



Program Review Equity Data Dashboard (PREDD) Walkthrough

A data nerd guide

November 2021

Prepared by:
Miramar College Office of Planning, Research, and
Institutional Effectiveness

Table of contents

I.	INTRODUCTION	4
II.	DEFINITIONS	4
III.	SET UP THE PREDD FOR DISCIPLINE-LEVEL ANALYSIS	4
	<i>Image 1. Select Subject</i>	<i>4</i>
IV.	UNDERSTAND HOW YOUR DISCIPLINE COMPARES TO OTHERS IN TERMS OF ENROLLMENT	5
A.	HOW DOES MY DISCIPLINE COMPARE TO OTHERS IN TERMS OF THE GENDER MAKE-UP OF OUR ENROLLED STUDENTS?.....	5
	<i>Image 2. Discipline-Level Student Makeup - Headcount Dash</i>	<i>5</i>
	<i>Image 3. Academic Year filter</i>	<i>6</i>
B.	HOW DOES MY DISCIPLINE COMPARE TO OTHERS IN ETHNIC MAKE-UP OF OUR ENROLLED STUDENTS?.....	6
	<i>Image 4. College-Level Student Makeup</i>	<i>6</i>
V.	EXPLORE DISCIPLINE-LEVEL OUTCOMES	7
A.	WHAT IS THE GENDER MAKE-UP IN MY DISCIPLINE? ARE THERE DIFFERENCES IN RETENTION AND SUCCESS RATES RELATED TO GENDER IN MY DISCIPLINE?.....	7
	<i>Image 5. Discipline-Level Student Make-up by Gender</i>	<i>7</i>
	<i>Image 6. Discipline-Level Outcomes by Gender</i>	<i>8</i>
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?	8
	<i>Image 7. Discipline-Level Student Make-Up by Ethnicity</i>	<i>9</i>
	<i>Image 8. Discipline-Level Outcomes by Ethnicity</i>	<i>9</i>
C.	ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON AGE?.....	10
	<i>Image 9. Discipline-Level Outcomes by Age</i>	<i>10</i>
D.	ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON VETERAN STATUS?	10
E.	ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON ONLINE SECTION TYPES?.....	11
	<i>Image 11. Discipline-Level Outcomes by Online Types</i>	<i>12</i>
F.	ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON FOSTER YOUTH STATUS?.....	12
	<i>Image 12. Discipline-Level Enrollment by Foster-Youth Status</i>	<i>12</i>
	<i>Image 13. Discipline-Level Outcomes by Foster Youth Status</i>	<i>13</i>
VI.	EXPLORE DISCIPLINE-LEVEL PRODUCTIVITY	13
A.	HOW HAS ENROLLMENT AND CAPACITY CHANGED IN MY DISCIPLINE OVER TIME?.....	13
	<i>Image 14. Discipline-level Productivity Dash</i>	<i>14</i>
VII.	EXPLORE COURSE-LEVEL OUTCOMES AND PRODUCTIVITY	14
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?.....	14
	<i>Image 15. Course-Level Outcomes: Six-Year Trend</i>	<i>15</i>
	<i>Image 16. Hovering for more information</i>	<i>16</i>

B. HOW HAS ENROLLMENT AND CAPACITY CHANGED IN THIS COURSE OVER TIME?.....16
Image 17. Course-level Productivity16

VIII. EXPLORE AWARDS BY SCHOOL AND TYPE 17

A. HOW HAVE THE NUMBER OF AWARDS THAT MY DISCIPLINE GRANTS/SUPPORTS CHANGED OVER TIME?.....17
Image 18. Awards by School.....17

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?18
Image 19. Awards by Type18

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** or the more concise **“Guide to Using the Program Review Equity Data Dashboard to Shape Program Review”!**

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.

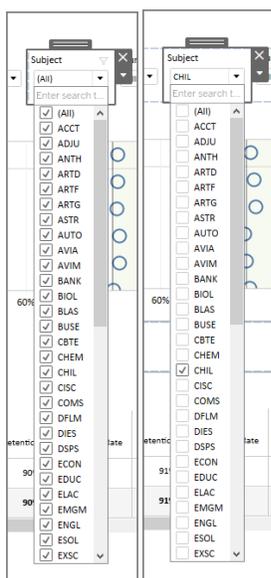
Filter- Filters allow you to change the parameters under which you view the data. Available filters in the PREDD vary by dash. Academic year is almost always included as a filter.

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.

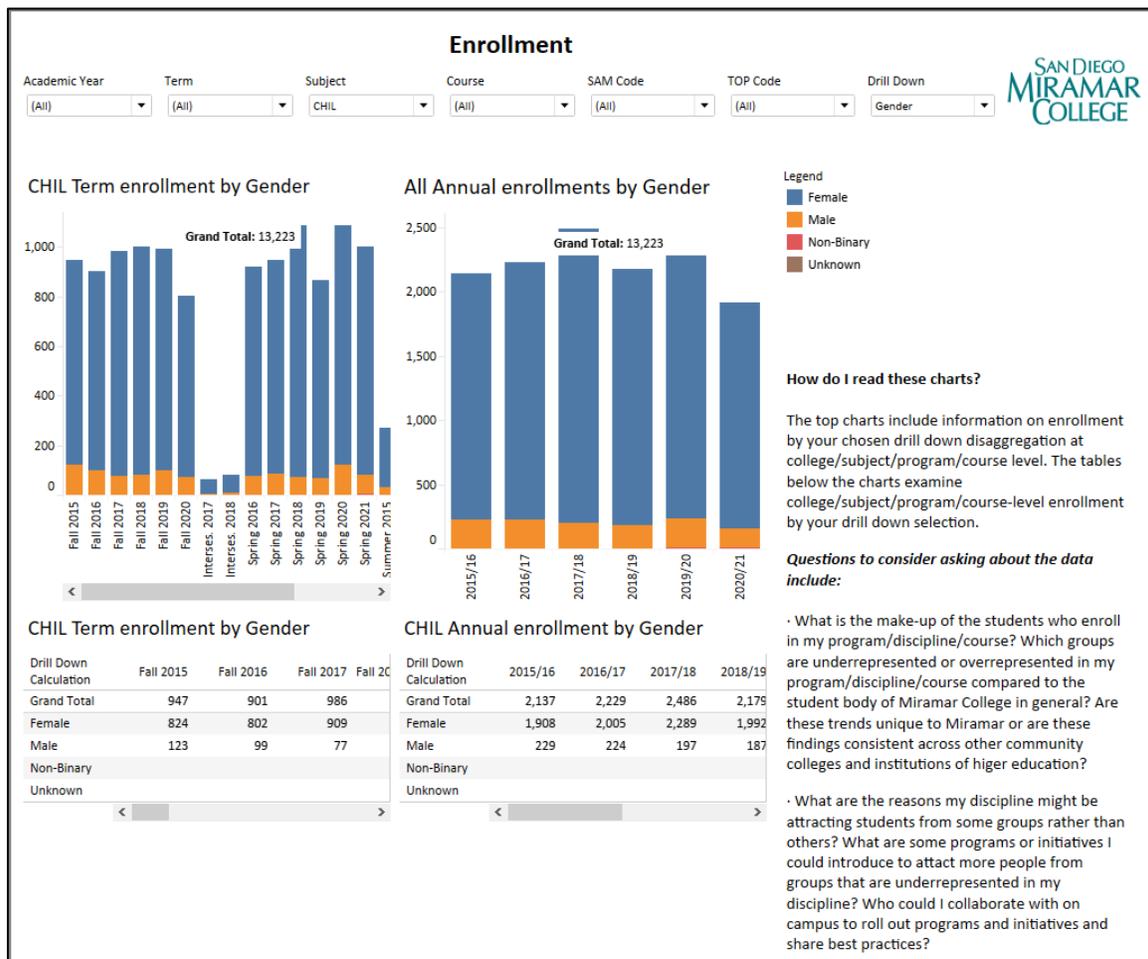
IV. Understand how your discipline compares to others in terms of enrollment

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).

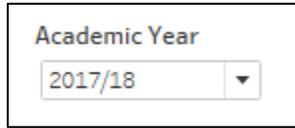
Image 2. Discipline-Level Student Makeup - Headcount Dash



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).

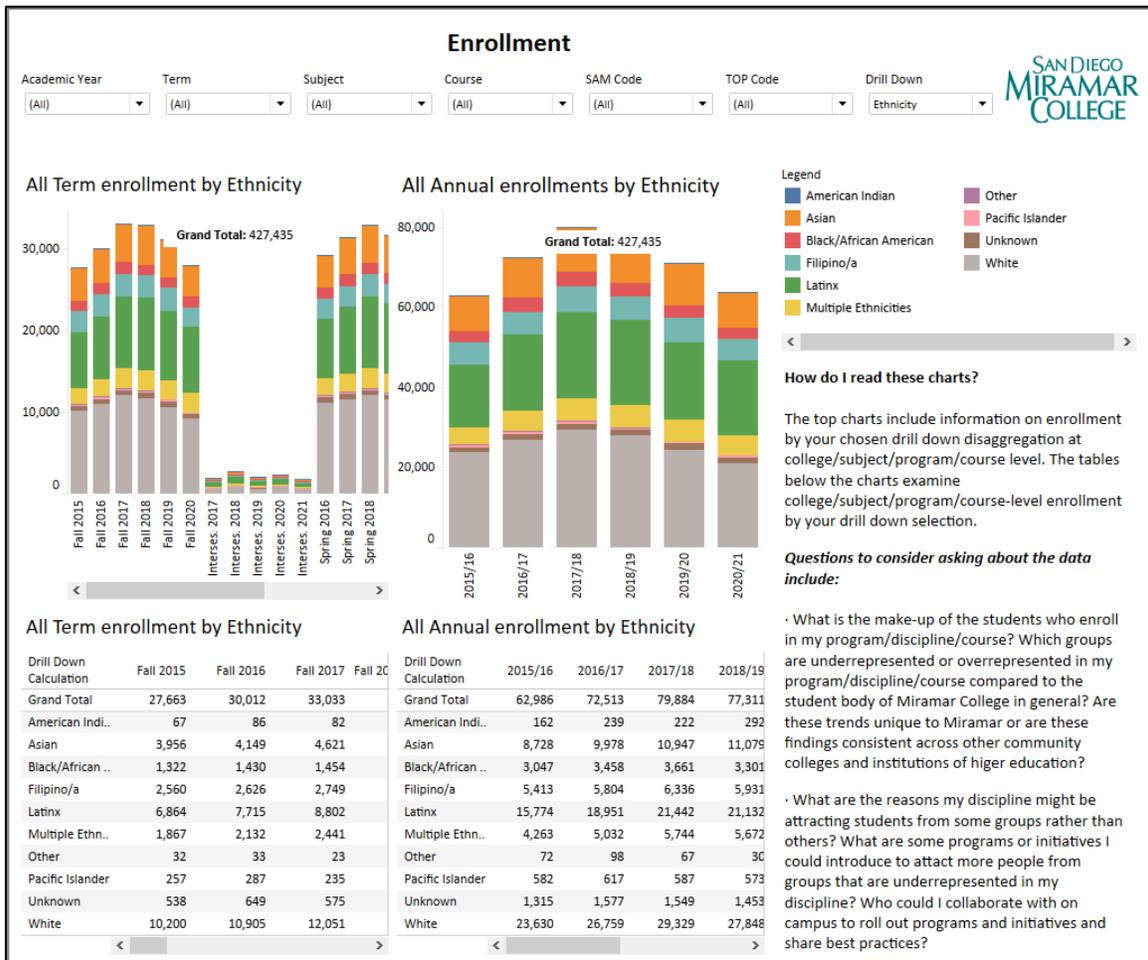
Image 3. Academic Year filter



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



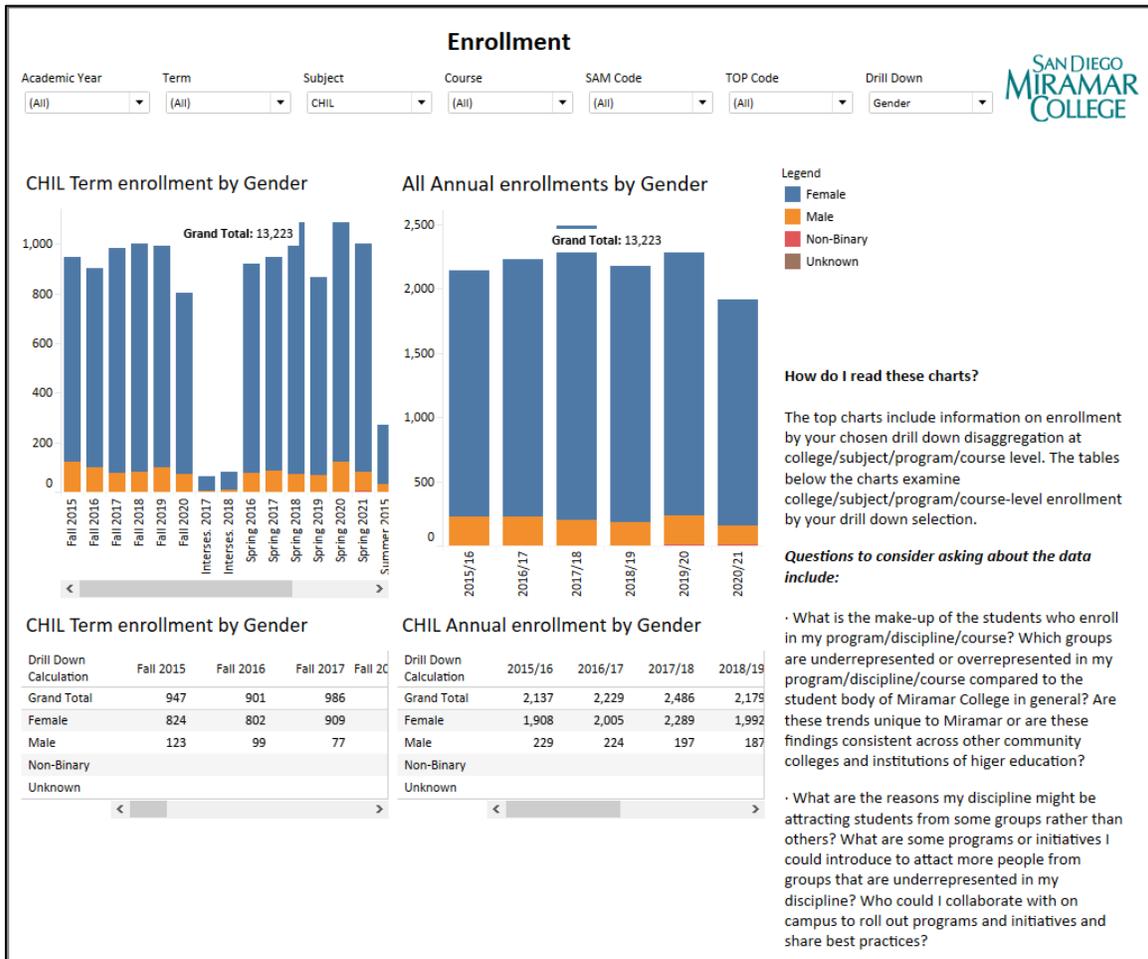
Select different disciplines in “Subject” to compare their ethnic make-ups of enrollees to that of Miramar College at large.

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?

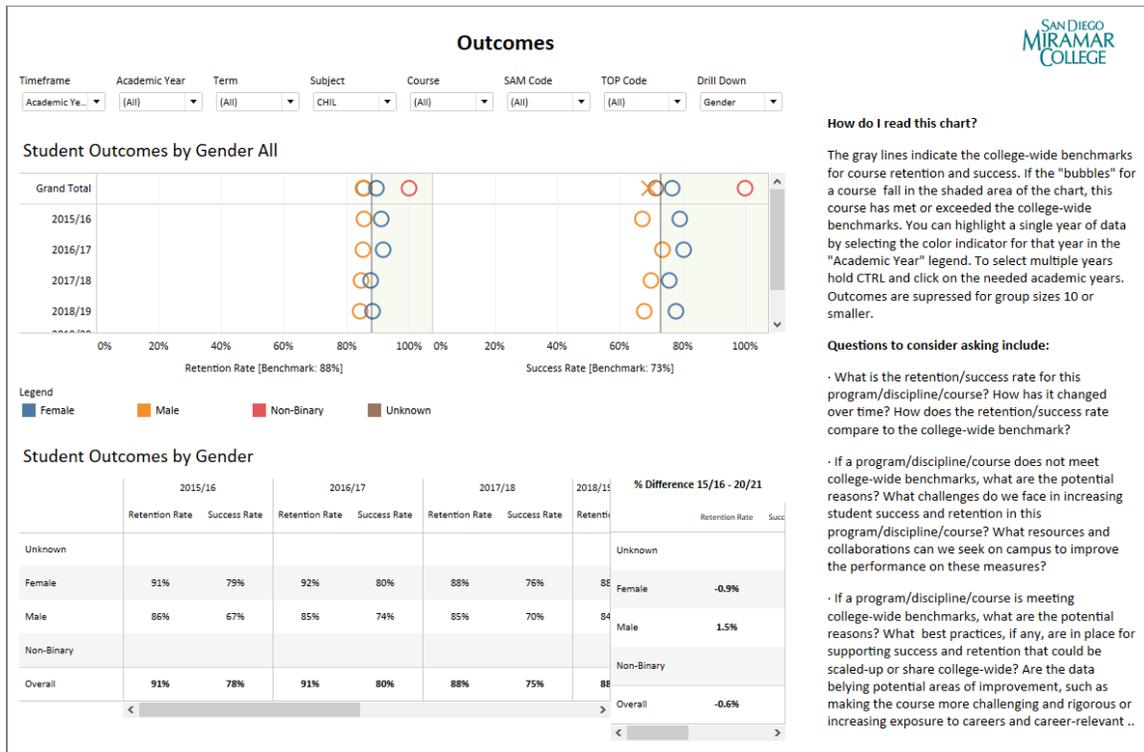
Go to the dash of **Enrollment**. Select “CHIL” for “Subject”. Select “Gender” for “Drill Down”. The worksheet will display the gender make-up for Child Development (see Image 5). This is identical to the image in Section IV.A. We attach it here again for you to easily reference.

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).

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.

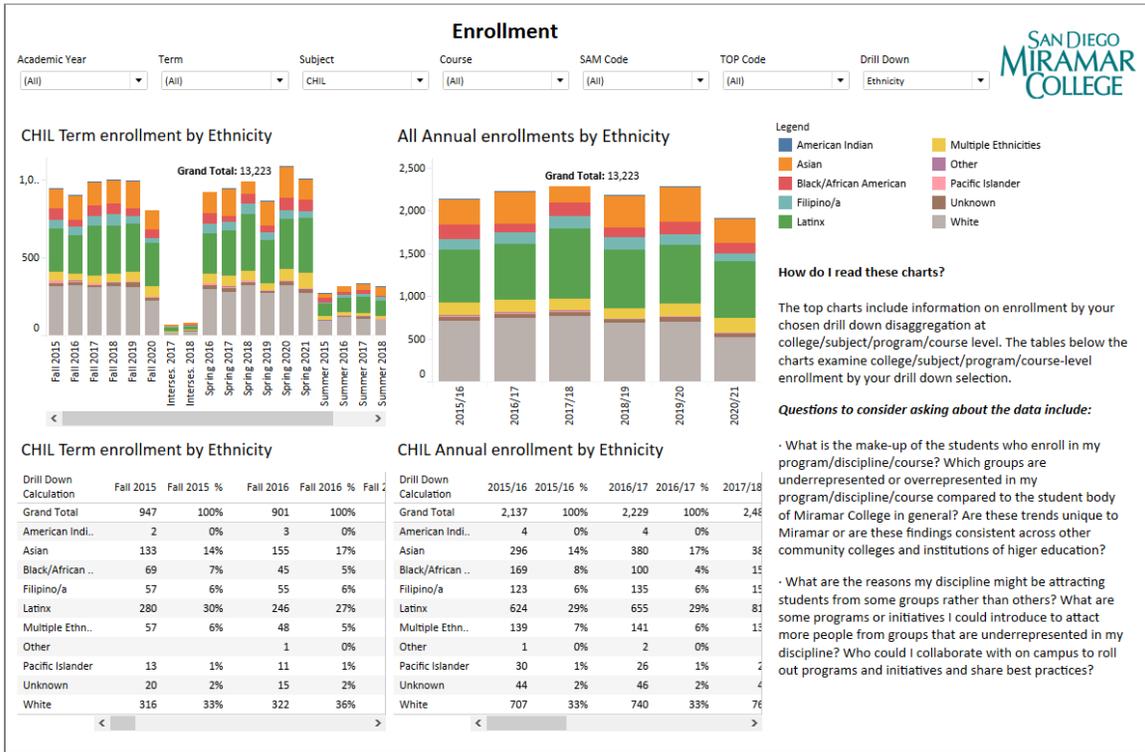
B. What is the ethnic make-up in my discipline? Does the ethnic make-up of students in my discipline vary by the level of advancement in the sequence? If so, what are the loss points? Are there gaps in retention and success rates for specific ethnic groups?

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)

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



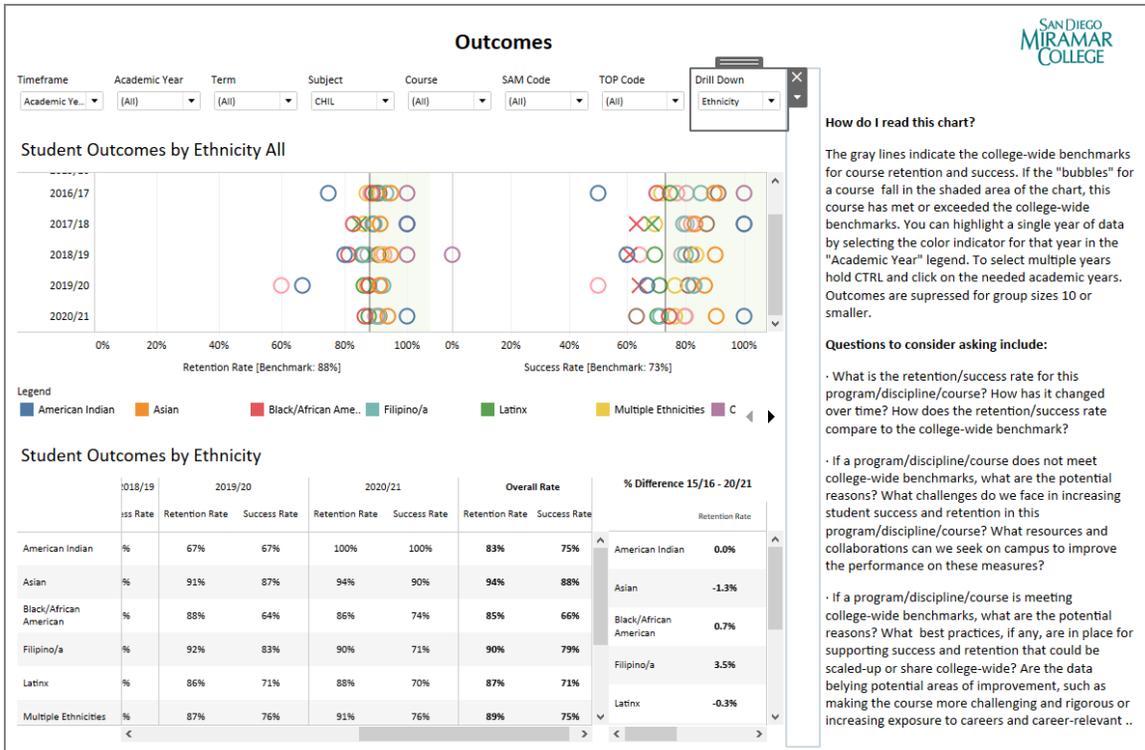
CHIL Term enrollment by Ethnicity

Drill Down Calculation	Fall 2015	Fall 2015 %	Fall 2016	Fall 2016 %
Grand Total	947	100%	901	100%
American Indi..	2	0%	3	0%
Asian	133	14%	155	17%
Black/African ..	69	7%	45	5%
Filipino/a	57	6%	55	6%
Latinx	280	30%	246	27%
Multiple Ethn..	57	6%	48	5%
Other			1	0%
Pacific Islander	13	1%	11	1%
Unknown	20	2%	15	2%
White	316	33%	322	36%

CHIL Annual enrollment by Ethnicity

Drill Down Calculation	2015/16	2015/16 %	2016/17	2016/17 %	2017/18
Grand Total	2,137	100%	2,229	100%	2,468
American Indi..	4	0%	4	0%	3
Asian	296	14%	380	17%	368
Black/African ..	169	8%	100	4%	151
Filipino/a	123	6%	135	6%	151
Latinx	624	29%	655	29%	811
Multiple Ethn..	139	7%	141	6%	151
Other	1	0%	2	0%	2
Pacific Islander	30	1%	26	1%	2
Unknown	44	2%	46	2%	4
White	707	33%	740	33%	768

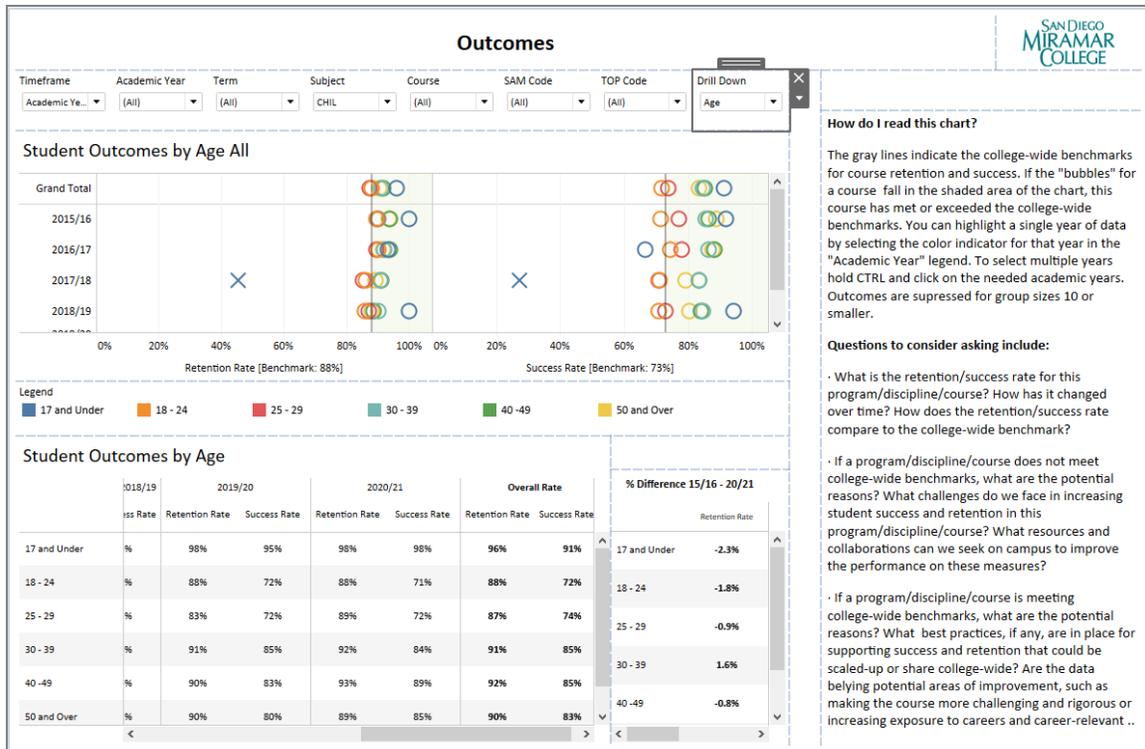
Image 8. Discipline-Level Outcomes by Ethnicity



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

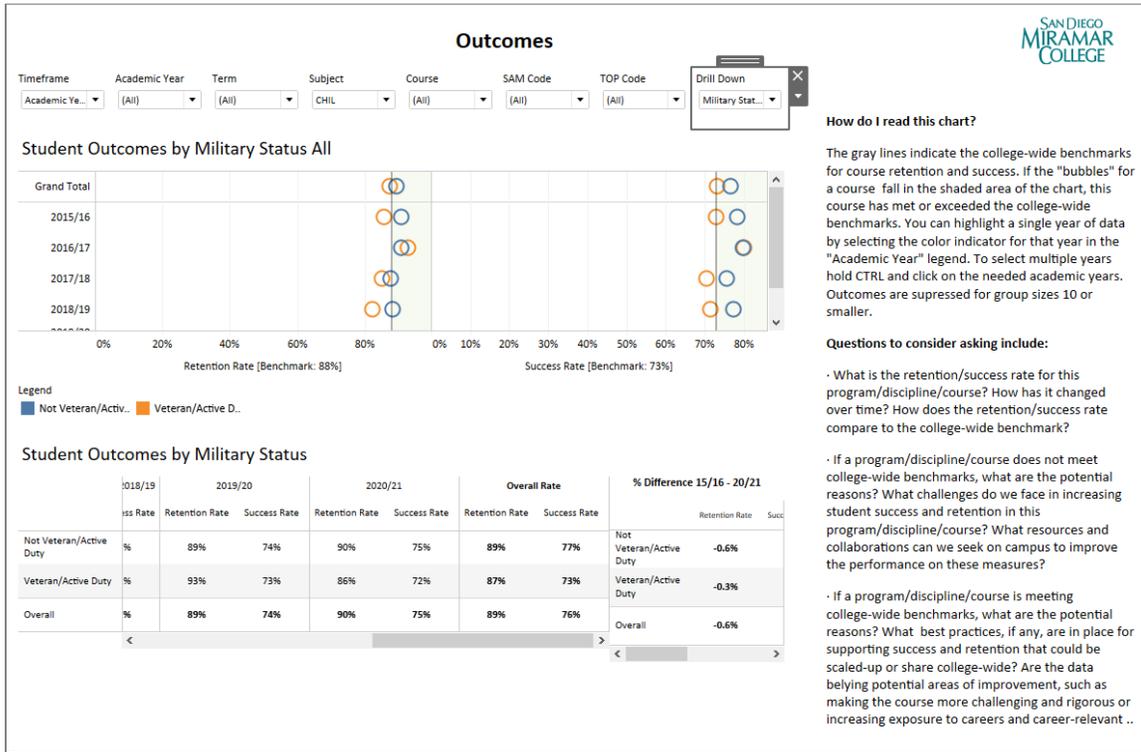


D. Are there differences in discipline-level outcomes for students based on veteran status?

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.

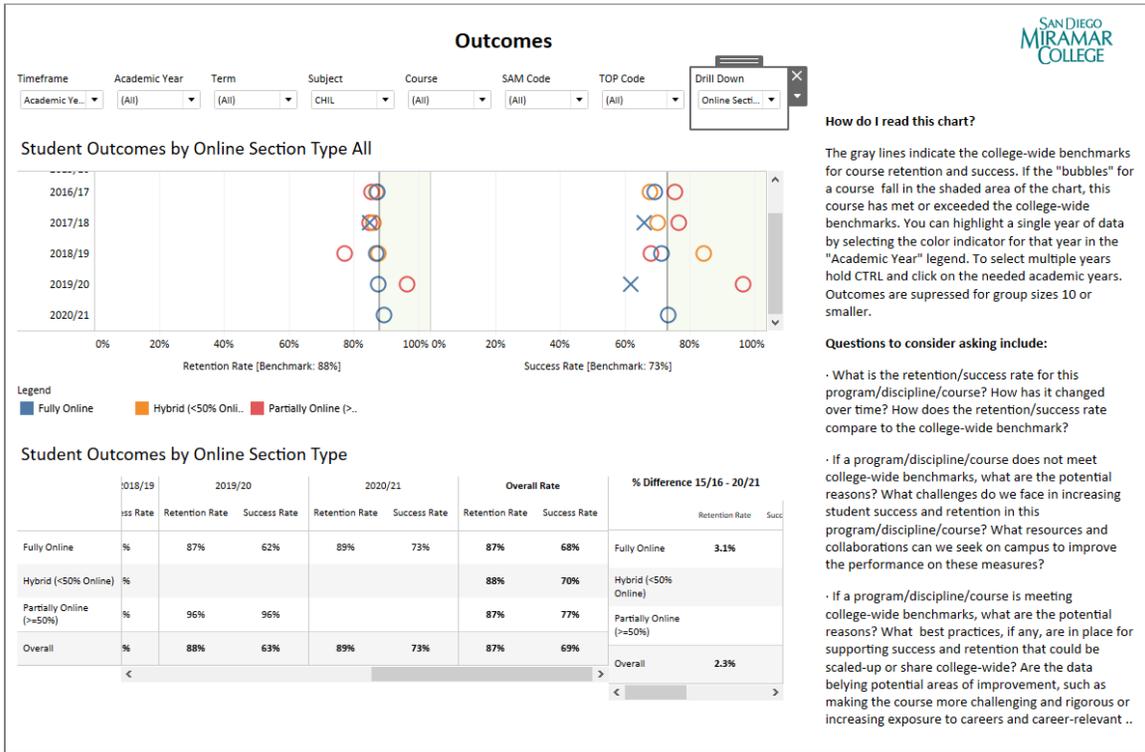
Image 10. Discipline-Level Outcomes by Military Status



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

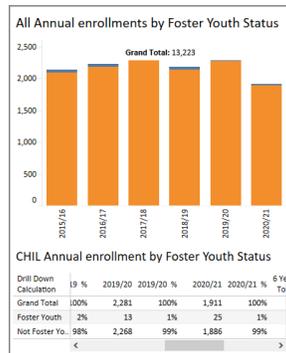
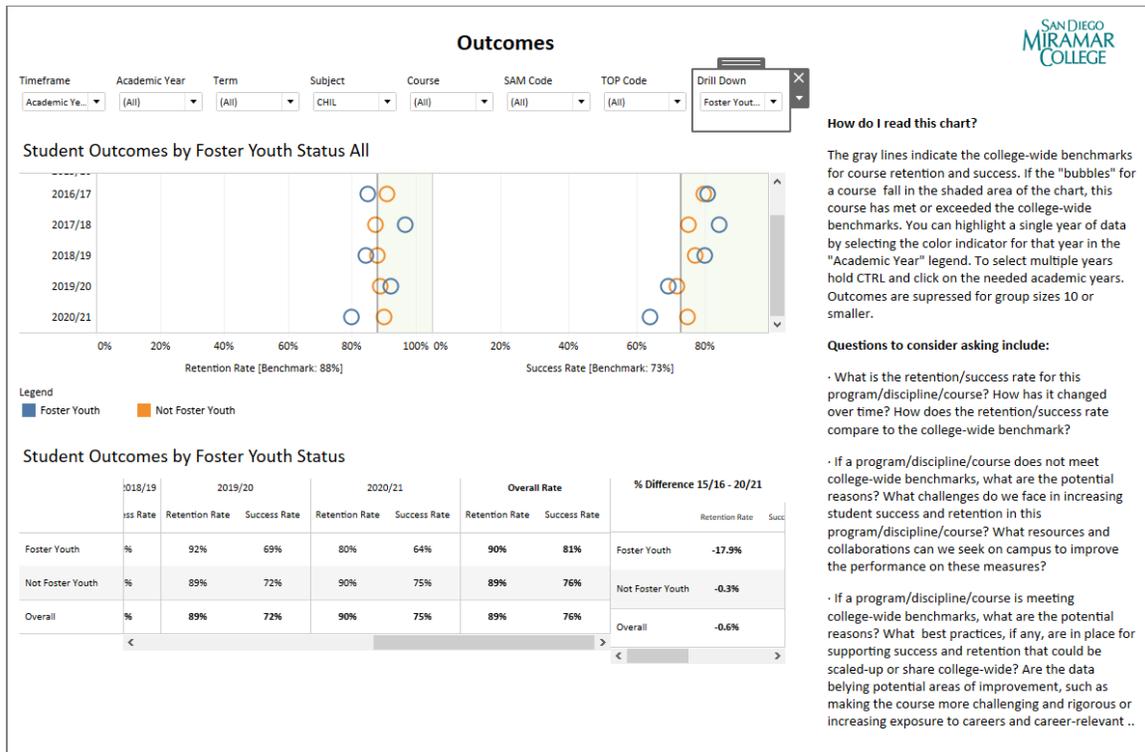


Image 13. Discipline-Level Outcomes by Foster Youth Status



VI. Explore discipline-level productivity

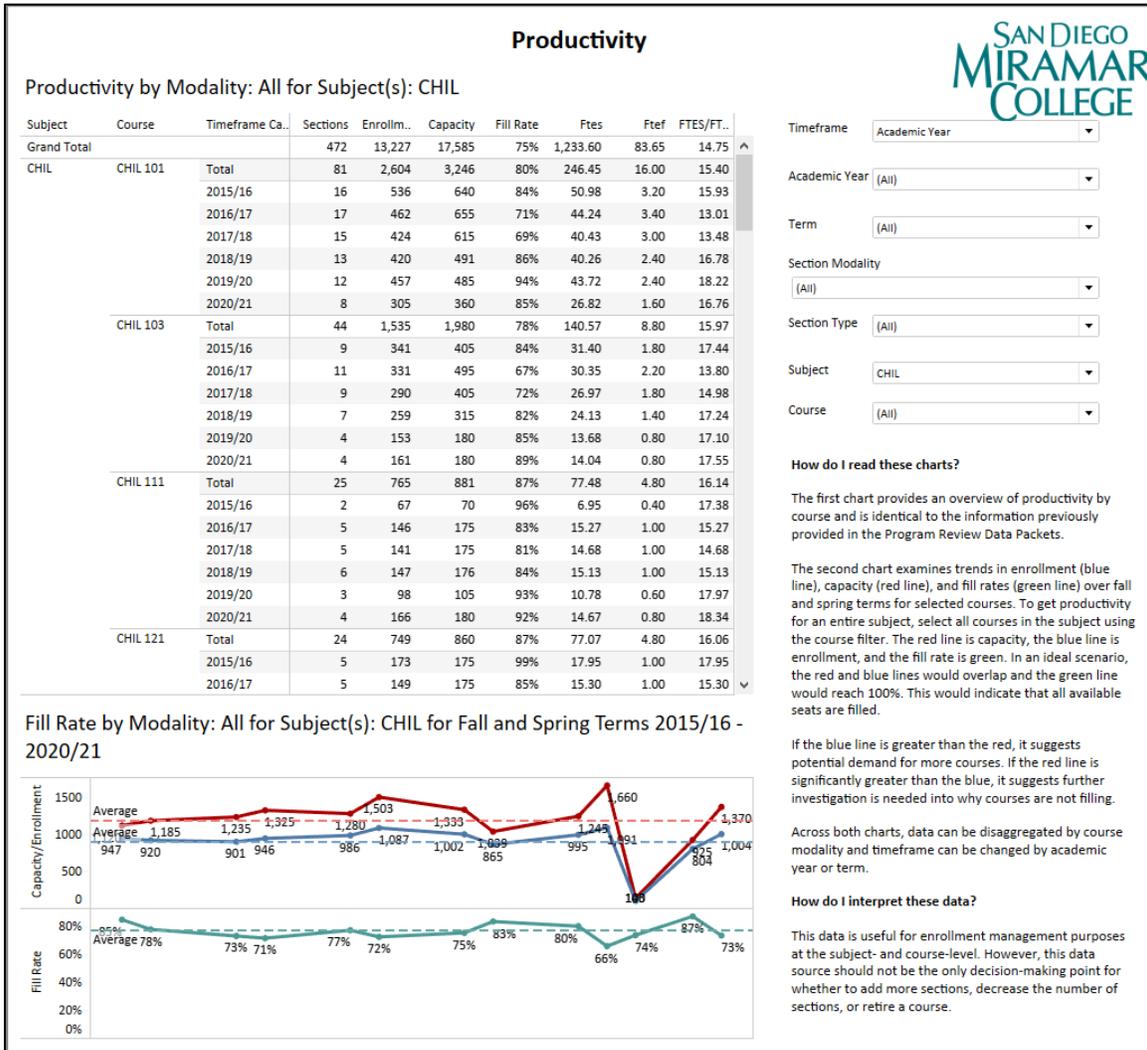
A. How has enrollment and capacity changed in my discipline over time?

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.

Image 14. Discipline-level Productivity Dash



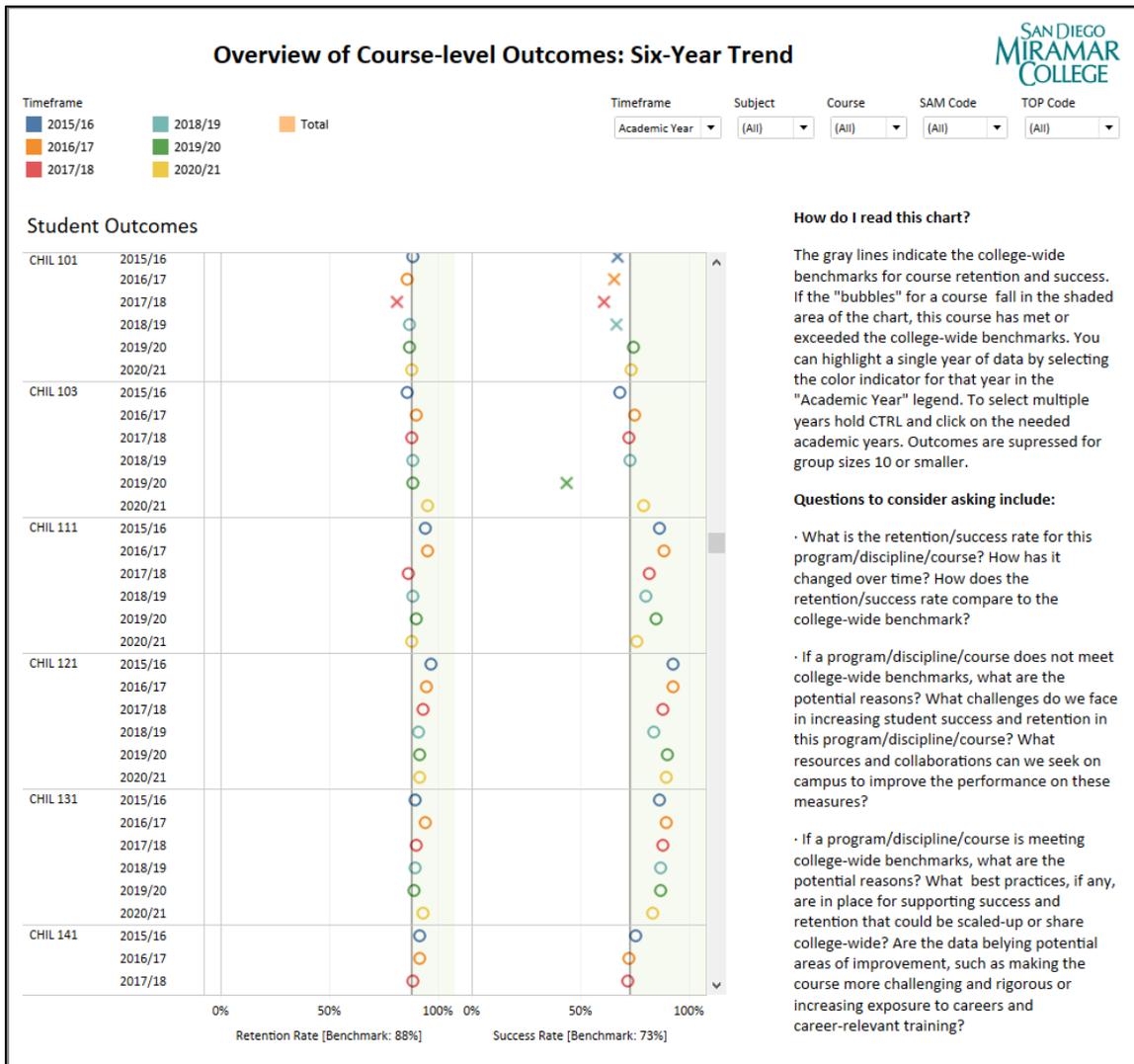
Enrollment in Child Development has increased to a historical high in Spring 2020 with an enrollment of 1245 but followed by an immediate drop, together with all other disciplines to a historical low, because of the breakout of COVID-19.

VII. Explore course-level outcomes and productivity

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).

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

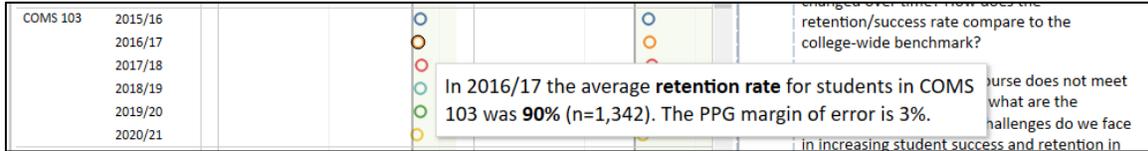


By scrolling up and down we can see that the success and retention rates for the vast majority of child development courses have remained relatively consistent over the past six years (2015/16-2020/21). We also see that Child Development courses have consistently met the college-wide benchmark for retention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

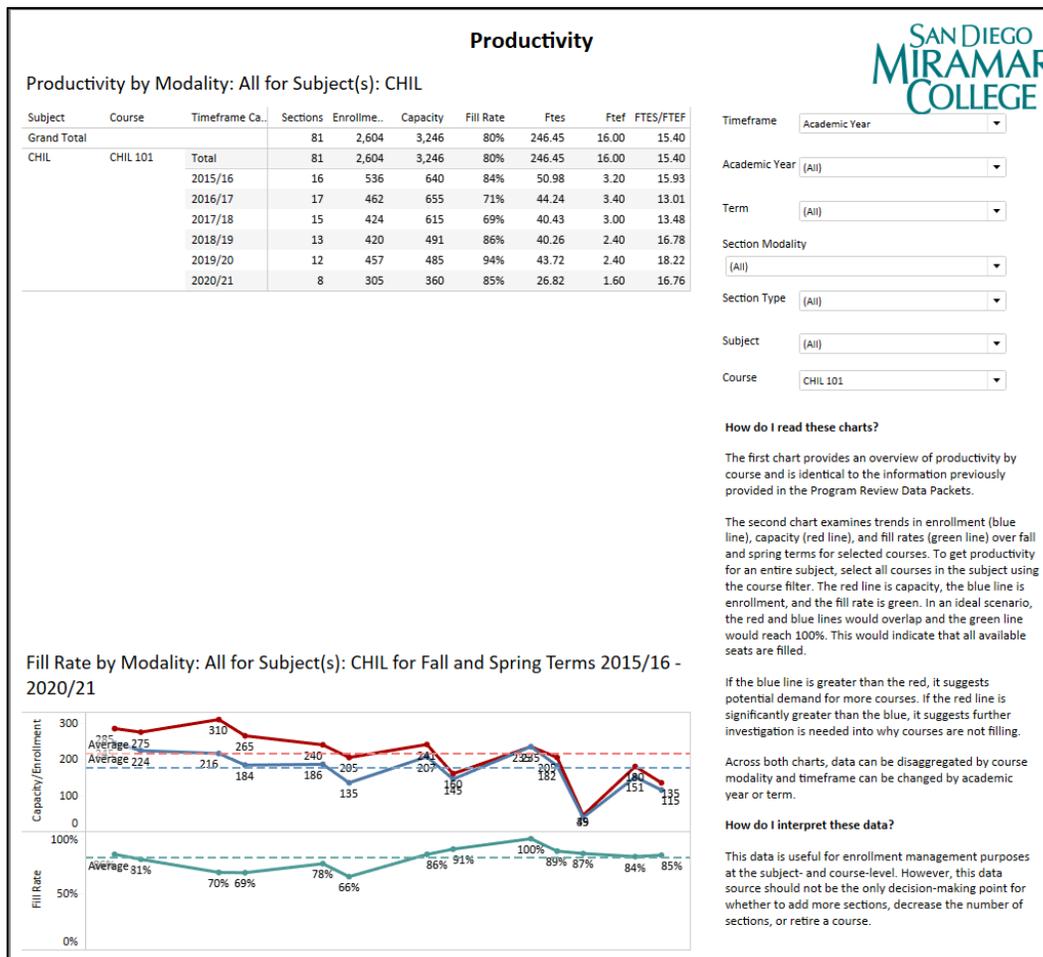
Image 16. Hovering for more information



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).

Image 17. Course-level Productivity



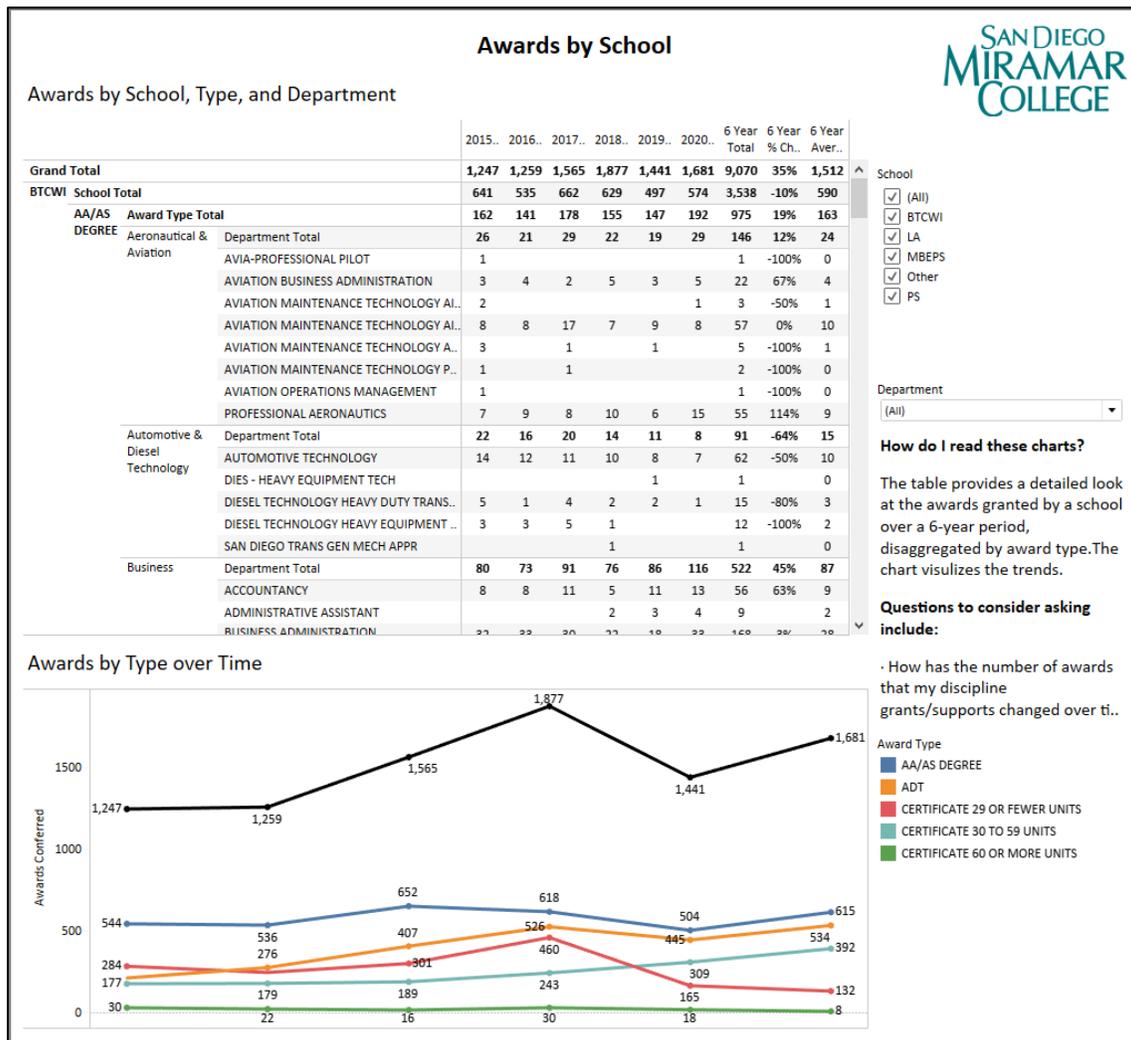
Here we can see that for CHIL101 enrollment peaked in Fall 2015 with an enrollment of 245, and went very close in Fall 2019 to 235, not having more most likely just because of the capacity limit. The fill rate also shows a downward trend.

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 in-depth 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).

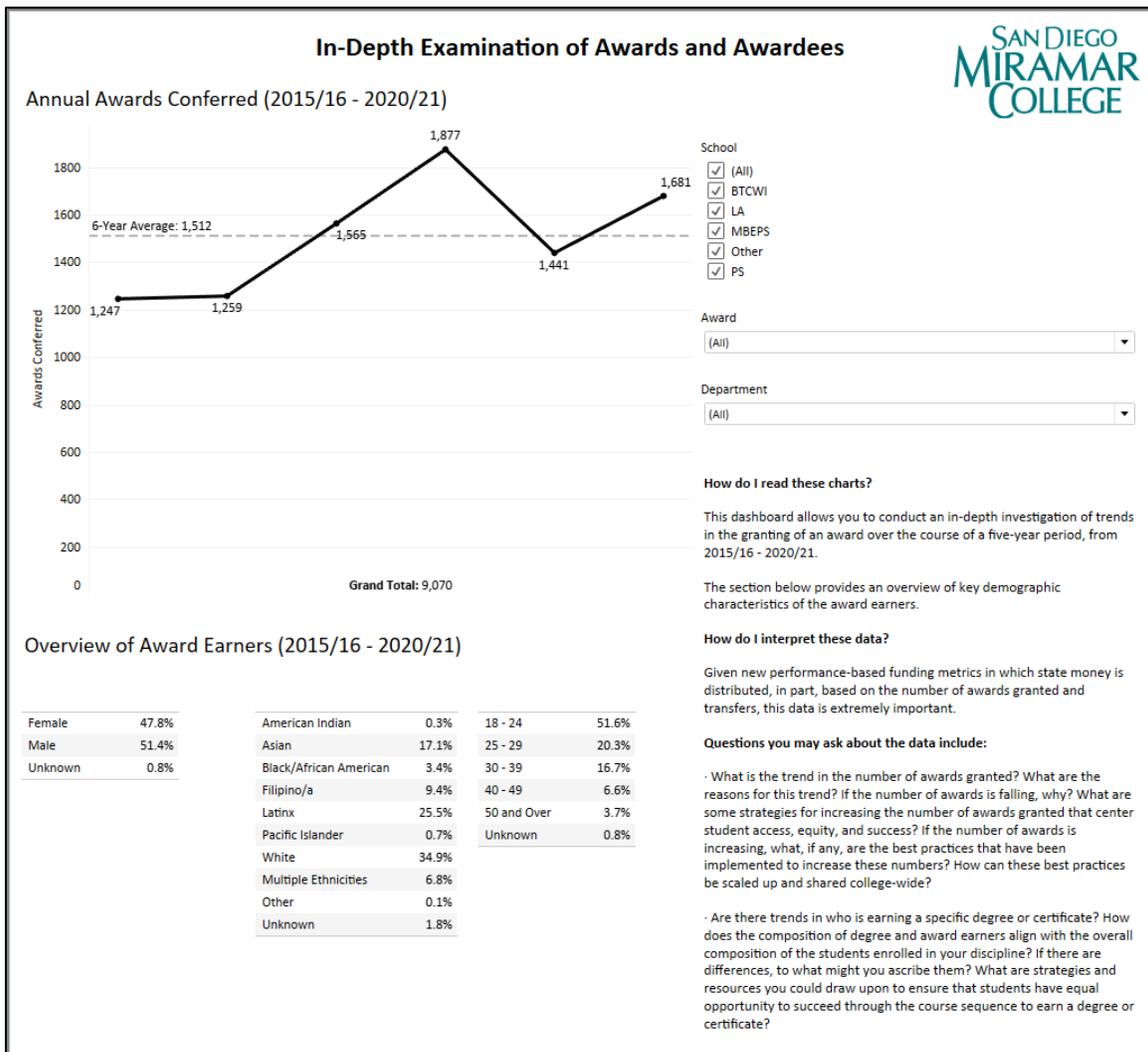
Image 18. Awards by School



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”).