



Program Review Interactive Data Dashboard (PRIDD) User Guide

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I. INTRODUCTION

The Miramar College Office of Planning, Research, and Institutional Effectiveness (PRIE) has created the Program Review Interactive Data Dashboard (PRIDD) to support administrators and faculty in the process of program review. The Program Review Interactive Data Dashboard (PRIDD) is designed to be used in addition to the Annual Program Review Data Packets that PRIE distributes on an annual basis. The data provided by PRIDD should not be the sole basis upon which programmatic decisions are made. The purpose of this guide is to assist authorized users of PRIDD in using the tool effectively in evaluating their programs.

II. PROTECTING DATA SENSITIVITY

IMPORTANT: REQUIREMENTS OF ALL PRIDD USERS

Users of PRIDD have access to sensitive information not usually made available beyond the Miramar College Office of Planning, Research and Institutional Effectiveness. In order to be granted access to PRIDD, potential users are required to review the [Miramar College Guidelines for Protecting Sensitive Data](#) (GPDS) and [Miramar College GPDS FAQs](#) and sign and return the [GPDS form](#).

III. QUICK TROUBLESHOOTING TIPS

Avoiding Crashes and Breakdowns: In beta-phase, the PRIDD is created in Excel which is an extremely powerful analytic tool, allowing users to quickly calculate and compare descriptive statistics. However, Excel is not manufactured for displaying a high volume of statistical information, and as such, is prone to crashes and breakdowns when using it for this purpose. The best way to avoid crashes and breakdowns is to:

- (1) provide Excel ample time to process your data requests (e.g., wait 30 seconds between each new request, even if you are just changing out a single course or term);
- (2) avoid overloading Excel through large data requests (e.g., limit each analysis to one or two courses and a limited number of terms); and
- (3) close and reopen the document (without saving) regularly throughout use.

Maintaining Data Integrity: To maintain data integrity, users should limit their interactions within PRIDD to the five data dashboards. Manipulating the underlying data or pivot tables contains high risk of producing inaccurate results. As such, if you are seeking additional analyses not contained within the current dashboards, *do not attempt to conduct them yourselves*. Please contact the [Miramar College Office of Planning, Research, and Institutional Effectiveness](#) using the [research request form](#).

Slight Data Discrepancies: As a result of differences in the analytical capabilities of Excel and the San Diego Community College District Information System, you may notice slight differences between the Annual Program Review Data Packets and charts produced in PRIDD. This should not impact your ability to assess your program, because substantive information for making

program-related decisions—e.g., general levels of student achievement and trends—remains the same. Please contact the [Miramar College Office of Planning, Research, and Institutional Effectiveness](#) with any concerns that arise with the use of this tool, which is currently in beta-phase.

What if I can't figure out my problem? The answers to the most common questions that arise from using PRIDD are contained in this guide. However, if you have read carefully through this guide and still need support, please contact the [Miramar College Office of Planning, Research, and Institutional Effectiveness](#) using the [research request form](#).

IV. OVERVIEW OF PRIDD

PRIDD draws on the analytic capacities of Excel and contains five separate dashboards:

Course-level Dash: This dash enables users to examine enrollment, course retention, and successful course completion at the course-level. When applicable, data is available for five school years (2011/12, 2012/13, 2013/14, 2014/15, 2016/17). Fall and spring terms are pooled together. Subject-level and college-wide benchmarks for retention and success are included. Users can compare outcomes within the same course across years or compare outcomes across courses within the same academic year.

Dash-Course Modality: This dash enables users to examine differences in enrollment, retention, and success for Day, Evening, and Online versions of a course. Results are pooled by term.

Dash-Student Attendance Type: This dash enables users to examine differences in course-level enrollment, retention, and success for students depending on their college attendance patterns (e.g., Day Only, Evening Only, Online Only, Day/Evening, On-Campus/Online). Results are pooled by term.

Dash-Race/Ethnicity: This dash enables users to examine differences in course-level enrollment, retention, and success for students by race/ethnicity. Results are pooled by term.

Dash-Gender: This dash enables users to examine differences in course-level enrollment, retention, and success for students by gender. Results are pooled by term.

V. OPERATIONAL DEFINITIONS

Enrollment: The number of seats enrolled, or duplicated headcount. Drops, never attends, cancelled, and tutoring classes are excluded.

Successful Course Completion Rate: The percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. Cancelled and tutoring classes are excluded.

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.

Subject-level baseline (retention/success): This is the average retention/success across courses in a specified subject, pooled over the fall and spring term. Cancelled and tutoring classes are excluded.

College-level baseline (retention/success): This is the average retention/success across courses offered at Miramar College. Cancelled and tutoring classes are excluded.

VI. GUIDE TO USING INDIVIDUAL DASHES

A. Course-level Dash

The Course-level Dash enables users to examine enrollment, course retention, and successful course completion at the course-level. Data is pooled across fall and spring terms, and when applicable, available for five school years (2012/13, 2013/14, 2014/15, 2015/16, 2016/17). Users can compare outcomes within the same course across years or compare outcomes across courses within the same academic year.

Image 1 shows one main view of the Course-level Dash. Charts contained in this view make it easy for users to compare course outcomes over time.

Image 1. Course-level Dash: Compare outcomes within the same course across years

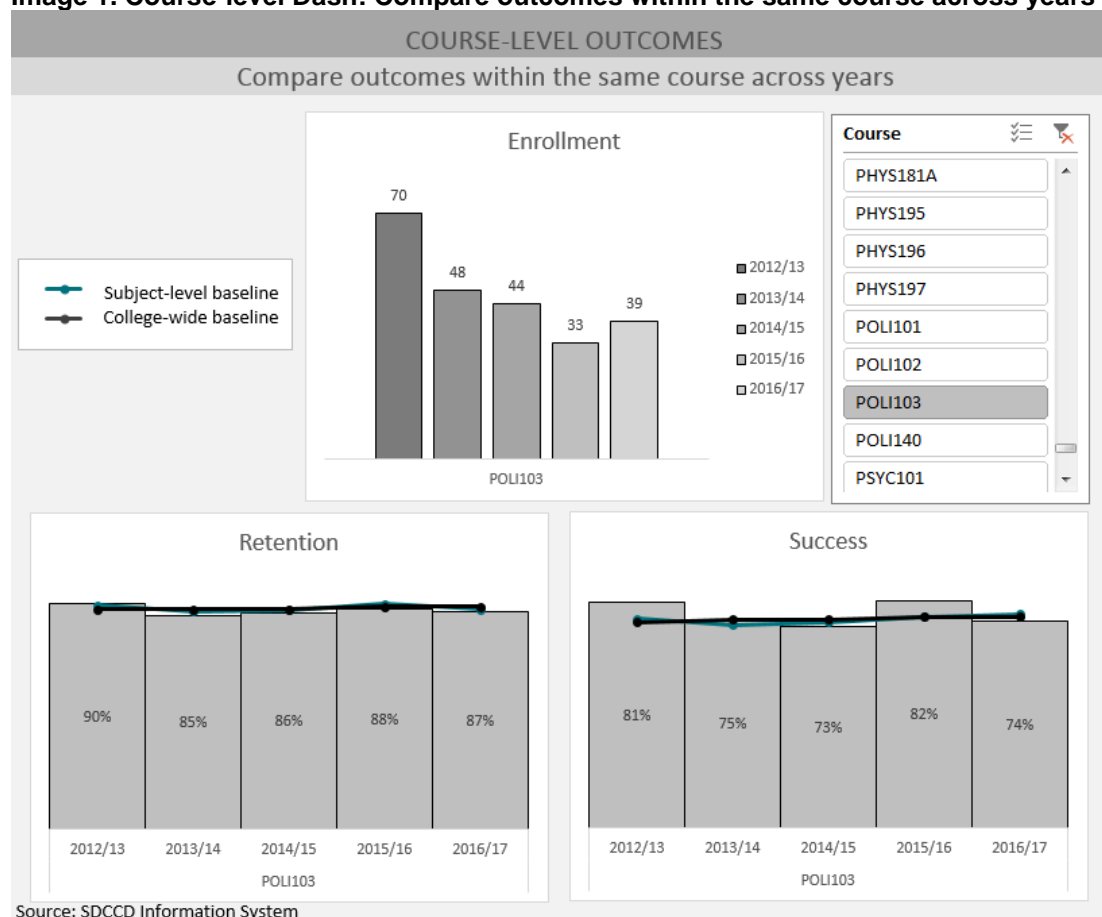
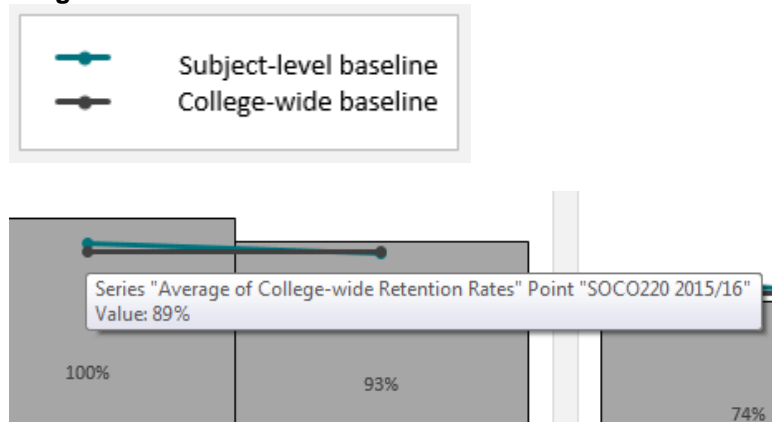


Image 1 displays course enrollment, retention, and success rates for POLI103 for 2012/13 through 2016/17 (fall and spring terms pooled together). Average retention and success rates at the subject- and college-levels are integrated into the charts.

As seen in image 2, below, hovering over a data point in the baseline provides greater detail. In 2015/216, the course retention rate at Miramar College was 89%.

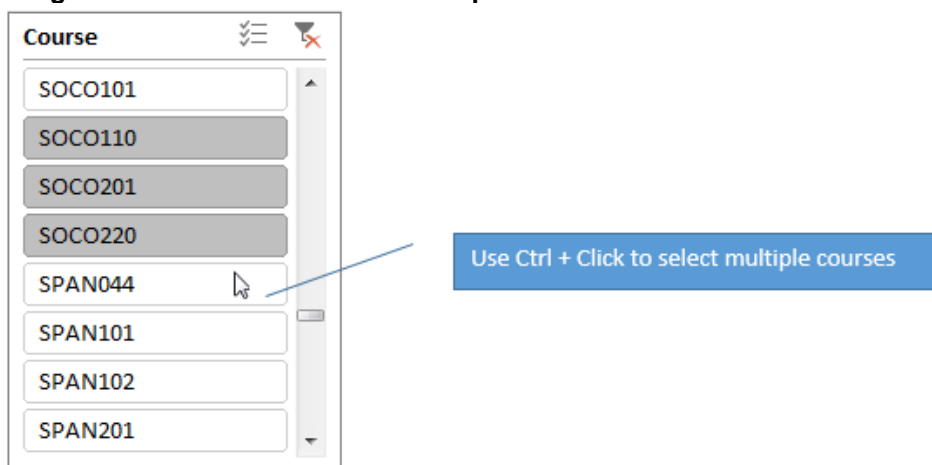
Image 2. Baseline Data



Source: PRIDD

Users can opt to view analyses for more than one course at the same time. To do so, press Ctrl+Click on the keyboard and make desired selections on the slider. *We strongly urge against selecting more than two three courses to compare at once in order to avoid the risk of crashes and breakdowns.* Tables can always be downloaded and compared alongside one another. Image 3 shows how to select more than one course at once. Before each new analysis, the user should check the slider(s) to ensure the desired options are selected.

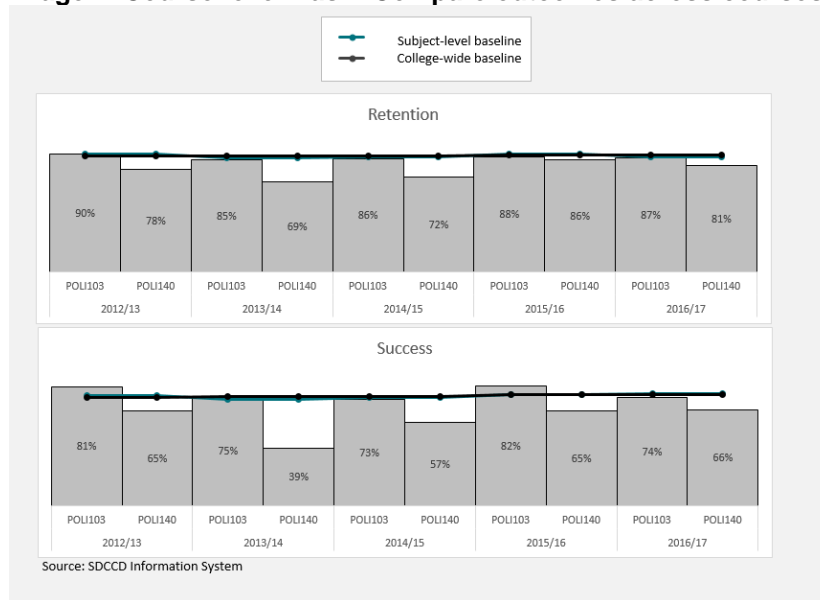
Image 3. Slider with one versus multiple courses selected



Source: PRIDD

Image 4 displays another view of the Course-level dash. Using this view, users can compare course outcomes for multiple courses within the same year.

Image 4. Course-level Dash: Compare outcomes across courses within the same year

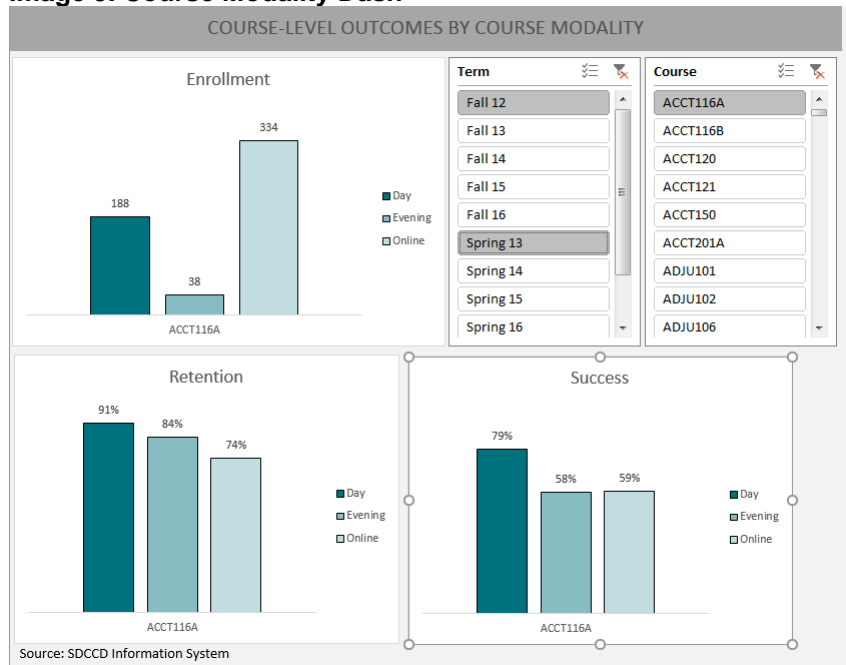


Source: PRIDD

B. Course Modality Dash

This dash enables users to examine differences in enrollment, retention, and success for Day, Evening, and Online versions of a course. Results are pooled by term.

Image 5. Course Modality Dash



Source: PRIDD

Image 5 displays course enrollment, retention, and success for students in ACCT116A for fall 2012 and spring 2013 combined, disaggregated by course modality. We see that 188 students enrolled in ACT116A offered during the day, 38 students enrolled in the course in the evening,

and 334 students enrolled in the online version during the 2012/2013 school year. We also see that day and evening courses had higher retention rates than online courses, and that day courses experienced higher success rates than evening and online courses.

C. Student Attendance Type Dash

This dash enables users to examine differences in course-level enrollment, retention, and success for students depending on their college attendance patterns (e.g., Day Only, Evening Only, Online Only, Day/Evening, On-Campus/Online). Results are pooled by term.

Image 6. Student Attendance Type Dash



Source: PRIDD

Image 6 displays course enrollment, retention, and success for students enrolled in ACCT116A during 2012/13 (fall and spring terms pooled), disaggregated by student attendance type. We see that the majority of students taking ACCT116A are online students only, followed by students that take a combination of online and on-campus courses. Retention rates and success rates are lower for these groups of students than for day, day/evening, and evening only students.

D. Race/Ethnicity Dash

This dash enables users to examine differences in course-level enrollment, retention, and success by student race/ethnicity. Results are pooled by term.

Image 7. Race/Ethnicity Dash

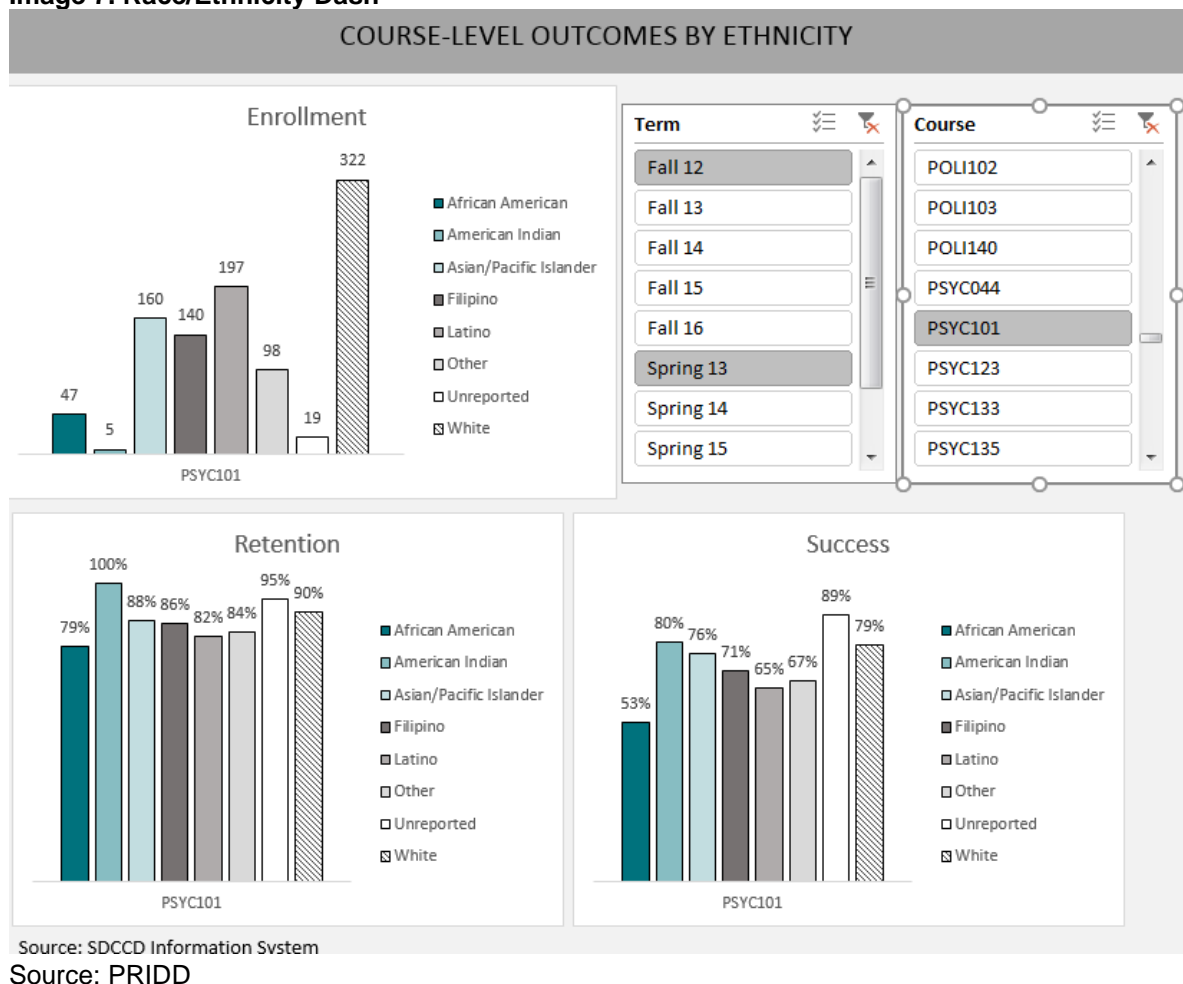


Image 7 displays course enrollment, retention, and success for students enrolled in PSYC101 for fall 2012 and spring 13 combined, disaggregated by race/ethnicity. White and Latino students comprise the majority of students who enrolled in this course during these terms. Retention rates were high for all groups except African Americans, who had a retention rate of 79%. “Unreported” race students and American Indian students had the highest rates of success, while African American students, Latino, and students of “Other” reported race had lower success rates. It is important to note that in the example above, “Unreported” and American Indian have small sample sizes, which makes drawing strong conclusions inadvisable.

E. Gender Dash

This dash enables users to examine differences in course-level enrollment, retention, and success for students by gender. Results are pooled by term.

Image 8. Gender Dash

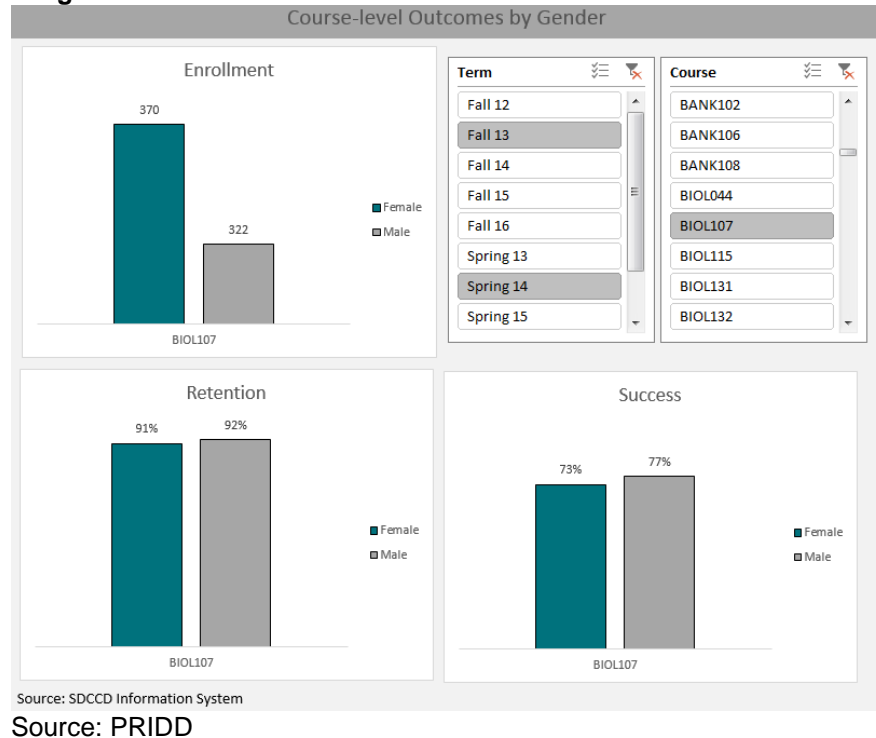


Image 8 displays course enrollment, retention, and success for students enrolled in BIOL107 for fall 2013 and spring 2014 combined, disaggregated by gender. Here we see that females were more likely to enroll in the course, but had slightly lower rates of retention and success.