

**Harnessing Data for Impact:**  
*Engaging the Course Grade Equity Dashboard to  
Enhance Equitable Student Outcomes*

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# Why we are here

1. Share key snapshots from our workshop on using grade equity data to enhance teaching practices.
2. Offer the opportunity to bring the full workshop to your department or unit for deeper engagement.
3. Gauge interest in supporting faculty and units focused on improving equitable outcomes.



# National Context

Understanding the systemic nature of inequities in higher education

# 6-year Graduation Rates at 4-year Public Institutions *by Ethnicity/Race*

“Obtaining a college degree has never been more important, but too few students who begin college make it to graduation. Only six in 10 who enroll in a four-year college finish within six years, and rates at community and for-profit colleges are much lower. The odds are even worse for low-income students and students of color.”

The Education Trust

<https://edtrust.org/issue/completion-success/>

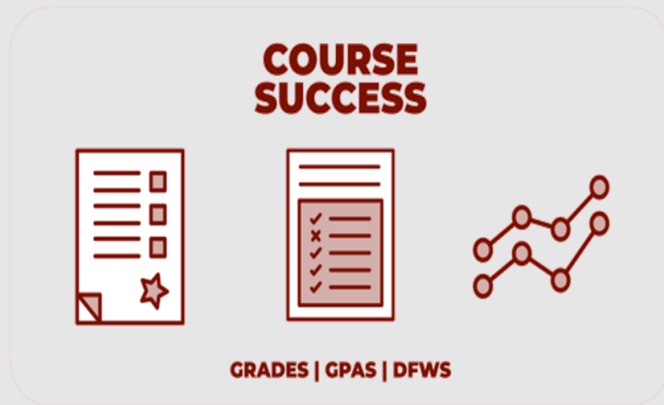
Total

63.5%

Source: [https://nces.ed.gov/programs/digest/d23/tables/dt23\\_326.10.asp](https://nces.ed.gov/programs/digest/d23/tables/dt23_326.10.asp)



# 6-year Graduation Rates at 4-year Public Institutions



“If your college or university wants to confront and remove equity gaps, **an immediate practical step is to take a hard look at its DFWI rates.**”

- Jessie Kwak,  
November 2020

*Gardner Institute Study*

“Digging into the Disciplines: The Impact of Gateway Courses in Accounting, Calculus, and Chemistry on Student Success”

– Andrew Koch & Brent Drake

- Examined **51,000** student transcripts at more than **30 colleges and universities.**
- Reviewed the DFWI rates in introductory courses in accounting, calculus, and chemistry.

What did they find?

- Gaps in DFWI rates by ethnicity/race, by Pell Grant status, by First-Generation status.

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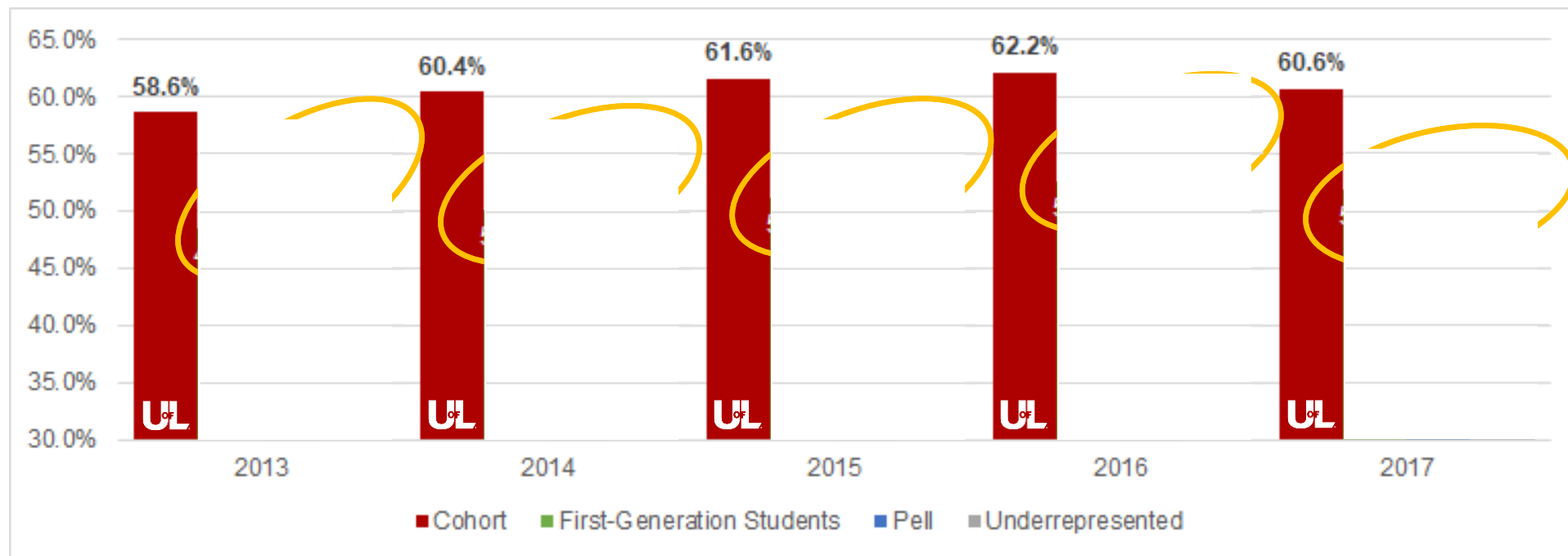
# UofL Context


So, what's happening at UofL?



# UofL's 6-year Graduation Rates

*by Priority Populations*



Cohort Year	 Cohort
2013	58.6%
2014	60.4%
2015	61.6%
2016	62.2%
2017	60.6%

Source: <https://louisville.edu/oapa/institutional-research-and-planning/visual-analytics>



# Course Grade (Equity) Dashboard

Background, Context, Demonstration



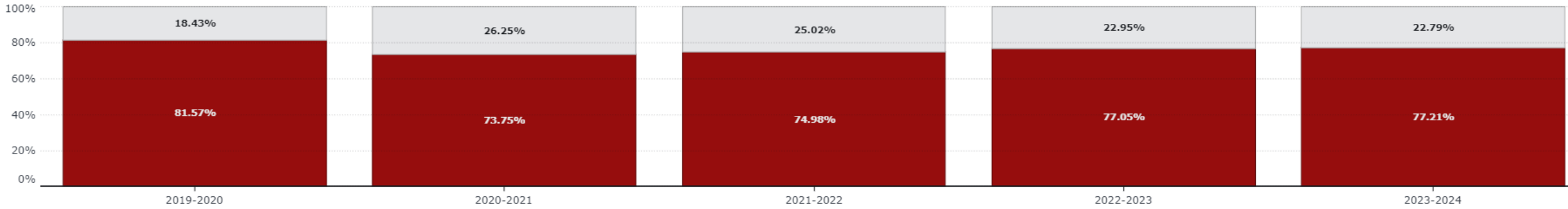
# Equity Dashboard Project Context

- Designed to provide data to allow department chairs to focus on course outcome disparities during program review/health checks, providing a pathway to:
  - focus on retention and success at course level
  - visualize course outcomes at the intersectionality of priority populations
- Since 2022, expanded from **33** to **254** student success courses
- Grade distribution analysis confirmed DFW grades in these courses were significantly higher for URM, Pell, first-gen students
- **Assessment after first year identified need to provide more context and support for faculty engagement with dashboard**

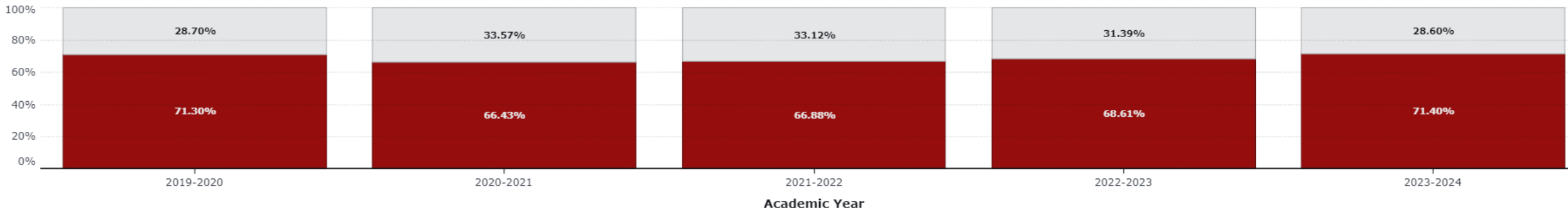
# Course Grade Equity Dashboard

Welcome [Grade Distribution Comparison by Course Type](#) [Grade Category Comparison by Course Type](#) [Grade Distribution by Course \(Masked\)](#) [Grade Distribution by Course Health Check \(Masked Data\)](#)

Grades in Non-Gateway/Student Success Courses



Grades in Gateway/Student Success Courses



Grade Category  
■ A, B, C, P ■ D, F, W

# The Equity Champions Program at UofL



Semester-long community of transformation where educators come together weekly and commit to:

- Elevate student voice
- Adopt evidence-based practices
- Share challenges, wins, fears, and radical hopes for a more equitable student experience



# Takeaways

- We are here to support departments that want to dig into student success data at the course level
- We welcome invitations to facilitate workshops with unit academic leaders
- *We want to know* - **what do you need to do this work?** Help us advocate for faculty resources in support of equitable student outcomes!



**Questions?**





**Thank you.**

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