



# 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 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.

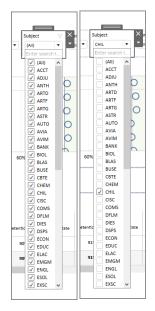
**Filter** - Filters allow you to change the parameters under which you view the data. Available filters in the PREDD vary by dash. Academic year is almost always included as a filter.

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.
- 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).

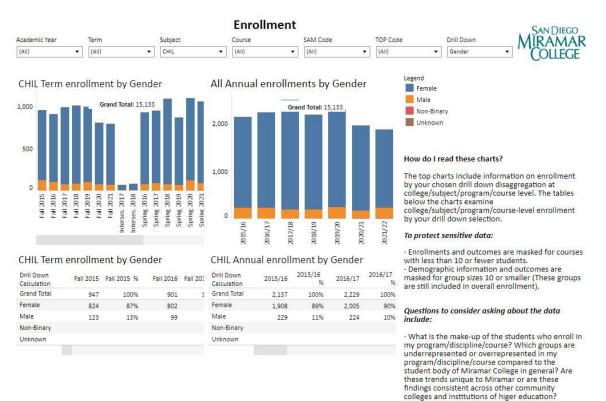
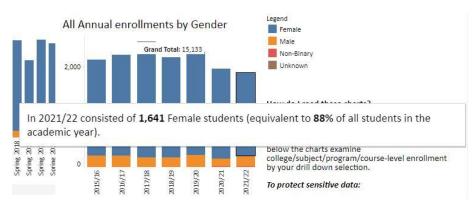


Image 2. Discipline-Level Student Makeup - Headcount Dash

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 femaledominated discipline at Miramar College. Hovering over the bars of the chart will allow you to see the information it represents (see Image 3).

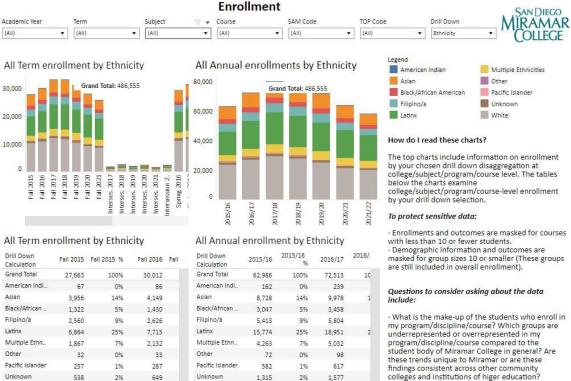
### Image 3. Hover over Chart



### 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.

23 630

White

10 200

10 905

37%

White

#### 38% 26 759 · What are the reasons my discipline might be

## 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.

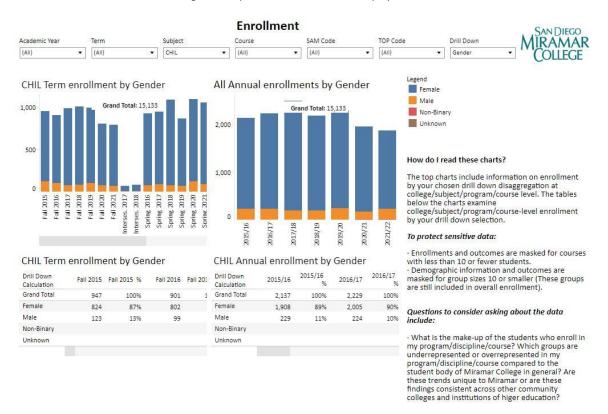


Image 5. Discipline-Level Student Make-up by Gender

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



				Ou	tcomes				
Timeframe	Academic Year	Term	Subject	Course	SAM Code	т	DP Code	Drill Down	
Academic \star	(All) 🔻	(All) 🔹	CHIL 🔻	{Ail}	(All)	• (	All} 🔹	Gender	•
Student C	)utcomes k	y Gender A	AII						
Grand Total			000				XOO	0	
2015/16			00				×O		
2016/17			00				00		
2017/18			0				00		
2018/19			CO				XO		
egend Female Student C	Male Male		Non-Binary	Unkno	wn				
		2015/16	201	16/17	2017	/18	% Difference	15/16 - 21	122
	Retention R	ate Success Rate	Retention Rate	Success Rate	Retention Rate	Succ		Retention	
Unknown							Unknown		
Female	91%	79%	92%	80%	88%		-		
Male	86%	67%	8596	74%	85%		Female	-2.8	%
Non-Binary							Male	-15.1	96
Overall	91%	78%	91%	80%	88%		Non-Binary		

### How do I read this chart?

The gray lines indicate the college-wide benchmarks for course retention and success. If the "bubbles" for a course fall in the shaded area of the chart, this course has met or exceeded the college-wide benchmarks. You can highlight a single year of data by selecting the desired year on the left hand side of the bubble chart. To select multiple years hold CTRL and click on the needed academic years. Outcomes are suppressed for group sizes 10 or smaller.

### 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?

 If a program/discipline/course does not meet college-wide benchmarks, what are the potential reasons? What challenges do we face in increasing student success and retention in this program/discipline/course? What resources and collaborations can we seek on campus to improve the performance on these measures?

 If a program/discipline/course is meeting college-wide benchmarks, what are the potential reasons? What best practices, if any, are in place for 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 careerrelevant training?

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.

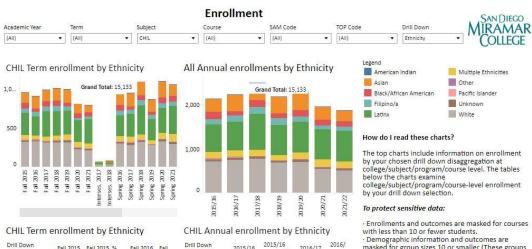
B. What is the ethnic make-up in my discipline? Does the ethnic make-up of students in my discipline vary by the level of advancement in the sequence? If so, what are the loss points? Are there gaps in retention and success rates for specific ethnic groups?

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).





2015/16

2,137

4

296

169

123

624

139

1

30

44

707

Calculation

Grand Tota

Asian

American Ind

Black/African

Multiple Ethn.

Pacific Islande

Unknown

White

Filipino/a

Latinx

Other

2016/17

2,229

4

380

100

135

655

141

2

26

46

740

10

100%

0%

14%

8%

6%

29%

7%

0%

1%

2%

33%

Demographic information and outcomes are masked for group sizes 10 or smaller (These groups are still included in overall enrollment).

#### Questions to consider asking about the data include:

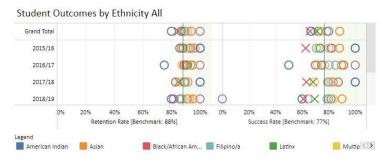
What is the make-up of the students who enroll in my program/discipline/course? Which groups are underrepresented or overrepresented in my program/discipline/course compared to the student body of Miramar College in general? Are these trends unique to Miramar or are these findings consistent across other community colleges and institutions of higer education?

What are the reasons my discipline might be

### Image 8. Discipline-Level Outcomes by Ethnicity

### Outcomes

Timeframe	Academic Year	Term	S	ubject		Course		SAM Cod	de	TOP Code		Drill Down	
Academic 🔻	(All) 🔻	(All)	•	CHIL	•	(All)	•	(All)	•	(All)	•	Ethnicity	•



### Student Outcomes by Ethnicity

Fall 2015 Fall 2015 %

100%

0%

14%

7%

6%

30%

6%

1%

2%

33%

947

2

133

69

57

280

57

13

20

316

Calculation

Grand Tota

Asian

Latinx

Other

White

American Indi

Black/African

Multiple Ethn.

Pacific Islander

Unknown

Filipino/a

Fall 2016 Fall

901

3

155

45

55

246

48

1

11

15

322

	2015/16		2016	5/17	2017/1	% Difference 15/16 - 21/22		
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate		Retention Rate	
American Indian	100%	100%	7596	50%	100%	American Indian	-33.3%	
Asian	95%	88%	95%	90%	91%	American Indian	-33,370	
Black/African American	86%	63%	89%	70%	83%	Asian	1.1%	
Filipino/a	87%	7196	93%	85%	90%	Black/African American	-6.7%	
Latinx	88%	7496	90%	75%	85%	Filipino/a	-2.2%	

### MIRAMAR

#### How do I read this chart?

The gray lines indicate the college-wide benchmarks for course retention and success. If the "bubbles" for a course fall in the shaded area of the chart, this course has met or exceeded the college-wide benchmarks. You can highlight a single year of data by selecting the desired year on the left hand side of the bubble chart. To select multiple weare held CTU and diffue the new data years hold CTRL and click on the needed academic years. Outcomes are suppressed for group sizes 10 or smaller.

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· 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?

 If a program/discipline/course does not If a program discipline/course does not meet college-wide benchmarks, what are the potential reasons? What challenges do we face in increasing student success and retention in this program/discipline/course? What resources and collaborations can we seek on campus to improve the performance on these measures?

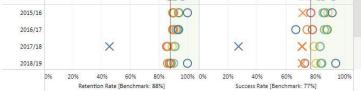
 If a program/discipline/course is meeting college-wide benchmarks, what are the potential reasons? What best practices, if any, are in place for supporting success and retention that could be scaled-up or share college-wide? Are the data belying potential areas of improvement, such as making the course more challenging and rigorous or increasing exposure to careers and career relevant training?

### 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





2016/17

93%

90%

90%

92%

94%

30 - 39

ss Rate Rete

67%

7496

78%

86%

8896

25 - 29

17 and Under

17 and Under

18 - 24

25 - 29

30 - 39

40 - 49

18 - 24

100%

90%

90%

9096

94%

2015/16

Success Rat

92%

7196

7796

85%

87%

Student Outcomes by Age

### COLLEG

MIRAMAR

### How do I read this chart?

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#### Questions to consider asking include:

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 If a program/discipline/course is meeting college-wide benchmarks, what are the potential reasons? What best practices, if any, are in place for 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 careerrelevant training?

### Image 10: Hover to See Sample Size

40 - 49

2017/1

4596

86%

8596

919

9196

50 and < >

Retention Rate

-3.5%

-3.1%

-6.0%

-5.9%

% Difference 15/16 - 21/22

17 and Under

18 - 24

25 - 29

30 - 39

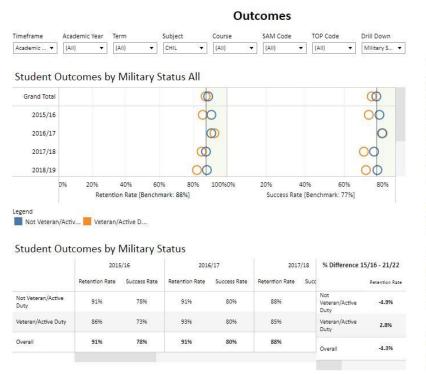


# D. Are there differences in discipline-level outcomes for students based on veteran status?

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.







### How do I read this chart?

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 If a program/discipline/course is meeting college-wide benchmarks, what are the potential reasons? What best practices, if any, are in place for supporting success and retention that could be scaled-up or share college-wide? Are the data belying potential

# 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

M	RAMAR	
	OLLEGE	

					Ou	tcomes		
neframe	Acad	emic Year	Term	Subject	Course	SAM Code	TOP Code	Drill Down
cademic 🔻	(All)		(All) 🔻	CHIL •	(All)	• (All)	(All)	Online Se 🔻
tudent (	)utc	omes b	y <mark>Onlin</mark> e S	ection Type	e All			
Grand Total				Ø	<u>8</u>		XX	D
2015/16				0	D		X	
2016/17				0			XC	>
2017/18				8			XOC	
2018/19				00			N	
	0%	20%	40% 60	1% 80%	100%0%	20% 40%	60%	80% 100%
end Fully Online		Hybrid		Partially Online			e [Benchmark: 779	
		83	2015/16	201	16/17	2017	/18 % Differen	nce 15/16 - 21/22
		Retention Ra	te Success Rate	Retention Rate	Success Rate	Retention Rate	Succ	Retention Rate
ully Online		86%	67%	87%	69%	85%	Fully Online	-1.1%
ybrid (<50% On	line)	91%	69%	87%	68%	86%	Hybrid (<509 Online)	6 3.5%
artially Online =50%)		89%	71%	86%	76%	85%	Partially Onli (>=50%)	ine
Overall		87%			-			
verall		8/76	68%	87%	70%	85%	Overall	-1,8%

#### How do I read this chart?

The gray lines indicate the college-wide benchmarks for course retention and success. If the "bubbles" for a course fail in the shaded area of the chart, this course has met or exceeded the college-wide benchmarks. You can highlight a single year of data by selecting the desired year on the left hand side of the bubble chart. To select multiple years hold CTRL and click on the needed academic years. Outcomes are suppressed for group sizes I or smaller.

### Questions to consider asking include:

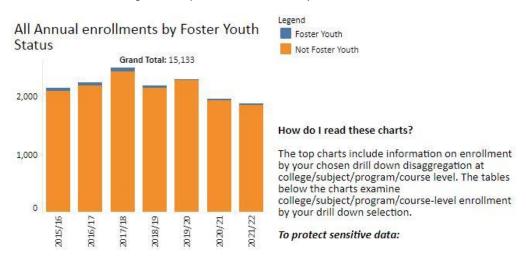
 What is the retention/success rate for this program/discipline/course? How has it changed over time? How does the retention/success rate compare to the college-wide benchmark?

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# 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



### How do I read this chart?

The gray lines indicate the college-wide benchmarks for course retention and success. If the "bubbles" for a course fail in the shaded area of the chart, this course has met or exceeded the college-wide benchmarks. You can highight a single year of data by selecting the desired year on the left hand side of the bubble chart. To select multiple years hold CTRL and click on the needed academic years. Outcomes are suppressed for group sizes 10 or smaller.

#### 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?

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### 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.

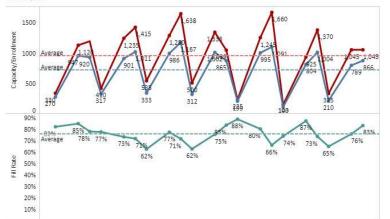
### Image 15. Discipline-level Productivity Dash

### Productivity

### Productivity by Modality: All for Subject(s): CHIL

Subject	Course	Timeframe Ca	Sections	Enrollm	Capacity	Fill Rate	FTES	FTEF	FTES/FT.
Grand Total			533	15,092	20,000	75%	1,392.16	94.65	14.71
CHIL	CHIL 101	Total	89	2,914	3,606	81%	273.90	17.60	15.56
		2015/16	16	536	640	84%	50.98	3.20	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
		2020/21	8	305	360	85%	26.82	1.60	16.76
		2021/22	8	310	360	86%	27.45	1.60	17 16

Fill Rate by Modality: All for Subject(s): CHIL for Fall and Spring Terms 2015/16 - 2021/22  $\,$ 



IRAMAR OLLEGE Timeframe Academic Yes Academic Year (All) • Term (Ail) • Section Mod... (All) • Section Type (All) • Subject CHIL . Course (All) •

SAN DIEGO

### How do I read these charts?

The first chart provides an overview of productivity by course and is identical to the information previously provided in the Program Review Data Packets.

The second chart examines trends in enrollment (blue line), capacity (red line), and fill rates (green line) over fall and spring terms for selected courses. To get productivity for an entire subject, select all courses in the subject using the course filter. The red line is capacity, the blue line is enrollment, and the fill rate is green. In an ideal scenario, the red and blue lines would overlap and the green line would reach 100%. This would indicate that all available seats are filed.

If the blue line is greater than the red, 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.

Across both charts, data can be disaggregated by course modality and timeframe can be changed by academic year or term.

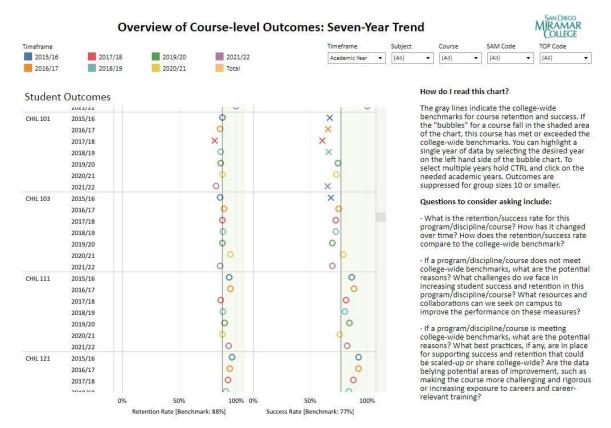
### How do I interpret these data?

This data is useful for enrollment management purposes at the subject- and course-level. However, this data source should not be the only decision-making point for whether.

### 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 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

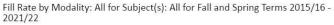
CHIL 291A 2015/16 2016/17 2017/18 2018/19	0	0	00	the "bubbles" for a course fall in the shaded area of the chart, this course has me to rexceeded the college-wide benchmarks. You can highlight a single year of data by selecting the desired year on the left hand side of the bubble chart. To					
2019/20	In 2017/18 the average s	In 2017/18 the average success rate for students in CHIL 291A was 71% (n=7). The PPG							
CHIL 291B 2015/16 2016/17	margin of error is 100%.								

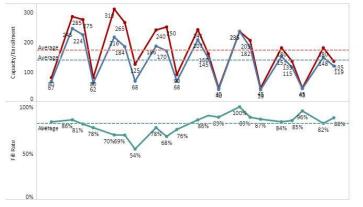
### B. How has enrollment and capacity changed in this course over time?

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

#### Productivity Productivity by Modality: All for Subject(s): CHIL Subject 2+ Course Timeframe Ca.. Sections Enrollm.. Capacity Fill Rate FTES FTEF FTES/FT. Grand Total 89 2,914 3,606 81% 273.90 17.60 15.56 CHIL CHIL 101 Total 89 2,914 3,606 273.90 15.56 81% 17.60 2015/16 640 84% 50.98 15.93 536 3.20 16 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 43.72 12 457 485 94% 2.40 18.22 2020/21 8 305 360 85% 26.82 1.60 16.76 2021/22 8 310 360 86% 27.45 1.60 17.16







How do I read these charts?

The first chart provides an overview of productivity by course and is identical to the information previously provided in the Program Review Data Packets.

The second chart examines trends in enrollment (blue line), capacity (red line), and fill rates (green line) over fall and spring terms for selected courses. To get productivity for an entire subject, select all courses in the subject using the course filter. The red line is capacity, the blue line is enrollment, and the fill rate is green. In an ideal scenario, the red and blue lines would overlap and the green line would reach 100%. This would indicate that all available seats are filled.

If the blue line is greater than the red, 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.

Across both charts, data can be disaggregated by course modality and timeframe can be changed by academic year or term.

How do I interpret these data?

This data is useful for enrollment management purposes at the subject- and course-level. However, this data source should not be the only decision-making point for whether

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?

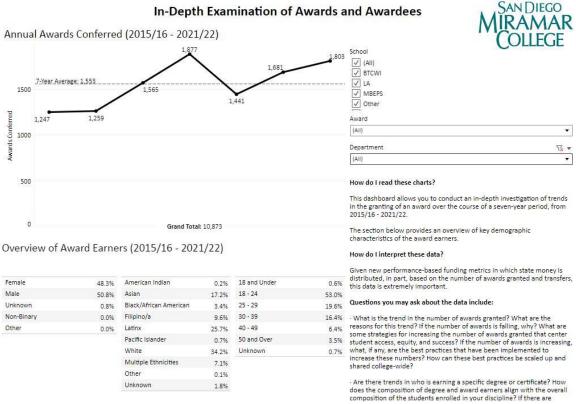
Next, we head over to the awards section of the PREDD which consists of two dashes intended to inform on the number and type of awards granted by schools (**Awards Overview**) as well as a more in-depth examination of awards and awardees (**Award Earners**). First, we go to the **Awards Overview** dash where we can examine number awards granted by school disaggregated by award type (see Image 19).



# 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



In-Depth Examination of Awards and Awardees

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