



OFFICE OF THE PRESIDENT

August 7, 2023

APIA Scholars
1850 M St. NW Suite 245
Washington, D.C. 20036

Dear Sir/Madam:

As an institution that meets the criteria to be an eligible Asia American, Native American, Pacific Islander-Serving Institution (AANAPISI), GCC would like to propose a project that will assist in supporting and promoting equitable student success by evaluating the disaggregated data related to students enrolled in our Career Technical Educational (CTE) programs offered by our institution. The project hopes to bridge the gap on student learning and equitable outcomes.

We look forward to working on this Data Voyager Project. Should you have any questions, please contact me at mary.okada@guamcc.edu or (671) 735-5700.

Sincerely,

Mary A.Y. Okada, Ed. D.
CEO/President

GUAMCOMMUNITYCOLLEGE

Email: gccpresident@guamcc.edu | Phone: (671) 753-5700 | www.guamcc.edu
Location: 1 Sesame Street, Mangilao, Guam



PROJECT NARRATIVE

A. Project Goals and Strategy

1. Data Practice and Analysis:

GCC utilizes the Ellucian Banner, an ERP System for higher education, as its main and centralized data center. It has the capability to collect student data from admission through completion and graduation. The Argos reporting tool is used to extract data from the Banner system for reporting, whether aggregated or disaggregated. Extracted data is used for institutional, local government and federal reporting. Institutional reporting includes fact books, scheduled reports, assessment and such. Local government mandated reports include graduate employment report, staffing pattern, etc. Federal reports include IPEDS, National Student Clearinghouse, Financial Aid and other related reports. Disaggregated data is often needed with the mentioned reports.

2. Research Topic:

There are several Career and Technical Education (CTE) programs that GCC offers to the community. Based on the recent GCC's Factbook volume 17, there are a total of 348 conferrals from the different programs during the Academic Year (AY) 2021-2022 which is only a slight difference from the AY 2020-2021 count of 337. To increase this number, there is a need to further analyze the composition of each program as a micro approach to determine student success. This need steers the research project to examine the different CTE programs and its disaggregated data to bridge the gap on student learning and equitable outcomes to ensure student's success.

Below are the following questions and/or points to guide the research project:

- a. Equity definition.
- b. What are the challenges in achieving equity goals?
- c. What are the approaches to address the challenges identified?

To answer these questions, the disaggregated data (race/ethnicity, gender and special population) of students enrolled and completers in the programs will be used to determine opportunity gaps and areas for improvement. Example of special population status are disabilities, economic status, English learners and more.



3. Communication Plan:

GCC, with its motto “Student First. Mission always”, gives opportunities for stakeholders to be kept informed on activities in and around the institution, most especially when it comes to student success. As this research aims to bridge the gap on student learning and equitable outcomes, every means of communication will be explored. As an example, during college assembly wherein faculty, staff and administrators gather together to brainstorm and explore opportunities for student success, such topics can be presented. It opens a discussion on equitable outcomes for our students. Discussions can also occur at the division level, school level, department level, and program level.

B. Campus Inquiry Team

The four members of the Assessment, Institutional Effectiveness and Research (AIER) team are dedicated individuals that can provide support and drive the research project. In addition to that, any member of the GCC team can volunteer to become a part of the research team.

During the entire duration of the research project, one hour a week will be set aside to convene the team for discussion on project progress. The team will be composed of the following:

- 1) Faculty
- 2) Institutional Researcher
- 3) Administrator
- 4) Staff
- 5) Project Coordinator

The AIER team has access to generate reports from Ellucian Banner and has tools to send surveys to the campus as part of this project.

As the research project progresses, it would be beneficial to collaborate with APIA Scholar staff and research team to maximize project outcomes.



C. Project Timeline and Deliverables

Date(s)	Activities	Deliverables	Due Date(s)
Fall 2023	Introduction of the research project to the research team		09/30/2023
Fall 2023/ Spring 2024	Survey questions, distribution and Data Gathering	Survey result data; Argos Datablock and Report generation of disaggregated data.	05/06/2024
Summer 2024	Data Analysis and Reporting	Report Draft.	07/30/2024
Fall 2024	Research team presentation to the stakeholder; Discussion/feedback of stakeholders on the reported data.	Report Draft and slide presentation with charts and graphs. Feedback report.	10/31/2024
Fall 2024	Submission of final written report to APIA	Final written report.	12/31/2024



BUDGET

The funding in the amount of \$15,000 will be used to provide the following support:

- 1) Time spent by each research team member on the research project such as survey, data gathering, data analysis, report writing, meetings and dissemination of research results.
- 2) Materials such as following to carry out the research project and presentation:
 - a. System hardware (i.e. laptops, peripherals, projectors)
 - b. Software applications to be purchased if not yet available or to renew subscription on existing software application such as Survey Monkey, Argos system and MS Office.
 - c. Data storage (online or offline such as USB thumb drive and/or portable hard drive).
 - d. Others including prints, stationeries and supplies.
- 3) Meeting venue to include online applications and presentation peripherals to a wider audience.

FINAL NARRATIVE

If the institution is selected to participate, it will track and measure progress by reporting disaggregated data through data usage in institutional reports such as fact books, assessment reports, program reviews, etc. To examine the impact of the project, the institution will review the existing assessment cycle to include the disaggregated data in the assessment activities for each unit of the institution. In turn, the data driven assessment report will help decision makers with strategic planning and implementation. This project will help enhance the institution's commitment to student's success.