



# Persistence Dash Walkthrough

## A Data Nerd Guide

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# I. Introduction

This is a detailed walkthrough of how to use the **Persistence** dash of the PREDD dashboard. The data here includes only those who are first time to college students. Cohort sizes of 5 or below are omitted in order to protect student privacy. Please follow along as we explain the functions available and provide guidance for each step.

## II. Definitions

**Dash** – A tab or page of the Persistence Dashboard (see [Image 1](#))

*Image 1. Dashes*



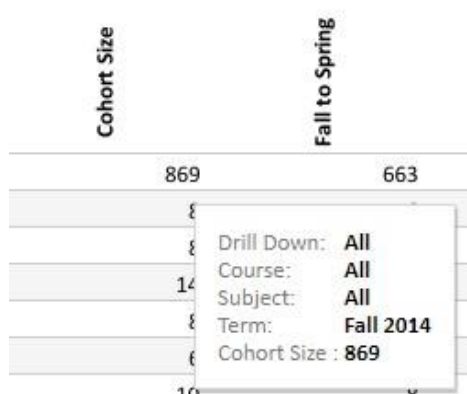
**Filter** – A tool to help narrow the data presented. Filters allow you to change the parameters under which you view the data (see [Image 2](#)).

*Image 2. Filters*



**Hover** – To scroll your mouse over a component of the dashboard, such as graph or table cell. This typically allows you to see more information (see [Image 3](#)).

*Image 3. Hover*



Please refer to the [attached flow chart](#) or the *Operational Definitions* dash for explanations of persistence terminologies.

### III. Using filters to set up discipline-level analysis

First, we will prepare the dashboard for our exploration of discipline level data.

1. Click the downward-pointing triangle below the “Subject” filter.
2. Uncheck the box to the left of “(All)” and check the box for any discipline you are interested in. We will select “BUSE” for this tutorial (see [Image 4](#)).
3. You can check the box to the left of “(All)” to include all disciplines again.

*Image 4. Select Subject*

The image shows two side-by-side screenshots of a 'By Subject' filter dropdown menu. The left screenshot shows the menu with '(All)' selected and all other disciplines unchecked. The right screenshot shows the menu with 'BUSE' selected and '(All)' unchecked.

By Subject	By Subject
(All)	BUSE
<input checked="" type="checkbox"/> (All)	<input type="checkbox"/> (All)
<input checked="" type="checkbox"/> ACCT	<input type="checkbox"/> ACCT
<input checked="" type="checkbox"/> ADJU	<input type="checkbox"/> ADJU
<input checked="" type="checkbox"/> ANTH	<input type="checkbox"/> ANTH
<input checked="" type="checkbox"/> ARTD	<input type="checkbox"/> ARTD
<input checked="" type="checkbox"/> ARTF	<input type="checkbox"/> ARTF
<input checked="" type="checkbox"/> ARTG	<input type="checkbox"/> ARTG
<input checked="" type="checkbox"/> ASTR	<input type="checkbox"/> ASTR
<input checked="" type="checkbox"/> AUTO	<input type="checkbox"/> AUTO
<input checked="" type="checkbox"/> AVIA	<input type="checkbox"/> AVIA
<input checked="" type="checkbox"/> AVIM	<input type="checkbox"/> AVIM
<input checked="" type="checkbox"/> BANK	<input type="checkbox"/> BANK
<input checked="" type="checkbox"/> BIOL	<input type="checkbox"/> BIOL
<input checked="" type="checkbox"/> BLAS	<input type="checkbox"/> BLAS
<input checked="" type="checkbox"/> BUSE	<input checked="" type="checkbox"/> BUSE
<input checked="" type="checkbox"/> CBTE	<input type="checkbox"/> CBTE
<input checked="" type="checkbox"/> CHEM	<input type="checkbox"/> CHEM
<input checked="" type="checkbox"/> CHIL	<input type="checkbox"/> CHIL
<input checked="" type="checkbox"/> CISC	<input type="checkbox"/> CISC
<input checked="" type="checkbox"/> COMS	<input type="checkbox"/> COMS
<input checked="" type="checkbox"/> DFLM	<input type="checkbox"/> DFLM
<input checked="" type="checkbox"/> DIES	<input type="checkbox"/> DIES
<input checked="" type="checkbox"/> DSPS	<input type="checkbox"/> DSPS
<input checked="" type="checkbox"/> ECON	<input type="checkbox"/> ECON
<input checked="" type="checkbox"/> EDUC	<input type="checkbox"/> EDUC
<input checked="" type="checkbox"/> ELAC	<input type="checkbox"/> ELAC
<input checked="" type="checkbox"/> EMGM	<input type="checkbox"/> EMGM
<input checked="" type="checkbox"/> ENGL	<input type="checkbox"/> ENGL
<input checked="" type="checkbox"/> ESOL	<input type="checkbox"/> ESOL

The filter(s) applied in this dash will **not** be applied to the others. Switch to other dashes to verify this. Leaving the dashboard idle for an extended period of time may cause the tool to refresh and remove all applied filters.

The “BUSE” selection under “Subject” will be applied **throughout** this tutorial.

**By default**, the “College specific persistence” filter is set to “Miramar College”. This means that persistence rates refer to students who, after taking a course at Miramar College, enrolled in another course at Miramar College for a subsequent term. This filter will be altered as we continue.

## IV. Working with the Dash

The **Persistence** dash displays the data as an extensive table. In this tutorial, we anticipate questions that you may have, and we use this dash to provide answers, while presenting technical guidance to navigate this tool. For more information on persistence definitions, see [flow chart](#).

### A. What am I looking at?

The data in the **Persistence** dash is organized by academic “Year” & “Term”, then by course “Subject”, followed by “Course” title, and lastly by “Characteristics”.

The length of the table can be intimidating, so filters are available to quickly see data relevant to your needs. In the last section, we used the “Subject” filter to show only “BUSE” courses. Currently, the table is displaying persistence data for all “BUSE” courses individually up to Spring 2023 (see [Image 5](#)).

Use the dashboard sidebar to scroll down to see the rest of the table.

*Image 5. Table Data*

How do I read this page?  
What questions should I be asking?

### Persistence

Academic Year

(All)

Academic Term

(All)

Subject

BUSE

Course

(All)

Course Number

(All)

SAM Code

(All)

TOP Code

(All)

Characteristic

(None)

#### Persistence by Course

Term	Subject	Course	Primary Characteristic	Enrollment	Primary Term Persistence	Primary Term Persistence (%)	Annual Persistence	Annual Persistence (%)	Annual Continued Persistence	Annual Continued Persistence (%)
Fall 2016	BUSE	BUSE 100	All	342	232	68%	241	70%	119	35%
			Total	342	232	68%	241	70%	119	35%
		BUSE 101	All	104	50	48%	59	57%	32	31%
			Total	104	50	48%	59	57%	32	31%
		BUSE 115	All	15	11	73%	12	80%	4	27%
			Total	15	11	73%	12	80%	4	27%
		BUSE 119	All	132	87	66%	95	72%	36	27%
			Total	132	87	66%	95	72%	36	27%
		BUSE 120	All	44	21	48%	23	52%	11	25%
			Total	44	21	48%	23	52%	11	25%
		BUSE 140	All	159	111	70%	118	74%	56	35%
			Total	159	111	70%	118	74%	56	35%
		BUSE 150	All	39	18	46%	19	49%	6	15%
			Total	39	18	46%	19	49%	6	15%
		BUSE 155	All	11	7	64%	7	64%	3	27%
			Total	11	7	64%	7	64%	3	27%
		BUSE 156	All	11	7	64%	7	64%	3	27%
			Total	11	7	64%	7	64%	3	27%

College Specific Persist...

Miramar

Persistence Type

Any Enrollment

First Time to College

(All)

In Service

(All)

Units Attempted

(All)

College Degree

(All)

### B. How can I compare persistence outcomes from a specific class over a number of terms?

Use the “Course” filter to select only “BUSE 100”. Next, use the “Academic Year” filter to keep only academic years between “2019/20” and “2022/23”. The **Persistence** dash will be updated to show only one row of unique data for each of the terms for the selected course (see [Image 6](#)). Because only one course is selected, the “Course” total row is now equal to the “Term” total row and the “Subject” total row.

Image 6. Persistence of a Course over Time

How do I read this page?  
What questions should I be asking?

### Persistence

Academic Year: (All) Academic Term: (All) Subject: BUSE Course: BUSE 100 Course Number: 100 SAM Code: D TOP Code: (All) Characteristic: (None)

#### Persistence by Course

Term	Subject	Course	Primary Characteristic	Enrollment	Primary Term Persistence	Primary Term Persistence (%)	Annual Persistence	Annual Persistence (%)	Annual Continued Persistence	Annual Continued Persistence (%)
Fall 2016	BUSE	BUSE 100	All	342	232	68%	241	70%	119	35%
			Total	342	232	68%	241	70%	119	35%
		Total		342	232	68%	241	70%	119	35%
Fall 2017	BUSE	BUSE 100	All	406	310	76%	316	78%	183	45%
			Total	406	310	76%	316	78%	183	45%
		Total		406	310	76%	316	78%	183	45%
Fall 2018	BUSE	BUSE 100	All	508	411	81%	433	85%	215	42%
			Total	508	411	81%	433	85%	215	42%
		Total		508	411	81%	433	85%	215	42%
Fall 2019	BUSE	BUSE 100	All	490	398	81%	408	83%	247	50%
			Total	490	398	81%	408	83%	247	50%
		Total		490	398	81%	408	83%	247	50%

College Specific Persistence: Miramar

Persistence Type: Any Enrollment

First Time to College: (All)

In Service: (All)

Units Attempted: (All)

College Degree: (All)

## C. Are there differences in persistence rates of a course by student type?

Use the “Characteristics” filter and select “Gender”. As you can see in the **Persistence** dash, the updated table now shows that 236 female students, 253 male students and 1 non-binary student made up the “Fall 2019” cohort of “BUSE 100” (see [Image 7](#)).

You can now compare the persistence rates by gender within and across the selected terms. Now remove the “Characteristics” filter.

Image 7. Persistence by Gender

How do I read this page?  
What questions should I be asking?

### Persistence

Academic Year: (All) Academic Term: (All) Subject: BUSE Course: BUSE 100 Course Number: 100 SAM Code: D TOP Code: (All) Characteristic: Gender

#### Persistence by Course

Term	Subject	Course	Primary Characteristic	Enrollment	Primary Term Persistence	Primary Term Persistence (%)	Annual Persistence	Annual Persistence (%)	Annual Continued Persistence	Annual Continued Persistence (%)
Fall 2016	BUSE	BUSE 100	Female	156	103	66%	108	69%	54	35%
			Male	186	129	69%	133	72%	65	35%
			Total	342	232	68%	241	70%	119	35%
		Total		342	232	68%	241	70%	119	35%
Fall 2017	BUSE	BUSE 100	Female	186	149	80%	152	82%	89	48%
			Male	220	161	73%	164	75%	94	43%
			Total	406	310	76%	316	78%	183	45%
		Total		406	310	76%	316	78%	183	45%
Fall 2018	BUSE	BUSE 100	Female	218	167	77%	177	81%	86	39%
			Male	290	244	84%	256	88%	129	44%
			Total	508	411	81%	433	85%	215	42%
		Total		508	411	81%	433	85%	215	42%

College Specific Persistence: Miramar

Persistence Type: Any Enrollment

First Time to College: (All)

In Service: (All)

Units Attempted: (All)

College Degree: (All)

## D. How many students from a course continued at another college?

In the **Persistence** dash, use the “College specific persistence” filter to select “City College”. The interpretation of persistence rates changes from the cohort continuing enrollment at Miramar College to continuing enrollment at City College.

The table now tells us that 25 students in “BUSE 100” of Fall 2019 enrolled in a course at City College the next term (see [Image 8](#)). Use the filter to show data for “Miramar” again.

*Image 8. Persistence to another College*

How do I read this page?  
What questions should I be asking?

**Persistence**

Academic Year: (All) Academic Term: (All) Subject: BUSE Course: BUSE 100 Course Number: 100 SAM Code: D TOP Code: (All) Characteristic: Gender

**Persistence by Course**

Term	Subject	Course	Primary Characteristic	Enrollment	Primary Term Persistence	Primary Term Persistence (%)	Annual Persistence	Annual Persistence (%)	Annual Continued Persistence	Annual Continued Persistence (%)	Persistence Type
Fall 2016	BUSE	BUSE 100	Female	156	18	12%	23	15%	4	3%	Any Enrollment
			Male	186	12	6%	21	11%	2	1%	
			Total	342	30	9%	44	13%	6	2%	
			Total	342	30	9%	44	13%	6	2%	
Fall 2017	BUSE	BUSE 100	Female	186	9	5%	17	9%	2	1%	First Time to College
			Male	220	7	3%	15	7%	4	2%	
			Total	406	16	4%	32	8%	6	1%	
			Total	406	16	4%	32	8%	6	1%	
Fall 2018	BUSE	BUSE 100	Female	218	12	6%	18	8%	1	0%	In Service
			Male	290	7	2%	15	5%	2	1%	
			Total	508	19	4%	33	6%	3	1%	
			Total	508	19	4%	33	6%	3	1%	

College Specific Persistence: City

Persistence Type: Any Enrollment

First Time to College: (All)

In Service: (All)

Units Attempted: (All)

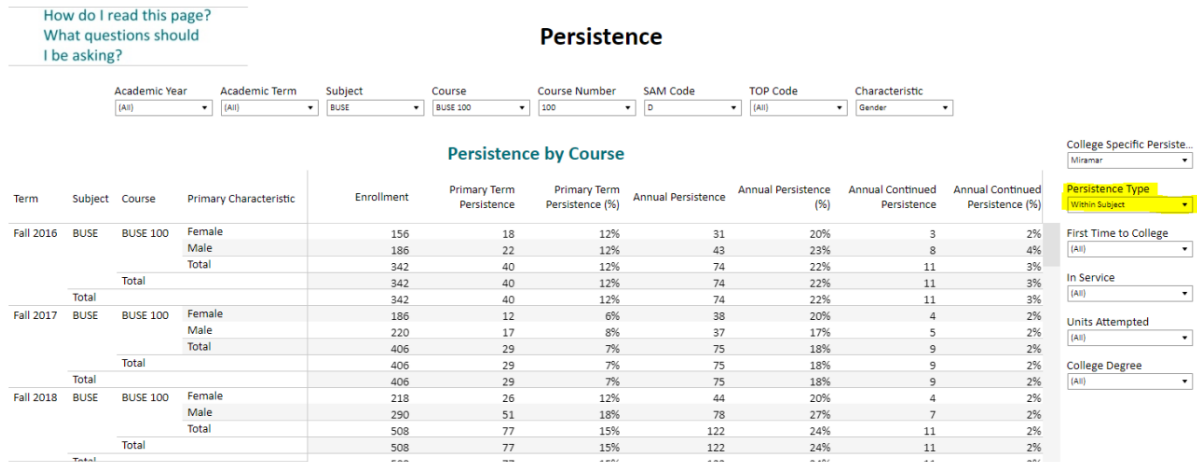
College Degree: (All)

## E. How many students from a course persisted in the same subject?

We previously discussed student persistence for any enrollment, and now we can talk about the different types of persistence data we have to offer. With the previous filters for BUSE 100 and the academic year applied, select “Within Subject” for the filter “Persistence Type” on the right-hand side of the dash.

The dash now shows the number of students that enrolled in another course within the same subject (see [Image 9](#)). **Primary term persistence** measures the number of students that enrolled in the subsequent quarter, while **annual persistence** measures the number of students that enrolled within the next year. For more information on the definitions, see [flow chart](#).

Image 9. Within Subject Persistence

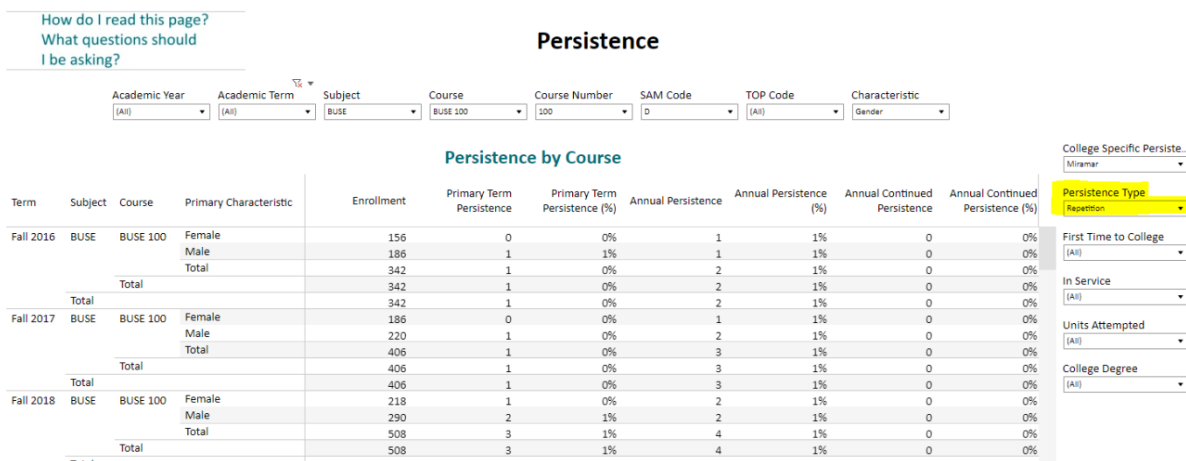


## F. How many students enrolled in the same class in later semesters?

With the previous filters for BUSE 100 and the academic year applied, select “Repetition” for the filter “Persistence Type” on the right-hand side of the dash.

The dash now shows the number of students that enrolled in the same course in later semesters (see Image 10). **Primary term persistence** measures the number of students that enrolled in the following primary quarter, while **annual persistence** measures the number of students that enrolled within the next year. For more information, see flow chart.

Image 10. Repetition Persistence





## G. What is the headcount percentage for collegewide persistence disaggregated by different DI characteristics?

Unselect all filters for subject and course above, and reselect “All” to select all courses. Similarly, select all academic years/terms for the filters. Select “Ethnicity” for “Characteristics” filter. Scroll down to the bottom of the dash to find the below chart titled “Collegewide Persistence by Headcount”. Here you can see the different types of persistence data for headcount disaggregated by Ethnicity.

Term	Primary Characteristic	Headcount	Primary Term Persistence	Primary Term Persistence (%)	Annual Persistence	Annual Persistence (%)	Annual Continued Persistence	Annual Continued Persistence HC (%)
Fall 2016	Asian	1,896	1,279	67%	1,355	71%	719	38%
	Black/African-American	769	332	43%	375	49%	146	19%
	Filipino/a	1,150	738	64%	792	69%	457	40%
	Latinx	3,950	1,973	50%	2,245	57%	940	24%
	Multi-Ethnic	925	548	59%	602	65%	295	32%
	Native American	44	20	45%	21	48%	7	16%
	Other	28	7	25%	10	36%	3	11%
	Pacific Islander	136	58	43%	68	50%	29	21%
	Unknown	419	145	35%	180	43%	63	15%
Fall 2017	White	5,434	2,801	52%	3,151	58%	1,408	26%
	Asian	2,126	1,389	65%	1,496	70%	722	34%
	Black/African-American	782	357	46%	408	52%	153	20%
	Filipino/a	1,147	782	68%	843	73%	458	40%

### College Specific Persist...

Miramar
Miramar
Mesa
City
Districtwide

### First Time to College

(All)

### In Service

(All)

### Units Attempted

(All)

### College Degree

(All)

You can also select other characteristics such as Gender, Age, DSPS/EOPS status, Military status, Foster Youth status, Academic Standing, Course Modality, and more.

Note that you can also select different destination colleges under the filter “College Specific Persistence” on the right-hand side.

The filter defaults to Miramar college. Selecting the other colleges will show you the percentage of students enrolled at Miramar college that persisted to another college (or to any one college within the district).

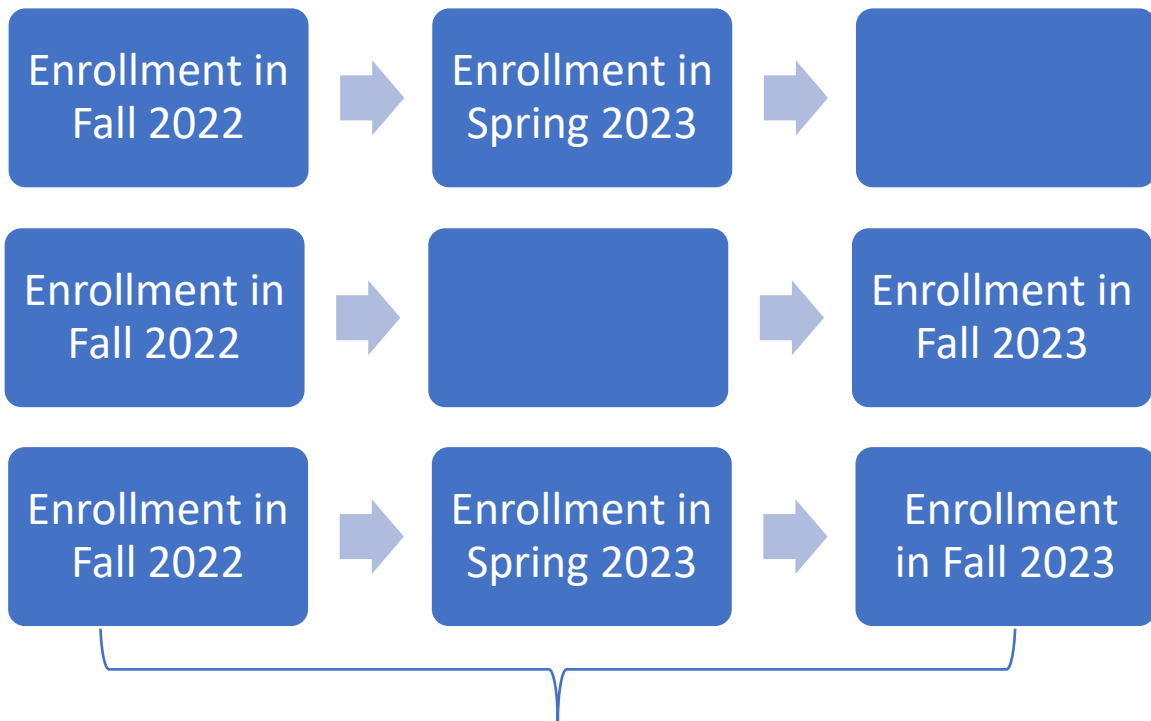
You can also select type of persistence under the filter “Persistence type”. See [V. Persistence Definitions Flow Chart-Type of Persistence](#) for details on the different types of persistence data.

## V. Persistence Definitions Flow Chart

### Primary Term Persistence (“Fall to Spring”)



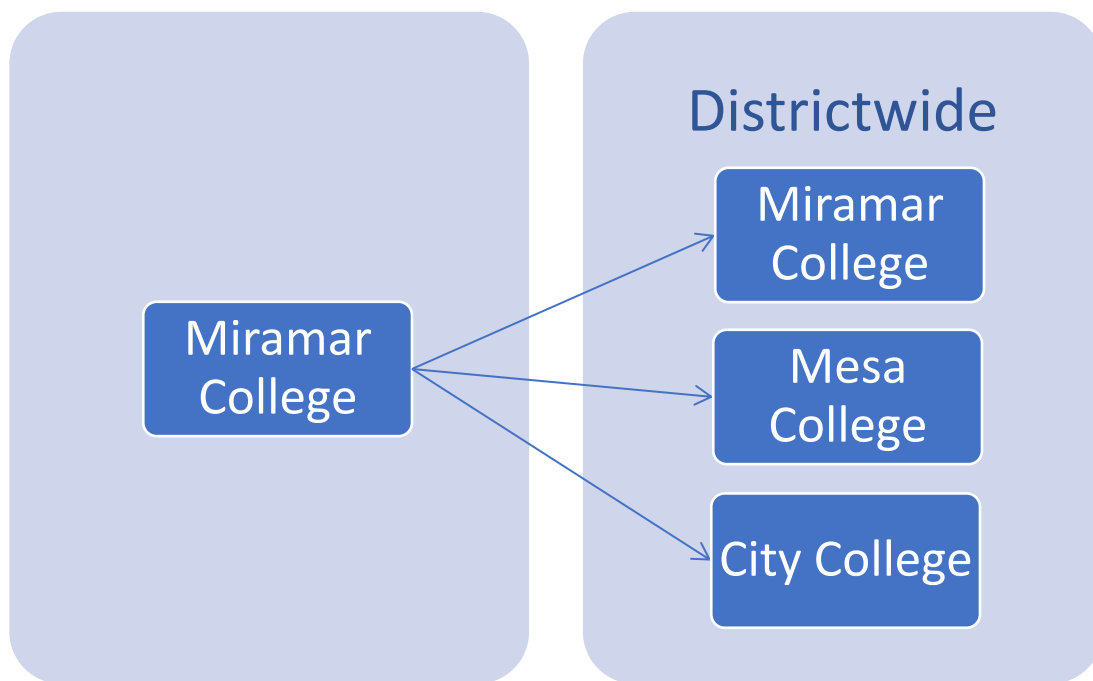
### Annual Persistence (“Fall to Spring” or “Fall to Fall” or “Fall to Spring to Fall”)



### Annual Continued Persistence (“Fall to Spring to Fall” only)

Examples above all show “Fall” as the starting term. Definitions apply when “Fall” and “Spring” are switched. For example, “Spring to Fall” counts as Primary Term Persistence.

**College Specific Persistence:** All persistence definitions apply to when a student is enrolled in a primary term at Miramar College. Counts and percentages can be adjusted to reflect to where students persisted across four options.



**Type of Persistence:** Persistence is defined as a student enrolling in any course in a primary term and enrolling in any course in a subsequent primary term. To allow for more interesting analysis, we expanded the data to include persistence by same subject and by same course (repetition).

