



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



Image 2. Disaggregate by Characteristic

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

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 3](#)).

Image 3. Filters

Academic Year All	Academic Term All	Subject All	Course All
Persistence to Miramar			

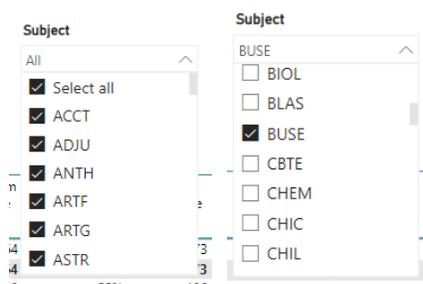
Please refer to the [attached flow chart](#) or the *Operational Definitions* dash for explanations of persistence terminologies.

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 “**Subject**” filter.
2. Uncheck the box to the left of “Select all” and check the box for any discipline you are interested in. We will select “BUSE” for this tutorial (see [Image 2](#)).
3. You can check the box to the left of “Select all” to include all disciplines again.

Image 2. Select Subject



The filter(s) applied in this dash will **not** be applied to the others. Switch to other dashes to verify this. The “BUSE” selection under “**Subject**” will be applied **throughout** this tutorial.

By default, the “**Persistence**” filter is set to “**to Miramar**”. 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” & “Academic Term”, then by course “Subject”, followed by “Course” title, and lastly by “Persistence”. You can also select “**Disaggregate by Characteristic**” filter to drill down into different student populations.

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 2024 (see [Image 5](#)).

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

Image 3. Table Data

SDMC Office of Institutional Effectiveness

Public PREDD 2023.24

About

Headcount

Enrollment

Retention

Success

Persistence

Awards

Productivity

Qualitative Data

Operational Definitions

SAN DIEGO MIRAMAR COLLEGE Persistence

Academic Year: All | Academic Term: All | Subject: BUSE | Course: All

Persistence to Miramar

Persistence by Course

Term	Subject	Course	All	Enrollment	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence	Annual Continued Persistence %
Fall 2019	BUSE	BUSE 100	All	490	398	81%	408	83%	247	50%
		Total		490	398	81%	408	83%	247	50%
		BUSE 101	All	118	62	53%	64	54%	45	38%
		Total		118	62	53%	64	54%	45	38%
		BUSE 115	All	156	103	66%	114	73%	36	23%
		Total		156	103	66%	114	73%	36	23%
		BUSE 119	All	177	116	66%	125	71%	48	27%
		Total		177	116	66%	125	71%	48	27%
		BUSE 120	All	89	47	53%	55	62%	20	22%
		Total		89	47	53%	55	62%	20	22%
		Total		1128	776	69%	825	73%	425	38%

Collegewide Persistence by Headcount

Term_Name	All	Headcount	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence	Annual Continued Persistence %
Fall 2019	All	1,128	776	69%	825	73%	425	38%
Fall 2020	All	1,217	833	68%	877	72%	415	34%
Fall 2021	All	979	628	64%	682	70%	314	32%
Fall 2022	All	1,061	688	65%	727	69%	346	33%
Fall 2023	All	1,243	858	69%	909	73%	469	38%
Spring 2020	All	985	412	42%	473	48%	252	26%
Spring 2021	All	846	330	39%	367	43%	187	22%
Spring 2022	All	769	310	40%	346	45%	193	25%

Disaggregate by Characteristic

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

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 the last three years between “2021/22” and “2023/24”. 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 4. Persistence of a Course over Time

SDMC Office of Institutional Effectiveness

Public PREDD 2023.24

About

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SAN DIEGO MIRAMAR COLLEGE Persistence

Academic Year: All | Academic Term: All | Subject: BUSE | Course: BUSE 100

Multiple selections: Select all, 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024

Persistence by Course

Term	Subject	Course	All	Enrollment	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence	Annual Continued Persistence %
Fall 2020	BUSE	BUSE 100	All	351	289	82%	300	85%	171	49%
		Total		351	289	82%	300	85%	171	49%
Fall 2021	BUSE	BUSE 100	All	428	350	82%	362	85%	200	47%
		Total		428	350	82%	362	85%	200	47%
Fall 2022	BUSE	BUSE 100	All	496	412	83%	425	86%	258	52%
		Total		496	412	83%	425	86%	258	52%
Spring 2023	BUSE	BUSE 100	All	120	60	50%	64	53%	34	28%
		Total		120	60	50%	64	53%	34	28%
Spring 2024	BUSE	BUSE 100	All	139	73	53%	77	55%	47	34%
		Total		139	73	53%	77	55%	47	34%
Spring 2024	BUSE	BUSE 100	All	150	67	45%	67	45%	0	0%
		Total		150	67	45%	67	45%	0	0%

Collegewide Persistence by Headcount

Term_Name	All	Headcount	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence	Annual Continued Persistence %
Fall 2020	All	351	289	82%	300	85%	171	49%
Fall 2021	All	428	350	82%	362	85%	200	47%
Fall 2022	All	496	412	83%	425	86%	258	52%
Spring 2023	All	120	60	50%	64	53%	34	28%
Spring 2024	All	139	73	53%	77	55%	47	34%
Spring 2024	All	150	67	45%	67	45%	0	0%

Disaggregate by Characteristic

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

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

Use the “Disaggregate by Characteristics” filter on the right-hand side of the dash and select “Gender”. As you can see in the Persistence dash, the table now shows that 236 female students and 253 male students made up the “Fall 2019” cohort of “BUSE 100”, 212 female students and 256 male students made up the “Fall 2020” cohort, and so on (see Image 7).

You can now compare the persistence rates by gender within and across the selected terms. Now remove the “Gender” filter on the right-hand side by selecting “All”.

Image 5. Persistence by Gender

Persistence

Academic Year: All | Academic Term: All | Subject: BUSE | Course: BUSE 100

Persistence: to Miramar

Persistence by Course										
Term	Subject	Course	Gender	Enrollment	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence	Annual Continued Persistence %
Fall 2019	BUSE	BUSE 100	Female	236	194	82%	203	86%	126	
			Male	253	204	81%	205	81%	121	
			Total	490	398	81%	408	83%	247	
	Total		490	398	81%	408	83%	247		
Fall 2020	BUSE	BUSE 100	Female	212	168	79%	175	83%	94	
			Male	256	210	82%	214	84%	127	
			Total	471	380	81%	392	83%	223	
	Total		471	380	81%	392	83%	223		

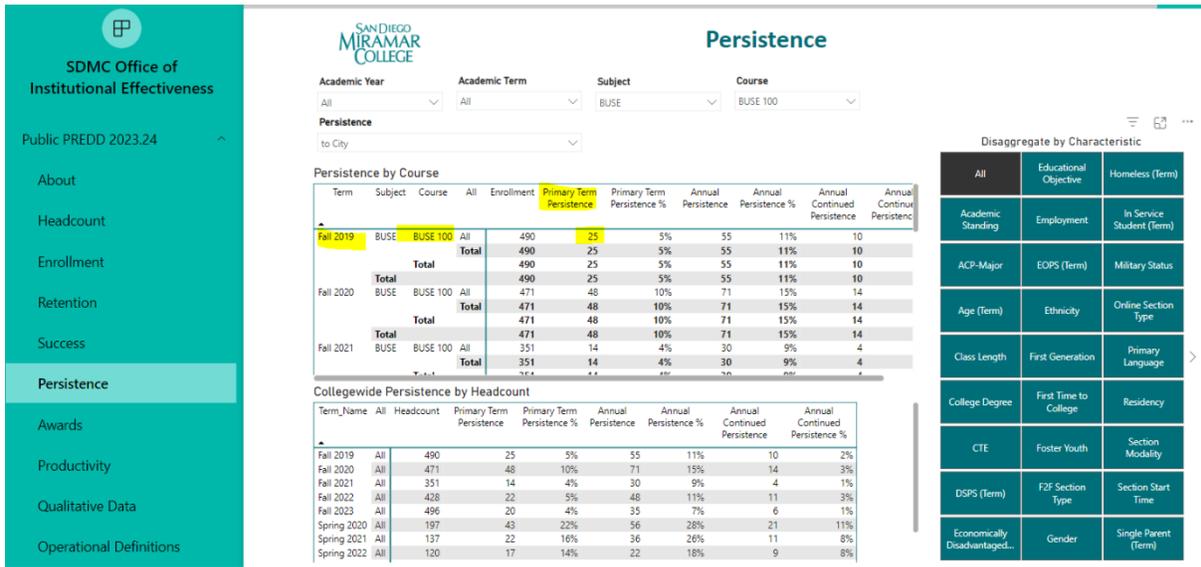
Collegewide Persistence by Headcount							
Term Name	Gender	Headcount	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence %
Fall 2019	Female	236	194	82%	203	86%	126
	Male	253	204	81%	205	81%	121
Fall 2020	Female	212	168	79%	175	83%	94
	Male	256	210	82%	214	84%	127
Fall 2021	Female	168	139	83%	146	87%	85
	Male	180	147	82%	151	84%	85
Fall 2022	Female	176	145	82%	151	86%	96
	Male	249	202	81%	208	84%	103

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

In the **Persistence** dash, use the “Persistence” filter to select “to City”. 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 “to Miramar” again.

Image 6. Persistence to another College

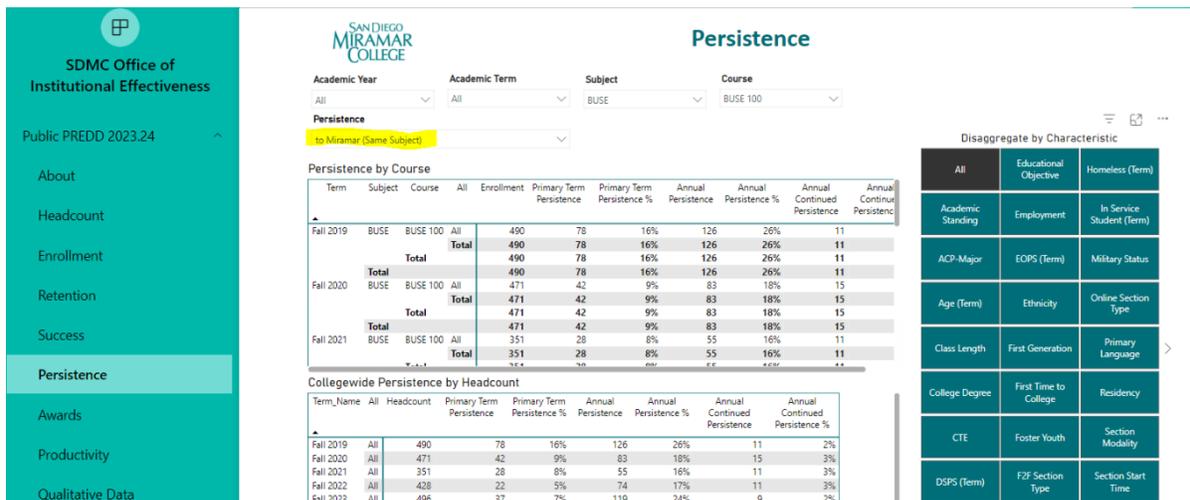


E. How many students from a course persisted in the same subject?

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 “to Miramar (Same Subject)” for the filter “Persistence”.

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 7. Same Subject Persistence

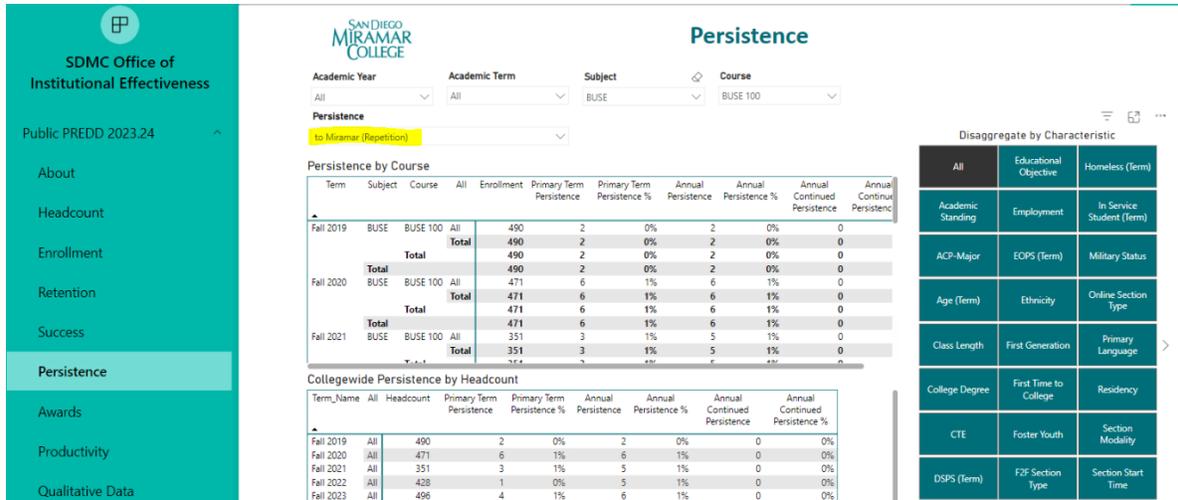


F. How many students enrolled in the same class in later semesters?

With the previous filters for BUSE 100 and the academic year applied, select “to Miramar (Repetition)” for the filter “Persistence”.

The dash now shows the number of students that **enrolled in the same course in later semesters** (see [Image 10](#)). For more information on persistence definitions, 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 “to Miramar” for “Persistence”.

Select “Ethnicity” for “Disaggregate by Characteristics” filter to the right. 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.

Collegewide Persistence by Headcount

Term_Name	Ethnicity	Headcount	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence	Annual Continued Persistence %
Fall 2019	Asian	2,120	1,425	67%	1,536	72%	741	
	Black/African-American	666	317	48%	369	55%	145	
	Filipino/a	1,059	698	66%	751	71%	382	
	Latinx	4,050	2,114	52%	2,345	58%	971	
	Multi-Ethnic	1,127	705	63%	774	69%	367	
	Native American	53	23	43%	27	51%	11	
	Pacific Islander	87	47	54%	54	62%	19	
	Unknown	363	177	49%	188	52%	79	

You can also select other characteristics such as Gender, Age, DSPS/EOPS status, Military status, Foster Youth status, Economically Disadvantaged Status, Section Modality, and more.

Note that you can also select different destination colleges under the filter “**Persistence**” that we have used in previous sections of this walkthrough.

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 same filter “Persistence” for each colleges within the district. 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”)



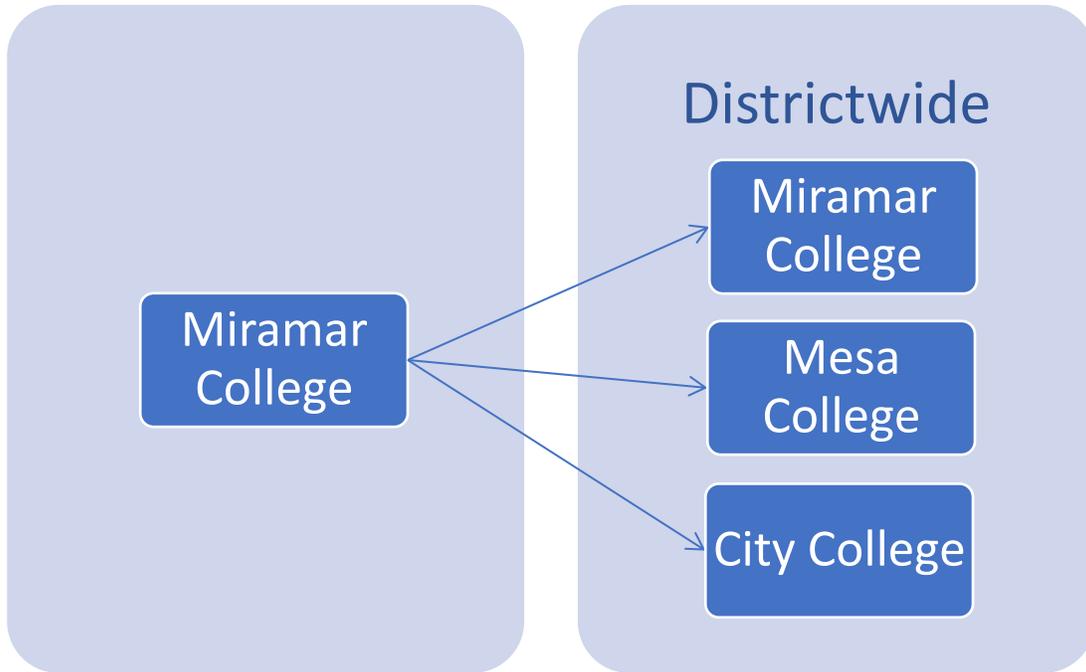
Annual Persistence (“Fall to Spring” or “Fall to Fall” or “Fall to Spring to Fall”)



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).

