

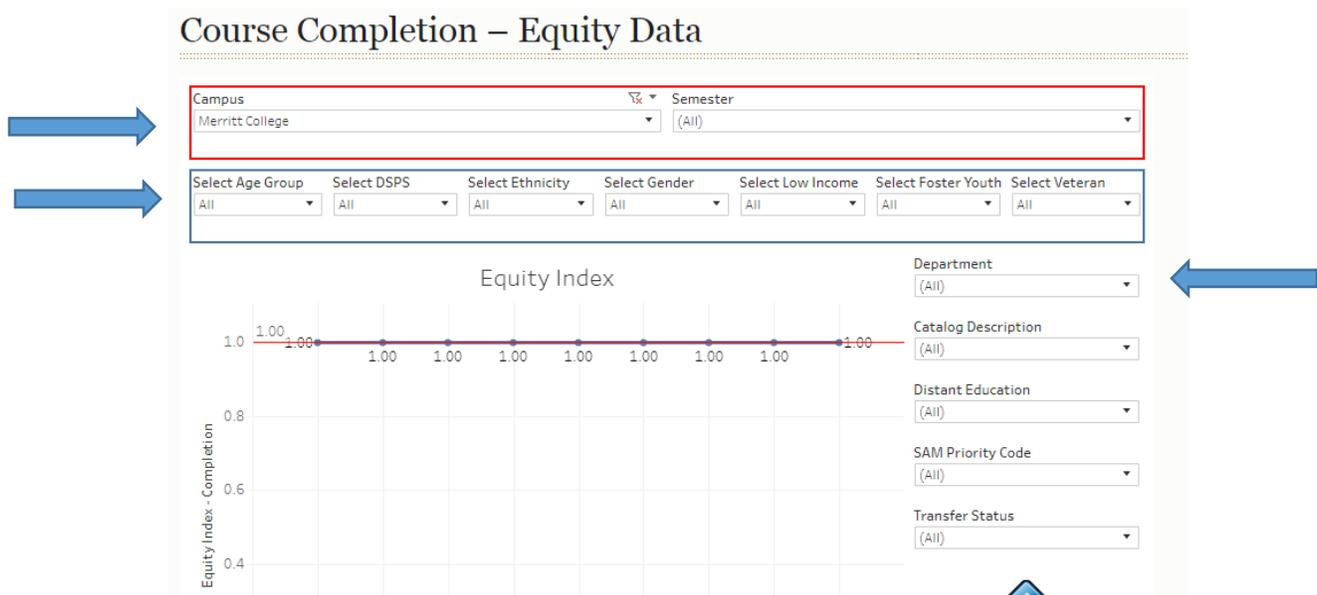
## Course Completion (Course Success Rate) Equity Dashboard

This dashboard will allow you to analyze the course success rate in your department and classes across various student demographics.

**Methodology:** The methodology used for this analysis is the Proportionality Index, which compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. In this case, the outcome % divided by the cohort %. From CCCCO August 24, 2015 document regarding the Student Equity Initiative, “Bensimon and Malcom-Piqueux (2014) specified a cutoff of 0.85 to identify performance below equity when proportionality is used as a performance measure.”

### Using the Filters:

- 1.) Make sure Merritt College is chosen as campus. You can leave the semester set to 'All' to view trend in the proportionality for your group.
- 2.) In the blue box, you can select one or multiple demographic groups to isolate. An age group, DSPS status, Ethnicity, Gender, Low Income Status, Foster Youth Status and Veterans.
- 3.) From the menus on the right, you can select a Subject using the department menu, a course using the Catalog Description menu, and Distance Education, SAM code and Transfer Status.



### What to Look For:

After you filter, the graph will reflect the trend in equity index for the student group you selected, by academic year. An index of **.85 or lower** means the group experiences disproportionate impact, meaning the proportion of successful course completions for that group is smaller than the proportion that student group represents in the total population of students. An index **greater than 1.00** means that a greater proportion of students earned a grade of C or better in the courses than the proportion of the student group in the larger population. A ratio of 1:1 (**an index of 1.00**) is ideal.

- 4.) The example below is showing the proportionality index for Black/African American Male students in Math courses at Merritt College. In recent years (since 2015), the disproportionate impact has decreased, with the equity index getting closer to 1.00, however, since 2009, this group of students has fallen close to or below the .85 threshold for disproportionate impact. The proportion of Black/African American Male students earning a grade of C or better in Math courses is smaller than the total number of Black/African American Male students enrolling in Math courses.

# Course Completion – Equity Data

Campus	Semester
Merritt College	(All)

Select Age Group	Select DSPS	Select Ethnicity	Select Gender	Select Low Income	Select Foster Youth	Select Veteran
All	All	Black/African ...	Male	All	All	All

