IRPIE Student Outcomes Research and Evaluation – SPRING 2022 HIGHLIGHTS

Overview: Institutional Research, Planning and Institutional Effectiveness (IRPIE) Office at College of the Canyons provides access to quality data for planning and assist departments in using data to inform decision-making processes.

The IRPIE office tracks student outcomes data to help the College and programs measure student learning, retention, persistence and completion of student goals, including assessment of disproportionate impact for different student populations. This document highlights some of the student outcomes data tracked by the IRPIE office.

Websites: www.canyons.edu/data and www.canyons.edu/planning

Mandated Reporting/Tracking

State and Federal Mandates	Student Outcomes
• Student Equity & Achievement (SEA) / Local Goals Aligned with CCCCO Vision Goals	SEA/LGS Data Table displays the following outcomes: • Access (% of students enrolling after applying) • Persistence (fall to spring) • Transfer-Level Math & English Completion w/in one year • Completion of Degree or Certificate • Associate Degree for Transfer (ADT) and Non-ADT Completions • Credit/Noncredit Certificates • Average Units for Degree Completers • Transfer to 4-Year Institutions • Completing 9+ Credit CTE Units • CTE Students Employed in Field of Study
• AB705 – Requires California Community Colleges to maximize the probability that a student will enter and complete transfer-level English and math within a one-year timeframe.	Local Research Briefs and Reports: • RB #196 AB705 Trigonometry with Support Student Survey • RB #197 AB705 English-101 Student Survey Fall 2019 • RB #198 AB705 English-101 Faculty Survey Fall 2019 • RB #201 English & AB705 Trends 2017-2019

State and Federal Mandates	Student Outcomes
	• RB #202 Math & English Completion with AB705 2019 (Fall Terms) • RB #213 Assessment Levels for Students in Level 1 Transfer Math Courses Fall 2020 • Report #328 AB705 Liberal Arts Math Survey 2019 • Report #329 AB705 Impact on Mathematics Fall 2019 • RB #225 Math & English Completion AB705 Fall 2020 Update • Impact of AB705 on Math & English (prepared for external requests)
• AB1805 – Placement Reporting	[Access to Transfer-Level Courses: CCCCO AB1805 Math, English and ESL Placement](#)
• Student Success Metrics Cohort View (CCCCO)	3-yr, 4-yr, 6-yr first-time cohorts • Completed Transfer-level Math and Engl in selected time frame • Number of semester units completed • Term to Term retention • Earned an award (degree/certificate) • Transfer to 4-year institutions
• Integrated Postsecondary Education Data System (IPEDS) - Student Survey Data	• Annual Completions by demographics • Graduation Rates for First-Time Student Cohorts by Demographics (150% and 200% time) • Completions by Cohorts – Financial Aid Recipients Compared to Non-Financial Aid Recipients • Fall enrollment • 12-month enrollment

• Student Centered Funding Formula (SCFF)	• Supplemental
	   o Pell Grant Recipients
	   o Promise Grant Recipients
	   o AB540 Students
	• Outcomes
	   o Associate Degree for Transfer

State and Federal Mandates	Student Outcomes
	o Associate Degrees o Credit Certificates o Transfer-Level Math and English Completion o Completion of 9+ CTE Units o Transfer to 4-year institutions o Students Earning Regional Living Wage

• Accrediting Commission for Community and Junior Colleges	• Annual student headcount
	   o Overall
	   o Distance Education
	   o Correspondence
	• Graduation Rate per U.S. Education Department College Scorecard
	• Institution-Set Standards and Current Performance
	   o Success Rate compared to Institutional-Set Standard
	   o Certificate Completion
	   o Degree Completion
	   o Transfers to 4-Year Institutions
	• Licensure Exam Pass Rates (RN and MLT)
	• Employment Rates for CTE (RN and MLT)

Other Local Student Outcome Data:

Data Source	Student Outcomes
Student Data Highlights/Data on Demand	• % of applicants who enroll • % students enrolled full-time • % enrolled exclusively in noncredit • % enrolled in online courses • % students completing 15, 24, 30 degree/transfer-applicable units in 1st year • % students successfully completing transfer-level math/English in 1st year • % students completing comprehensive education plan by end of 1st year

Data Source	Student Outcomes
	• Average number of units for Associate Degree completers • Persistence – First time students (full vs part-time) • Student outcomes where disproportionate impact exists • Degree completion trend past 20 years
Fact Book	• Community participation rates at COC • Student use of financial aid over time • Last high school attended • Academic Standing • Dual/Concurrent Enrollment Trends • Student Enrollment Patterns: Full/Part-Time, Day/Evening, Online • Educational Goals • Associate Degrees and Certificates Awarded (Annual Snapshot and Trend) • Transfers to UCs and CSUs: 5-Year Trend • Student-Right-To-Know Rates
Degree Completion Trend – 10 years	• [RB #215 Degree Completion: 10 Year Trend 2010-11 through 2019-20](#)
Nursing Annual Surveys	• *End of Program Survey* (assesses perception of preparation for working as an RN, program satisfaction, program strengths, suggestions for improvement) • *Nursing Alumni* (program evaluation, achievement of learning outcomes, degree to which program reflects what happens on the job, credentials obtained, professional organizations, scholarly activities, continuing education post RN program, employment history and current job salary) • *Nursing Employment* (current employment status, location of

Data Source	Student Outcomes
	employment, hire date, name of BSN program if applicable)

Grant Evaluations:

Data Source	Student Outcomes
Academy of the Canyons	- Retention/Success Rates AOC students compared to other dual/concurrently enrolled students and all other COC students in the same classes - Enrollments by discipline - UC/CSU Transferable Units Successfully Completed Most recent evaluation brief - [Academy of the Canyons Evaluation Brief #58](#)
MESA	AIMS2 HSI STEM Grant (5-year) - Number of Hispanic/low-income MESA students in good academic standing - Number of STEM degree seeking students enrolled - Year to year Persistence rate for Hispanic/low-income STEM students
Title V -HSI	- Rate of students completing Ed plans - Number of students receiving Online Counseling - Number of students participating in Online Tutoring - Development of, and adoption of OER content in new courses (OER) - Number of faculty trained in Culturally Responsive Teaching - Number of Latinx, high school students enrolling at COC - Percent of students receiving electronic communications

Student Outcome Visualizations:

Data visualizations are graphical representations of reported information and data. These powerful data tools make information more accessible, clear, and compelling for data-informed decisions.

TITLE	DESCRIPTION
Program Planning & Design **Student and Retention Overview** 	Detailed document for use with program planning & design, including the following visualizations: • Success & Retention • Department Trends & Details • Program Awards • Award Earner Demographics • Program Demographics • Academic Staffing • And Definitions
This visualization provides data on elements required for program review. Course success and retention rates, department details (FTE, sections, load etc.), Awards (degrees/certificates) and Programs of study (Majors across fall terms). Data are refreshed annually in September when data are complete for the preceding academic year (summer through Spring terms). **Video Tutorials:** Introduction & Overview, Success & Retention, Department Details, Program Awards, Award Earner Demographics, Program Majors Fall Terms	
Success/Retention Data (Fall Terms) 	This visualization provides fall-term data starting in 2017 on enrollments and headcounts. Data are refreshed annually in January when data are complete for fall. Outcomes • Success rates • Retention rates • Grade distributions The data can be filtered by • Division, Dept, Course, modality/location (online vs. on-ground), Race/Ethnicity, financial aid, first-gen and special populations.
This visualization provides fall-term data starting in 2017 on success rates, retention rates, grade distributions and enrollments (including headcounts). The data can be filtered by School, Dept, Course, location (online vs. on-ground), Race/Ethnicity, financial aid and special populations. Data are refreshed in January when course, special populations data are complete for the preceding fall term. Financial Aid data are not refreshed until the subsequent summer. **Video Tutorials:** Intro / Overview , Essential Infrastructure , Lab Type	

Coming Soon – Guided Pathways cohort-tracking visualization