Program Review Equity Data Dashboard (PREDD) Walkthrough

A Data Nerd Guide

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

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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 PREDD.

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

II. Definitions

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

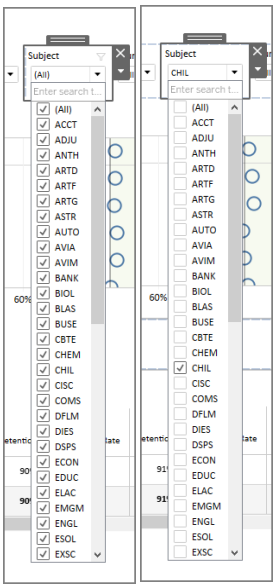
Filter - Filters allow you to change the parameters under which you view the data. Available filters in the PREDD vary by dash. Academic year is almost always included as a filter.

Hover - Scrolling your mouse over charts/graphs typically allows you to see more information.

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 data.

Image 1. Select Subject



1. Go to the **Outcomes** dash by selecting the tab near the top.
2. Then click the downward-pointing triangle below "Subject" toward the top of the sheet.
3. Uncheck the box to the left of "All" and check the box for "CHIL". See images to the left and note that "(All)" has changed to "CHIL".
4. You can click the box to the left of "(All)" to select all disciplines again.

The "CHIL" selection will be applied repeatedly **throughout** this PREDD tutorial. 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.

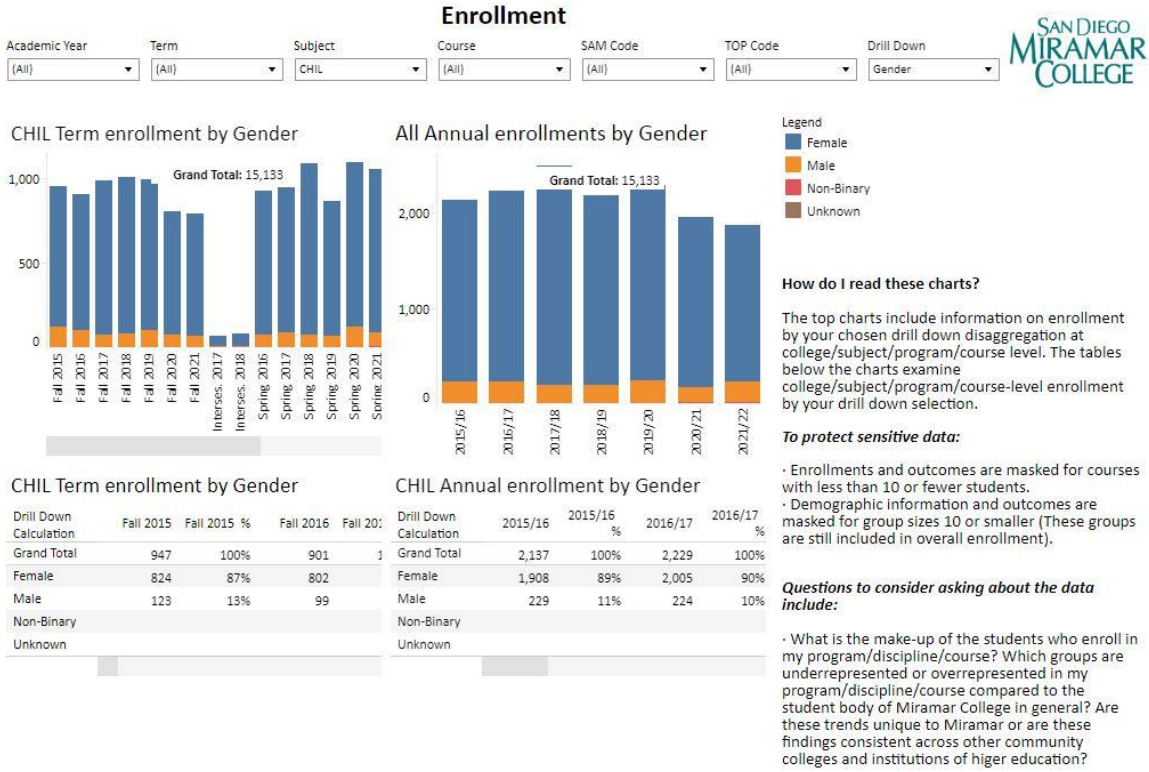
IV. Understand how your discipline compares to others in terms of enrollment

The PREDD offers flexibility enabling you to explore how your discipline compares to others at San Diego Miramar College. In this tutorial, we ask questions that you may have and use these dashes to find answers, while providing technical guidance to navigate this tool.

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

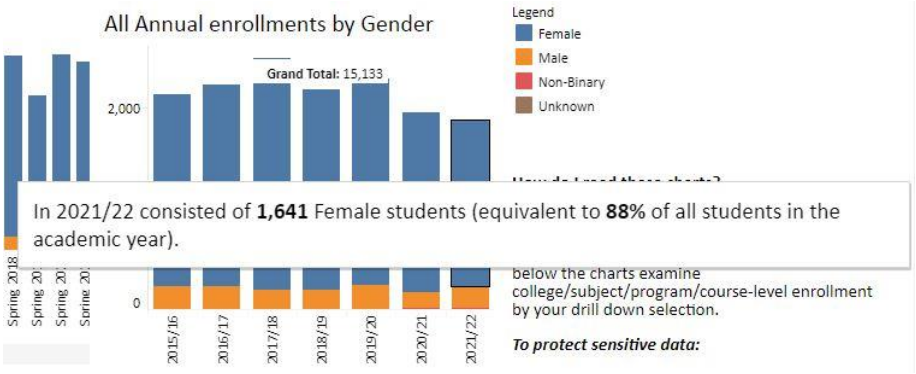
Go to the **Enrollment** dash. Select "CHIL" from the "Subject" list (if not already applied) and "Gender" from the "Drill Down" list. The worksheet will display the gender make-up for Child Development on Miramar College's campus (see Image 2).

Image 2. Discipline-Level Student Makeup - Headcount Dash



Here, we see that the majority of enrolled students in this discipline are female. In fact, in 2021/22 88% of duplicated students (enrollment) were female, making it the most female-dominated discipline at Miramar College. Hovering over the bars of the chart will allow you to see the information it represents (see Image 3).

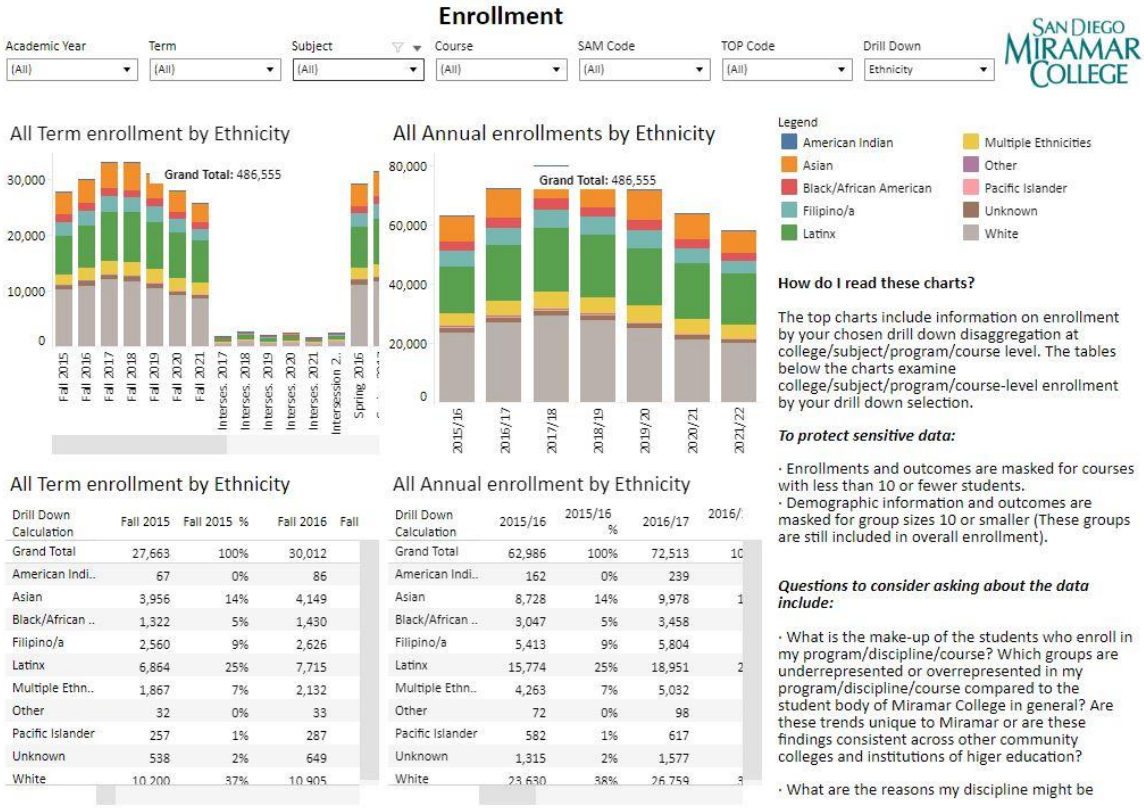
Image 3. Hover over Chart



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

Now, in the same **Enrollment** dash, select "Ethnicity" from "Drill Down" and select "(All)" for the "Subject" filter. The dash will then display the overall ethnic make-up at Miramar College (see Image 4).

Image 4. College-Level Student Makeup



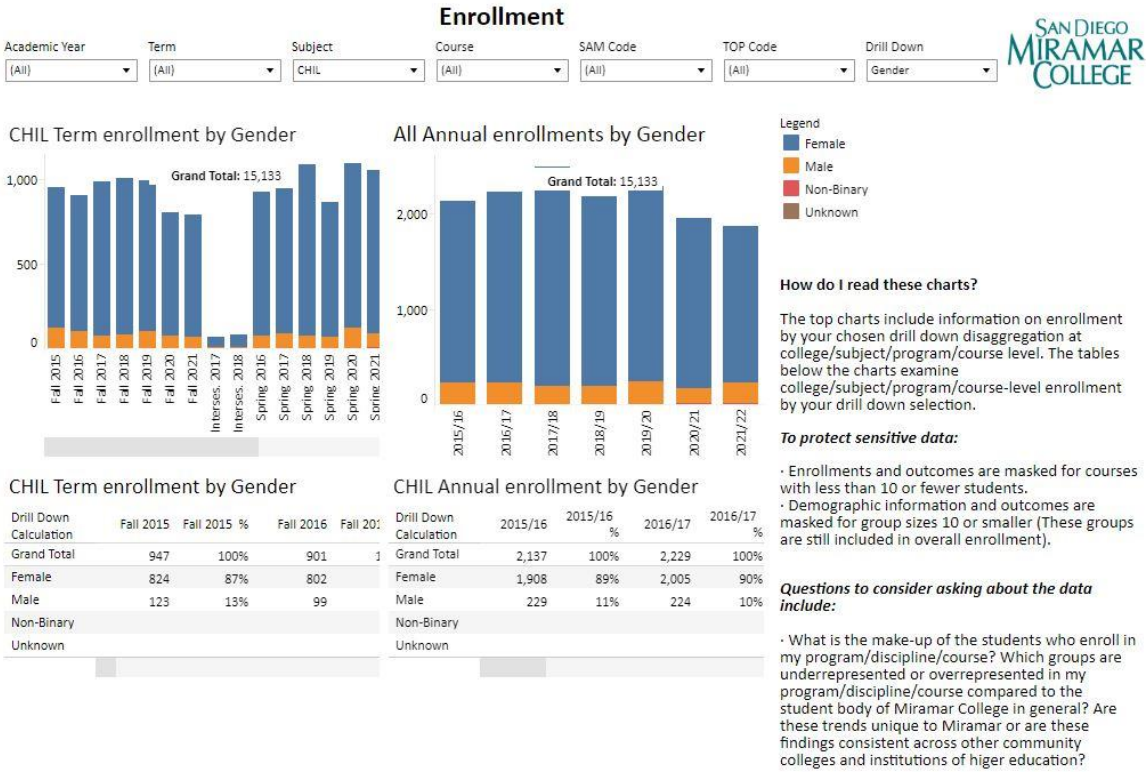
Select different disciplines under the "Subject" filter to compare their ethnic make-ups of enrollees to that of Miramar College at large.

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?

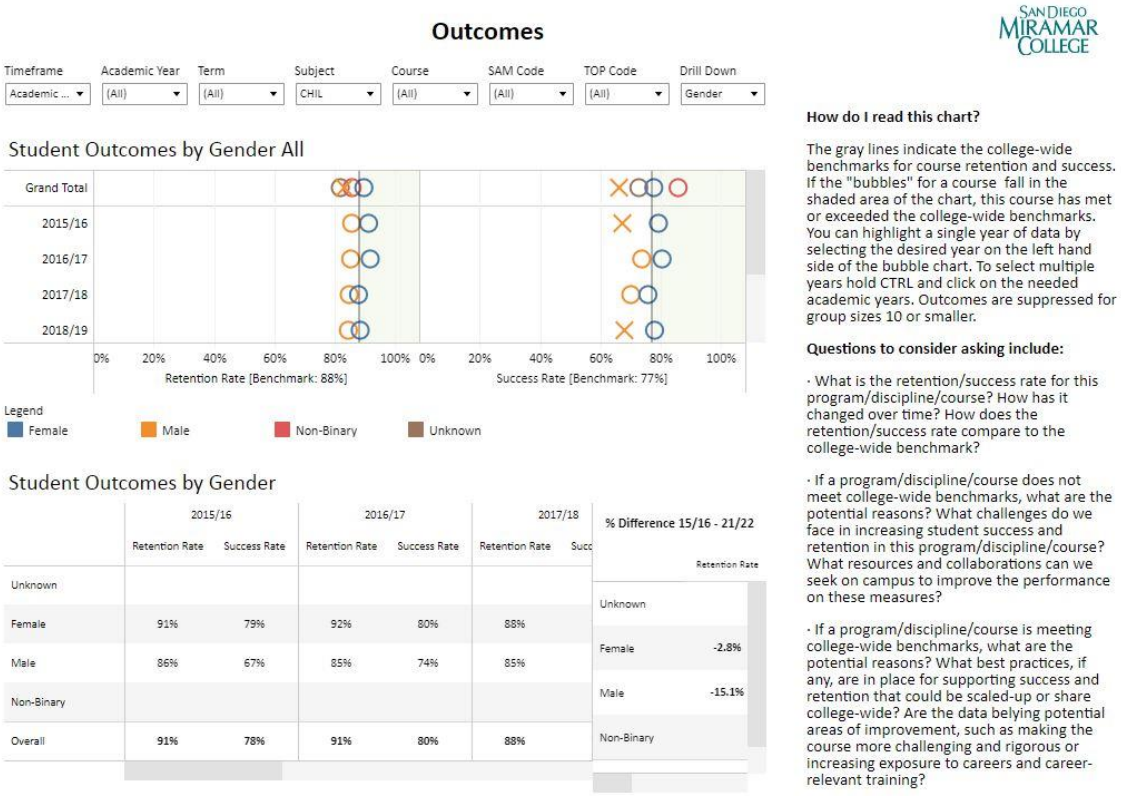
Go to the **Enrollment** dash. Select "CHIL" for "Subject". Select "Gender" for "Drill Down". The worksheet will display the gender make-up for Child Development (see Image 5). This is identical to the image in Section IV.A. We attach it here again for you to easily reference.

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



Now let's go to the **Outcomes** dash. The same filters will be applied automatically. The dash 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, in addition to our previous observation that Child Development is a 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 in all “CHIL” courses seems to mirror the ethnic composition of Miramar College (compare with Image 4).

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

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

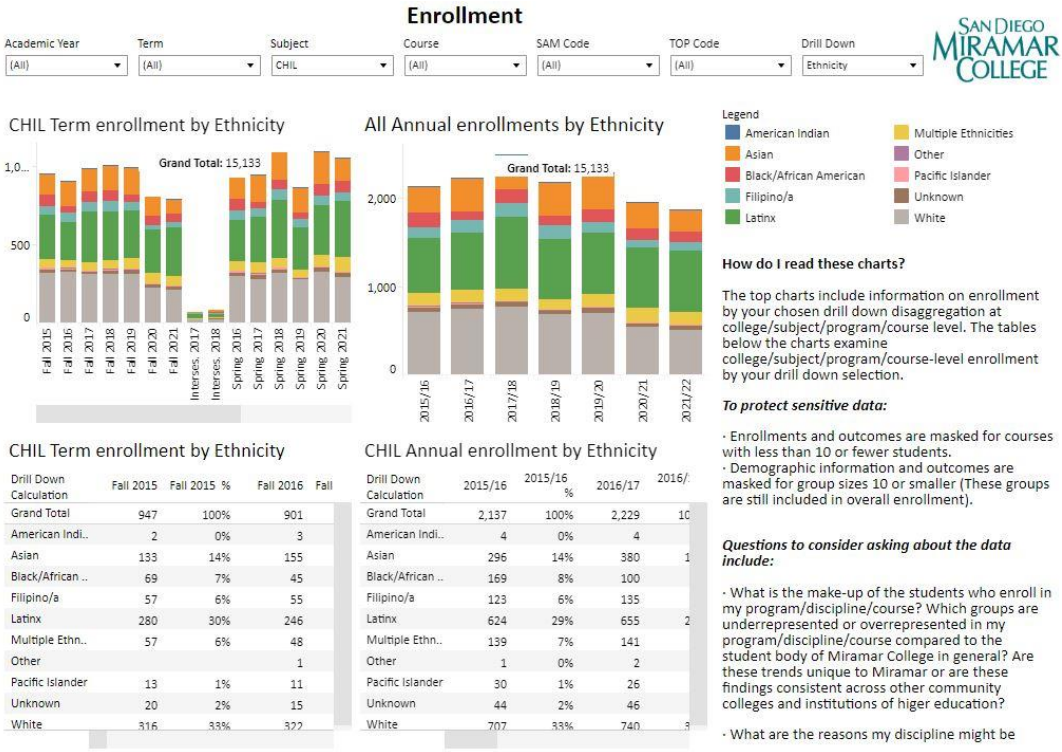
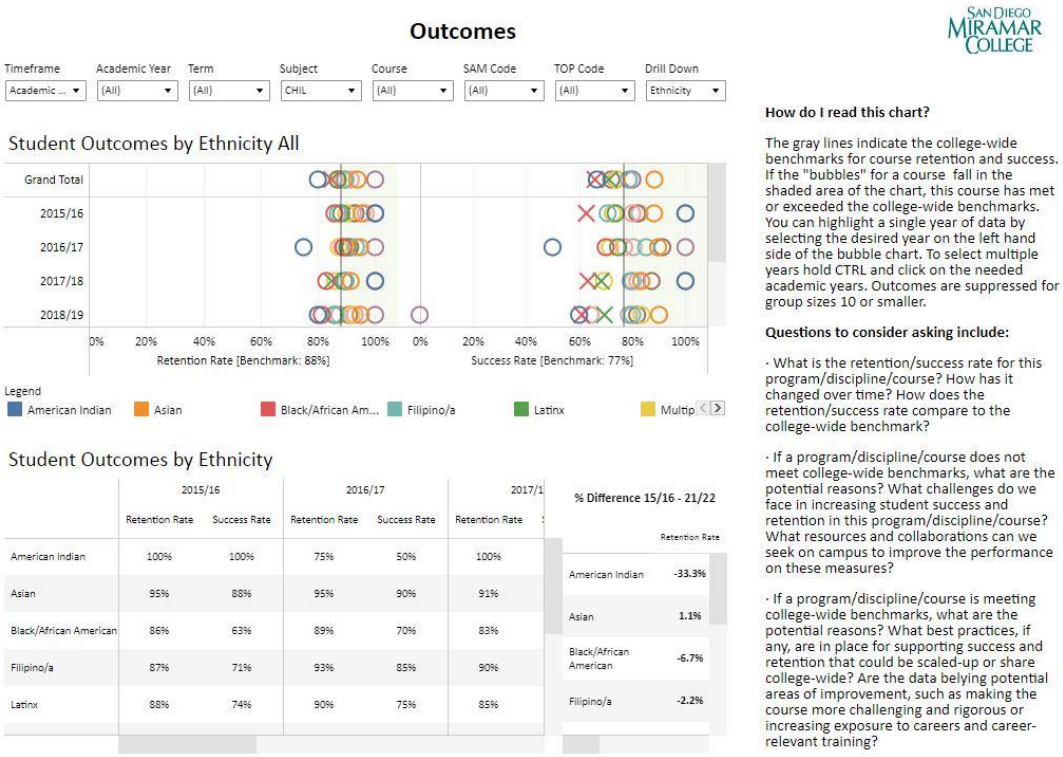


Image 8. Discipline-Level Outcomes by Ethnicity



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

Next, go to the **Outcomes** dash. 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 the other age groups in most of the years. Note the very **small sample size** of the youngest age group and **be cautious to draw conclusions**. Hover your mouse over the graph to see the sample size of a group within a given year. In 2018/19, the sample size for the age group “17 and Under” was 68 students (see Image 10).

Image 9. Discipline-Level Outcomes by Age

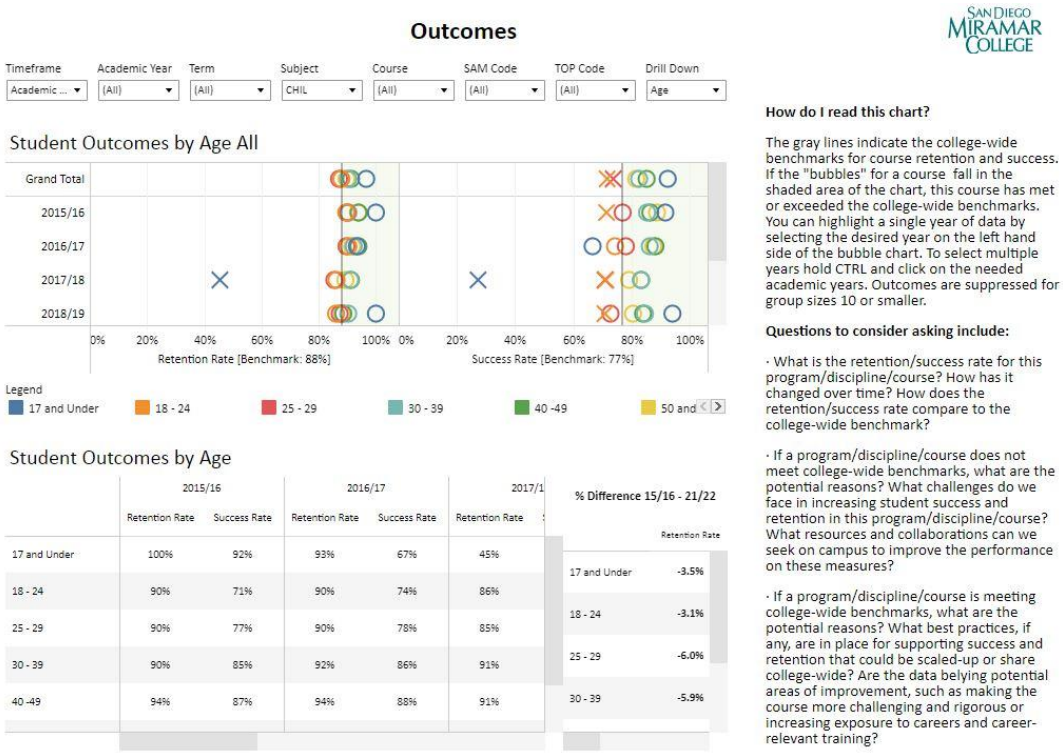


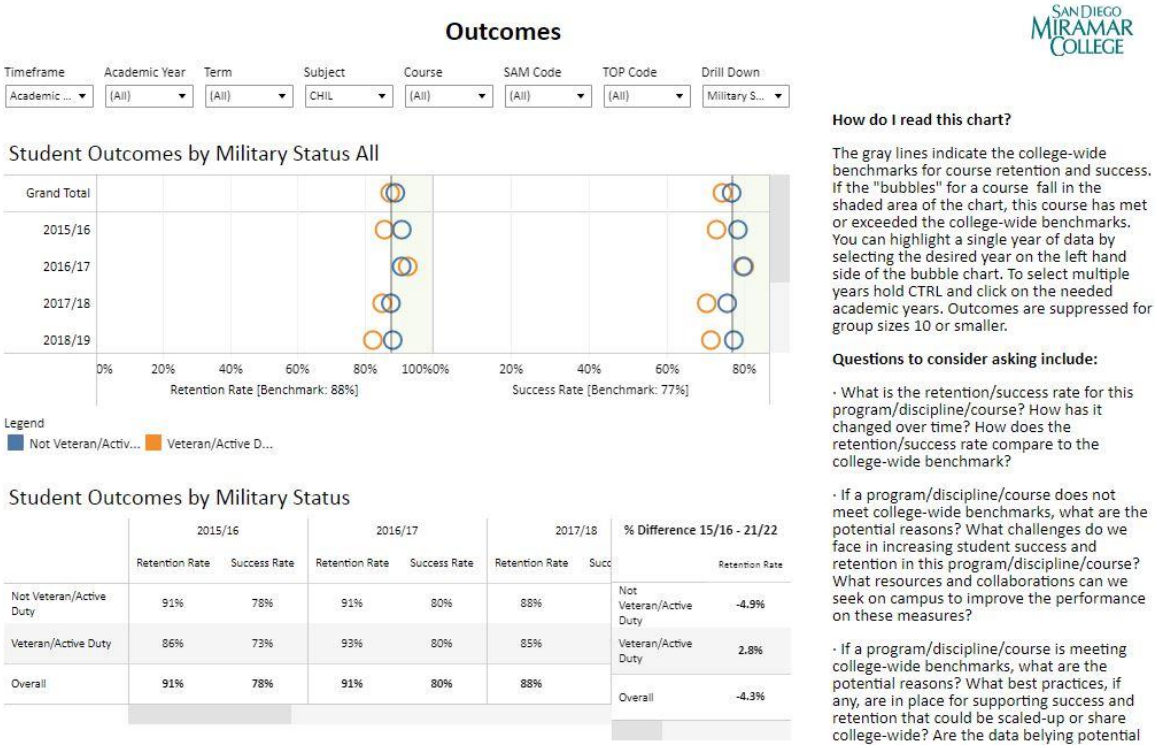
Image 10: Hover to See Sample Size

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

Go to the **Outcomes** dash. Select “CHIL” for “Subject”. Select “Military Status” for “Drill Down”. The worksheet will display the outcomes for veteran and non-veteran groups in Child Development (see Image 11).

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

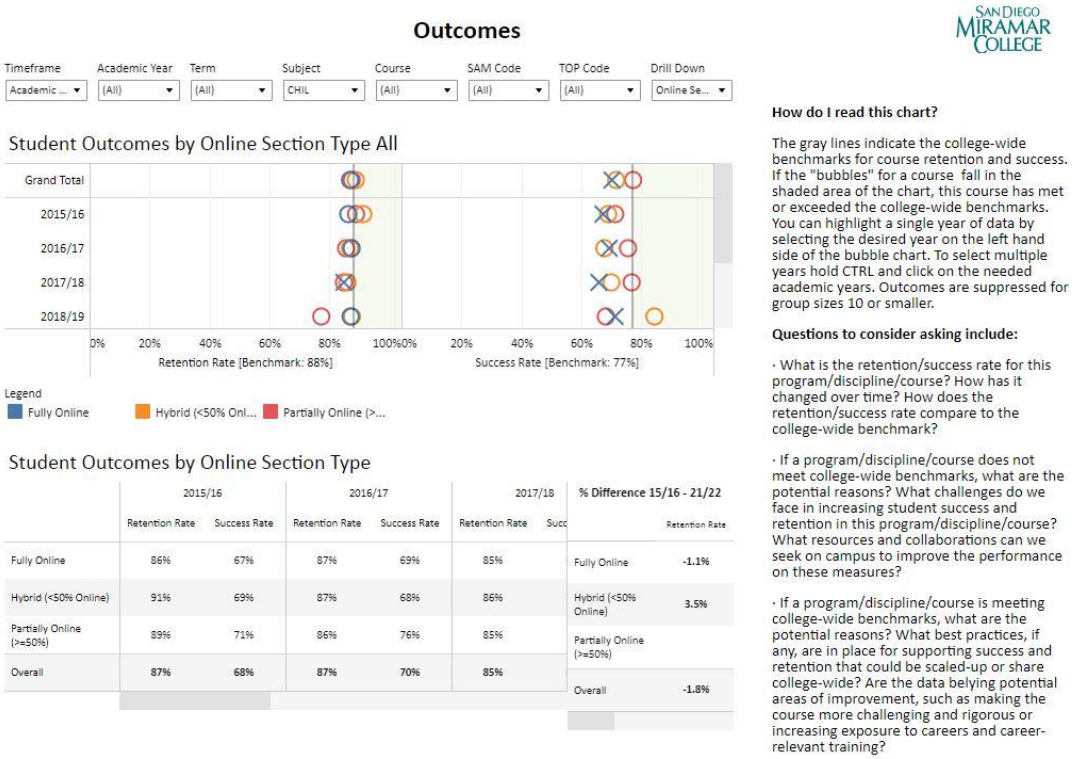
Image 11. Discipline-Level Outcomes by Military Status



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

Go to the **Outcomes** dash. Select “CHIL” for “Subject”. Select “Online Section Type” for “Drill Down”. The worksheet will display the outcomes by online section types in Child Development (see Image 12). As the worksheet shows, online students tend to experience worse outcomes.

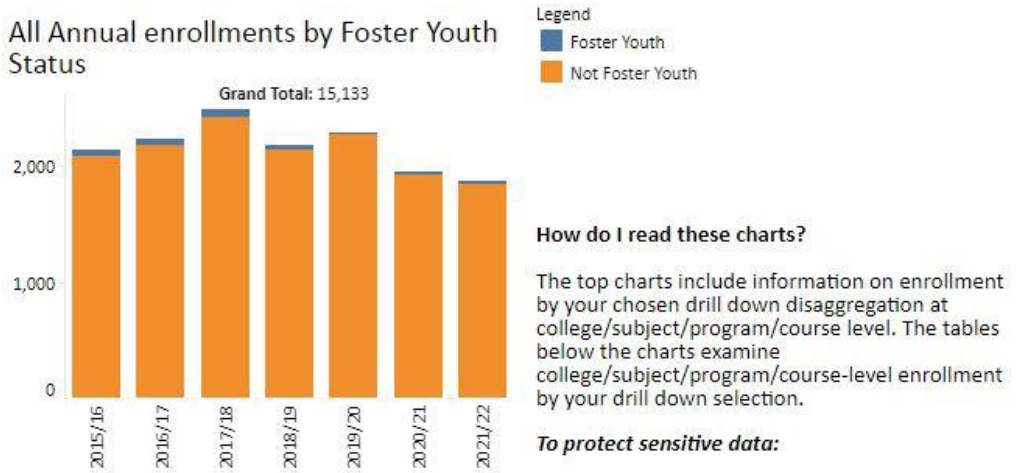
Image 12. Discipline-Level Outcomes by Online Types



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

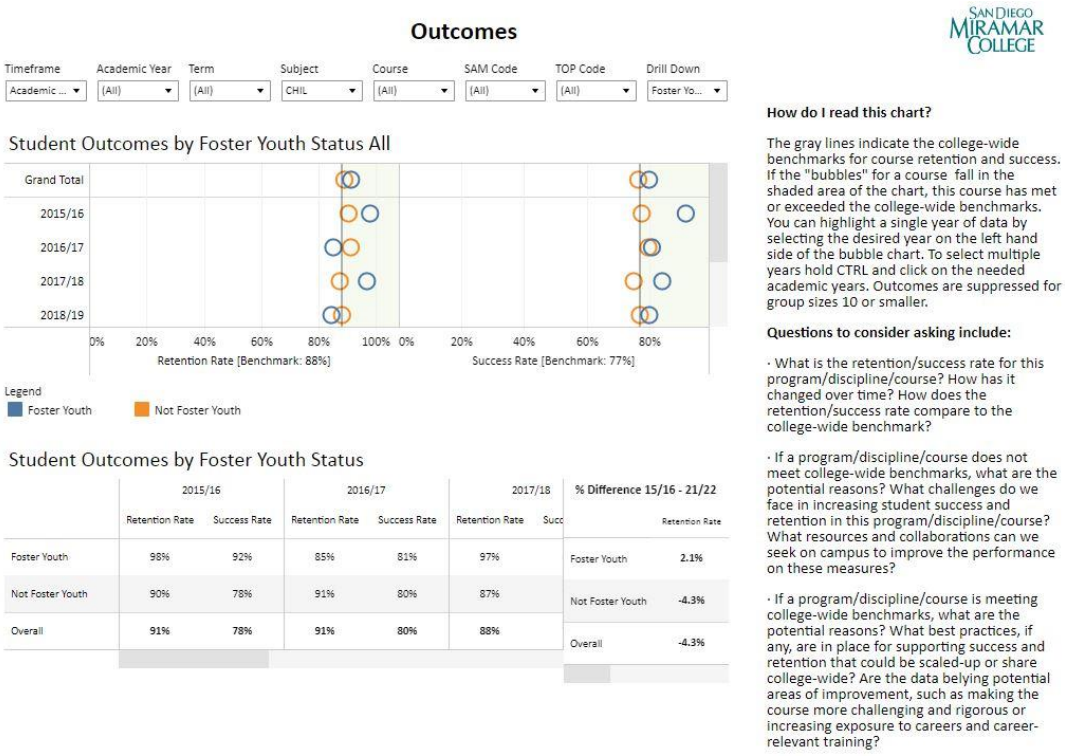
Go to the **Enrollment** dash. Select “CHIL” for “Subject”. Select “Foster Youth Status” for “Drill Down”. We can see that enrollment for the foster youth group dropped noticeably in the 2020/21 academic year (see Image 13).

Image 13. Discipline-Level Enrollment by Foster-Youth Status



For child development, the **Outcomes** data seems to suggest that foster youth students had higher retention and success rate in the past (see Image 14). However, hovering over the bubbles reveals that the sample size for this group is small, meaning interpretations should be made with caution.

Image 14. Discipline-Level Outcomes by Foster Youth Status



VI. Explore discipline-level productivity

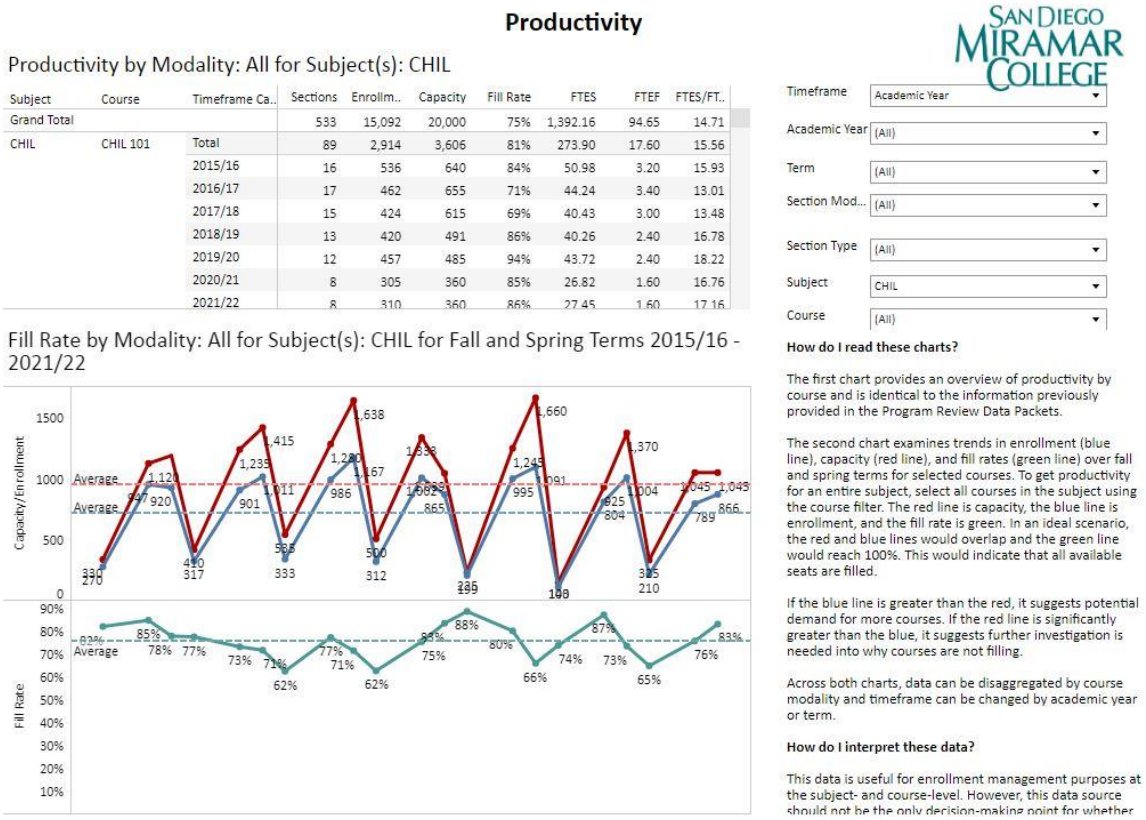
A. How has enrollment and capacity changed in my discipline over time?

Next, we head over to the **Productivity** dash, which allows us to examine trends in the relationship between enrollment and capacity by discipline as well as the fill rate trend. Apply "CHIL" to the subject filter to see trends in Child Development (see Image 15).

The dual 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 15. Discipline-level Productivity Dash

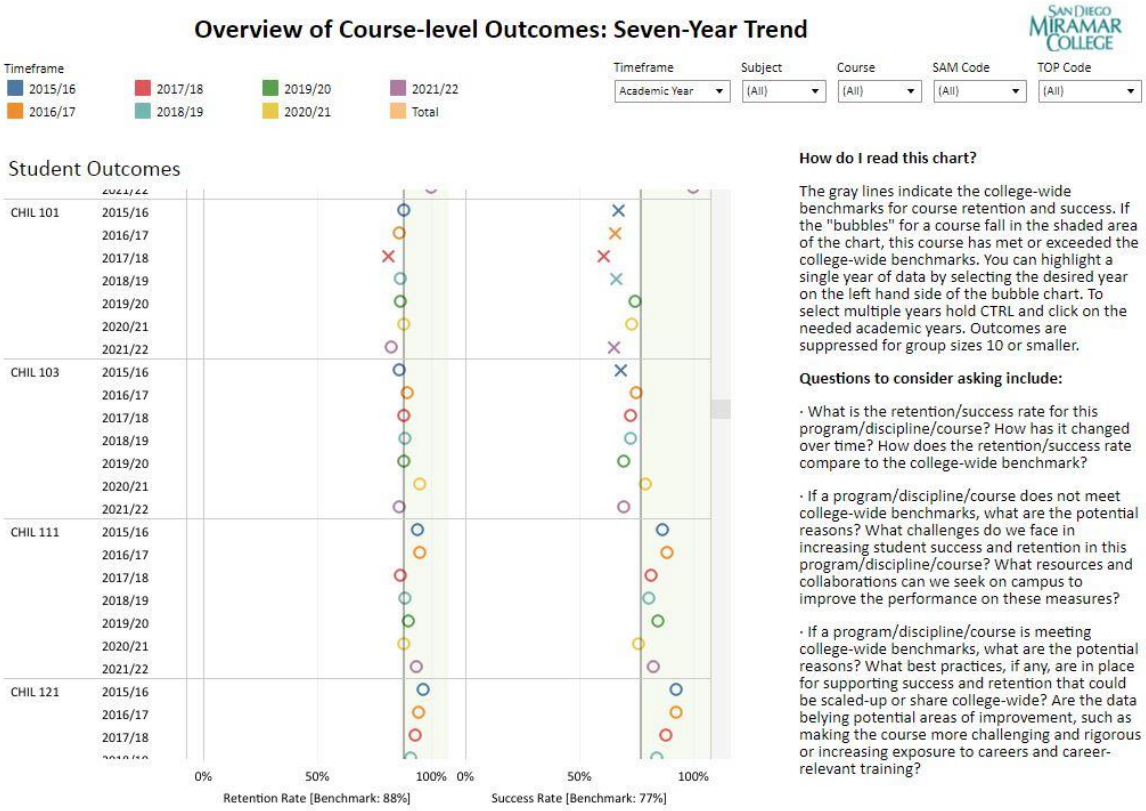


VII. Explore course-level outcomes and productivity

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 seven-year trends?

Go to the **Outcomes: Seven-Year Trend** dash. This worksheet displays seven years of retention rates and success rates for all the courses at Miramar College. Scroll down to where the Child Development courses are or apply the appropriate filter (see Image 16).

Image 16. Course-Level Outcomes: Seven-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 seven years (2015/16-2021/22). 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). Additionally, 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) and CHIL 188 (Violence in the Lives of Children and Families). You might also be interested in seeing in which academic years were retention and success rates lowest.

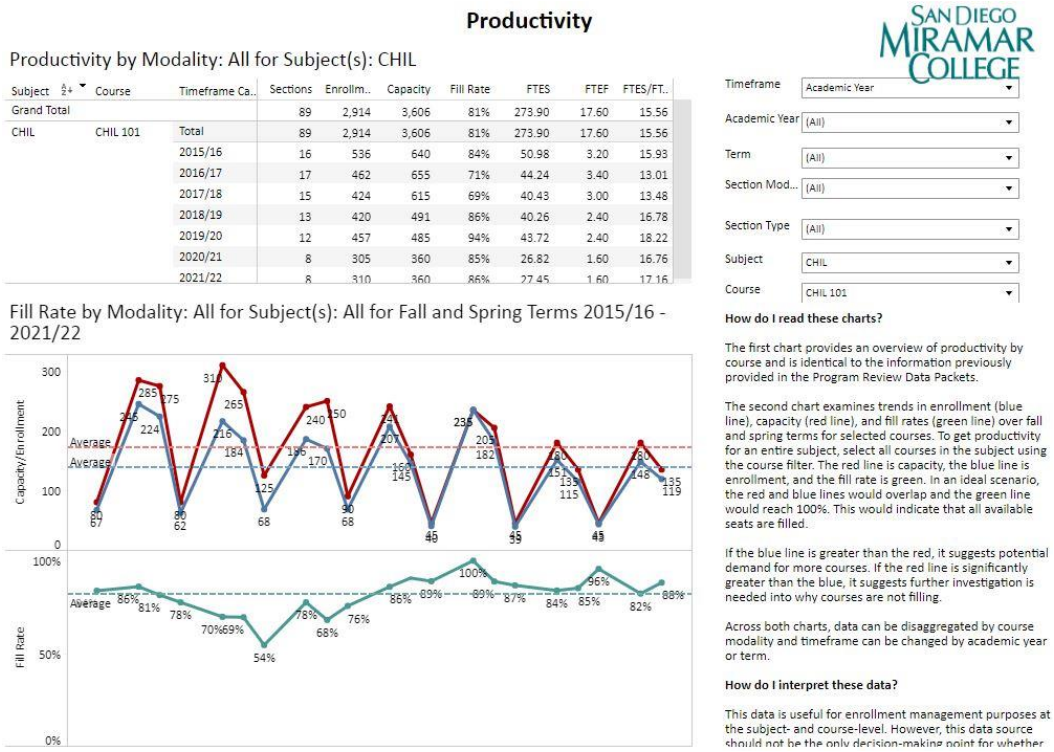
You can scroll down and hover the mouse over the bubbles. It will provide detailed information about the retention rates and success rates for different courses by academic year (see Image 17).

Image 17. Hovering for more information

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

Next, in the **Productivity** dash, uncheck "All" and then select "CHIL 101" from the "Course" filter. This tab displays the course-level relationship between enrollment and capacity as well as a fill rate trend over the past several years (see Image 18).

Image 18. Course-level Productivity



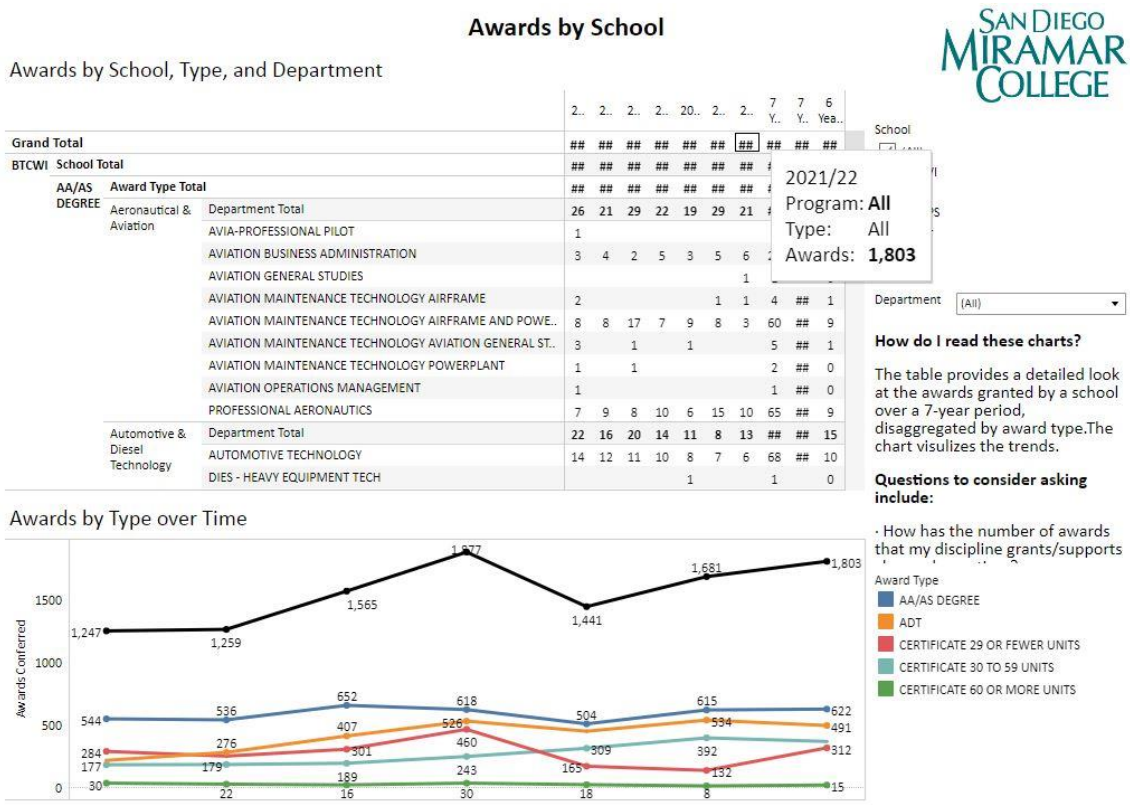
Here we can see that for CHIL 101 enrollment (blue line) peaked in Fall 2015 with an enrollment of 245. Enrollment in Fall 2019 got close at 235, but that term hit the capacity limit. The bottom chart shows a drop in fill rates between 2015 and 2018, but has since rebounded.

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 dashes intended to inform on the 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 19).

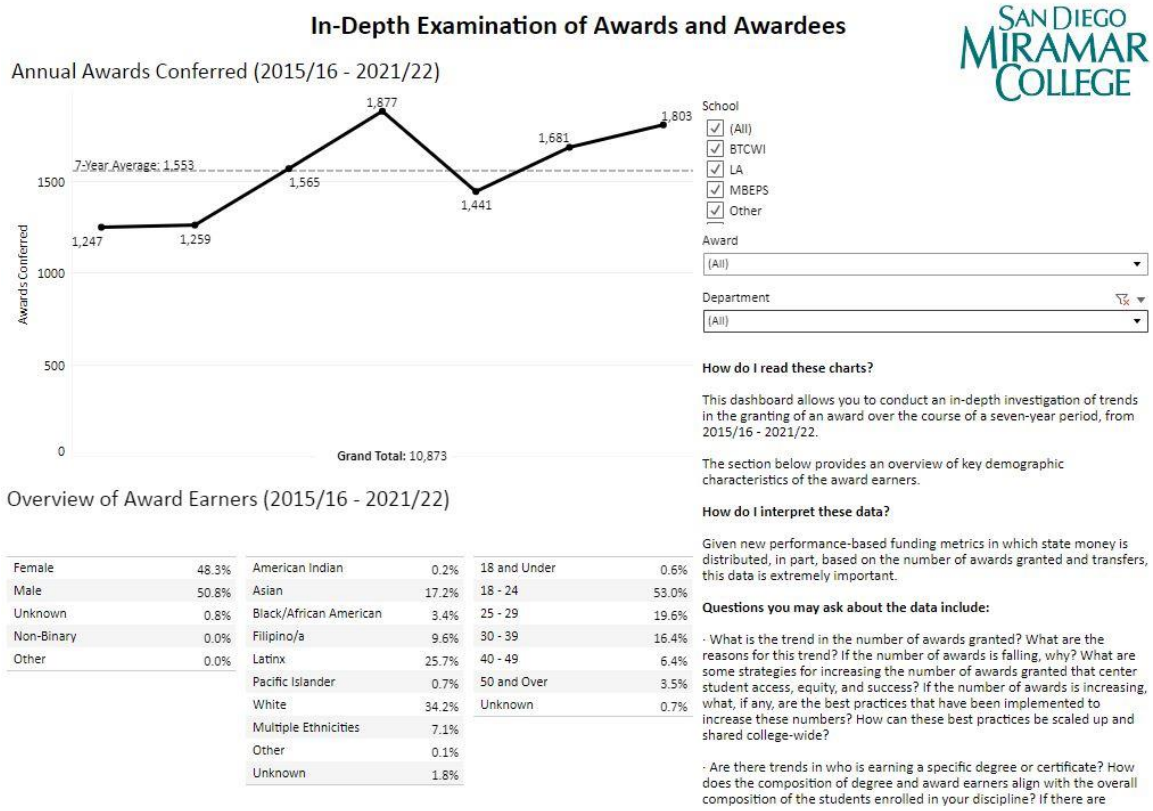
Image 19. Awards by School



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 20). This dash displays the number of awards granted filtered by specific award types along with information regarding the demographic distribution of the awardees.

Image 20. Awards by Type



You can also explore deeper by selecting filters under “Award” and/or “Department”.