



Program Review Equity Data Dashboard (PREDD) Walkthrough

A Data Nerd Guide

October 2024

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

Table of Contents

I.	INTRODUCTION	3
II.	DEFINITIONS	3
III.	USING THE PREDD FOR DISCIPLINE-LEVEL ANALYSIS	3
IV.	EXPLORE DISCIPLINE-LEVEL HEADCOUNT & ENROLLMENT	3
	A. WHAT IS THE <u>GENDER</u> MAKE-UP OF MY DISCIPLINE AMONG STUDENTS? HOW DOES IT COMPARE TO OTHERS?	4
	<i>Image 2. Discipline-Level Student Makeup - Headcount Dash</i>	4
	<i>Image 3. Hover over Chart</i>	5
	B. WHAT IS THE <u>ETHNIC</u> MAKE-UP OF MY DISCIPLINE AMONG STUDENTS? HOW DOES IT COMPARE TO OTHERS?	5
	<i>Image 4. College-Level Student Makeup</i>	6
	C. WHAT ARE THE <u>OTHER CHARACTERISTICS</u> OF MY DISCIPLINE AMONG STUDENTS? HOW DOES IT COMPARE TO OTHERS?.....	6
V.	EXPLORE DISCIPLINE-LEVEL OUTCOMES	7
	A. ARE THERE DIFFERENCES IN RETENTION AND SUCCESS RATES RELATED TO GENDER IN MY DISCIPLINE?	7
	<i>Image 6. Discipline-Level Retention by Gender</i>	7
	B. 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?	7
	<i>Image 7. Discipline-Level Student Make-Up by Ethnicity</i>	8
	<i>Image 8. Discipline-Level Retention by Ethnicity</i>	8
	C. ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON AGE?.....	9
	<i>Image 9. Discipline-Level Success by Age</i>	9
	<i>Image 10: Check Chart for Sample Size</i>	9
	D. ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON MILITARY STATUS?	10
	<i>Image 11. Discipline-Level Outcomes by Military Status</i>	10
	E. ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON FOSTER YOUTH STATUS?.....	10
	<i>Image 12. Discipline-Level Headcount by Foster-Youth Status</i>	11
	<i>Image 13. Discipline-Level Success by Foster Youth Status</i>	11
VI.	EXPLORE DISCIPLINE-LEVEL PRODUCTIVITY	12
	A. HOW HAS ENROLLMENT AND CAPACITY CHANGED IN MY DISCIPLINE OVER TIME?.....	12
	<i>Image 14. Discipline-level Productivity Dash</i>	12
VII.	EXPLORE COURSE-LEVEL OUTCOMES AND PRODUCTIVITY	13
	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?	13
	<i>Image 15. Course-Level Success</i>	13
	B. HOW HAS ENROLLMENT AND CAPACITY CHANGED IN THIS COURSE OVER TIME?.....	14
	<i>Image 17. Course-level Productivity</i>	14
VIII.	EXPLORE AWARDS BY SCHOOL AND CHARACTERISTIC	14
	A. HOW HAVE THE NUMBER OF AWARDS THAT MY DISCIPLINE GRANTS/SUPPORTS CHANGED OVER TIME?.....	14
	<i>Image 18. Awards by School/Characteristic</i>	15

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. Using 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.

The "**Subject**" filter allows you to select your discipline and compare it with others. Note that different from the previous iterations in Tableau, the new PREDD dashboard in PowerBI doesn't carry over the same filters you previously applied. Always check if your "**Subject**" filter is correctly selected.

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

IV. Explore Discipline-Level Headcount & Enrollment

First of all, let us clearly define headcount and enrollment.

Headcount is the unduplicated, unique student count for a specific time period. **Enrollment** counts all course enrollment for a specific time period.

For example, if a student enrolled in 3 courses in Spring 2023, they would count **once** towards Headcount in Spring 2023 and **3 times** towards Enrollment in Spring 2023.

A. What is the gender make-up of my discipline among students? How does it compare to others?

Go to “**Headcount**” dash on the left-hand side of the PREDD. Here you can see the total unduplicated headcount at San Diego Miramar College in the past 7 years, and use the various filters we provided to dive deeper into the data.

Here we are using the subject of **Child Development** as an example.

Select “**CHIL**” from the “**Subject**” list and “**Gender**” from the list on the right-hand side that reads “**Disaggregate by Characteristics**”. You can also select whether to display by *Academic Year* or *Academic Term* at the top of the filter named “Time Period View”. For now, let’s select “**Academic Year**”. The dash will then display the gender make-up for Child Development on Miramar College’s campus by academic year (see [Image 1](#)).

Image 1. Discipline-Level Student Makeup - Headcount Dash



Here, we see that the majority of students in this discipline are female. In fact, in 2023/24 85% of unduplicated student headcount 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 2](#)).

Image 2. Hover over Chart

Headcount by Gender

Academic Year	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	Total						
Gender	Headcount	%	Headcount	%	Headcount	%	Headcount	%				
Female	1,143	88%	1,009	89%	957	84%	877	86%	958	85%	3,855	85%
Male	157	12%	122	11%	175	15%	121	13%	150	13%	668	15%
Non-Binary											17	0%
Unknown							6	1%			17	0%
Total	1,303	100%	1,134	100%	1,135	100%	1,018	100%	1,124	100%	4,557	100%

The “**Enrollment**” dash works similarly in this regard. Go to the left-hand side and select “**Enrollment**” instead of “**Headcount**”. Follow the same directions above and you can find a visual representation of student **Enrollment** in **Child Development** by **Gender**.

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.

At the bottom of the page, you will notice a section that reads “How do I read this page?” “What questions should I be asking?” and “Operational Definitions. This section explains will additional information about the current dash as seen in the image below.

<p>How do I read this page?</p> <ul style="list-style-type: none"> The Academic Period filter allows you to see data by Year or Term. Use the scroll bar on the right to view the information further below. The tables provides numerical information on student headcount across the last 5 academic years by various characteristics. The last two filters will allow you to do this by up to two levels of disaggregation. 	<p>What questions should I be asking?</p> <ul style="list-style-type: none"> What is the make-up of the students who enroll in my program, discipline, or course? Which groups are over/under-represented in my program, discipline, or course compared to the overall student body? What are the reasons my discipline might be attracting students from some groups rather than others? 	<p>Operational definitions</p> <p>Headcount: The number of unduplicated students in a given academic term or year. A student is not counted more than once in the chosen timeframe.</p>
---	---	---

B. What is the ethnic make-up of my discipline among students? How does it compare to others?

Now, in the same **Headcount** dash, select “**Ethnicity**” from the list on the right-hand side that reads “**Disaggregate by Characteristics**”. To show data from all disciplines, select “**Select all**” for the “**Subject**” filter. Again, make sure that “**Time Period View**” on the top right corner is selected as “**Academic Year**”. The dash will then display the overall ethnic make-up at Miramar College by academic year (see [Image 3](#)).

Image 3. College-Level Student Makeup

Headcount by Ethnicity Table:

Academic Year	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	Total				
Ethnicity	Headcount	%	Headcount	%	Headcount	%	Headcount	%		
Asian	3,280	13%	3,054	12%	2,675	12%	2,773	12%	9,057	13%
Black/African-American	1,238	5%	1,249	5%	1,171	5%	1,279	6%	4,882	7%
Filipino/a	1,543	6%	1,454	6%	1,255	6%	1,294	6%	3,996	6%
Latinx	7,169	29%	7,988	32%	7,211	31%	7,481	32%	23,949	33%
Multi-Ethnic	1,794	7%	1,941	8%	1,704	7%	1,718	7%	5,737	8%
Native American	94	0%	89	0%	80	0%	65	0%	54	0%
Pacific Islander	148	1%	124	0%	113	0%	118	1%	129	1%
Unknown	691	3%	556	2%	672	3%	449	2%	476	2%
White	2,052	8%	2,000	8%	2,174	9%	2,026	9%	8,153	11%

Select any discipline in “**Subject**” filter, and you can investigate the ethnic make-up of your discipline compared to others or Miramar College overall.

C. What are the other characteristics of my discipline among students? How does it compare to others?

Disaggregate by Characteristic Grid:

All	EOPS (Year)	Online Section Type
ACP-Major	Ethnicity	Primary Language
Age (Year)	First Generation	Residency
Class Length	First Time to College	Section Modality
College Degree	Foster Youth	Section Start Time
CTE	F2F Section Type	Single Parent (Year)
DSPS (Year)	Gender	
Economically Disadvantaged...	Homeless (Year)	
Educational Objective	In Service Student (Year)	
Employment	Military Status	

You can further investigate **other characteristics** in enrolled students by selecting the other filters in “**Disaggregate by Characteristic**” on the right-hand side of the dash while combining with “**Subject**” and “**Course**”.

We provide a comprehensive list of different characteristics, including “**ACP-Major**” “**Age**” “**First Generation**” “**Primary Language**” “**Section Modality**” “**EOPS**” “**DSPS**” “**Homeless**” “**Military Status**” “**Employment**” “**Single Parent**” and more.

You can find the full list in the image to the right.

Note that when changing “**Time Period View**” some characteristics may change from “**(Year)**” to “**(Term)**”.

This is because some of these characteristics are calculated either by year or by term, and changing the time period would change their definitions.

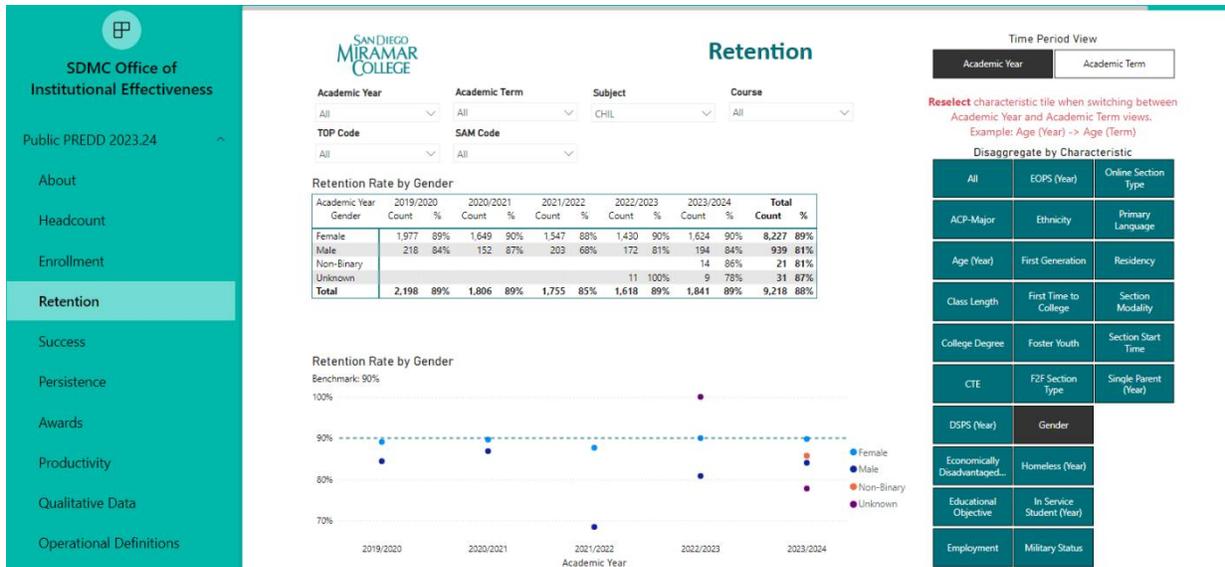
V. Explore Discipline-Level Outcomes

A. Are there differences in retention and success rates related to gender in my discipline?

Go to “Retention” dash on the left-hand side of the PREDD. Here you can see the average retention rate of all students San Diego Miramar College in the past 5 years.

Select “CHIL” from the “Subject” list and “Gender” from the list on the right-hand side that reads “Disaggregate by Characteristics”. The dash will then display the retention rate by gender for Child Development at Miramar College by academic year (See Image 4).

Image 4. Discipline-Level Retention by Gender



The “Success” dash works similarly in this regard. Follow the same steps above for the “Success” dash and you can investigate success rate by gender for Child Development at Miramar College by academic year.

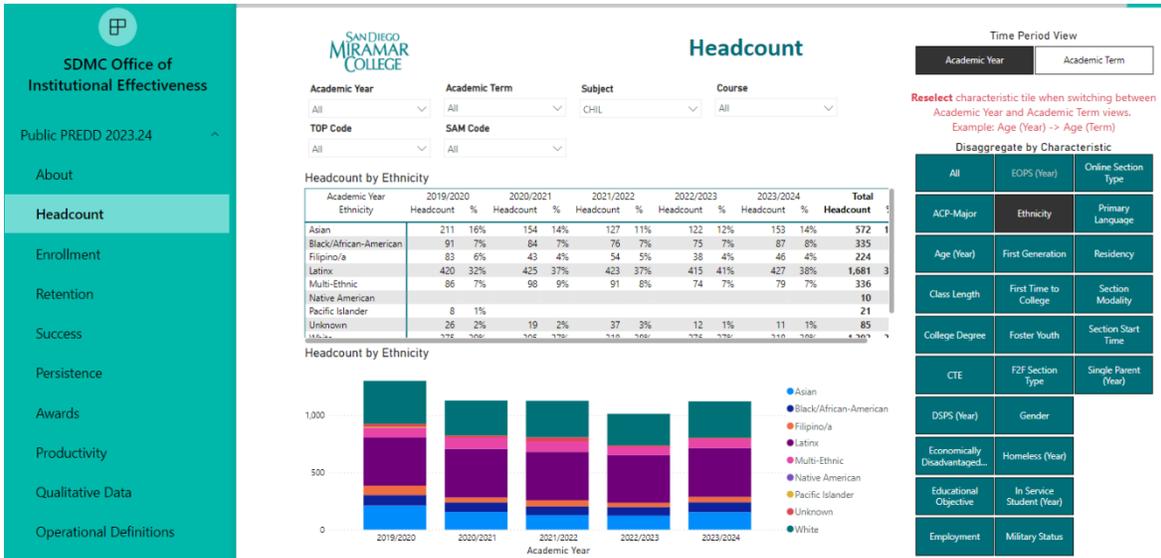
B. Does the ethnic make-up of students in my discipline vary by the level of advancement in the sequence? If so, what are the loss points? Are there gaps in retention and success rates for specific ethnic groups?

Go to the **Headcount** dash. Select “CHIL” from the “Subject” list and “Ethnicity” from the list on the right-hand side that reads “Disaggregate by Characteristics”. Select “Academic Year” for “Time Period View”. The dash will display the ethnic make-up for Child Development by academic year (see

Image 5)

Overall, enrollment in all “CHIL” courses seems to mirror the ethnic composition of Miramar College (compare with Image 3).

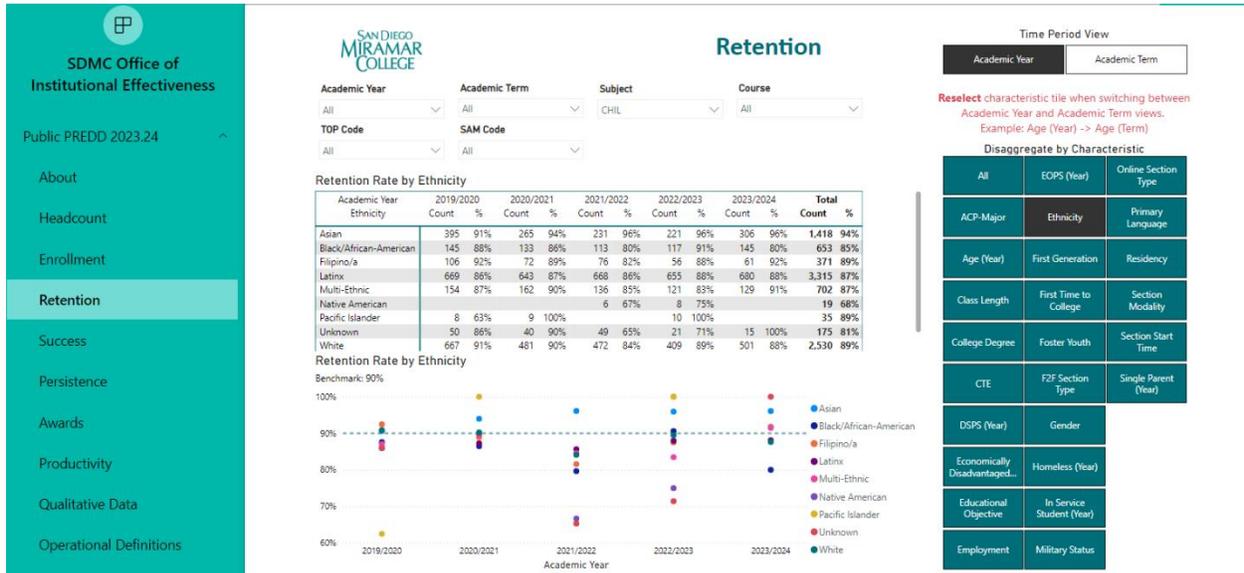
Image 5. Discipline-Level Student Make-Up by Ethnicity



Go to the **Retention** dash. Note that for the new version of PREDD, you need to select all previous filters on each dash. Again select “CHIL” from the “Subject” list and “Ethnicity” from the list on the right-hand side that reads “Disaggregate by Characteristics”.

The “Total” column in the “Retention Rate by Ethnicity” chart reveals equity gaps in Ethnicity. Here we can see that in 2023-24 academic year, there is an equity gap for White, Latinx, and African American child development students (see Image 8).

Image 6. Discipline-Level Retention by Ethnicity

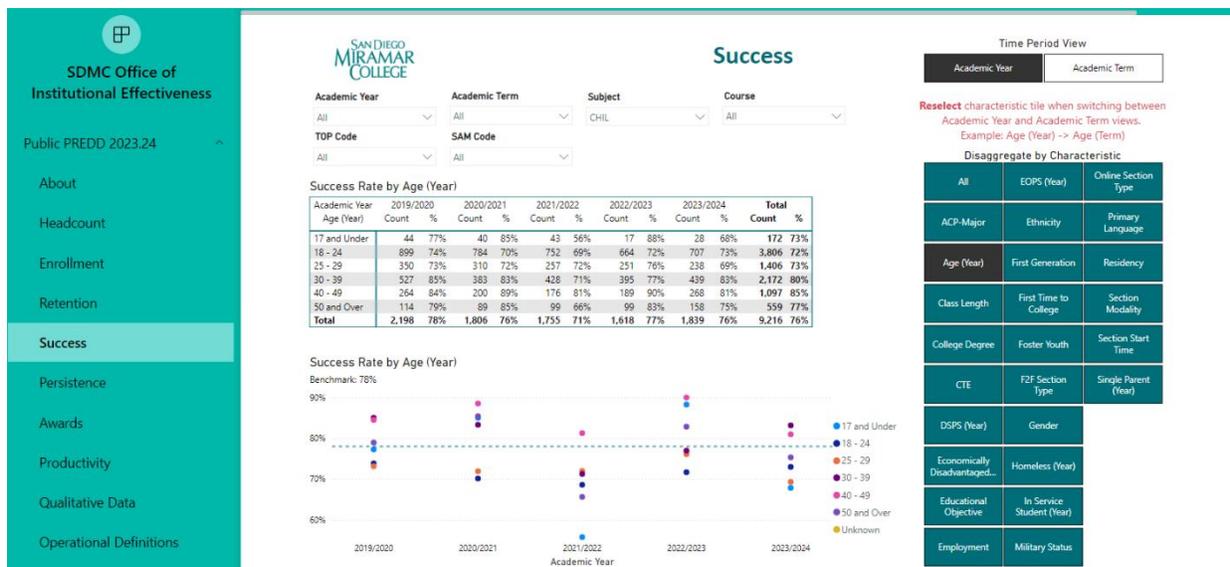


The “Success” dash works similarly with “Retention” dash. Follow the same directions above and you can obtain the student course success rates by discipline.

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

Go to the **Success** dash. Again select “CHIL” from the “Subject” list and “Age” from the list on the right-hand side that reads “Disaggregate by Characteristics”. The dash will display the success rate by age groups for Child Development (see Image 7).

Image 7. Discipline-Level Success by Age



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 relatively **small sample size** of the youngest age group (17 and under) and be cautious to draw conclusions. The sample size for age group “17 and Under” was less than 50 for the past five years (see [Image 8](#)).

Image 8: Check Chart for Sample Size

Success Rate by Age (Year)

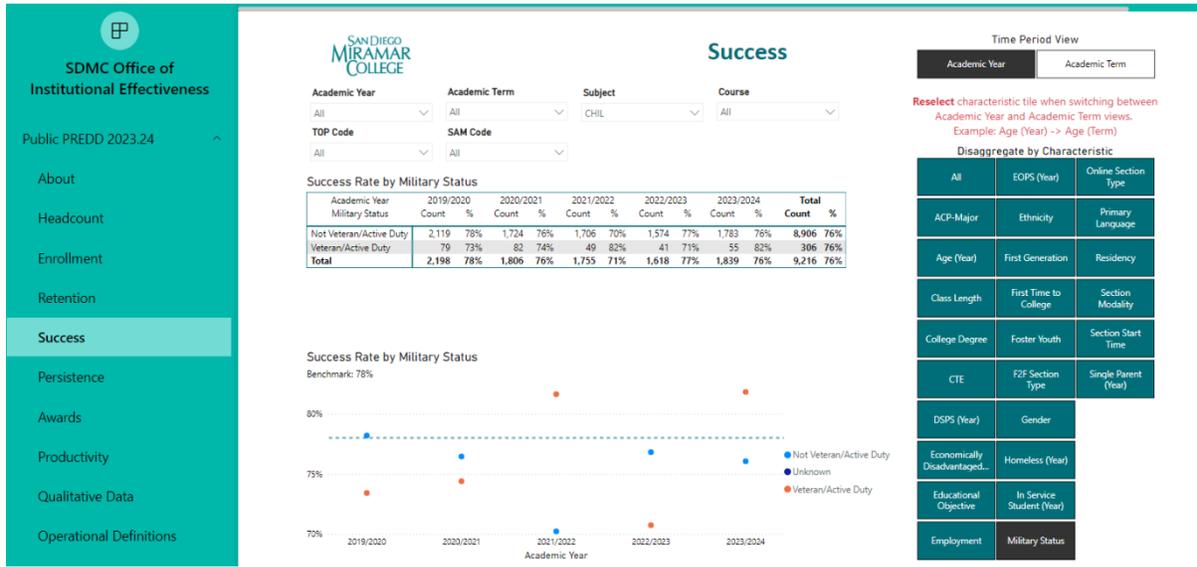
Academic Year Age (Year)	2019/2020		2020/2021		2021/2022		2022/2023		2023/2024		Total	
	Count	%										
17 and Under	44	77%	40	85%	43	56%	17	88%	28	68%	172	73%
18 - 24	899	74%	784	70%	752	69%	664	72%	707	73%	3,806	72%
25 - 29	350	73%	310	72%	257	72%	251	76%	238	69%	1,406	73%
30 - 39	527	85%	383	83%	428	71%	395	77%	439	83%	2,172	80%
40 - 49	264	84%	200	89%	176	81%	189	90%	268	81%	1,097	85%
50 and Over	114	79%	89	85%	99	66%	99	83%	158	75%	559	77%
Total	2,198	78%	1,806	76%	1,755	71%	1,618	77%	1,839	76%	9,216	76%

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

Go to the **Success** dash. Again, please verify that the filters are correctly applied. Select “**CHIL**” from the “**Subject**” list and “**Age**” from the list on the right-hand side that reads “**Disaggregate by Characteristics**”. The dash will display the success rates by military status in Child Development by academic year (see [Image 9](#)).

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 9. Discipline-Level Outcomes by Military Status



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

Go to the **Headcount** dash. Select **“CHIL”** from the **“Subject”** list and **“Foster Youth”** from the list on the right-hand side that reads **“Disaggregate by Characteristics”**.

We can see that the student headcount for the foster youth group shows a general upward trend in the past 5 years(see [Image 10](#)).

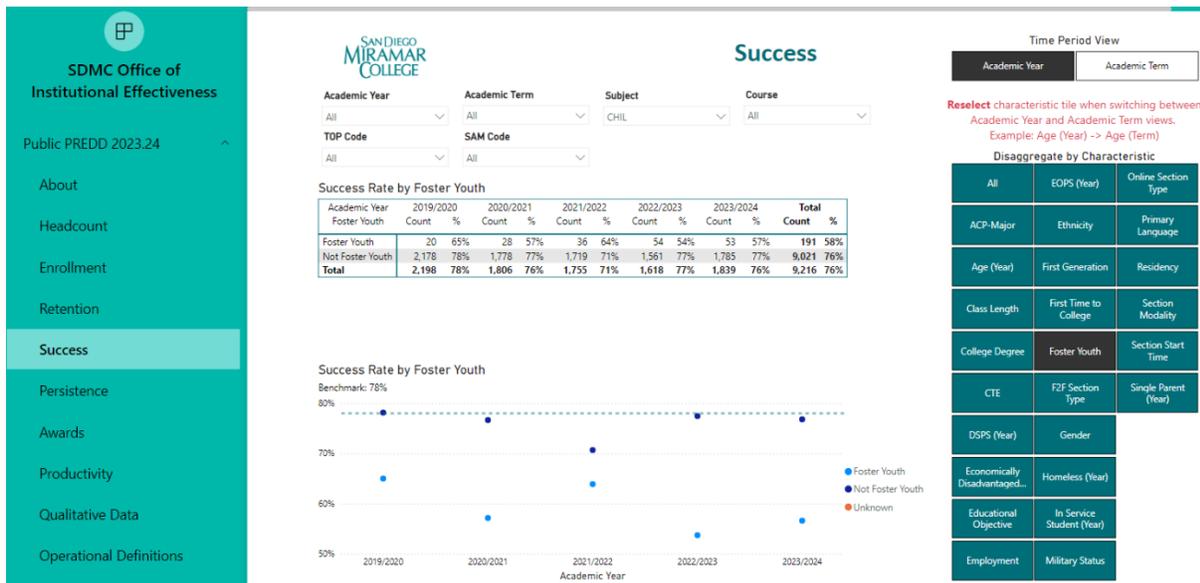
Image 10. Discipline-Level Headcount by Foster-Youth Status



Go to “Success” dash and again make sure the correct filters are applied. Select “CHIL” from the “Subject” list and “Foster Youth” from the list on the right-hand side that reads “Disaggregate by Characteristics”.

For child development, the Success dash seems to suggest that foster youth students had lower success rate in the past 5 years (see Image 11). However, looking at the chart reveals that the sample size for this group is significantly smaller compared to the overall population, meaning conclusions should be made with caution.

Image 11. Discipline-Level Success by Foster Youth Status



VI. Explore discipline-level productivity

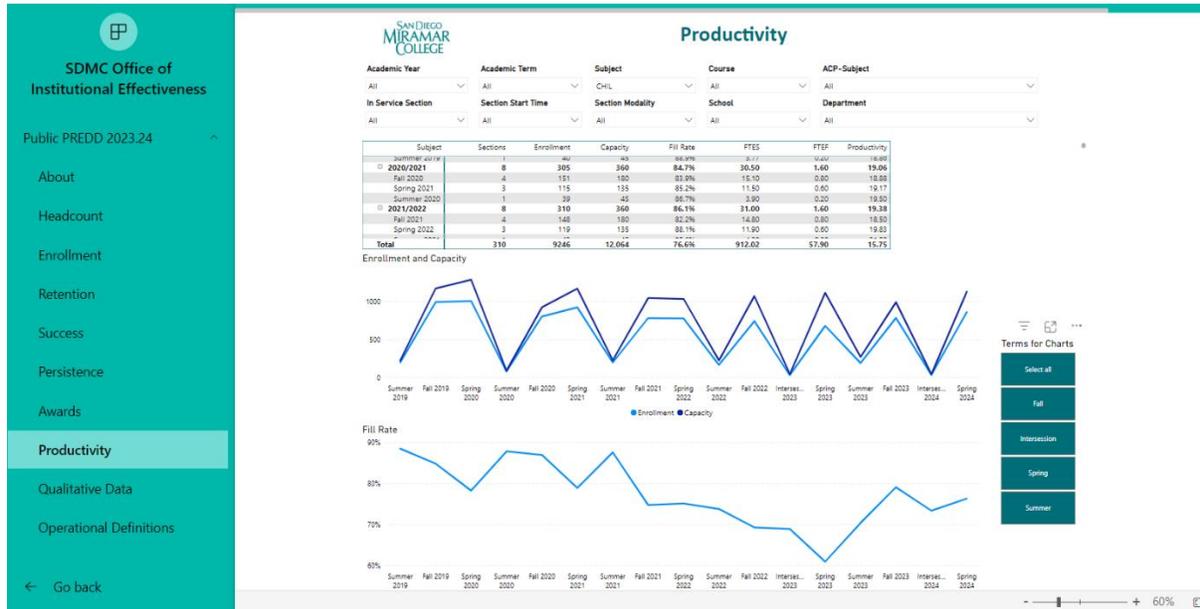
A. How has enrollment and capacity changed in my discipline over time?

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. Here we have two graphs labeled “Enrollment and Capacity” and “Fill Rate”. Apply “CHIL” to the subject filter to see trends in Child Development (see Image 12).

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

If the blue line is greater than the purple line, it suggests potential demand for more sections/seats. If the purple line is significantly greater than the blue line, it suggests further investigation is needed into why courses are not filling.

Image 12. Discipline-level Productivity Dash



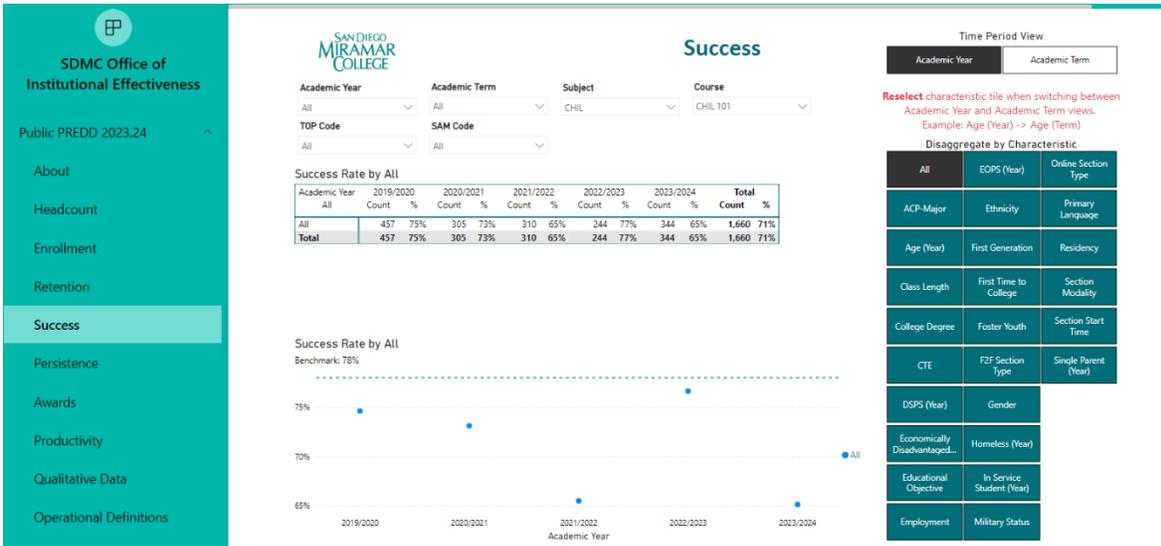
Furthermore, you can investigate further and select different term views for the charts on the right-hand side filter labeled “Terms for Charts”. For example, selecting Fall results in the chart displaying only data for Fall semesters. Enrollment between semesters can differ drastically and this allows us to switch between different term views.

VII. Explore course-level outcomes and productivity

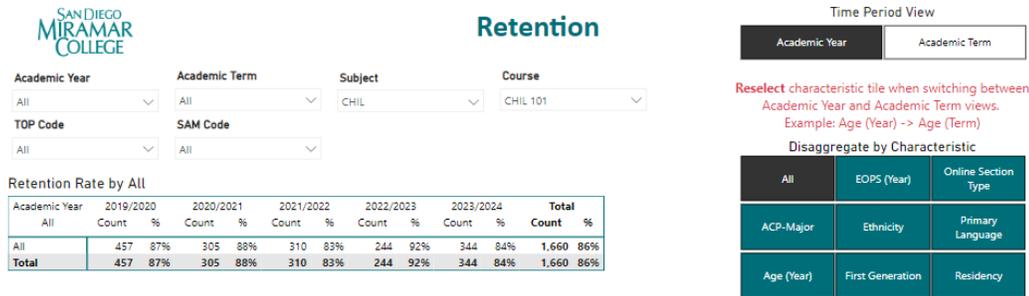
A. How does my course compare to the college-wide benchmarks for retention and success? How does my course stack up as compared to other courses in terms of student outcomes?

Go to the **Success** dash. Select “CHIL” for “**Subject**” and “CHIL 101” for “**Course**”. The dash will then display the course success for CHIL 101 in the past 5 years (see [Image 13](#)).

Image 13. Course-Level Success



Similarly, navigate to “**Retention**” dash and apply all previous filters to examine the course retention rate for CHIL 101.



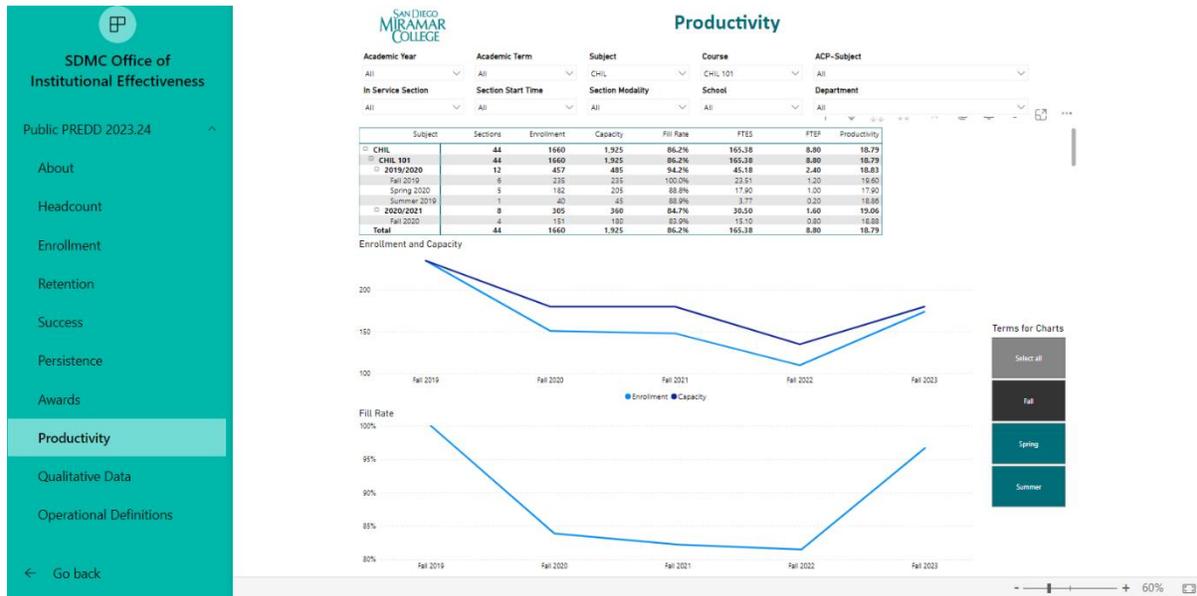
The college-wide benchmark is marked in the chart as the dotted line. Compare individual courses to the benchmark to examine their outcomes. You might also be interested in seeing in which academic years were retention and success rates lowest. Feel free to select individual courses to examine their outcomes as you may need.

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

Next, go to the **Productivity** dash. Select “CHIL” for “**Subject**” and “CHIL 101” for “**Course**”. Select “**Fall**” for “**Terms for Charts**” filter on the bottom right side. The dash then displays charts for Enrollment and Capacity as well as Fill Rate for CHIL 101 for Fall semesters in the past five years.

As you can see, enrollment and fill rate for CHIL 101 has been declining since Fall 2019 but has increased in Fall 2023 (Image 17).

Image 14. Course-level Productivity



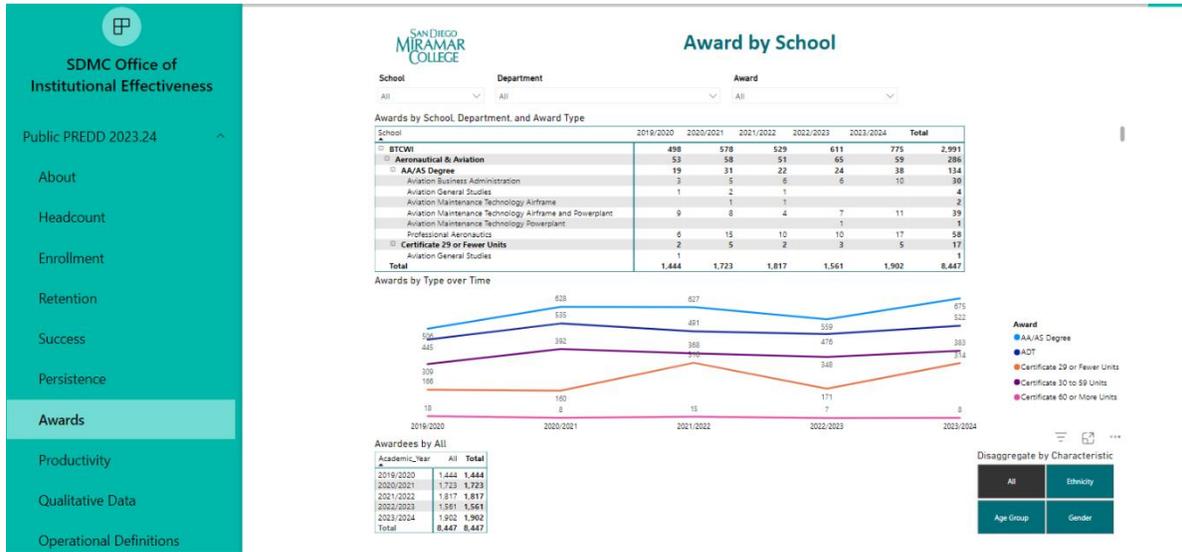
VIII. Explore awards by school and characteristic

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** dash where we can examine the number awards granted by school disaggregated by award type (see [Image 15](#)). You can filter for school, department, as well as type of awards on the top filter list.

Image 15. Awards by School/Characteristic



We can also see the award earners (**Awardees**) data in the bottom chart, disaggregated by Gender, Ethnicity, and Age Group in the “**Disaggregate by Characteristic**” filter to the right-hand side. Select “**Ethnicity**” to obtain the below chart (Image 19). You can also select **Age Group** or **Gender** for disaggregation.

Image 16. Awardees by Ethnicity

