

Welcome Back!

What's one fun thing you did over break?

Review of Fall 2023 SEP Data Updates

Including sample sizes

10/05/2023 SSEC Meeting

Successful Enrollment

Sample Size

	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	75	73	49	54	58	87	107
Asian	824	948	820	753	628	498	569
Black or African American	1584	1617	1233	1152	868	695	584
Filipino	664	687	553	487	389	331	257
Hispanic	3164	3371	2806	2528	2680	1981	1544
Pacific Islander or Hawaiian Native	103	98	102	79	79	57	37
Two or More Races	3434	3442	3104	2888	2147	2064	1749
Unknown/Non-Respondent	206	163	158	298	906	409	490
White	6508	6323	5728	4919	3870	4817	4409

The number of first-time cohort students in the academic year

Number of students who met the outcome metric

	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	13	9	8	8	12	9	2
Asian	137	179	181	182	154	81	72
Black or African American	189	230	181	192	171	139	88
Filipino	84	127	108	119	82	71	67
Hispanic	521	665	616	621	750	570	464
Pacific Islander or Hawaiian Native	21	20	16	17	16	7	8
Two or More Races	512	658	662	611	528	572	501
Unknown/Non-Respondent	15	20	10	33	196	42	25
White	1001	1165	1193	1107	978	110	2

Outcome percentage

	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	17%	12%	16%	15%	21%	10%	2%
Asian	17%	19%	22%	24%	25%	16%	13%
Black or African American	12%	14%	15%	17%	20%	20%	15%
Filipino	13%	19%	20%	24%	21%	22%	26%
Hispanic	17%	20%	22%	25%	28%	29%	30%
Pacific Islander or Hawaiian Native	20%	20%	16%	22%	20%	12%	22%
Two or More Races	15%	19%	21%	21%	25%	28%	29%
Unknown/Non-Respondent	7%	12%	6%	11%	22%	10%	5%
White	15%	18%	21%	23%	25%	23%	17%

This is the percentage of students from the sample size who obtained the given metric. In this case the percentage of students from the sample size who applied to college and successfully registered for classes.

Data Update from the State Chancellor's Office

primary_disagg_subgroup	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	N	N	N	N	N	Y(12)	Y(20)
Asian	N	N	N	N	N	Y(40)	Y(46)
Black or African American	Y(56)	Y(75)	Y(78)	Y(68)	Y(49)	Y(29)	Y(32)
Filipino	Y(17)	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N
Pacific Islander or Hawaiian Native	N	N	N	N	N	Y(7)	N
Two or More Races	N	N	N	N	N	N	N
Unknown/Non-Respondent	Y(17)	Y(11)	Y(23)	Y(34)	Y(32)	Y(58)	Y(78)
White	N	N	N	N	N	N	Y(271)

Successful Enrollment (Enrollment Rate: percent of applicants that go on to register for classes)

The above graph highlights which groups were disproportionately impacted for this metric. The numbers in parentheses are the number of students needed to close the equity gap that is present.

11/02/2023 SSEC Meeting

Completed Both Transfer-Level Math & English within the District in the First Year

Sample Size

	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	12	9	14	17	18	10	8
Asian	357	309	317	296	239	111	78
Black or African American	270	298	298	266	232	166	105
Filipino	142	163	157	162	120	91	83
Hispanic	1513	1478	1537	1463	1439	1295	1180
Pacific Islander or Hawaiian Native	23	23	21	20	18	10	10
Two or More Races	335	283	291	279	201	171	128
Unknown/Non-Respondent	36	40	64	74	276	168	321
White	1984	1752	1708	1576	1445	1517	977

The number of first-time cohort students in the academic year

Number of students who met the outcome metric

	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	1	1	3	1	0	3	1
Asian	29	18	19	49	35	29	16
Black or African American	9	8	14	16	30	33	18
Filipino	20	33	19	44	42	28	28
Hispanic	113	132	119	241	269	277	236
Pacific Islander or Hawaiian Native	2	4	4	3	1	0	0
Two or More Races	24	29	39	45	43	38	31
Unknown/Non-Respondent	3	1	2	6	37	24	34
White	165	179	188	250	340	320	280

Outcome percentage

	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	8%	11%	21%	6%	0%	30%	13%
Asian	8%	6%	6%	17%	15%	26%	21%
Black or African American	3%	3%	5%	6%	13%	20%	17%
Filipino	14%	20%	12%	27%	35%	31%	34%
Hispanic	8%	9%	8%	17%	19%	21%	20%
Pacific Islander or Hawaiian Native	9%	17%	19%	15%	6%	0%	0%
Two or More Races	7%	10%	13%	16%	21%	22%	24%
Unknown/Non-Respondent	8%	3%	3%	8%	13%	14%	11%
White	8%	10%	11%	16%	24%	21%	29%

This is the percentage of students from the sample size who obtained the given metric. In this case, the percentage of students from the sample size completed both transfer-level math & English within the district in the first year

Data Update from the State Chancellor's Office

primary_disagg_subgroup	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	N	N	N	N	Y(4)	N	N
Asian	N	Y(12)	Y(12)	N	Y(14)	N	N
Black or African American	Y(13)	Y(22)	Y(15)	Y(28)	Y(18)	N	N
Filipino	N	N	N	N	N	N	N
Hispanic	N	N	Y(36)	N	Y(30)	N	Y(46)
Pacific Islander or Hawaiian Native	N	N	N	N	Y(3)	Y(3)	Y(3)
Two or More Races	N	N	N	N	N	N	N
Unknown/Non-Respondent	N	Y(3)	Y(4)	Y(6)	Y(20)	Y(13)	Y(43)
White	N	N	N	N	N	N	N

Completed Both Transfer-Level Math & English within the District in the First Year*

The above graph highlights which groups were disproportionately impacted for this metric. The numbers in parentheses are the number of students needed to close the equity gap that is present.

**This metric tracks students that enrolled as Grossmont students, not Cuyamaca students*

12/07/2023 SSEC Meeting

Persisted First Primary Term to Subsequent Primary Term

Sample Size

	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	12	9	14	17	18	10	N/A
Asian	357	309	317	296	239	111	N/A
Black or African American	270	298	298	266	232	166	N/A
Filipino	142	163	157	162	120	91	N/A
Hispanic	1513	1478	1537	1463	1439	1295	N/A
Pacific Islander or Hawaiian Native	23	23	21	20	18	10	N/A
Two or More Races	335	283	291	279	201	171	N/A
Unknown/Non-Respondent	36	40	64	74	276	168	N/A
White	1984	1752	1708	1576	1445	1517	N/A

The number of first-time cohort students in the academic year

Number of students who met the outcome metric

	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	8	3	9	13	6	5	N/A
Asian	285	235	224	199	165	84	N/A
Black or African American	171	190	190	164	141	84	N/A
Filipino	111	135	127	127	102	66	N/A
Hispanic	1091	1051	1085	1067	990	827	N/A
Pacific Islander or Hawaiian Native	18	12	14	14	9	3	N/A
Two or More Races	232	195	200	193	152	111	N/A
Unknown/Non-Respondent	28	27	44	56	126	95	N/A
White	1397	1263	1193	1106	1078	881	N/A

Outcome Rate

	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	67%	33%	64%	77%	33%	50%	N/A
Asian	80%	76%	71%	67%	69%	76%	N/A
Black or African American	63%	64%	64%	62%	61%	51%	N/A
Filipino	78%	83%	81%	78%	85%	73%	N/A
Hispanic	72%	71%	71%	73%	69%	64%	N/A
Pacific Islander or Hawaiian Native	78%	52%	67%	70%	50%	30%	N/A
Two or More Races	69%	69%	69%	69%	76%	65%	N/A
Unknown/Non-Respondent	78%	68%	69%	76%	46%	57%	N/A
White	70%	72%	70%	70%	75%	58%	N/A

This is the percentage of students from the sample size who obtained the given metric. In this case the percentage of students persisted First Primary Term to Subsequent Primary Term

Data Update from the State Chancellor's Office

primary_disagg_subgroup	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	N	Y(4)	N	N	Y(7)	N	N/A
Asian	N	N	N	N	N	N	N/A
Black or African American	Y(24)	Y(25)	Y(21)	Y(26)	Y(22)	Y(18)	N/A
Filipino	N	N	N	N	N	N	N/A
Hispanic	N	N	N	N	N	N	N/A
Pacific Islander or Hawaiian Native	N	N	N	N	N	Y(4)	N/A
Two or More Races	N	N	N	N	N	N	N/A
Unknown/Non-Respondent	N	N	N	N	Y(71)	N	N/A
White	N	N	N	N	N	Y(76)	N/A

Persisted First Primary Term to Subsequent Primary Term

The above graph highlights which groups were disproportionately impacted for this metric. The numbers in parentheses are the number of students needed to close the equity gap that is present.

*No differences for this metric, just new data

Completion Data Update

Previous Data from the State Chancellor's Office (Spring 2022)

primary_disagg_subgroup	2013	2014	2015	2016	2017	2018
American Indian/Alaska Native	Y (1)	N	N	N	Y (1)	N
Asian	N	N	N	N	N	N
Black or African American	Y (9)	N	Y (9)	N	Y (10)	Y (14)
Filipino	N	N	N	N	N	N
Hispanic	Y (36)	N	N	Y (43)	Y (33)	Y (31)
Pacific Islander or Hawaiian Native	Y (2)	N	N	N	Y (3)	N
White	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N
Unknown/Non-Respondent	Y (3)	N	Y (3)	N	N	N

Attained Vision for Success Definition of Completion within Three Years

The above graph highlights which groups were disproportionately impacted for this metric. The numbers in parentheses are the number of students needed to close the equity gap that is present.

*Differences are noted in green. We received one new year of data

Data Update from the State Chancellor's Office (Spring 2023)

primary_disagg_subgroup	2016	2017	2018	2019	2020	2021	2022
American Indian/Alaska Native	N	Y(1)	N	Y(2)	N/A	N/A	N/A
Asian	N	N	N	N	N/A	N/A	N/A
Black or African American	N	Y(9)	Y(14)	Y(15)	N/A	N/A	N/A
Filipino	N	N	N	N	N/A	N/A	N/A
Hispanic	Y(42)	Y(33)	N	Y(38)	N/A	N/A	N/A
Pacific Islander or Hawaiian Native	N	Y(3)	N	Y(3)	N/A	N/A	N/A
Two or More Races	N	N	N	N	N/A	N/A	N/A
Unknown/Non-Respondent	N	N	N	N	N/A	N/A	N/A
White	N	N	N	N	N/A	N/A	N/A

Attained Vision for Success Definition of Completion within Three Years

The above graph highlights which groups were disproportionately impacted for this metric. The numbers in parentheses are the number of students needed to close the equity gap that is present.

*Differences are noted in green. We received one new year of data

Review Feedback from Operational Teams

- What do we want to share with college council as an update?
- What recommendations do we want to make to college council based on the feedback we received from the operational teams?

Men of Color Qualitative Data Subgroup Proposal

- To create programming & support services for our DI students, we'd like to know more about their own experiences and needs
- Subgroup would:
 - Draft questions for focus group in consultation with GC experts
 - Create an in-reach plan for recruiting participants
 - Submit research request to CPIE

Information Items

- Happy Black History Month!
- FEII
 - 1st session is tomorrow!
 - Currently recruiting 2nd faculty cohort for 24-25
 - FEII Info session during FLEX week
- ThRIVE
 - 1st session is on 2/9 in Library Living Room & Zoom
 - Topic: GC's Commitment to DEIA