

# FOUR COMPONENTS OF A CULTURE OF INQUIRY

## **Component One**

### *“What’s Wrong”*

Use disaggregated longitudinal cohort data to determine:

- 1) Which student groups are less successful than others (i.e. identify gaps in student success)
- 2) Which high enrollment courses have the lowest success rates

## **Component Two**

### *“Why”*

Collect, analyze, and use data from other sources (focus groups, surveys, literature reviews) to identify the underlying factors (barriers or challenges) impeding student success.

## **Component Three**

### *“Intervention”*

Use data from Component Two to design new interventions, or revise current ones, to effectively address the underlying factors impeding student success.

Review and consider changes to existing practices and policies that impact those factors

## **Component Four**

### *“Evaluation and Modification”*

Collect, analyze, and use evaluation data to answer

- 1) To what extent did the intervention (including policy changes) effectively address underlying factors?
- 2) What extend did the interventions increase student success

# COMPONENTS OF COHORT ANALYSIS

## Student Characteristics

- Name
- Identifier
- Date of Birth
- Race/Ethnicity
- Address
- English, reading, and math placement scores
- ESL status
- Last school/college attended
- Highest level of schooling
- Goal
- Pell Grant
- Major field of study



## Term 1 Progress Data

- Identifier
- Updated information: name, address, degree goal, declared major
- Number of college-level credits attempted and completed
- Number of cumulative credits earned
- Term Grade point Cumulative GPA
- Number of remedial credits attempted and earned



## Term 2, 3 ,4 ,5... Progress Data

- Identifier
- Updated information: name, address, degree goal, declared major
- Number of college-level credits attempted and completed
- Number of cumulative credits earned
- Grade point average
- Cumulative GPA
- Number of remedial credits attempted and earned



## Outcome Data

- Identifier
- Attainment of educational goal
- Employment status
- Relationship of current job to major
- Salary
- Hours per week employed
- Current institution
- New major (if applicable)
- GPA at new institution