

Grossmont College  
Student Success &  
Equity Taskforce

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*Workgroup Data Resource Guide*

*September 25, 2018*

# SSET Workgroup Data Resource Guide

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## DOCUMENT INTRODUCTION

### Student Success & Equity Taskforce: History & Context

Greetings! Thank you in advance for your interest in learning more about and engaging in inquiry for Grossmont College's student success and equity efforts.

This resource guide was created to support work being done at the institution for Grossmont College's 2017-2019 Integrated Plan, which combines the College's former standalone Basic Skills Initiative (BSI), Student Equity, and Student Success & Support Program (SSSP) categorical efforts.

In 2017, the Student Success and Equity Taskforce was convened to identify areas of alignment from the identified directives of each of the three categorical programs. The goal of this work was to integrate and enhance interventions across the College with the purpose of serving more students and systematically addressing equity gaps in achievement in a scaled manner. Stakeholders from across the College participated in the Taskforce and/or provided feedback at various venues during the planning process. Throughout this process, the Taskforce used a shared definition of equity, the Integrated Plan goals were also aligned and mapped to the College's 2016-2022 Strategic Plan and Guided Pathways framework, and data and research were used throughout the process to ensure that the Integrated Plan goals were data-informed, equity-focused, and student-centered.

#### *Shared Equity Definition*

The work of the Taskforce was centralized around the following shared definition of equity, adapted from Curtis Linton (2011):

*Equity is not about equal treatment of all students. Rather, it is about equal outcomes achieved by individualizing the instruction and support for each and every student.*

*Equity is about all students succeeding, especially when measured according to differences such as race, ethnicity, socioeconomic status, gender, language, family background - the list of diversities within our students goes on and on. This effort had been traditionally referenced as "closing the achievement gaps" between students from the dominant White middle-class norm and students from traditionally underserved or oppressed populations.*

*Building an equity in education **shifts the focus of responsibility** for academic achievement **from the students to the professional administrators and teachers who are the educators in the school.** Students have to do their part, but the adults in the building need to teach in a way so that all students can succeed.*

This definition helped to ensure that equity remained at the forefront of conversations and that stakeholders who participated in the Taskforce approached their work with a capacity mindset, rather than student deficit mindset.

#### *Strategic Plan Alignment*

To ensure that the Integrated Plan was also helping to promote the College's 2016-2022 Strategic Plan goals for the Integrated Plan were also purposefully aligned with this plan.

The 2016-2022 Grossmont Strategic Plan has four main areas of focus, (1) Outreach, (2) Engagement, (3) Retention, and (4) Institutional Capacity. Each of the three student-oriented (Outreach, Engagement, and Retention) Strategic Plan areas has been mapped to two or more Integrated Plan goals.

### **Guided Pathways Framework**

In addition to using an equity framework and aligning the goals of the Integrated Plan to the Strategic Plan, the Taskforce utilized a Guided Pathways framework, acknowledging the college community's interest in the growing national Guided Pathways movement. This effort was aligned with the Taskforce's shared definition of equity, as it puts responsibility for helping address issues on poor student success and equity outcomes on the institution rather than on blaming the student. As such, the main goal of implementing a Guided Pathways framework is to redesign community colleges in a way that is more student-oriented and equity-focused.

There are four main "pillars" of Guided Pathways which help to define how institutions should be helping students to progress through their college experience, including: (1) *Clarify the Path*, (2) *Enter the Path*, (3) *Stay on the Path*, and (4) *Ensure Learning*. These pillars were used to help frame discussions in the Taskforce and goals were aligned with particular pillars.

Based on conversations within the Student Success and Equity Taskforce, there was a desire to highlight the College's strategic priority of Outreach and SSSP's onboarding services. Therefore, a fifth pillar—(5) *Promote the Path*—was created for Grossmont College's Guided Pathways and Integrated Planning efforts.

### **Data-Informed Conversations**

To support the dialogue of the Student Success and Equity Taskforce, research and data were used to frame conversations and help inform areas of needed intervention. Various research studies were conducted by the College's campus-based research and planning analyst and the GCCCD Research, Planning, & Institutional Effectiveness (RPIE) team and brought forth to the group during the planning process. These special reports are mentioned in this document as "Existing Special Reports" and are available from the Grossmont College Planning & Institutional Effectiveness (CPIE) Office.

## **2017-19 Integrated Plan Goals**

Based upon discussions and through collegial dialogue with college stakeholders, the following five goals were crafted for the College's 2017-19 Integrated Plan:

### **1. Streamline Onboarding**

To increase the number of students by streamlining onboarding, deepening collaborations with high school districts, workforce agencies, and additional community partners, in order to reflect our service population.

#### **ALIGNMENT:**

- **Strategic Plan:** Outreach and Engagement
- **Initiatives:** SSSP and Student Equity

### **2. Reduce the Number of Excess Units**

Reduce the number of excess units completed and time to complete.

#### **ALIGNMENT:**

- **Strategic Plan:** Retention and Outreach
- **Initiatives:** SSSP, Student Equity, and Basic Skills

### **3. Reduce the Time from Basic Skills Sequences**

To reduce the time it takes students to successfully complete college-level coursework from Math, English, and ESL from campus-wide basic skills sequences.

#### **ALIGNMENT:**

- **Strategic Plan:** Retention and Engagement
- **Initiatives:** Student Equity and Basic Skills

#### 4. **Improve Success & Decrease Equity Gaps in 12 Gateway Courses**

To improve course success rates and decrease equity gaps in 12 high-enrollment, gateway courses.

##### **ALIGNMENT:**

- **Strategic Plan:** Retention
- **Initiatives:** Student Equity and Basic Skills

#### 5. **Reduce the Percentage of Students on Probation**

Reduce the percentage of students on academic and/or progress probation and increase persistence semester to semester.

##### **ALIGNMENT:**

- **Strategic Plan:** Retention and Engagement
- **Initiatives:** SSSP, Student Equity, and Basic Skills

## Data Resource Guide

### Purpose

This guide was created to support the work the Student Success and Equity Taskforce and the workgroups which have been created to address each one of the five 2017-19 Integrated Plan goals.

To help foster data-informed dialogue within each of the workgroups, existing data resources have been identified which may be particularly helpful for addressing different inquiry questions stemming from each of these workgroups.

### Using the Guide and Document Organization

The document has been organized around each of the five workgroup areas, in alignment with the Integrated Plan goal they are responsible for addressing:

1. Onboarding & Developing Partnerships Workgroup
2. Decreasing Excess Units/Program Mapping Workgroup
3. Basic Skills Completion Workgroup
4. 12 Gateway Courses Workgroup
5. Probation/Dismissal Workgroup

In addition to being organized by workgroup and goal area, the document is broken down into organizing by data resource type. There are three main areas:

1. **Existing Special Reports:** These are reports which may have been specially created for the Student Success and Equity Taskforce, or other existing reports that were created by GCCCD RPIE. These may not be publically posted online, but can be requested via the CPIE Office and/or in Student Success and Equity Taskforce meetings.
2. **Internal Data Sources:** These are data systems and resources that are produced and maintained by GCCCD RPIE and/or Institutional Technology. They include RPIE's various data dashboards and internal data queries from the District's Microsoft SQL Server Reports system (known informally as "Reports").
  - Please note that while RPIE data dashboards are accessible to the public, the Reports system is only for on-campus use by district personnel. Additionally, not all individuals will have access to the same queries on Reports.

- 3. External Data Sources:** These include any data sources that are external from the District. Common data sources include information from the California Community Colleges Chancellor's Office (CCCCO)—including the CCC Scorecard and Data Mart—and various resources from the Cal-PASS+ Launchboard. Other data sources include service area information from organizations such as SANDAG and the US Census Bureau for reference.

#### [A Living Document & Final Notes](#)

Please note that additional versions of this document will be created as additional data resources or created or identified.

This guide is meant to help spark conversations and serve to support data-informed inquiry around teaching, learning, and program services here at the College. Data are important components of these conversations, but please be mindful to interpret and view the data through a student-centered and equity-minded lens.

**The success of our students is of utmost priority for all of us as Grossmont College educators.**

***Thank you*** for the important work you are about to do as you and your colleagues embark upon your inquiry journey to support student success and equity!

# I. ONBOARDING & DEVELOPING PARTNERSHIPS WORKGROUP

## Existing Special Reports

- N/A

## Internal Data Sources

- **GCCCD RPIE KPI Dashboards**
  - **Grossmont College and Service Area Population**
    - **Link:** [https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section3/GC\\_StudentServiceAreaComparison.html](https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section3/GC_StudentServiceAreaComparison.html)
    - **Description:** Information on Grossmont College's student body compared to local service area (the ZIP codes where 90% of GC students reside)
    - **Disaggregation levels:** ethnicity, gender, age
  - **Preparation Rates Dashboard**
    - **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section3/PreparationRatesScorecard.html>
    - **Description:** The preparation rate data are derived from the completion cohorts in the Student Success Scorecard. The completion cohorts are comprised of first time students in the system that earned at least six units (within six years of their first enrollments) and attempted any level of math or English within three years. If a student's first attempted English class was below transfer level English (ENGL-120) or first attempted math course was below college level math (MATH-103/I10), then the student was considered "unprepared." Students must have attempted transfer level English and college level math or higher to be considered "prepared".
    - **Disaggregation levels:** college, gender, age, ethnicity, veteran, disability status, economically disadvantaged status

**Student Demographics and Service Area**

**Grossmont College Service Area Population and Student Comparison by Race/Ethnicity**

	2016-17	2017-18	2018-19	2019-20	2020-21
	GC Students	Service Area	GC Students	Service Area	GC Students
American Indian/Alaska Native	1.0%	4.7%	1.0%	4.2%	1.0%
Asian	4.0%	12.1%	3.7%	12.4%	3.8%
Hispanic	25.4%	34.0%	27.0%	33.9%	27.0%
White	44.2%	42.8%	45.6%	41.4%	45.7%
Two or more	7.0%	3.0%	7.6%	3.2%	7.6%
Unknown/Other	9.4%	1.0%	7.9%	1.1%	7.1%
<b>Total</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>

**Grossmont College Service Area Population and Student Comparison by Gender**

	2016-17	2017-18	2018-19	2019-20	2020-21
	GC Students	Service Area	GC Students	Service Area	GC Students
Female	58.1%	55.2%	55.1%	55.0%	55.1%
Male	41.9%	44.8%	44.9%	45.0%	44.9%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>	<b>1,000</b>

**Preparation Rates**

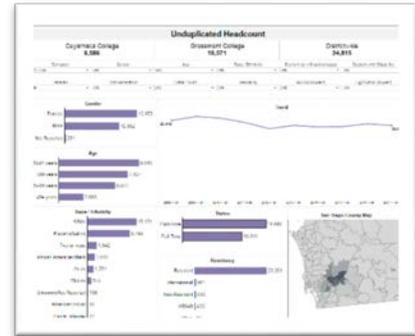
The preparation rate data are derived from the completion cohorts in the Student Success Scorecard. The cohort consists of first time students in the system that earned at least six units within six years of their first enrollment, math or English within three years. If a student's first attempted English class was below transfer level (ENGL-120) or first attempted math course was below college level math (MATH-103/I10), then the student was considered "unprepared." Students must have attempted transfer level English and college level math or higher to be considered "prepared".

	2016-2017 to 2019-20	2017-2018 to 2019-20	2018-2019 to 2019-20	2019-2020 to 2019-20	Total
American Indian/Alaska Native	22.0%	20.2%	9.1%	10.4%	16.4%
Asian	10.0%	10.0%	9.1%	27.2%	14.0%
Hispanic	12.1%	13.8%	9.8%	8.0%	13.4%
White	19.3%	17.3%	18.7%	15.8%	17.9%
Two or more	13.2%	10.3%	13.3%	20.0%	15.7%
Unknown	18.4%	18.2%	18.8%	18.8%	18.6%
<b>Total</b>	<b>17.8%</b>	<b>17.4%</b>	<b>18.8%</b>	<b>18.9%</b>	<b>17.9%</b>

- **College Profiles Dashboard**

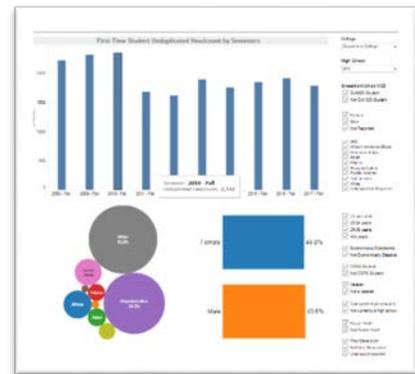
- **All Students College Profile Dashboard**

- **Link:** <https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section2/UnduplicatedHeadcount.html>
    - **Description:** demographic information on the whole student body within the district, with information on counts over time and geographic dispersion information
    - **Disaggregation levels:** college, semester, gender, age, ethnicity, economically disadvantaged status, disability status, veteran, first generation, foster youth, residency information, **GUHSD student/graduate**, and high school student status



- **First-time Students College Profile Dashboard**

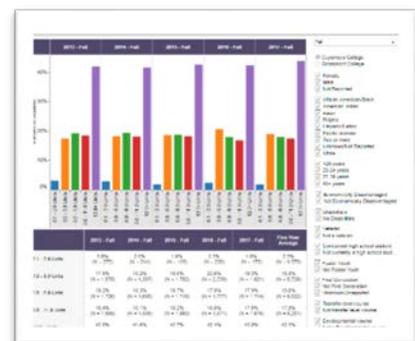
- **Link:** <https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section2/FirstTimeUnduplicatedHeadcount.html>
    - **Description:** demographic information on first-time students, with information on unduplicated headcount over time
    - **Disaggregation levels:** college, **GUHSD high school**, **GUHSD flag**, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school student, foster youth, first generation



- **Units Dashboards**

- **Units Attempted**

- **Link:** <https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section4/UnitsAttempted.html>
    - **Description:** information on counts and percentages of students attempting various unit loads, by semester.
    - **Disaggregation levels:** semester type (fall, spring, summer), college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school status, foster youth, first generation, transfer-level course, developmental course, CTE course, **first-time student**





○ **[NEW!!!] Indicators for District Strategic Planning Goal #2**

- **Link:** [https://www.gcccd.edu/research-planning/tableau/Dashboard\\_Diversity\\_Index.html](https://www.gcccd.edu/research-planning/tableau/Dashboard_Diversity_Index.html)
- **Description:** Contains information about data related to the GCCCD District Strategic Planning Goal #2 – Close achievement gaps by engaging students with diverse needs and removing structural barriers to their success. The three indicators measured on the dashboard are **(1) District Diversity Index**, (2) completion success proportionality index, and (3) completion proportionality index, and includes a benchmark/goal target.



*NOTE: Hover over question marks to get additional information about the dashboard.*

- **DEFINITION: Diversity Index (DI)** captures the racial and ethnic diversity of our student body with a single number. The DI expresses the probability that any two students or member of the District's workforce chosen at random will have different racial or ethnic backgrounds.

A DI value of 67% means the probability of randomly picking two students or members of the District's workforce with different racial identities is about 67 percent or nearly 7 out of 10.

- **DEFINITION: PI - Proportionality Index** - The successful enrollment percentage divided by the enrollment percentage. PI values of 1 or higher indicate the group's course success rate is equal or greater than the group's percentage in the population. The USC Center for Urban Education recommends using the following cutoffs to measure equity gaps:
  - Between .99 and .86 = mild equity gap
  - Between .85 and .71 = moderate equity gap
  - Less than .70 = major equity gap

- **Disaggregation levels:** GCCCD students/district workforce/employee group, college/district, race/ethnicity

• **GCCCD SQL Reports**

- **NOTE:** Can only be accessed on campus with specific permissions; not all employees have the same permissions to access different reports. When accessing GCCCD Reports, make sure to **load the website in Microsoft Internet Explorer (IE)** to account for compatibility issues

○ **Admissions & Records Reports**

▪ **Applied But Not Enrolled Report**

- **Link:** <http://reports/Reports/Pages/Report.aspx?ItemPath=%2fStudent+Services%2fAdmissions+and+Records%2fApplied+But+Not+Enrolled>

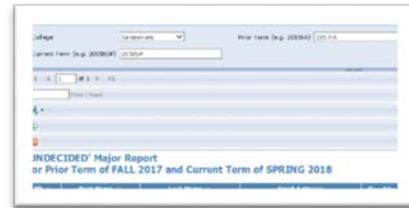


- **Description:** Provides a report of students that applied for the requested term and college, but did not enroll in any courses. The report displays contact information for the student
- **Note:** This report belongs to Admissions & Records. To request these data, please contact a representative from that department.

o Counseling

▪ Undecided Major Report

- **Link:** <http://reports/Reports/Pages/Report.aspx?ItemPath=%2fStudent+Services%2fCounseling%2fUndecided+Major>
- **Description:** Students with concurrent term enrollment having an 'Undecided' Major. Prompts for college, prior term and current term. Displays student name and completed credits.
- **Note:** This report belongs to Counseling. To request these data, please contact a representative from that department.



External Data Sources

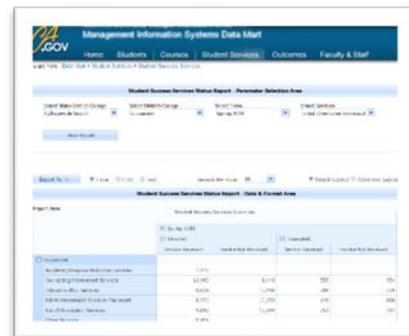
• CCCC Scorecard

- o **Link:** <https://scorecard.ccco.edu/scorecardrates.aspx?CollegeID=022#home>
- o **Description:** Information based on MIS data submissions. Provides information on college profile demographics, math & English/ESL metrics, completion metrics (persistence, 30 units, degree/transfer), and CTE metrics (CTE and Skills Builder) for cohorts of students. Can observe trends over five years.
- o **Disaggregation levels:** college, gender, age, ethnicity



• CCCC MIS Data Mart

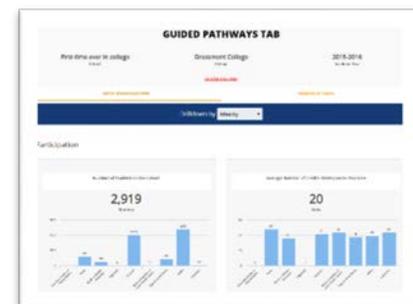
- o **Student Success Services Status Report**
  - **Link:** [https://datamart.ccco.edu/Services/Student\\_Success.aspx](https://datamart.ccco.edu/Services/Student_Success.aspx)
  - **Description:** SSSP MIS data for SSSP core services, including: Academic/Progress Probation Services, Counseling/Advisement Services, Educational Plan Services, Initial Assessment Services Placement, Initial Orientation Services, Other Services
  - **Disaggregation levels:** directed or exempt for service, district, college, gender, age group, and ethnicity



- **Special Population/Group Student Count Report**
  - **Link:** [https://datamart.cccco.edu/Services/Special\\_Pop\\_Count.aspx](https://datamart.cccco.edu/Services/Special_Pop_Count.aspx)
  - **Description:** Lists unduplicated head count, credit enrollment count, credit FTES, non-credit enrollment count, and non-credit FTES for the following special populations/service groups: ASEM (Achievement in a Science, Engineering, or Mathematics), CAA (Career Advancement Academy), CAFYES (Cooperating Agencies Foster Youth Educational Support), CalWORKs (California Work Opportunity & Responsibility to Kids), CARE (Cooperative Agencies Resources for Education), DSPS (Disabled Students Programs & Services), EOPS (Extended Opportunity Programs & Services), First Generation, Foster Youth, MCHS (Middle College High School Program), MESA (Mathematics, Engineering, and Science Achievement), Military (Active Duty, Active Reserve, National Guard), Puente, Special Admit, Umoja, & Veteran
  - **Disaggregation levels:** district and college
- **Assessment Summary by Instrument ID Report**
  - **Link:** [https://datamart.cccco.edu/Services/Assessment\\_Summary.aspx](https://datamart.cccco.edu/Services/Assessment_Summary.aspx)
  - **Description:** Lists the count of reported assessments, by type, during an academic year
  - **Disaggregation levels:** district, college, gender, age group, and ethnicity
- **Guided Pathways Launchboard**
  - **Note:** To access data, you must request a Cal-PASS+ Login (Request using the “New Users” form here: <https://www.calpassplus.org/User/Login.aspx>)
  - **Main Link:** <https://www.calpassplus.org/user/login.aspx?ReturnUrl=%2flaunchboard%2fGuidedPathways.aspx>
  - **Description:** Has a number of metrics related to Guided Pathways/early success, including: persistence, course success rates, transfer-level college and math completion, first term momentum (credits attempted & earned), first year momentum (credits attempted & earned) shown through data visualizations
  - **Disaggregation levels:** ethnicity, gender, age, benchmarks, time trend, first-time student cohort

Special Population	Head Count	Credit Enrollment	Credit FTES	Non-Credit Enrollment	Non-Credit FTES
ASEM - Achievement in a Science, Engineering, or Mathematics	75	63	2,028	0	0.000
CAA - Career Advancement Academy	27	18	478	0	0.000
CAFYES - Cooperating Agencies Foster Youth Educational Support	25	27	2,028	0	0.000
CalWORKs - California Work Opportunity & Responsibility to Kids	182	152	4,754	0	0.000
CARE - Cooperative Agencies Resources for Education	289	279	20,217	0	0.000
DSPS - Disabled Students Programs & Services	1,054	1,048	47,111	0	0.000
EOPS - Extended Opportunity Programs & Services	96	96	2,100	0	0.000
First Generation	22	20	1,144	0	0.000
MCHS - Middle College High School Program	4	33	1,107	0	0.000
MESA - Mathematics, Engineering, and Science Achievement	0	0	0	0	0.000

Instrument ID	Count	Percentage
ASEM - Achievement in a Science, Engineering, or Mathematics	75	1.1%
CAA - Career Advancement Academy	27	0.4%
CAFYES - Cooperating Agencies Foster Youth Educational Support	25	0.4%
CalWORKs - California Work Opportunity & Responsibility to Kids	182	2.6%
CARE - Cooperative Agencies Resources for Education	289	4.2%
DSPS - Disabled Students Programs & Services	1,054	15.2%
EOPS - Extended Opportunity Programs & Services	96	1.4%
First Generation	22	0.3%
MCHS - Middle College High School Program	4	0.0%
MESA - Mathematics, Engineering, and Science Achievement	0	0.0%



- **SANDAG (San Diego Association of Governments) Data Surfer**

- **Link:** <http://datasurfer.sandag.org/>
- **Description:** Service area demographic data for San Diego region. Can select census, estimate, or forecast data by different location (including college district service area) in a dashboard or download reports. Demographic information include household information, income, gender, age, race and ethnicity
- **Note:** GCCCD RPIE uses SANDAG information to calculate service area population information by ZIP codes.



- **United States Census: American Fact Finder**

- **Link:** <https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
- **Description:** Information from the US Census, American Community Survey, and other data collected by the US Census bureau. The site can be used to pull information about a variety of topics.



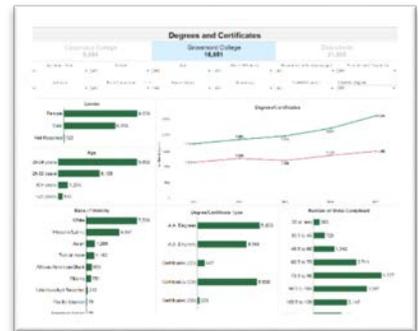
## 2. DECREASING EXCESS UNITS/PROGRAM MAPPING WORKGROUP

### Existing Special Reports or Data

- **Degree, Certificate, & Transfer Completion Data Report**
  - **Description:** Special report produced for the Student Success & Equity Taskforce. Contains information regarding overall completion (defined as earning a degree or certificate AND/OR transferring). Information is taken from cohorts for the CCC Chancellor’s Office Scorecard. For this report, students who were “transferred-prepared” but did not actually transfer were not included as a “success.”
  - **Disaggregation levels:** ethnicity, gender, age, disability status, economically disadvantaged status, veteran status,
- **GCCCD Guided Pathways “Why Pathways, Why Now” Data Graphic**
  - **Description:** Infographic with information on a variety of data factors.

### Internal Data Sources

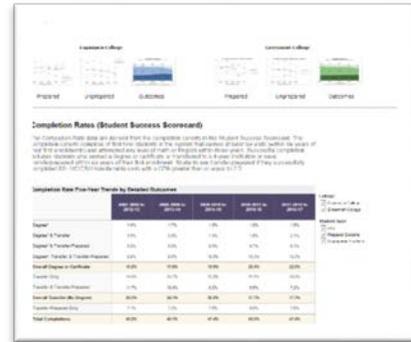
- **GCCCD RPIE KPI Dashboards**
  - **[NEW!!!] Degrees and Certificates Dashboard**
    - **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section5/degreesandcertificates.html>
    - **Description:** This interactive dashboard provides information regarding degrees and certificates earned over the past five years. This dashboard reveals various demographics regarding the degree and certificate earners, as well as information regarding the range and average units they completed (including by degree).
    - **SPECIAL INSTRUCTIONS:** This dashboard has the ability to be filtered at various levels, both through the drop-down filters, as well as through clicking on specific data elements within the visualization. To select multiple items on the interactive graphs, hold down the CTRL button on your keyboard and click the multiple items within one area that you want included (for example, selecting both ‘A.A. Degrees’ and ‘A.S. Degrees’ in the ‘Degree/Certificate type field).  
\*\*\*You can also **hover over** the number of degree/certificate awardees to see the average number of units students took to complete a specific degree or certificate!\*\*\*
    - **Disaggregation levels:** college/district, academic year, gender, age, race/ethnicity, economically disadvantaged, disability status, veteran, first generation, foster youth, residency status, GUHSD student, transfer degree, degree/certificate type/, number of units completed



○ **Completion Rates (Student Success Scorecard) Dashboard**

- **Link:** <https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section5/CompletionRates.html>

- **Description:** The completion rate data are derived from the completion cohorts in the Student Success Scorecard. The completion cohorts comprise of first-time students in the system that earned at least six units (within six years of their first enrollments) and attempted any level of math or English within three years. Successful completion includes students who earned a degree or certificate or transferred to a 4-year institution or were “transfer-prepared” within six years of their first enrollment. Students are considered “transfer-prepared” if they successfully completed 60+ UC/CSU transferrable units with a GPA greater than or equal to 2.0.

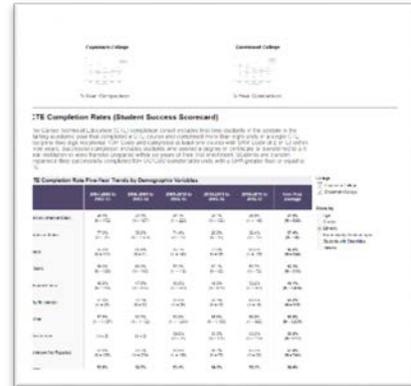


- **Disaggregation levels:** college, student preparation type, gender, age, economically disadvantaged status, ethnicity, first generation, foster youth, disability status, veteran

○ **CTE Completion Rates (Student Success Scorecard) Dashboard**

- **Link:** <https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section5/CTECompletionRates.html>

- **Description:** The Career Technical Education (CTE) completion cohort includes first-time students in the system in the starting academic year that completed a CTE course and completed more than eight units in a single CTE discipline (two digit vocational TOP code and completed at least one course with SAM Code of B or C) within three years. Successful completion includes students who earned a degree or certificate or transferred to a 4-year institution or were “transfer-prepared” within six years of their first enrollment. Students are considered “transfer-prepared” if they successfully completed 60+ UC/CSU transferrable units with a GPA greater than or equal to 2.0.

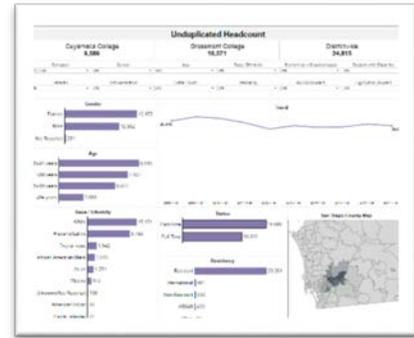


- **Disaggregation levels:** college, age, gender, ethnicity, economically disadvantaged status, disability status, veteran

o **College Profiles Dashboard**

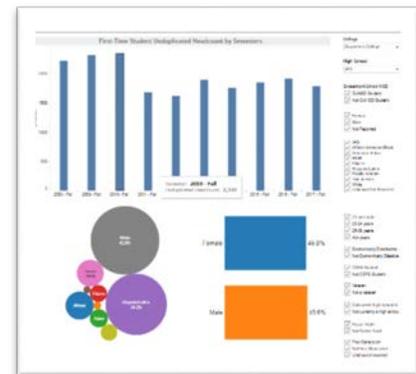
▪ **All Students College Profile Dashboard**

- **Link:**  
<https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section2/UnduplicatedHeadcount.html>
- **Description:** demographic information on the whole student body within the district, with information on counts over time and geographic dispersion information
- **Disaggregation levels:** college, semester, gender, age, ethnicity, economically disadvantaged status, disability status, veteran, first generation, foster youth, residency information, GUHSD student/graduate, and high school student status



▪ **First-time Students College Profile Dashboard**

- **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section2/FirstTimeUnduplicatedHeadcount.html>
- **Description:** demographic information on first-time students, with information on unduplicated headcount over time
- **Disaggregation levels:** college, GUHSD high school, GUHSD flag, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school student, foster youth, first generation



o **Units Dashboards**

▪ **Units Attempted**

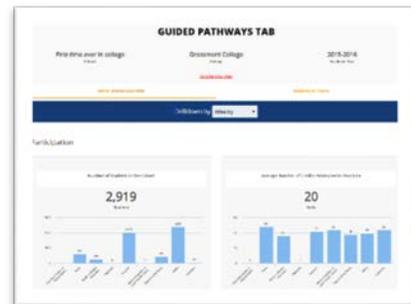
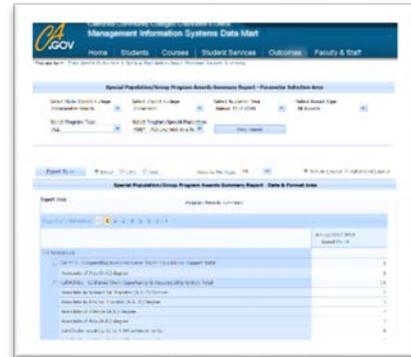
- **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section4/UnitsAttempted.html>
- **Description:** information on counts and percentages of students attempting various unit loads, by semester.
- **Disaggregation levels:** semester type (fall, spring, summer), college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school status, foster youth, first generation, transfer-level course, developmental course, CTE course, first-time student







- **Special Population/Group Program Awards Summary Report**
  - **Link:** [https://datamart.cccco.edu/Outcomes/Program\\_Awards\\_SP.aspx](https://datamart.cccco.edu/Outcomes/Program_Awards_SP.aspx)
  - **Description:** Information regarding program awards from the Chancellor's Office. Can filter by state/district/college, academic year(s), award types, program types, CDCP status, TOP codes, and program/special population
  - **Disaggregation levels:** ASEM (Achievement in a Science, Engineering, or Mathematics), CAA (Career Advancement Academy), CAFYES - Cooperating Agencies Foster Youth Educational Support, CalWORKS, CARE, DSPS, EOPS, first generation, foster youth, MESA (Mathematics, Engineering, and Science Achievement), veteran/military, Puente, special admit, Umoja
- **Guided Pathways Launchboard**
  - **Note:** To access data, you must request a Cal-PASS+ Login (Request using the "New Users" form here: <https://www.calpassplus.org/User/Login.aspx>)
  - **Main Link:** <https://www.calpassplus.org/user/login.aspx?ReturnUrl=%2fLaunchboard%2fGuidedPathways.aspx>
  - **Description:** Has a number of metrics related to Guided Pathways/early success, including: persistence, course success rates, transfer-level college and math completion, first term momentum (credits attempted & earned), first year momentum (credits attempted & earned) shown through data visualizations
  - **Disaggregation levels:** ethnicity, gender, age, benchmarks, time trend, first-time student cohort



### 3. BASIC SKILLS COMPLETION WORKGROUP

#### Existing Special Reports or Data

- **Basic Skills Completion Report**
  - **Description:** Special report produced for the Student Success & Equity Taskforce. Contains information regarding completion of math, English, ESL, and combined English/ESL pipelines into college- and/or transfer-level courses in those pipelines.
  - **Disaggregation levels:** starting pipeline course, ethnicity, gender, age, disability status, economically disadvantaged status, veteran status, foster youth, first generation status
- **Fall 2016 Placement Data for Math, English, & ESL Report**
  - **Description:** Special report produced for the Student Success & Equity Taskforce. Contains information regarding placement for incoming students for Fall 2016 in math, English, ESL, and the combined English/ESL Pipeline.
  - **Disaggregation levels:** ethnicity, gender, age, disability status, economically disadvantaged status, foster youth
- **California Acceleration Project (CAP) Placement and Throughput Data**
  - **Description:** These data were produced as part of the College's participation in various CAP institutes. There is information regarding placement into math and English/ESL pipelines, as well as throughput information. These are produced as requested from the departments.
  - **Disaggregation levels:** ethnicity
- **ENGL-099 – Acceleration Presentation – Fall 2017 Presentation**
  - **Description:** This presentation was created for the English department as a preliminary assessment of the efficacy of the accelerated ENGL-099 course. Information was presented on demographics of students who enrolled in the course and their outcomes. Additionally, throughput rate success of students who finished this course were compared to the traditional pipeline.
  - **Disaggregation levels:** starting pipeline course
- **MATH-298 (Algebra for Liberal Arts/Statistics) Preliminary Analyses Report**
  - **Description:** This report was created to showcase enrollment and success rates of students in the accelerated MATH-298 course from the 2016 Fall to 2017 Fall cohorts of students. Additionally, throughput rates of this course were compared to other courses in the traditional Basic Skills pipeline to demonstrate efficacy of this new course.
  - **Disaggregation levels:** starting pipeline course
- **GCCCD Guided Pathways “Why Pathways, Why Now” Data Graphic**
  - **Description:** Infographic with information on a variety of data factors.

#### Internal Data Sources

- **GCCCD RPIE KPI Dashboards**
  - **First Year Enrollment Patterns**
    - **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section4/FirstYearEnrollmentPatterns.html>
    - **Description:** information on math and English/ESL enrollment during students' first year at the College
    - **Disaggregation levels:** college, gender, ethnicity, age, economically disadvantaged, disability status, veteran, concurrent high school student, foster youth, first generation



- **Developmental Sequence Completion Patterns**
  - **Developmental English Sequence, College/Transfer-level Completion Dashboard**

- **Link:** <https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section4/DevelopmentalEnglishSequenceTransferLevel.html>

- **Description:** This dashboard shows the completion/throughput of ENGL-120 or ENGL-125 (college-/transfer-level English). To be included in the cohort, the students must have taken English during their first year (including leading summer, fall, spring, or trailing summer), and must complete ENGL-120 or ENGL-124 within two years. These transfer-level English completion rates are broken out by the course level of the students' first English enrollment.

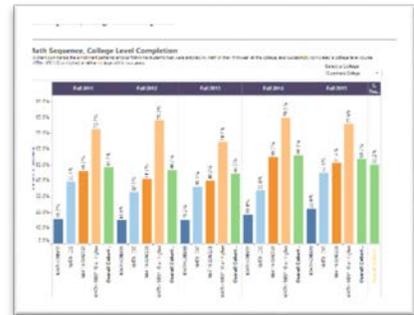


- **Disaggregation levels:** college, starting pipeline course, gender, age, economically disadvantaged status, ethnicity, first generation, foster youth, disability status, veteran

- **Developmental Math Sequence, College-level Completion Dashboard**

- **Link:** <https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section4/DevelopmentalMathSequenceCollegeLevel.html>

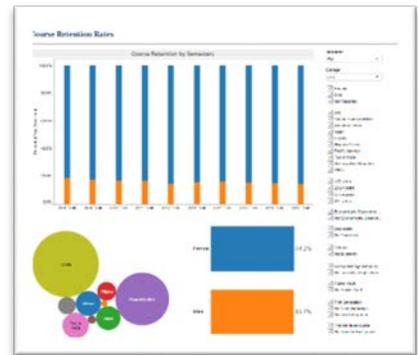
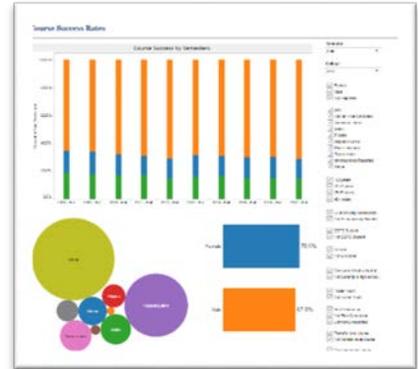
- **Description:** This dashboard shows the completion/throughput of MATH-103/110 or higher (college-level math), including other quantitative reasoning, UC- and/or CSU-transferable courses (e.g., PSC-120, ANTH-215, PSY-215, etc.). To be included in the cohort, the students must have taken math during their first year (including leading summer, fall, spring, or trailing summer), and must complete MATH-103/110 or higher within two years. These transfer-level math completion rates are broken out by the course level of the students' first math enrollment.



- **Disaggregation levels:** college, starting pipeline course, gender, age, economically disadvantaged status, ethnicity, first generation, foster youth, disability status, veteran



- **Course Success Rates Dashboard**
  - **Link:** <https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section4/Course%20Success%20Rates.html>
  - **Description:** A course success rate dashboard that depicts success, no success, and withdraw rates longitudinally and disaggregated by subject, course, instructional method, and student demographics.
  - **Disaggregation levels:** semester, college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school student, foster youth, first generation, transfer-level course, development course, CTE course, online course, current/former GUHSD student, high school name, subject, and course number
- **Course Retention Rates Dashboard**
  - **Link:** <https://www.gccd.edu/research-planning/KeyPerformanceIndicators/section4/CourseRetentionRates.html>
  - **Description:** A course retention rate dashboard that depicts retention and withdraw rates longitudinally and disaggregated by subject, course, instructional method, and student demographics.
  - **Disaggregation levels:** semester, college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school student, foster youth, first generation, transfer-level course, development course, CTE course, online course, current/former GUHSD student, high school name, subject, and course number
- **GCCCD SQL Reports**
  - **NOTE:** Can only be accessed on campus with specific permissions; not all employees have the same permissions to access different reports. When accessing GCCCD Reports, make sure to **load the website in Microsoft Internet Explorer (IE)** to account for compatibility issues
  - **Instruction/Program Review Reports**
    - **Course Section Success Report**
      - **Link:** <http://reports/Reports/Pages/Report.aspx?ItemPath=%2fInstructional+Services%2fProgram+Review%2fCourse+Section+Success>
      - **Description:** This report displays the course success, non-success, withdrawal, and fill rates down to the section level. Filters are included for enrollment term, college, division, department, and proportion online.



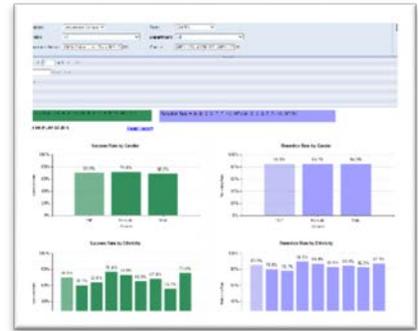
The screenshot shows a table with the following columns: Section, Enrollment, Success, Withdrawal, and Fill Rate. The table contains data for various sections, including 'Instructional Support Services' and 'Program Review'.

- **Course Section Success Demographics Report**

- **Link:**

- <http://reports/Reports/Pages/Report.aspx?ItemPath=%2fInstructional+Services%2fProgram+Review%2fCourse+Section+Success+Demographics>

- **Description:** This report displays the course success and retention rates by demographic information such as, gender, race/ethnicity, age, and disability status. Filters are included for enrollment term, college, division, department, proportion online, and course.



- **Disaggregation levels:** gender, ethnicity

- **Grade Distribution Report**

- **Link:**

- <http://reports/Reports/Pages/Report.aspx?ItemPath=%2fInstructional+Services%2fProgram+Review%2fGrade+Distribution>

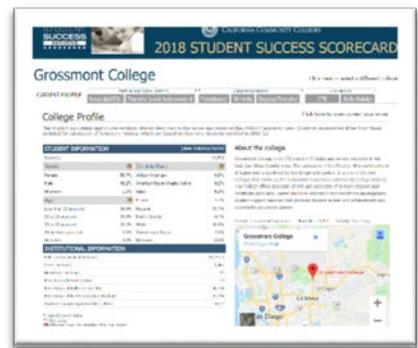
- **Description:** This report shows the grade distributions, success rates, non-success rates, and withdrawal rates down to the section level. Filters are provided by enrollment term, college, division, department, and proportion online.



## External Data Sources

- **CCCCO Scorecard**

- **Link:** <https://scorecard.ccco.edu/scorecardrates.aspx?CollegeID=022#home>
  - **Description:** Information based on MIS data submissions. Provides information on college profile demographics, math & English/ESL metrics, completion metrics (persistence, 30 units, degree/transfer), and CTE metrics (CTE and Skills Builder) for cohorts of students. Can observe trends over five years.
  - **Disaggregation levels:** college, gender, age, ethnicity



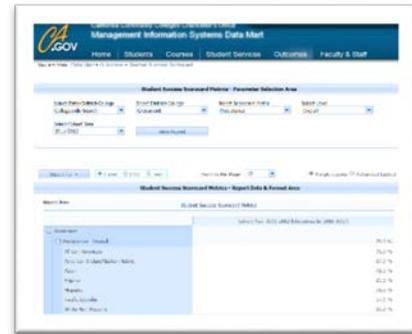
- **CCCCO MIS Data Mart**

- **Student Success Scorecard Metrics Report**

- **Link:** [https://datamart.cccco.edu/Outcomes/Student\\_Success\\_Scorecard.aspx](https://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx)

- **Description:** Report that drills down into the Scorecard metrics (including persistence, 30 units, completion/SPAR, remedial English/ESL/math, CTE, Career Development and College Preparation [CDCP], and transfer-level achievement in English and math). Filterable by state/district/college, metric, preparedness-level, and cohort year.

- **Disaggregation levels:** district, college, gender, age, ethnicity, DSPS status, economically disadvantaged status



- **Basic Skills Cohort Progress Tracker Report**

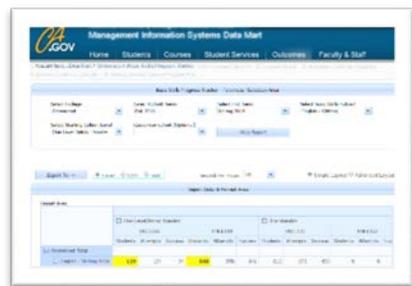
- **Link:** [https://datamart.cccco.edu/Outcomes/BasicSkills\\_Cohort\\_Tracker.aspx](https://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx)

- **Description:** Report that allows for tracking of students who start in the Basic Skills pipeline (English, ESL, or math) through a time period. Filterable by college, starting cohort term, end term, Basic Skills subject area, starting cohort class level, and specific course.

- **Disaggregation levels:** gender, age, ethnicity, CALWORKs, DSPS, EOPS, Financial Aid statuses (California Promise/[BOG], grants, loans, scholarship, work study)

- **SPECIAL NOTE:** Detailed instructions on how to use the Basic Skills Cohort Progress Tracker can be downloaded at this link:

- [https://datamart.cccco.edu/App\\_Doc/The%20Basic%20Skills%20Progress%20Tracker%20-%20Instructions.doc](https://datamart.cccco.edu/App_Doc/The%20Basic%20Skills%20Progress%20Tracker%20-%20Instructions.doc)



- **Guided Pathways Launchboard**

- **Note:** To access data, you must request a Cal-PASS+ Login (Request using the “New Users” form here:

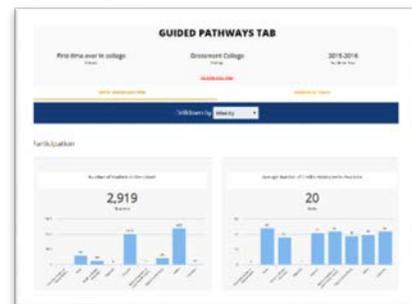
- <https://www.calpassplus.org/User/Login.aspx>

- **Main Link:**

- <https://www.calpassplus.org/user/login.aspx?ReturnUrl=%2flaunchboard%2fGuidedPathways.aspx>

- **Description:** Has a number of metrics related to Guided Pathways/early success, including: persistence, course success rates, transfer-level college and math completion, first term momentum (credits attempted & earned), first year momentum (credits attempted & earned) shown through data visualizations

- **Disaggregation levels:** ethnicity, gender, age, benchmarks, time trend, first-time student cohort



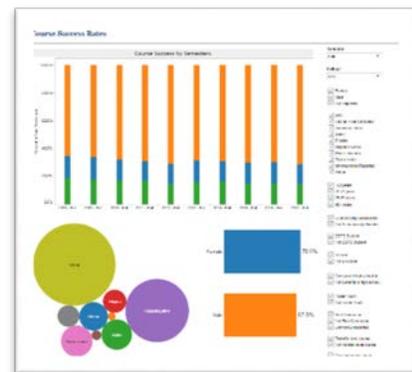
## 4. 12 GATEWAY COURSES WORKGROUP

### Existing Special Reports or Data

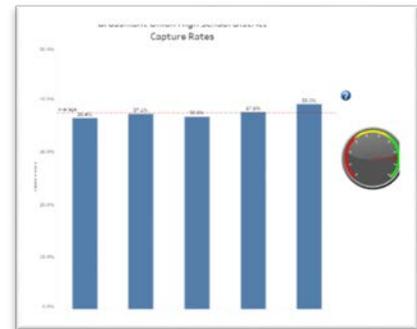
- **Fall 2016 - Course Completion & Student Equity PowerPoint Presentation & Handout (7/20/17)**
  - **Description:** Presentation produced for the Student Success & Equity Taskforce on Grossmont College's course completion rates, highlighting areas of disproportionate impact for ethnicity and foster youth groups (the only two areas where disproportionate impact was observed for course completion in that analysis). The presentation demonstrates the equity gap and provides estimates for how many students the College needs to assist to address the disproportionate impact.
  - **Disaggregation levels:** ethnicity, foster youth
- **Course Completion Data Report (Fall 2012 – Fall 2016)**
  - **Description:** Special report produced for the Student Success & Equity Taskforce. Showcases data for overall course success from fall terms between Fall 2012 and Fall 2016, disaggregated by various student demographics.
  - **Disaggregation levels:** ethnicity, gender, age, disability status, economically disadvantaged status, veteran, foster youth, first generation
- **Top 12 Gateway Courses Data Tables**
  - **Description:** Special report produced for the Student Success and Equity Taskforce. Showcases non-success data (including D, F, NP, and W grades—and combinations thereof) for the 12 courses with the highest overall raw counts of non-success at the college. Data is culminated from four major terms (Fall 2015, Spring 2016, Fall 2016, and Spring 2017) and presents non-success rates, non-success counts, and overall course enrollment headcounts for the top 12 courses, disaggregated by subgroup. Teal highlighting represents that those courses were among the top 12 high non-success (counts) for each subgroup, and does not necessarily represent that those courses demonstrate the highest equity gaps in achievement for their students.
  - **Disaggregation levels:** ethnicity, foster youth
- **Top 12 Gateway Courses Success by Instructional Modality Tables**
  - **Description:** Special report produced for the Student Success and Equity Taskforce. Showcases withdraw, no success, and success rates for the Top 12 Gateway courses by instructional modality for each course.

### Internal Data Sources

- **GCCCD RPIE KPI Dashboards**
  - **Course Success Rates Dashboard**
    - **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section4/Course%20Success%20Rates.html>
    - **Description:** A course success rate dashboard that depicts success, no success, and withdraw rates longitudinally and disaggregated by subject, course, instructional method, and student demographics.
    - **Disaggregation levels:** semester, college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school student, foster youth, first generation, transfer-level course, development course, CTE course, online course, current/former GUHSD student, high school name, subject, and course number

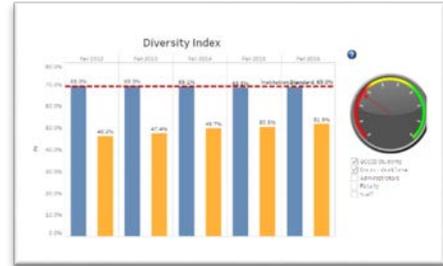


- **Course Retention Rates Dashboard**
  - **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section4/CourseRetentionRates.html>
  - **Description:** A course retention rate dashboard that depicts retention and withdraw rates longitudinally and disaggregated by subject, course, instructional method, and student demographics.
  - **Disaggregation levels:** semester, college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school student, foster youth, first generation, transfer-level course, development course, CTE course, online course, current/former GUHSD student, high school name, subject, and course number
- **GCCCD Strategic Planning Dashboard**
  - **[NEW!!!] Indicators for District Strategic Planning Goal #1**
    - **Link:** [https://www.gcccd.edu/research-planning/tableau/Dashboard\\_Course\\_Success.html](https://www.gcccd.edu/research-planning/tableau/Dashboard_Course_Success.html)
    - **Description:** Contains information about data related to the GCCCD District Strategic Planning Goal #1 – Create streamlined student-centered pathways to educational goal completion. The three indicators measured on the dashboard are (1) course success rates, (2) completion rates, and (3) **GUHSD capture rates**, and includes a benchmark/goal target. *NOTE: Hover over question marks to get additional information about the dashboard.*
      - **DEFINITION: Capture Rate** is percent of graduates from the Grossmont Union High School District who graduated in a given year and enrolled that same year at GCCCD in the subsequent fall semester.
    - **Disaggregation levels:** college/district



○ **[NEW!!!] Indicators for District Strategic Planning Goal #2**

- **Link:** [https://www.gcccd.edu/research-planning/tableau/Dashboard\\_Diversity\\_Index.html](https://www.gcccd.edu/research-planning/tableau/Dashboard_Diversity_Index.html)
- **Description:** Contains information about data related to the GCCCD District Strategic Planning Goal #2 – Close achievement gaps by engaging students with diverse needs and removing structural barriers to their success. The three indicators measured on the dashboard are **(1) District Diversity Index**, (2) completion success proportionality index, and (3) completion proportionality index, and includes a benchmark/goal target.



NOTE: Hover over question marks to get additional information about the dashboard.

- **DEFINITION: Diversity Index (DI)** captures the racial and ethnic diversity of our student body with a single number. The DI expresses the probability that any two students or member of the District's workforce chosen at random will have different racial or ethnic backgrounds.

A DI value of 67% means the probability of randomly picking two students or members of the District's workforce with different racial identities is about 67 percent or nearly 7 out of 10.

- **DEFINITION: PI - Proportionality Index** - The successful enrollment percentage divided by the enrollment percentage. PI values of 1 or higher indicate the group's course success rate is equal or greater than the group's percentage in the population. The USC Center for Urban Education recommends using the following cutoffs to measure equity gaps:
  - Between .99 and .86 = mild equity gap
  - Between .85 and .71 = moderate equity gap
  - Less than .70 = major equity gap

- **Disaggregation levels:** GCCCD students/district workforce/employee group, college/district, race/ethnicity

• **GCCCD SQL Reports**

- **NOTE:** Can only be accessed on campus with specific permissions; not all employees have the same permissions to access different reports. When accessing GCCCD Reports, make sure to **load the website in Microsoft Internet Explorer (IE)** to account for compatibility issues

○ **Instruction/Program Review Reports**

▪ **Course Section Success Report**

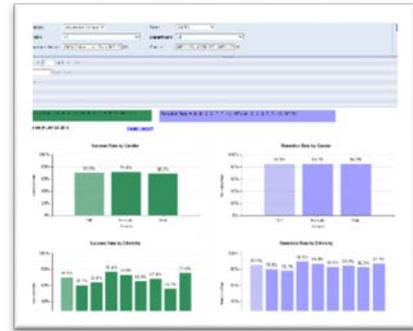
- **Link:** <http://reports/Reports/Pages/Report.aspx?ItemPath=%2fInstructional+Services%2fProgram+Review%2fCourse+Section+Success>
- **Description:** This report displays the course success, non-success, withdrawal, and fill rates down to the section level. Filters are included for enrollment term, college, division, department, and proportion online.

- **Course Section Success Demographics Report**

- **Link:**

- <http://reports/Reports/Pages/Report.aspx?ItemPath=%2fInstructional+Services%2fProgram+Review%2fCourse+Section+Success+Demographics>

- **Description:** This report displays the course success and retention rates by demographic information such as, gender, race/ethnicity, age, and disability status. Filters are included for enrollment term, college, division, department, proportion online, and course.



- **Disaggregation levels:** gender, ethnicity

- **Grade Distribution Report**

- **Link:**

- <http://reports/Reports/Pages/Report.aspx?ItemPath=%2fInstructional+Services%2fProgram+Review%2fGrade+Distribution>

- **Description:** This report shows the grade distributions, success rates, non-success rates, and withdrawal rates down to the section level. Filters are provided by enrollment term, college, division, department, and proportion online.

## External Data Sources

- **CCCCO Scorecard**

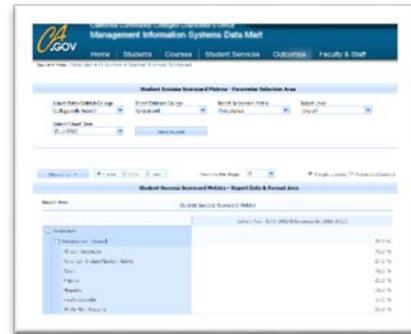
- **Link:** <https://scorecard.ccco.edu/scorecardrates.aspx?CollegeID=022#home>
  - **Description:** Information based on MIS data submissions. Provides information on college profile demographics, math & English/ESL metrics, completion metrics (persistence, 30 units, degree/transfer), and CTE metrics (CTE and Skills Builder) for cohorts of students. Can observe trends over five years.
  - **Disaggregation levels:** college, gender, age, ethnicity



- **CCCCO MIS Data Mart**

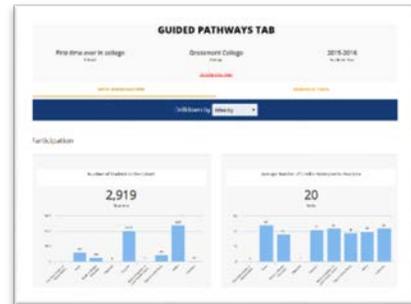
- **Student Success Scorecard Metrics Report**

- **Link:** [https://datamart.cccco.edu/Outcomes/Student\\_Success\\_Scorecard.aspx](https://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx)
    - **Description:** Report that drills down into the Scorecard metrics (including persistence, 30 units, completion/SPAR, remedial English/ESL/math, CTE, Career Development and College Preparation [CDCP], and transfer-level achievement in English and math). Filterable by state/district/college, metric, preparedness-level, and cohort year.
    - **Disaggregation levels:** district, college, gender, age, ethnicity, DSPS status, economically disadvantaged status



- **Guided Pathways Launchboard**

- **Note:** To access data, you must request a Cal-PASS+ Login (Request using the “New Users” form here: <https://www.calpassplus.org/User/Login.aspx>)
  - **Main Link:** <https://www.calpassplus.org/user/login.aspx?ReturnUrl=%2fLaunchboard%2fGuidedPathways.aspx>
  - **Description:** Has a number of metrics related to Guided Pathways/early success, including: persistence, course success rates, transfer-level college and math completion, first term momentum (credits attempted & earned), first year momentum (credits attempted & earned) shown through data visualizations
  - **Disaggregation levels:** ethnicity, gender, age, benchmarks, time trend, first-time student cohort



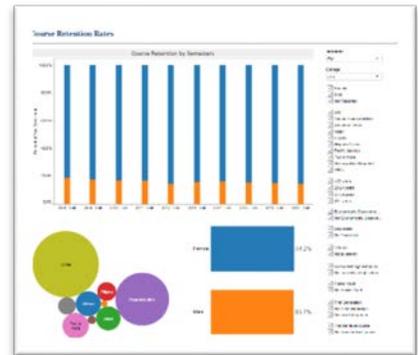
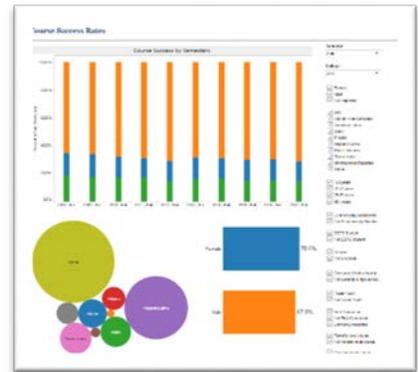
## 5. PROBATION/DISMISSAL WORKGROUP

### Existing Special Reports or Data

- **Academic & Lack of Progress Probation & Dismissal Data Report**
  - **Description:** Special report produced for the Student Success and Equity Taskforce. Includes information related to academic and/or lack of progress probation and dismissal data from Fall 2016 and Spring 2017.
  - **Disaggregation levels:** ethnicity, gender, age, disability status, economically disadvantaged status, veteran, foster youth, first generation

### Internal Data Sources

- **GCCCD RPIE KPI Dashboards**
  - **Course Success Rates Dashboard**
    - **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section4/Course%20Success%20Rates.html>
    - **Description:** A course success rate dashboard that depicts success, no success, and withdraw rates longitudinally and disaggregated by subject, course, instructional method, and student demographics.
    - **Disaggregation levels:** semester, college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school student, foster youth, first generation, transfer-level course, development course, CTE course, online course, current/former GUHSD student, high school name, subject, and course number
  - **Course Retention Rates Dashboard**
    - **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section4/CourseRetentionRates.html>
    - **Description:** A course retention rate dashboard that depicts retention and withdraw rates longitudinally and disaggregated by subject, course, instructional method, and student demographics.
    - **Disaggregation levels:** semester, college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school student, foster youth, first generation, transfer-level course, development course, CTE course, online course, current/former GUHSD student, high school name, subject, and course number



- **Units Dashboards**

- **Units Attempted**

- **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section4/UnitsAttempted.html>
    - **Description:** information on counts and percentages of students attempting various unit loads, by semester.
    - **Disaggregation levels:** semester type (fall, spring, summer), college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school status, foster youth, first generation, transfer-level course, developmental course, CTE course, **first-time student**



- **Units Completed**

- **Link:** <https://www.gcccd.edu/research-planning/KeyPerformanceIndicators/section4/UnitsCompleted.html>
    - **Description:** information on counts and percentages of students completing various unit loads, by semester.
    - **Disaggregation levels:** semester type (fall, spring, summer), college, gender, ethnicity, age, economically disadvantaged status, disability status, veteran, concurrent high school status, foster youth, first generation, transfer-level course, developmental course, CTE course, **first-time student**, online course



- **GCCCD SQL Reports**

- **NOTE:** Can only be accessed on campus with specific permissions; not all employees have the same permissions to access different reports. When accessing GCCCD Reports, make sure to **load the website in Microsoft Internet Explorer (IE)** to account for compatibility issues
  - **Admissions & Records Reports**
    - **Academic Standing for Letters or Labels Report**

- **Link:** <http://reports/Reports/Pages/Report.aspx?ItemPath=%2fStudent+Services%2fAdmissions+and+Records%2fAcademic+Standing+Information+for+Letter+or+Labels>



- **Description:** A special Admissions and Records Report that allows lists of students to be pulled, by term, who have different academic standings. This includes academic and lack of progress probation, continued probation, disqualified, off probation, and disqualified/readmitted status flags.
    - **Note:** This report belongs to Admissions & Records. To request these data, please contact a representative from that department.

## External Data Sources

- **CCCCO MIS Data Mart**
  - **Student Success Services Status Report**
    - **Link:** [https://datamart.cccco.edu/Services/Student\\_Success.aspx](https://datamart.cccco.edu/Services/Student_Success.aspx)
    - **Description:** SSSP MIS data for SSSP core services, including: Academic/Progress Probation Services, Counseling/Advisement Services, Educational Plan Services, Initial Assessment Services Placement, Initial Orientation Services, Other Services
    - **Disaggregation levels:** directed or exempt for service, district, college, gender, age group, and ethnicity

The screenshot shows a web interface for the Management Information Systems Data Mart. The main content area displays the 'Student Success Services Status Report'. Below the report title, there are search filters for 'Service Category', 'District', 'College', 'Gender', 'Age Group', and 'Total'. A data table is visible with the following columns: Service Category, Directed, Exempt, and Total. The table contains several rows of data, including 'Academic/Progress Probation Services', 'Counseling/Advisement Services', 'Educational Plan Services', 'Initial Assessment Services Placement', 'Initial Orientation Services', and 'Other Services'.

Service Category	Directed	Exempt	Total
Academic/Progress Probation Services	1,212	0	1,212
Counseling/Advisement Services	2,182	0	2,182
Educational Plan Services	1,014	0	1,014
Initial Assessment Services Placement	1,212	0	1,212
Initial Orientation Services	1,212	0	1,212
Other Services	1,212	0	1,212