

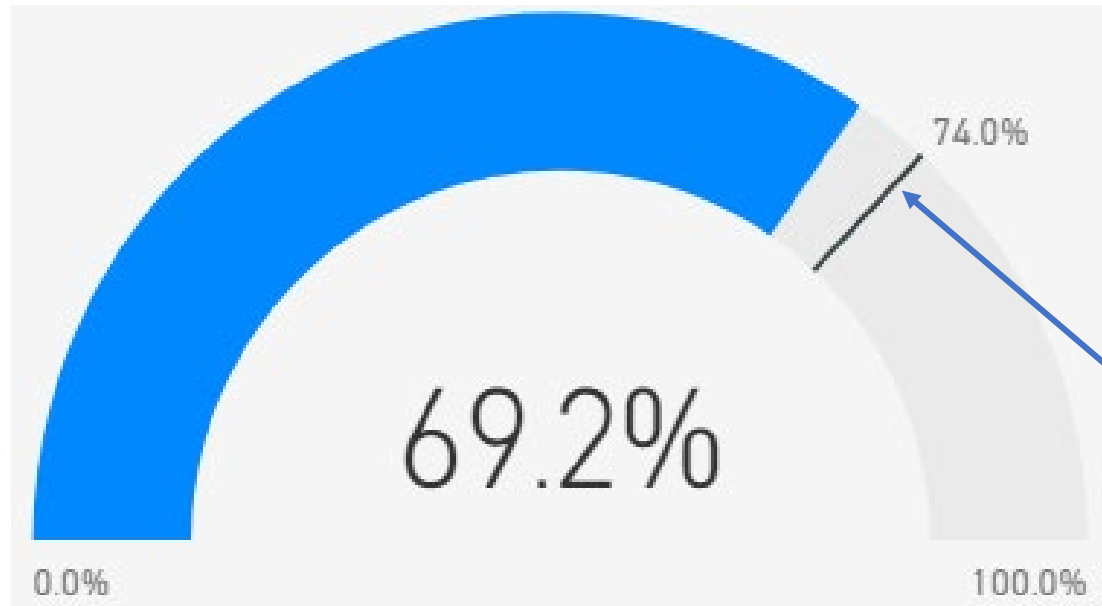
Using the Course Success and Completion Dashboard

Power BI dashboard designed by El Camino College
Institutional Research and Planning

Data Definitions

- **Success Rate:** The percentage of students who receive an A, B, C, or Pass as a final course grade out of all students enrolled as of the census date.
- **Course Completion Rate:** The percentage of students who remain enrolled through the end of a course out of all students enrolled as of the course census date. It is the percentage of students who did not drop late or withdraw.
- **Enrollments:** The total count of seats taken by students. A student will count as one enrollment for each course in which they are enrolled as of the course census date.

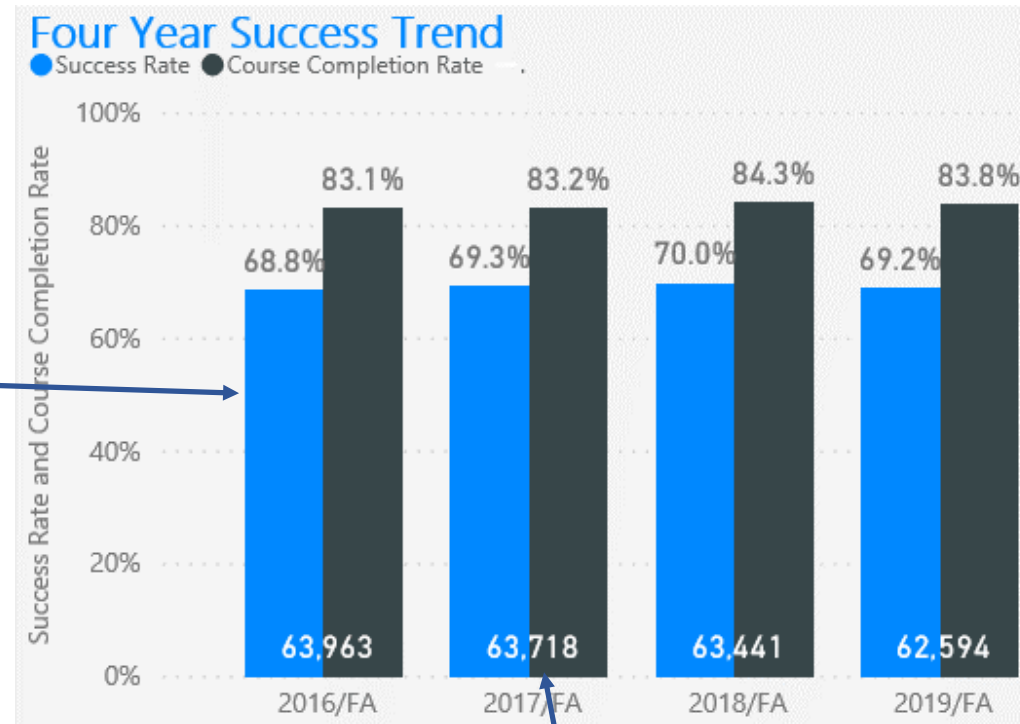
Success Rate



This visual shows the one term success rate for the selected population. Selection of different combinations of filters will change this visual to show the results for that group.

The line marking 74% indicates the institutional goal set in 2017 and represents the minimum success rate El Camino wants to achieve as an institution.

Success Rate 2



The lighter columns show the success rate for the chosen population over the last four years.

The darker columns show the course completion rate for the chosen population over the last four years.

The number at the bottom of each pair of columns are the total number of enrollments for the chosen population over the last four years.

Define the group- Institution based filters

- Division Name: Select by the current El Camino College division for the course, not by meta-major group.
- Department: Select by the department of the enrolled course.
- Course: Select to find outcomes for specific courses.
- Instructional Method: Specify online or on campus sections.
- You can select multiple choices from each filter by holding the “CTRL” button as you select.

Define the group- Student based filters (pt. 1)

- **Ethnicity:** Select by the Federal IPEDS designation the student selected when they applied. Latino encompasses all students who selected this option, regardless of any other categories they may have also selected. The Two or More category consists of all non-Latino students with more than one racial designation (Asian and White, Pacific Islander and White, etc).
- **Gender:** Select by the gender identified by the student when they applied. The college does not have a designation for non-binary at this point.

Define the group- Student based filters (pt. 2)

- Course: Select by student age range for student age at the start of the term.
- First time to ECC: Students are identified based on existence of an enrollment prior to the indicated academic year (summer, fall, winter, spring), and not by self-designated status. First time students may include reverse transfers and post-baccalaureate students, as well as transfers from other CC's. Enrollments by students who are in high school (K-12 Special Admits) are not factored in to the first time enrollment filter.
- You can select multiple choices from each filter by holding the "CTRL" button as you select.

I have this tool. What do I do with it?

- The following exercises will walk you through some possible scenarios for how this tool can be used.
- As you work through each exercise, or explore on your own, think about the following:
 - Is the population performing at a level you are comfortable with?
 - What are some assumptions you have about why you see these results?
 - Is there something you can do in your role to address any issues you see?
(Sometimes the biggest changes seem small, like adjusting language, calling students by name, etc.)

Exercise 1: Natural Sciences outcomes

1. In the Division filter, select Natural Sciences.
2. In the ethnicity filter, select African American. Now select Asian.

Basic analysis: Consider why there is such a difference in outcomes. What more do we need to know to address the issue? Are there strategies we can apply to reduce these gaps?

Deeper Dive: Considering the college has more African American than Asian students, is there something systemic which produces twice as many enrollments for Asian than African American students in the Natural Sciences? What campus groups need to be involved with this discussion?

Exercise 2: CSUGE – Oral Communication

1. In the Department filter, select COMS.
2. In the ethnicity filter, select African American.
3. Review outcomes for COMS 100 (Public Speaking), 120 (Argumentation and Debate), and 140 (Small Group Communication)

Basic analysis: Which course produces the highest success rate? What recommendations do you have based on this information? What more do we need to know?

Deeper Dive: Are the courses comparable in terms of the skills they teach? How would a change in enrollment patterns be beneficial or detrimental for this population? What campus groups need to be involved with this discussion?

Exercise 3: Business- New vs Returning

1. In the Division filter, select Business.

Basic analysis: Compare success rates for New and Returning students using the “New to ECC” filter. Do the differences we see affect one gender more than the other?

Deeper Dive: What does the data suggest to you? What can the college do to improve course success for these students? What campus groups need to be involved with this discussion?