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**Canyons Promise Program
5-year Evaluation (2017-2021)
Report Number 336**

College of the Canyons

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Institutional Research, Planning, and
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Introduction

Background

At the request of the Canyons Promise Program (CPP), the Office of Institutional Research, Planning, and Institutional Effectiveness conducted an evaluation of five cohorts (2017-2021) of Canyons Promise students. The Canyons Promise Program is “dedicated to expanding student resources by removing financial obstacles and barriers to student services that often inhibit student access to higher education. Exclusively for first-time college students who enroll full-time, Canyons Promise provides the financial support, academic/counseling contact, and peer collaboration proven to increase student success”¹ Though requirements and benefits of the program have changed throughout the last five years to best meet the ever-changing needs of students (*see Table 1*), the primary requirement is that participating students be first-time college students in the fall semester.

Benefits of the program include:

- Enrollment and student fees paid for fall and spring semesters for two consecutive years
- Greater access to program-specific counselors for counseling appointments
- Priority registration for courses on their education plan for fall and spring semesters
- Parking permit or local city bus pass for fall and spring semesters (1st year only)
- Career and academic major guidance (*Advertisement & Marketing Materials Appendices Figure 6*)

The primary benefits of the program are in direct support of the California Community College Chancellor’s Office and College of the Canyons’ foundational areas of focus; increasing ACCESS, SUCCESS, and ENGAGEMENT for students. As such, an evaluation of the program serves to evaluate the institutions’ ability to meet these foundational areas of focus. Table 1 provides an overview of the historical changes (2017-2021) to eligibility, requirements, benefits, changes in the number of students the program has served since its start in 2017 background and context for how the program has evolved over the last five years.

¹ [Promise Program Hyperlink](#)

Table 1. Timeline of Eligibility and Requirements and Number of Students Served in Promise Program (2017-2021)

Cohort	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Eligibility	First-Time	First-Time	First-Time	First-Time	First-Time
	Full-Time (12+ Units)	Full-Time (12+ Units)	Full-Time (12+ Units)	Full-Time (12+ Units)	Full-Time (12+ Units)
	Financial Need	Financial Need			
Requirements	FYE-100, Couns-150	FYE-100, Couns-150	Counseling 150/110	Counseling 150/110	Counseling 150/110
				NC College Skills001/002*	NC College Skills001/002*
	Begin Math/Engl.	Begin Math/Engl.	Begin Math/Engl.	Begin Math/Engl.	Begin Math/Engl.
			End SP w/ CUM GPA 2.5+ **	End SP w/ CUM GPA 2.5+	End SP w/ CUM GPA 2.5+
			End SP w/ 27+ Units**	End SP w/ 27+ Units	End SP w/ 27+ Units
Changes	“First Year Promise”	“First Year Promise”	“Canyons Promise”	“Canyons Promise”	“Canyons Promise”
	Book voucher	Book voucher			
		AB19 (Plus)			
		Canvas Communication	Canvas Communication	Canvas Communication	Canvas Communication
			Peer Mentors	Peer Mentors	Peer Mentors
			(AB2) Second Year	(AB2) Second Year	(AB2) Second Year
First-year Promise (Cohort Size)	258	521 (190 Plus)	938	1366	967
Second-Year Promise			309	626	830

*Canyons Promise Program students were required to participate in the Noncredit Skills 001/002 or 003 for cohorts 2020 and 2021, respectively.

**Due to the COVID-19 Pandemic in spring 2020, Canyons Promise waived the requirements for the fall 2019 cohort to allow all students to progress with the program.

Methodology

Referential files were retrieved to access first-time status, course enrollments, persistence, and demographic information for fall terms 2017-2021. Informer reports were pulled for identifying participation in the program (student types), term and cumulative GPA, units earned, and degree/certificate completion. National Student Clearing House data was incorporated to assess which students transferred to a 4-year institution.

Procedures & Measures

Comparison Groups: Two groups of students were identified for each fall cohort. The requirements were a first-time status and a minimum of 12 units attempted for that term. All first-time, full-time students were then divided into two comparison groups; students who had participated in the Canyons Promise Program (Canyons Promise) and those who did not (Non-Promise). Cohorts are identified and discussed using the students' first fall term (e.g., fall 2019 cohort or fall 2020 cohort etc.,).

First-Generation: A student is given this designation if they are the first in their immediate family to have attended college. Thus, neither parent nor immediate guardians have ever attended college. The information for this designation were obtained from the "Parent Education" Informer Report.

Units Completed First Fall Term: This is defined as the total number of units a student earned at the end of their first Fall term, from those they attempted in their first fall term².

Cumulative Units Completed up to 1 Year: This includes the sum of units earned from their first fall up through the subsequent fall. If a student was not enrolled in the subsequent fall, the cumulative units include the furthest completed term after the first fall term.

Persistence Fall to Spring: This is defined as all students chosen as part of both comparison groups who (Promise or Not Promise) go on to have an enrollment in the subsequent primary term spring (in the usx spring referential file).

Persistence Fall to Fall: The same cohorts identified above were followed to identify those who have an enrollment in the subsequent fall term (in the usx fall referential file).

GPA First Fall Term: This is defined as the ending first fall term GPA for the students' first fall term as found in the STS Term GPA field from Informer.

Cumulative GPA up to 1 Year: This is defined as the cumulative GPA for the student as of the subsequent fall term. If a student did not continue to enroll prior to the subsequent fall, then the cumulative GPA for all terms up to the subsequent fall are used as the cumulative GPA. The furthest term up to a year out for each student was identified and the "STSRUNNINGALTGPA" from Informer for that furthest completed term was used as the cumulative GPA.

² Cohorts Fall 2020 and Fall 2021 had 99% of Promise students begin enrollment in the summer prior. This was due to changes in the Promise Program requiring enrollment in non-credit courses the summer prior. However, this outcome measures only the fall units attempted and then earned/completed.

Transfer Level Math & English Completion in the first year: This measure was defined in alignment with the Student Centered Funding Formula (SCFF) and Student Equity and Achievement (SEA) definition for completion in the first year. Students' enrollment and successful completion of Math and English needed to have occurred within one year including the preceding summer, first fall, winter, or spring terms, the following summer does not count). Success in the courses was defined as students having earned a grade of C or better.

Time to Completion of an Award: Records of Degrees and/or Certificates were obtained from the "Degrees and Certs" Informer report. The first day of the cohort's first fall term was used for starting date and time to completion was calculated based on the earliest date an award was conferred. Flags were made for students whose completion of an award occurred within 2 years and additional flags made for students whose awards were earned within 3-years.

Transfer to a 4-year Institution: Student data from these identified cohorts was linked to National Student Clearing House data, an educational reporting agency that tracks student enrollment at 4-year institutions in the United States. Students were flagged as transferring to a 4-year institution if National Student Clearing House had data of their enrollment at a 4-year institution.

Note: There are larger numbers of students flagged as Canyons Promise students than total counts included in this evaluation. Only students with an enrollment record in the starting fall term in which a student was flagged as Promise are included. Students may have applied and been accepted into the program but if no actual enrollment was made (no match in our usx referentials), the student could not be tracked and was not included in this evaluation. Another factor is that if students started the program but did not complete or stay enrolled at the end of the term to be identified as Promise in the system, they were not included since they had not fully participated.

Results

Cohort of Students

The total number of first-time, full-time (12 or more units) students across the last five fall terms (2017-21) was 10,181. The fall term with the largest number of Canyons Promise participating students was fall 2020. Across these last five years the counts of students participating in the Canyons Promise Program have increased until there was a moderate dip in fall 2021 (*see Table 2*).

Table 2. Number of First-time, Full-time students Promise vs. Non-promise 2017 to 2021 (fall terms)

Groups	Total	2017 Fall	2018 Fall	2019 Fall	2020 Fall	2021 Fall
Total First-Time, Full-Time	10180	1865	1966	2188	2294	1867
Canyons Promise	4050	258	521*	938	1366	967
Non- Promise	6130	1607	1445	1250	928	900

*This count includes 190 Canyons Promise Plus students in the fall 2018 cohort. These students received support at a reduced capacity via the passing of A.B. 19.

The proportion of first-time, full-time students who have participated in the Canyons Promise Program increased for the first four years, with a modest dip in 2021 (14% to 60% at the highest, and to 52% for the 2021 cohort). Fall 2020 was the first term where the proportion of Canyons Promise participating students was greater than Non- Promise students (see Table 3).

Table 3. Proportion of Promise Program Students out of all First-Time Full-Time 2017 to 2021 (fall terms)

Groups	Total	2017 Fall	2018 Fall	2019 Fall	2020 Fall	2021 Fall
Total First-Time, Full-Time	10180	1865	1966	2188	2294	1867
Percent Participating in Canyons Promise	40%	14%	27%	43%	60%	52%

Fall cohorts 2020 and 2021 are somewhat different than the preceding cohorts. Beginning in fall 2020, Canyons Promise students were instructed and required to enroll in summer non-credit courses. Specifically, the noncredit Skills 001/or 002 or 003 depending on the cohort (See Table 1. for details)³¹. Therefore, 99% of Canyons Promise participating students in cohorts fall 2020 and fall 2021 were enrolled the summer prior to their first fall term. As such the matched comparison group consisted of students with a full-time, first-time enrollment in either fall 2020 or 2021 **and could have also had an enrollment** in the preceding summer.

Table 4. Percent Summer Prior Enrollments for Fall 2020 and Fall 2021 Cohorts

Group	2020 Fall	2021 Fall
Canyons Promise	99%	99%
Non-Promise	21%	21%

Of the students from fall 2020 and 2021 cohorts who had summer enrollments above, a larger proportion of the enrollments among the Canyons Promise students were comprised of noncredit courses (73%)

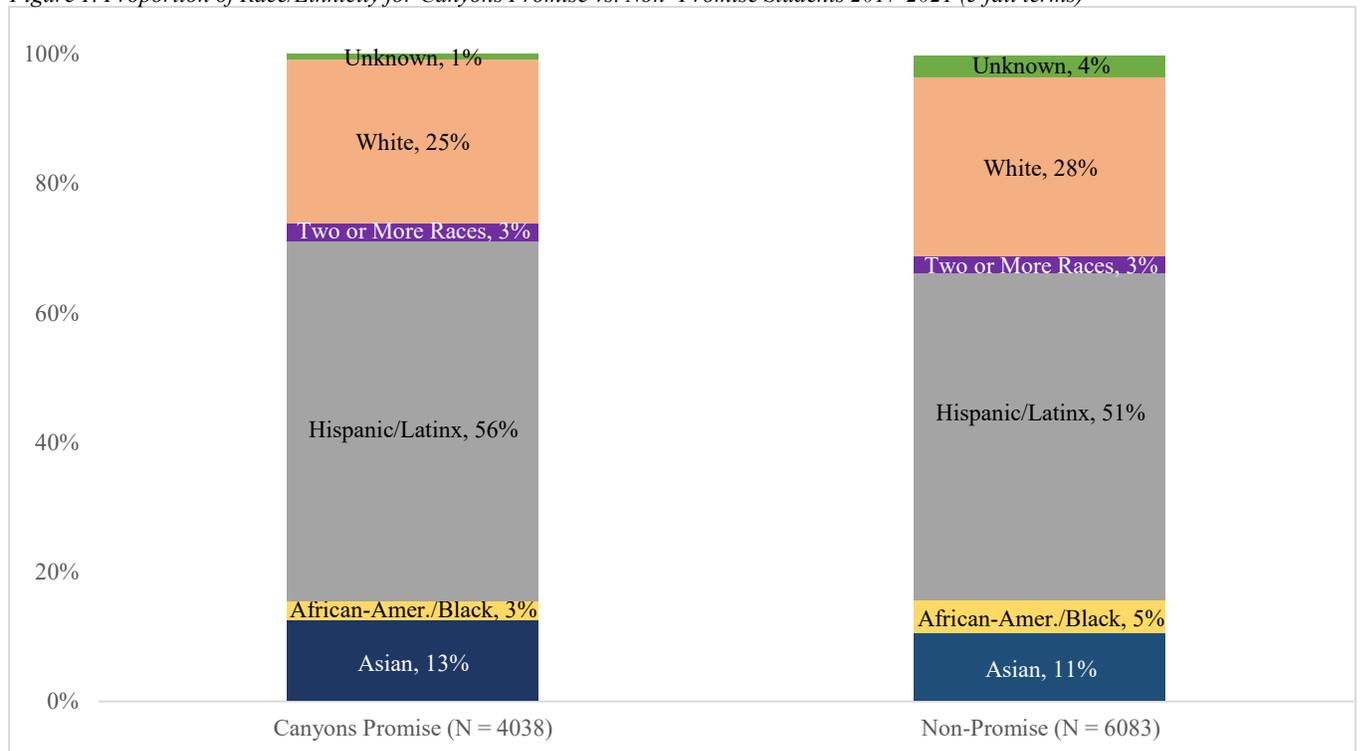
³¹ Students participating in Canyons Promise during 2020 and 2021 cohorts where summer enrollment of noncredit skills courses (at no charge to them). They had the freedom to enroll in for credit courses as well (but this was not required summer prior).

compared to 34% among the Non-Promise summer enrolled students. Illustrating that Canyons Promise students in Cohorts 2020 and 2021 primarily enrolled in noncredit coursework for their summers as opposed to a greater proportion of enrollment within for credit coursework among the Non-Promise students. Analyses from here forward will make comparisons on outcomes between the two groups for Non- Promise (6,130 students) vs. Canyons Promise (4,050 students) in the aggregate across the five years.

Profile of Students

Student reported race/ethnicity did not differ much between Canyons Promise students and Non-Promise students. The CPP group was comprised of slightly more Asian, and Hispanic/Latinx than the Non-Promise group. The Canyons Promise group was comprised of slightly less African-American/Black, White, and Unknown (*see Figure 1*).

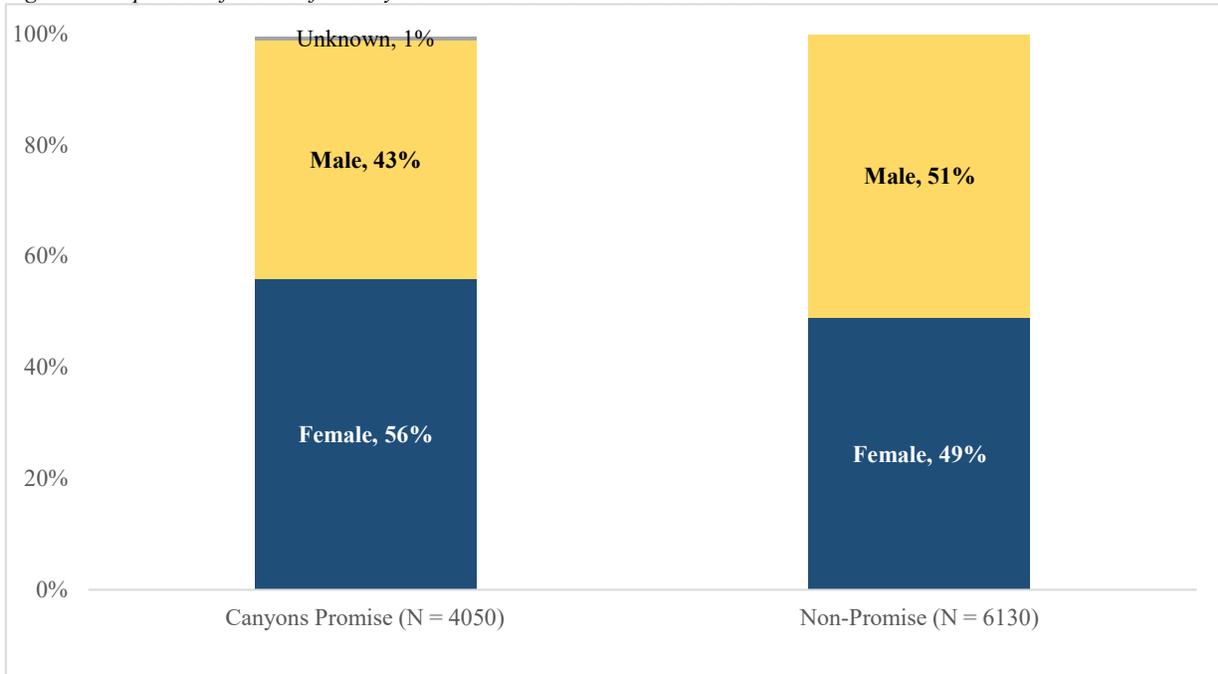
Figure 1. Proportion of Race/Ethnicity for Canyons Promise vs. Non- Promise Students 2017-2021 (5 fall terms)



* Native American/Indigenous and Hawaiian/Pacific Islander are excluded from denominator presented above. Excludes rates for Native American and for Hawaiian/Pacific Islander (less than 0.7% combined N = 59 across all five years).

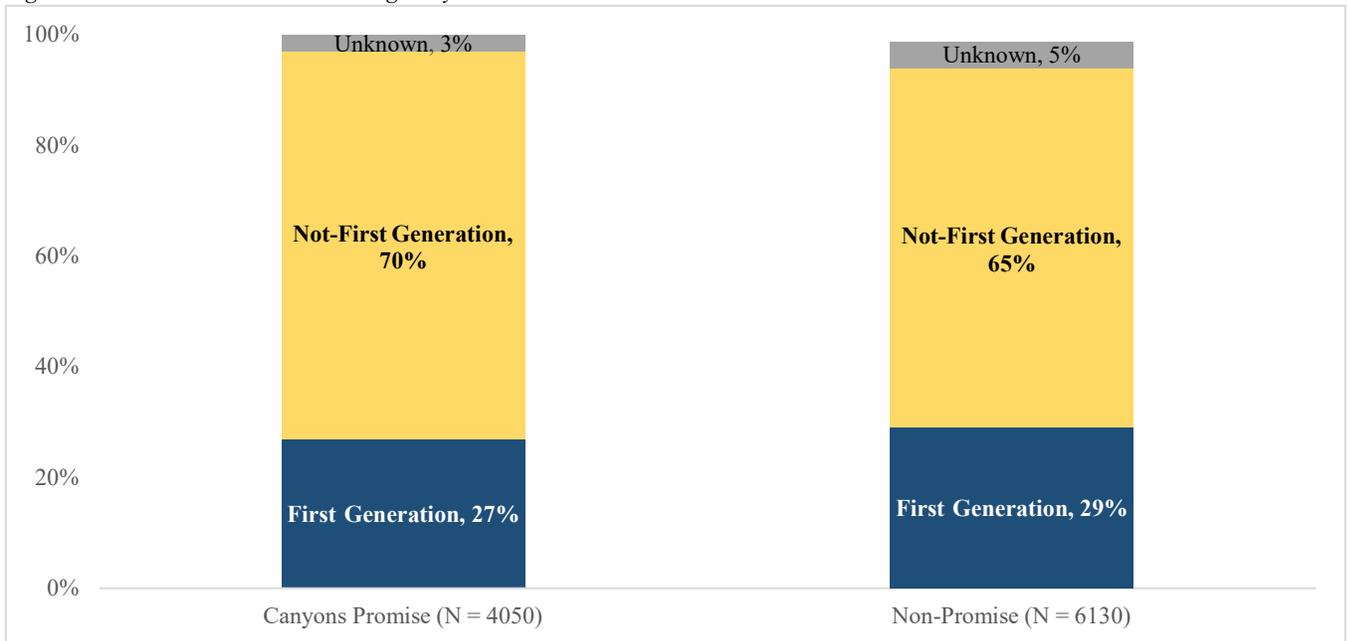
There is a substantial majority of Female students among the Canyons Promise (56%) as compared to the Non-Promise which has a near equal number of males and females (*see Figure 2*).

Figure 2. Proportion of Gender for Canyons Promise vs. Non-Promise Students



First-generation students comprise 29% for Non-Promise and 27% for Canyons Promise students (see Figure 3).

Figure 3. First-Generation Status Among Canyons Promise vs. Non-Promise Students



To account for possible differences in Education Goals (such as students aiming to attain a degree or certificates versus those who do not). Descriptive analyses on Education Goal between

the two groups showed that a larger proportion of students from the Non-Promise (62%) as compared to Canyons Promise (51%) had stated their intended education goal was earning some type of an award. See Table 5 below.

Table 5. Selected Ed Goal for Canyons Promise vs. Non-Promise Students

Education Goal	Canyons Promise (N = 4,050)	Non - Promise (N = 6,130)
Associates' Degree & transfer to a 4-yr institution	48%	56%
Obtain a 2-year Associates' Degree without transfer	2%	4%
Earn Vocational Certificate without transfer	<1%	1%
Total with a goal including some type of award*	50%*	62%*
Transfer to 4-yr institution without an Associates' Degree	8%	11%
Other (e.g., discover/formulate career interests, advance in current job, prepare for new career, undecided, etc.,)	42%	27%

*Sum of the cells for all the Education Goals with an award.

Analyses for students' self-reported High School GPA prior to College of the Canyons coursework was assessed to examine baseline differences in the comparison groups. Results indicated that students who participate in the Canyons Promise Program have higher High School GPAs as compared to Non-Promise ($\chi^2 (1, N = 3,792) = 162.4, p <.01$). The data for High School GPA was self-reported with 6 available categories (*as seen in table below*) and not a continuous measure of GPA. Among Promise students 78% indicated that their High School GPA was above 3.0, whereas 63% indicated this for the Non-Promise group. The distribution of proportions of GPA categories by Canyons Promise and Non- Promise is provided in Table 6.

Table 6. High School GPA Categories by Canyons Promise vs. Non- Promise

High School GPA Category	Canyons Promise (N = 2,237)	Non-Promise (N = 1,555)	Total (N = 3,792)³
0.00-1.99	1%	2%	1%
2.00-2.59	7%	13%	10%
2.60-2.99	15%	22%	18%
3.0-3.49	28%	31%	29%
3.50-3.99	33%	22%	28%
4.00 or higher	17%	10%	14%
Total 3.0 GPA or higher	78%	63%	72%
Total GPA below 3.0 ⁴	22%	37%	28%

³ Due to ease of accessing assessment data and historical changes in the options for GPA categories we limited to the two most recent and largest cohorts of students (e.g., fall 2020 and fall 2021) only.

⁴ When disaggregating High School GPAs above and below 3.0 by demographics (gender, ethnicity, and first-generation status) patterns reveal that a higher proportion of disproportionately impacted groups (males, non-white/non-Asian, and first-generation) have a smaller proportion of their students with High School GPAs that are 3.0 and above as compared to not disproportionately impacted groups.

Unit Completion

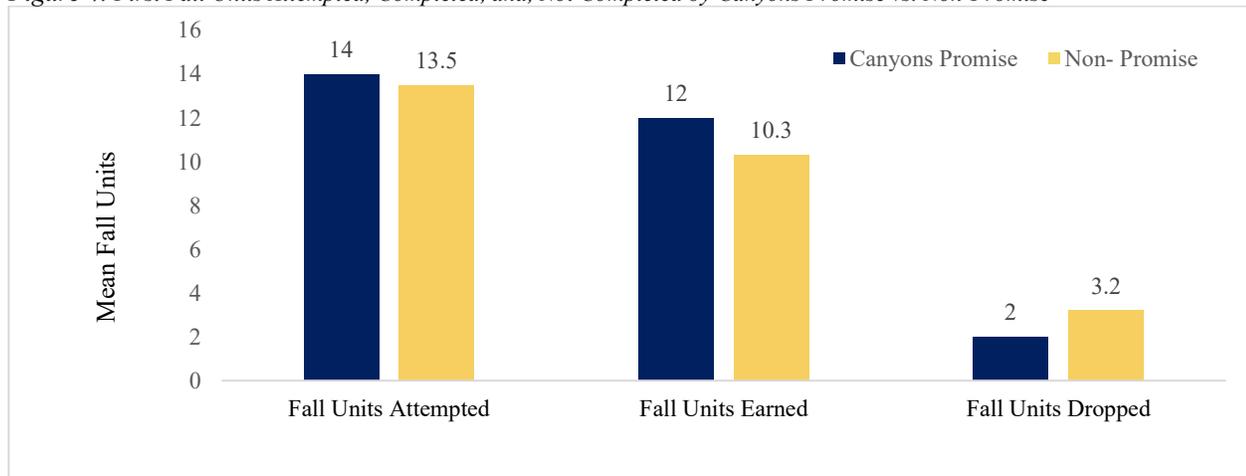
An assessment of unit completion at the end of the first fall term and at the end of the first year (up to the subsequent fall) was completed. The “cumulative units completed at the end of their first year includes the cumulative units earned up to the latest completed term through subsequent fall. Thus, if a student failed to enroll prior to their subsequent fall this accounts for the latest term. The overall pattern was such that students in the Canyons Promise group had higher average units earned at the end of both their first fall term as well as cumulatively at the end of their first year (see Table below).

Table 7. Units Completed End of First Term and End of First Year

	Canyons Promise⁵ (N = 4,050)	Non-Promise (N = 6,130)
End of First Fall Term	<i>M</i> =12.0, (<i>SD</i> = 4.3)	<i>M</i> = 10.3, (<i>SD</i> = 4.9)
End of First Year (Fall-Fall)	<i>M</i> = 37.6, (<i>SD</i> = 18.5)	<i>M</i> =29.4, (<i>SD</i> = 18.6)

The above differences in means at the end of the first fall term and at the end of following fall semester between Canyons Promise and Non-Promise were both significantly different ($t(10,175) = -17.78, p < .01$), and ($t(10,175) = -21.91, p < .03$, respectively) via *t-tests* for differences in means. To account for starting differences, units attempted for the first fall term were compared between the two groups. Students participating in the Canyons Promise attempted slightly more units, completed more units at the end of the first fall term, and dropped less units compared to student who were Non-Promise. See figure below.

Figure 4. First Fall Units Attempted, Completed, and, Not Completed by Canyons Promise vs. Non-Promise

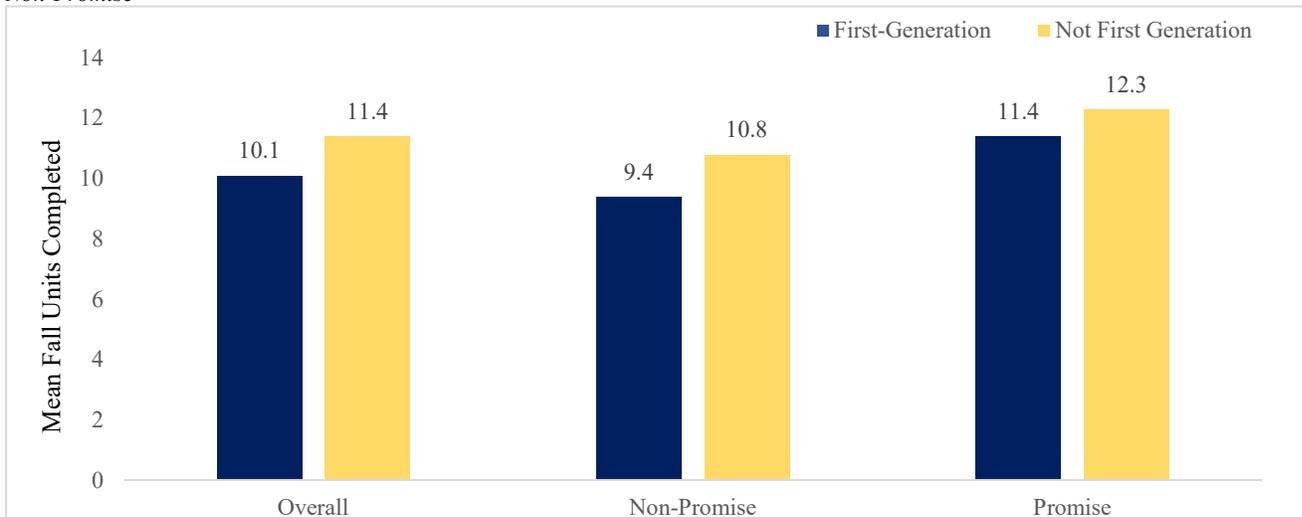


⁵ These analyses include the Promise Program Plus within the Canyons Promise program group. Separate analyses (*t-test*) to assess if mean differences on this outcome were different for the Promise Plus (190 students) as compared to the remaining Canyons Promise group illustrated no significant differences ($p = .89$). The units for the Plus students was slightly lower than for Canyons Promise but higher than for the Non-Promise Group. As such Promise Program Plus students are subsumed into the outcomes along with the full Canyons Promise group.

When disaggregating the end of first fall term unit outcomes by ethnicity, gender, and first-generation status univariate analyses find that overall white and Asian as compared to non, females as compared to males, and not-first-generation as compared to first-generation, complete a greater number of units at the end of their first fall term independent of Canyons Promise or Non-Promise participation.

However, when assessing the effects of the Canyons Promise Program on these demographic groups, while all students benefited from participating in the program as compared to not participating, it is important to note that for groups identified as disproportionately impacted (e.g., non- white/Asians, males, and first-generation), the students who participated in the Canyons Promise program completed more units at the end of their first fall term as compared to their counterparts who are Non-Promise ($p < .01$ for all). First-generation in the Canyons Promise Program completed higher mean units than their first-generation counterparts not in the Canyons Promise Program ($F(1, N=9666) = [126.24], p < .01$). See figure below.

Figure 5. Mean Units Completed at End of First Fall Term Disaggregated by First-Generation Status between Canyons Promise vs. Non-Promise



*Means depicted in Figure 5 include fall term starting units only and do not include units completed the summer prior to their first fall term. For full means including summer starting units see Appendix Table 16. Means in figure compared to Table 16 exclude listwise deletions for missing (unknown) parental education status.

Males in the Canyons Promise Program completed higher mean units than their male counterparts not in the Canyons Promise Program ($F(1, N=10091) = 221.6, p < .01$). Students who are disproportionately impacted by race/ethnicity (non-White or Asian) completed higher mean units than their (non-White or Asian) counterparts not in the Canyons Promise Program ($F(1, N=10174) = 200.9, p < .01$). Disaggregations of the outcomes by the same demographic groups follow the same patterns of significance for the following measures: units completed at the end of the first year, GPA at the end of the first fall, and GPA at the end of the first year. A table of means, medians, and standard deviations for those following outcomes can be found in Appendix [Tables 15-17].

College Grade Point Average (GPA)

An assessment of GPA at the end of the first fall term and at the end of the first year (up to the subsequent fall) was completed. The “End of First Year” includes the cumulative GPA earned up to the latest completed term through subsequent fall. Thus, if a student failed to enroll prior to their subsequent fall, this accounts for the latest term. Students in the Canyons Promise group had a higher average GPA than Non-Promise at the end of the first Fall term. Canyons Promise also had a higher average cumulative GPA than Non-Promise at the end of their first year (*see Table below*).

Table 8. GPA End of First Term and End of First Year

	Canyons Promise⁶ (N = 4,050)	Non-Promise (N = 6,130)
End of First Fall Term	<i>M</i> = 2.9, (<i>SD</i> = 1.1)	<i>M</i> =2.4, (<i>SD</i> = 1.2)
End of subsequent Fall (Fall to Fall)	<i>M</i> = 2.9, (<i>SD</i> = 1.0)	<i>M</i> =2.5, (<i>SD</i> = 1.1)

The above differences in means at the end of the first fall term and at the end of the first year up through subsequent fall term between Canyons Promise and Non-Promise were both significantly different ($t(10,175) = -18.03, p < .01$ and $t(10,175) = -17.6, p < .01$, respectively) via *t-tests* for differences in means.

Persistence

An assessment of persistence from first fall term to subsequent spring term was completed. A greater proportion of Canyons Promise students persisted from fall to spring (91%) than the Non-Promise students (84%). *See Table below*.

Table 9. Fall to Spring Persistence Rates Canyons Promise vs. Non-Promise

	Canyons Promise (N = 4,050)	Non-Promise (N = 6,130)
Fall to Spring persistence	91%	84%
Did not persist	9%	16%

⁶ These analyses include the Promise Program **Plus** within the CPP group. Separate analyses (*t-test*) to assess if mean differences on this outcome were different for the Promise Plus (190 students) as compared to the remaining Canyons Promise group illustrated no significant differences ($p = .80$).

The above differences in rates of persistence for fall to spring between Canyons Promise and Non-Promise were significantly different ($\chi^2 (1, N = 10,180) = 113.5, p <.01$). Students in Canyons Promise persisted at a greater rate than Non-Promise. Disaggregations for this outcome and the following three outcomes by gender, ethnicity, and first-generation status are included in the appendix (*Tables 17, 18, and 19*).

Analysis for persistence from first fall term to subsequent fall term enrollment in one-years' time was also assessed. Students' completion of an award (degree or certificate) between the first fall term and subsequent was included so as to obtain a true rate for persistence. A larger proportion of Canyons Promise Program students persisted from first fall term to the next (83%) as compared to Non-Promise (70%), *See Table below*.

Table 10. Fall to Fall Persistence Rates Canyons Promise vs. Non-Promise

	Canyons Promise (N = 4,050)	Non-Promise (N =6,130)
Persisted and/or Completed (Fall to Fall)	83%	70%
Persisted (Fall to Fall) ⁷	81%	69%
Completed prior to next fall & did not re-enroll	2%	1%
Did not persist, nor complete	17%	30%

The above differences in rates of persistence for fall to fall between Canyons Promise and Non-Promise were significantly different ($\chi^2 (2, N = 10,180) = 244.2, p <.01$). Students in Canyons Promise persisted and or completed at a greater rate than Non-Promise.

Completion of Transfer Level Math & English in the first year

To understand if students are completing key benchmarks in their academic journey, an assessment of completion of Transfer-Level (TL) Math and English within the first year was made. This tracking is in alignment with the Student Equity and Achievement Plan (SEA) and the Student-Centered Funding Formula (SCFF). Students who participated in the Canyons Promise Program had higher rates of

⁷ This outcome excludes the fall 2021 starting cohort, as at the time of the writing of this report the usx/ust files to track enrollment up to one year (fall 2022) for this cohort in a manner consistent with methodology for the prior cohorts, was not yet finalized. Thus, total Ns for this outcome are lower than other stated thus far.

completing both Transfer-Level Math and English within their first 1-year time frame (55%) as compared to the Non-Promise (31%). Students participating in Canyons Promise had lower rates of attempting but not completing a Transfer-Level course (15%) as compared to Non-Promise (27%). Students participating in Canyons Promise had lower rates of not attempting any Transfer Level Math or English within their first year (2%) as compared to Non-Promise (7%). See Table below for details.

Table 11. Completion of Transfer-Level Math & English within the First Year

	Canyons Promise (N = 4,050)	Non-Promise (N =6,130)
Completed Both (TL) Math & English	55%	31%
Completed (TL) English Only	22%	29%
Completed (TL) Math Only	6%	6%
Attempted some (TL) but did not complete	15%	27%
No attempt of any (TL)	2%	7%

The above differences in rates completing both Transfer-Level Math and English between Canyons Promise and Non-Promise were significantly different ($\chi^2 (1, N=10,180) = 574.3, p <.01$). Students in Canyons Promise completed both Math and English within their first year at a significantly greater rate than Non-Promise students.

Since baseline differences were found for self-reported High School GPA prior to participation in the program, further analyses were conducted to examine outcomes among Promise and Non-Promise students who had similar High School GPAs. The following measures were examined:

- **Unit Completion** (first Fall term, and up to 1 year),
- **GPA** (first Fall term, and up to 1 year),
- **Persistence** (first fall to spring, and first fall to subsequent fall)
- **Completion of Transfer-Level Math and English** (within the first year)

These were compared for students whose high school GPAs were 3.0 and above versus below 3.0 within Canyons Promise Program and Non-Promise. These results are presented in Tables 21-24 in the appendix. In summary, results illustrate that even among students with lower high school GPAs (GPA below 3.0) those in the Canyons Promise Program have significantly better outcomes on the above measures than their lower high school GPA counterparts who did NOT participate in the Canyons Promise Program on all of the above outcomes with the exception of Unit Completion for first fall term as well as up to 1 Year. Thus, the rest of the report presents analysis for all 5 years of cohorts (with complete and larger sample sizes) without including High School GPA (that could not be comparatively matched for these earlier cohorts). High School GPA matched comparisons did not include Award Completion and Transfer to a 4-Year Institution, since the last two cohorts (fall 2020 and fall 2021) have incomplete data for these outcomes (i.e., requires 3-4 years of time for completion).

Degree/Certificate Completion

An initial assessment of the rate of completing a degree and/or certificate within 2 years or within 3 years was conducted. The analysis illustrated a higher rate of completing in 2 years (29%) for Canyons Promise students as compared to Non-Promise (12%). A similar pattern was found for completing in 3 years (35% vs 21%, respectively). However, the truest assessment is to limit the cohorts to those that had enough time to complete in 2 years or 3 years (as of the time of this evaluation and write-up). Also, this analysis should be limited to those students within the relevant cohorts who stated that earning a degree and or certificate was their Education Goal.

An assessment of completion of an award within 2-years among cohorts 2017, 2018, 2019, and 2020 was made. The results were limited to students with an education goal including earning a degree and/or certificate. This data was limited to cohorts 2017-2019 for the 3-year completion rates.

Students participating in the Canyons Promise had a higher rate of completion (e.g., degree or certificate) within 2-years from their first fall term (29%) as compared to the Non-Promise (12%). Students in the Canyons Promise participating group also had a higher rate of completion within 3 years (34%) as compared to Non-Promise students (23%). *See Table below.*

Table 12. Completion of Awards Canyons Promise vs. Non-Promise*

	Canyons Promise		Non-Promise	
	N	%	N	%
Completion of a degree or certificate within 2-years*	1602	29%	3197	12%
Completion of a degree or certificate within 3-years	960	34%	2684	23%

*Ns are limited to the relevant cohorts per 2-year (2017-18-19-20) or 3-year (2017-18-19) outcome.

Transfer to a 4-Year Institution

An assessment of rate of Transfer to a 4-year Institution was conducted for both groups overall. An initial comparison of rate of Transferring to a 4-year Institution finds that students who participated in the Canyons Promise program had a lower rate of transferring (16%) as compared to Non-Promise students (23%). Importantly, a lower proportion of Promise students (55%) as compared to Non- Canyons Promise students (67%) had an educational goal that involved transferring at the outset.

To isolate more specifically if this pattern was true among students whose stated education goal/intention was to transfer we limited the outcome to only those students from both comparison groups whose education goal was either “Associate’s Degree & transfer to a 4-year Institution” or “Transfer to a 4-year institution without obtaining a degree/award”. Because this outcome would require in a majority of the stated education goals for students to finish a degree as well as transfer this would necessitate lag time of

several years for a student to complete this outcome. This method also follows CCCCCO Student Success Metrics for assessing completion by following cohorts for 3 to 4 years out for transfer. We limited these outcomes to cohort years that allowed enough time to have possibly completed an award and or transferred and shown up in the system at another institution by our latest files of spring 2022 (e.g., Cohorts 2017, 2018). Results illustrated that Canyons Promise students have a higher rate of transferring to a 4-year institution ($p = .09$) than Non-Promise students, *see Table below*.

Table 13. Rate of Transfer to 4-Year Institution When Limited to Ed Goal of Transfer*

	Canyons Promise (N =779)	Non-Promise (N = 2,693)
Transferred to 4-yr.	40%	37%

*limited to 2017 and 2018 cohorts

It is possible that as more cohorts' data are tracked for additional years, the trend of this pattern may grow stronger towards significance.

Canyons Promise Program Administered Mid-Year Survey Spring 2022

The Canyons Promise Program Coordinators administered a mid-year survey in the spring term (February) of 2022 to the Fall 2021 starting cohort of 778 students with 343 responding and second year Canyons Promise Students a total of 801 surveyed with 229 responses. Thus, a total of 572 students responded (42% response rate). The survey included the below 4 questions and results:

1. What are the benefits of Canyons Promise that you find most useful? Please check all that apply.

- a. *Paid tuition and fees during fall and spring semesters (97%, 559 respondents)*
- b. *Access to Promise counselors for only members of Canyons Promise (75%, 426 respondents)*
- c. *Regular Updates from counselors and staff through Canvas (66%, 376 respondents)*
- d. *Workshops by Promise counselors and other programs at COC (37%, 213 respondents)*
- e. *Priority registration for fall and spring semesters (87%, 500 respondents)*
- f. *No Answer (1%, 7 respondents)*

2. Which is your preferred format for a one-hour counseling appointment with a Promise Counselor?

- a. *Online via Zoom (53%, 302 respondents)*
- b. *I have no preference (34%, 195 respondents)*
- c. *In Person (12% 67 respondents)*
- d. *No Answer (1%, 8 respondents)*

3. Which is your preferred format for a drop-in counseling session with a Promise counselor? Drop-in does not require an appointment.

- a. *Online via Zoom (72%, 413 respondents)*
- b. *I have no preference (21%, 118 respondents)*

- c. *In Person* (5%, 29 respondents)
- d. *No Answer* (2%, 12 respondents)

4. We understand all programs have room to improve. Please tell us how we can make this experience better for you. (Open-Ended Coded for Themes, 268 respondents from the first-year cohort of Canyons Promise students and 95 respondents from the second-year cohort of Canyons Promise students.)

Table 14. Coded Themes for Mid-Year Survey 2022 Open-Ended Responses to Canyons Promise Program Areas for Improvement

Theme	First- Year N	%	Second- Year N	%
Availability of Counseling Appointments	37	34%	26	34%
More Workshops (e.g., Transferring or FAFSA)	26	24%	2	3%
Clearer Requirements & Benefits	24	22%	4	5%
Increase Communication on Instructions	17	16%	19	25%
More Peer Connection	7	6%	1	1%
Decrease Amount of Notifications	7	6%	0	0%
Academic Planning	5	5%	8	10%
More Scholarship Opportunities/Financial Support Book Vouchers etc.,	3	3%	11	14%
Registration Assistance	2	2%	5	6%
More Tutoring Support	1	1%	1	1%

Note: The majority of open-ended responses (158 of 268 among first years) were positive with no recommendations to the program thus, above rates are out of 110 responses where recommendations or critiques were provided. Positive responses are also excluded from the rates among the second years for a total denominator of 77.

The most popular feedback reported in the free-response among the first-year cohort is the availability of counseling appointments (34% of responses) followed by more workshops (24%). Among the second-year cohort availability of counseling appointments was also the top reported concern (34%) followed by increasing the communication on instructions and information on the program (25% of responses).

Summary Findings

- The proportion of first-time, full-time students participating in Canyons Promise has nearly tripled over the last five years (2017-2021), from 14% to 40%.
- Students participating in the Canyons Promise Program have higher success on various outcomes (e.g., Unit Completion, GPA, Transfer Level Math & English Completion, Award Completion and Transfer to 4-year institutions) as compared to a matched group of Non-Promise first-time, full-time students.
- While the gains in success occurred for **all** students in the Promise Program as compared to Non-Promise, when testing for the effects of disproportionately affected groups (e.g., males, non-White/Asian, or first-generation) participating in Canyons Promise also had higher outcomes than their non-participating counterparts.
- The Canyons Promise Program however, did not close outcome gaps between disproportionately impacted groups and non-D.I. groups (e.g., males vs. not, non-White/Asian vs. White/Asian, and first-generation vs. not).

- Students largely prefer to access counseling services online via zoom in comparison to in-person and no preference (both for drop-in and 1-hour, respectively).

Recommendations

Upon review of the results, the following recommendations should be taken into consideration:

- Continued advertisement and increased recruitment of students into the program would help to increase the number of students successfully completing these key outcomes in the future.
- Continued monitoring of the success of this program especially for long term outcomes like completion and transfer to a 4-year institution for more recent cohorts require a longer lag time.
- Continue monitoring of student preference on modality (in-person or face-to-face) for services.
- For the Canyons Promise Program explore practices on how best to close gaps for disproportionately impacted groups.
- Explore increasing the availability of online zoom access to counseling as opposed to in-person.

Implications

- The Institutional Research, Planning, and Institutional Effectiveness office collects information on how data and research conducted assist the campus community in making evidence-based decisions. In light of this, we ask that requestors, and/or members of any department/area that utilize the data, provide action implications for each report.
- Using the following [Action Implication Form](#)- please report actions and /or decisions that emerge from the data and findings presented in this report.

APPENDIX

Figure 6. Canyons Promise Program Advertisements and Marketing Materials



**CANYONS
PROMISE**
COLLEGE OF THE CANYONS

WOULD YOU LIKE TO ATTEND COC
TUITION-FREE
FOR YOUR FIRST 2 YEARS?
First-time, full-time Fall 2021 students can
SIGN UP NOW!



PROGRAM BENEFITS INCLUDE:

- Paid Enrollment Fees
- Access to Program-Specific Counselors
- Priority Registration
- Parking Permit or Bus Pass
- Career and Major Guidance
- Student Support Resources

www.canyons.edu/PROMISE
FOR DETAILS AND DEADLINES

COLLEGE OF THE CANYONS

Table 15. Unit Completion and GPA Means by Gender for Canyons Promise vs. Non-Promise

		Units End of First Fall Term	Units End of First Year (Fall to Fall)	GPA End of First Fall Term	GPA End of First Year (Fall to Fall)	
Non-Promise	Male	Mean	10.2	27.8	2.36	2.48
		Median	12.0	27.5	2.60	2.76
		Std. Deviation	5.0	18.4	1.25	1.14
	Female	Mean	10.8	31.0	2.52	2.63
		Median	12.0	32.0	2.80	2.97
		Std. Deviation	4.9	18.7	1.24	1.14
	Total	Mean	10.5	29.4	2.44	2.56
		Median	12.0	30.0	2.71	2.85
		Std. Deviation	5.0	18.6	1.25	1.14
Canyons Promise	Male	Mean	12.4	36.0	2.77	2.86
		Median	13.0	38.0	3.12	3.15
		Std. Deviation	5.1	18.6	1.14	1.00
	Female	Mean	13.0	39.0	2.96	3.02
		Median	14.0	41.0	3.31	3.33
		Std. Deviation	4.9	18.4	1.10	0.97
	Total	Mean	12.7	37.7	2.88	2.95
		Median	14.0	40.0	3.23	3.26
		Std. Deviation	5.0	18.5	1.12	0.99
Overall	Male	Mean	11.0	30.8	2.51	2.62
		Median	12.0	31.0	2.80	2.91
		Std. Deviation	5.2	18.9	1.23	1.10
	Female	Mean	11.7	34.5	2.71	2.80
		Median	13.0	36.0	3.00	3.12
		Std. Deviation	5.0	19.0	1.20	1.09
	Total	Mean	11.4	32.7	2.61	2.71
		Median	13.0	33.5	3.00	3.02
		Std. Deviation	5.1	19.0	1.22	1.10

Table 16. Unit Completion and GPA Averages by First-Generation for Canyons Promise vs. Non-Promise

			Units End of First Fall Term	Units End of First Year (Fall to Fall)	GPA End of First Fall Term	GPA End of First Year (Fall to Fall)
Non- Promise	Not First- Gen.	Mean	10.9	31.8	2.56	2.70
		Median	12.0	32.0	2.85	3.00
		Std. Deviation	4.8	18.7	1.22	1.09
	First- Generation	Mean	9.5	24.5	2.15	2.25
		Median	12.0	24.0	2.36	2.52
		Std. Deviation	5.3	17.6	1.27	1.20
	Total	Mean	10.5	29.5	2.43	2.56
		Median	12.0	30.0	2.70	2.86
		Std. Deviation	5.0	18.7	1.25	1.14
Canyons Promise	Not First- Gen.	Mean	13.1	39.5	2.96	3.05
		Median	14.0	41.0	3.30	3.34
		Std. Deviation	4.9	18.3	1.09	0.94
	First- Generation	Mean	11.8	33.5	2.68	2.72
		Median	13.0	35.0	3.00	3.00
		Std. Deviation	5.1	18.5	1.16	1.04
	Total	Mean	12.8	37.8	2.88	2.96
		Median	14.0	40.0	3.23	3.26
		Std. Deviation	5.0	18.5	1.12	0.98
Overall	Not First- Gen.	Mean	11.9	35.0	2.73	2.84
		Median	13.0	36.0	3.06	3.14
		Std. Deviation	5.0	18.9	1.19	1.05
	First- Generation	Mean	10.4	28.0	2.35	2.43
		Median	12.0	28.0	2.67	2.73
		Std. Deviation	5.3	18.5	1.26	1.17
	Total	Mean	11.4	32.9	2.62	2.72
		Median	13.0	34.0	3.00	3.04
		Std. Deviation	5.1	19.1	1.22	1.10

*Mean units End of First Fall Term and End of First year include any summer starting units completed prior to first Fall term.

Table 17. Unit Completion and GPA Averages by Race/Ethnicity for Canyons Promise vs. Non-Promise

			Units End of First Fall Term	Units End of First Year (Fall to Fall)	GPA End of First Fall Term	GPA End of First Year (Fall to Fall)
Non-Promise	White or Asian	Mean	11.4	34.0	2.74	2.86
		Median	12.0	35.0	3.00	3.14
		Std. Deviation	4.5	18.4	1.16	1.03
	Non-white or Asian	Mean	9.9	26.6	2.25	2.37
		Median	12.0	26.0	2.47	2.65
		Std. Deviation	5.2	18.2	1.26	1.17
	Total	Mean	10.5	29.4	2.44	2.56
		Median	12.0	30.0	2.71	2.85
		Std. Deviation	5.0	18.6	1.25	1.14
Canyons Promise	White or Asian	Mean	13.7	42.0	3.12	3.20
		Median	14.0	43.0	3.46	3.48
		Std. Deviation	4.8	18.1	1.02	0.86
	Non-white or Asian	Mean	12.1	35.0	2.73	2.79
		Median	13.0	37.0	3.07	3.09
		Std. Deviation	5.1	18.3	1.16	1.03
	Total	Mean	12.7	37.6	2.87	2.95
		Median	14.0	40.0	3.23	3.25
		Std. Deviation	5.0	18.6	1.12	0.99
Overall	White or Asian	Mean	12.3	37.2	2.89	3.00
		Median	13.0	38.0	3.25	3.28
		Std. Deviation	4.7	18.7	1.12	0.98
	Non-white or Asian	Mean	10.8	29.9	2.44	2.54
		Median	12.0	31.0	2.74	2.83
		Std. Deviation	5.3	18.7	1.24	1.13
	Total	Mean	11.4	32.7	2.61	2.71
		Median	13.0	33.0	3.00	3.02
		Std. Deviation	5.1	19.0	1.22	1.10

Table 18. Persistence and Completion Rates by Gender for Canyons Promise vs. Non-Promise

			Fall to Spring Persistence	Fall to Fall Persistence	Completion of Transfer Level Math & English	Completion Within 2 Years	Completion Within 3 Years
Non-Promise	Male	Rate	82%	67%	30%	9%	17%
	Female	Rate	86%	73%	33%	15%	26%
	Total	Rate	84%	70%	31%	12%	21%
Canyons Promise	Male	Rate	90%	81%	53%	22%	27%
	Female	Rate	92%	85%	57%	35%	41%
	Total	Rate	91%	83%	55%	29%	35%
Overall	Male	Rate	85%	72%	38%	14%	20%
	Female	Rate	88%	78%	43%	24%	33%
	Total	Rate	87%	75%	41%	19%	27%

Table 19. Persistence and Completion Rates by Race/Ethnicity for Canyons Promise vs. Non-Promise

			Fall to Spring Persistence	Fall to Fall Persistence	Completion of Transfer Level Math & English	Completion Within 2 Years	Completion Within 3 Years
Non-Promise	White or Asian	Rate	88%	74%	39%	16%	26%
	Non-White or Asian	Rate	81%	67%	27%	10%	18%
	Total	Rate	84%	70%	31%	12%	21%
Canyons Promise	White or Asian	Rate	95%	88%	62%	35%	41%
	Non-White or Asian	Rate	89%	80%	51%	26%	31%
	Total	Rate	91%	83%	55%	29%	35%
Overall	White or Asian	Rate	91%	80%	48%	23%	32%
	Non-White or Asian	Rate	84%	73%	36%	16%	23%
	Total	Rate	87%	75%	41%	19%	27%

Table 20. Persistence and Completion Rates by First-Generation Canyons Promise vs. Non-Promise

			Fall to Spring Persistence	Fall to Fall Persistence	Completion of Transfer Level Math & English	Completion Within 2 Years	Completion Within 3 Years
Non-Promise	Not First-Generation	Rate	87%	73%	36%	14%	24%
	First-Generation	Rate	77%	64%	23%	8%	16%
	Total	Rate	84%	70%	32%	12%	22%
Canyons Promise	Not First-Generation	Rate	93%	86%	56%	31%	38%
	First-Generation	Rate	88%	77%	50%	25%	30%
	Total	Rate	91%	83%	55%	30%	35%
Overall	Not First-Generation	Rate	89%	79%	45%	21%	30%
	First-Generation	Rate	82%	69%	33%	14%	21%
	Total	Rate	87%	76%	41%	19%	27%

Table 21. GPA at end of First Fall and End of First Year Compared by High School GPA

		GPA End of First Fall Term				GPA End of First Year (Fall to Fall)			
		Mean	SD	N	Significance	Mean	SD	N	Significance
Below 3.0 HS GPA	Non-Promise	1.8	1.3	580	$p = .024$	1.8	1.2	580	$p < .01$
	Canyons Promise	2.1	1.2	494		2.2	1.1	494	
	Total	2.0	1.3	1074		2.0	1.2	1074	
3.0 HS GPA and Above	Non-Promise	2.7	1.2	975	$p < .01$	2.7	1.1	975	$p < .01$
	Canyons Promise	3.1	1.0	1743		3.2	0.8	1743	
	Total	3.0	1.1	2718		3.0	1.0	2718	
Total	Non-Promise	2.4	1.3	1555	$p < .01$	2.4	1.2	1555	$p < .01$
	Canyons Promise	2.9	1.1	2237		3.0	1.0	2237	
	Total	2.7	1.2	3792		2.7	1.1	3792	

Table 22. Unit Completion at end of First Fall and End of First Year Compared by High School GPA

		Unit Completion End of First Fall Term				Unit Completion End of First Year (Fall to Fall)			
		Mean	SD	N	Significance	Mean	SD	N	Significance
Below 3.0 HS GPA	Non-Promise	8.1	5.5	580	NS* p = .06	19.3	16.5	580	NS*
	Canyons Promise	9.4	5.4	494		25.2	16.8	494	
	Total	8.7	5.5	1074		22.0	16.9	1074	
3.0 HS GPA and Above	Non-Promise	11.3	4.8	975	p < .01	29.5	17.4	975	NS*
	Canyons Promise	12.8	4.0	1743		40.0	17.3	1743	
	Total	12.3	4.4	2718		36.3	18.1	2718	

* While patterns are higher for those in Canyons Promise as compared to Non-Promise the results remain Non-Significant with the limited size of (2020 and 2021 only).

Table 23. Fall to Spring Persistence and Fall to Fall Persistence Compared by High School GPA

		Fall to Spring Persistence			Fall to Fall Persistence		
		Rate	N	Significance	Rate	N	Significance
Below 3.0 HS GPA	Non-Promise	72%	419	p < .01	56%	327	p < .01
	Canyons Promise	83%	408		67%	332	
	Total	77%	827		61%	659	
3.0 HS GPA and Above	Non-Promise	84%	820	p < .01	73%	714	p < .01
	Canyons Promise	94%	1641		88%	1541	
	Total	91%	2461		83%	2255	

Table 24. Completion of Transfer Level Math and English Compared by High School GPA

		Completion of Transfer Level Math and English		
		Rate	N	Significance
Below 3.0 HS GPA	Non-Promise	21%	123	p < .01
	Canyons Promise	37%	185	
	Total	29%	308	
3.0 HS GPA and Above	Non-Promise	45%	438	p < .01
	Canyons Promise	65%	1134	
	Total	58%	1572	

For questions, or more detailed information on this research brief, contact Vida M. Manzo, Ph.D., vida.manzo@canyons.edu, Senior Research Analyst or Preeta Saxena, Ph.D., preeta.saxena@canyons.edu, Director, Institutional Research, Planning and Institutional Effectiveness. Special thanks to IRPIE volunteer Professor Joseph Gerda.