



Program Review Equity Data Dashboard (PREDD) Walkthrough

A Data Nerd Guide

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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 HEADCOUNT & ENROLLMENT	5
	A. AMONG ENROLLED STUDENTS, HOW DOES MY DISCIPLINE COMPARE TO OTHERS IN TERMS OF THE GENDER MAKE-UP?	5
	<i>Image 2. Discipline-Level Student Makeup - Enrollment Dash</i>	<i>5</i>
	<i>Image 3. Hover over Chart</i>	<i>6</i>
	B. AMONG ENROLLED STUDENTS, HOW DOES MY DISCIPLINE COMPARE TO OTHERS IN ETHNIC MAKE-UP?	6
	<i>Image 4. College-Level Student Makeup</i>	<i>7</i>
	C. AMONG ENROLLED STUDENTS, HOW DOES MY DISCIPLINE COMPARE TO OTHERS IN TWO DIFFERENT CHARACTERISTICS?	7
V.	EXPLORE DISCIPLINE-LEVEL OUTCOMES	8
	A. WHAT IS THE GENDER MAKE-UP IN MY DISCIPLINE? ARE THERE DIFFERENCES IN RETENTION AND SUCCESS RATES RELATED TO GENDER IN MY DISCIPLINE?	8
	<i>Image 5. Discipline-Level Student Make-up by Gender</i>	<i>8</i>
	<i>Image 6. Discipline-Level Outcomes by Gender</i>	<i>9</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?	9
	<i>Image 7. Discipline-Level Student Make-Up by Ethnicity.....</i>	<i>10</i>
	<i>Image 8. Discipline-Level Outcomes by Ethnicity.....</i>	<i>11</i>
	C. ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON AGE?	11
	<i>Image 9. Discipline-Level Outcomes by Age</i>	<i>12</i>
	<i>Image 10: Hover to See Sample Size</i>	<i>12</i>
	D. ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON VETERAN STATUS? ...	12
	<i>Image 11. Discipline-Level Outcomes by Military Status.....</i>	<i>13</i>
	E. ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON FOSTER YOUTH STATUS?	13

	<i>Image 12. Discipline-Level Enrollment by Foster-Youth Status.....</i>	<i>13</i>
	<i>Image 13. Discipline-Level Outcomes by Foster Youth Status</i>	<i>14</i>
VI.	EXPLORE DISCIPLINE-LEVEL PRODUCTIVITY	14
A.	HOW HAS ENROLLMENT AND CAPACITY CHANGED IN MY DISCIPLINE OVER TIME?.....	14
	<i>Image 14. Discipline-level Productivity Dash</i>	<i>15</i>
VII.	EXPLORE COURSE-LEVEL OUTCOMES AND PRODUCTIVITY	15
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?	15
	<i>Image 15. Course-Level Outcomes: Seven-Year Trend</i>	<i>16</i>
	<i>Image 16. Hovering for more information.....</i>	<i>16</i>
B.	HOW HAS ENROLLMENT AND CAPACITY CHANGED IN THIS COURSE OVER TIME?.....	17
	<i>Image 17. Course-level Productivity</i>	<i>17</i>
VIII.	EXPLORE AWARDS BY SCHOOL AND CHARACTERISTIC	17
A.	HOW HAVE THE NUMBER OF AWARDS THAT MY DISCIPLINE GRANTS/SUPPORTS CHANGED OVER TIME?	17
	<i>Image 18. Awards by School/Characteristic</i>	<i>18</i>

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.

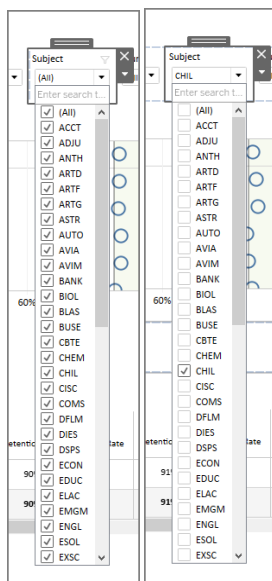
Filter - Filters allow you to change the parameters under which you view the data. Available filters in the PREDD vary by dash. Academic year is almost always included as a filter.

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.

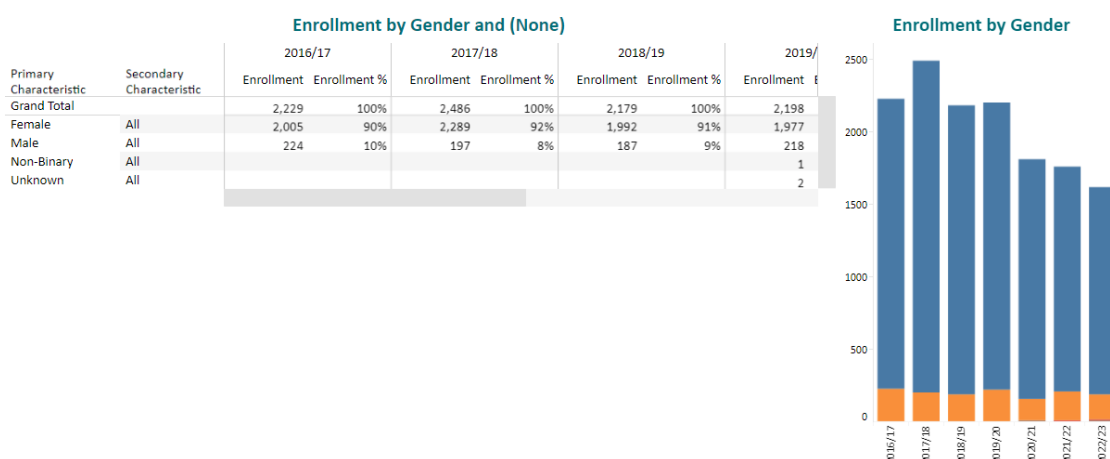
IV. Understand how your discipline compares to others in terms of headcount & enrollment

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. Among enrolled students, how does my discipline compare to others in terms of the gender make-up?

Go to the **Headcount & Enrollment** dash. Scroll down to “Enrollment by (None) and (None)”. Select “CHIL” from the “Subject” list (if not already applied) and “Gender” from the “Characteristic 1” list. You can also select whether to display by *Academic Year* or *Academic Term* for the filter titled “Year/Term”. For now, let’s select “Year”. The dash will then display the gender make-up for Child Development on Miramar College’s campus by academic year (see [Image 2](#)).

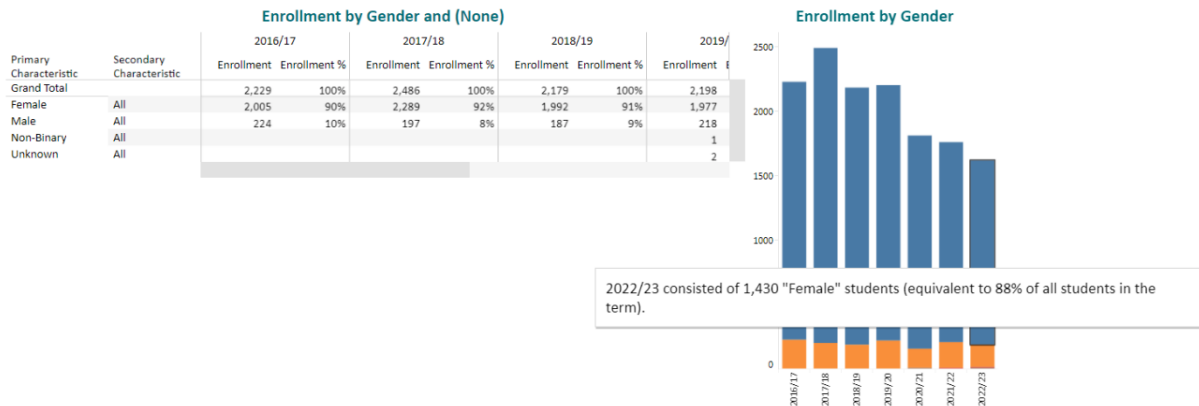
Image 2. Discipline-Level Student Makeup - Enrollment Dash



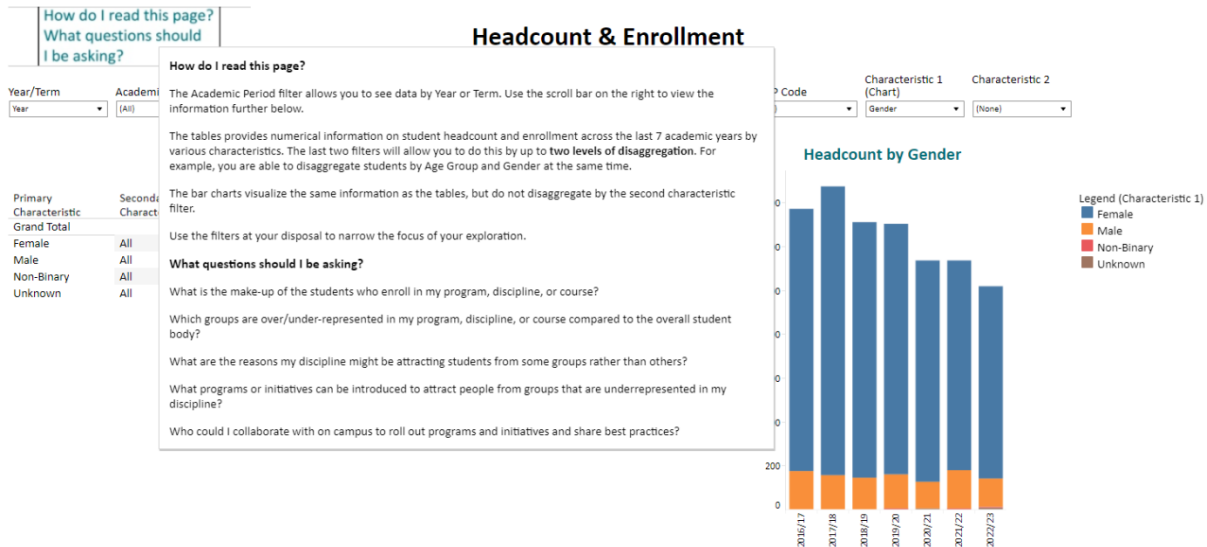
Here, we see that the majority of enrolled students in this discipline are female. In fact, in 2022/23 88% of duplicated student enrollment were female, making it the most female-dominated discipline at Miramar College. Hovering over the bars of the chart will allow you to see the information it represents (see [Image 3](#)).

You can also see the unduplicated headcount data for the same filter applied on the top section of the same **Headcount & Enrollment** dash. Note that headcount shows the number of unduplicated, unique students in a given academic year. A student is not counted for more than once in the chosen timeframe, as opposed to enrollment counts the total number of seats enrolled.

Image 3. Hover over Chart



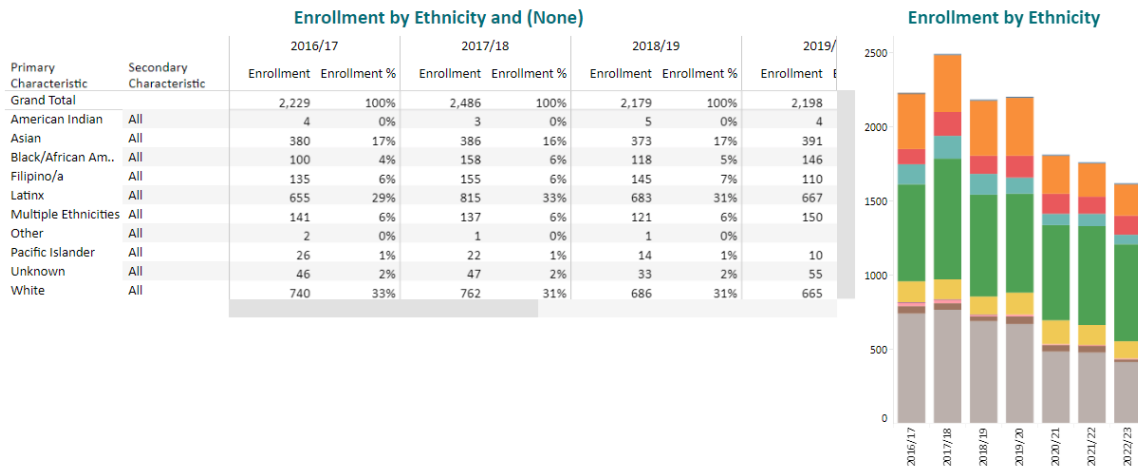
On the top left corner, you will notice a section that reads “How do I read this page? What questions should I be asking?”. When hovered over, it will show additional information explaining the current dash as seen in the image below.



B. Among enrolled students, how does my discipline compare to others in ethnic make-up?

Now, in the same **Headcount & Enrollment** dash, select “Ethnicity” from “Characteristic 1” and select “(All)” for the “Subject” filter. Again, you can select whether to display by *Academic Year* or *Academic Term* for the filter “Year/Term”. For now, let’s select “Year”. The dash will then display the overall ethnic make-up at Miramar College by academic year (see [Image 4](#)).

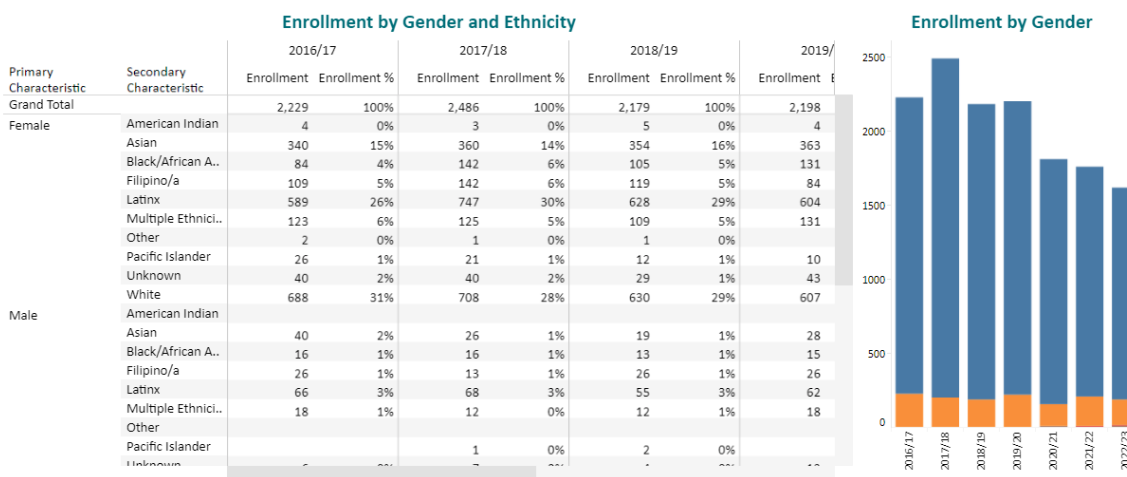
Image 4. College-Level Student Makeup



C. Among enrolled students, how does my discipline compare to others in two different Characteristics?

You can further investigate the Characteristic makeup in a group of enrolled students by selecting two different Characteristics in the drop-down menu “Characteristic 1” and “Characteristic 2”.

In the same **Enrollment** dash, select “Gender” for “Characteristic 1” and “Ethnicity” for “Characteristic 2” while keeping everything else the same as before. Now you can see that the chart shows student gender and ethnicity make-up under each gender categories (see below).



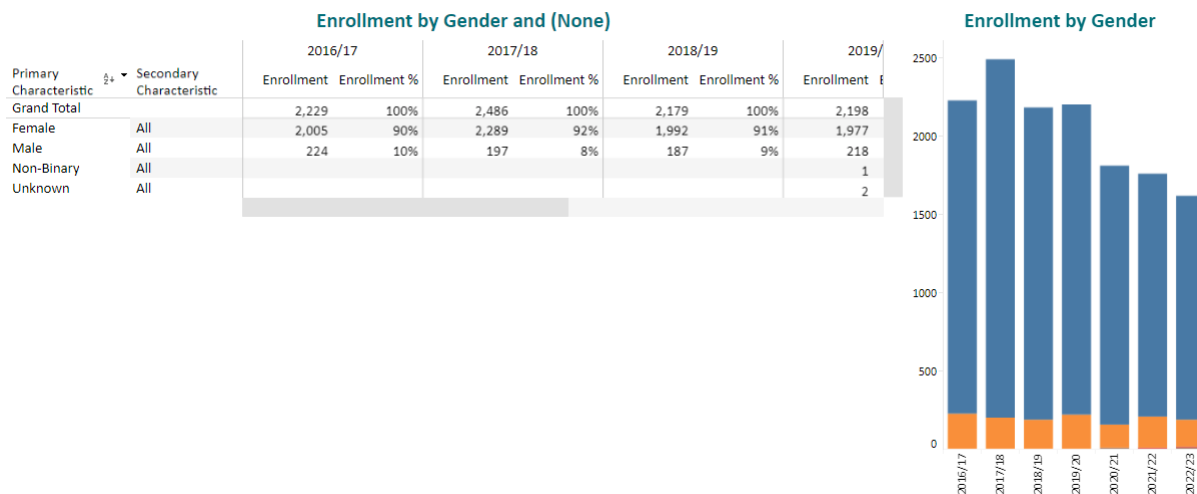
Notice that we have kept the subject filter “CHIL” for child development, so data here only represents child development courses.

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?

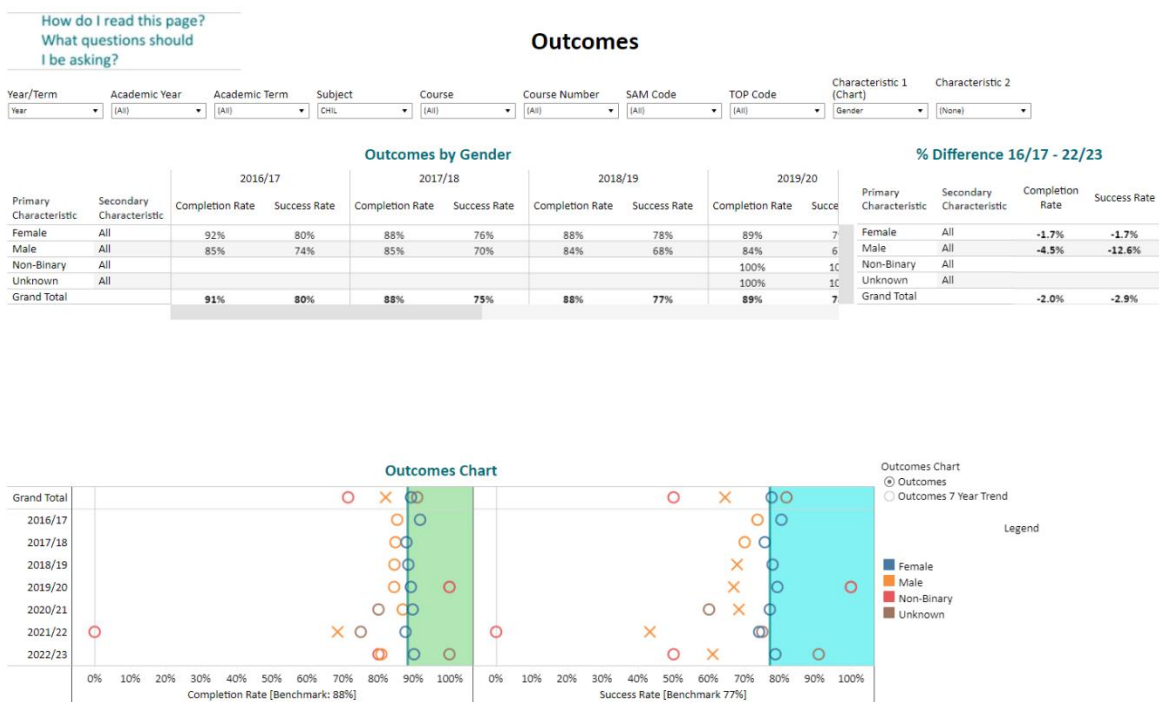
Go to the **Enrollment** dash. Select “CHIL” for “Subject”. Select “Gender” for “Characteristic 1”. Select “Year” for “Year/Term”. The dash will display the gender make-up for those that enrolled in Child Development courses by academic year (see [Image 5](#)). This is identical to the image in Section [IV.A](#). We will attach it here again for your reference.

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



Now let’s go to the **Outcomes** dash. All previous filters except “Year/Term” should be automatically applied. 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 “Characteristic 1”. Select “Year” for “Year/Term”. The dash will display the ethnic make-up for Child Development by academic year (see

Go to the **Outcomes** dash. All previous filters except “Year/Term” should be automatically applied. Looking at the “Grand Total” row in the “Student Outcomes by (Characteristic 1)” chart reveals equity gaps in retention and success rate for the Characteristic selected. This is highlighted with a red box in [Image 8](#). The X mark indicates that the outcome does not meet college-wide benchmarks, while O means the benchmark is met. Here we can see that there is a persistent equity gap in success rate for African Americans, Latinos, American Indians, and multiple ethnicities students (see [Image 8](#)).

Image 7).

Overall, enrollment in all “CHIL” courses seems to mirror the ethnic composition of Miramar College (compare with [Image 4](#)).

Go to the **Outcomes** dash. All previous filters except “Year/Term” should be automatically applied. Looking at the “Grand Total” row in the “Student Outcomes by (Characteristic 1)” chart reveals equity gaps in retention and success rate for the Characteristic selected. This is highlighted with a red box in [Image 8](#). The X mark indicates that the outcome does not meet college-wide benchmarks, while O means the benchmark is met. Here we can see that there is a persistent equity gap in success rate for African Americans, Latinos, American Indians, and multiple ethnicities students (see [Image 8](#)).

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

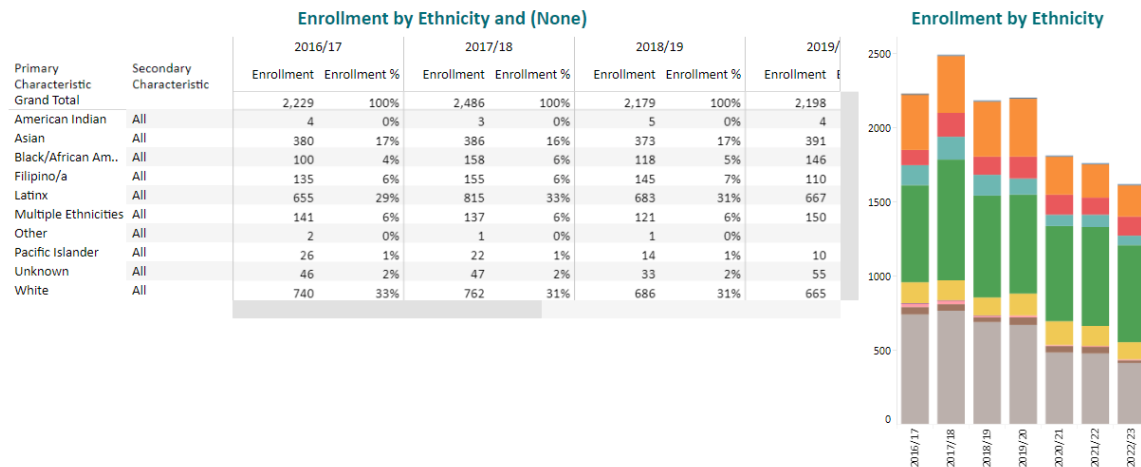
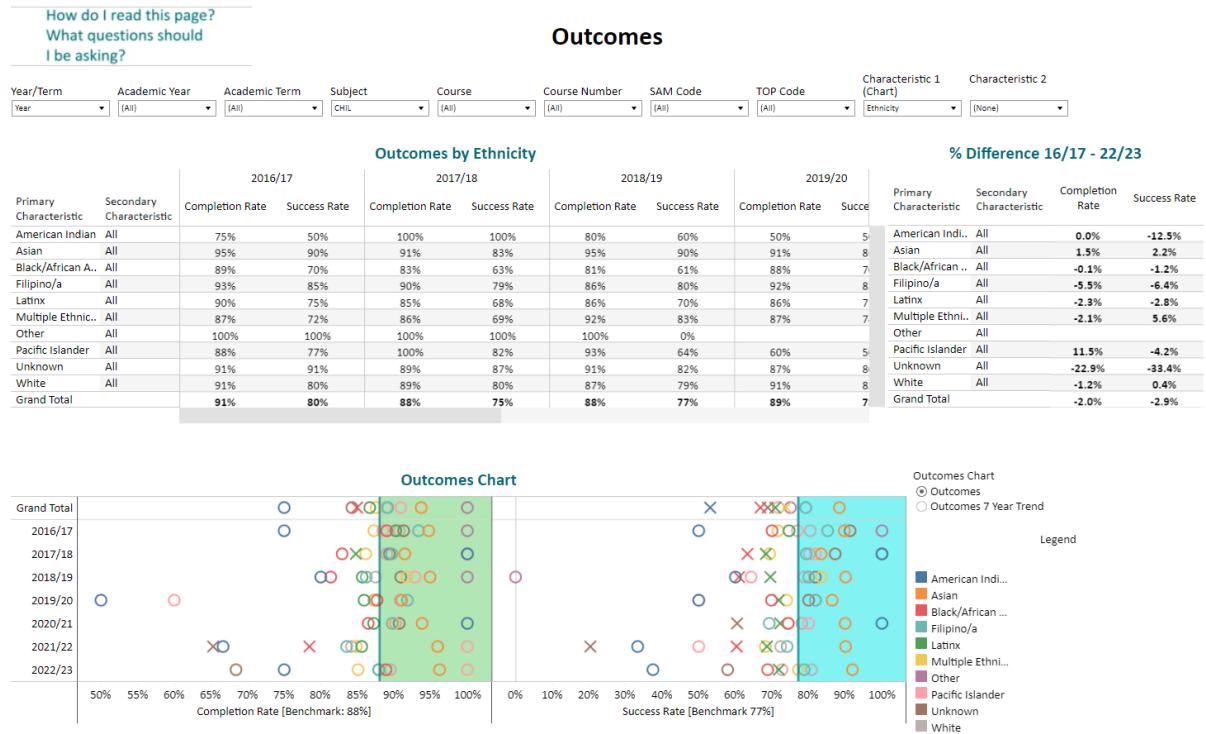


Image 8. Discipline-Level Outcomes by Ethnicity



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 “Student Type”. Select “Year” for “Year/Term”. The dash will display the outcomes by age groups for Child Development by academic year (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 (17 and under) 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 2022/23, the sample size for the age group “17 and Under” was only 8 students as highlighted in yellow (see [Image 10](#)).

Image 9. Discipline-Level Outcomes by Age

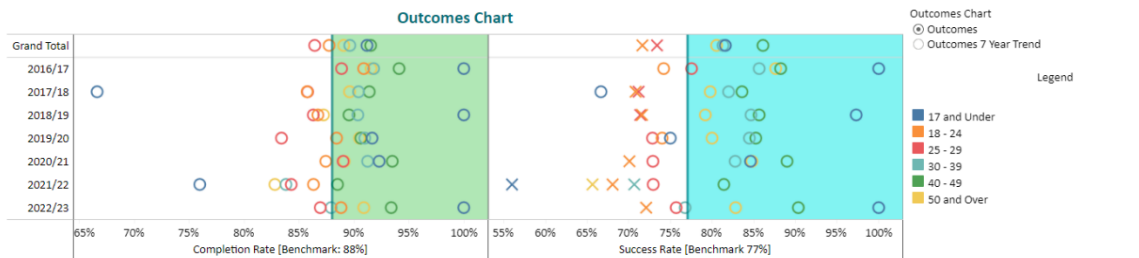
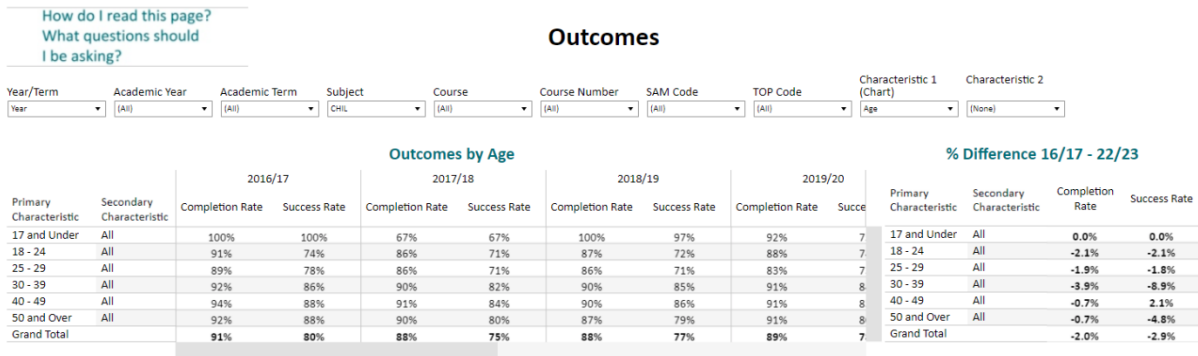
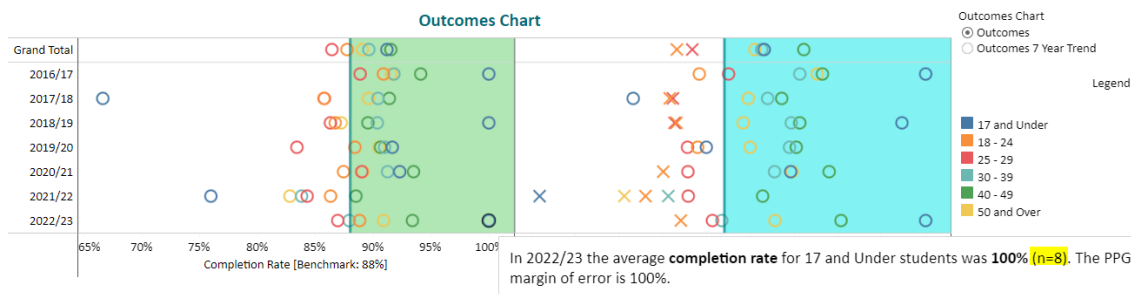


Image 10: Hover to See Sample Size

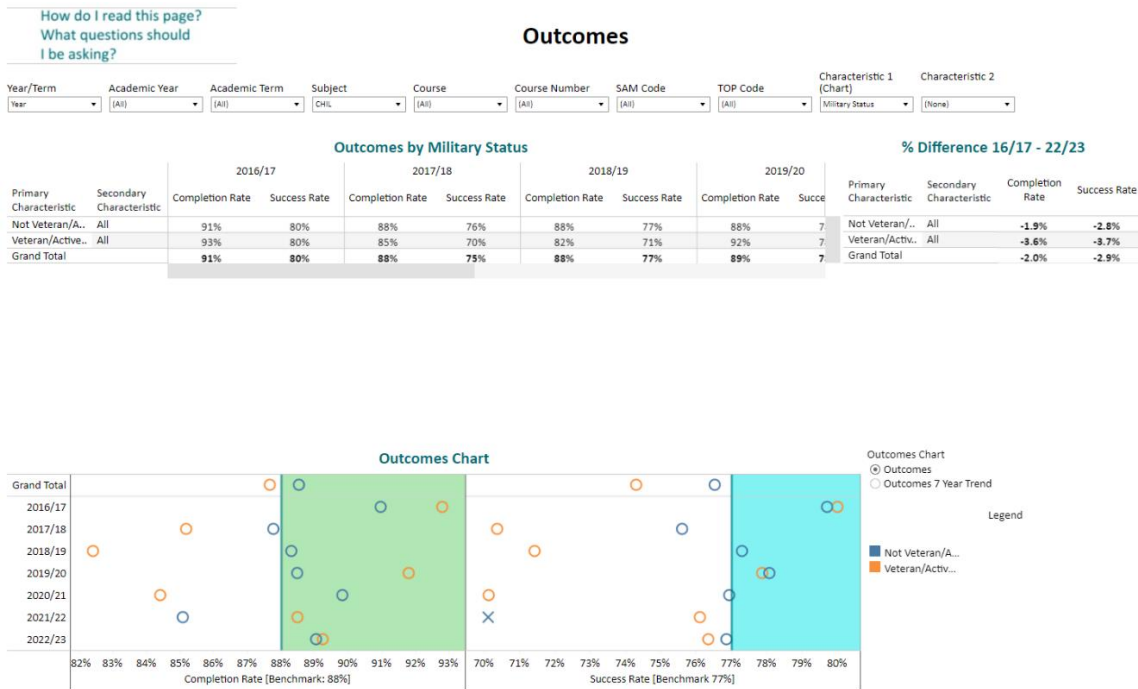


D. Are there differences in discipline-level outcomes for students based on veteran status?

Go to the **Outcomes** dash. Select “CHIL” for “Subject”. Select “Military Status” for “Student Type”. Select “Year” for “Year/Term”. The dash will display the outcomes for veteran/non-veteran groups in Child Development by academic year (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

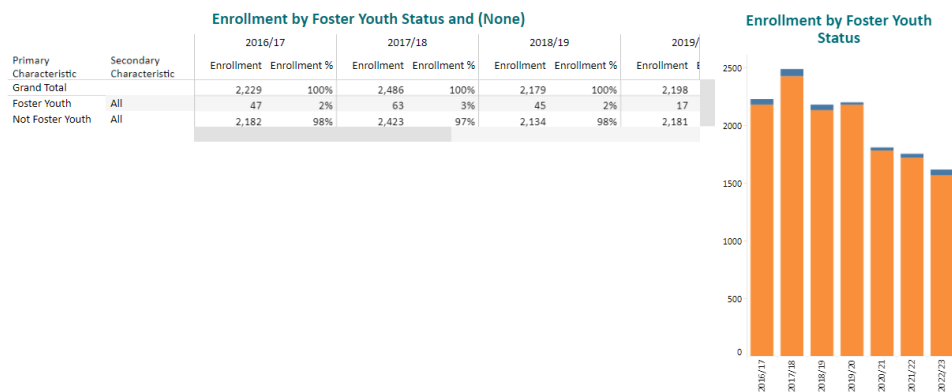


E. Are there differences in discipline-level outcomes for students based on foster youth status?

Go to the **Enrollment** dash. Select “CHIL” for “Subject”. Select “Foster Youth Status” for “Student Type”. Select “Year” for “Year/Term”.

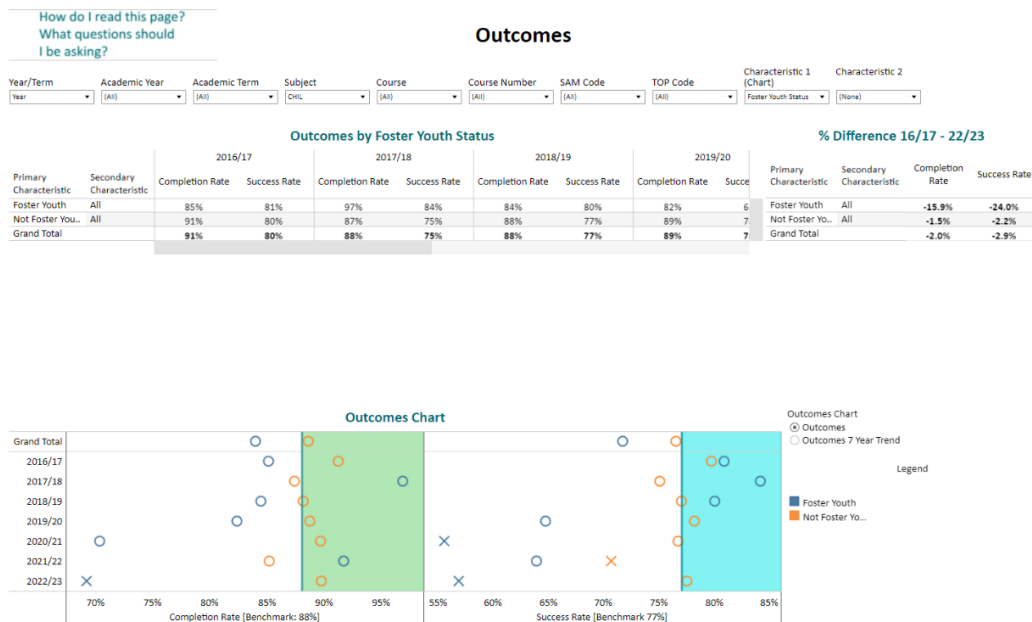
We can see that enrollment for the foster youth group dropped noticeably in the 2020/21 academic year (see [Image 12](#)).

Image 12. 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 13](#)). However, hovering over the bubbles reveals that the sample size for this group is small, meaning interpretations should be made with caution.

Image 13. Discipline-Level Outcomes by Foster Youth Status



VI. Explore discipline-level productivity

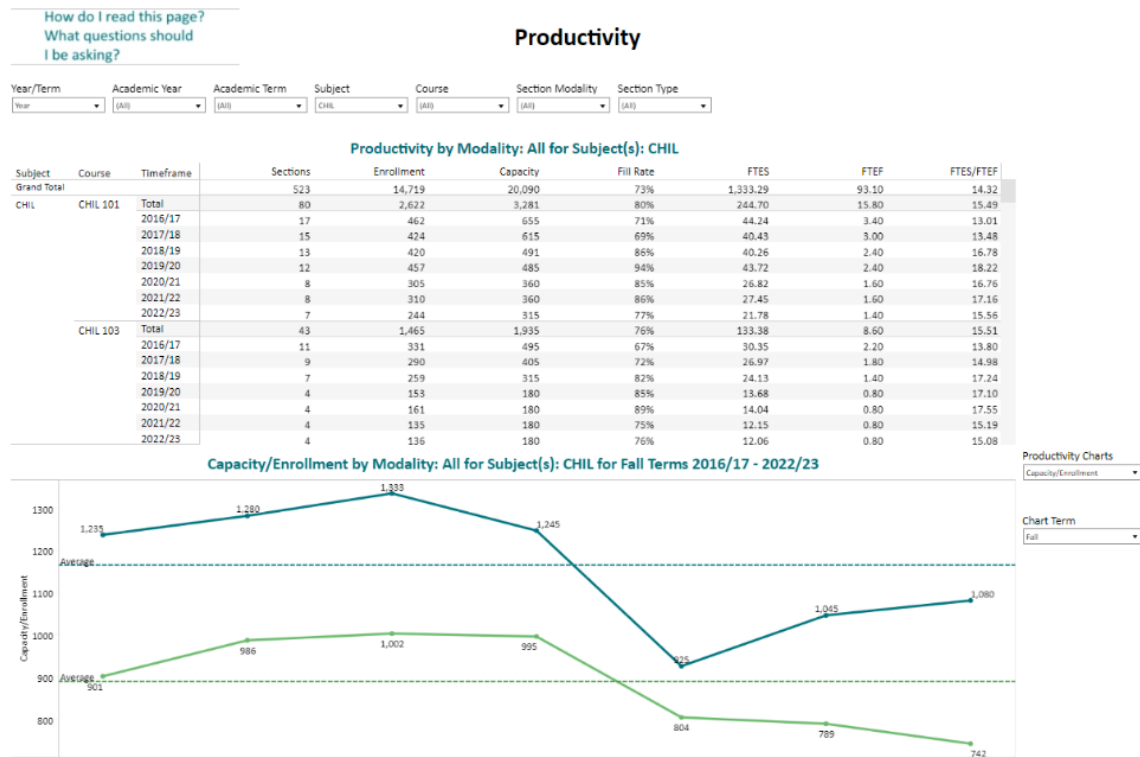
A. How has enrollment and capacity changed in my discipline over time?

Next, we head over to the **Productivity** dash, which allows us to examine trends in the relationship between *Enrollment* and *Capacity* by discipline as well as *Fill Rate* data. Choose between “Capacity/Enrollment” and “Fill Rate” under “Productivity Charts” on the right-hand side to see different charts. Here we applied the filter “Capacity/Enrollment”. Apply “CHIL” to the subject filter to see trends in Child Development (see [Image 14](#)).

The dual chart examines trends in *Enrollment* (green line) and *Capacity* (teal line). In an ideal scenario, the green line and teal line would overlap and the *Fill Rate* would reach 100%, indicating all available seats are filled.

If the green line is greater than the teal line, it suggests potential demand for more sections/seats. 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

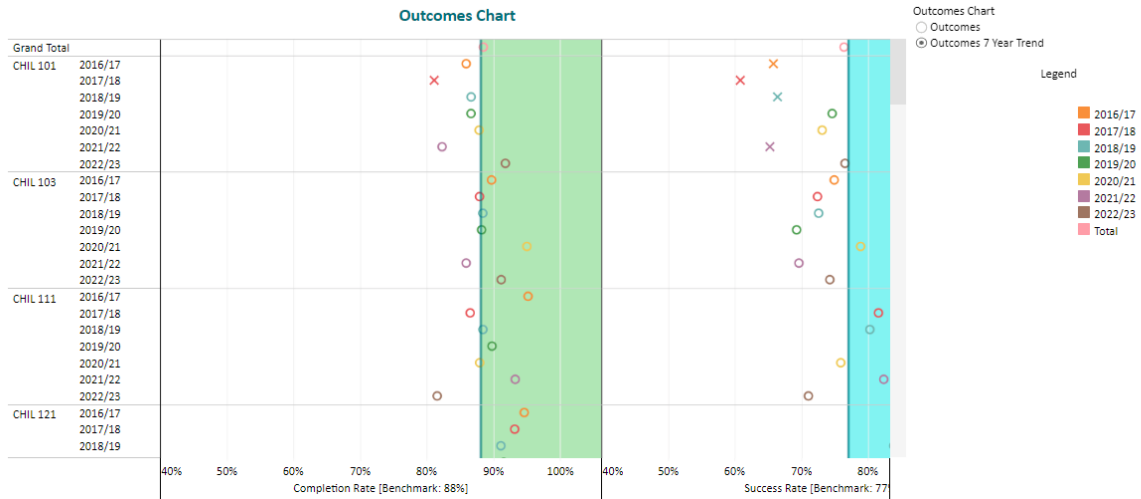


VII. Explore course-level outcomes and productivity

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** dash. Select “Outcomes 7 Year Trend” under the filter “Outcomes Chart” to the right of the chart. 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 15](#)).

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

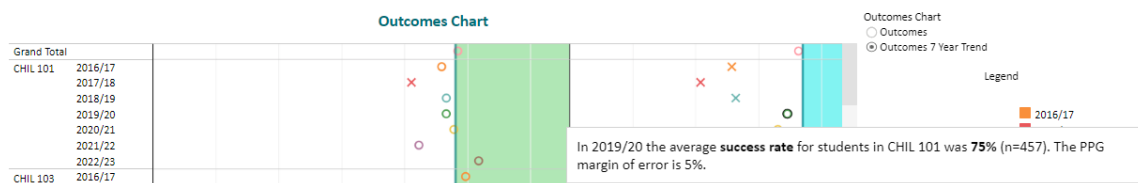


By scrolling up and down we can see that the success and retention rates for the vast majority of child development courses have remained relatively consistent over the past seven years (2016/17-2022/23). We also see that Child Development courses have consistently met the college-wide benchmark for 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 16](#)).

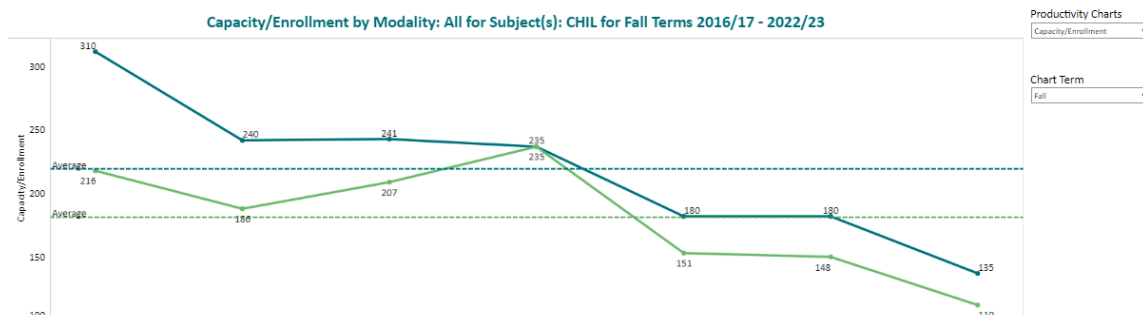
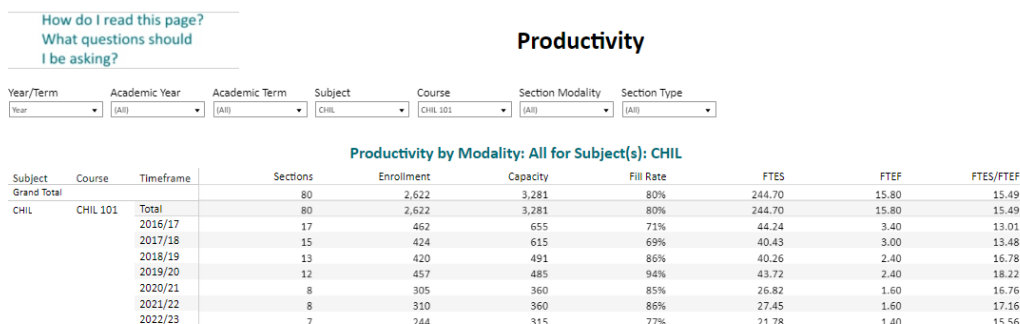
Image 16. Hovering for more information



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 17](#)).

Image 17. Course-level Productivity



Here we can see that enrollment (green line) for CHIL 101 peaked in Fall 2019, which was equal to capacity at 235 students with a fill rate of 100%.

VIII. Explore awards by school and characteristic

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 intend to inform on the number and type of awards granted by schools as well as a more in-depth examination of awards and awardees. Select **Awards Overview** dash where we can examine number awards granted by school disaggregated by award type (see [Image 18](#)). We can also see the award earners (Awardees) data in the bottom chart, disaggregated by Gender, Ethnicity, and Age Group in the “Characteristic” filter to the right-hand side (highlighted in yellow in [Image 18](#)).

Image 18. Awards by School/Characteristic

