



Student Cohort Data Review Template

Institution Name: Vernon College

Introduction: Longitudinal cohort analysis involves tracking a group or cohort of students for a specified period of time. Typically, colleges choose to track entering students. The results enable administrators, faculty, and staff to identify specific groups of students who are succeeding or falling behind and to identify those points in the educational pathway that are barriers to their success. Cohort tracking is a powerful tool for helping colleges understand student performance and for evaluating the college's efforts to improve student success.

Directions: The template below asks colleges to track first-time-in college students who entered their institution in fall 2009 (this excludes students who attended college elsewhere and excludes dual-enrollment/dual-credit students). It also asks colleges to disaggregate this cohort into sub-cohorts by gender, race/ethnicity, and college-readiness. Colleges are then asked to determine whether students have enrolled in or completed key transition points as found on the template.

Uses: Results of this review will be a focus of continuing work of the SSBTN consultant with the college, as the institution further builds its capacity for using data in support of a student success agenda. In particular, results compiled within this template will be used in the college leadership team's work at the SSBTN Institute in April 2013.

Due Date: Submit your completed Student Cohort Data Review template to your SSBTN consultant and to Brandy Shaw at shaw@cccse.org by **February 22, 2013**.



Student Cohort Data Review Template

Student Cohort to Track: All fall 2009 first-time-in-college students, full- and part-time, enrolled in COLLEGE-LEVEL credit courses and/or DEVELOPMENTAL EDUCATION courses (whether credit or non-credit).

Total number (N) of all first-time-in-college students as defined above for fall 2009: 419

- * indicates additional disaggregation

Disaggregated Data Elements	Developmental Education Enrollment	Successful Completion of Dev Ed Course	Dev Ed Student Enrollment in Related College-level Courses	Successful Completion of All Courses (First Fall Term)	Successful Completion of College-level Gatekeeper Math Course(s)	Fall to Spring Persistence	Fall to Fall Persistence	Attainment of Certificate or Degree	Notes/Observations/Additional Questions
	For the defined cohort, number and (percent) of students enrolled in at least one dev ed course in the first term	For the defined cohort, number and (percent) of students enrolled in at least one dev ed course who successfully completed any dev ed course (with a grade of C or better) in the first term	For the defined cohort, number and (percent) of students who completed the developmental sequence (reading, writing, and/or math) and enrolled in the first related college-level course in English or math within two years after initial enrollment.	For the defined cohort, percentage of students who successfully completed (with a grade of C or better) credit courses (dev ed and college-level) in which they enrolled during their first fall term (total successes divided by total attempts)	For the defined cohort, number and (percent) of students enrolled in the first college-level course(s) in math (e.g., College Algebra) who successfully completed the course (with a grade of C or better) within three years after initial enrollment.	For the defined cohort, number and (percent) of students who re-enrolled for the spring 2010 semester.	For the defined cohort, number and (percent) of students who re-enrolled for the fall 2010 semester.	For the defined cohort, number and (percent) of students who earned a certificate or associate degree by spring 2012	
TOTAL	164	*139	*70	213	*112	338	220	95	
Percentage	39	33	17	51	27	81	53	23	



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Total Cohort number (% is disaggregated data)	419	164	164	419	162	419	419	419	
Male	56 29%	43 77%	28 50%	103 53%	54 71%	159 81%	103 53%	50 26%	
Female	108 48%	96 89%	42 39%	110 49%	58 67%	179 80%	117 52%	45 20%	
White, non-Hispanic	101 36%	87 86%	48 46%	142 50%	74 67%	226 80%	147 52%	65 23%	
Hispanic	36 46%	31 86%	14 39%	38 49%	23 72%	64 83%	47 61%	16 21%	
Black	19 50%	14 74%	5 26%	18 47%	11 87%	29 76%	13 34%	7 18%	
Assessed as college-ready	<p>As of February 22, documentation was not available from our student information system to determine college-ready status for the 2009 cohort and beyond. A process that will use CBM 002 reports has been identified. Copies of the reports have been requested and the data will be added to this template prior to the Institute.</p>								
Assessed as not college-ready									

Assessed as college-ready and assessed as not college-ready definition via Dr. Canales: "You should be able to complete the first level (developmental education enrollment) based on their transcript data from their first semester as FTICs. If your system records test dates, you might be able to determine if students were or were not college ready based on the date. If this is something that you can't determine, document that through a statement for the earlier semesters.

From the conversations you and I had, this may be difficult for the older cohorts because (if I recall correctly) new test scores override the older ones."



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Determining cohort...

After POISE sort, filtered in EXCEL for:

- First term enrolled – Fall (091s) (FIRSTYYTTENR); Fall I (091t) not an option in FIRSTYYTTENR
- Admissions basis – 1, high school graduate; 2, individual approval (ex. workforce class competency test); 3, high school equivalent (ADMBASIS)
- High school year graduation date – 2009 and below (HSYEARGRAD); higher grad dates assumed as dual credit
- GRADE – A, B, C, D, F, P, W, WF
- Checked to ensure CEU and CEW as well as term codes that end in Q (091Q) were not part of final filter

Subtracted VCCUMEARNED from UNCUMEARNED to determine if credit was awarded from outside of VC

Transcript review for any credit awarded from outside of VC and found: Tech Prep, military credit, challenge exam, CLEP credit, and placement credit, all of which remained in cohort. For credit from other colleges and universities, searched transcripts in Docubase to determine when courses were completed. Students who completed the courses during high school years or after starting at Vernon College remained in the cohort.

Fall 09 cohort = 419 students

Female – 223 or 53%

Male – 196 or 47%

White – 282 or 67%

Black – 38 or 9%

Hispanic – 77 or 18%

EXCEL file name: ssbtn 09 all data, cohort, dev ed and success

Developmental Education Enrollment...

POISE sort using Fall and Fall I term codes (091s and 091t)

Filtered for all developmental courses: ENGL 0300, 0301, 0302; MATH 0100, 0101, 0102; READ 0300, 0301, 0302

Merged file with 09 cohort in ACCESS

229 developmental education course enrollments during Fall and Fall I for Fall 09 cohort



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Exported back to EXCEL and unduplicated

164 or 39 % of Fall 09 cohort (410) enrolled in at least one developmental course during Fall and Fall I

EXCEL file name: ssbtn 09 all data, cohort, dev ed and success

Successful Completion of Dev Ed Course...

Continued with EXCEL file name: ssbtn 09 all data, cohort, dev ed and success

Filtered all dev ed enrollments in termcodes for Fall and Fall I (091s and 091t) for GRADE of A, B, C

139 or 33% of Fall 09 cohort successfully completed any dev ed course with a grade of A, B, or C

*139 or 72% of 229 total dev ed enrollments successfully completed by the 164 students enrolled in at least one developmental course during Fall and Fall I

A = 80

B = 65

C = 47

D = 8

F = 23

W = 6

*139 or 85% of 164 students enrolled in at least one dev ed course successfully completed any dev ed course with a grade of A, B, or C

Dev Ed Student Enrollment in Related College-level Courses...

POISE sort using term codes for two years AY 09 and 10 (091a to 105z) and COURSE ENGL 0300, 0301, 0302;ENGL 1301;

MATH 0100, 0101, 0102, 0200, 0201, 0202; MATH 1314 and 1332; READ 0300, 0301 0302

Merged file with 09 cohort in ACCESS

1132 total enrollments

Exported back to EXCEL to filter:

- ENGL dev and 1301



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- MATH dev and 1314, 1332
- READ dev and ENGL 1301

For each filter, sorted STUDENT ID by smallest to largest to group student enrollments

Note: Completing the sequence is defined as student enrolled in a dev ed course and a related credit course during two years, it does not mean the student successfully completed the related college-level course

Looked through each filter individually by student to code students enrolled in a developmental course and the credit course (ENGL 1301 or MATH 1314 or 1332)

Fall 09 cohort students enrolled in dev ed and enrolled in related college-level course coded as Sequence Completed: Yes

Fall 09 cohort students enrolled in dev ed and not enrolled in related college-level course coded as Sequence Complete: No

Fall 09 cohort students not enrolled in dev ed and enrolled in college-level course coded as Sequence Complete: Not

Required

OR

Code each student dev ed enrollment as a "1", filter and save to new worksheet

Code each student related college level course as as "2", filter and save to new worksheet

Merge worksheets in ACCESS by student id to determine students who enrolled in dev ed course and the related college level course

Export back to EXCEL to undup and for demographic count

(Unduplicated count – 83 completed dev series and enrolled in related college-level course)

10 or 2 % of Fall 09 cohort completed ENGL dev ed and enrolled in Engl 1301 within 2 years

- 4 male
- 6 female
- 8 white
- 2 Hispanic

49 or 9% of Fall 09 cohort completed MATH dev ed and enrolled in Math 1314 or 1332 within 2 years

- 19 male
- 30 female
- 35 white
- 7 Hispanic
- 4 Black



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24 or 6 % of Fall 09 cohort completed READ dev ed and enrolled in Engl 1301

- 9 male
- 15 female
- 15 white
- 7 Hispanic
- 1 Black

For unduplicated count, recode and combine ENGL, MATH and READ (see EXCEL file: Fall 09 cohort dev dup and undup student count)

70 or 17% of Fall 09 cohort completed at least one developmental sequence and enrolled in the first related college-level Engl or Math course with in two years

(11 of the 70 students completed two or more developmental sequences and enrolled in the first related college-level Engl or Math course with in two years)

- 28 male
- 42 female
- 48 white
- 14 Hispanic
- 5 Black

*70 or 43% of 164 enrolled in at least one developmental course and enrolled in the first related college-level course within 2 years

EXCEL file: Fall 09 cohort dev enrolled in college-level

Fall 09 cohort engl dev to engl 1301

Fall 09 cohort math dev ed to math 1314,1332

Fall 09 cohort read dev ed to engl 1301

Fall 09 cohort dev dup and undup student count



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Successful Completion of All Courses (First Fall Term)...

POISE sort using Fall, Fall I and Fall II term codes (091s, 091t, 092t)
Merged file with 09 cohort in ACCESS
1876 course enrollments during Fall, Fall I and Fall II by Fall 09 cohort
Exported back to EXCEL to filter for success and unduplicated student count
Filtered for GRADE A, B, C, and P for success; no "Ps" found in filter
Coded A, B, C as Success = Yes
Coded D, F, W and WF as Success = No
In Success column sorted by "A to Z" so no's are listed first
Unduplicated by student id and counted "Yes" for number of students who successfully completed all courses with a grade of C or better

1876 course attempts by Fall 09 cohort
1423 successful course completions
213 or 51% of Fall 09 cohort successfully completed all attempted courses during first fall term
206 or 49% of Fall 09 cohort did not successfully complete all attempted courses during first fall term

EXCEL file name: Fall 09 cohort course enrollments

Successful Completion of College-level Gatekeeper Math Course(s)...

POISE sort using all term codes for three years AY 09, 10 and 11 (091a to 115z) and by COURSE MATH 1314 and MATH 1332 (a and (b or c))
Merged file with 09 cohort in ACCESS
208 enrollments in Math 1314 and/or Math 1332 by Fall 09 cohort during three years after initial enrollment
Exported back to EXCEL to filter for success and unduplicated student count
Sorted STUDENT ID by smallest to largest to group all enrollments by student and noted that some students attempted Math 1314 and Math 1332
Sorted GRADE by "A to Z" so higher grades are listed first
Unduplicated by STUDENTID
Sorted for GRADE A, B, and C for success



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Coded A, B, and C as Success = Yes

Coded D, F, and W as Success = No

In Success column sorted by "A to Z" so no's are listed first

208 Math 1314 and/or Math 1332 course attempts within 3 years by Fall 09 cohort

162 unduplicated students

- 86 female
- 76 male
- 111 White
- 13 Black
- 32 Hispanic

112 or 27% of Fall 09 cohort successfully completed Math 1314 or Math 1332 with a C or better within three years after initial enrollment

112 students

- 58 female
- 54 male
- 74 White
- 11 Black
- 23 Hispanic

50 or 12% of Fall 09 cohort did not successfully complete Math 1314 or Math 1332

*112 or 69% of students who attempted Math 1314 and/or Math 1332 successfully completed with a C or better within three years after initial enrollment

50 or 31% of students who attempted Math 1314 and/or Math 1332 did not successfully complete with a C or better within three years

EXCEL file name: Fall 09 cohort gatekeeper enrollments



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Fall to Spring Persistence...

POISE sort using term codes Spring, Spring I and Spring II (092s, 093t, 094t)
Merged file with 09 cohort in ACCESS
Exported back to EXCEL to complete demographic count

338 or 81% of Fall 09 cohort re-enrolled during the Spring 2010 semester
81 or 19% of Fall 09 cohort did not re-enroll during the Spring 2010 semester

EXCEL file name: Fall 09 cohort to Spring 10 persistence

Fall to Fall Persistence...

POISE sort using term codes Fall, Fall I and Fall II (101s, 101t and 102t)
Merged file with 09 cohort in ACCESS
Exported back to EXCEL to complete demographic count

220 or 53% of Fall 09 cohort re-enrolled during the Fall 2010 semester
199 or 47 % of Fall 09 cohort did not re-enroll during the Spring 2010 semester

EXCEL file name: Fall 09 cohort to Fall 10 persistence

Attainment of Certificate or Degree...

POISE sort using term codes for three years AY 09, 10, 11 (091a to 115z); note that I included August 2012 awards to allow for 12 month program completion such as LVN and Surg Tech and "late graduation applications" (August 2012 GRADDATE added 13 degrees or certificates)
Merged file with 09 cohort in ACCESS

101 Associates, Certificates and Core Curriculum Certificates
25 Associates degrees



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61 Certificates

15 Core Curriculum Certificates

Exported back to EXCEL to complete demographic count

95 or 23% of Fall 09 cohort completed an Associate's degree, certificate or core curriculum certificate by 2012

324 or 77% of Fall 09 cohort did not complete a degree or certificate by August 2012

EXCEL file name: Fall 09 cohort degrees