

2025 PREDD Tutorial & Walkthroughs

PREPARED BY: SAN DIEGO MIRAMAR COLLEGE OFFICE OF INSTITUTIONAL
EFFECTIVENESS

SEPTEMBER 2025



Table Of Contents

About Dash Slides 3-10

Headcount & Enrollment Slides 11-21

Retention & Success Dash Slides 22-26

Persistence Dash Slides 27-28

Awards Dash Slides 29-31

Productivity Dash Slides 32-34

Qualitative Dash Slide 35

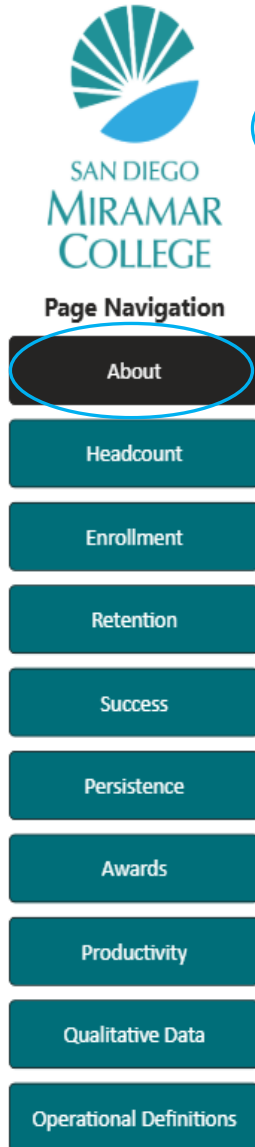
Operational Definitions Dash Slide 36

How To's Slide 37

Introduction

On the introduction page you will find general information about the PREDD: who maintains it, its purpose, and its uses.

You will also find links to useful resources that can provide more information.



Program Review Equity Data Dashboard



The Program Review Equity Data Dashboard (PREDD) is specifically crafted to enhance the instructional program review by incorporating program-level and course-level achievement data through an equity lens. The instructional program review process is an integral component of the college's overarching program review procedure, now intricately linked to resource allocation and higher-level planning.

The PREDD presents data for headcount, enrollment, course outcomes, persistence, productivity, and awards at various levels -- college-wide, school, program, and course. The data is disaggregated by multiple Disproportionate Impact (DI) populations aligned with the Miramar College Student Equity Plan. The PREDD encompasses both a single-year snapshot and a 6-year trend analysis for each data element. To identify inequities for benchmarking, the Percentage Point Gap (PPG) method is applied at multiple levels for benchmarking. The reports can be exported directly by following the instructions in the *How to* sheet in this document. For additional data requirements, simply submit a research request by completing the Research Request Form.

In evaluating your program and formulating plans for continuous improvement, the PREDD is just one of several resources to consider. Other essential reports to consult include the Strategic Plan KPIs Scorecard (SPAS 2.0), Environmental Scan, and Qualitative Data Packets.



Additionally, refer to overarching planning documents such as the Educational Plan, Student Equity Plan, Division Plans, and various college-wide planning documents. These comprehensive reports and plans can be accessed through the following links:

Miramar College Planning Website:

<https://sdmiramar.edu/services/planning/framework>

Miramar College Institutional Research:

<https://sdmiramar.edu/services/research>

SDCCD Research Website: <https://www.sdccd.edu/about/departments-and-offices/institutional-innovation-effectiveness/institutional-effectiveness-and-research/>



Page Navigation

About

Headcount

Enrollment

Retention

Success

Persistence

Awards

Productivity

Qualitative Data

Operational Definitions

Program Review Equity Data Dashboard

Introduction

Resources

Protect Data

Benchmarking

How to

Request Research

The California Community Colleges Data page at <https://www.cccco.edu/College-Professionals/Data> has a number of tools and resources that you can use to access data about the California Community Colleges system to learn about student success, degrees, certificates, workforce options and more.

Cal-PASS Plus <https://www.calpassplus.org/Home>

Cal-PASS Plus provides actionable data to help improve student success along the education-to-workforce pipeline. In addition to the LaunchBoard, it includes reports on topics such as transition from K-12 to college and STEM.

CTE Data Resources <https://www.sdccd.edu/departments/educational-services/workforce/CTE-Data-Resources.aspx>

Provides resources for San Diego City, Mesa, Miramar College and the College of Continuing Education for career education grant related reporting requirements. Materials are provided as a supplement to career education data and research conducted locally within each institution.

CTE Outcomes Survey <https://cteos.santarosa.edu/visualizations>

The CTE Employment Outcomes Survey is a statewide study to assess employment outcomes of students who have participated in career technical education coursework at California Community Colleges. Data tables and visualizations allow the public to access survey results.

Data Element Dictionary <https://webdata.cccco.edu/ded>

The Data Element Dictionary provides a description of the System Office Management Information System and the technical specifications for the data to be collected and reported to the state. Appendices provide codes and additional reference information.

Data Mart <https://datamart.cccco.edu/Default.aspx>

Data Mart provides information about students, courses, student services, outcomes, faculty and staff. The emphasis is to answer the questions of administrators, educators, parents, students, state leaders and professional organizations.

Data on Demand <https://mis.cccco.edu/DataOnDemand>

Provides access to referential data files, categorical pre-allocation data files, Scorecard data files, Perkins Core Indicator data files and custom student data files and reports.

Data Vista <https://datavista.cccco.edu>

DataVista is the metrics platform for information on California Community Colleges and Adult Education student success. DataVista is designed to inspire a greater understanding of student achievement, build understanding about student outcomes and provide information to support evidence-based decision making at schools, colleges, and within the state.

LaunchBoard <https://www.calpassplus.org/LaunchBoard/Home.aspx>

The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data to California community colleges on enrollment, progress, success and employment outcomes for all community college pathways. The LaunchBoard includes

Resources

The resources tab in the About dash has links to data warehouses and other tools and resources that can be used to gain information about the California Community Colleges System.

Date Protection

In the protect data tab, you will find information and guidelines on how to protect sensitive data.



Page Navigation

About

Headcount

Enrollment

Retention

Success

Persistence

Awards

Productivity

Qualitative Data

Operational Definitions

Program Review Equity Data Dashboard

Introduction

Resources

Protect Data

Benchmarking

How to

Request Research

SAN DIEGO MIRAMAR COLLEGE Guidelines for Protecting Data Sensitivity (GPDS)

San Diego Miramar College encourages research on education issues and believes that information should be transparent and available to students, faculty, staff, and the general public. At the same time, the College upholds these guidelines on the access, security, use, and dissemination of sensitive data in order to assure the integrity of research and protect the rights and privacy of personnel and students. The Guidelines for Protecting Data Sensitivity (GPDS) reinforces the exercise of sound judgment and the professionalism of data stewards. Four principles of data sensitivity were identified including: Data Access, Data Security, Use of Data, and Dissemination of Data.

Click the link above to view the San Diego Miramar College GPDS, or use this URL: <https://sdmiramar.edu/services/planning/research/data-sensitivity>

Benchmarks

Describe what's on this page. The benchmark tab is a good resource to visit when asking questions about specific benchmarks that must be considered during program review processes.



Page Navigation

- About
- Headcount
- Enrollment
- Retention
- Success
- Persistence
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

Program Review Equity Data Dashboard

- Introduction
- Resources
- Protect Data
- Benchmarking**
- How to
- Request Research

Benchmark FAQ

<https://www.sdmiramar.edu/campus/planning/benchmark>

What are the subject-level and college-level benchmarks instructors are asked to consider during the program review process? Why are they asked to reference them? Where can the benchmarks be accessed? The answers to these questions are at the Program Review Benchmark FAQ.

SPAS

https://sdmiramar.edu/sites/default/files/2023-03/Strategic_PlanB_2.0V4.pdf

The Strategic Plan Assessment Scorecard (SPAS) was developed based on the Balanced Scorecard (BSC) (Kaplan & Norton, 1992) methodology. The BSC is a measurement and strategic management tool designed to translate the mission statement and strategies into specific, measurable benchmarks. It helps define and measure institutional effectiveness; as well as enhances the existing planning process.

The present SPAS intends to respond to the following questions: How is San Diego Miramar College meeting its mission? How do we measure our success? How do we build on our success?

Environmental Scan

<https://sdmiramar.edu/sites/default/files/2024-02/Environmental-Scan-F23-SP27.pdf>

Environmental scanning refers to "the acquisition and use of information about events, trends, and relationships in an organization's external environment, the knowledge of which would assist management in planning the organization's future course of action." A successful method of environmental scanning enables decision makers to acquire both knowledge and understanding of the external environment, and then translate the knowledge and understanding into the planning and decision making processes.

The development of an environmental scan report is a critical component of the College's strategic planning efforts in that the results contribute to the strategic direction for the College. The environmental scan can be used to develop effective responses, articulate priorities and objectives, and inform the various forms of long-term or short-term planning, which includes educational master planning as well as divisional and operational planning. The environmental scan can also help respond to inquiries such as compliance (e.g., accreditation), research requests, as well as innovations (e.g., new initiatives and grants).

More Collegewide Data

Fact Book

<https://redesign.dev.sdccd.edu/about/departments-and-offices/institutional-innovation-effectiveness/research/institutional-data/sdccd-facts.aspx>

The Fact Book is a publication of the SDCCD Office of Institutional Research and Planning for Miramar College. It is designed to serve the information needs of the community with a primary focus on student enrollment, demographics, and outcomes. The Fact Book is a rich source of information that may be used for planning and decision making.

Facts on File

How To

The How To tab lists several resources that will help guide you through the PREDD as well as being able to use, navigate other resources, tools, or concepts.



Page Navigation

About

Headcount

Enrollment

Retention

Success

Persistence

Awards

Productivity

Qualitative Data

Operational Definitions

Program Review Equity Data Dashboard

Introduction

Resources

Protect Data

Benchmarking

How to

Request Research

Training videos

Walkthrough

<https://youtu.be/EIGWAQPXddI>

Persistence

<https://youtu.be/addSmMVnKBQ>

Walkthrough documents

2024 PREDD Walkthrough Document

<https://sdmiramar.edu/sites/default/files/2024-10/PREDD-Walkthrough-2024.pdf>

2024 Persistence Walkthrough Document

<https://sdmiramar.edu/sites/default/files/2024-10/Persistence-Walkthrough-2024.pdf>

Research Requests

Describe what's on this page. Any type of research that is desired can be done through submitting a research request form. This will notify the Office of Institutional Effectiveness about the research question you want to answered.

For any research question, note that you can find relevant definitions in the Operational Definitions dash.



Page Navigation

About

Headcount

Enrollment

Retention

Success

Persistence

Awards

Productivity

Qualitative Data

Operational Definitions

Program Review Equity Data Dashboard

Introduction

Resources

Protect Data

Benchmarking

How to

Request Research



Miramar College Research Request Form

Instructions: All ad hoc research requests are processed through the Miramar College Office of Institutional Effectiveness. Please complete and submit this online form and then you'll be contacted by the Research and Planning Analyst (RPA) Xi Zhang (xzhang@sdccd.edu). In order to have your request processed, you will need to schedule a meeting with the RPA to discuss and refine your research request and become informed about the expectations associated with your request.

[Sign in to Google](#) to save your progress. [Learn more](#)

Next

Page 1 of 4

[Clear form](#)

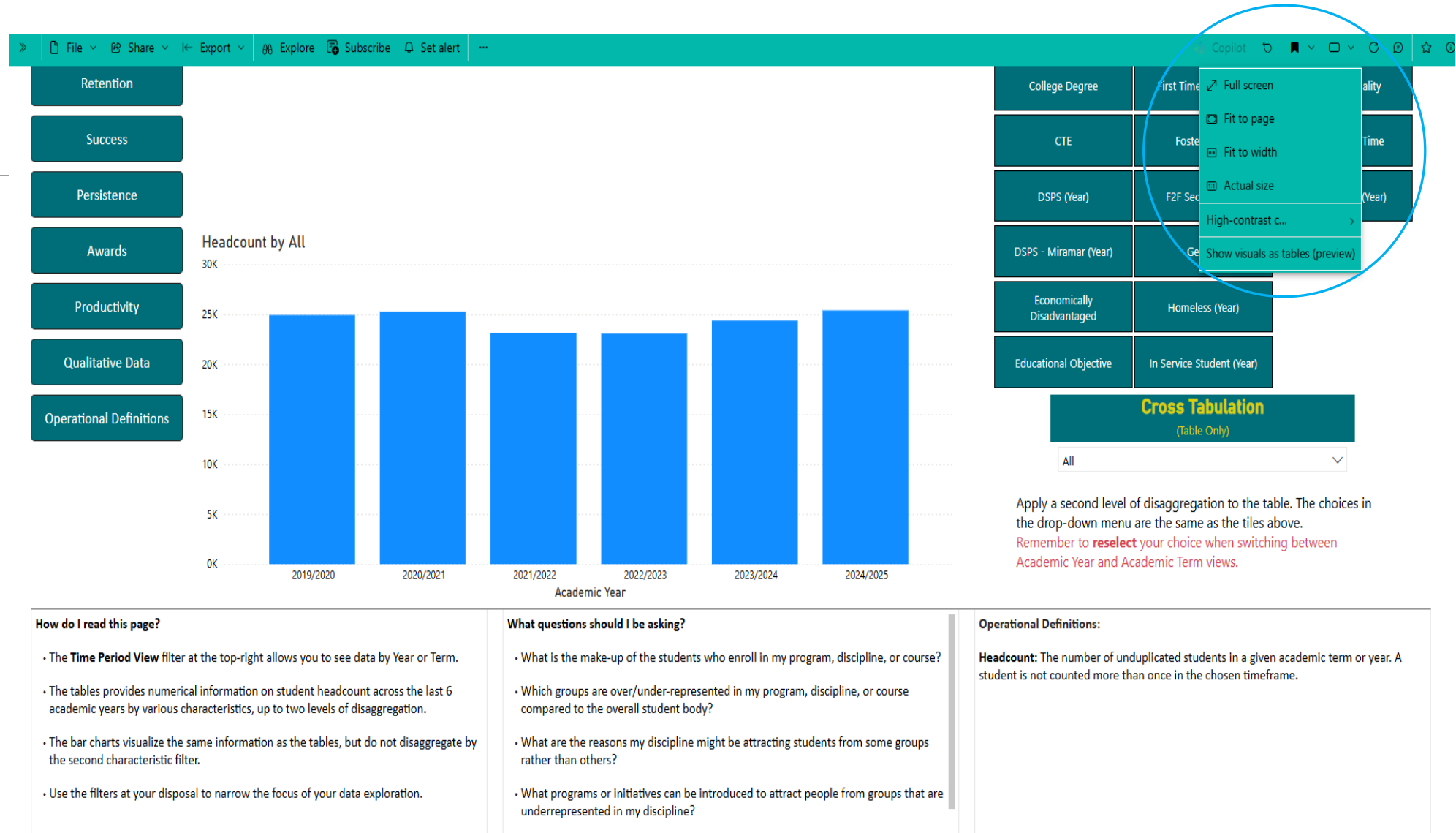
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Google Forms

Choosing A View

Describe what's on this page. To choose between full screen, fit to page, fit to width, and actual size view dimensions, click on the rectangle (third icon from the left) in order to choose one of the views.



Fullscreen View

Describe what's on this page. The show/hide navigation on the left will show or hide the Page Navigation pane. The adjustment tool on the bottom right of the page enlarges or shrinks the view dimensions of the page.



Page Navigation

About

Headcount

Enrollment

Retention

Success

Persistence

Awards

Productivity

Qualitative Data

Operational Definitions

Headcount

Academic Year

Academic Term

Subject

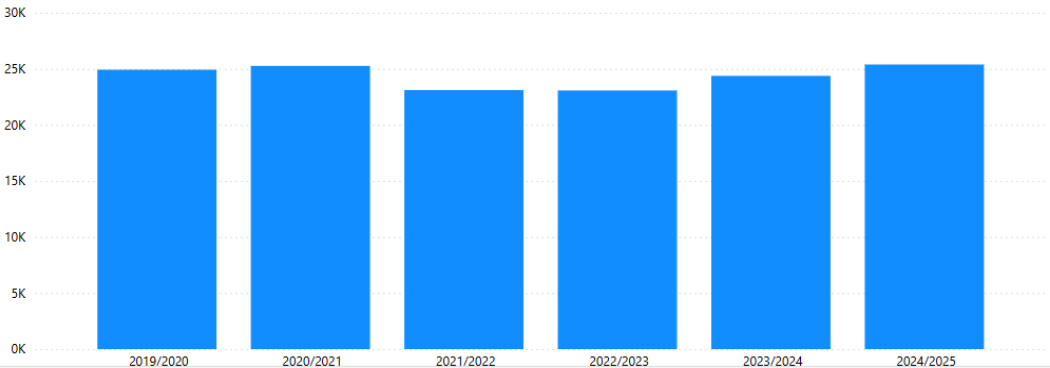
Course

TOP Code

SAM Code

2019/2020		2020/2021		2021/2022		2022/2023		2023/2024		2024/2025	
Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
24,924	100%	25,263	100%	23,112	100%	23,071	100%	24,377	100%	25,387	100%

Headcount by All



Headcount by All

30K

25K

20K

15K

10K

5K

0K

2019/2020

2020/2021

2021/2022

2022/2023

2023/2024

2024/2025

Time Period View

Academic Year

Academic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

Disaggregate by Characteristic

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

Cross Tabulation

(Table Only)

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.
Remember to **reselect** your choice when switching between Academic Year and Academic Term views.

100%

Show Navigation

PREDD 2024.25 | Data updated 9

Headcount Basic Info

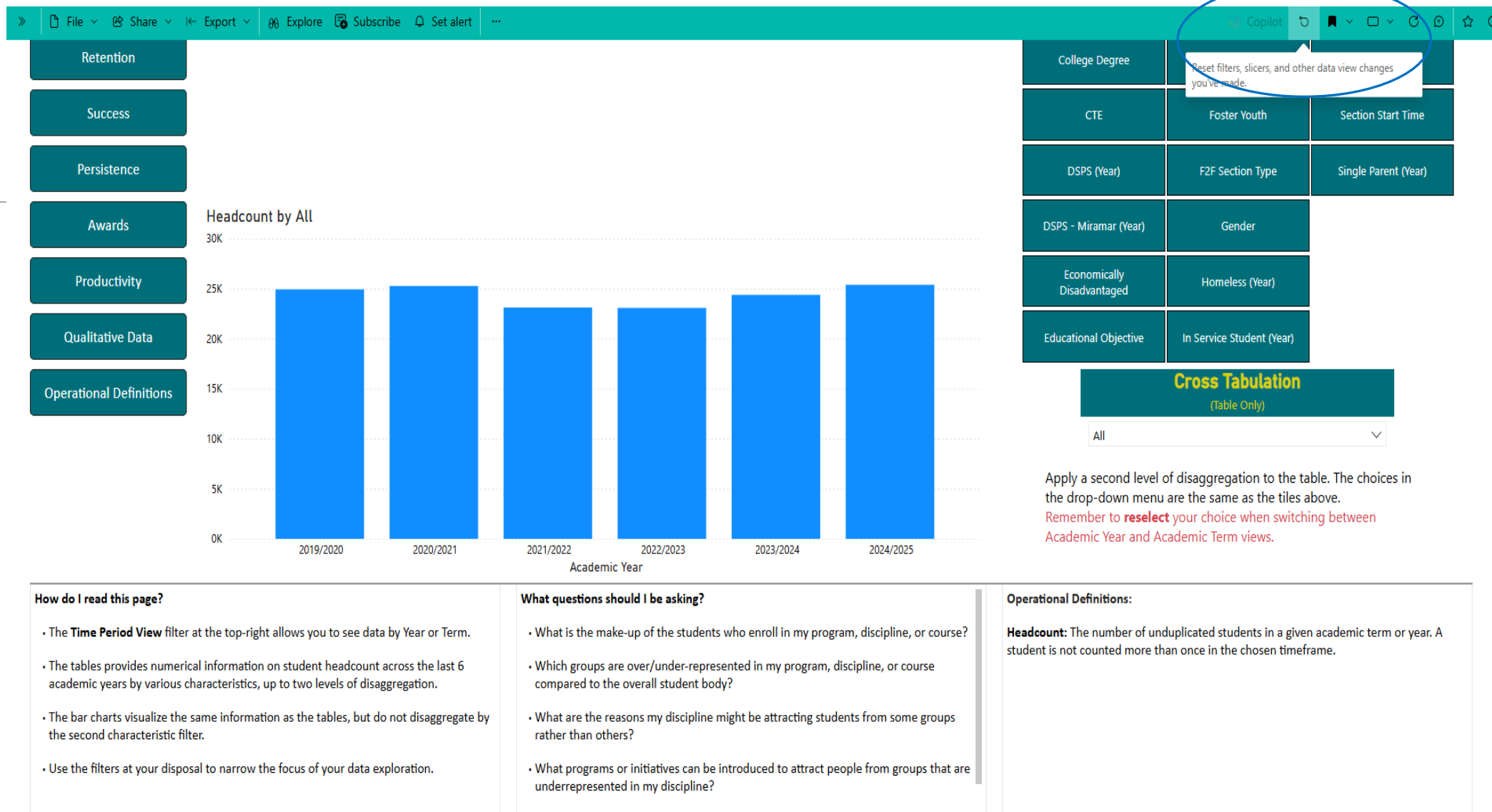
On every dash, there is information at the bottom of the page that describes what questions are relevant to be asking when using this page, how to approach reading the page, and any relevant operational definitions related to the dash.

*Note that this section of the tutorial is applicable to both the Headcount and Enrollment dashes.



Filter Reset

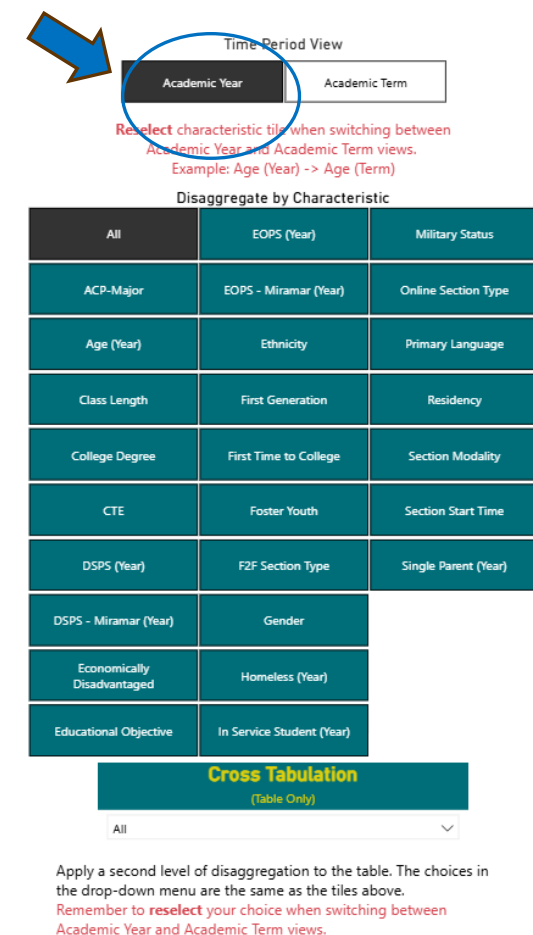
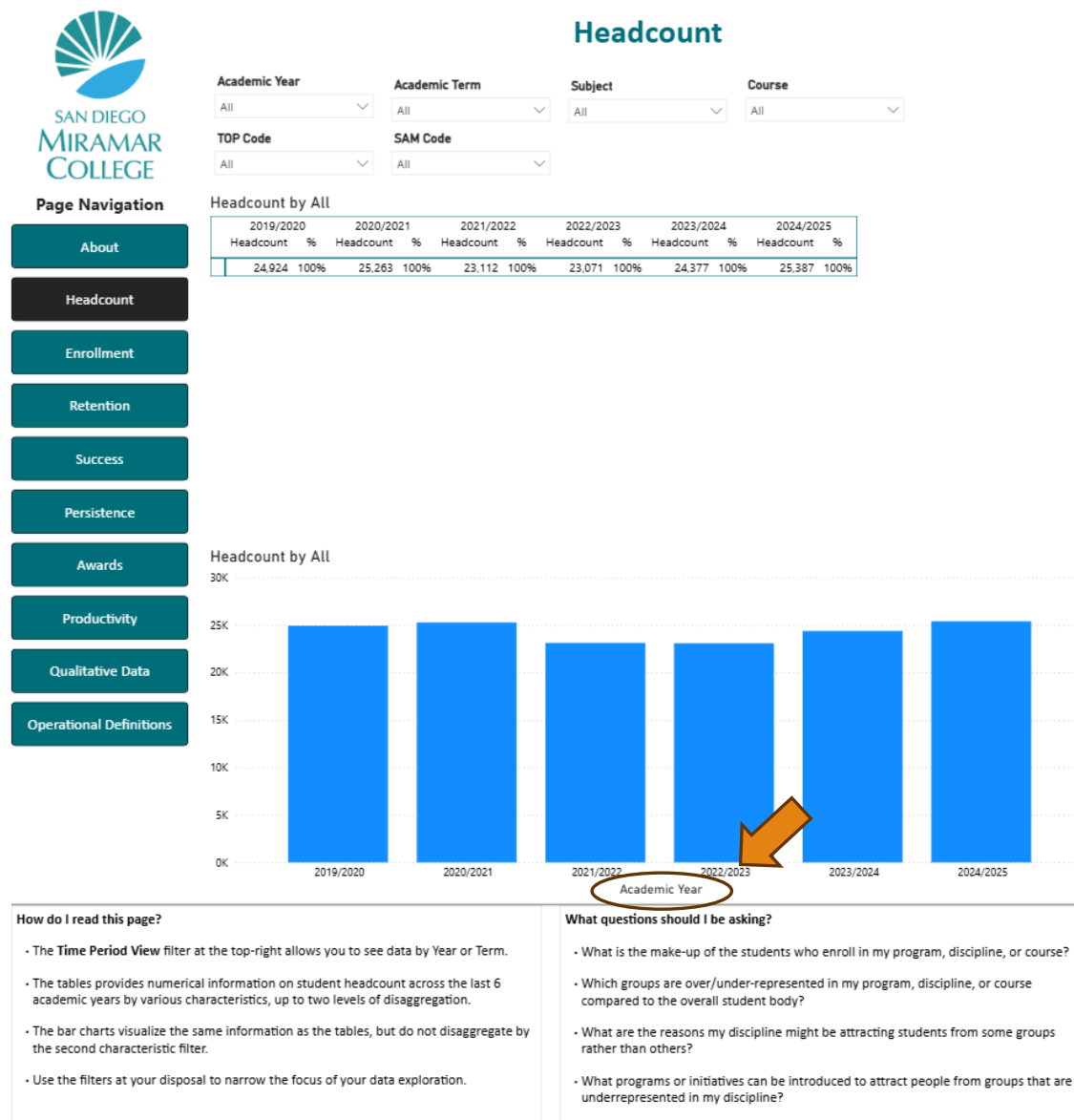
Describe what's on this page. Whenever coming to a new dash to gather some information, reset the page with a filter to get rid of any previously set filters.



Headcount By Academic Year

Describe what's on this page. In the Time Period View that's circled at the top right of the page, the Academic Year is selected by default. You can select between Academic Year and Academic Term as a filter for the table and chart.

***Note the chart reflects the selection.**



Headcount By Academic Term

Here we have selected the Academic term. Note the changes reflecting this filter on the chart and differences in the table.



Page Navigation

- About
- Headcount**
- Enrollment
- Retention
- Success
- Persistence
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

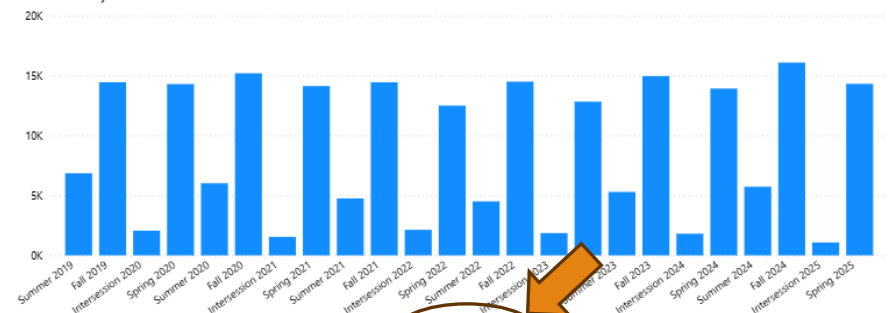
Headcount

Academic Year: All
Academic Term: All
Subject: All
Course: All
TOP Code: All
SAM Code: All

Headcount by All

Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Intercession 2020	Intercession 2021	Intercession 2022
Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
14,458	15,201	14,450	14,505	14,969	16,095	2,063	1,541	1,541
100%	100%	100%	100%	100%	100%	100%	100%	100%

Headcount by All



Academic Term

How do I read this page?

- The **Time Period View** filter at the top-right allows you to see data by Year or Term.
- The tables provides numerical information on student headcount across the last 6 academic years by various characteristics, up to two levels of disaggregation.
- The bar charts visualize the same information as the tables, but do not disaggregate by the second characteristic filter.
- Use the filters at your disposal to narrow the focus of your data exploration.

What questions should I be asking?

- 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?
- What programs or initiatives can be introduced to attract people from groups that are underrepresented in my discipline?

Operational Definitions:

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.

Time Period View

Academic Year Academic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

Disaggregate by Characteristic

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

Cross Tabulation

(Table Only)

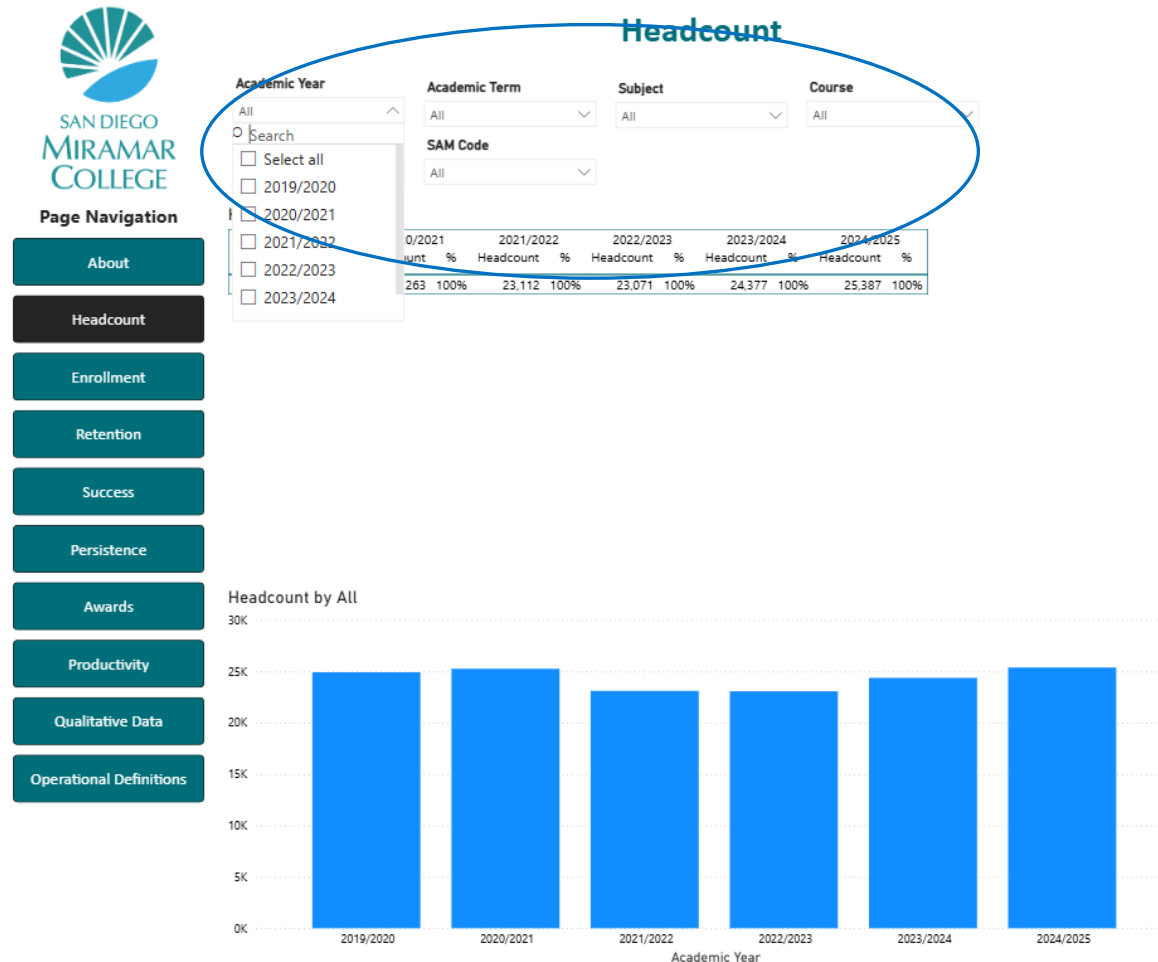
All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.
Remember to **reselect your choice** when switching between Academic Year and Academic Term views.

Headcount Filter

Describe what's on this page. You can select a filter in the area that has been circled. You can filter by a specific academic year or term, subject, course, TOP code, or SAM code.

* Note that this walkthrough does not have slides covering the Enrollment dash, This is because the Enrollment dash has the exact same table, dash, and filters as the Headcount dash.



How do I read this page?

- The **Time Period View** filter at the top-right allows you to see data by Year or Term.
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Operational Definitions:

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.

Time Period View

Academic Year Academic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

Disaggregate by Characteristic

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

Cross Tabulation

(Table Only)

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.

Remember to **reselect** your choice when switching between Academic Year and Academic Term views.

Headcount Multi-filter

Describe what's on this page. This slide is showing multiple filters selected. Note the chart and table reflecting the changes by the multi-selection filter in the academic year and the subject filtering for subject.



Page Navigation

- About
- Headcount**
- Enrollment
- Retention
- Success
- Persistence
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

Headcount

Academic Year
Multiple selections

Academic Term
All

Subject
ACCT

Course
All

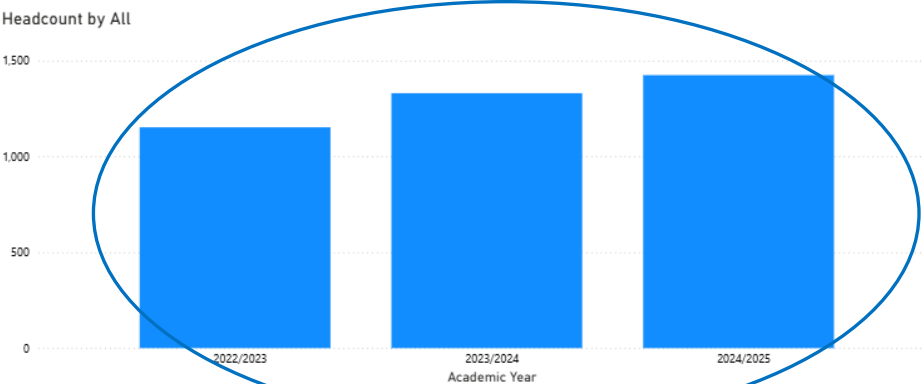
TOP Code
All

SAM Code
All

Headcount by All

2022/2023		2023/2024		2024/2025	
Headcount	%	Headcount	%	Headcount	%
1,152	100%	1,330	100%	1,424	100%

Headcount by All



Time Period View

Academic YearAcademic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

Disaggregate by Characteristic

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

Cross Tabulation
(Table Only)

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.
Remember to **reselect** your choice when switching between Academic Year and Academic Term views.

How do I read this page?

- The **Time Period View** filter at the top-right allows you to see data by Year or Term.
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- Use the filters at your disposal to narrow the focus of your data exploration.

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Operational Definitions:

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Equity Characteristics

Describe what's on this page. You can further break down filters through an equity lens. This is done by choosing one of the disaggregate characteristics on the selection grid on the right. Charts and tables will reflect the selected change. *Note that certain selections (e.g. Age) must be re-selected if switching between Academic Year and Academic Term because someone's age changing between Terms is not reflected when filtered by Year.



Page Navigation

- About
- Headcount**
- Enrollment
- Retention
- Success
- Persistence
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

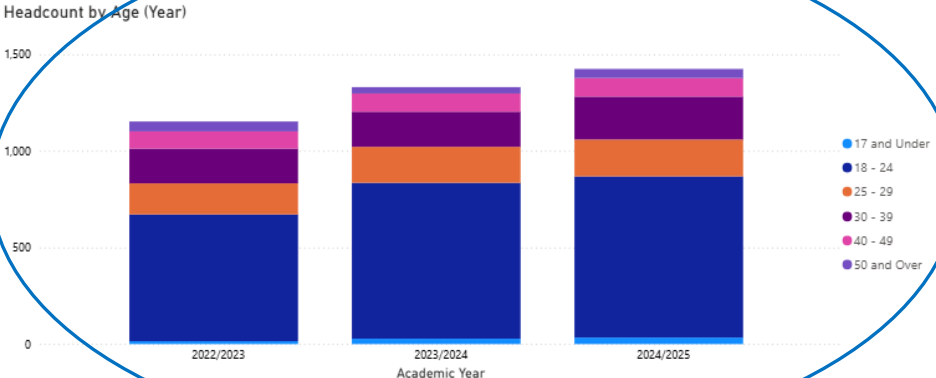
Headcount

Academic Year: Multiple selections | Academic Term: All | Subject: ACCT | Course: All

TOP Code: All | SAM Code: All

Academic Year	2022/2023	2023/2024	2024/2025			
Age (Year)	Headcount	%	Headcount	%	Headcount	%
17 and Under	15	1%	28	2%	34	2%
18 - 24	656	57%	807	61%	834	59%
25 - 29	161	14%	186	14%	191	13%
30 - 39	180	16%	182	14%	222	16%
40 - 49	89	8%	94	7%	96	7%
50 and Over	51	4%	33	2%	47	3%
Total	1,152	100%	1,330	100%	1,424	100%

Headcount by Age (Year)



Time Period View

Academic Year | Academic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

Disaggregate by Characteristic

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

Cross Tabulation
(Table Only)

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.
Remember to **reselect** your choice when switching between Academic Year and Academic Term views.

Operational Definitions:

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Highlighting rows

Describe what's on this page. Selecting specific rows in the table highlights the associated values in the chart.



SAN DIEGO
MIRAMAR
COLLEGE

Page Navigation

About

Headcount

Enrollment

Retention

Success

Persistence

Awards

Productivity

Qualitative Data

Operational Definitions

Headcount

Academic Year

Multiple selections

Academic Term

All

Subject

ACCT

Course

All

TOP Code

All

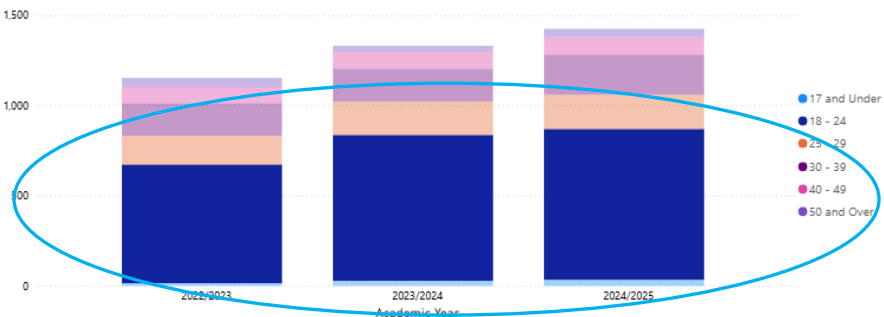
SAM Code

All

Headcount by Age (Year)

Academic Year	2022/2023	2023/2024	2024/2025			
Age (Year)	Headcount	%	Headcount	%	Headcount	%
17 and Under	15	1%	28	2%	34	2%
18 - 24	656	57%	807	61%	834	59%
25 - 29	161	14%	185	14%	191	13%
30 - 39	180	16%	182	14%	222	16%
40 - 49	89	8%	94	7%	96	7%
50 and Over	51	4%	33	2%	47	3%
Total	1,152	100%	1,330	100%	1,424	100%

Headcount by Age (Year)



17 and Under

18 - 24

25 - 29

30 - 39

40 - 49

50 and Over

Time Period View

Academic Year

Academic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

Disaggregate by Characteristic

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

Cross Tabulation

(Table Only)

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.
Remember to **reselect** your choice when switching between Academic Year and Academic Term views.

How do I read this page?

The Time Period View filter at the top-right allows you to see data by Year or Term.

The tables provides numerical information on student headcount across the last 6 academic years by various characteristics, up to two levels of disaggregation.

The bar charts visualize the same information as the tables, but do not disaggregate by the second characteristic filter.

Use the filters at your disposal to narrow the focus of your data exploration.

What questions should I be asking?

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?

What programs or initiatives can be introduced to attract people from groups that are underrepresented in my discipline?

Operational Definitions:

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.

Secondary Characteristics

To further breakdown the data that has been filtered, you can add an additional characteristic. As you can see in the circled section on the right-middle part of the page. You can filter by ACP-Major, Age, Class Length, College Degree, etc.



SAN DIEGO
MIRAMAR
COLLEGE

Page Navigation

- About
- Headcount
- Enrollment
- Retention
- Success
- Persistence
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

Headcount

Academic Year

Multiple selections

Academic Term

All

Subject

ACCT

Course

All

TOP Code

All

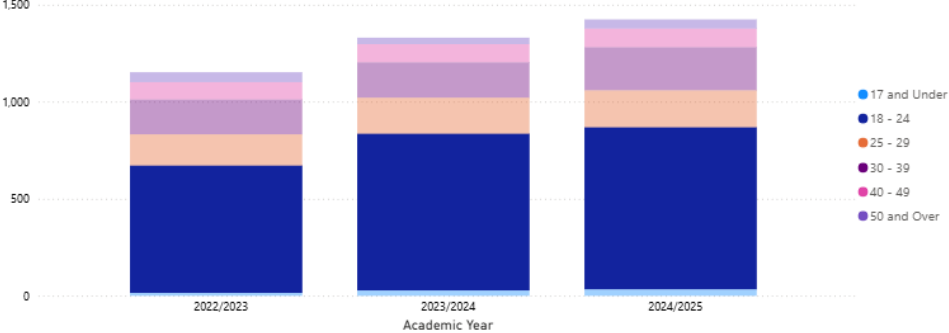
SAM Code

All

Headcount by Age (Year)

Academic Year	2022/2023		2023/2024		2024/2025	
	Age (Year)	Headcount %	Headcount %	Headcount %	Headcount %	
17 and Under	15	1%	28	2%	34	2%
18 - 24	656	57%	807	61%	834	59%
25 - 29	161	14%	186	14%	191	13%
30 - 39	180	16%	182	14%	222	16%
40 - 49	89	8%	94	7%	96	7%
50 and Over	51	4%	33	2%	47	3%
Total	1,152	100%	1,330	100%	1,424	100%

Headcount by Age (Year)



Time Period View

Academic Year

Academic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

Disaggregate by Characteristic

All	EOPS (Year)	Military Status
ACP-Major	EOPS - Miramar (Year)	Online Section Type
Age (Year)	Ethnicity	Primary Language
Class Length	First Generation	Residency
College Degree	First Time to College	Section Modality
CTE	Foster Youth	Section Start Time
DSPS (Year)	F2F Section Type	Single Parent (Year)
DSPS - Miramar (Year)	Gender	

Search

☒ All

☐ ACP-Major

☐ Age (Year)

☐ Class Length

☐ College Degree

☐ CTE

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.
Remember to **reselect** your choice when switching between Academic Year and Academic Term views.

How do I read this page?

- The **Time Period View** filter at the top-right allows you to see data by Year or Term.
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- The bar charts visualize the same information as the tables, but do not disaggregate by the second characteristic filter.
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What questions should I be asking?

- What is the make-up of the students who enroll in my program, discipline, or course?
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- What are the reasons my discipline might be attracting students from some groups rather than others?
- What programs or initiatives can be introduced to attract people from groups that are underrepresented in my discipline?

Operational Definitions:

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.

Expanding Table By Secondary Characteristic

Describe what's
on this page.
When you add a
secondary
characteristic, you
can expand or
collapse specific
rows for granular
details about the
data you're
looking at.

Headcount

Academic Year

Multiple selections

Academic Term

All

Subject

ACCT

Course

All

TOP Code

All

SAM Code

All

Headcount by Age (Year)

Academic Year		2022/2023		2023/2024		2024/2025	
Age (Year)	College Degree	Headcount	%	Headcount	%	Headcount	%
⊕ 17 and Under		15	1%	28	2%	34	2%
⊖ 18 - 24	College Degree	29	3%	35	3%	35	2%
	No College Degree	627	54%	772	58%	799	56%
	Total	656	57%	807	61%	834	59%
⊕ 25 - 29		161	14%	186	14%	191	13%
⊕ 30 - 39		180	16%	182	14%	222	16%
⊕ 40 - 49		89	8%	94	7%	96	7%
⊕ 50 and Over		51	4%	33	2%	47	3%
Total		1,152	100%	1,330	100%	1,424	100%

Removing Filters

Describe what's on this page. When you want to clear your filters, select the "All" options for the disaggregation grid on the right and then clear the filters at the top right through the clear selection button.



SAN DIEGO
MIRAMAR
COLLEGE

Page Navigation

- About
- Headcount
- Enrollment
- Retention
- Success
- Persistence
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

Headcount

Academic Year
Multiple selections

Academic Term
All

Subject
ACCT

Course
All

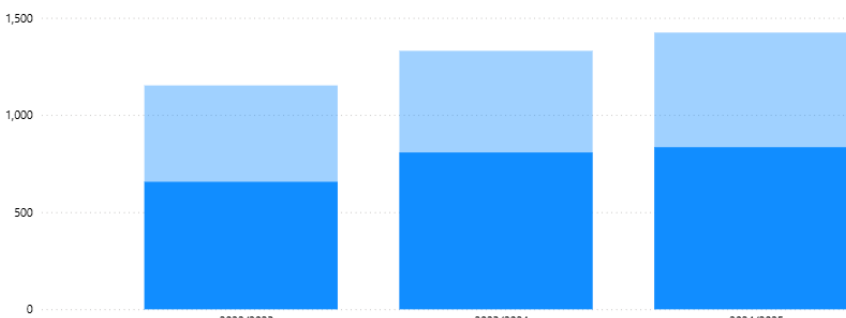
TOP Code
All

SAM Code
All

Headcount by All

2022/2023		2023/2024		2024/2025	
Headcount	%	Headcount	%	Headcount	%
1,152	100%	1,330	100%	1,424	100%

Headcount by All



Academic Year	Headcount
2022/2023	1,152
2023/2024	1,330
2024/2025	1,424

Time Period View

Academic Year

Academic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

Disaggregate by Characteristic

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

Cross Tabulation
(Table Only)

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.
Remember to **reselect** your choice when switching between Academic Year and Academic Term views.

How do I read this page?

- The Time Period View filter at the top-right allows you to see data by Year or Term.

What questions should I be asking?

- What is the make-up of the students who enroll in my program, discipline, or course?

Operational Definitions:

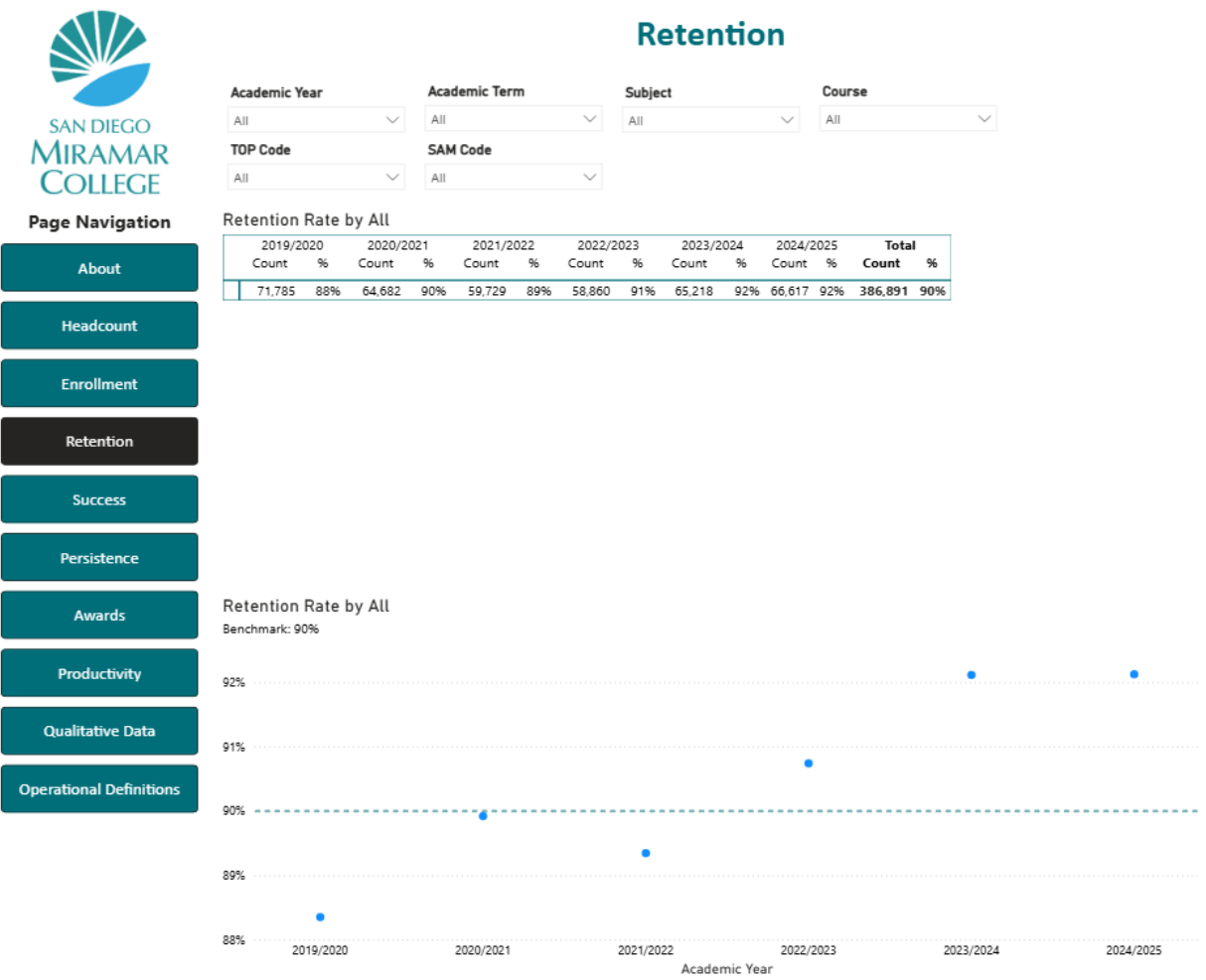
Headcount: The number of unduplicated students in a given academic term or year. A student is not counted more than once in the chosen timeframe.

Navigation

PREDD 2024.25

Retention Dash

The retention dash looks at how many students stayed in a class regardless of their grade.



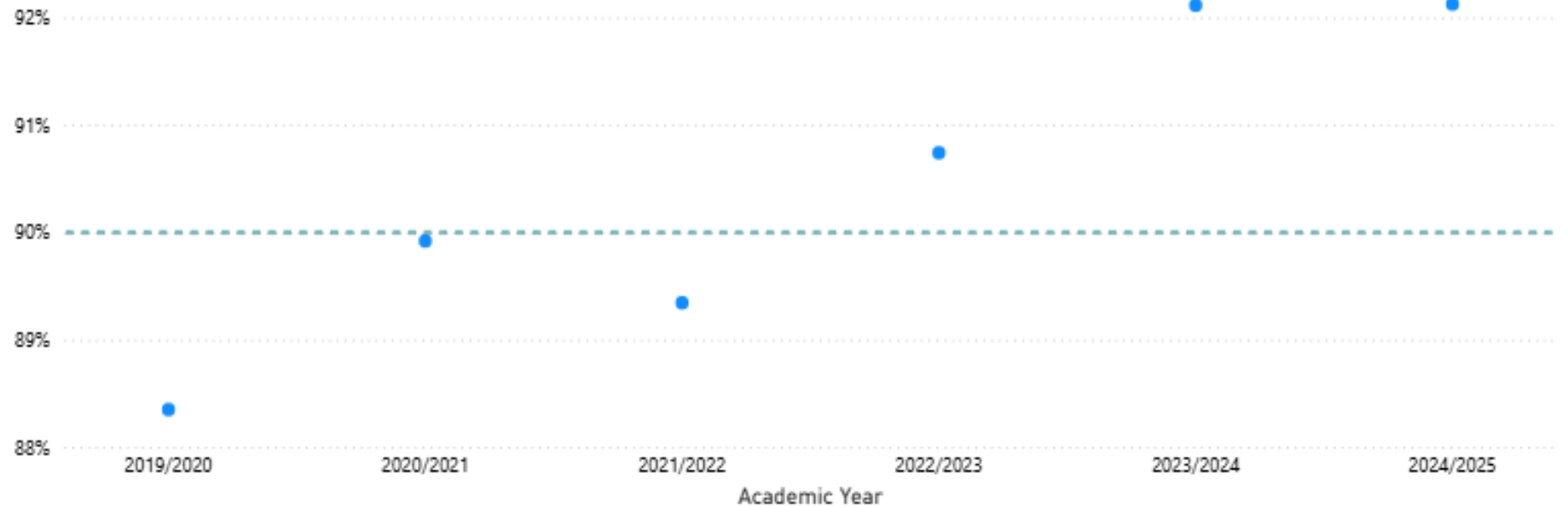
How do I read this page? • The Time Period View filter at the top-right allows you to see data by Year or Term. • The table provides numerical information on student retention rate across the last 6 academic years by various characteristics, up to two levels of disaggregation. • The scatter plot reflects the outcome rates as well, but with some additional features. The teal line indicates the college-wide benchmark for course retention. A point above the dotted line represents a group that has met or exceeded the benchmark. The chart does not disaggregate by the second characteristic filter. • Use the filters at your disposal to narrow the focus of your exploration.	What questions should I be asking? • What is the retention rate for a particular program/discipline/course? • How has it changed over time? • How do the rates compare to the college-wide benchmarks? • If a program/discipline/course does not meet college-wide benchmarks, what are the potential reasons? • What challenges do we face in increasing student success and retention in this program/discipline/course?	Operational definitions Retention Rate: The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total official census enrollments. Cancelled and tutoring classes are excluded. Enrollments without submitted grades are excluded.
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Retention Benchmark

On the retention and success dashes, the dotted line on the chart represents the benchmark for the retention. Values above the dashed line indicate that the benchmark is being met, whereas below means it is not.

Retention Rate by All
Benchmark: 90%



Success Dash

The success dash is for all the students who retained in a class with a passing grade.



Page Navigation

- About
- Headcount
- Enrollment
- Retention
- Success
- Persistence
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

Success

Academic Year: All

Academic Term: All

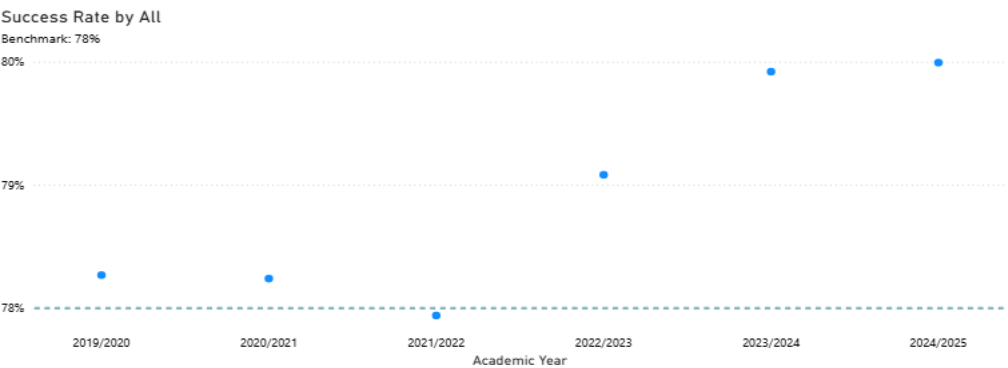
Subject: All

Course: All

TOP Code: All

SAM Code: All

2019/2020		2020/2021		2021/2022		2022/2023		2023/2024		2024/2025		Total	
Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2,961	99%	3,037	99%	7,218	100%	6,331	100%	6,096	100%	6,367	100%	32,010	99%



How do I read this page?

- The **Time Period View** filter at the top-right allows you to see data by Year or Term.
- The table provides numerical information on student success rate across the last 6 academic years by various characteristics, up to two levels of disaggregation.
- The scatter plot reflects the outcome rates as well, but with some additional features. The teal line indicates the college-wide benchmark for course success. A point above the dotted line represents a group that has met or exceeded the benchmark. The chart does not disaggregate by the second characteristic filter.
- Use the filters at your disposal to narrow the focus of your exploration.

What questions should I be asking?

- What is the success rate for a particular program/discipline/course?
- How has it changed over time?
- How do the rates compare to the college-wide benchmarks?
- If a program/discipline/course does not meet college-wide benchmarks, what are the potential reasons?
- What challenges do we face in increasing student success and retention in this program/discipline/course?

Operational definitions

Success Rate: The percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. Tutoring, non-credit, and cancelled classes are excluded. Enrollments without submitted grades are excluded.

Time Period View

Academic Year

Academic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

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

Cross Tabulation

(Table Only)

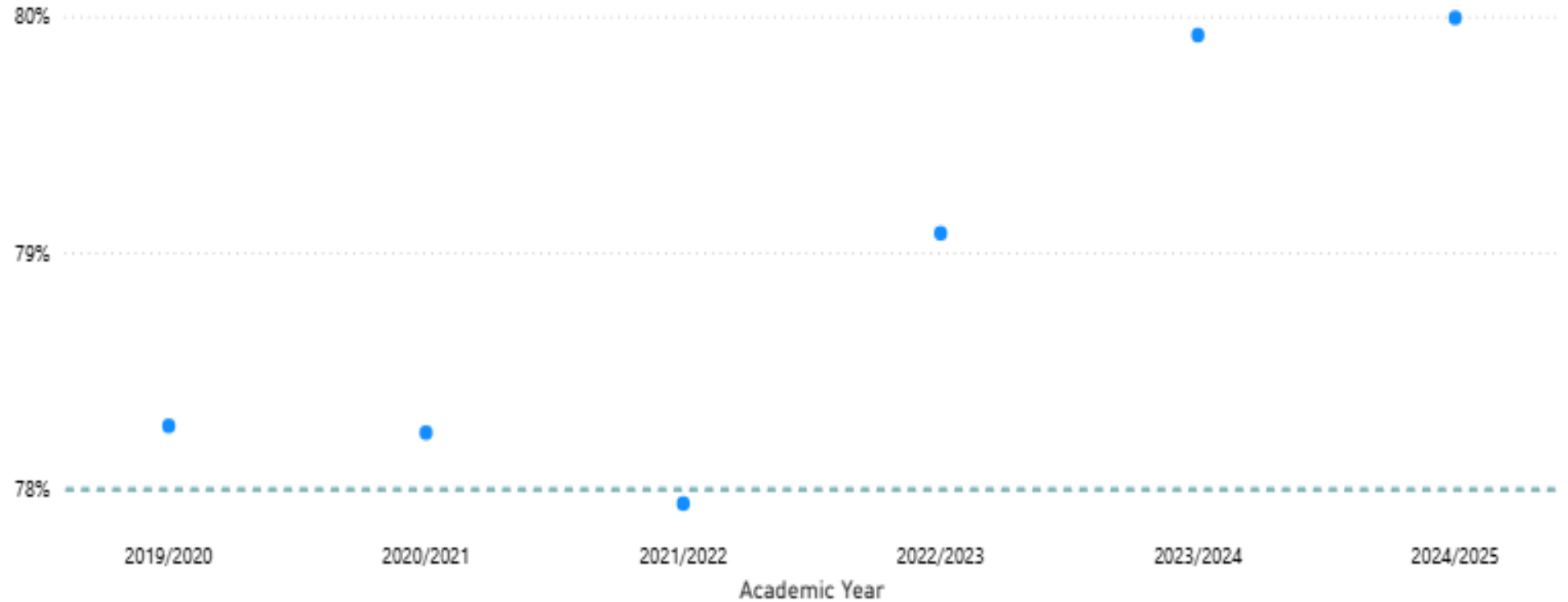
All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.
Remember to **reselect** your choice when switching between Academic Year and Academic Term views.

Success Benchmark

Similar to the retention dash, the success dash has a benchmark where values above the dashed line indicate meeting the benchmark.

Success Rate by All
Benchmark: 78%



Equity Lens

Both the retention and success dashes can apply an equity lens to the chart and table. Something to keep note of is that if the total number of students in a specific group is below 5, this will not be reflected. In the table and so the sum of the displayed values in the table might not add up to the total. E.g. notice how some years for the Non-Binary students are not listed.



Page Navigation

- About
- Headcount
- Enrollment
- Retention
- Success
- Persistence
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

Retention

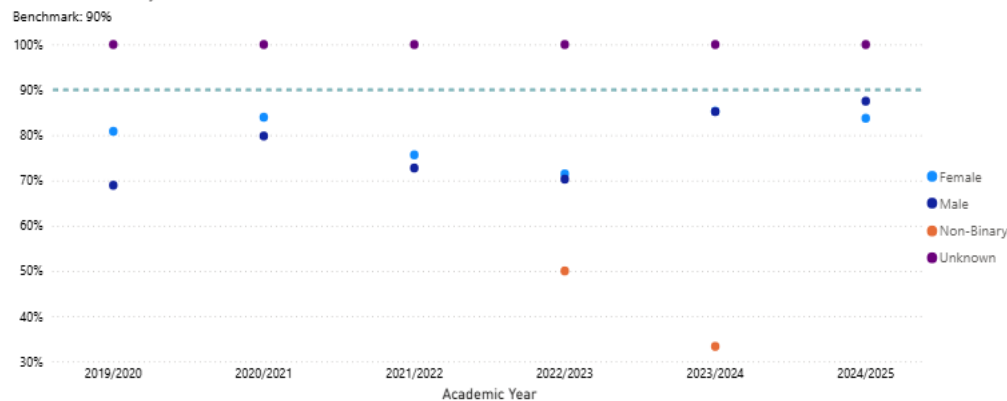
Academic Year: All Academic Term: All Subject: ACCT Course: ACCT 102

TOP Code: All SAM Code: All

Retention Rate by Gender

Academic Year	2019/2020		2020/2021		2021/2022		2022/2023		2023/2024		2024/2025		Total	
Gender	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Female	120	81%	137	84%	119	76%	119	71%	129	85%	129	84%	753	80%
Male	74	69%	99	80%	88	73%	74	70%	81	85%	112	88%	528	78%
Non-Binary							2	50%	3	33%			5	40%
Unknown	1	100%	1	100%	1	100%	1	100%	1	100%	2	100%	7	100%
Total	195	76%	237	82%	208	75%	196	71%	214	85%	243	86%	1,293	79%

Retention Rate by Gender



Time Period View

Academic Year Academic Term

Reselect characteristic tile when switching between Academic Year and Academic Term views.
Example: Age (Year) -> Age (Term)

Disaggregate by Characteristic

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

Cross Tabulation

(Table Only)

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.
Remember to **reselect** your choice when switching between Academic Year and Academic Term views.

Persistence Dash

The persistence dash reports on whether students continued their education with an academic term or year. The persistence does not reflect headcount because one student can be taking multiple classes.



Page Navigation

[About](#)[Headcount](#)[Enrollment](#)[Retention](#)[Success](#)[Persistence](#)[Awards](#)[Productivity](#)[Qualitative Data](#)[Operational Definitions](#)

Persistence

Academic Year: All | Academic Term: All | Subject: All | Course: All | Persistence: to Miramar | College of Degree: All

First Time to College: All | In Service Student: All | Units Attempted: All | Educational Objective: All

Collegewide Persistence by Headcount

Term	Headcount	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence	Annual Continued Persistence %
Fall 2019	14,458	8,224	57%	9,017	62%	3,989	28%
Fall 2020	15,201	7,516	49%	9,397	62%	3,288	22%
Fall 2021	14,450	6,519	45%	8,685	60%	2,991	21%
Fall 2022	14,505	6,832	47%	8,786	61%	3,292	23%
Fall 2023	14,969	7,502	50%	9,500	63%	3,796	25%
Fall 2024	16,095	7,930	49%	8,870	55%	3,919	24%
Spring 2020	14,299	5,629	39%	6,628	46%	3,554	25%
Spring 2021	14,134	4,946	35%	5,808	41%	2,799	20%
Spring 2022	12,505	4,475	36%	5,455	44%	2,708	22%
Spring 2023	12,831	4,910	38%	5,867	46%	3,166	25%
Spring 2024	13,926	5,625	40%	6,555	47%	3,584	26%
Spring 2025	14,321	5,537	39%	5,537	39%	0	0%

Persistence by Course

Term	Subject	Course	Enrollment	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence	Annual Continued Persistence %
Fall 2019	ACCT	ACCT 102	82	34	41%	37	45%	16	20%
		ACCT 116A	230	164	71%	173	75%	69	30%
		ACCT 116B	178	98	55%	106	60%	46	26%
		ACCT 120	26	12	46%	13	50%	7	27%
		ACCT 121	24	12	50%	13	54%	8	33%
		ACCT 135	20	7	35%	7	35%	2	10%
		ACCT 150	76	41	54%	45	59%	19	25%
		ACCT 201A	39	18	46%	20	51%	6	15%
		ACCT 201B	22	7	32%	7	32%	1	5%
		Total	697	393	56%	421	60%	174	25%
	ADJU	ADJU 101	236	167	71%	185	78%	94	40%
		ADJU 102	212	168	79%	173	82%	96	45%
		ADJU 106	33	19	58%	24	73%	8	24%
		ADJU 161	33	24	73%	25	76%	12	36%
		ADJU 162	66	42	64%	48	73%	18	27%
		ADJU 180	34	23	68%	26	76%	12	35%

Disaggregate by Characteristic

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

Cross Tabulation (Table Only)

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.

How do I read this page?

The top table provides the number of students who persisted in a subsequent term after taking a course.

For example, 230 students enrolled in ACCT 116A in Fall 2019. Of those students:

- 164 students enrolled in Spring 2020 (Primary Term Persistence).
- 173 students enrolled in Spring 2020 or Fall 2020 (Annual Persistence).
- 69 students enrolled in Spring 2020 and Fall 2020 (Annual Continued Persistence).

The bottom table provides data on unduplicated headcount persistence, meaning a

What questions should I be asking?

- What questions should I be asking?
- How many students from my class continue taking courses in a subsequent term?
- What colleges do my students go to after taking my class?
- Do my students continue within the same subject or repeat the course?
- How does persistence differ across different DI groups?

Operational Definitions

Persistence: Enrolling in another class one or more terms after an enrollment.

Primary Term Persistence: Enrolling in another class at *Miramar College* the next primary term after an enrollment. For example: if a student enrolled in a class in Fall 2019, an enrollment in Spring 2020 is considered primary term persistence.

Annual Persistence: Enrolling in another class at *Miramar College* within the next two primary terms of an enrollment. For example: if a student enrolled in a class in Fall 2019, an enrollment in Spring 2020 or Fall 2020 is considered annual persistence.

Persistence By Filters

By default, persistence is measured within Miramar. You can use this filter to look by repetition or through different schools.



Page Navigation

- About
- Headcount
- Enrollment
- Retention
- Success
- Persistence**
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

Persistence

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

First Time to College: All | In Service Student: All | Units Attempted: All | Educational Objective: All

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Spring 2024	13,926	5,625	40%	6,555	47%	3,584	26%
Spring 2025	14,321	5,537	39%	5,537	39%	0	0%

Persistence by Course

Term	Subject	Course	Enrollment	Primary Term Persistence	Primary Term Persistence %	Annual Persistence	Annual Persistence %	Annual Continued Persistence	Annual Continued Persistence %
Fall 2019	ACCT	ACCT 102	82	34	41%	37	45%	16	20%
		ACCT 116A	230	164	71%	173	75%	69	30%
		ACCT 116B	178	98	55%	106	60%	46	26%
		ACCT 120	26	12	46%	13	50%	7	27%
		ACCT 121	24	12	50%	13	54%	8	33%
		ACCT 135	20	7	35%	7	35%	2	10%
		ACCT 150	76	41	54%	45	59%	19	25%
		ACCT 201A	39	18	46%	20	51%	6	15%
		ACCT 201B	22	7	32%	7	32%	1	5%
		Total	697	393	56%	421	60%	174	25%
	ADJU	ADJU 101	236	167	71%	185	78%	94	40%
		ADJU 102	212	168	79%	173	82%	96	45%
		ADJU 106	33	19	58%	24	73%	8	24%
		ADJU 161	33	24	73%	25	76%	12	36%
		ADJU 162	66	42	64%	48	73%	18	27%
		ADJU 180	34	23	68%	26	76%	12	35%

Persistence: to Miramar

Search

☒ to Miramar

☐ to Miramar (Same Subject)

☐ to Miramar (Repetition)

☐ to Mesa

☐ to Mesa (same Subject)

☐ to Mesa (Repetition)

Disaggregate by Characteristic

Educational Objective	Homeless (Term)	Units Attempted (Term)
Employment	In Service Student (Term)	Unit Load (Term)
EOPS (Term)	Military Status	
Age (Term)	EOPS - Miramar (Term)	Online Section Type
Class Length	Ethnicity	Primary Language
College Degree	First Generation	Residency
CTE	First Time to College	Section Modality
DSPS (Term)	Foster Youth	Section Start Time
DSPS - Miramar (Term)	F2F Section Type	Single Parent (Term)
Economically Disadvantaged	Gender	Student Type (Term)

Cross Tabulation

(Table Only)

All

Apply a second level of disaggregation to the table. The choices in the drop-down menu are the same as the tiles above.

How do I read this page?

The top table provides the number of students who persisted in a subsequent term after taking a course.

For example, 230 students enrolled in ACCT 116A in Fall 2019. Of those students:

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- 69 students enrolled in Spring 2020 and Fall 2020 (Annual Continued Persistence).

The bottom table provides data on unduplicated headcount persistence, meaning a

What questions should I be asking?

- What questions should I be asking?
- How many students from my class continue taking courses in a subsequent term?
- What colleges do my students go to after taking my class?
- Do my students continue within the same subject or repeat the course?
- How does persistence differ across different DI groups?

Operational Definitions

Persistence: Enrolling in another class one or more terms after an enrollment.

Primary Term Persistence: Enrolling in another class at *Miramar College* the next primary term after an enrollment. For example: if a student enrolled in a class in Fall 2019, an enrollment in Spring 2020 is considered primary term persistence.

Annual Persistence: Enrolling in another class at *Miramar College* within the next two primary terms of an enrollment. For example: if a student enrolled in a class in Fall 2019, an enrollment in Spring 2020 or Fall 2020 is considered annual persistence.

Awards Dash

Provides information on the various types of awards afforded by the school.



Page Navigation

[About](#)[Headcount](#)[Enrollment](#)[Retention](#)[Success](#)[Persistence](#)[Awards](#)[Productivity](#)[Qualitative Data](#)[Operational Definitions](#)

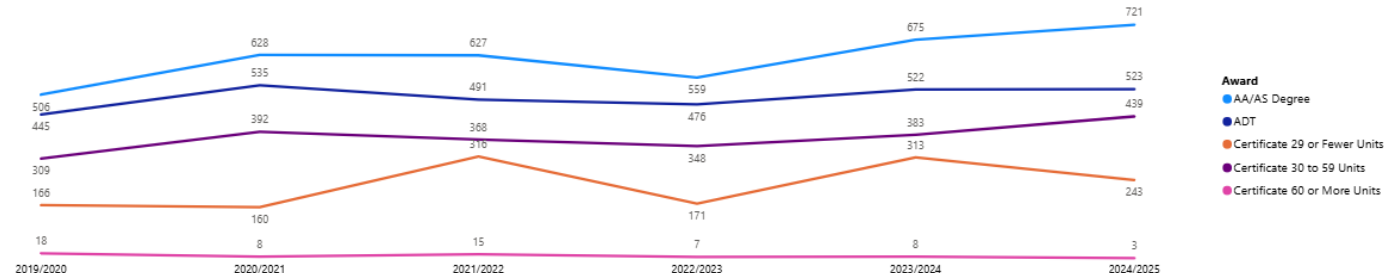
Awards

School: Department: Award:

Awards by School, Department, and Award Type

School	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025	Total
BTCWI	498	578	529	611	775	748	3,739
Aeronautical & Aviation	53	58	51	65	59	57	343
AA/AS Degree	19	31	22	24	38	36	170
Aviation Business Administration	3	5	6	6	10	12	42
Aviation General Studies	1	2	1			1	5
Aviation Maintenance Technology Airframe		1	1			1	3
Aviation Maintenance Technology Airframe and Powerplant	9	8	4	7	11	4	43
Aviation Maintenance Technology Powerplant				1			1
Professional Aeronautics	6	15	10	10	17	18	76
Certificate 29 or Fewer Units	2	5	2	3	5	10	27
Aviation General Studies	1					1	2
Aviation Operations Management	1	3	1	1	1	3	10
Professional Piloting		2	1	2	4	6	15
Certificate 30 to 59 Units	14	14	12	31	8	8	87
Total	1,444	1,723	1,817	1,561	1,901	1,929	10,375

Awards by Type over Time



Awardees by All

Academic_Year	All	Total
2019/2020	1,444	1,444
2020/2021	1,723	1,723
2021/2022	1,817	1,817
2022/2023	1,561	1,561
2023/2024	1,901	1,901
2024/2025	1,929	1,929
Total	10,375	10,375

Disaggregate by Characteristic

All	Ethnicity
Age Group	Gender

How do I read this page?

- The first table provides a detailed look at the awards granted by Miramar College over a 6-year period, disaggregated by school, department, and award type.
- The graph visualizes the total awards conferred by the various award types. Use this chart to help you identify trends over time.
- Then second table also provides data on awards granted by Miramar College over the same period, but disaggregated by student characteristics. Use the tiles next to the chart to disaggregate by gender, ethnicity, or age group.
- The new performance-based funding metrics in which state money is distributed is, in part, based on the number of awards granted and transfers. This makes the data here extremely important.

What questions should I be asking?

- How has the number of awards that my discipline grants/supports changed over time?
- Do these trends differ across student groups?
- What are the potential reasons for these trends?
- What are some strategies for increasing the number of awards granted that center student access, equity, and success?
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Awards Filter

This filter applies to the chart and both tables.



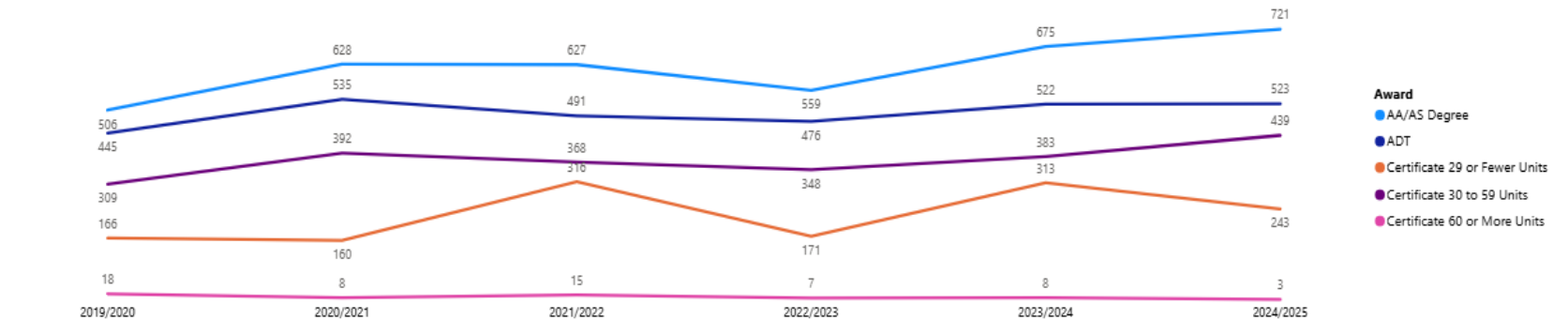
Page Navigation

[About](#)[Headcount](#)[Enrollment](#)[Retention](#)[Success](#)[Persistence](#)[Awards](#)[Productivity](#)[Qualitative Data](#)[Operational Definitions](#)

Awards

School	Department	Award					
All	All	All					
Awards by School, Department, and Award Type							
School		2019/2020	2020/2021			2024/2025	Total
BTCWI		498	578			5	748
Aeronautical & Aviation		53	58			9	57
AA/AS Degree		19	31			8	36
Aviation Business Administration		3	5			0	12
Aviation General Studies		1	2				1
Aviation Maintenance Technology Airframe			1				1
Aviation Maintenance Technology Airframe and Powerplant		9	8			1	4
Aviation Maintenance Technology Powerplant							1
Professional Aeronautics		6	15	10	10	17	18
Certificate 29 or Fewer Units		2	5	2	3	5	10
Aviation General Studies		1					1
Aviation Operations Management		1	3	1	1	1	3
Professional Piloting			2	1	2	4	6
Certificate 30 to 59 Units		14	14	12	31	8	8
Total		1,444	1,723	1,817	1,561	1,901	1,929

Awards by Type over Time



Awardees by Age Group

Academic Year	17 and Under	18-24	25-29	30-39	40-49	50 and Over	Total
2019/2020		852	258	189	92	53	1,444
2020/2021	2	984	307	259	123	48	1,723
2021/2022	3	1,004	359	302	108	41	1,817
2022/2023	11	937	240	200	115	58	1,561
2023/2024	2	1,176	269	287	111	56	1,901
2024/2025	4	1,187	271	273	126	68	1,929
Total	22	6,140	1,704	1,510	675	324	10,375

Disaggregate by Characteristic

All	Ethnicity
Age Group	Gender

Awards Table Filter

This table only filters for the Awardees by X group table to the left.



Page Navigation

[About](#)[Headcount](#)[Enrollment](#)[Retention](#)[Success](#)[Persistence](#)[Awards](#)[Productivity](#)[Qualitative Data](#)[Operational Definitions](#)

Awards

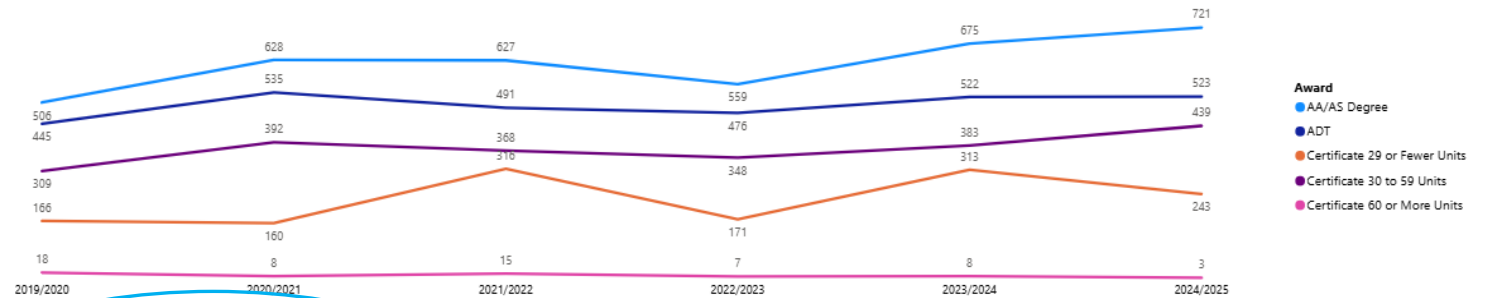
School Department Award

All All All

Awards by School, Department, and Award Type

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Productivity Dash

This dash provides information on course enrollment, capacity, fill rate, and other productivity metrics.



Page Navigation

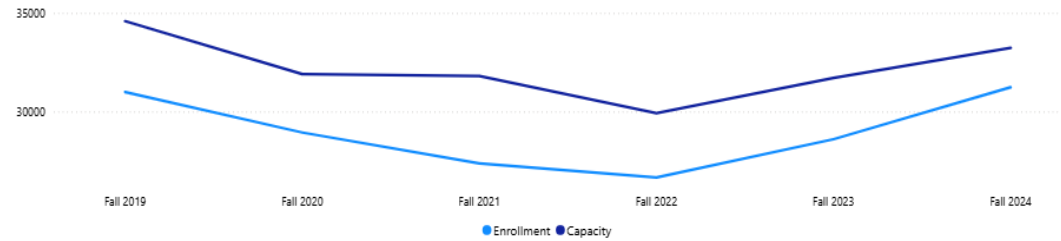
- About
- Headcount
- Enrollment
- Retention
- Success
- Persistence
- Awards
- Productivity
- Qualitative Data
- Operational Definitions

Productivity

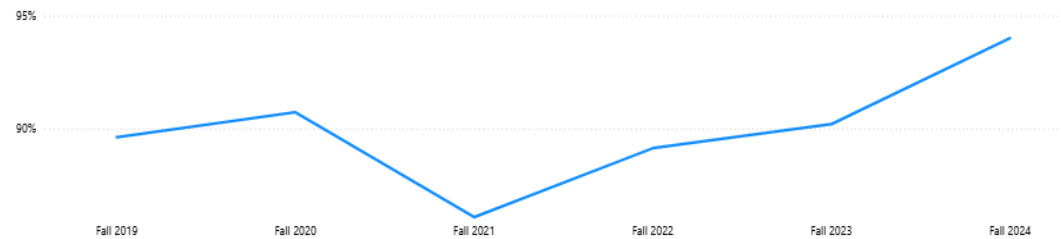
Academic Year	Academic Term	Subject	Course	ACP-Subject
All	All	All	All	All
In Service Section	Section Start Time	Section Modality	School	Department
All	All	All	All	All

Subject	Sections	Enrollment	Capacity	Fill Rate	FTES	FTEF	Productivity
ACCT	297	10532	11,930	88.3%	1,235.03	68.91	17.92
ADJU	1378	39758	39,128	101.6%	6,480.66	63.32	102.35
ANTH	196	6190	6,915	89.5%	626.75	39.18	16.00
ARTF	499	11198	12,492	89.6%	1,345.61	96.23	13.98
ARTG	10	203	306	66.3%	41.87	4.00	10.47
ASTR	76	2552	2,999	85.1%	256.94	14.19	18.11
AUTO	206	3998	3,845	104.0%	1,115.90	102.34	10.90
AVIA	243	4382	4,517	97.0%	459.64	41.83	10.99
Total	14905	388360	441,809	87.9%	47,964.07	3,024.37	15.86

Enrollment and Capacity



Fill Rate



Terms for Charts

Select all	Spring
Fall	Summer
Interession	

How do I read this page?

- The table provides data that is useful for enrollment management at the subject and course levels. Use the filters at your disposal to narrow the focus of your exploration.
- The graphs visualize the totals from the table. Filters applied to the table also apply to the graph. The "Terms for Charts" filter allows you to see trends by any term(s) and does not affect the above table.

What questions should I be asking?

- How large is the gap between enrollment and capacity?
 - Why are more/fewer students enrolling in a course/subject?
 - Should more/fewer courses be scheduled?
 - When is there more demand for a course?
- **This data source should not be the only decision-making point to determine the optimal number of sections or to retire a course.****

Operational definitions

The following are excluded from all productivity metrics:

- Apprenticeships (SAM code = A)
- Credit by examination
- Credit by prior learning
- Cancelled classes
- Tutoring classes

Capacity: The maximum capacity or enrollment maximum for a given section. For accounting methods P, E, and G, the Cap was multiplied by 0.7.

Enrollment: The total number of valid enrollments.

Productivity Filters

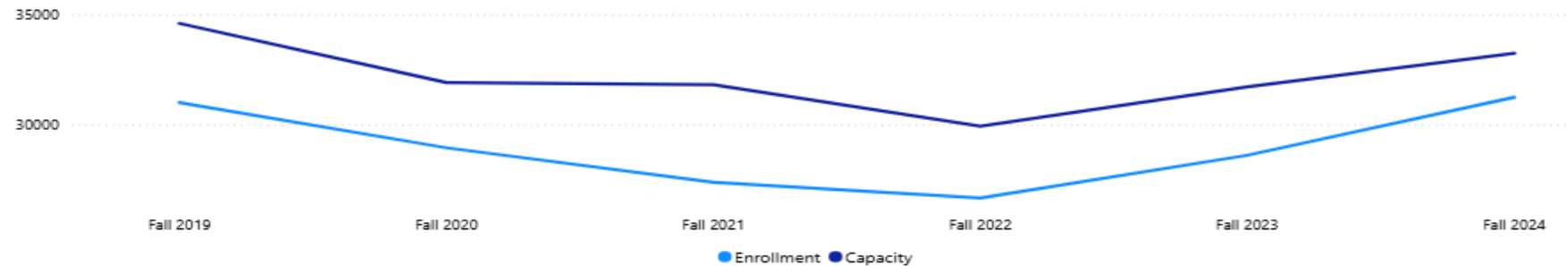
Note that the filters on the Productivity Dash Effect the table and both charts.

Productivity

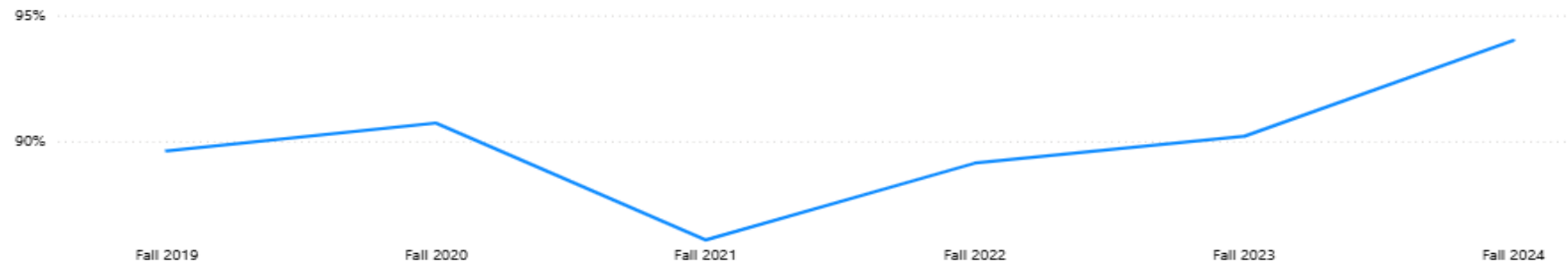
Academic Year	Academic Term	Subject	Course	ACP-Subject
All	All	All	All	All
In Service Section	Section Start Time	Section Modality	School	Department
All	All	All	All	All

Subject	Sections	Enrollment	Capacity	Fill Rate	FTES	FTEF	Productivity
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Enrollment and Capacity



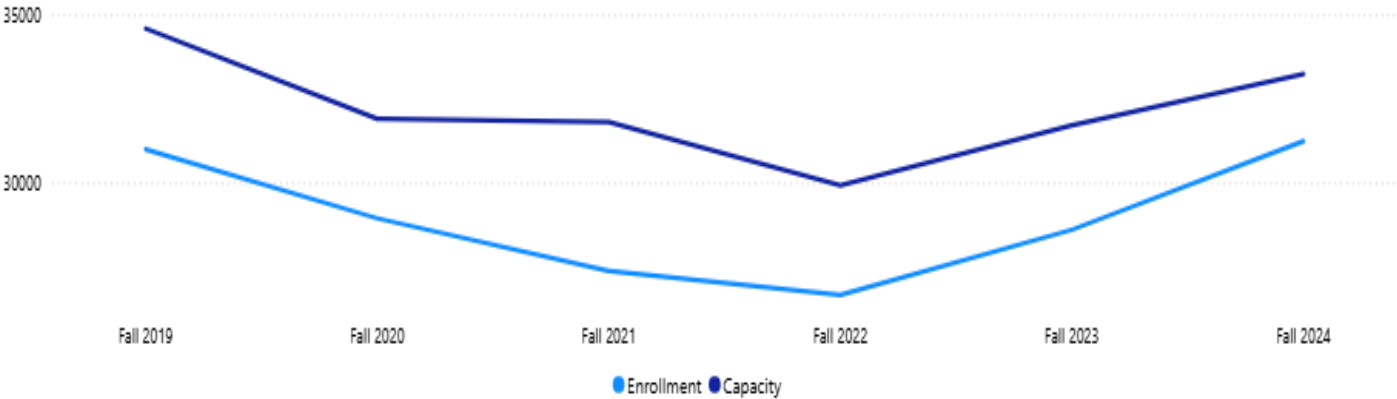
Fill Rate



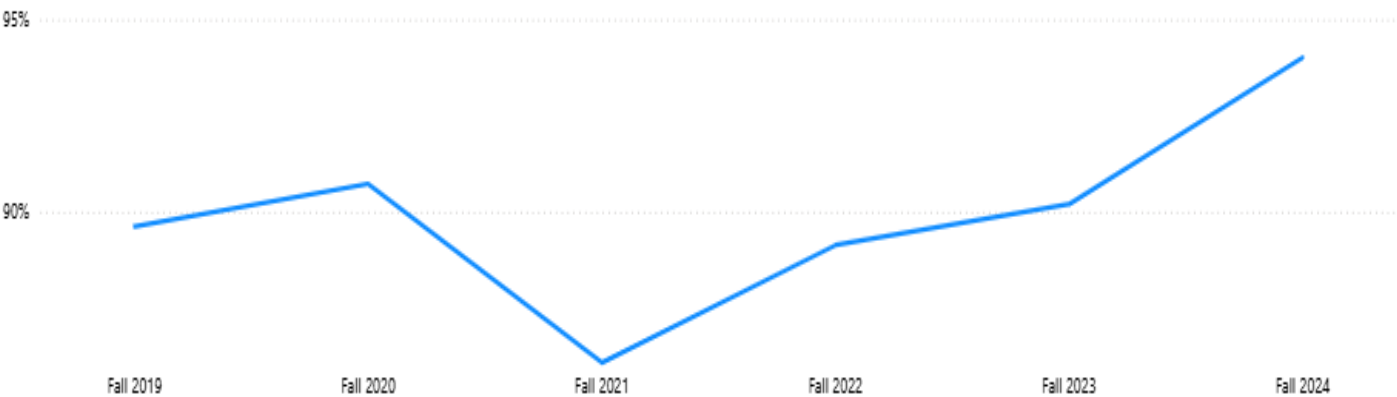
Productivity Table Filter

Unlike the filters, the selections available on the right side for terms affects only the charts.

Enrollment and Capacity



Fill Rate



Terms for Charts

Select all	Spring
Fall	Summer
Intersession	

Qualitative Data

To review any past qualitative data for graduation surveys or other data packets
Navigate to the Qualitative Data Dash.



Page Navigation

[About](#)[Headcount](#)[Enrollment](#)[Retention](#)[Success](#)[Persistence](#)[Awards](#)[Productivity](#)[Qualitative Data](#)[Operational Definitions](#)

Qualitative Data

The qualitative data packets below contain data and analyses that can be helpful in informing the program review process.

Planning Summit Data Packets (2016-2023)

- Spring 2023 <https://bit.ly/48mRqTB>
- Spring 2022 <https://bit.ly/486D5KK>
- Spring 2021 <https://bit.ly/3ARfoWq>
- Spring 2019 <https://bit.ly/3saFekf>
- Spring 2016-Spring 2018 <https://bit.ly/3FByXTK>

Graduation Surveys (2018-2023) is available at <https://bit.ly/32tE5LC> and contains:

- Spring 2025 <https://bit.ly/4geRyJ7>
- Spring 2024 <https://bit.ly/3XxrQql>
- Spring 2023 <https://bit.ly/3RclGdp>
- Spring 2022 <https://bit.ly/3U1iLTi>
- Spring 2021 <https://bit.ly/3xgscUq>
- Spring 2020 <https://bit.ly/3FL4ZNt>
- Spring 2018 <https://bit.ly/3r43sOj>
- 5-year Comparison (2021-2025) <https://bit.ly/3JRMVIR>
- 5-year Comparison (2020-2024) <https://bit.ly/3ZtuVKp>
- 5-year Comparison (2019-2023) <https://bit.ly/46663bL>
- 4-year Comparison (2018-2021) <https://bit.ly/3l3r2a6>
- 3-year Comparison (2018-2020) <https://bit.ly/30SOArn>
- 2-year Comparison (2018-2019) <https://bit.ly/3r1oiOP>

The Student Cultural Climate Survey:

- 2022 Survey <https://bit.ly/3PxzCgQ>

The Survey Data Packet (2017-2018) is available at <https://bit.ly/3oSLQlK> and contains:

- Spring 2018 Graduation Survey and Key Charts
- Spring 2018 Student Scheduling Preferences Survey Overview and Key Charts
- Fall 2017 Student Scheduling Preferences Survey

Convocation Data Packet (2014-2015) <https://bit.ly/30Xtyrq>

- Fall 2015 Convocation Overview
- Spring 2015 Planning Summit Overview
- Fall 2014 Convocation Overview
- Spring 2014 Planning Summit Overview

Operational Definitions

Operational definitions for all PREDD dashes. Navigate here to see relevant terms for a specific dash and type of research question/analysis that might be done.



Page Navigation

[About](#)[Headcount](#)[Enrollment](#)[Retention](#)[Success](#)[Persistence](#)[Awards](#)[Productivity](#)[Qualitative Data](#)[Operational Definitions](#)

Operational Definitions

[Headcount, Enrollment, and Outcomes](#)[Persistence](#)[Productivity](#)[Student Characteristics](#)[Course Characteristics](#)

Headcount, Enrollment, and Outcomes

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.

Enrollment: The number of seats enrolled. Does not include enrollments that were dropped prior to the section state date (never attended) or drop deadline (withdrew before receiving a W). Enrollments from cancelled and tutoring sections are excluded. A student can be counted multiple times if enrolled in multiple courses during the chosen timeframe.

Retention Rate: The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total official census enrollments. Enrollments from cancelled and tutoring sections are excluded. Enrollments without submitted grades are excluded.

Success Rate: The percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. Enrollments in tutoring, non-credit, and cancelled sections are excluded. Enrollments without submitted grades are excluded.

Percentage Point Gap: A method to measure disproportionate impact by calculating difference in outcomes between the whole student population and subgroups and by taking into account group sizes. A difference of over -3% between the whole student population and a subgroup indicates the subgroup is disproportionately impacted when the subgroup consists of at least 790 students. As groups sizes get smaller, the margin of error increases. For more information about the percentage point gap and margin of errors for other group sizes see: <https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Digital-Innovation-and-Infrastructure/Research/Files/PercentagePointGapMethod2017.ashx>

How To's

Slides in the how to section are for detailed instructions on looking up specific things.

The How To section, like all sections can be updated to include any relevant information any person might need to navigate the PREDD