Cohort Data Review
2015 High-Impact Practices Institute

Institution Name: NORCO COLLEGE

Preface: Longitudinal cohort analysis involves tracking a group, or cohort, of students for a specified period of time. Typically, colleges choose to track the cohort of students entering in the fall semester. The results, in aggregated and disaggregated form, enable administrators, faculty, and staff to identify educational progress and attainment of the overall cohort and specific groups of students. Cohort tracking is a powerful tool for helping colleges understand how students progress through the college (or don't) and for evaluating the college's efforts to improve student success.

Instructions: This template asks colleges to track the cohort of first-time-in-college students who entered the institution in fall 2010. Tracking the fall 2010 cohort allows the college to address the four-year completion rate while providing the most recent data. This template also asks colleges to disaggregate the cohort into sub-groups of students by 1) gender, 2) age, 3) race/ethnicity,4) enrollment status, and 5) developmental education status. Colleges are then asked to report on designated aspects of progress and performance for the cohort of students.

Uses: Results of this review will be used in college team discussions prior to and during the High-Impact Practices Institute. The data from this review and the *Integrating Survey Results* documents will help the college team design an action plan that creates or strengthens clear, coherent, and integrated educational pathways for community college students.

Due Date: Submit your completed *Cohort Data Review* **to Zach Garcia at garcia@cccse.org by March 6, 2015**.

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Target Student Cohort: All first-time-in-college students, full- and part-time, enrolled in COLLEGE-LEVEL credit courses and/or DEVELOPMENTAL EDUCATION subject area courses (whether credit or non-credit). Do not include dual/concurrent enrollments.

NOTE: ***Your college may choose a different fall cohort as early as 2004, but no later than 2010. If your college is not using the fall 2010 cohort, please specify the year: Fall _____***

Total number (N) of all students in the target student cohort: 2474

Cohort Group	Total Number	Percentage of Cohort
Enrolled part-time:	1534	62.0%
Enrolled full-time:	940	38.0%
Female:	1274	51.5%
Male:	1186	47.9%
Unknown:	14	.6%
Asian:	190	7.7%
Black or African American, Non-Hispanic:	196	7.9%
Hispanic/Latino:	1253	50.6%
American Indian or other Native American:	4	0.2%
Pacific Islander or Native Hawaiian:	12	0.5%
Two or more races:	76	3.1%
White, Non-Hispanic:	722	29.2%
Unknown:	21	0.8%
Age 26 and younger:	2141	86.5%
Age 27 and older:	333	13.5%
Unknown:	0	0.0%
Non-Recipients:	1628	65.8%
Pell Grant Recipients:	846	34.2%

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Target Student Cohort: All first-time-in-college students who entered this institution in your selected cohort—full- and part-time, enrolled in COLLEGE-LEVEL credit courses and/or DEVELOPMENTAL EDUCATION subject area courses (whether credit or non-credit). Do not include dual/concurrent enrollments.

Data Elements	Definition	College Data	Notes/Observations/ Additional Questions
1. First-time-in-college student participation in developmental education subject area. *Disaggregate by enrollment status, gender, race/ethnicity, age group: 26 years and younger vs. 27 years and older, and Pell Grant status.*	From the target student cohort, the percentage who enrolled in at least one developmental education subject area course in their first term.	See table below	• More females take DEV • More AA, Hispanic take DEV • Why did so few students enroll? • Are we offering enough sections of DEV • Why are older students less Likely to take DEV

	# Entering Students	# Enrolled in at Least 1 DEVED Course	% Enrolled in least 1 DEVED Course
Total	**2474**	**557**	**22.5%**
Part-Time	**1534**	**357**	**23.3%**
Full-Time	**940**	**200**	**21.3%**
Female	**1274**	**326**	**25.6%**
Male	**1186**	**227**	**19.1%**
Unknown	**14**	**4**	**28.6%**
Asian	**190**	**34**	**17.9%**
African American	**196**	**44**	**22.4%**
Hispanic/Latino	**1253**	**336**	**26.8%**
Native American	**4**	**2**	**50.0%**
Pac Is/Hawaiian	**12**	**1**	**8.3%**
Two or more	**76**	**18**	**23.7%**
White	**722**	**118**	**16.3%**
Unknown	**21**	**4**	**19.0%**
26 and younger	**2141**	**497**	**23.2%**
27 and older	**333**	**60**	**18.0%**
Unknown	**0**	**0**	**0.0%**
Non-Recipient	**1628**	**344**	**21.1%**
Pell Grant	**846**	**213**	**25.2%**

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Data Elements	Definition	College Data	Notes/Observations/ Additional Questions
2. Successful developmental subject area course completion. *Disaggregate by enrollment status, gender, race/ethnicity, age group: 26 years and younger vs. 27 years and older, and Pell Grant status.*	Of the students who enrolled in at least one developmental education subject area course in the first term (#1 above), the overall rate of successful developmental course completion (grade of C or better) in the first term (*developmental subject area courses completed with C or better divided by total number of enrollments/attempts*).	See table below	• Noticeable difference between FT & PT, M/F, Age. • AA much lower than average.

	# Entering Student DEVED Course Enrollments	# of Successfully Completed DEVED Courses (grade of C or better)	% of Successfully Completed DEVED Courses (grade of C or better)
Total	**1419**	**932**	**65.7%**
Part-Time	**682**	**421**	**61.7%**
Full-Time	**737**	**511**	**69.3%**
Female	**772**	**542**	**70.2%**
Male	**636**	**382**	**60.1%**
Unknown	**11**	**8**	**72.7%**
Asian	**81**	**59**	**72.8%**
African American	**110**	**61**	**55.5%**
Hispanic/Latino	**841**	**550**	**65.4%**
Native American	**4**	**2**	**50.0%**
Pac Is/Hawaiian	**5**	**5**	**100.0%**
Two or more	**46**	**31**	**67.4%**
White	**320**	**217**	**67.8%**
Unknown	**12**	**7**	**58.3%**
26 and younger	**1270**	**845**	**66.5%**
27 and older	**149**	**87**	**58.4%**
Unknown	**0**	**0**	**0.0%**
Non-Recipient	**800**	**526**	**65.8%**
Pell Grant	**619**	**406**	**65.6%**

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Data Elements	Definition	College Data	Notes/Observations/ Additional Questions
3. Successful course completion. *Disaggregate by enrollment status, gender, race/ethnicity, age group: 26 years and younger vs. 27 years and older, and Pell Grant status.*	From the target student cohort, the percentage of all credit courses (developmental and non-developmental) completed with a grade of C or better in the first term (*credit courses completed with C or better divided by total number of enrollments/attempts*).	See table below	• Pattern emerging of lower outcomes for PT, M, AA

	# Entering Student Course Enrollments	# Courses Successfully Completed (grade of C or better)	% Courses Successfully Completed (grade of C or better)
Total	**6928**	**4484**	**64.7%**
Part-Time	**3086**	**1872**	**60.7%**
Full-Time	**3842**	**2612**	**68.0%**
Female	**3547**	**2410**	**67.9%**
Male	**3339**	**2044**	**61.2%**
Unknown	**42**	**30**	**71.4%**
Asian	**539**	**418**	**77.6%**
African American	**576**	**278**	**48.3%**
Hispanic/Latino	**3411**	**2103**	**61.7%**
Native American	**13**	**5**	**38.5%**
Pac Is/Hawaiian	**41**	**25**	**61.0%**
Two or more	**205**	**124**	**60.5%**
White	**2083**	**1494**	**71.7%**
Unknown	**60**	**37**	**61.7%**
26 and younger	**6160**	**4011**	**65.1%**
27 and older	**768**	**473**	**61.6%**
Unknown	**0**	**0**	**0.0%**
Non-Recipient	**4133**	**2701**	**65.4%**
Pell Grant	**2795**	**1783**	**63.8%**

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Data Elements	Definition	College Data	Notes/Observations/ Additional Questions
4. Portion of first-time-in-college students earning no credits in their first term. *Disaggregate by enrollment status, gender, race/ethnicity, age group: 26 years and younger vs. 27 years and older, and Pell Grant status.*	From the target student cohort, the percentage who earned zero credits in the first term. **NOTE: *Report only students who intended to earn credit and did not. Do not report students who enrolled in non-credit-bearing courses.***		• PT, AA, Male & Older pattern of lower outcomes continues

	# Entering Students	# Earning No Credits in First Term	% Earning no Credits in First Term
Total	**2474**	**442**	**17.9%**
Part-Time	**1534**	**376**	**24.5%**
Full-Time	**940**	**66**	**7.0%**
Female	**1274**	**204**	**16.0%**
Male	**1186**	**238**	**20.1%**
Unknown	**14**	**0**	**0.0%**
Asian	**190**	**23**	**12.1%**
African American	**196**	**61**	**31.1%**
Hispanic/Latino	**1253**	**235**	**18.8%**
Native American	**4**	**1**	**25.0%**
Pac Is/Hawaiian	**12**	**1**	**8.3%**
Two or more	**76**	**16**	**21.1%**
White	**722**	**100**	**13.9%**
Unknown	**21**	**5**	**23.8%**
26 and younger	**2141**	**352**	**16.4%**
27 and older	**333**	**90**	**27.0%**
Unknown	**0**	**0**	**0.0%**
Non-Recipient	**1628**	**342**	**21.0%**
Pell Grant	**846**	**100**	**11.8%**

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Data Elements	Definition	College Data	Notes/Observations/ Additional Questions
5. Student persistence from first to second term of enrollment. *Disaggregate by enrollment status, gender, race/ethnicity, age group: 26 years and younger vs. 27 years and older, and Pell Grant status.*	From the target student cohort, the percentage who re-enrolled for the subsequent academic term (fall to spring or fall to winter).		• We're experiencing the greatest loss with our PT, older, and AA students • Financial Aid seems to be an incentive to stay enrolled over terms • Given recent changes in eligibility to receive FA, the groups of Pell & Non-Recipient will be very different now and in the future in comparison to the fall 10 cohort.

	# Entering Students	# Students Enrolled in Second Term	% Students Enrolled in Second Term
Total	**2474**	**1810**	**73.2%**
Part-Time	**1534**	**994**	**64.8%**
Full-Time	**940**	**816**	**86.8%**
Female	**1274**	**961**	**75.4%**
Male	**1186**	**840**	**70.8%**
Unknown	**14**	**9**	**64.3%**
Asian	**190**	**146**	**76.8%**
African American	**196**	**126**	**64.3%**
Hispanic/Latino	**1253**	**942**	**75.2%**
Native American	**4**	**2**	**50.0%**
Pac Is/Hawaiian	**12**	**10**	**83.3%**
Two or more	**76**	**50**	**65.8%**
White	**722**	**523**	**72.4%**
Unknown	**21**	**11**	**52.4%**
26 and younger	**2141**	**1615**	**75.4%**
27 and older	**333**	**195**	**58.6%**
Unknown	**0**	**0**	**0.0%**
Non-Recipient	**1628**	**1105**	**67.9%**
Pell Grant	**846**	**705**	**83.3%**

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Data Elements	Definition	College Data	Notes/Observations/ Additional Questions
6. Student persistence from first fall term to second fall term. *Disaggregate by enrollment status, gender, race/ethnicity, age group: 26 years and younger vs. 27 years and older, and Pell Grant status.*	From the target student cohort, the percentage who re-enrolled for the subsequent fall academic term.		• See previous charts—Patterns remain consistent.

	# Entering Students	# Enrolled the Following Fall	# Enrolled the Following Fall
Total	**2474**	**1442**	**58.3%**
Part-Time	**1534**	**773**	**50.4%**
Full-Time	**940**	**669**	**71.2%**
Female	**1274**	**783**	**61.5%**
Male	**1186**	**653**	**55.1%**
Unknown	**14**	**6**	**42.9%**
Asian	**190**	**120**	**63.2%**
African American	**196**	**90**	**45.9%**
Hispanic/Latino	**1253**	**771**	**61.5%**
Native American	**4**	**2**	**50.0%**
Pac Is/Hawaiian	**12**	**6**	**50.0%**
Two or more	**76**	**39**	**51.3%**
White	**722**	**403**	**55.8%**
Unknown	**21**	**11**	**52.4%**
26 and younger	**2141**	**1309**	**61.1%**
27 and older	**333**	**133**	**39.9%**
Unknown	**0**	**0**	**0.0%**
Non-Recipient	**1628**	**895**	**55.0%**
Pell Grant	**846**	**547**	**64.7%**

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Data Elements	Definition	College Data	Notes/Observations/ Additional Questions
7. Completion. *Disaggregate by enrollment status, gender, race/ethnicity, age group: 26 years and younger vs. 27 years and older, and Pell Grant status.*	From the target student cohort, the percentage who completed a certificate or associate degree within four years (spring 2014 for fall 2010 cohort).	See table below	• 9.8% is very disappointing • See previous charts—Patterns remain consistent. • Do this for transfer

	# Entering Students	# Completed Certificate or Degree	# Completed Certificate or Degree
Total	**2474**	**243**	**9.8%**
Part-Time	**1534**	**86**	**5.6%**
Full-Time	**940**	**157**	**16.7%**
Female	**1274**	**153**	**12.0%**
Male	**1186**	**88**	**7.4%**
Unknown	**14**	**2**	**14.3%**
Asian	**190**	**23**	**12.1%**
African American	**196**	**10**	**5.1%**
Hispanic/Latino	**1253**	**119**	**9.5%**
Native American	**4**	**1**	**25.0%**
Pac Is/Hawaiian	**12**	**2**	**16.7%**
Two or more	**76**	**7**	**9.2%**
White	**722**	**80**	**11.1%**
Unknown	**21**	**1**	**4.8%**
26 and younger	**2141**	**220**	**10.3%**
27 and older	**333**	**23**	**6.9%**
Unknown	**0**	**0**	**0.0%**
Non-Recipient	**1628**	**139**	**8.5%**
Pell Grant	**846**	**104**	**12.3%**

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