



## Program Review Equity Data Dashboard (PREDD) Walkthrough

A Data Nerd Guide

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## **Table of Contents**

I.		INTRODUCTION	.3
١١.		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? Image 2. Discipline-Level Student Makeup - Headcount Dash	.4 .4
	В.	WHAT IS THE ETHNIC MAKE-UP OF MY DISCIPLINE AMONG STUDENTS? HOW DOES IT COMPARE TO OTHERS?         Image 4. College-Level Student Makeup	.5 .5 .6
	C.	What are the <u>other characteristics</u> of my discipline among students? How does it compare to others?	.6
٧.		EXPLORE DISCIPLINE-LEVEL OUTCOMES	.7
	A. R	ARE THERE DIFFERENCES IN RETENTION AND SUCCESS RATES RELATED TO GENDER IN MY DISCIPLINE?	.7 .7
	В.	WHAT ARE THE LOSS POINTS? ARE THERE GAPS IN RETENTION AND SUCCESS RATES FOR SPECIFIC ETHNIC GROUPS? Image 7. Discipline-Level Student Make-Up by Ethnicity Image 8. Discipline-Level Retention by Ethnicity	.7 .8 .8
	C.	ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON AGE? Image 9. Discipline-Level Success by Age	.9 .9
	D.	Are there differences in discipline-level outcomes for students based on military status?         Image 11. Discipline-Level Outcomes by Military Status	.9 10 10
	E.	ARE THERE DIFFERENCES IN DISCIPLINE-LEVEL OUTCOMES FOR STUDENTS BASED ON FOSTER YOUTH STATUS? Image 12. Discipline-Level Headcount by Foster-Youth Status Image 13. Discipline-Level Success by Foster Youth Status	10 11 11
VI.		EXPLORE DISCIPLINE-LEVEL PRODUCTIVITY	12
	A.	How has enrollment and capacity changed in my discipline over time? Image 14. Discipline-level Productivity Dash	12 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?	E 13 13
	В.	How has ENROLLMENT AND CAPACITY CHANGED IN THIS COURSE OVER TIME?	14 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 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 <u>gender</u> 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).

E	SAN	DIEGO										10		,	Time Period Viev	v
SDMC Office of	MIRA	LEGE							H	leadc	ou	nt		Academic Y	ear Ac	ademic Term
Institutional Effectiveness	Academic Yea	r	Ac	ademic Term	1		Subject			Course				Part of the second		
	All	×	AI	0		$\sim$	CHIL		$\sim$	All		$\sim$		Academic Ye	ar and Academic	Term views.
Public PREDD 2023.24	TOP Code		SA	M Code										Example	: Age (Year) -> A	ge (Term)
	All	$\sim$	AI	1		$\sim$								Disaggr	egate by Chara	teristic
About	Headcount I	by Gender												All	EOPS (Year)	Online Section Type
Headcount	Academic Year Gender	2019/2020 Headcount	%	2020/202 Headcount	21 %	2021/. Headcoun	2022 t %	2022/20 Headcount	23 %	2023/20 Headcount	24 %	Total Headcount	%	ACP-Major	Ethnicity	Primary
Enrollment	Female Male Non-Binary Unknown	1,143 157	88% 12%	1,009 122	89% 11%	95 17	7 84% 5 15%	877	86% 13%	958 150 11	85% 13% 1%	3,855 668 17 17	85% 15% 0%	Age (Year)	First Generation	Residency
Retention	Total	1,303 1	00%	1,134	100%	1,13	5 100%	1,018	100%	1,124	100%	4,557	100%	Class Length	First Time to College	Section Modality
Success	Headeauat	Conder												College Degree	Foster Youth	Section Start Time
Persistence	Headcount	by Genuer	10											CTE	F2F Section Type	Single Parent (Year)
Awards	1,000												Fomala	DSPS (Year)	Gender	
Productivity	500												Male Non-Binary	Economically Disadvantaged	Homeless (Year)	
Qualitative Data													Unknown	Educational Objective	In Service Student (Year)	
Operational Definitions	0	2019/2020		2020/2021		2021 Academ	/2022 nic Year	2022	/2023	202	3/2024			Employment	Military Status	

#### 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
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SDMC Office of	MIRA	Diego MAR LLEGE							н	leadc	ou	nt		Academic 1	Time Period Viev /ear Ac	ademic Term
Institutional Effectiveness	Academic Yea	ir	Ac	ademic Tern	n		Subject			Course						Ar hits - had
	All	$\sim$	AI	1		$\sim$	CHIL		$\sim$	All		$\sim$		Academic Y	eristic tile when s ear and Academic	Term views.
Public PREDD 2023.24	TOP Code		SA	AM Code										Example	a: Age (Year) -> Ag	ge (Term)
	All	$\sim$	A	1		$\sim$								Disagg	regate by Chara	teristic
About	Headcount b	by Gender												All	EOPS (Year)	Online Section Type
Headcount	Academic Year Gender	2019/2020 Headcount	%	2020/202 Headcount	21 %	2021/3 Headcoun	2022 rt %	2022/20 Headcount	23 %	2023/202 Headcount	4 %	Total Headcount	%	ACP-Major	Ethnicity	Primary Language
Enrollment	Female Male Non-Binary Unknown	1,143 157	88% 12%	1,009 122	89% 11%	95 17	7 84% 5 15%	877 131 6	86% 13%	958 150 11	85% 13% 1%	3,855 668 17 17	85% 15% 0%	Age (Year)	First Generation	Residency
Retention	Total	1,303 1	100%	1,134	100%	1,13	5 100%	1,018	100%	1,124	100%	4,557	100%	Class Length	First Time to College	Section Modality
Success	Headcount	w Gondor								\$	Ø	Q =	62	College Degree	Foster Youth	Section Start Time
Persistence	HeadCount	by Gender												СТЕ	F2F Section Type	Single Parent (Year)
Awards	1,000				A	Cademi G	c Year ender	2023/20 Female	24			<b>.</b>	Female	DSPS (Vear)	Gender	
Productivity	500			Earlies	st Da	te_for_G	raphs	956 Saturdaj	, July	01, 2023			Male Non-Binary	Economically Disadvantaged	Homeless (Year)	
Qualitative Data	-201036												Unknown	Educational Objective	In Service Student (Year)	
Operational Definitions	0	2019/2020	and the	2020/202	1	2021 Acaden	/2022 nic Year	2022	/2023	202	3/2024	-		Employment	Military Status	

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.



# B. What is the <u>ethnic</u> 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 <u>overall ethnic make-up</u> at Miramar College by academic year (see Image 3).

Ð	SAN DIEGO												1	lime Period Viev	1
SDMC Office of	MIRAMAN COLLEGE	2						н	ea	acoun	τ		Academic Ye	sar Ac	ademic Term
Institutional Effectiveness	Academic Year	Aca	demic	Term		Subject			Cou	rse					
	All	∼ All			$\sim$	All		$\sim$	All			$\sim$	Academic Ye	eristic tile when si ar and Academic	vitching betwe Term views.
Public PREDD 2023 24	TOP Code	SAM	1 Code										Example:	Age (Year) -> Aç	je (Term)
UDIIC 1 (LEDE) 2023.24	All	∼ All			$\sim$								Disaggr	egate by Charao	teristic
About	Headcount by Ethr	icity											All	EOPS (Year)	Online Section Type
Headcount	Academic Year Ethnicity	2019/200 Headcount	20 %	2020/202 Headcount	21 %	2021/20 Headcount	)22 %	2022/20 Headcount	23 %	2023/20 Headcount	24 %	Total Headcount	ACP-Major	Ethnicity	Primary
	Asian	3,280	13%	3,054	12%	2,675	12%	2,773	12%	3,026	12%	9,057 1			Language
Enrollment	Black/African-American	1,238	5%	1,249	5%	1,171	5%	1,279	6%	1,285	5%	4,082	Age (Year)	First Generation	Residency
Enforment	Latinx	7,169	29%	7,988	32%	7,211	31%	7.481	32%	7.989	33%	23,949 3			
Distance in the second s	Multi-Ethnic	1,794	7%	1,941	8%	1,704	7%	1,718	7%	1,908	8%	5,737		First Time to	Section
Retention	Native American	94	0%	89	0%	80	0%	65	0%	54	0%	213	Class Length	College	Modality
	Pacific Islander	148	1%	124	0%	113	0%	118	1%	129	1%	356			
Success	Million Annual	0.067	2/6	0.000	2/6	012	100	7 005	2.70	0140	276	25 000 2	College Degree	Foster Youth	Section Start Time
	Headcount by Ethr	icity													
Persistence	30К												CTE	F2F Section	Single Parent
				_						•	Asian			туре	(rear)
Awards										•	Black	African-American	DSPS (Vent)	Gandar	
	20K ·····									•	Filipin	o/a	bor 5 (rear)	Gender	
Draductivity											Latino		Fronomically		
Productivity										•	Multi	Ethnic	Disadvantaged	Homeless (Year)	
	10K ·····									••••••	Nativ	e American			
Qualitative Data										•	Pacifi	: Islander	Educational Objective	In Service Student (Year)	
										-	Unkn	nwo			
On such and Definitions	~									-	and the second				

#### Image 3. College-Level Student Makeup

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 <u>other characteristics</u> of my discipline among students? How does it compare to others?

r	ime Period Viev	v
Academic Ye	ar Ac	ademic Term
Reselect characte Academic Ye Example: Disaggr	eristic tile when s ar and Academic Age (Year) -> Ag regate by Chara	witching between Term views. ge (Term) cteristic
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).

æ	SANE	DIEGO														Time Period Vie	N
SDMC Office of	MIRA	MAR									let	enti	on		Academic Y	ear A	cademic Term
Institutional Effectiveness	Academic Year			Academic	Term		S	iubject			Cou	urse			Perelect characte	sciptic tilo when	witching between
	All		$\sim$	All		5	/ (	CHIL		$\sim$	All			$\sim$	Academic Ye	ar and Academi	: Term views.
Public PREDD 2023.24	TOP Code			SAM Code											Example	: Age (Year) -> A	ge (Term)
	All		$\sim$	All			1								Disaggr	egate by Chara	cteristic
About	Retention Ra	ate by Ge	ender												All	EOPS (Year)	Online Section Type
Headcount	Academic Year Gender	2019/20 Count	020 %	2020/2 Count	021 %	2021/2 Count	2022 %	2022/ Count	2023 %	2023/2 Count	024 %	Totz Count	al %		ACP-Major	Ethnicity	Primary
Enrollment	Female Male Non-Binary	1,977 218	89% 84%	1,649 152	90% 87%	1,547 203	88% 68%	1,430 172	90% 81%	1,624 194 14	90% 84% 86%	8,227 939 21	89% 81% 81%		Age (Year)	First Generation	Residency
Retention	Unknown Total	2,198	89%	1,806	89%	1,755	85%	11 1,618	100% 89%	9 1,841	78% 89%	31 9,218	87% 88%		Class Length	First Time to College	Section Modality
Success	Patastias P	to bu Co													College Degree	Foster Youth	Section Start Time
Persistence	Benchmark: 90%	ate by Ge	inder												CTE	F2F Section Type	Single Parent (Year)
Awards	90%														DSPS (Year)	Gender	
Productivity	80%	•		•			•						:	<ul><li>Female</li><li>Male</li></ul>	Economically Disadvantaged	Homeless (Year)	
Qualitative Data	70%												•	<ul> <li>Non-Binary</li> <li>Unknown</li> </ul>	Educational Objective	In Service Student (Year)	
Operational Definitions	2019	/2020		2020/20	021	۵	2021/3	2022 ic Year		2022/202	3		2023/2024		Employment	Military Status	

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).

æ	SAN DIEGO									Data				1	lime Period View	r
SDMC Office of	MIRAMAR									Kete	ent	on		Academic Y	ear Ac	ademic Term
Institutional Effectiveness	Academic Year		Academ	ic Term		Su	bject			Cour	se					
	All	V	All			V CH	HL.		~	All		$\sim$		Reselect characte	eristic tile when sy ar and Academic	vitching between
	TOP Code		SAM Cos	de .										Example	: Age (Year) -> Ag	ie (Term)
Public PREDD 2023.24		-												Disagar	egate by Charac	torictic
	All	~	All			~								Disaggi	egate by charac	Correction Contract
About	Retention Rate by I	Ethnicity	1											All	EOPS (Year)	Type
	Academic Year	2019/2	020	2020/2	021	2021/2	2022	2022/2	023	2023/2	024	Total	1			
Headcount	Ethnicity	Count	%	Count	%	Count	%	Count	%	Count	%	Count %		ACP-Major	Ethnicity	Primary
	Asian	395	91%	265	94%	231	96%	221	96%	306	96%	1,418 94%				congooge
e a la companya de la	Black/African-American	145	88%	133	86%	113	80%	117	91%	145	80%	653 85%				
Enrollment	Filipino/a	106	92%	72	89%	76	82%	56	88%	61	92%	371 89%		Age (Year)	First Generation	Residency
	Latinx	669	86%	643	87%	668	86%	655	88%	680	88%	3,315 87%		1		
Detection	Multi-Ethnic	154	87%	162	90%	136	85%	121	83%	129	91%	702 87%			First Time to	Section
Retention	Native American					6	67%	8	75%			19 68%		Class Length	College	Modality
	Pacific Islander	8	63%	9	100%			10	100%			35 89%				
Success	Unknown	50	86%	40	90%	49	65%	21	71%	15	100%	175 81%				Section Start
Success	White	667	91%	481	90%	472	84%	409	89%	501	88%	2,530 89%		College Degree	Foster Youth	Time
	Retention Rate by I	thnicity	1													
Persistence	Benchmark: 90%													CTE	F2F Section	Single Parent
	100%														Туре	(Year)
						•						Asian				
Awards			•									Black/African-	American	DSPS (Year)	Gender	
	90%											Eilinino/a				
			•									• mpmo/a				
Productivity	80%					:						<ul> <li>Latinx</li> </ul>		Economically	Homeless (Year)	
												Multi-Ethnic		Disadvantaged	<u></u>	
O I'M I'M D I												<ul> <li>Native America</li> </ul>	an	President and a	In Constant	
Qualitative Data	70%											Pacific Islander		Objective	Student (Year)	
						8								- gasara		
Operational Definitions	60%											Unknown		15.8	and a	
Operational Demittions	2019/2020	2	020/2021		202	1/2022		2022/20	23	20	23/2024	• White		Employment	Military Status	
					Acade	mic Year										

#### 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

Miramar College Office of Planning, Research, and Institutional Effectiveness Page 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 relatively **small sample size** of the youngest age group (17 and under) and <u>be cautious to draw conclusions</u>. The sample size for age group "17 and Under" was less than 50 for the past five years (see Image 8).

Academic Year	2019/2	020	2020/2	021	2021/2	022	2022/20	023	2023/2	024	Tota	
Age (Year)	Count	%	Count	%	Count	%	Count	%	Count	%	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%

#### Image 8: Check Chart for Sample Size

Success Rate by Age (Year)

## 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.

SDMC Office of	SanDiego MIRAMAR COLLEGE						S	ucces	s		Academic Y	fime Period Viev	/ ademic Term
Institutional Effectiveness	Academic Year	Academic T	erm	Subje	ect		C	ourse			Reselect characte	ristic tile when s	witching between
	All	All	`	CHIL			~ /	UI.		$\sim$	Academic Ye	ar and Academic	Term views.
Public PREDD 2023.24	TOP Code	SAM Code									Example	Age (Year) -> Ag	je (lerm)
	All	All									Disaggi	egate by Chara	Online Section
About	Success Rate by Milit	ary Status									All	EOPS (Year)	Туре
Headcount	Academic Year Military Status	2019/2020 Count % (	2020/2021 Count %	2021/20 Count	)22 % (	2022/2023 Count %	2 Cou	023/2024 int %	Tota Count	%	ACP-Major	Ethnicity	Primary Language
Enrollment	Not Veteran/Active Duty Veteran/Active Duty Total	2,119 78% 79 73% 2,198 78%	1,724 76% 82 74% 1,806 76%	1,706 49 1,755	70% 82% 71%	1,574 77 41 71 1,618 77	%1, % %1,	783 76% 55 82% 839 76%	8,906 306 9,216	76% 76% 76%	Age (Year)	First Generation	Residency
Retention											Class Length	First Time to College	Section Modality
Success		<b>C</b> 1.1									College Degree	Foster Youth	Section Start Time
Persistence	Benchmark: 78%	ary Status									СТЕ	F2F Section Type	Single Parent (Year)
Awards	80%										DSPS (Year)	Gender	1
Productivity	75%	•				•		•	<ul> <li>Not Ve</li> <li>Unkno</li> </ul>	teran/Active Duty	Economically Disadvantaged	Homeless (Year)	1
Qualitative Data	•	•							<ul> <li>Vetera</li> </ul>	n/Active Duty	Educational Objective	In Service Student (Year)	1
Operational Definitions	70% 2019/2020	2020/2021	2021/ Academ	2022 ic Year	20	• 12/2023		2023/2024			Employment	Military Status	I

#### 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).

SDMC Office of	MIRAN	EGO AAR EGE							He	eadco	un	t		Academic Y	Time Period View	ademic Term
Institutional Effectiveness	Academic Year		Aca	demic Term		5	ubject			Course					1000	
	All	$\sim$	All			V	CHIL		$\sim$	All		$\sim$		Academic Ye	eristic tile when si ar and Academic	Term views.
Dublic PREDD 2022-24	TOP Code		SAN	Code										Example	: Age (Year) -> Ag	e (Term)
-ubiic FREDD 2023.24	All	$\sim$	All			$\sim$								Disagg	regate by Charac	teristic
About	Headcount by	Foster Yo	uth											All	EOPS (Year)	Online Section Type
Headcount	Academic Year Foster Youth	2019/20 Headcount	20 %	2020/20 Headcount	021 %	2021 Headcou	/2022 nt %	2022/20 Headcount	)23 %	2023/20 Headcount	24 %	Total Headcount	%	ACP-Major	Ethnicity	Primary
neucount	Foster Youth	15	1%	18	2%	1	22 2%	38	4%	33	3%	104	2%			Language
Enrollment	Not Foster Youth Total	1,288 1,303	99% 100%	1,116 1,134	98% 100%	1,1 1,1	15 98% 35 100%	980 1,018	96% 100%	1,090 1,124	97% 100%	4,458 4,557	98% 100%	Age (Year)	First Generation	Residency
Retention														Class Length	First Time to College	Section Modality
Success	Underweth	Footor Ve												College Degree	Foster Youth	Section Start Time
Persistence	Headcount by	Poster to	uth											СТЕ	F2F Section Type	Single Parent (Year)
Awards	1,000													DSPS (Year)	Gender	
Productivity	500											Foster     Not Fo	fouth ster Youth	Economically Disadvantaged	Homeless (Year)	
Qualitative Data	~~											<ul> <li>Unknor</li> </ul>	vn	Educational Objective	In Service Student (Year)	
Operational Definitions	0	2019/2020	en e	2020/2021		2021/202	2	2022/2023		2023/2024				Employment	Military Status	

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

Miramar College Office of Planning, Research, and Institutional Effectiveness Page 11 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.

<b>P</b>	SAN DIEGO MIRAMAR						Suco	cess		Academic V	Time Period View	v
SDMC Office of Institutional Effectiveness	Academic Year	Academic	Term	Subject			Course			Reselect characte	eristic tile when s	witching between
Public PREDD 2023 24	All TOP Code	SAM Code	~	CHIL		$\sim$	All		$\sim$	Academic Ye Example	ar and Academic Age (Year) -> A	Term views. ge (Term)
Tublic Thebb 2023.24	All	V All	$\sim$							Disaggi	egate by Chara	cteristic
About	Success Rate by Fos	ter Youth								All	EOPS (Year)	Online Section Type
Headcount	Academic Year 2019/ Foster Youth Count	/2020 2020/ % Count	2021 2021/2 % Count	2022 % % C	2022/2023 ount %	2023) Count	/2024 %	Total Count %		ACP-Major	Ethnicity	Primary Language
Enrollment	Foster Youth         20           Not Foster Youth         2,178           Total         2,198	65% 28 78% 1,778 78% 1,806	57% 36 77% 1,719 76% 1,755	64% 71% 71%	54 549 1,561 779 1,618 779	53 1,785 1,839	57% 77% 76%	191 58% 9,021 76% 9,216 76%	9 4	Age (Year)	First Generation	Residency
Retention										Class Length	First Time to College	Section Modality
Success										College Degree	Foster Youth	Section Start Time
Persistence	Success Rate by Fost Benchmark: 78%	ter Youth								CTE	F2F Section Type	Single Parent (Year)
Awards	706:	•		•		•		•		DSPS (Year)	Gender	
Productivity				•					<ul> <li>Foster Youth</li> <li>Not Foster Youth</li> </ul>	Economically Disadvantaged	Homeless (Year)	
Qualitative Data	60%	•				•		•	<ul> <li>Unknown</li> </ul>	Educational Objective	In Service Student (Year)	
Operational Definitions	50% 2019/2020	2020/2021	202	1/2022	202	2/2023		2023/2024		Employment	Military Status	

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).

EP SDMC Office of	MIRAMAR COLLEGE			Success	Academic \	Time Period View Academic Year Academic Term		
Institutional Effectiveness	Academic Year	Academic Term	Subject	Course	Reselect charact	eristic tile when s	vitching betwee	
	All V	SAM Code	CHIL	CHILIOI V	Academic Y Example	ear and Academic :: Age (Year) -> Ag	Term views. je (Term)	
Public PREDD 2023.24	All $\sim$	All 🗸			Disagg	regate by Charao	teristic	
About	Success Rate by All				ILA	EOPS (Year)	Online Section Type	
Headcount	Academic Year 2019/2020 All Count %	2020/2021 2021/202 Count % Count % 305 73% 310	22 2022/2023 2 % Count % Co	2023/2024 Total unt % Count % 344 65% 1.660 71%	ACP-Major	Ethnicity	Primary Language	
Enrollment	Total 457 759	% 305 73% 310	65% 244 77%	344 65% 1,660 71%	Age (Year)	First Generation	Residency	
Retention					Class Length	First Time to College	Section Modality	
Success	Sussess Data by All				College Degree	Foster Youth	Section Start Time	
Persistence	Benchmark: 78%				CTE	F2F Section Type	Single Parent (Year)	
Awards	75%			•	DSPS (Year)	Gender		
Productivity	70%	•		•	Economically Disadvantaged	Homeless (Year)		
Qualitative Data					Educational Objective	In Service Student (Year)		
Operational Definitions	65% 2019/2020	2020/2021	2021/2022 Academic Year	2022/2023 2023/2024	Employment	Military Status		

#### Image 13. Course-Level Success

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

SANDIEGO			Detention							Time Period View							
MIRA COL	.mar Lege									tet	entio	on			Academic Y	ear Ao	ademic Term
Academic Year	r		Academic	: Term		S	ubject			Co	urse			Pa	and a standard standards	والمعادر والفار تغري	
All		$\sim$	All		~	< c	HIL		$\sim$	CH	HIL 101		$\sim$	Academic Year and Academic Term views.		Term views.	
TOP Code			SAM Cod	e											Example	Age (Year) -> A	ge (Term)
All		$\sim$	All		~	/								_	Disaggr	egate by Chara	cteristic
Retention Ra	ate by A	u													All	EOPS (Year)	Online Section Type
Academic Year	2019/2	020	2020/2	021	2021/2	022	2022/2	023	2023/2	024	Tota	1					
All	Count	96	Count	96	Count	96	Count	96	Count	96	Count	96			ACP-Major	Ethnicity	Primary Language
All	457	8796	305	8896	310	83%	244	92%	344	84%	1,660	86%					
Total	457	87%	305	88%	310	83%	244	92%	344	84%	1,660	86%					

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 righthand 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

Awardees by Ethnicity										
Academic_Year	Asian	Black/African-American	Filipino/a	Latinx	Multi-Ethnic	Native American	Pacific Islander	Unknown	White	Tota
2019/2020	279	55	123	358	119	1	4	29	476	1,444
2020/2021	376	57	145	432	138	4	8	24	539	1,723
2021/2022	378	64	140	483	161	4	6	25	556	1,817
2022/2023	323	63	144	399	109	1	5	18	499	1,561
2023/2024	425	78	139	533	148		10	23	546	1,902
Total	1,781	317	691	2,205	675	10	33	119	2,616	8,447

	= 62
Disaggregate by	y Characteristic
All	Ethnicity
Age Group	Gender