



Data Highlights for College of the Canyons' Canyons Completes (Guided Pathways) Efforts

Fall 2022

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

Among first-time students who are first-time applicants, 43% enroll after applying (2020-21)the college has a goal to increase this to 45% in 2023-24. [SEA](#)

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. In Fall 2021, 59% were part-time, 26% full-time and 14% were enrolled in non-credit. Among credit-only students, 69% are part-time with 31%, full-time. [Datamart](#)

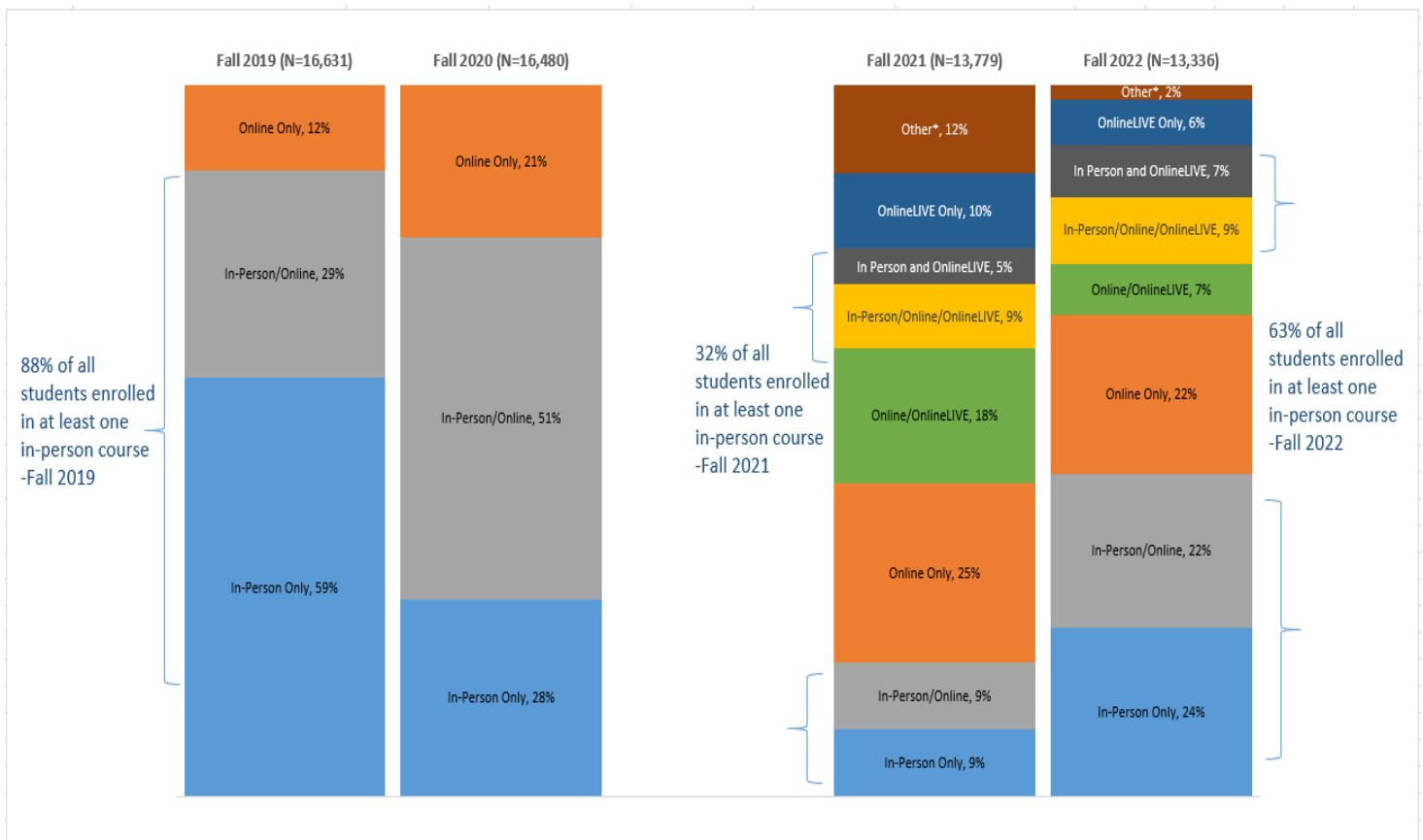
3. What percentage of the student population is exclusively enrolled in noncredit?

In the Fall 2021 semester, approximately 9% of the student population was exclusively enrolled in noncredit classes and 17% were enrolled in both credit and noncredit courses. 74% of students in the Fall 2021 semester were enrolled in only credit courses [Fall 2021 referentials UST and USX files](#)

4. What combinations of modalities are students enrolling in?

As of fall 2022, among all students enrolled (unduplicated) 24% enrolled in only in-person courses, followed by 22% enrolling in only 100% online courses, and a combination of the two (In-person and 100% Online), respectively. Notably, 63% of the total number of students in fall 2022, enrolled in at least one in-person course.

Figure 1. Student Enrollment by Modality Group 2019-2022 (Fall terms)



*Other' includes combination of modalities such as "InPerson/Online/OnlineLIVE/OLMixed", and "Online and OnlineMixed"

**Fall 2020 modes are based on originally scheduled locations, during the where most in-person courses were only 'Essential Infrastructure' sections.

[320 Fall File \(October/November\); excludes ISA and enrollments at high school sites, and correctional facilities](#)

5. What percentage of enrollments are in online or onlineLive courses?

Among all enrollments (duplicated; N=39,242) in Fall 2022, 44% were in-Person courses (vs. 7% in fall 2021), 40% in online (asynchronous) courses (vs. 25% in fall 2021), and 15% in onlineLive (vs. 17% in fall 2021), with the remaining half percent in the blended online/onlineLive modality.

[320 File \(October 2022\); excludes ISA and enrollments at high school sites, and correctional facilities](#)

6. What percentage of students persist from term to term?

Among first-time 2019/20 students, primary term to term persistence fall to spring or spring to fall, the rate is 73%. The statewide CCC rate is 69%. [SEA](#)

Overall 30% of students did not persist to enroll in the spring term after enrolling in the fall. Attrition rates are highest among students who are in the following groups: Academic probation, Online-only, Returning, Part-time, Evening, 20 years or older, and African American/Black students. [Fall to Spring Persistence RB#233](#)

7. What was the average total semester units successfully completed by students in their first year?

For the 2020-21 cohort, overall, students completed an average (mean) of 19 total semester units in their first year. Note: about 2/3 of the students are full-time (see #2 above).

Table 1. Average Total Semester Units Successfully Completed in the First Year: 2020-21 Cohort

	Average (Mean) Total Semester Units	Number of Students in the Cohort
Overall	19	3,967
American Indian/Alaskan Native	15	20
African American/Black	13	216
Asian	23	225
Filipino/a/x	24	194
Hispanic/Latinx	15	2,063
Pacific Islander/Hawaiian Native	26	11
White	19	973
Two or More Races	22	50
Unknown	14	215

[CCCCO Student Success Metrics \(first-time, credit students\)](#)

8. 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; by 2020/21, this was decreased to 82 units. The goal for the college was to reduce this number to 79 by 2021-22 (CCCC Vision for Success).

Among the first-time cohort of students who completed an Associate’s Degree in 3 years (2017/18 cohort) the average number of units earned is 75 and this number is still trending downwards for upcoming cohorts.

[CCCCO Student Success Metrics](#)

9. What is the student demographic profile?

Gender

The distribution for gender has remained consistent with 53% male, and 46% female students. When Instructional Service Agreement (ISA) students are excluded, there is a higher representation of female students (55%) in comparison to males (44%). [Fall Student Profile Viz](#)

Table 2. Student Population by Gender

	Fall 2018 (N=21,534)	Fall 2019 (N = 20,694)	Fall 2020 (N=22,099)	Fall 2021 (N=19,707)
Male	53%	52%	53%	53%
Female	46%	47%	46%	46%
Unknown	<1%	<1%	<1%	<1%

[Datamart \(includes ISAs\)](#)

Gender Identity

Based on a recent survey of over 550 students, 96.4% self-identify as Cisgender (sex assigned at birth aligns with gender identity), with 3.6% self-identifying as Transgender (sex assigned at birth does not align with gender identity). Among Cisgender identifying students, 29% selected Male, 69% Female, 0.7% Non-Binary, and 1.6% selected Decline to state. Among Transgender-identifying students, 76% identified as Non-binary, 14% identified as Male, 5% identified as Female, 5% identified as other, and 0% Decline to state. [Fall 2022 Student Survey](#)

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. [LGBT Demographics of Applicants and Students 2018 RB# 170](#)

Race/Ethnicity

Since the college was formed, the most dramatic changes are the increases in Hispanic/Latinx students (5% to 49%) and decreases in the proportion of White students (92% to 28%); which reflect changes in the general statewide population. [Factbook](#)

Table 3. College of the Canyons Historical Changes in Student Demographics (Fall terms)

Ethnicity	1970*	1980*	1990	2000	2019	2020	2021
Asian/Pacific Islander	*	*	4%	5%	7%	7%	6%
African American/Black	2%	2%	2%	4%	5%	5%	5%
Filipino/a/x	*	*	2%	3%	5%	5%	4%
Hispanic/Latinx	5%	10%	11%	19%	50%	49%	49%
Native American	*	*	1%	1%	<1%	<1%	<1%
Other/Two or more races**	1%	7%	2%	6%	2%	3%	3%
Unknown/Declined to state	*	*	0%	7%	4%	3%	3%
White	92%	81%	79%	56%	28%	28%	28%
Total Enrollment (n)	1,141	3,589	6,502	10,891	20,018	20,207	19,707

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

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

Age

For Fall 2021, 55% of students are 24 years old or younger while 45% of students are age 25 years or older.

Table 4. Student Population by Age

Age	Fall 2018 (N=21,534)	Fall 2019 (N = 20,694)	Fall 2020 (N=22,099)	Fall 2021 (N=19,707)
19 or Less	30%	33%	31%	32%
20-24	30%	28%	24%	23%
25-29	12%	11%	13%	11%
30-34	7%	7%	8%	9%
35-39	5%	6%	7%	7%
40-49	10%	9%	10%	10%
50 +	6%	6%	7%	8%

[Datamart \(includes ISAs\)](#)

First-Generation

In Fall 2021, 29% of all students enrolled were first-generation, compared to 44% among Hispanic/Latinx students and 19% among African American/Black students. [Fall Student Profile Viz](#)

Table 5. Number of First-Generation Students within each Race/Ethnicity: Fall 2021

Race/Ethnicity	Fall 2021 Total (n)	First Generation	Percent First Generation within Race/Ethnicity
Hispanic/Latinx	7,157	3,161	44%
White Non-Hispanic	3,854	578	15%
Asian/Filipino	1,598	152	10%
African-American/Black	658	123	19%
Multi-Ethnicity	592	68	11%
Hawaiian/Pacific Islander	28	3	11%
Native American/Alaska Native	23	5	22%
Unknown	212	21	10%
Overall (n)	14,122	4,111	29%

[Fall Student Profile Viz \(excludes ISAs\)](#)

Financial Need/Income-Level

For the fall 2021 term among enrolled students, 43% (6,730 students) received a Pell Grant or Board of Governor's Fee waiver. [2021 Referentials usx/ust/SFAW2122](#)

Table 6. Self-reported Household Income Level

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	2,457

In addition, 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. [Basic Needs Center Survey 2019](#)

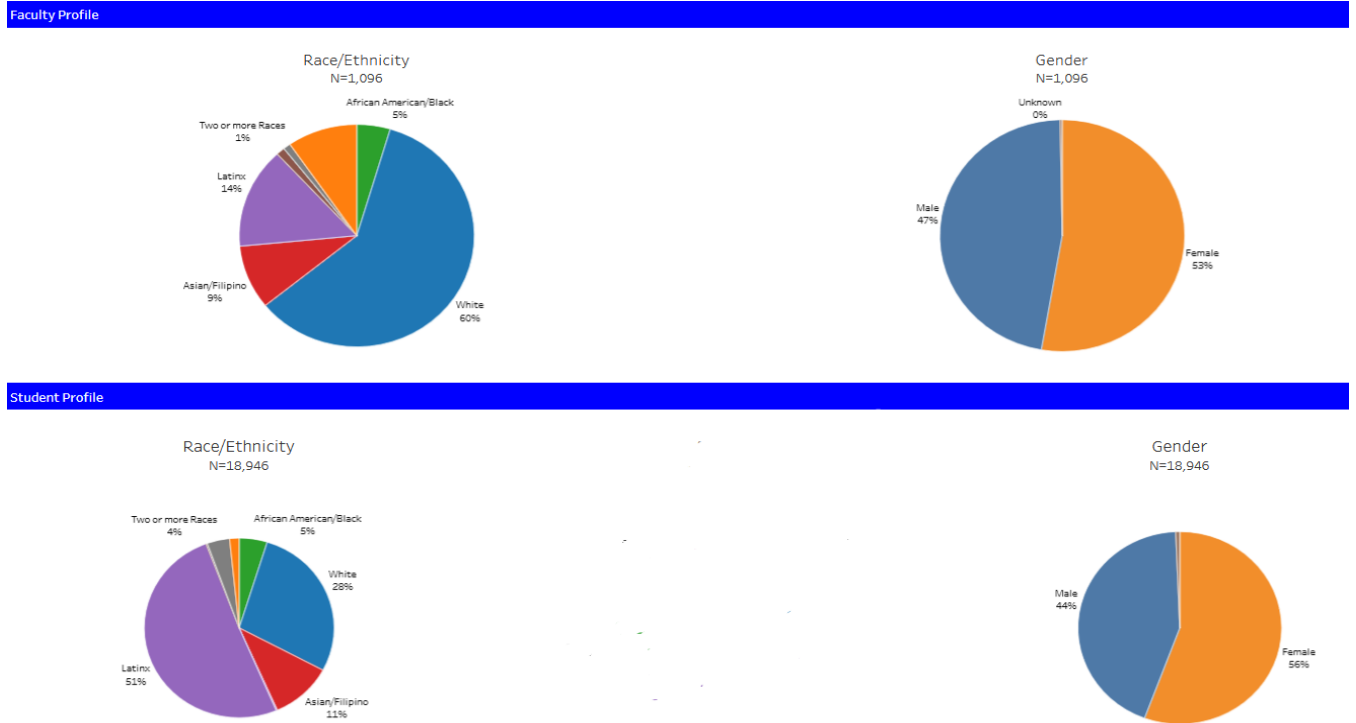
Employed

Across various surveys 70% - 82% of students have reported being employed. [Basic Needs Center Survey 2019; Completion Exit Surveys; GP Student Survey 2018 NR#317](#)

10. How do the demographics of students compare to Faculty demographics?

For a full academic year (2020-21), faculty and students have similar demographics for gender, with females making up 53% of faculty and 56% among students. White is the largest group represented among faculty (60%), whereas it represents 28% among students. The largest racial/ethnic group among students is Hispanic/Latinx (51%), in contrast to 14% among faculty. [Faculty vs. Student Demographic Visualization](#)

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



11. Are there any areas where some student groups are not performing as expected?

The most recent analysis for the [Student Equity & Achievement Plan \(SEA\) 2022-25](#) showed disproportionate impact (DI) (i.e., equity gaps in outcomes) for the following groups:

- Males as compared to females were DI on 4 of the 5 metrics excluding “ACCESS/Successful Enrollment after applying”.
- African American/Black students are DI 4 of the 5 metrics with the exception being; Transfer to a 4-YR institution within 3 years. Once disaggregated by gender, African American/Black, Males are disproportionately impacted compared to females specifically for the metrics Persistence (term-term) and Completion of Transfer Level Math & English in the first year.
- Hispanic/Latinx students are DI for 3 of the 5 metrics: Transfer-Level Math/English Completion in the first-year, and Vision Goal Completion (degree, certificate or transfer), and Transfer to a four- year institution. An additional 2 metrics emerge with DI for this group, only when disaggregating by gender (uniquely for Hispanic/Latinx Males on Persistence and Access).
 - Thus, this group illustrates DI on all 5 metrics in some capacity.
- First-Generation are DI on 4 of the 5 metrics. After disaggregating these results by gender, we find that males as compared to non-males of this group are contributing to these patterns.
- Foster Youth and Students Receiving Academic Accommodation Services (formerly DSPS) were DI on 3 of 5 metrics.

- The 2022 SEA plan workgroups and Committee have agreed on goals for the 24/25 SEA plan that are ambitious but manageable. With goals prioritizing the equity gaps for Black/African American, Hispanic/Latinx, and First-Generation students. These prioritizations were based on considerations of: the number of metrics on which DI is illustrated per subgroup, the sizes and persistency of equity gaps over time, the sample sizes of students to be additionally supported, and whether gaps are growing or decreasing over time. [SEA](#)

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

Among first-time students in fall 2018, 46% had a comprehensive education plan (either online or paper) in their first term. [Pathways Visualization Fall 2018 Cohort](#)

13. What percentage of students successfully complete transfer-level math and English in their first year?

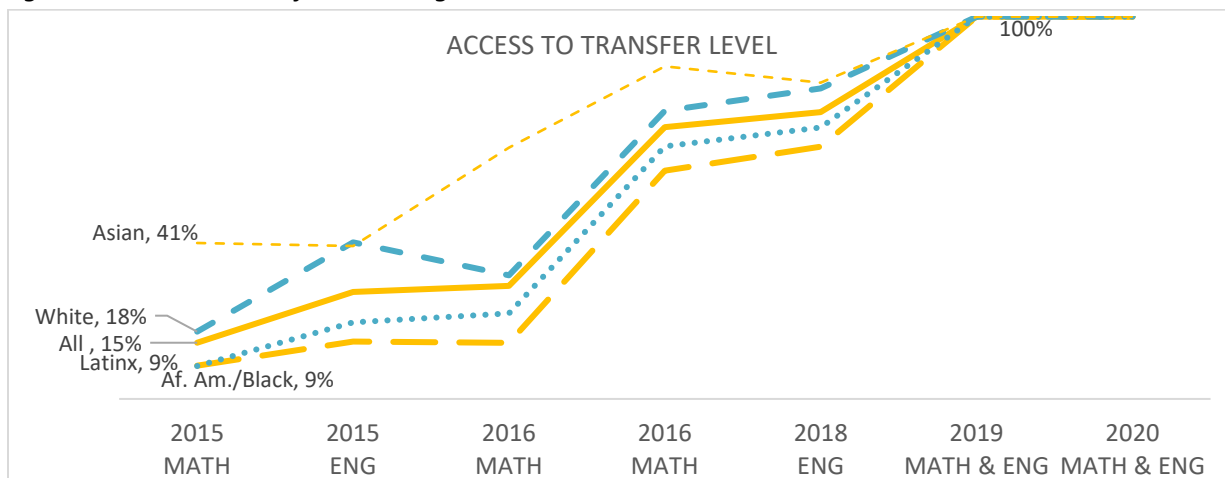
First-time students successfully completing both transfer-level math and English in their *first year* increased from 7% in 2014-15 to 13% in 2017-18 to 32% in 2020-21. The **goal** for the College is to increase that percentage to 36% by 2023-24. [SEA Plan](#)

In their first fall term, among students who were enrolled in both English and math courses in Fall 2020 (N=372), 38% completed a transfer level course in both Math and English. This is slightly lower than the preceding Fall 2019 year (N=752), but higher than previous years (25% in Fall 2018; 14% in Fall 2017 among 1000 students). [Math & English Completion AB705 RB# 225](#)

14. 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 3. Access to Transfer-Level English



15. What percentage of students plan to take in-person classes?

72% of respondents planned to take an in-person class in Spring 2023, compared to 46% who indicated they were willing to enroll in in-person classes in Fall 2021. [Fall 2021 In-person Interest Survey](#); [Fall 2022 Student Survey](#)

16. Students understanding of OnlineLIVE classes

86% of respondents understood clearly the difference between online and onlineLIVE classes and 32% of students planned to take an onlineLIVE class, 40% were unsure if they would take an onlineLIVE class.

[Fall 2022 Annual Student Survey](#)

17. Why do students attend classes?

Students attend classes primarily to obtain a degree and transfer (53%), followed by undecided (12%), Complete GED/HS diploma (11%), 4-year college student taking courses to meet requirements (4%), educational development (4%) and prepare for new career (3%) with the remaining students pursuing various other goals. (excludes ISAs). [Fall 2021 referentials UST file](#)

18. What are the most popular majors?

Top 5 majors declared are Business Administration CSU General Ed, Biological Sciences/Biology for Transfer, Psychology for Transfer, and Liberal Arts & Sciences IGETC CSU Health Sciences. [Program Majors visualization Fall 2022](#)

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

The top 3 most important factors to students when deciding to enroll are:

- 1) the availability of classes (90%)
- 2) Access to services like Admissions, Financial Aid, Counseling etc.,(45%)
- 3) Helpfulness of faculty/staff (45%)

[Fall 2022 Annual Student Survey](#)

20. What percent of students utilize Counseling Services?

In 2017-18, 49% among all enrolled utilized counseling services in a given academic year. [Demographics of Students Receiving Counseling Services RB# 181 and based on survey data](#)

In a recent survey, 68% indicated that they've seen a general counselor for educational/personal/career advisement. [GP Student Survey 2018 NR#317](#)

Satisfaction with Advisement

64% to 69% of the students were satisfied with services received from Academic Counseling. [Student Survey Summer 2021](#)

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%). [GP Student Survey 2018 NR#317](#)

Overall, 69% of the student respondents indicated they agree or strongly agree that they've received educational, personal, and program advisement in a courteous and supportive manner. [GP Student Survey 2018 NR#317](#)

21. What is students' awareness of the BaNC?

22% of survey respondents are aware of the BaNC while only 14% of low food security respondents are aware of the BaNC. Among Basic Needs Student Survey respondents, their likelihood in using the Food Pantry was reported to be 37%, however for the “low food secure” respondents the rate was 75%. [Basic Needs Center Survey 2019](#)

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

<i>In response to what challenges the students are facing that the College can help with, the top 3 themes emerged:</i>	<i>In response to how the College can help support the student the top 3 responses were:</i>
<ul style="list-style-type: none"> • Basic Needs (i.e., Food, Rent, Housing, Transportation, Securing Job) 22% of free-responses • Counseling Assistance (i.e., Registering, Degree Planning/Transferring) 20% of free-responses • Course Availability/Offerings 18% of free-responses 	<ul style="list-style-type: none"> • Counseling Services, 69% of respondents • Financial Aid, 61% of respondents • Tutoring, 53% of respondents

Fall 2022 Annual Student Survey

23. Special Population Students

Table 7. Unduplicated Student Count for Special Populations (Fall terms)

Special Populations	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Headcount	20,914	20,018	20,207	19,707
In-Service Agreement (ISA)*	4,157	3,451	5,528	4,177
First Generation	4,057	3,987	3,746	3,391
Concurrent/Dual Enrolled	1,386	1,639	1,671	1,532
Canyons Promise/First Year Experience (FYE)	341	953	1,381	981
MCHS - Middle College High School Program (Academy of the Canyons)	411	404	414	392
Academic Accommodations Center (formerly DSPS)	922	975	654	359
Athletes	395	383	324	415
EOPS - Extended Opportunity Programs & Services	402	427	321	261
Veteran	346	323	263	206
MESA - Mathematics, Engineering, and Science Achievement	139	139	119	121
Foster Youth	179	94	88	71
CalWORKs - California Work Opportunity & Responsibility to Kids	108	79	60	48
Homeless	3	12	11	16
Justice Impacted (Incarcerated)	81	103	72	187
Justice Impacted (Ex-offender)	17	24	2	0
AB540 Students	365	305	258	226

Source: Term comparisons Datamart, and local MIS files for Promise, International Students [Fall Student Profile VIZ](#) for Athletes 320 Enrollment file for public safety ISAs.

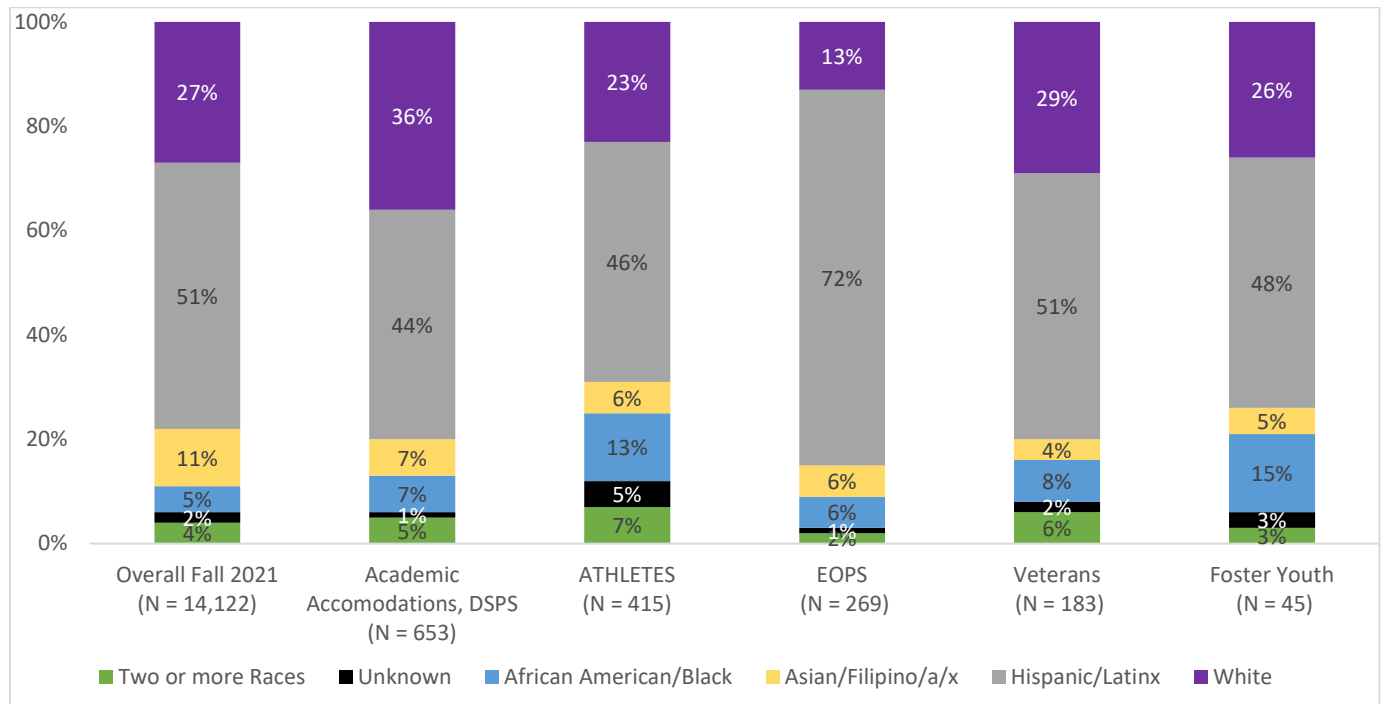
*Public Safety in-service Agreement count for Fall 2021 is incomplete, final counts are available in October.

*Canyons Promise program counts are for fall cohorts for the academic year.

Race/Ethnicity in Special Populations

The rate of our white students is over-represented within the students receiving accommodation services (36%) as compared to the overall student population (27%), the Hispanic/Latinx students are over-represented among the population receiving EOPS services (72%) as compared to the overall student population at COC (51%), the African/American and Black students are over-represented among the students receiving Foster Youth services (15%) compared to the population they represent at COC (5%).

Figure 4. Race/Ethnicity within each Special Population Group (Fall 2021)



*Groups with less than 1% representation are excluded from chart. [Fall Student Profile VIZ](#)

24. Success Outcomes among Special Population Students

Academic Accommodations Center (formerly DSPS)

55% of student respondents reported awareness. [Annual Student Survey - Student Services: Spring 2016](#)

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. [Disabled Student Programs & Services Identifying Barriers Survey Fall 2015 RB#79](#)

AAC students are overrepresented among Academic Probation population. [Demographics of Students Receiving Counseling Services RB# 181](#)

Adult Re-entry Learners

Students aged 50+ make-up 2% of students who see Counselors, compared to 5% among students who don't see Counselors. [Demographics of Students Receiving Counseling Services RB# 181](#)

Students aged over 25 were over-represented within our housing insecure population. Although they made up 24% of the survey respondents, they represented 49% among those who indicated housing insecurity. [Basic Needs Center Survey](#)

Athletes

Success rates of student athletes are slightly higher compared to the general student population who are enrolled in similar classes. [Academic Profile of Student Athletes RB#184](#)

- GPA is slightly higher among student athletes in comparison to the general student population *Student Athlete GPA Pre- Post-Student Athlete Academic Mentor RB# 127*
- African American/Black students represent 13% of student athletes, whereas they represent 6% of general student population. [Fall Student Profile VIZ](#)

Promise Students

The students who have participated in the Promise Program (N = 4,053) since the Fall 2017 cohort have consistently outperformed First-Time Full-Time matched cohort of students on the following;

- completing a higher average number of units in their first Fall term (12 vs 10),
- a higher GPA at the end of the first term (2.9 vs 2.3),
- a higher rate of Fall to Spring persistence (91% vs 83%)
- a higher rate of Fall to Fall persistence (84% vs 71%)
- Completion of a Degree or Certificate in 3 Years (35% vs 21%)

[Promise Prog. 5-year Evaluation](#)

MESA

MESA students who are Hispanic/Latinx and/or low-income have 95% 'good standing' (GPA) rate as compared to the Hispanic/Latinx STEM students who are not part of MESA (89%) [AIMS2 Grant APR Report 4 Cohorts 2017-2020](#)

EOPS

Nearly half (47%) of the respondents indicated that they are aware of EOPS among on-ground and online general student population. [Annual Student Survey 2016](#)

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

- Higher Persistence Rates, Higher rates of returning to 'Good Standing' after Academic Probation, Similar Cumulative GPA, Similar Completion Rates (Degree/Certificate) [EOPS Evaluation Report 2019](#)

Dual /Concurrently Enrolled

Academy of the Canyons (AOC) students have higher retention and success rates compared to other concurrently enrolled students and other COC students. Success and retention rates for AOC students in Fall 2020 were 97% and 94%, respectively, despite challenges related to COVID-19. [Evaluation Brief AOC 2020](#)

Hart District students who were concurrently enrolled in Fall 2019 had a course success rate ranging from 81% to 93% depending on high school. [Hart District Concurrent Enrollment & Success Trends: 2015-2019 RB# 194](#)

25. Graduation

The graduating class of 2022 had 2,444 students (vs. 2,360 students in the previous year) an increase of 3.6 percent. This increase is in the context of declining enrollments.

20 years of graduates (2000 to 2020)

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

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.

Hispanic/Latinx students represented 45% of the class of 2020, (vs. 14% of graduates in 2000)

Filipino/a/x students represented 6% of the class of 2020, (vs. 3% of graduates in 2000)

Asian students represented 7% of the class of 2020 (vs. 4% of graduates in 2000)

African American/Black students represented 4.2% of the class of 2020 (vs. 3% of graduates in 2000)

[Graduation Statistics 20-year Trend](#)

26. How many Employees have been Students at COC?

Overall, 73% of current COC employees (Fall 2021) were former students (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%), full-time faculty (60%) and 36% among Administrators (using primary, full-time position). *Employees who were Students (Institutional Data Analysis-Informer), 2021.*

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. *CCCCO Student Success Metrics*

* 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.

The college won the Bellwether 2021 award in Instructional Programs & Services category for its innovative approach to assessment and course sequence redesign in English and mathematics.

The college was one of three institutions to be recognized with the Bellwether Award, considered one of the nation's most competitive and prestigious honors for community colleges, and its "Dismantling Barriers to Support Students: Placement Exams & Developmental Courses" submission was judged the best among 10 finalists.

For Questions about the data points in this document, please contact [Preeti Saxena](#) or [Jocelyn Harris](#)

