, the AIER Office utilizes the ACCJC developed Rubric for Evaluating Institutional Effectiveness, which incorporates the levels of implementation and the characteristics of institutional effectiveness in program review, planning, and student learning outcomes. This template is utilized to incorporate the activities and project objectives of the ISMP and also to measure the progress in meeting both accreditation standards and in completing the strategic goal initiatives identified in the ISMP.

As validated by the visiting team during our March 2012 Comprehensive accreditation visit, GCC is operating at the level of sustainable continuous quality improvement (Level 4) as outlined by the Commission.

The Guam Community College has invested and continues to invest a significant amount of time and resources in the Banner framework of products and services because of the immediate benefits and return on its investment in these products and services.

The Office of Assessment, Institutional Effectiveness and Research (AIER) and the Committee on College Assessment (CCA) has produced an Annual Institutional Assessment Report (AIAR) since 2001. This academic year marks the production of the 12th AIAR. This report highlights information and data specific to the College's activities related to the implementation and continuity of the GCC Comprehensive Assessment Initiative through various program review components and provides a guide to departmental planning and program changes.

The annual assessment reports attest to the College's commitment to continuous institutional self-evaluation and reflection with realistic plans and initiatives for improvement. The earlier reports were focused on laying the foundation of assessment by grounding it in processes, procedures, and protocols. Since then, evidence of the institutionalization of assessment is reflected and the concrete results of assessment continue to be used to improve and strengthen instructional programs, student support services, and administrative units within the college.

Course and program assessment are tied directly to the annual program review process,

and the assessment practice of linking assessment results to improvements leads to budget allocation through the planning process. The College's Data-Driven Dedicated Planning (3DP) Framework models this data-driven approach to planning, decision-making, and resource allocation. The program review process guides improvements and plays a key role in resource allocation and decision-making processes.

3. List which Ellucian technologies and/or services were used and how they contributed to your project.

The following Ellucian technologies were used to support the college's capacity building efforts:
Cognos Corporation Restricted Use Bundle with Multiple User Roles
Cognos Corporation BI Administrator
Oracle internet Application Server Enterprise Edition
Oracle Internet Developer Suite
Oracle Database Diagnostics Pack
Oracle Programmer
Oracle Tuning Pack
Oracle Relational Database System
Banner Advancement
Banner Accounts Receivable
Banner Channels
Banner CSS Profile
Banner Document Management Suite Integration Component
Banner Financial Aid
Banner Finance
Banner General
Banner Human Resources
Banner Luminis Data Integration LDI
Banner Position Control
Banner Student
Banner Advancement Self-Service
Banner Employee Self-Service
Banner Faculty and Advisor Self-Service
Banner Finance Self-Service
Banner Financial Aid Self Service
Banner Advancement Self-Service
Banner Employee Self-Service
Banner Faculty and Advisor Self-Service
Banner Finance Self-Service
Banner Financial Aid Self-Service
Banner Web General
Banner Student Self-Service
Banner Web Tailor
Luminis LDI Common
Luminis Basic
Luminis Platform
Electronic Data Interchange EDISmart
EMC Corporation ApplicationXtender Document Manager
EMC Corporation ApplicationXtender Web Services

ellucian™

EMC Corporation DiskXtender Windows File System Manager Server
EMC Corporation ApplicationXtender Image Capture
EMC Corporation ApplicationXtender Web Access .NET
Banner Operational Data Store Oracle
Cross Product Operational Data Store Oracle
Cross Product SEVIS Transfer Adapter
Banner ePrint Site License
Cross Product ePrint
Banner Enterprise Data Warehouse
Cross Product Enterprise Data Warehouse
Financial Aid FM Need Analysis
TouchNet Information Systems Payment Gateway

For a two year timeframe, the college engaged the Ellucian Application Managed Services team to upgrade the college's entire Banner system to the supported Banner 8 version and all its component systems. The college went live with Banner 8 in February 2011.

The college also purchased the Banner Enterprise Data Warehouse in March 2011 and the Cognos Business Intelligence components in June 2011 which extended the college's integrated system with the features and functionality of the performance management and business intelligence technologies included in these systems.

The college also utilizes the Ellucian partner product Nuventive, LLC.'s TracDat as the college's assessment data management system.

Ellucian technologies listed above are fully integrated into the core of the college's daily functions and mission of being "a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia." Students, faculty, staff, administrators and Board members regularly utilize some or all of the Ellucian technologies available at the college on a daily basis.

4. What was innovative about your project? (i.e. Did you approach your initiative in a unique way or did you use technologies or services in a unique way?)

The decision to adopt and continually invest in the Ellucian products to fulfill ACCJC accreditation requirements through an integrated data system will, in the long run, enhance student learning processes. Essentially, this is realized through multiple levels: 1) at the individual level, since the system serves students as they achieve their educational goals—at the same time that administrators and staff also excel at their individual responsibilities; 2) at the institutional level, since the system provides a wide array of tools that help faculty, staff, and administrators improve their productivity; and 3) at the community level, since the system supports communication, collaboration, and other community needs that have a direct bearing on the life of the institution.

The system provides an efficient and integrated tool to help sustain the college's forward momentum in assessment and accreditation. The college will now be able to document student data success patterns, as well as promote improved productivity for administrative functions and student support services for many years to come.

Nomination Part 4

Project Outcomes

1. Describe the impacts of the improvements at your institution. (This is the 'wow' or 'aha moment' section where you get to showcase your accomplishment – the services you added, the processes that were improved, how student success at your institution was enhanced, etc.)

Accredited since 1979, Guam Community College earned another reaffirmation of its accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) in July 2012. GCC accomplished this feat while managing a nearly 40 percent increase in enrollment since 2007, constructing four new buildings and adding four new programs to respond to community and industry needs. A continuous cycle of assessment links course, program, and institutional learning outcomes to the Institutional Strategic Master Plan (ISMP) and ACCJC Standards through the program review process, the results of which are used for integrated planning at the institutional level.

The College feels that these initiatives are building capacity within the institution that supports assessment through data-driven decisions. The College further feels that the adopted technologies provided by Ellucian and its partners for documenting SLOs and assessment provides the structural design to facilitate an integrated approach to holistic assessment.

As validated by the visiting team during our March 2012 Comprehensive accreditation visit, GCC is operating at the level of sustainable continuous quality improvement (Level 4) as outlined by the Commission. The College has established and communicated to students and the community student learning outcomes. The College's two-year cycle for the assessment of SLOs at the course, program, certificate, degree, student support services, administrative offices, and the institutional levels is on-going, promotes widespread dialog on the results of the assessments, and uses assessment results to improve programs and institutional processes. The College is committed to student success and demonstrates this commitment regularly through the strategic initiatives found in planning documents and institutional decision-making processes. The College encourages an open dialogue amongst constituents through the governance structures and processes established and embedded into the framework of the institution. Our July 2012 reaffirmation of accreditation by ACCJC testifies to the College's commitment to continue this effort with zeal, tenacity and dedication. GCC was one of only three colleges to be given reaffirmation of accreditation by the Commission during its June meeting (visit www.accjc.org/actions-on-institutions to view commission actions on the 45 institutions under its purview), and we attribute this re-affirmation in part to the efficiency and effectiveness of processes implemented through our Banner system.

2. Provide the quantifiable measurements resulting from your effort, (e.g. improved retention from x to y; increased hybrid learning options; streamlined student transactions, etc.) Include numerical comparisons and anecdotal examples that provide an overview of the situation prior to the project and current numerical success measures at the project conclusion).

Island residents continue to invest in the educational programs and courses at Guam

Community College. Enrollment for fall semester 2012 is at 2,546 students – only 10 fewer (less than a one percent decrease) than Fall 2011's all-time high of 2,556 students. The fall 2012 enrollment number includes 906 new freshmen, or 36 percent of the total student population. This steady enrollment figure is the culmination of five years of unprecedented growth in student population for the college: Since 2007, GCC's enrollment has increased by a total of 41 percent. Consequently, the college went live with the Banner Student and Luminis Portal technologies on June 1, 2007.

Furthermore, the institutional data included in the college's Institutional Self Evaluation Report (ISER) submitted to the ACCJC in December 2011 as required for the comprehensive on-site peer evaluation in March 2012 was prepared using the Banner Cognos Business Intelligence reporting tool using the data residing on the Banner Operational Data Store database refreshed daily from the Banner database system. Additionally, the college publishes an annual Fact Book which includes trend data on all aspects of the institution, including student enrollment, retention, persistence, completion rates, success rates, and transfer rates. The data included in the Fact Book is also extracted from the Banner and Banner Operational Data Store databases. The ISER and college Fact Books are all located on the college's public website: www.guamcc.edu.

Please indicate if you approve Ellucian's use of your information for Ellucian websites, news releases, blog posts, case studies, etc.

_X__   YES   ____   NO

Nomination criteria, in summary:
- All Ellucian customers self-nominate their institutions for recognition using this nomination form by emailing the completed form to inspireawards@ellucian.com.
- All evidence-based transformations and accomplishments must have been facilitated by Ellucian products or services
- The project results must have been achieved within the last two years
- Institutions may submit multiple projects; however, each project must be nominated separately
- The nomination form must be filled out in its entirety; incomplete nominations will not be considered