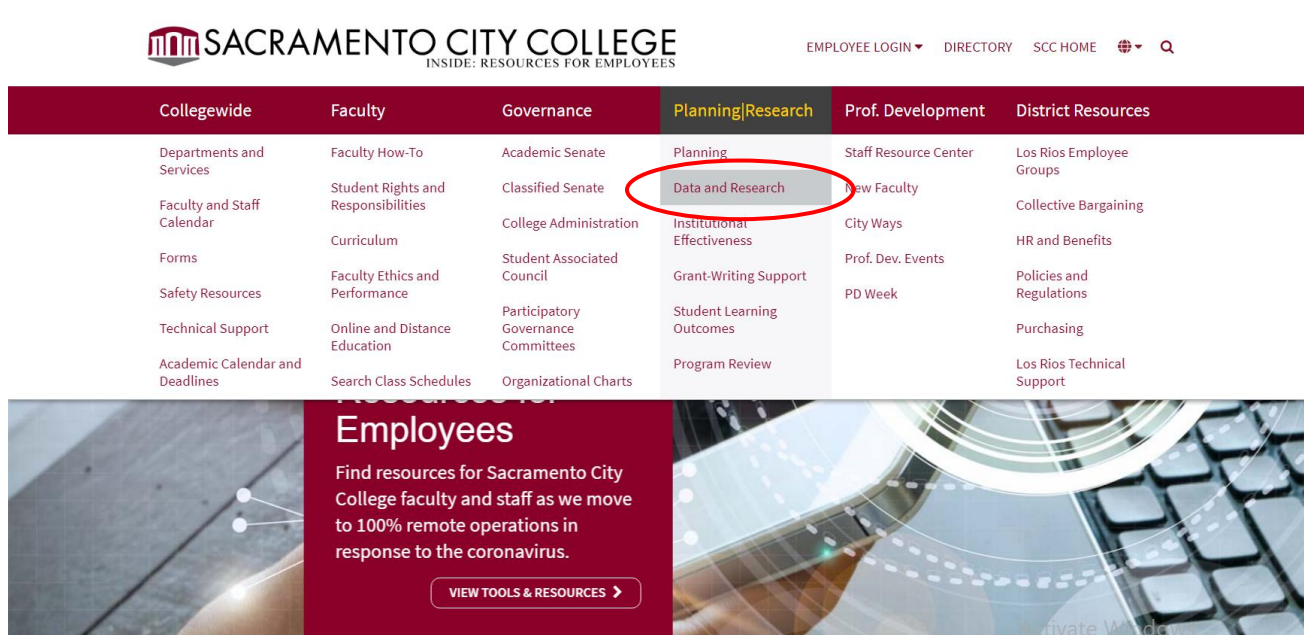


Guide to Navigating the Faculty Data Portal

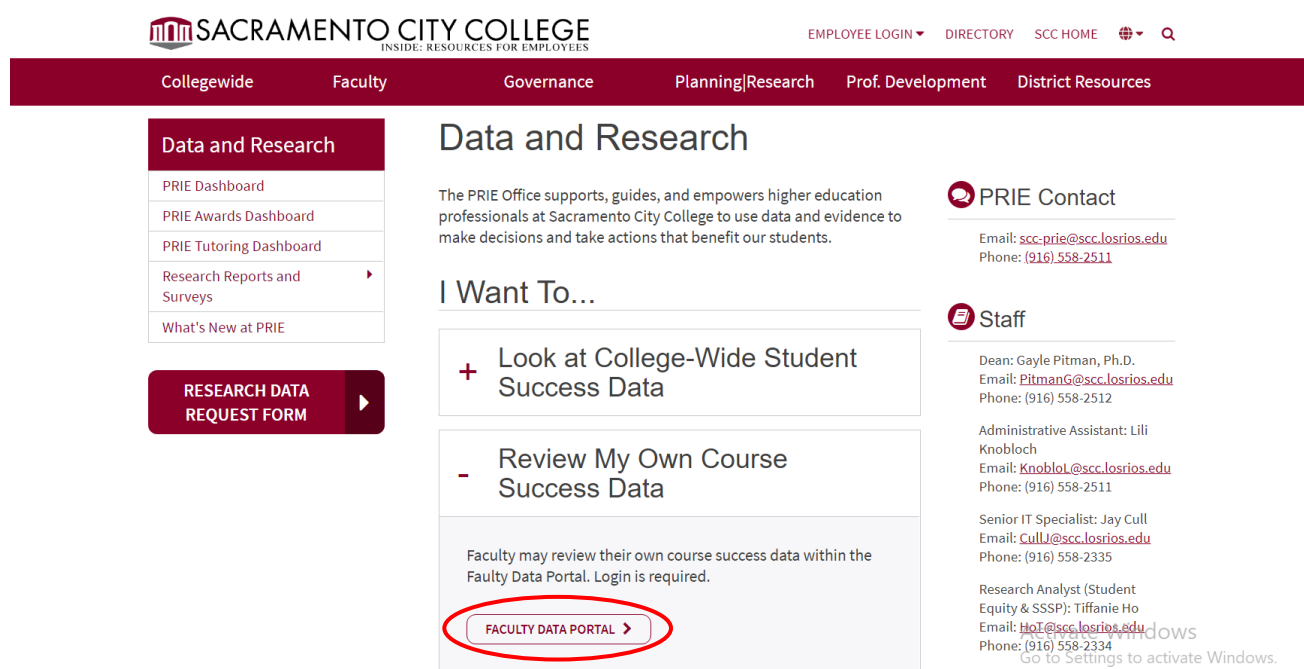
Compiled by Planning, Research, and Institutional Effectiveness (PRIE) Office
August 2020

Step 1. Access the Faculty Data Portal

You may access the Faculty Data Portal by visiting the PRIE website starting from the SCC homepage at <https://inside.scc.losrios.edu/>. Hover over the "Planning/ Research" tab, then click on "Data and Research" in the drop-down menu.

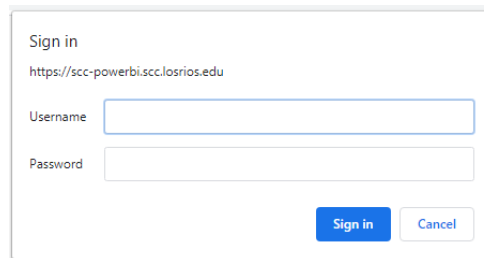


You will be directed to the page below. Under "I Want To...", look for the "Review My Own Course Success Data" tile, and click on the "+" symbol to expand the view. (Once view is expanded, the "+" symbol will turn into a "-" symbol. Click on "Faculty Data Portal."



Step 2. Log In

You will be prompted to access the Faculty Data Portal with a pop-up dialog box to sign in.



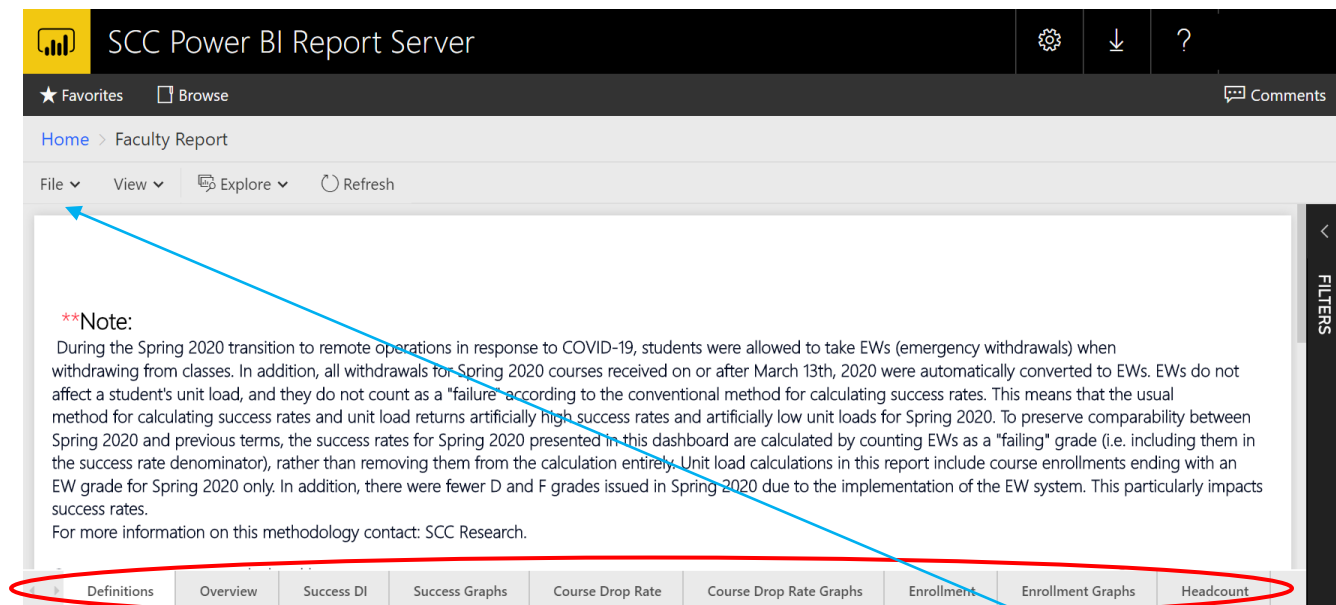
A sign-in dialog box titled "Sign in" with the URL "https://scc-powerbi.scc.losrios.edu". It contains two input fields: "Username" and "Password". Below the fields are two buttons: "Sign in" (blue) and "Cancel" (white with blue border).

Enter the following information to log in:

- username (enter “w” followed by your seven-digit employee identification number, e.g., w0109852) and
- password (enter the one that you use to log into your Los Rios accounts)
- After signing in you will be automatically directed to the “definitions” tab

Step 3. Explore Your Data

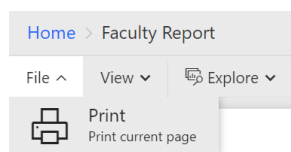
“Definitions” tab: This tab provides you with information about definitions for common metrics used in this data portal. Scroll down the page to see a list of all the metrics (e.g., course success, course enrollment, student headcount, etc.). Reference the information shown in this tab as you navigate the data portal.



The screenshot shows the SCC Power BI Report Server interface. The top navigation bar includes "Home > Faculty Report". Below this is a toolbar with "File", "View", "Explore", and "Refresh" options. The main content area displays a note about the Spring 2020 transition to remote operations. At the bottom, a row of tabs is visible: "Definitions", "Overview", "Success DI", "Success Graphs", "Course Drop Rate", "Course Drop Rate Graphs", "Enrollment", "Enrollment Graphs", and "Headcount". A red oval highlights these tabs, and a blue arrow points from the "Definitions" tab to the note above it.

Click on the tabs appearing at the bottom of your screen to navigate the Faculty Data Portal.

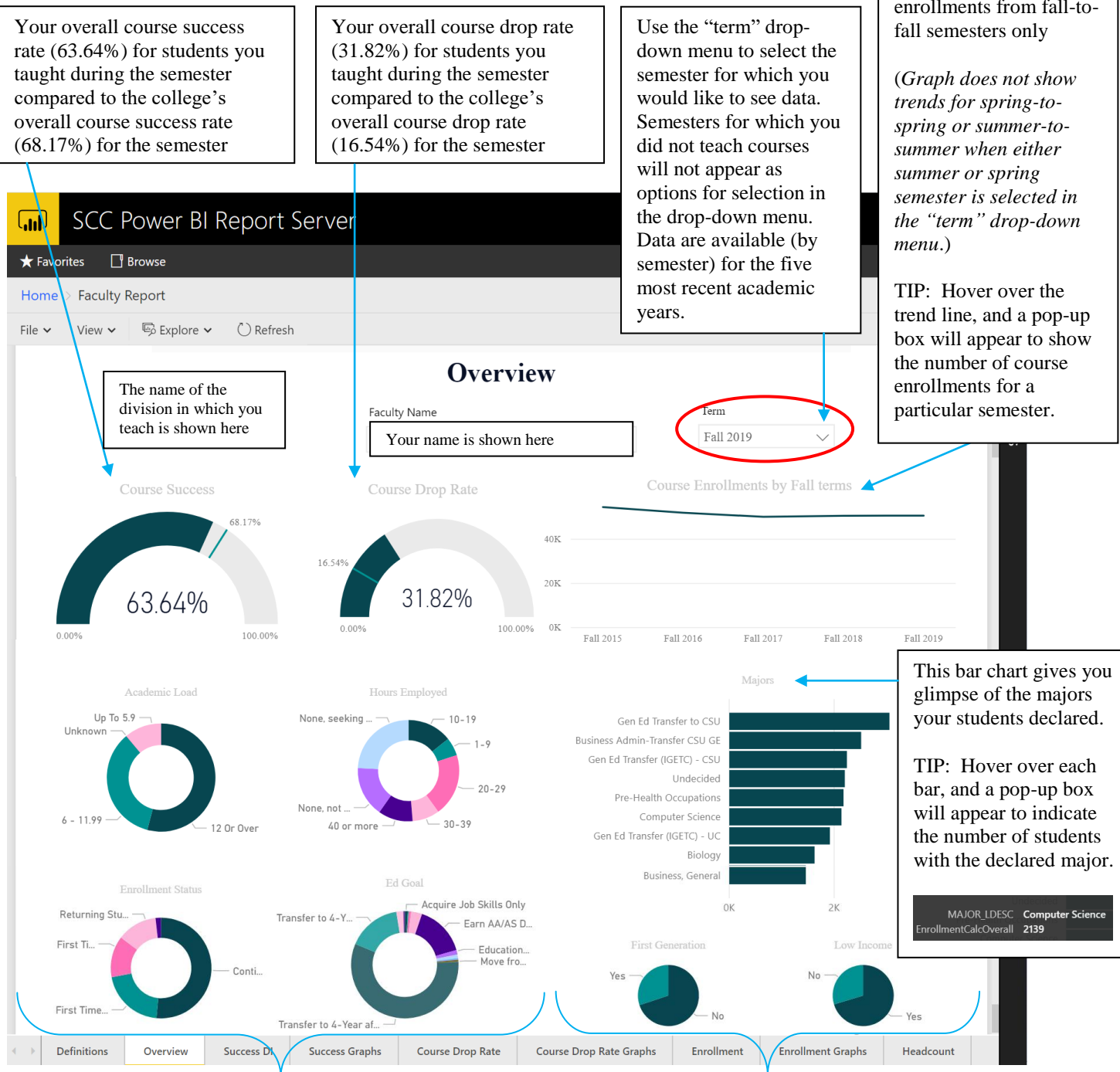
If you would like to print a copy of the contents shown in any of the tabs, click on the tab, go to the task bar shown on the page, click on “File” and “Print.”



A close-up of the task bar showing the "File" menu and the "Print" option. The "Print" option is highlighted, and a tooltip displays a printer icon and the text "Print current page".

Got questions as you are exploring your data? Check step 4 in this guide for answers.

“OVERVIEW” tab: This tab provides you a summary of the data (by semester) for students who have enrolled in courses you taught during the five most recent academic years.



The donuts above provide you basic information about your students' academic load (number of units enrolled for the semester), enrollment status, education goals, and hours employed.

TIP: Hover over each segment of the donuts, and a pop-up box will appear to indicate the number of students who identified as such.

MATR_GOAL_1_DESCR Earn AA/AS Degree- no Transfer

Enrollments 7793 (15.36%)

In the pie charts above, the “yes” segment represents the proportion of your students who are first generation/ low income; the “no” segment represents the proportion of your students who are not first generation/ not low income.

TIP: Hover over each segment of the “First Generation” or “Low Income” pie chart, and a pop-up box will appear to indicate the number of students who identified as such.

FIRST_GENERATION Yes

Enrollments 15267 (30.1%)

Note: For any student group with ten (10) or fewer students, data are not disclosed for the group per the CCCCO's data reporting guidelines, accessible at <https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx>

“SUCCESS DI” tab: This tab provides information about your students’ course success rates and disproportionate impact (DI), indicated with a corresponding symbol, in table view for the five most recent fall, spring, or summer semesters.

SCC Power BI Report Service

★ Favorites □ Browse

Home > Faculty Report

File ▾ View ▾ Explore ▾ Refresh

Use the drop-down menu to select the semester type for which you would like to see data. For semesters which you did not teach courses, you will not see the semester as an option for selection in the drop-down menu. Data in this and all other tabs, except “overview” tab, will automatically update when you select a different semester.

By default, this page shows your students’ course success rates for all the courses in all departments you have taught. If you have taught courses in more than one department, you may use the department drop-down menu to limit your search to a specific department. You may also use the catalog number drop-down menu to narrow your search for a specific course you taught within the department.

The name of the division in which you teach is shown here

Faculty Name
Your name is shown here

Course Success

Semester
Fall

Department
All

CATALOG No.
All

Success by Term by Ethnicity

Term Ethnicity	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	DI	Success	DI	Success	DI	Success	DI	Success	DI	Success
African American	■	52.14%	■	52.90%	■	55.09%	■	55.37%	■	57.69%
Asian	●	74.47%	●	75.54%	●	75.48%	●	76.69%	●	76.60%
Filipino	●	70.69%	●	74.28%	●	72.17%	●	74.36%	●	71.06%
Hispanic/Latino	▲	63.89%	■	63.61%	■	64.53%	■	65.92%	■	65.62%
Multi-Race	■	62.99%	■	63.94%	■	64.08%	■	65.85%	▲	68.32%
Native American	■	53.49%	■	58.74%	■	60.73%	■	54.00%	▲	65.41%
Other Non-White	●	69.01%	▲	63.89%	●	72.89%	▲	64.55%	●	72.34%
Pacific Islander	■	62.30%	■	62.45%	■	61.69%	■	63.49%	▲	68.94%
Unknown	●	68.56%	●	71.49%	●	76.09%	●	73.41%	▲	68.61%
White	●	72.85%	●	73.18%	●	74.37%	●	75.01%	●	75.63%
Total		66.81%		67.36%		68.24%		69.27%		69.54%

Success all selected Semesters

Ethnicity	DI	Success
African American	■	54.50%
Asian	●	75.74%
Filipino	●	72.52%
Hispanic/Latino	■	64.72%
Multi-Race	■	65.01%
Native American	■	58.10%
Other Non-White	●	68.24%
Pacific Islander	■	63.55%
Unknown	●	70.71%
White	●	74.15%
Total		68.22%

Success by Term and Gender

Term GENDER	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	DI	Success	DI	Success	DI	Success	DI	Success	DI	Success
Female	●	67.40%	●	68.02%	●	69.47%	●	69.76%	●	70.24%
Male	▲	66.35%	▲	66.51%	▲	66.72%	▲	68.53%	▲	68.63%
Unknown	■	62.00%	●	67.92%	▲	67.65%	●	71.69%	●	70.08%
Total		66.81%		67.36%		68.24%		69.27%		69.54%

Success all selected Semesters

GENDER	DI	Success
Female	●	68.96%
Male	▲	67.32%
Unknown	▲	67.55%
Total		68.22%

Success by Term and Low Income

Term Low Income	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	DI	Success	DI	Success	DI	Success	DI	Success	DI	Success
Yes	▲	64.68%	▲	65.07%	▲	66.04%	▲	66.75%	▲	67.39%
No	●	73.54%	●	73.88%	●	73.64%	●	75.20%	●	74.65%
Total		66.81%		67.36%		68.24%		69.27%		69.54%

Success all selected Semesters

Low Income	DI	Success
Yes	▲	65.93%
No	●	74.21%
Total		68.22%

Success by Term by First Time Student

Term First Time Student	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	DI	Success	DI	Success	DI	Success	DI	Success	DI	Success
Yes	■	61.97%	■	61.03%	▲	65.59%	■	62.75%	■	63.03%
No	●	67.90%	●	68.73%	●	68.91%	●	70.84%	●	71.22%
Total		66.81%		67.36%		68.24%		69.27%		69.54%

Success all selected Semesters

First Time Student	DI	Success
Yes	■	62.92%
No	●	69.48%
Total		68.22%

Filters

Course success rate data are shown by the following common student characteristics for equity-based analysis: ethnicity, gender, low income status, and first-time student status.

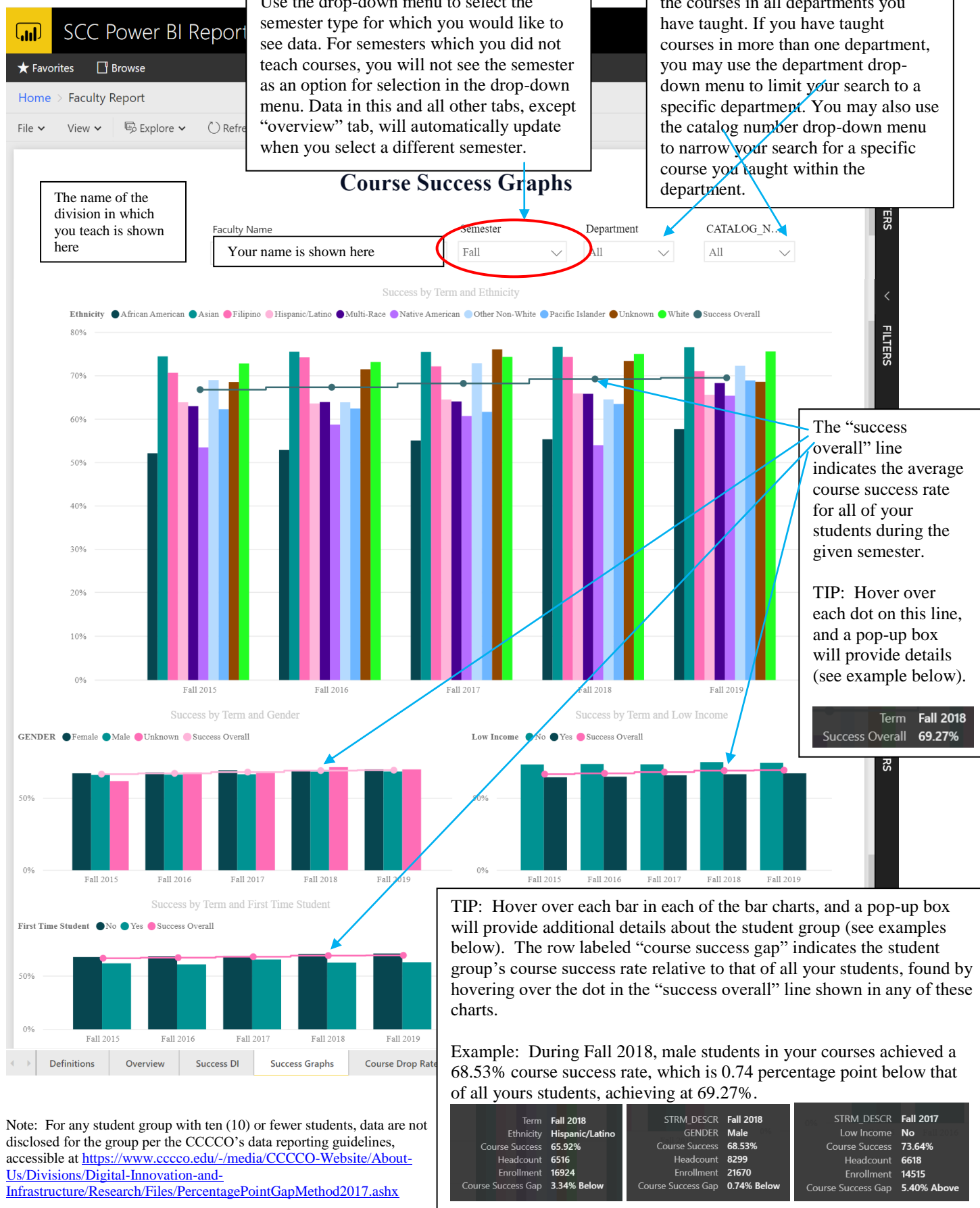
Note student groups showing consistent disproportionate impact.

Course success rates in the tables in this column show semester-to-semester data, providing trends over time.

Course success rates in the tables in this column show combined or overall data across the most recent fall/ spring/ summer semesters.

Note: For any student group with ten (10) or fewer students, data are not disclosed for the group per the CCCCO’s data reporting guidelines, accessible at <https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx>

“SUCCESS GRAPHS” tab: This tab provides information about your students’ course success rates in bar chart view for the five most recent fall, spring, or summer semesters.



“COURSE DROP RATE” tab: This tab provides information about your students’ course drop rates in table view for the five most recent fall, spring, or summer semesters.

SCC Power BI Report

★ Favorites □ Browse

Home > Faculty Report

File ▾ View ▾ Explore ▾ Refresh

Use the drop-down menu to select the semester type for which you would like to see data. For semesters which you did not teach courses, you will not see the semester as an option for selection in the drop-down menu. Data in this and all other tabs, except “overview” tab, will automatically update when you select a different semester.

By default, this page shows your students’ course drop rates for all the courses in all departments you have taught. If you have taught courses in more than one department, you may use the department drop-down menu to limit your search to a specific department. You may also use the catalog number drop-down menu to narrow your search for a specific course you taught within the department.

The name of the division in which you teach is shown here

Course Drop Rate

Faculty Name: Your name is shown here

Semester: Fall ▾

Department: All ▾

CATALOG_NBR: All ▾

Course Drop Rate by Term and Ethnicity

Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	25.05%	24.67%	22.48%	20.84%	20.81%
Asian	13.79%	13.43%	13.49%	12.07%	13.19%
Filipino	17.25%	13.93%	14.30%	13.06%	16.82%
Hispanic/Latino	19.16%	18.57%	18.58%	15.76%	17.15%
Multi-Race	21.15%	19.76%	19.46%	17.57%	17.50%
Native American	25.25%	24.22%	21.99%	20.67%	22.16%
Other Non-White	20.25%	21.76%	15.66%	20.91%	19.15%
Pacific Islander	20.03%	16.55%	22.12%	16.93%	15.43%
Unknown	20.25%	17.11%	14.25%	18.59%	16.05%
White	15.75%	15.85%	15.29%	13.94%	14.34%
Total	18.18%	17.60%	17.21%	15.31%	16.17%

Course Drop Rate for all selected Semesters

Ethnicity	Drop Rate
African American	22.90%
Asian	13.20%
Filipino	15.07%
Hispanic/Latino	17.84%
Multi-Race	19.10%
Native American	23.24%
Other Non-White	19.69%
Pacific Islander	18.26%
Unknown	17.05%
White	15.07%
Total	16.92%

Course Drop Rate by Term and Gender

GENDER	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	18.36%	17.73%	17.26%	15.47%	16.23%
Male	17.74%	17.49%	17.09%	15.10%	16.09%
Unknown	22.48%	16.44%	18.17%	15.38%	16.54%
Total	18.18%	17.60%	17.21%	15.31%	16.17%

Course Drop Rate for all selected Semesters

GENDER	Drop Rate
Female	17.02%
Male	16.73%
Unknown	18.02%
Total	16.92%

Course Drop Rate by Term and Low Income

Low Income	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Yes	19.33%	18.77%	18.60%	16.63%	17.32%
No	14.56%	14.29%	13.78%	12.18%	13.45%
Total	18.18%	17.60%	17.21%	15.31%	16.17%

Course Drop Rate for all selected Semesters

Low Income	Drop Rate
Yes	18.18%
No	13.61%
Total	16.92%

Course Drop Rate by Term and First Time Student

First Time Student	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Yes	16.96%	17.35%	15.13%	15.51%	16.35%
No	18.46%	17.66%	17.73%	15.26%	16.13%
Total	18.18%	17.60%	17.21%	15.31%	16.17%

Course Drop Rate for all selected Semesters

First Time Student	Drop Rate
Yes	16.24%
No	17.08%
Total	16.92%

Course drop rates in the tables in this column show semester-to-semester data, providing trends over time.

Course drop rates in the tables in this column show combined or overall data across the most recent fall/ spring/ summer semesters.

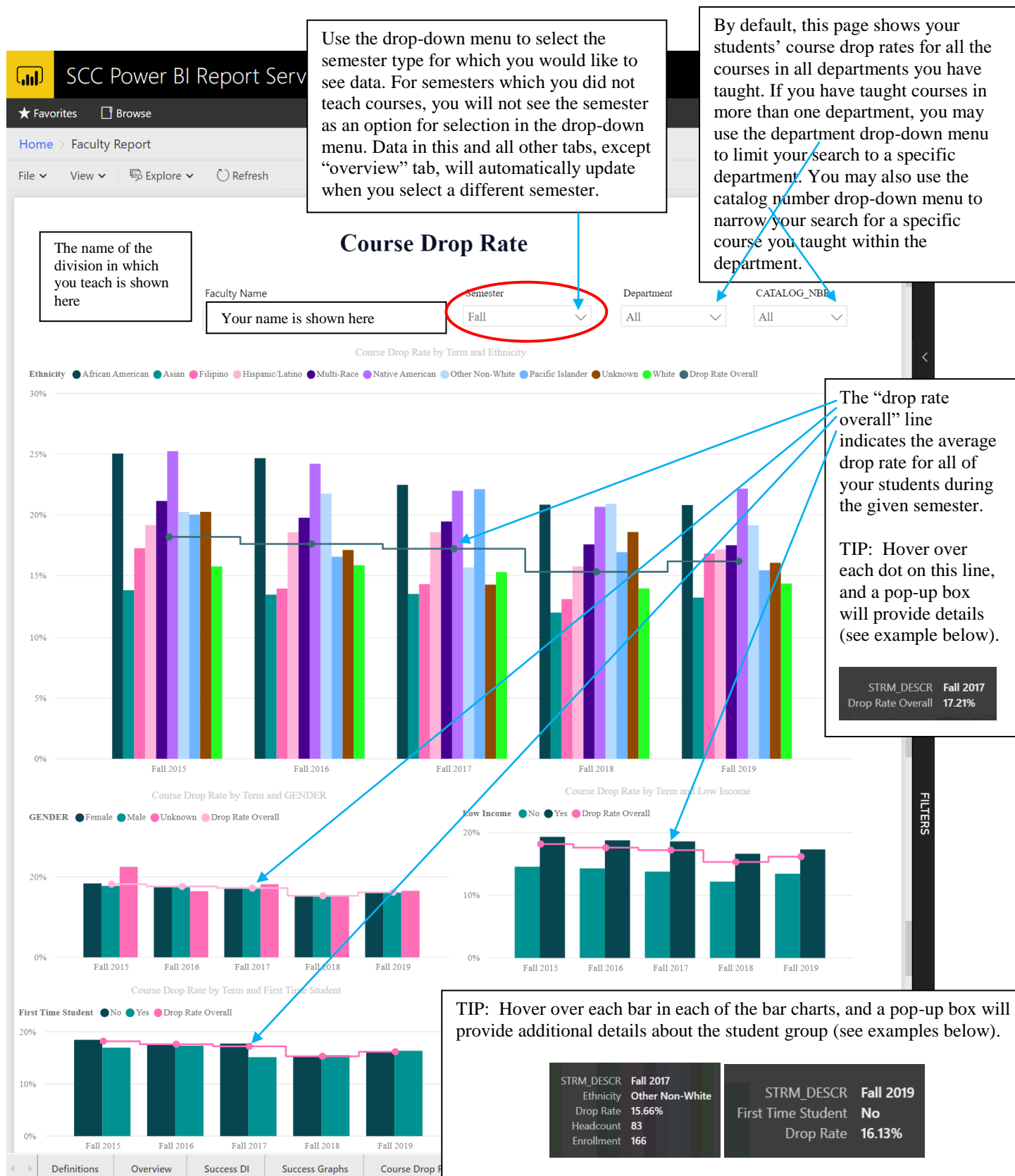
Course drop rate data are shown by the following common student characteristics for equity-based analysis: ethnicity, gender, low income status, and first-time student status.

Note student groups showing consistent higher course drop rates.

Activate Windows

Note: For any student group with ten (10) or fewer students, data are not disclosed for the group per the CCCCO’s data reporting guidelines, accessible at <https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx>

“COURSE DROP RATE GRAPHS” tab: This tab provides information about your students’ course drop rates in bar chart view for the five most recent fall, spring, or summer semesters.



Note: For any student group with ten (10) or fewer students, data are not disclosed for the group per the CCCCO’s data reporting guidelines, accessible at <https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx>

A lower course drop rate indicates a greater proportion of your students were retained in and finished your courses with some grade notation other than a W (withdrawal). A higher course drop rate indicates a smaller proportion of your students were retained in and finished your courses and consequently received a W grade notation.

SCC Power BI Report

Home > Faculty Report

File View Explore

Use the drop-down menu to select the semester type for which you would like to see data. For semesters which you did not teach courses, you will not see the semester as an option for selection in the drop-down menu. Data in this and all other tabs, except “overview” tab, will automatically update when you select a different semester.

The name of the division in which you teach is shown here

Your name is shown here

Course Enrollments

Semester

Fall

Department

All

CATALOG_NBR

All

Enrollments

Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	N 6490	5765	5400	5315	5226
	% 11.89%	11.08%	10.76%	10.50%	10.30%
Asian	N 9115	8848	8787	8622	8339
	% 16.69%	17.01%	17.51%	17.03%	16.44%
Filipino	N 1374	1366	1319	1458	1438
	% 2.52%	2.63%	2.63%	2.88%	2.83%
Hispanic/Latino	N 17212	16810	16620	16924	17632
	% 31.52%	32.31%	33.12%	33.43%	34.76%
Multi-Race	N 3754	3672	3648	3794	3529
	% 6.87%	7.06%	7.27%	7.49%	6.96%
Native American	N 301	224	191	150	187
	% 0.55%	0.43%	0.38%	0.30%	0.37%
Other Non-White	N 242	216	166	110	94
	% 0.44%	0.42%	0.33%	0.22%	0.19%
Pacific Islander	N 679	696	556	567	500
	% 1.24%	1.34%	1.11%	1.12%	0.99%
Unknown	N 567	491	435	427	1278
	% 1.04%	0.94%	0.87%	0.84%	2.52%
White	N 14870	13932	13052	13256	12504
	% 27.23%	26.78%	26.01%	26.19%	24.65%
Total	N 54604	52020	50174	50623	50727
	% 100.00%	100.00%	100.00%	100.00%	100.00%

Enrollments for all selected Semesters

Ethnicity	N	%
African American	28196	10.92%
Asian	43711	16.93%
Filipino	6955	2.69%
Hispanic/Latino	85198	33.00%
Multi-Race	18397	7.13%
Native American	1053	0.41%
Other Non-White	828	0.32%
Pacific Islander	2998	1.16%
Unknown	3198	1.24%
White	67614	26.19%
Total	258148	100.00%

Enrollments

GENDER	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	N 29285	28195	27332	28008	27818
	% 53.63%	54.20%	54.47%	55.33%	54.84%
Male	N 24068	22701	21790	21670	21888
	% 44.08%	43.64%	43.43%	42.81%	43.15%
Unknown	N 1251	1124	1052	945	1021
	% 2.29%	2.16%	2.10%	1.87%	2.01%
Total	N 54604	52020	50174	50623	50727
	% 100.00%	100.00%	100.00%	100.00%	100.00%

Enrollments for all selected Semesters

GENDER	N	%
Female	140638	54.48%
Male	112117	43.43%
Unknown	5393	2.09%
Total	258148	100.00%

Enrollments

Low Income	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Yes	N 41494	38450	35659	35560	35677
	% 75.99%	73.91%	71.07%	70.24%	70.33%
No	N 13110	13570	14515	15063	15050
	% 24.01%	26.09%	28.93%	29.76%	29.67%
Total	N 54604	52020	50174	50623	50727
	% 100.00%	100.00%	100.00%	100.00%	100.00%

Enrollments for all selected Semesters

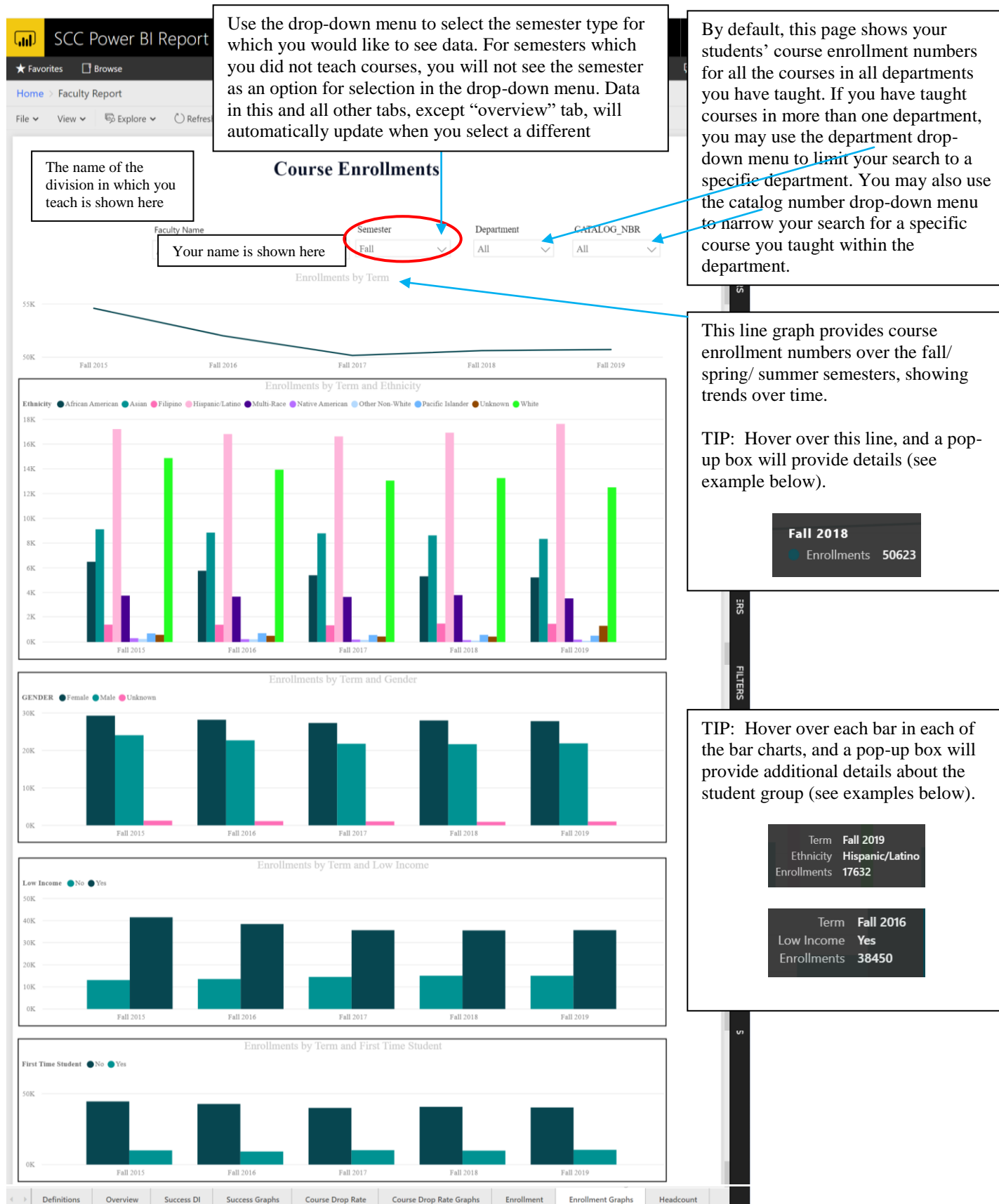
Low Income	N	%
Yes	186840	72.38%
No	71308	27.62%
Total	258148	100.00%

Enrollments

First Time Student	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Yes	N 10043	9244	10188	9851	10425
	% 18.39%	17.77%	20.31%	19.46%	20.55%
No	N 44561	42776	39986</		

Guide to Navigating the Faculty Data Portal • Planning, Research, and Institutional Effectiveness Office

“ENROLLMENT GRAPHS” tab: This tab provides information about your students’ course enrollment in line graph and bar chart view for the five most recent fall, spring, or summer semesters.



Note: For any student group with ten (10) or fewer students, data are not disclosed for the group per the CCCCO’s data reporting guidelines, accessible at <https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx>

“HEADCOUNT” tab: This tab provides information about the number of students in your courses in table view for the five most recent fall, spring, or summer semesters.

Use the drop-down menu to select the semester type for which you would like to see data. For semesters which you did not teach courses, you will not see the semester as an option for selection in the drop-down menu. Data in this and all other tabs, except “overview” tab, will automatically update when you select a different semester.

The name of the division in which you teach is shown here

Student Headcount

Faculty Name: [Your name is shown here] Semester: [Fall] Department: [All] CATALOG_NBR: [All]

Ethnicity		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	N	2520	2279	2147	2098	2019
	%	11.77%	10.95%	10.61%	10.31%	10.02%
Asian	N	3616	3542	3567	3472	3376
	%	16.89%	17.01%	17.63%	17.06%	16.75%
Filipino	N	583	584	572	613	621
	%	2.72%	2.81%	2.83%	3.01%	3.08%
Hispanic/Latino	N	6466	6545	6398	6516	6675
	%	30.21%	31.44%	31.63%	32.02%	33.12%
Multi-Race	N	1407	1396	1437	1473	1338
	%	6.57%	6.71%	7.10%	7.24%	6.64%
Native American	N	125	98	87	59	80
	%	0.58%	0.47%	0.43%	0.29%	0.40%
Other Non-White	N	117	102	83	58	53
	%	0.55%	0.49%	0.41%	0.29%	0.26%
Pacific Islander	N	277	271	240	243	210
	%	1.29%	1.30%	1.19%	1.19%	1.04%
Unknown	N	247	223	205	204	519
	%	1.15%	1.07%	1.01%	1.00%	2.58%
White	N	6048	5779	5494	5613	5262
	%	28.25%	27.76%	27.16%	27.58%	26.11%
Total	N	21406	20819	20230	20349	20153
	%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
GENDER						
Female	N	11773	11633	11442	11633	11510
	%	55.00%	55.88%	56.56%	57.17%	57.11%
Male	N	9151	8726	8333	8299	8223
	%	42.75%	41.91%	41.19%	40.78%	40.80%
Unknown	N	482	460	455	417	420
	%	2.25%	2.21%	2.25%	2.05%	2.08%
Total	N	21406	20819	20230	20349	20153
	%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Low Income						
Yes	N	15410	14450	13612	13422	13295
	%	71.99%	69.41%	67.29%	65.96%	65.97%
No	N	5996	6369	6618	6927	6858
	%	28.01%	30.59%	32.71%	34.04%	34.03%
Total	N	21406	20819	20230	20349	20153
	%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First Time Student						
Yes	N	3175	2907	3155	2943	3042
	%	14.83%	13.96%	15.60%	14.46%	15.09%
No	N	18231	17912	17075	17406	17111
	%	85.17%	86.04%	84.40%	85.54%	84.91%
Total	N	21406	20819	20230	20349	20153
	%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount for all selected Semesters		
Ethnicity		
African American	N	7225
	%	11.37%
Asian	N	10535
	%	16.58%
Filipino	N	1846
	%	2.90%
Hispanic/Latino	N	19253
	%	30.29%
Multi-Race	N	4387
	%	6.90%
Native American	N	318
	%	0.50%
Other Non-White	N	255
	%	0.40%
Pacific Islander	N	743
	%	1.17%
Unknown	N	1022
	%	1.61%
White	N	18095
	%	28.47%
Total	N	63554
	%	100.00%

Headcount for all selected Semesters		
GENDER		
Female	N	35911
	%	56.50%
Male	N	26304
	%	41.39%
Unknown	N	1499
	%	2.36%
Total	N	63554
	%	100.00%

Headcount for all selected Semesters		
Low Income		
Yes	N	44003
	%	69.24%
No	N	23244
	%	36.57%
Total	N	63554
	%	100.00%

Headcount for all selected Semesters		
First Time Student		
Yes	N	15221
	%	23.95%
No	N	55513
	%	87.35%
Total	N	63554
	%	100.00%

Definitions Overview Success DI Success Graphs Course Drop Rate Course Drop Rate Graphs Enrollment Enrollment Graphs Headcount

By default, this page shows the number of students you had for all the courses in all departments you have taught. If you have taught courses in more than one department, you may use the department drop-down menu to limit your search to a specific department. You may also use the catalog number drop-down menu to narrow your search for a specific course you taught within the department.

Student headcount is shown by the following common student characteristics for equity-based analysis: ethnicity, gender, low income status, and first-time student status.

Tables in the left-hand column show semester-to-semester student headcount numbers, providing trends over time.

Tables in the right-hand column show combined or overall student headcount numbers across the most recent fall/ spring/ summer semesters.

Examples:

During Fall 2019, the number of African American students enrolled at the college was 2,019, comprising 10.02% of the college's student population.

From Fall 2015 through Fall 2019, the number of first-time students ranged from 2,907 to 3,155, comprising anywhere from 13.96% to 15.60% of the college's student population, respectively.

In general, the number of first-time students from Fall 2015 through Fall 2019 comprised 23.95% of the college's student population.

Note: For any student group with ten (10) or fewer students, data are not disclosed for the group per the CCCCO's data reporting guidelines, accessible at <https://www.cccco.edu/-/media/CCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx>

Step 4. Ask Questions

Did you make any of the following observations about your data?

- I did not see a donut, pie chart, or bar chart (as shown in the “overview” tab of this guide).
- I did not see all segments in the donuts or pie charts (as shown in the “overview” tab of this guide).
- I added the number of students appearing in each segment of the donut or pie chart, and the sums were different for each donut or chart. In summary, it looked like my data were telling me conflicting information about the number of students I had in my courses.
- I added the number of course enrollments (found in the “enrollment” tab) appearing in each of the student characteristics tables, and the total shown in the table did not reflect the sum I calculated.
- I added the number of student headcounts (found in the “headcount” tab) appearing for each of the student characteristics tables, and the total shown in the table did not reflect the sum I calculated.
- I did not see data listed for all of the ethnicity categories, gender types, low income status type, and/ or a first-time student status type.
- I saw cells in tables that are empty for some semesters but not for other semesters.
- I did not see data for all of the most recent five semesters, but I saw data for some of the semesters.

If you made any of the observations above when reviewing your data, this means the size of the student group you are looking at is too few to report. Please keep in mind that for any student group with ten (10) or fewer students, data are not disclosed for the group per the CCCCO’s data reporting guidelines, accessible at <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx>. Undisclosed data are not represented in the pie charts, donuts, tables, line graphs, and bar charts.

If you did not teach many or any courses during the five most recent academic years presented in this data portal, it is likely that the total number of students you have had is few. Consequently, further separating the few number of students into specific groups for analysis (e.g., first generation students, students taking 12 or more units, Hispanic/ Latino students, low income students, etc.) may render one of the groups too small for data disclosure.

When looking at data concerning your students’ course success rate and course drop rate, refer to data in the “Enrollment” tab to check for the size of your student group.

When looking at data concerning your students’ academic workload, number of hours employed, enrollment status, and education goal, refer to data in the “Headcount” tab to check for the size of your student group.

Still have questions after reading this? Please contact PRIE.