

# Program Review Equity Data Dashboard (PREDD) Walkthrough

A data nerd guide

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#### I. Introduction

This is a detailed step-by-step walk-through of how to use the Program Review Data Equity Dashboard (PREDD) to inform program review, including how to think about the trends that emerge from your exploration of data. Pressed for time and/or more of a do-it-yourself type? Opt for our training video included in the PREDD.

For this walkthrough, we'll be examining trends of students' performance at San Diego Miramar College.

#### **II.** Definitions

**Dash-** We use this term to the different views or pages that constitute the PREDD.

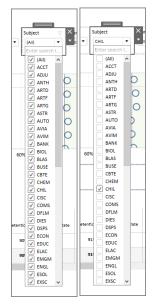
**Filter**- Filters allow you to change the parameters under which you view the data. Available filters in the PREDD vary by dash. Academic year is almost always included as a filter.

**Hover-** Hovering typically enables you to see more information about the data.

#### III. Set up the PREDD for discipline-level analysis

Cool! You've chosen to take a deep dive into the PREDD and to learn how the PREDD can help your discipline in long-term planning. First things first: We have to prepare the PREDD for our exploration of Child Development.

Image 1. Select Subject



- 1. Go to the Outcomes tab at the bottom.
- 2. Then click the down-pointing triable below "Subject" toward the top of the sheet.
- 3. Uncheck the box to the left of "All" and check the box for "CHIL". This will choose "Child Development" in the discipline filter. See images to the right and please note that "(All)" has changed to "CHIL".
- 4. You can click to check the box to the left of "(All)" to select all disciplines again.

This selection will be applied **throughout** the PREDD. We've tried to make using the PREDD as easy as possible—including reducing the number of clicks, while giving you access to a deep well of data to make decisions about your program. It's a tight balancing act, but you'll see that we found a happy medium.

## IV. Understand how your discipline compares to others in terms of enrollment

The PREDD offers flexibility enabling you to explore how your discipline compares to others at San Diego Miramar College. In this section, we explore the questions you can use these dashes to explore, as well as the technical aspect of navigating these dashes.

## A. How does my discipline compare to others in terms of the gender make-up of our enrolled students?

Go to the **Enrollment** worksheet. Select "CHIL" from the "Subject" list and "Gender" from the "Drill Down" list. The worksheet will display the gender make-up for Child Development on Miramar College's campus (see Image 2).

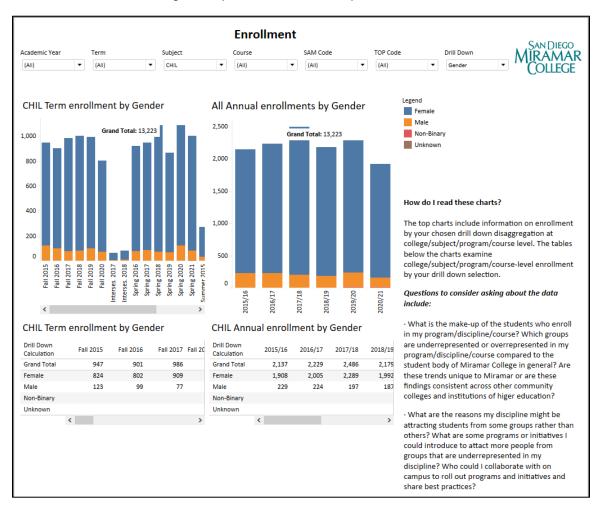
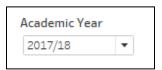


Image 2. Discipline-Level Student Makeup - Headcount Dash

Here, we see that the majority of enrolled students in this discipline are women. In fact, in 2020/21 92% of duplicated students (enrollment) were women, making it the most woman-

dominated discipline at Miramar College. Changing the "Academic Year" filter reveals that this is a consistent trend across time (see Image 3).

Image 3. Academic Year filter



## B. How does my discipline compare to others in ethnic make-up of our enrolled students?

Next, go to the **Enrollment** worksheet. Select "Ethnicity" from "Drill Down" and "(All)" for others. It displays the overall ethnic make-up on Miramar College's campus (see Image 4).

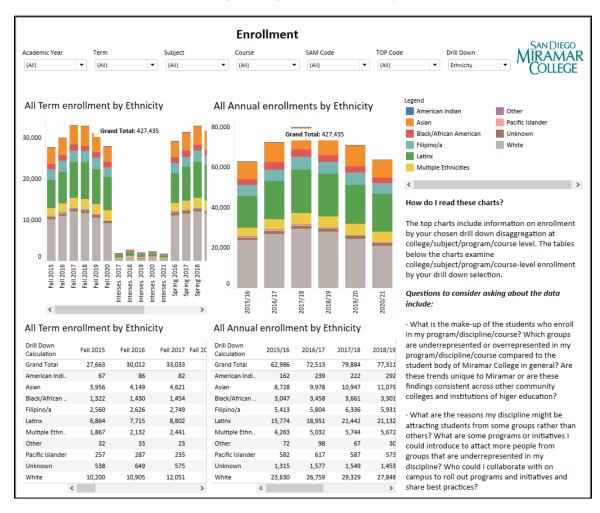


Image 4. College-Level Student Makeup

Select different disciplines in "Subject" to compare their ethnic make-ups of enrollees to that of Miramar College at large.

#### V. Explore discipline-level outcomes

## A. What is the gender make-up in my discipline? Are there differences in retention and success rates related to gender in my discipline?

Go to the dash of **Enrollment**. Select "CHIL" for "Subject". Select "Gender" for "Drill Down". The worksheet will display the gender make-up for Child Development (see Image 5). This is identical to the image in Section IV.A. We attach it here again for you to easily reference.

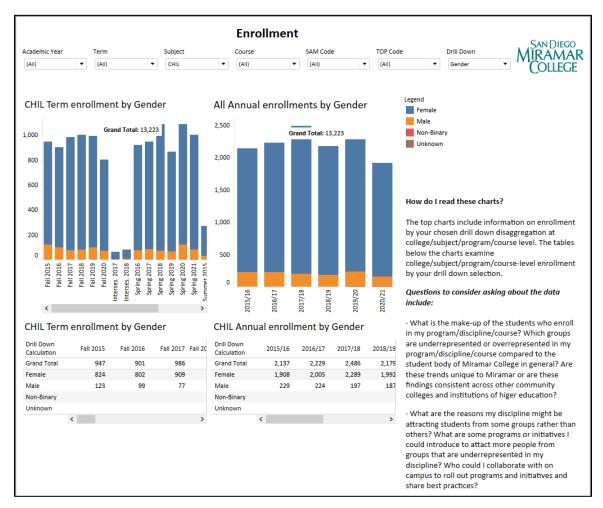


Image 5. Discipline-Level Student Make-up by Gender

Now let's go to the **Outcomes** dash. The worksheet displays the discipline-level outcomes (See Image 6).

MIRAMAR Outcomes Student Outcomes by Gender All The gray lines indicate the college-wide benchmarks for course retention and success. If the "bubbles" for  $\infty$  0 0 XOO Grand Total a course fall in the shaded area of the chart, this course has met or exceeded the college-wide 00 2015/16 0 benchmarks. You can highlight a single year of data by selecting the color indicator for that year in the 00 00 "Academic Year" legend. To select multiple years 0 00 hold CTRL and click on the needed academic years. 2017/18 Outcomes are supressed for group sizes 10 or 0 2018/19 Questions to consider asking include 80% · What is the retention/success rate for this program/discipline/course? How has it changed over time? How does the retention/success rate compare to the college-wide benchmark? Student Outcomes by Gender · If a program/discipline/course does not meet college-wide benchmarks, what are the potential % Difference 15/16 - 20/21 reasons? What challenges do we face in increasing student success and retention in this program/discipline/course? What resources and the performance on these measures? 80% -0.9% If a program/discipline/course is meeting college-wide benchmarks, what are the potential reasons? What best practices, if any, are in place for Male 86% 67% 85% 74% 85% supporting success and retention that could be scaled-up or share college-wide? Are the data belying potential areas of improvement, such as making the course more challenging and rigorous or increasing exposure to careers and career-relevant ..

Image 6. Discipline-Level Outcomes by Gender

We can see the differences in both Retention and Success rates between genders, which may explain why Child Development is a mostly female-dominant discipline.

B. What is the ethnic make-up in my discipline? Does the ethnic make-up of students in my discipline vary by the level of advancement in the sequence? If so, what are the loss points? Are there gaps in retention and success rates for specific ethnic groups?

Go to the **Enrollment** dash. Select "CHIL" for "Subject". Select "Ethnicity" for "Drill Down". The worksheet will display the ethnic make-up for Child Development (see Image 7).

Overall, enrollment seems to mirror overall ethnic composition of Miramar College (compare with Image 4).

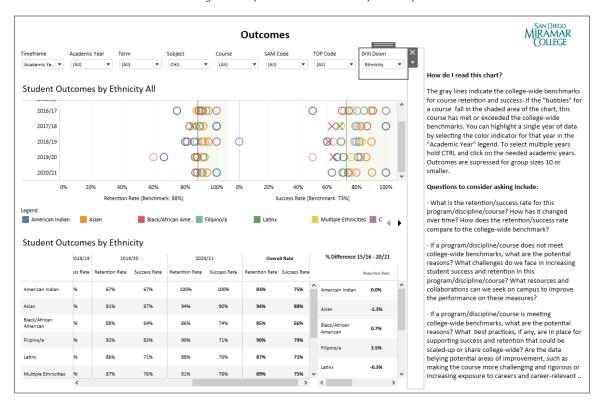
Further exploration in the Outcomes dash reveals persistent equity gaps in success for African Americans, Latinos, American Indians, and multiple ethnicities. (see Image 8)

Enrollment SAN DIEGO MIRAMAR (AII) COLLEGE CHIL Term enrollment by Ethnicity All Annual enrollments by Ethnicity Multiple Ethnicities American Indian Other Black/African Ar Pacific Islander Filipino/a Unknown 2.000 Latinx White How do I read these charts? The top charts include information on enrollment by your chosen drill down disaggregation at college/subject/program/course level. The tables below the Fall 2018
Fall 2019
Fall 2020
nterses. 2017
nterses. 2018
Spring 2016
Spring 2017
Spring 2017
Spring 2018
Spring 2018
Spring 2018
Spring 2018
Spring 2019
Spring 2020 charts examine college/subject/program/course-level enrollment by your drill down selection. Questions to consider asking about the data include: · What is the make-up of the students who enroll in my CHIL Term enrollment by Ethnicity CHIL Annual enrollment by Ethnicity program/discipline/course? Which groups are underrepresented or overrepresented in my Fall 2015 Fall 2015 % Fall 2016 Fall 2016 % Fall 2 2015/16 2015/16 % 2016/17 2016/17 % 2017/18 Calculation Calculation program/discipline/course compared to the student body 100% 2,137 2,229 100% of Miramar College in general? Are these trends unique to American Indi 2 0% 0% American Indi. 0% 0% Miramar or are these findings consistent across othe community colleges and institutions of higer education? Asian 133 14% 155 17% Asian 296 14% 17% Black/African Black/African · What are the reasons my discipline might be attracting Filipino/a 135 students from some groups rather than others? What are Latinx 280 30% 246 27% Latinx 624 29% 655 29% some programs or initiatives I could introduce to attact Multiple Ethn. 5% Multiple Ethn. 139 141 more people from groups that are underrepresented in my discipline? Who could I collaborate with on campus to roll Pacific Islande 1% Pacific Islande out programs and initiatives and share best practices? Unknown 20 2% 15 2% Unknown 44 2% 46 2% 707 White 316 33% 322 36% White 33% 33%

Image 7. Discipline-Level Student Make-Up by Ethnicity

Image 8. Discipline-Level Outcomes by Ethnicity

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#### C. Are there differences in discipline-level outcomes for students based on age?

Next, go to the dash of **Outcomes**. Select "CHIL" for "Subject". Select "Age" for "Drill Down". The worksheet will display the outcomes by age groups for Child Development (see Image 9). There is some evidence that younger students have lower success (18-24 and 25-29), except the youngest group who do better than all other groups in most of the years — but we should note that the very small sample size in this youngest age group and be cautious to draw conclusions.

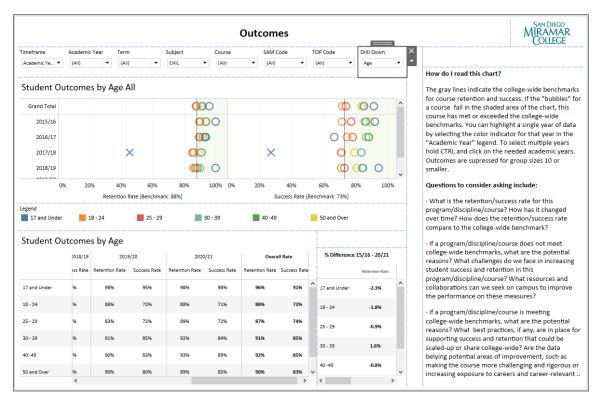


Image 9. Discipline-Level Outcomes by Age

### D. Are there differences in discipline-level outcomes for students based on veteran status?

Go to the dash of **Outcomes**. Select "CHIL" for "Subject". Select "Military Status" for "Drill Down". The worksheet will display the outcomes for veteran and non-veteran groups for Child Development (see Image 10).

As enrollment of students with veteran/active duty status is very low for child development, it makes it difficult to analyze their outcomes fairly and say that they are representative of the overall veteran/active duty population.

SAN DIEGO MIRAMAR COLLEGE Outcomes Student Outcomes by Military Status All The gray lines indicate the college-wide benchmarks for course retention and success. If the "bubbles" for 0  $\infty$ Grand Total a course fall in the shaded area of the chart, this course has met or exceeded the college-wide 00 00 2015/16 benchmarks. You can highlight a single year of data by selecting the color indicator for that year in the 0 0 "Academic Year" legend. To select multiple years hold CTRL and click on the needed academic years. 2017/18 0 Outcomes are supressed for group sizes 10 or smaller. 2018/19 0 Questions to consider asking include: · What is the retention/success rate for this program/discipline/course? How has it changed over time? How does the retention/success rate compare to the college-wide benchmark? Student Outcomes by Military Status · If a program/discipline/course does not meet college-wide benchmarks, what are the potential reasons? What challenges do we face in increasing % Difference 15/16 - 20/21 student success and retention in this program/discipline/course? What resources and the performance on these measures? 73% 72% 87% -0.3% · If a program/discipline/course is meeting 75% college-wide benchmarks, what are the potential reasons? What best practices, if any, are in place for 74% 76% supporting success and retention that could be scaled-up or share college-wide? Are the data belying potential areas of improvement, such as making the course more challenging and rigorous or increasing exposure to careers and career-relevant ..

Image 10. Discipline-Level Outcomes by Military Status

## E. Are there differences in discipline-level outcomes for students based on online section types?

Go to the dash of Outcomes. Select "CHIL" for "Subject". Select "Online Section Type" for "Drill Down". The worksheet will display the outcomes by online section types for Child Development (see Image 11). As the worksheet shows, online students tend to experience worse outcomes.

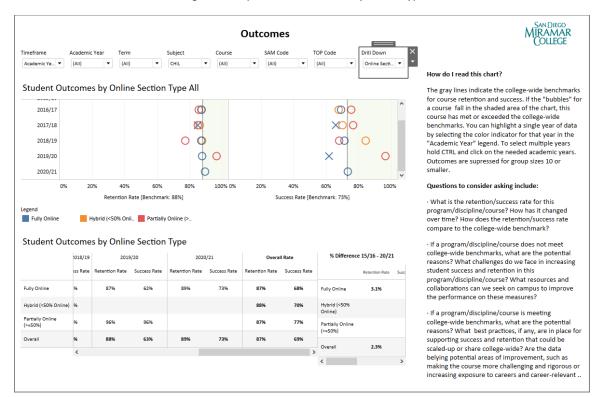


Image 11. Discipline-Level Outcomes by Online Types

## F. Are there differences in discipline-level outcomes for students based on foster youth status?

For child development, data seems to suggest that foster youth students had higher retention and success rate in the past (see Image 13). However, hovering over the bubbles reveals that the sample size for this group is rather small compared to the non-foster youth students, meaning interpretations should be made with caution.

With that in mind, we may want to explore further into the fact that the foster youth group dropped noticeably for enrollment, retention rate, and outcomes in the year of 2020/21 (see Image 12). Did COVID-19 impact this group more than it did the other?

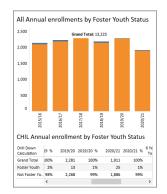


Image 12. Discipline-Level Enrollment by Foster-Youth Status

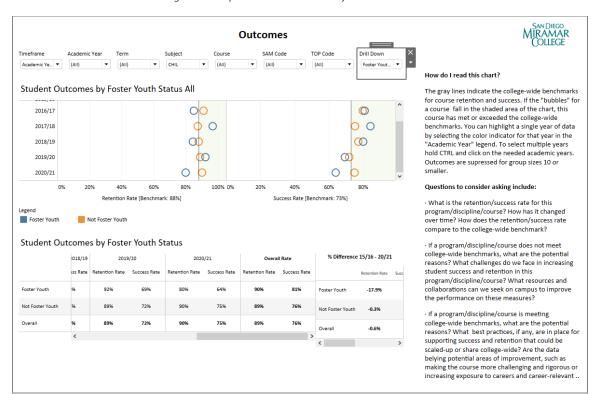


Image 13. Discipline-Level Outcomes by Foster Youth Status

#### VI. Explore discipline-level productivity

#### A. How has enrollment and capacity changed in my discipline over time?

Next, we head over to the **Productivity** tab, which allows us to examine a six-year trend in the relationship between enrollment and capacity for our discipline as well as the fill rate trend (see Image 14).

The second chart examines trends in enrollment (blue line), capacity (red line), and fill rate (green line). In an ideal scenario, the red line and blue line would overlap and the green line would reach 100%, indicating all available seats are filled.

If the blue line is greater than the red line, it suggests potential demand for more courses. If the red line is significantly greater than the blue, it suggests further investigation is needed into why courses are not filling.

**Productivity** Productivity by Modality: All for Subject(s): CHIL Timeframe Ca.. Sections Enrollm.. Capacity Fill Rate Etes Ftef FTES/FT... Timeframe 13,227 1,233.60 83.65 14.75 ^ Total 81 2,604 3,246 80% 246.45 16.00 15.40 Academic Year (All) 2015/16 640 84% 50.98 15.93 16 536 3.20 2016/17 17 462 655 71% 44.24 3.40 13.01 2017/18 424 40.43 13.48 15 69% 3.00 2018/19 13 420 491 86% 2.40 16.78 Section Modality 43.72 2019/20 12 2.40 18.22 (AII) 2020/21 8 305 360 85% 26.82 1.60 16.76 CHIL 103 Section Type Total 44 1.535 78% 140.57 8.80 15.97 84% 2015/16 9 341 405 31.40 1.80 17.44 2016/17 331 30.35 2.20 13.80 2017/18 26.97 1.80 14.98 2018/19 259 315 82% 24.13 1.40 17.24 2019/20 153 180 85% 13 68 0.80 17 10 2020/21 89% 14 04 0.80 17.55 180 How do I read these charts? CHIL 111 25 765 881 87% 77.48 4.80 16.14 The first chart provides an overview of productivity by 2015/16 6.95 0.40 17.38 course and is identical to the information previously 2016/17 146 175 83% 15.27 1.00 15.27 provided in the Program Review Data Packets. 2017/18 141 175 81% 14.68 1.00 14.68 The second chart examines trends in enrollment (blue 2018/19 147 176 84% 15.13 1.00 15.13 line), capacity (red line), and fill rates (green line) over fall and spring terms for selected courses. To get productivity 2019/20 17.97 2020/21 0.80 18.34 for an entire subject, select all courses in the subject using CHIL 121 24 749 860 87% 77.07 4.80 16.06 Total the course filter. The red line is capacity, the blue line is enrollment, and the fill rate is green. In an ideal scenario, 2015/16 173 175 99% 17.95 1.00 17.95 the red and blue lines would overlap and the green line 2016/17 85% 1.00 15.30 ∨ would reach 100%. This would indicate that all available seats are filled Fill Rate by Modality: All for Subject(s): CHIL for Fall and Spring Terms 2015/16 -If the blue line is greater than the red, it suggests 2020/21 potential demand for more courses. If the red line is significantly greater than the blue, it suggests further 1,235 1,325 Across both charts, data can be disaggregated by course modality and timeframe can be changed by academic 500 How do I interpret these data?

Image 14. Discipline-level Productivity Dash

Enrollment in Child Development has increased to a historical high in Spring 2020 with an enrollment of 1245 but followed by an immediate drop, together with all other disciplines to a historical low, because of the breakout of COVID-19.

#### VII. Explore course-level outcomes and productivity

80%

60%

₩ 40%

73% 71%

A. How does my course compare to the college-wide benchmarks for retention and success? How does my course stack up as compared to other courses in terms of student outcomes? What are the six-year trends?

Go to the dash of **Outcomes: Six-Year Trend** at the bottom. This worksheet displays six years of retention and success rates data for all the courses at Miramar College but let's scroll down to where the Child Development courses are (see Image 15).

This data is useful for enrollment management purposes

source should not be the only decision-making point for

whether to add more sections, decrease the number of

at the subject- and course-level. However, this data

SAN DIEGO Overview of Course-level Outcomes: Six-Year Trend Miramar ( OLLEGE Timeframe Timeframe Subject Course SAM Code TOP Code 2015/16 2018/19 Total Academic Year ▼ (AII) (AII) (AII) 2016/17 2019/20 2017/18 2020/21 How do I read this chart? **Student Outcomes** CHII 101 The gray lines indicate the college-wide 2016/17 benchmarks for course retention and success. If the "bubbles" for a course fall in the shaded 2017/18 area of the chart, this course has met or 2018/19 exceeded the college-wide benchmarks. You 2019/20 can highlight a single year of data by selecting 2020/21 the color indicator for that year in the CHII 103 O 2015/16 "Academic Year" legend. To select multiple 2016/17 0 years hold CTRL and click on the needed 2017/18 academic years. Outcomes are supressed for 2018/19 group sizes 10 or smaller. 6 2019/20 Questions to consider asking include: 2020/21 CHIL 111 0 2015/16 0 · What is the retention/success rate for this 2016/17 program/discipline/course? How has it 0 2017/18 changed over time? How does the 2018/19 retention/success rate compare to the b 2019/20 0 college-wide benchmark? 2020/21 · If a program/discipline/course does not meet CHIL 121 2015/16 0 0 college-wide benchmarks, what are the 2016/17 potential reasons? What challenges do we face 0 0 2017/18 in increasing student success and retention in 2018/19 this program/discipline/course? What 2019/20 0 0 resources and collaborations can we seek on 2020/21 campus to improve the performance on these CHIL 131 0 2015/16 measures? 0 0 2016/17 If a program/discipline/course is meeting 0 2017/18 college-wide benchmarks, what are the 2018/19 0 potential reasons? What best practices, if any, O 0 2019/20 are in place for supporting success and 2020/21 retention that could be scaled-up or share CHIL 141 2015/16 0 college-wide? Are the data belying potential 2016/17 areas of improvement, such as making the 2017/18 course more challenging and rigorous or increasing exposure to careers and 100% 0% 50% 50% 100% career-relevant training? Retention Rate [Benchmark: 88%] Success Rate [Benchmark: 73%]

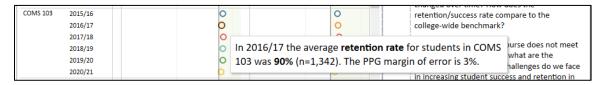
Image 15. Course-Level Outcomes: Six-Year Trend

By scrolling up and down we can see that the success and retention rates for the vast majority of child development courses have remained relatively consistent over the past six years (2015/16-2020/21). We also see that Child Development courses have consistently met the college-wide benchmark for retention (as identified in the 2015-16 Miramar College Strategic Plan Assessment Scorecard). We see that Child Development courses have clustered around the college-wide benchmark for success (as identified in the 2015-16 Miramar College Strategic Plan Assessment Scorecard).

You may notice a few courses consistently fall below the college-wide benchmarks for retention and success, such as CHIL 101 (Human Growth and Development) which has caught up in the recent two or three years, and CHIL 188 (Violence in the Lives of Children and Families) with the different getting more noticeable. We also see that some of the lowest retention and success rates across the discipline occurred during 2017/2018.

You can scroll down and move the mouse over the bubbles. It will provide detailed information about the retention rates and success rates for different courses by academic year (see Image 16).

Image 16. Hovering for more information



#### B. How has enrollment and capacity changed in this course over time?

Next, in the same **Productivity** tab, select "CHIL 101" from the "Course" list. This tab displays the course-level relationship between enrollment and capacity as well as a fill rate trend over the past five years (see Image 17).

SAN DIEGO Productivity Productivity by Modality: All for Subject(s): CHIL 15.40 3,246 CHIL 101 81 2,604 80% 246.45 16.00 15.40 2015/16 16 536 640 84% 50.98 15.93 2016/17 17 462 655 71% 44.24 3.40 13.01 2017/18 15 424 615 69% 40 43 3.00 13 48 2018/19 13 420 491 86% 40.26 2.40 16.78 2019/20 12 457 485 94% 43.72 2.40 18.22

26.82

1.60

16.76

85%

Image 17. Course-level Productivity

305

The first chart provides an overview of productivity by

(AII)

How do I read these charts?

How do I interpret these data?

Here we can see that for CHIL101 enrollment peaked in Fall 2015 with an enrollment of 245, and went very close in Fall 2019 to 235, not having more most likely just because of the capacity limit. The fill rate also shows a downward trend.

#### VIII. Explore awards by school and type

## A. How have the number of awards that my discipline grants/supports changed over time?

Next, we head over to the awards section of the PREDD which consists of two tabs intended to inform on number and type of awards granted by schools (**Awards Overview**) as well as a more indepth examination of awards and awardees (**Award Earners**). First, we go to the **Awards Overview** dash where we can examine number awards granted by school disaggregated by award type (see Image 18).

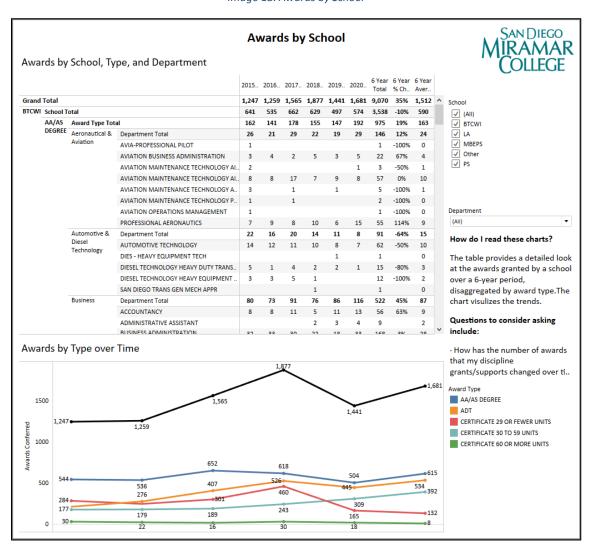


Image 18. Awards by School

B. What is the makeup of award earners? Are there trends in who is earning a specific degree or certificate? How does the composition of degree and award earners align with the overall composition of the students enrolled in your discipline?

Next, we turn to the **Awards Earners** dash (see Image 19). This dash displays the number of awards granted filtered by specific award types along with information regarding the demographic distribution of the awardees.

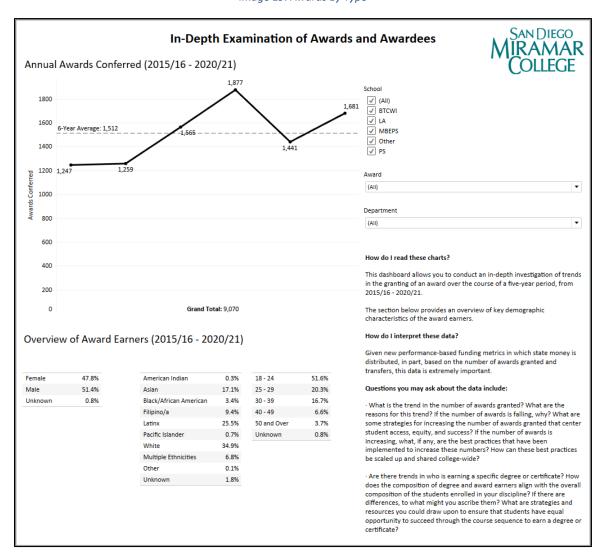


Image 19. Awards by Type

You can also drill deeper by selecting types under "Award" and/or by selecting different departments (under the list of "Department").