



Data Highlights for College of the Canyons' Canyons Completes (Guided Pathways) Efforts Fall 2021 Update Notes

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1. Of all students who apply to the College, what percent enroll?

About half of students who apply to the College enroll [1].

Among first-time students who are credential-seeking, this rate is 61% in fall 2021, a drop from the 70%, from prior years [2]

2. What percentage of College of the Canyons students are enrolled full-time (12 or more units)?

Approximately 1/3 of students are enrolled full-time while 2/3 are enrolled part-time in a given term. [3]

For a Fall 2018 cohort of first-time students, results showed that the average number of units in their first four primary terms (Fall 2018, Spring 2019, Fall 2019, and Spring 2020) indicated that 66% were part-time and 34% full-time. [4]

3. Are there differences in term-to-term (fall-spring-fall) persistence in the first year for full vs part-time first-time students?

A higher percentage of part-time students in a first-time student cohort (Fall 2018) **did not** persist compared to full-time students in the same cohort (33% – part-time and 9% – full-time). Full-time students in the cohort were almost *twice as likely* to persist fall to spring to fall compared to part-time students in the same cohort (72% - full-time and 45% - part-time). [4]

Table 1. Fall 2018 First-time Cohort Persistence Rates

	Fall only (No spring, no consecutive fall)	Fall to spring only	Fall to fall (no spring)	Fall to spring to fall
Part-time (n=1,073)	33%	18%	4%	45%
Full-time (n=2,095)	9%	17%	2%	72%
Overall (n=3,245)	18%	18%	3%	62%

4. What percentage of the student population is exclusively enrolled in noncredit?

In the Fall 2020 semester, approximately **2%** of the student population was exclusively enrolled in noncredit classes (excludes Fire, Sheriff and Police In-Service Agreement students) and 13% were enrolled in both credit and noncredit courses. 80% of students in the Fall 2020 semester were enrolled in only credit courses. [4]

5. What percentage of the student population is enrolled in online courses?

Among all enrolled, about 52% were enrolled in at least one 100% online course during the Fall 2020 semester. Due to COVID-19 stay-at-home orders, the majority of courses were either offered in a 100% online format or an Online Live format. Online Live was a substitute for face-to-face courses. It consisted of scheduled live Zoom lectures. Online Live is not represented in the analyses below because it does not meet the definition of 100% Online, where classwork is all online, primarily via Canvas, without a requirement to meet with the instructor at scheduled class times. [5]

6. What percentage of students complete 15, 24, 30 degree/transfer-applicable units in their first year?

Of the 2018-19 cohort, overall, 34% successfully completed 15+ units, 19% completed 24+ units, and 8% successfully completed 30+ units in their first year.

Table 2. College Units Successfully Completed by First-Time Students: 2018-19 Cohort [6]

	Earned 15+ Credits in First Year	Earned 24+ Credits in First Year	Earned 30+ Credits in First Year
African American/Black (N=163)	43%	18%	10%
Asian (N=180)	29%	15%	7%
Filipino/a/x (n=164)	37%	18%	9%
Hispanic/Latinx (N=1,665)	42%	19%	7%
White (N=946)	42%	19%	7%
Unknown (n=324)	10%	5%	5%
Overall (N=3,278)	34%	19%	8%

7. What is the average number of college-level credits earned by an Associate Degree graduate?

The average number of units earned by graduates in 2018-19 was 93 for all Associate Degree earners, 95 for AA/AS (not ADT) and 90 for ADT earners. The average number of units earned by graduates in 2019-20 was 83 for all Associate Degree earners, 86 for AA/AS (not ADT) and 84 for ADT earners. The goal for the college is to reduce this number to 79 by 2021-22 which is in alignment with the California Community Colleges Vision for Success goal. [7]

8. What is the student demographic profile?

Gender [3]

- Male 55%
- Female 45%
- Unknown .5%

Nonbinary

2% self-report non-binary/non-conforming/Transgender identify. [8]

Less than 1% of students who enrolled after applying in the 2015-2016 and 2016-2017 academic years self-identify as transgender. [9]

Sexuality

2% of students who enrolled after applying in the 2015-2016 and 2016-2017 academic years self-identified as either homosexual or bisexual, respectively. [9]

First-Generation

During the Fall 2020 semester, 22% of students enrolled were first-generation. While first-generation students comprised 22% of all Fall 2020 enrollments, among Hispanic/Latinx students, 34% were first-generation, followed by Asian (13%), and African-American/Black (12%). [10]

Figure 1. Proportion of First-Generation Students within each Race/Ethnicity Fall 2020

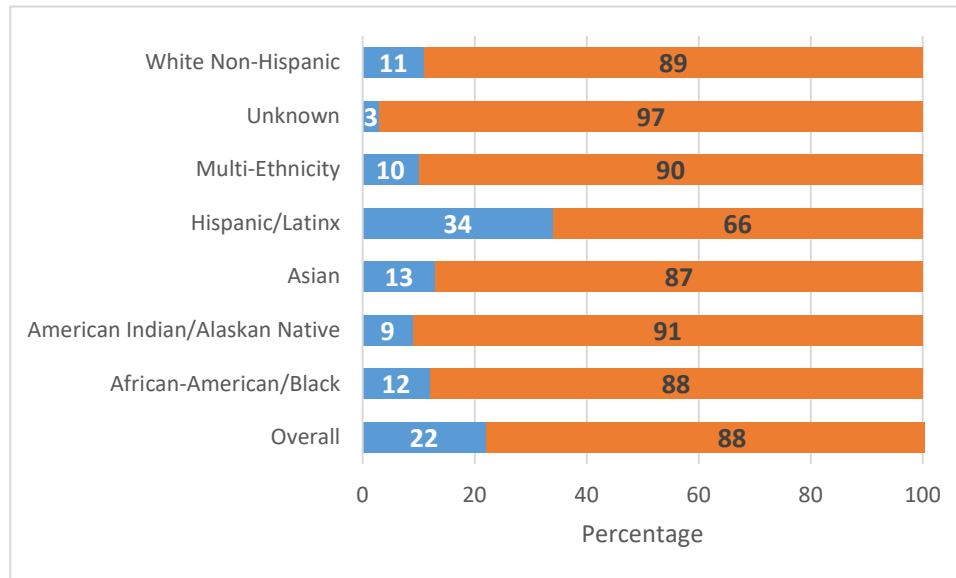


Table 3. Number of First-Generation Students within each Race/Ethnicity: Fall 2020 [10]

Race/Ethnicity	Total (n)	First Generation (n)
African-American/Black	1,044	125
American Indian/Alaskan Native	64	*
Asian	1,322	177
Filipino/a/x	906	--
Hispanic/Latinx	9,987	3355
Multi-Ethnicity	532	51
Pacific Islander	49	---
Unknown	681	23
White Non-Hispanic	5,622	622
Overall (n)	20,207	4,366

Note: -- indicates data not available and '*' indicates sample is less than 10 students

Age

56% of students are age 24 or younger while 44% of students are age 25 or older. [3]

Table 4. Student Population by Age

Age	Fall 2018 (N=20,914)	Fall 2019 (N = 20,018)	Fall 2020 (N=20,207)
19 or Less	31%	34%	32%
20-24	30%	28%	24%
25-29	12%	11%	13%
30-34	7%	7%	8%
35-39	5%	6%	6%
40-49	10%	9%	10%
50 +	6%	6%	7%

Income-Level/Status

25% of survey respondents have a combined annual income and household size that is at or below the federal poverty level based on U.S. Census Bureau's designation of poverty. [11]

Table 5. Self-reported Household Income Level [11]

Self-Reported Income	Percentage
Less than \$25,000	22%
\$25,001-\$40,000	13%
\$40,001-\$70,000	13%
\$70,001-\$90,000	7%
\$90,001-\$120,000	22%
Don't want to answer	23%
Total (n)	2,457

Of Fall 2019 enrollments 45% were financial-aid recipients. Lower income status (defined as financial aid recipients) varies by campus location as well. With a higher proportion of financial-aid recipients enrolled at the Canyon Country campus (55%) than those enrolled at the Valencia campus (47%). [12]

Employed

70% - 82% of students report being employed. [11] [13] [14]

Race/Ethnicity

The table below shows a dramatic change since the College was formed. The most striking changes are the increases in Hispanic/Latinx students and decrease in the proportion of White students. The Hispanic/Latinx population represents nearly half of the student population compared to about one-third of the White population. [5]

Table 6. College of the Canyons Historical Changes in Student Demographics

Ethnicity	1970*	1980*	1990	2000	2018	2019	2020
Asian/Pacific Islander	*	*	4%	5%	7%	7%	7%
African American/Black	2%	2%	2%	4%	5%	5%	5%
Filipino/a/x	*	*	2%	3%	4%	5%	5%
Hispanic/Latinx	5%	10%	11%	19%	49%	50%	49%
Native American	*	*	1%	1%	<1%	<1%	<1%
Other/Two or more races**	1%	7%	2%	6%	2%	2%	3%
Unknown/Declined to state	*	*	0%	7%	3%	4%	3%
White	92%	81%	79%	56%	30%	28%	28%
Total Enrollment (n)	1,141	3,589	6,502	10,891	20,914	20,018	20,207

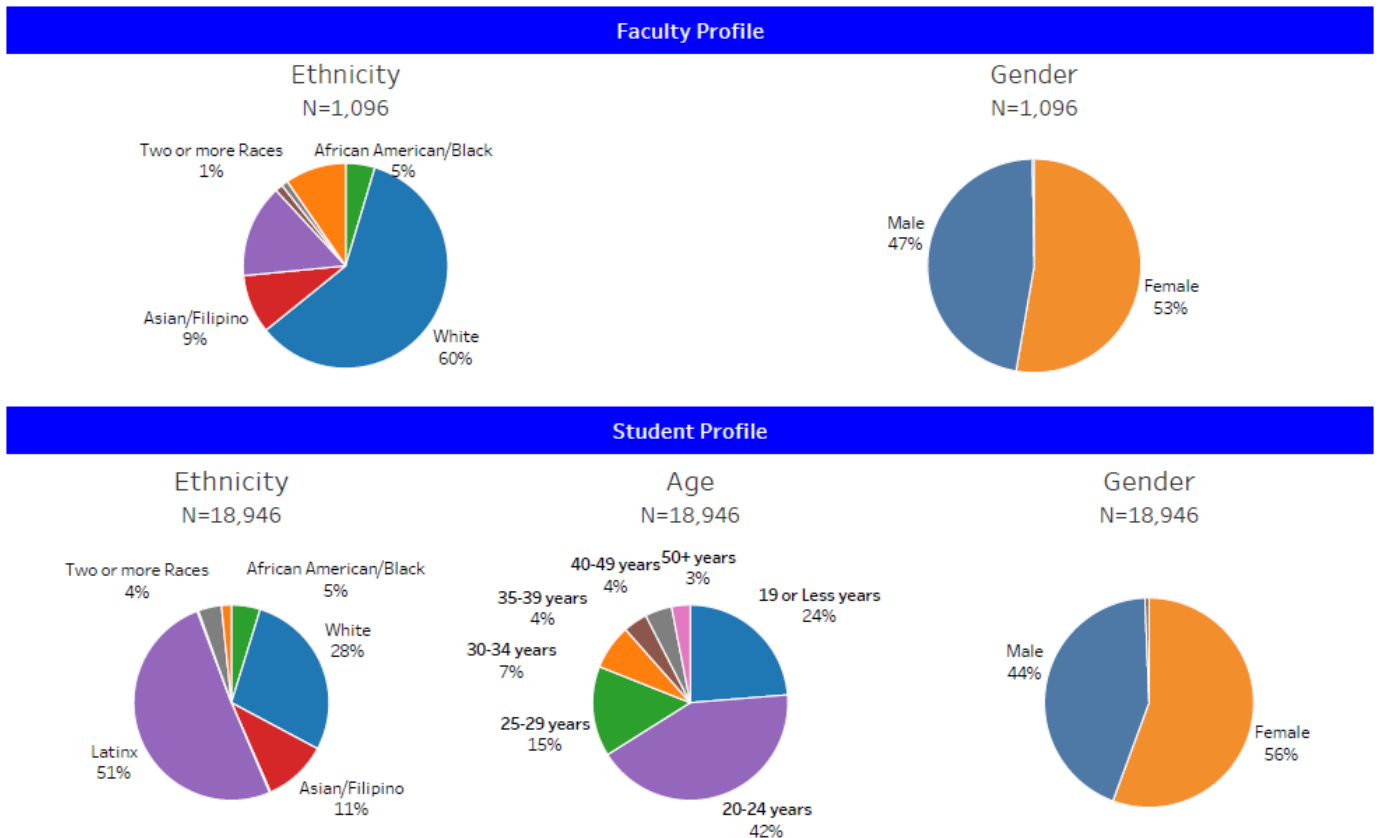
*Asian/Pac. Isle, Filipino, Native American and Unknown not reported as separate groups during these periods.

**Moved to Two or More Race classification in 2008. Student Headcount, includes ISAs

Student vs. Faculty Demographics

Faculty and students have similar demographics when it comes to gender with females making up 53% of faculty and 56% among students. With regard to race/ethnicity, white is the largest group represented among faculty (60%), whereas it represents 28% among students. The largest group among students is Hispanic/Latinx (51%), in contrast to 14% that this group makes up among faculty. [15]

Figure 2. Student vs. Faculty Demographics Comparison 2020-21 Academic Year



9. Are there any areas where some student groups are not performing as expected based on their representation in the student population or other reference groups?

The most recent analysis for the Student Equity & Achievement Plan and Local Goal Setting showed disproportionate impact (DI) (i.e., gaps in outcomes) for the following groups [1] [11]:

- Males have DI for Degree completion and transfer
- African American/Black students have DI across all indicators with the exception of Transfer to four years, once disaggregated by gender, African American/Black, Males have D.I. for Transfer (vs. African American/Black females, and males/females of other race/ethnicity groups).
- Hispanic/Latinx, Males have DI across 4 metrics: Retention (persistence fall to spring), Transfer-Level Math/English Completion in the first-year for first-time students, Vision Goal Completion (degree, certificate or transfer), and Transfer to a four- year institution (vs. Hispanic/Latinx Females, and males/females of other race/ethnicity groups).
- Students aged 30 and over have DI for all indicators measured.
- Foster Youth students have DI on Access, Retention and Math & English.
- First Generation, Males have DI for Transfer-Level Math/English Completion in the first-year.

- Hispanic/Latinx and African American/Black students are over-represented among the academic probation population.
- Hispanic/Latinx and African American/Black students are over-represented among food, housing, transportation, and financial insecure outcomes. And over-represented among being expected to contribute to the household income.

10. What percentage of students complete a comprehensive education plan by the end of their first year?

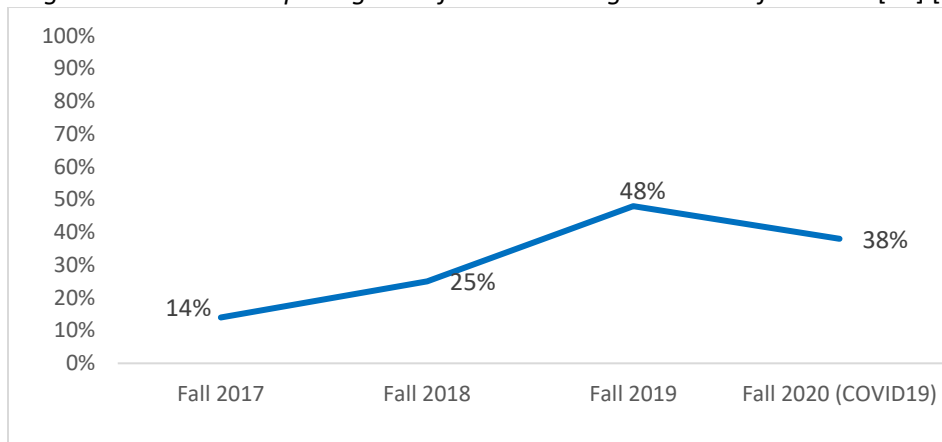
Among first-time students in 2018-19 (enrolled in fall, winter, spring or summer as of June 30) (N=4,125), 52% had a comprehensive education plan (either online or paper) by the end of the academic year (July 2019). [16]

11. What percentage of students successfully complete transfer-level math and English?

The percentage of first-time students successfully completing both transfer-level math and English in their first year increased from 7% in 2014-15 to 13% in 2017-18. The goal for the College is to increase that percentage to 24% by 2021-22. [1]

In their first, fall term, 38% of students who were enrolled in both English and math courses in Fall 2020, completed a transfer level course in both Math and English. This is slightly lower than the preceding Fall 2019 year, but higher than previous years (25% in Fall 2018; 14% in Fall 2017). [17]

Figure 3. Percent Completing Transfer Math & English in their first term [18] [19] [20]



12. How has access to transfer-level math and English changed over time at College of the Canyons?

Access to transfer-level math and English increased dramatically before AB705 with the College’s change in placement using a Disjunctive model which used prior high school coursework and grade in math and English, and GPA. Effective Fall 2019 all incoming students had access to transfer-level math and English.

Figure 4. Access to Transfer-Level English [17]

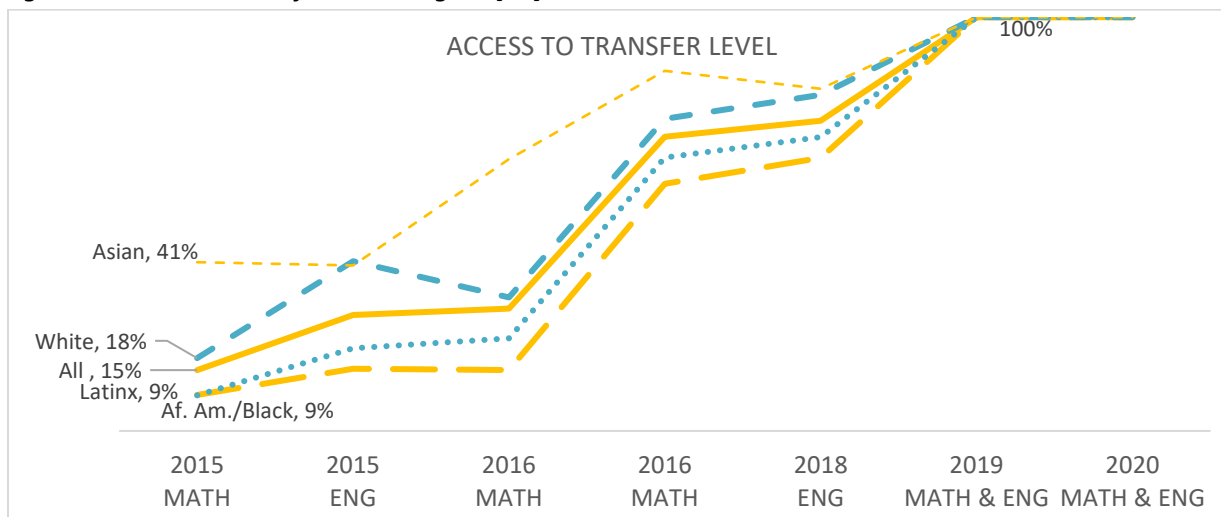
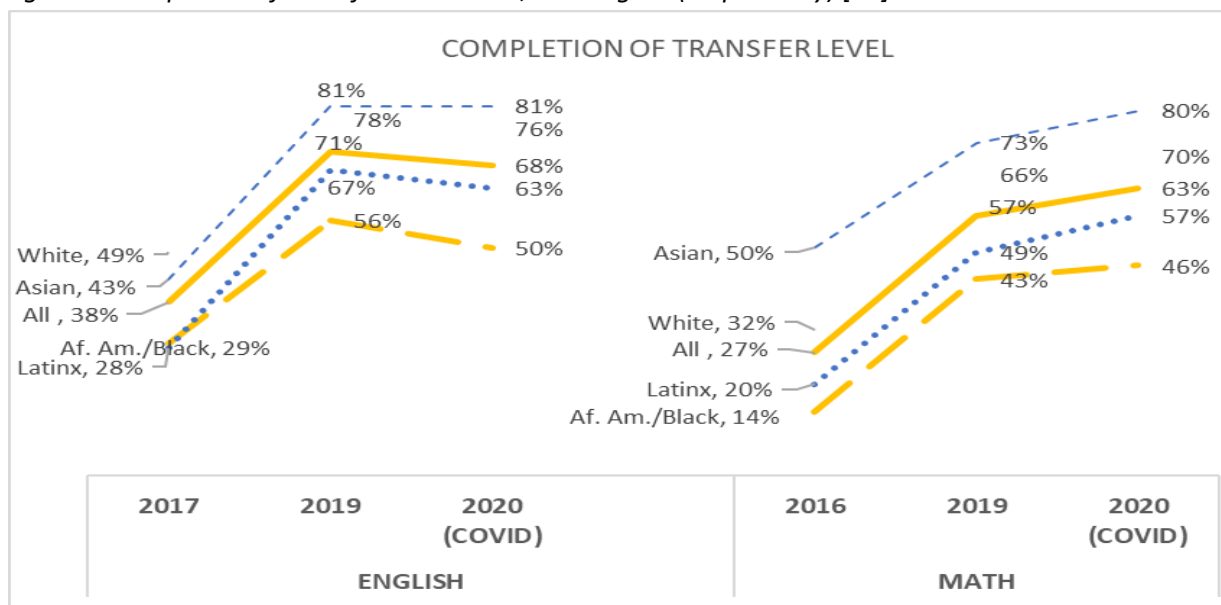


Figure 5. Completion of Transfer-level Math, and English (respectively) [17]



13. Counseling Services

How many see a counselor?

- 95% of respondents used in-person, 11% used online. [21]
- 68% indicated that they've seen a general counselor for educational/personal/career advisement. [14]
- In 2017-18 49% among all enrolled utilized counseling services in a given academic year. [22]

Satisfaction with Advisement

64% to 69% were satisfied with services received from Academic Counseling. [14] [23] [24]

Students report that the services they have received from the Academic Counseling office were helpful (65%), and counselors, program advisors, and peer advisors are available and accessible (63%). [14]

Overall, student respondents indicated they agree or strongly agree that they've received educational, personal, and program advisement in a courteous and supportive manner (69%). [14]

14. How do students prefer to take their classes?

Students prefer to take their classes online (44%), followed by both in-person and online/no preference (36%), and in-person (21%). [23]

15. Why do students attend classes?

Students attend classes primarily to get a degree/certificate, followed by to figure out what they want to do next and to get a job. [23] [25]

16. Have students received the COVID-19 vaccine? What impact has the vaccination and/or testing requirement had on their decision to enroll?

Nearly 80% of the student respondents are vaccinated as of Fall 2021. [25]

More than half of the students that responded indicated that the requirement to be vaccinated or to test weekly to attend in-person classes does not impact their decision to enroll, while a little more than 20% indicated that it leads them to prefer online classes only. [25]

17. What impact has the mask mandate had on students?

Of the student respondents that have taken in-person classes since the mask mandate was put into place, 25% of the respondents indicated that they feel safer with the mask mandate in place. More than 20% indicated that the mandate has had no impact on their instructional experience. Nearly 20% indicated that they had a diminished ability to read facial expressions in class. [25]

18. What factors are most important to students when deciding to enroll?

The most important factors to students when deciding to enroll are the availability of classes and the times they need them, clear degree/certificate requirements, helpfulness of the faculty/staff, and access to services (e.g. Admissions, Financial Aid, Counseling, Veterans, MESA, etc.). [25]

19. Were students satisfied with services offered during COVID19 operations?

The majority of students indicated that services were "better than before" remote operations with regard to Counseling, Admissions & Records, Financial Aid, and Student Business Office. Sources: [25] [26]

20. Barriers: What obstacles do students face during their time at COC?

The most consistent and common college-related obstacles are:

- Availability of courses
- Costs of college (fees, books, supplies, etc.)
- Availability of class at a time when it's needed
- Work conflicts/pressures
- Financial Hardship
 - 25% report "a lot" of concern about their ability to pay for college.

Sources: [13] [23] [24] [27]

While not among the most commonly selected obstacles, COC’s proportion of Housing (10%), Food (32%), Transportation (21%) insecure students is comparable to statewide data.

Food insecurity: 23% of surveyed students reported being hungry but did not eat.

2 out of 3 food insecure students report “a lot” of concern about paying for college.

41% of survey respondents report being expected to contribute to household income, of those who were food insecure 60% were expected to contribute to household income.

While the majority of students report having supportive parents (83%), parent understanding of academic obligation, and support for pursuit of higher education is lower (63%) among food insecure students. [11]

21. Special Population Students

Table 7. Unduplicated Student Count: Annual and Fall Term [3] [4] [28]

Special Populations	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
CalWORKs - California Work Opportunity & Responsibility to Kids	134	117	108	79	60
CARE - Cooperative Agencies Resources for Education	27	23	16	17	8
CCAP - College and Career Access Pathways	--	--	--	--	471
Academic Accommodations Center (formerly DSPS)	818	1,026	922	975	654
EOPS - Extended Opportunity Programs & Services	452	446	402	427	321
Ex-offender	--	--	17	24	2
First Generation	5,219	4,086	4,057	3,987	3,746
Foster Youth	171	185	179	94	88
Homeless	--	--	3	12	11
Incarcerated	17	77	81	103	72
MCHS - Middle College High School Program (Academy of the Canyons)	407	405	411	404	414
MESA - Mathematics, Engineering, and Science Achievement	144	132	139	139	119
ASEM - Achievement in a Science, Engineering, or Mathematics (Friends of MESA)			49	59	60
Special Admit	971	1,150	1,386	1,639	1,671
Veteran	401	376	346	323	263
FYE	*	262	341	953	1,381
FYE2	*	*	197	309	635

-- indicates data not available

*FYE/FYE2 did not exist during those years

AB540 Students

Across the three fall terms 2018, 2019, and 2020 there was an average of 309 students with an AB 540 status. Table 7 below illustrates the number of AB 540 students per fall term. They have consistently comprised approximately 2% of the headcount in the last three fall terms. [29]

Table 8. Designated AB540 Students by Fall Terms [10]

	Fall 2018	Fall 2019	Fall 2020
AB540 Students (n)	365	305	258

Adult Learners

Students aged 50+ are less likely to see Counselors. [22]

Students aged over 25 were over-represented within our housing insecure population. [11]

Athletes

Success rates of student athletes are relatively the same compared to the general student population who are enrolled in similar classes. [30]

- GPA is slightly higher among student athletes in comparison to the general student population [31].
- African American/Black students represent 19% of student athletes, whereas they represent 6% of general student population [4] [32].

MESA

MESA students who are Hispanic/Latinx and/or low-income have 95% 'good standing' (GPA) rate [33].

EOPS

Nearly half of the respondents indicated that they are aware of EOPS among on-ground and online general student population. [23] [24] [27]

EOPS students perform at a higher, or comparable level to the general student population. [34]

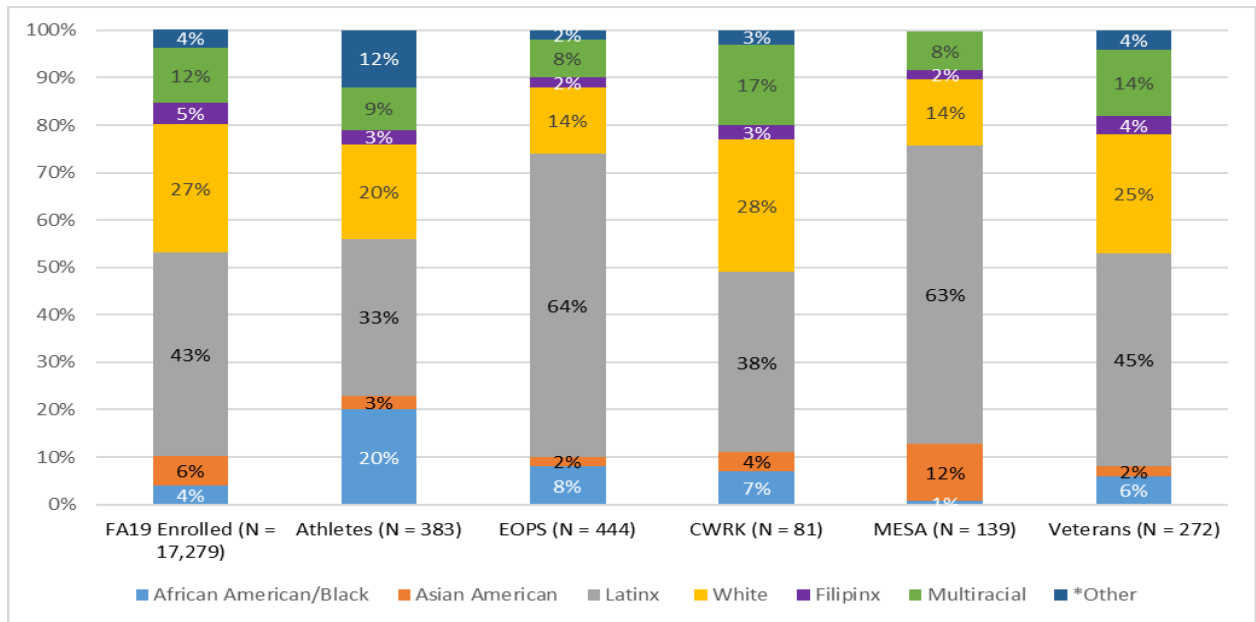
- Higher Persistence Rates, Higher rates of returning to 'Good Standing' after Academic Probation, Similar Cumulative GPA, Similar Completion Rates (Degree/Certificate)

CalWORKs students are overrepresented among Academic Probation population. [22]

Race/Ethnicity in Special Populations

Ethnic composition among special populations varies from the composition among all enrolled (Fall 2019). For example, Asian is represented two times the rate within MESA (12%) compared to all enrolled (6%). Black/African American are represented five-times the rate within athletes (20%) compared to their representation among all enrolled (4%). Hispanic/Latinx are represented at 1.5 times higher within EOPS (64%) and MESA (63%) than their representation among all enrolled (43%). [12]

Figure 6. Ethnic Composition of Special Populations Fall 2019



*Fall 2019 Data Excludes ISAs

Dual /Concurrently Enrolled

Overall, Academy of the Canyons (AOC) students have higher retention and success rates compared to other concurrently enrolled students and all other COC students. Success and retention rates for AOC students in Fall 2020 remain high at 97% and 94%, respectively, despite the challenges related to COVID-19. [35]

Hart District students who were concurrently enrolled in Fall 2019 had a success rate ranging from 81% to 93% depending on high school. [36]

Academic Accommodations Center (formerly DSPS)

55% of student respondents reported awareness. [27]

Out of 176 surveyed, most of the respondents either agreed or strongly agreed that they were aware of the available resources to help them succeed at COC (92%), and were using these resources (90%). Most also agreed or strongly agreed (89%) that faculty were supportive of their use of accommodations from the DSPS office. [37]

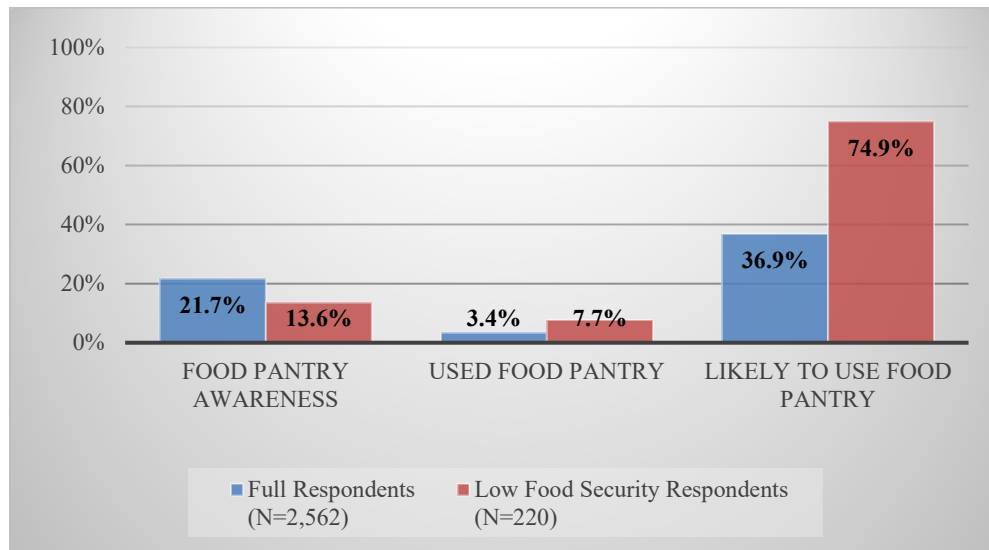
AAC students are overrepresented among Academic Probation population. [22]

22. BANC Awareness & Use of Services

22% of survey respondents are aware of the BANC while only 14% of low food security respondents are aware of the BANC. [11]

While only 37% of general survey respondents say they would use the BANC 75% of low food security respondents report they would use the BANC. [11]

Figure 7. Awareness and Use of Food Pantry between the Full Sample of Respondents and the Low Food Security Respondents



23. Graduation Statistics

The graduating class of 2021 had 2,360 students (vs. 2,427 in the previous year).

20 years of graduates (2000 to 2020) [38]

Over the last 20 years a total of 28,339 Degrees/Certificates were awarded, to a total of 24,571 graduates.

Age:

The oldest age in the class of 2000 was 57 years of age while the oldest age in the class of 2020 was 81. The oldest age to ever graduate was 99 years of age in the class of 2015.

Ethnicity:

Whereas Hispanic/Latinx students represented 14% of graduates in 2000, in 2020 Hispanic/Latinx students represent 45% of Class of 2020, an increase of 212%.

Whereas Filipino/a/x students represented 3% of graduates in 2000, in 2020 they represent 6% of the class of 2020, that is a 100% increase.

Whereas Asian American students represented 4% of graduates in 2000, in 2020 they represent 7% of the class of 2020, a 69% increase.

Whereas African American/Black students represented 3% of graduates in 2000, in 2020 they represent 4.2% of the class of 2020, a 24% increase.

24. How many current Employees were Students at COC?

Overall, 73% of current COC employees (Fall 2021) were enrolled in at least one course at COC. Part-time faculty had the highest percentage who were enrolled at COC (82%), followed by Classified/Confidential (68%), and full-time faculty (60%). [39]

Table 9. Current Employees Who Are Former COC Students: Fall 2021 (Number and Percentage)

Employee Category	Current Employee Who is Former COC Student (n)	Total in Current Employee Category (n)	% of Current Employees Who Were Former COC Students
Adjunct	756	922	82%
Full-Time Faculty	133	220	60%
Educational/Classified Administrator	35	96	36%
Classified Represented/Classified Confidential	226	331	68%
Total	1,150	1,569	73%

Note: Data reflect the primary position. For example, a permanent, full-time employee who also teaches as an adjunct faculty member is reflected in their primary, full-time position when the data are disaggregated.

Other Notable Highlights

The college has been named a 2021 Equity Champion of Higher Education in *The Hispanic Outlook in Higher Education Magazine*

Over a 5-year period, there has been a 163% increase in the number of Hispanic students earning an Associate’s Degree for Transfer (185 to 486 students), with a 5% increase in the number of Hispanic students seeking a Degree/Transfer goal. [[7]

* limited to Degree/Transfer seeking Hispanic students (2015-16 thru 2019-20)

The college was ranked nationally No. 19 in *The Hispanic Outlook in Higher Education Magazine* for enrolling the largest number of Hispanic students. The magazine rankings for the Top 100 Community Colleges for Hispanics were based on the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS).

According to the data, the college had a Hispanic population of 15,528 students, totaling 47 percent of the total student enrollment, which was 32,974 in the year 2019-20.

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