



Student Cohort Data Review Template

Institution Name:

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.



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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: _____

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									



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Male									
Female									
White, non-Hispanic									
Hispanic									
Black									
Assessed as college-ready									
Assessed as not college-ready									