



Data Highlights

Fall 2023

COC's Office of Institutional Research, Planning, and Institutional Effectiveness (IRPIE) regularly updates a variety of useful data tools and resource to help provides access to quality data at the College that informs planning and practice. This Data Highlights document is a short, FAQ-style summary resource updated annually in the Fall by IRPIE. The document highlights a variety of common data topics and trends and is designed to be used in concert with the links to data visualization tools and other resources embedded within. Substantial additional information can be found by reviewing the extensive IRPIE resources online at www.canyons.edu/data including a trove of research briefs, reports, surveys, presentations, data visualization tools, and more that help inform COC and sustain institutional excellence.

Table of Contents

1.	How does COC's student profile compare to CCC systemwide student profile that was shared as part of Chancellor Christian's Vision 2030?	4
2.	Of all students who apply to the College, what percent enroll?	4
3.	What percentage of College of the Canyons students are enrolled full-time (12 or more units)?	4
4.	What percentage of the student population is exclusively enrolled in noncredit?	4
5.	What combinations of modalities are students enrolling in?	4
6.	What is students' understanding level of OnlineLIVE classes?	6
7.	What percentage of enrollments are in online or OnlineLIVE courses?	6
8.	What percentage of students persist from term to term?	6
9.	What percentage of students enroll in short-term courses?	6
10.	What was the average total semester units successfully completed by students in their first year?	6
11.	What is the average number of college-level credits earned by an Associate Degree graduate?	7
12.	What is the student demographic profile?	7
	<i>Gender</i>	7
	<i>Gender Identity</i>	7
	<i>Sexuality & Gender Identity</i>	7
	<i>Race/Ethnicity</i>	8
	<i>Age</i>	9
	<i>First-Generation</i>	9
	<i>Financial Need/Income-Level</i>	10
	<i>Employed</i>	10
	<i>Parents/Caretakers</i>	10
13.	How do the demographics of students compare to Faculty demographics?	11
14.	What are students' educational goals? Why do students attend classes?	11
15.	What factors are most important to students when deciding to enroll?	11
16.	What are the most popular majors?	12
17.	How has access to transfer-level math and English changed over time at College of the Canyons?	12
18.	What percentage of students successfully complete transfer-level math and English in their first year?	12
19.	Are there any areas where some student groups are not performing as expected?	13

20. Barriers: What obstacles do students face during their time at COC?13

Mental Health..... 13

Food Insecurity..... 13

Housing Insecurity 14

Types of Support Needed..... 14

21. What percent of students utilize Counseling Services?14

Satisfaction with Advisement 14

22. What percentage of students complete a comprehensive education plan by the end of their first year?14

23. What is students’ awareness of the Basic Needs Center (BaNC)?.....16

24. How many students do we have for various Special Populations in the past 5 years?16

Race/Ethnicity within Special Populations..... 17

25. Success Outcomes among Special Population Students17

Academic Accommodations Center (AAC; formerly DSPS) 17

Adult Re-entry Learners..... 18

Athletes..... 18

MESA..... 18

Promise Students 18

EOPS..... 18

Dual /Concurrently Enrolled..... 19

26. Graduation.....19

27. How many Employees have been Students at COC?19

Other Notable Highlights.....19

1. How does COC's student profile compare to CCC systemwide student profile that was shared as part of Chancellor Christian's Vision 2030?

Table 1. Statewide CCC Student Profile vs. College of the Canyons

	 Statewide CCC	 College of the Canyons
Part-time	74%	75%*
Student of color	72%	73%
Economically disadvantaged	64%	50%**
Adult student (age 25 and older)	41%	24%
First-generation	35%	29%
Non-Citizen	14%	4%
Working Learner	64%	64%
With Associate's or higher	12%	19%
Dual Enrolled	2%	7%***

any part-time enrollment in primary terms in 2022/23

**receiving financial aid in 2021/22

***denominator "all" students incl ISAs

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

Among first-time students who are first-time applicants, 43% enroll after applying (Baseline 2020/21) the college has a goal to increase this to 45% in 2024/25. [SEA](#)

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

In Fall 2022, among all students, 68% were part-time, 23% were full-time, and 9% were non-credit (0 units). Among credit students, 75% of were enrolled part-time and 25% were enrolled full-time. [Datamart](#)

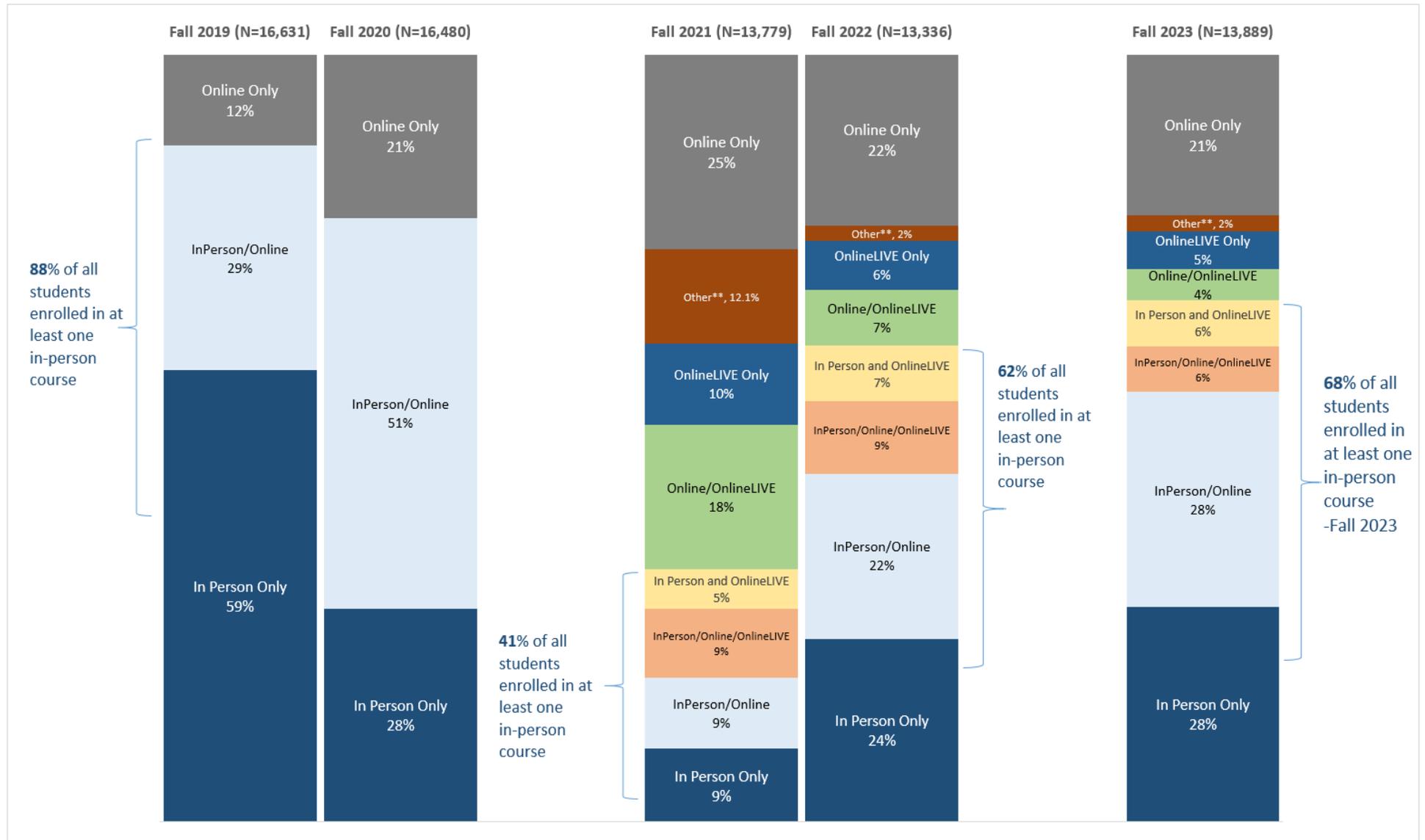
4. What percentage of the student population is exclusively enrolled in noncredit?

In the Fall 2022 semester, **10%** of the student population was exclusively enrolled in noncredit classes and 21% were enrolled in both credit and noncredit courses. 68% of students in the Fall 2022 semester were enrolled in only credit courses (vs. 71% in previous fall). [Fall 2022 ust/usx referential files](#)

5. What combinations of modalities are students enrolling in?

As of fall 2023, among all students enrolled (unduplicated) 28% enrolled in only in-person courses, followed by 21% enrolling in only 100% online courses, and 28% in a combination of the two (In-person and 100% Online). Notably, 68% of the total number of students in Fall 2022, enrolled in at least one in-person course compared to 62% in Fall 2022.

Figure 1. Student Enrollment by Modality Group 2019-2023 (Fall terms)



*Fall 2020 modes are based on originally scheduled locations, during the where most in-person courses were only 'Essential Infrastructure' sections.
 **Other' includes combination of modalities such as "InPerson/Online/OnlineLIVE/OLMixed", and "Online and OnlineMixed"

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

*

6. What is students' understanding level of OnlineLIVE classes?

In Fall 2023, 87% of respondents self-reported that they clearly understood the difference between online and OnlineLIVE classes (as compared to 86% in Fall 2022). [Fall 2022 Student Survey](#); [Fall 2023 Student Survey](#)

7. What percentage of enrollments are in online or OnlineLIVE courses?

Among all enrollments (duplicated; N=39,402) in Fall 2023, 49% were in-person courses (vs. 44% in Fall 2022), 40% in online (asynchronous) courses (vs. 40% in Fall 2022), and 10.5% in OnlineLIVE (vs. 15% in Fall 2022).

[320 File \(November 2023\)](#); excludes ISA and enrollments at high school sites, and correctional facilities

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

Among first-time 2020/21 students, primary term to term persistence fall to spring or spring to fall, the rate is 73%. The statewide CCC rate is 67%. [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](#)

9. What percentage of students enroll in short-term courses?

Among all enrolled students in fall 2023, 16% enrolled in *only* short-term courses and, 49% enrolled in at least one short-term course (5 or 8-week sessions). [Referential COC Files](#); [Fall 2023 USX \(excludes ISAs\)](#)

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

For the 2021-22 cohort of first-time, overall, students completed an average (mean) of 17 total semester units in their first year. Note: about 2/3 of first-time students enroll full-time in their first fall term. [Pathways First-time Student to Completion within 3-years Visualization](#)

Table 2. Average Total Semester Units Successfully Completed in the First Year: 2021-22 Cohort

	Average (Mean) Total Semester Units Earned	Number of First-time Students
Overall	17	3,391
American Indian/Alaskan Native	*	*
African American/Black	13	139
Asian	28	113
Filipino/a/x	25	173
Hispanic/Latinx	16	1,738
Pacific Islander/Hawaiian Native	*	*
White	19	917
Two or More Races	20	158
Unknown	8	144

* Data masked because group has <10 students.

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

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

The average number of units earned by first time Associate Degree earners in 2021-22 was 80 (all Associate Degree earners). The goal for the college was to reduce this number to 79 by 2021-22 (CCCC Vision for Success). [CCCCO Student Success Metrics](#)

Table 3. Average Number of Units Accumulated by All First Time Associate Degree Earners

Degree Earners	2017-18	2018-19	2019-20	2020-21	2021-22
All Associate Degree Earners	89	87	84	82	80
All AA/AS Degree Earners	91	89	86	84	83
All Associate Degree for Transfer Earners	89	88	85	82	81

Among the first-time cohort of students who completed an Associate's Degree in 3 years (2018/19 cohort), the average number of units earned is 73 and this number is still trending downwards for upcoming cohorts. [CCCCO Student Success Metrics](#)

12. What is the student demographic profile?

Gender

The distribution for gender has increased among male students with 57% male, and 42% female students. When Instructional Service Agreement (ISA) students are excluded, there is a higher representation of female students (53%) in comparison to males (46%). [Fall Student Profile Visualization](#)

Table 4. Student Population by Gender

Gender	Fall 2019 (N = 20,694)	Fall 2020 (N=22,099)	Fall 2021 (N=19,707)	Fall 2022 (N=21,525)
Male	52%	53%	53%	57%
Female	47%	46%	46%	42%
Unknown	<1%	<1%	<1%	1%

[Datamart](#) (includes ISAs)

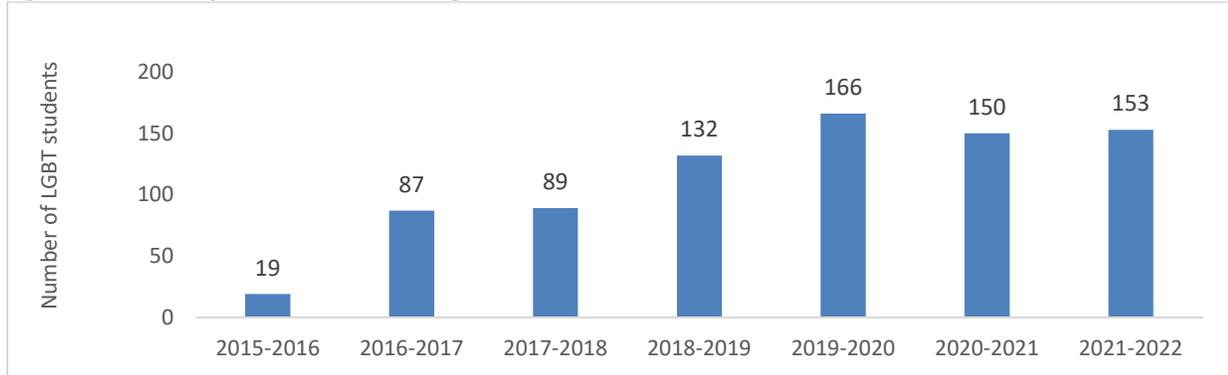
Gender Identity

Based on a recent (Fall 2023) survey of over 580 students, 94.2% self-identify as Cisgender (sex assigned at birth aligns with gender identity), with 5.8% self-identifying as Transgender (sex assigned at birth does not align with gender identity). Among Cisgender-identifying students, 30.2% selected Male, 66.7% Female, 1.3% Non-Binary, and 1.3% selected Decline to state. Among Transgender-identifying students, 64.7% identified as Non-binary, 14.7% identified as Male, 14.7% identified as Female, 3% identified as other, and 3% declined to state. [Fall 2023 Student Survey](#)

Sexuality & Gender Identity

Among first-time cohorts of students, LGBT student populations counts increased by over 50% partly due to data collection changes.

Figure 2. Number of LGBT Students among all First-time.



SEA Data as of June 2023, compiled by CCCCC

Race/Ethnicity

Since the college was formed, the most dramatic changes are the increases in Hispanic/Latinx students (5% to 51%) and decreases in the proportion of White students (92% to 26%); which reflect changes in the general statewide population.

Table 5. College of the Canyons Historical Changes in Student Demographics (Fall terms)

Race/Ethnicity	1970*	1980*	1990	2000	2019	2020	2021	2022
Asian/Pacific Islander	*	*	4%	5%	7%	7%	6%	6%
African American/Black	2%	2%	2%	4%	5%	5%	5%	6%
Filipino/a/x	*	*	2%	3%	5%	5%	4%	4%
Hispanic/Latinx	5%	10%	11%	19%	50%	49%	49%	51%
Native American/Indigenous	*	*	1%	1%	<1%	<1%	<1%	<1%
Other/Two or more races**	1%	7%	2%	6%	2%	3%	3%	3%
Unknown/Declined to state	*	*	0%	7%	4%	3%	3%	4%
White	92%	81%	79%	56%	28%	28%	28%	26%
Total Enrollment (n)	1,141	3,589	6,502	10,891	20,018	20,207	19,707	21,525

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

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

[Data Mart](#) (includes ISAs)

Table 6. Single Race/Ethnicity and Multi-Racial Student Counts

Race/Ethnicity	2021-22		2022-23	
	Single-Race/Ethnicity	Multi-Racial	Single-Race/Ethnicity	Multi-Racial
African American/Black	1,008	315	958	310
Filipino/a/x	968	205	860	205
Native American/Indigenous	29	188	28	156
Native Hawaiian/Pacific Islander	46	121	41	107
White	5,127	750	4,860	734
Total Enrollment (n)	17,217		16,331	

*Limited to fall and spring terms only, includes credit and non-credit, excludes ISAs.

**Two or more Races excludes students who report Hispanic/Latinx as one of their racial identities.

[Student Ethnicity Detail Fall and Spring Visualization](#)

Age

For Fall 2022, 48% of students are 24 years old or younger while 52% of students are age 25 years or older. When Instructional Service Agreement (ISA) students are excluded, there is a higher representation of students ages 24 or younger (74%) in comparison to students ages 25 or older (26%).

Table 7. 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)	Fall 2022 (N=21,525)
19 or Less	30%	33%	31%	32%	28%
20-24	30%	28%	24%	23%	20%
25-29	12%	11%	13%	11%	11%
30-34	7%	7%	8%	9%	9%
35-39	5%	6%	7%	7%	8%
40-49	10%	9%	10%	10%	13%
50 +	6%	6%	7%	8%	11%

[Datamart](#) (includes ISAs)

First-Generation

In Fall 2022, 29% of all students enrolled were first-generation, whereas 44% were first-generation among Hispanic/Latinx students, in comparison to 14% being first-generation in the non-Hispanic/Latinx group. [Fall Student Profile Visualization](#)

Table 8. Number of First-Generation Students within each Race/Ethnicity: Fall 2022

Race/Ethnicity	Fall 2022 Total (n)	First Generation	First-Gen Rate within Race/Ethnicity	First-Gen Rate in comparison group	Comparison Group
Hispanic/Latinx	6,842	2,996	44%	14%	Non-Hispanic/Latinx
White Non-Hispanic	3,453	537	16%	34%	Non-White
Asian/ Filipino/a/x	1,404	125	9%	32%	Non-Asian/Filipino/a/x
African-American/Black	618	126	20%	30%	Non-African-Amer./ Black
Multi-Ethnicity	630	65	10%		
Hawaiian/Pacific Islander	28	6	21%		
Native American/Alaska Native	18	3	17%		
Unknown	222	20	9%		
Overall	13,215	3,878	29%		

[Fall Student Profile Visualization](#) (excludes ISAs)

Financial Need/Income-Level

In the Fall 2023 survey, slightly over one-third indicated that their annual household income level was below \$70k. As another measure, in Fall 2022, among enrolled students, 42% (6,142 students) received a Pell Grant or Board of Governor's Fee Waiver (*aligning with SCFF definitions for PELL or BOG; excludes ISAs*).

[Referential COC Files; Fall 2022 USX/T and SFAW2223](#)

Table 9. Self-reported Household Annual Income Level

Self-Reported Income	Fall 2023 (N=666)
Less than \$12,150	14%
\$12,151- \$25,000	10%
\$25,001-\$40,000	12%
\$40,001-\$70,000	12%
\$70,001-\$90,000	6%
\$90,001-\$120,000	8%
\$120,001- \$150,000	5%
\$150,001- \$200,000	4%
More than \$200,000	3%
Prefer not to answer	26%

[Fall 2023 Student Survey](#)

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

- Results from the BaNC Survey conducted in Spring of 2023, found that among respondents (N = 309), 59% worked a paid job, 38% were only students with no other employment commitments and 3% had a non-paid internship. [BaNC Student Survey Spring 2023 NR#337](#)
- Results from the Real College Survey conducted in Spring of 2023 found that among respondents (N = 842), 64% indicated hourly wages for jobs held. 87% of respondents indicated working 1 or more hours per week. [RB#241 Real College Survey 2023](#)

Across various surveys 60% - 70% of students have reported being employed. [Basic Needs Center Survey 2019](#); [Completion Exit Surveys](#); [GP Student Survey 2018 NR#317](#)

Parents/Caretakers

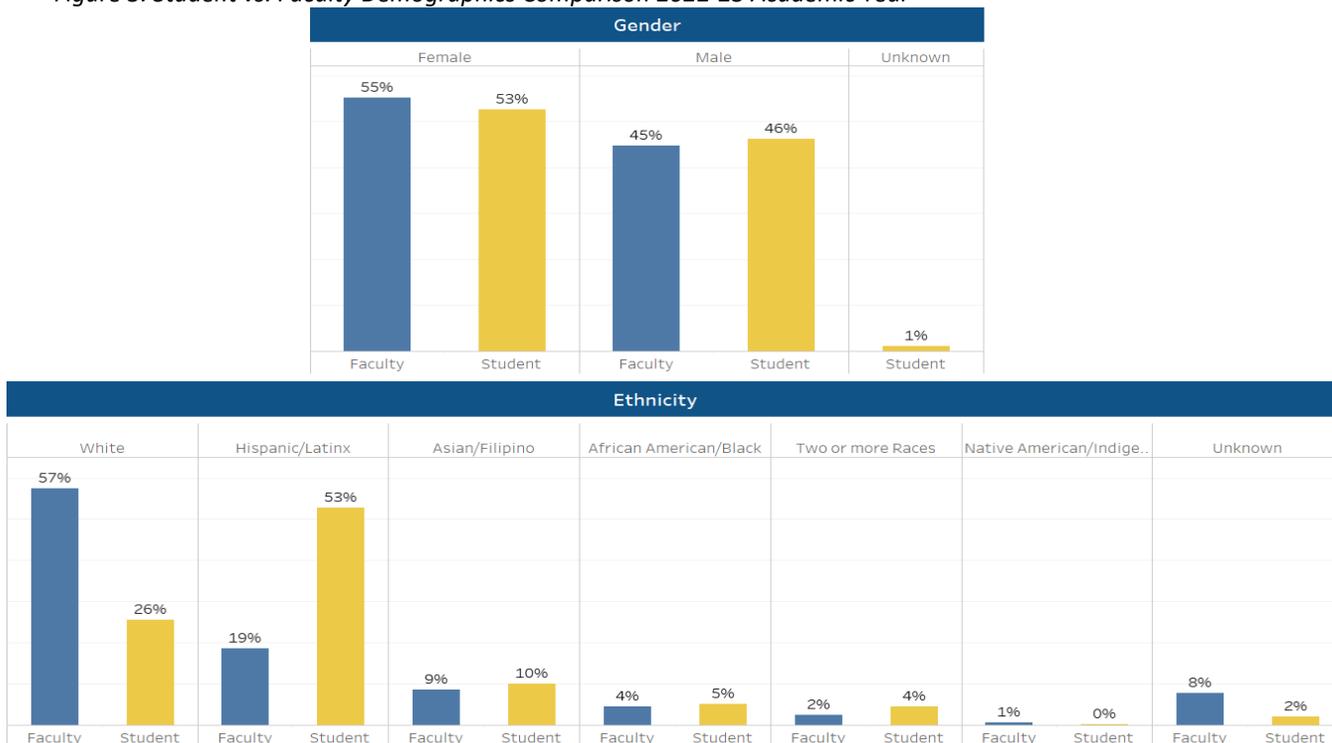
Results from the Student Survey of Basic Needs 2023, found that 14% of respondents (N = 254) indicated they were currently a primary caretaker/or parent or someone under the age of 18 years old [BaNC Student Survey Spring 2023 NR#337](#)

The Real College Student Survey 2023 found that 14% of respondents (N = 576) received child care assistance of some type. [RB#241 Real College Survey 2023](#)

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

For a full academic year (2022-23), faculty and students have similar demographics for gender, with females making up 55% of faculty and 53% among students. White is the largest group represented among faculty (57%), whereas it represents 26% among students. The largest racial/ethnic group among students is Hispanic/Latinx (53%), in contrast to 19% among faculty. [Faculty vs. Student Demographics Visualization](#)

Figure 3. Student vs. Faculty Demographics Comparison 2022-23 Academic Year



*Limited to fall and spring terms only, excludes ISAs

14. What are students' educational goals? Why do students attend classes?

Students attend classes primarily to obtain a degree and transfer (39%), followed by undecided (13%), complete GED/HS diploma (12%), transfer to a 4-year institution without an associate degree (8%), obtain an associate's degree without transfer (5%), and educational development (5%) with the remaining students pursuing various other goals. (excludes ISAs). [Annual Student Profile Visualization](#)

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

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

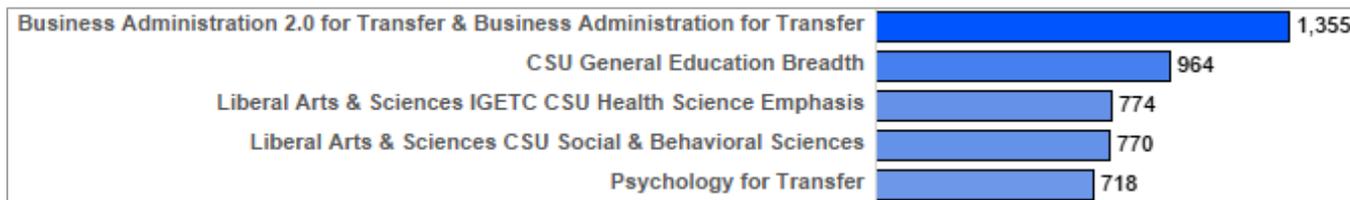
1. Availability of classes (90%)
2. Access to services like Admissions, Financial Aid, Counseling etc. (45%)
3. Helpfulness of faculty/staff (45%)

[Fall 2022 Annual Student Survey](#)

16. What are the most popular majors?

In Fall 2023, the top 5 majors declared are Business Administration, CSU General Ed, Liberal Arts & Sciences IGETC CSU Health Sciences, Liberal Arts & Sciences CSU Social and Behavioral Sciences, and Psychology for Transfer. [Program Majors Visualization Fall 2023](#)

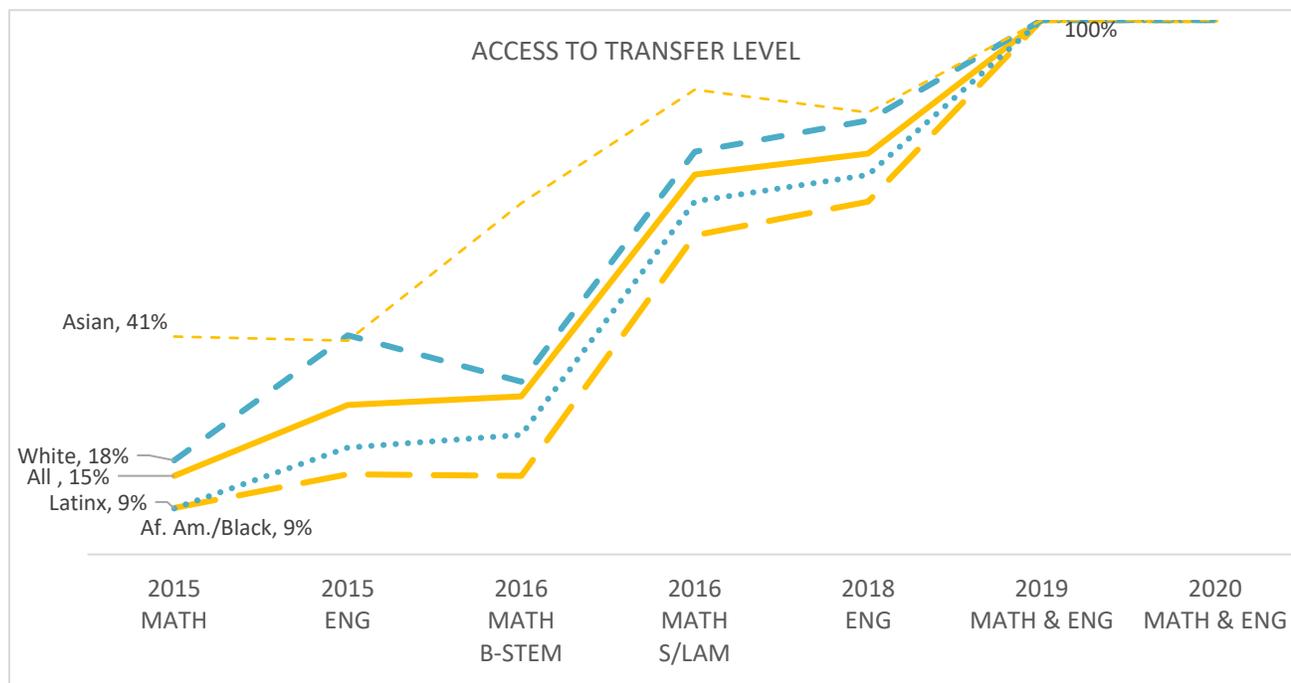
Figure 4. Top 5 most popular Programs of Study for Fall 2023 Students



17. 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 students* have access to transfer-level math and English.

Figure 5. Access to Transfer-Level English



18. 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 8% in 2015-16 to 19% in 2018-19 to 28% in 2021-22. The goal for the College is to increase that percentage to 36% by 2024-25. [SEA](#)

In their first fall term, among 1,368 students who were enrolled in English courses in Fall 2021, 67% completed a transfer level course. This is slightly lower than the preceding Fall 2020 and Fall 2019, but higher than in previous years (60% in Fall 2018; 39% in Fall 2017). In Math courses, 58% of students (N=1,020) completed a transfer level course in

the first fall term. This rate is similar to recent years and higher than the rates observed prior to Fall 2019. [CCCCO Transfer-level Completion Dashboard](#)

19. 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 disproportionately impacted on 4 of the 5 metrics excluding “ACCESS/Successful Enrollment after applying.”
- African American/Black students are disproportionately impacted on 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 disproportionately impacted 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 disproportionately impacted for this group, only when disaggregating by gender (uniquely for Hispanic/Latinx Males on Persistence and Access). Thus, this group illustrates disproportionately impacted on all 5 metrics in some capacity.
- First-Generation are disproportionately impacted 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 disproportionately impacted 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 disproportionately impacted 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](#)

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

Mental Health

Of respondents who completed the Healthy Minds Survey in Fall 2022 (N=278), 57% agree/strongly agreed to “needing help for emotional or mental health problems or challenges such as feeling sad, blue, anxious or nervous” [Healthy Minds Survey 2022](#)

Food Insecurity

The overall rate of self-reported Food Insecurity was 47% for students in California whereas COC’s rate was 43% (361 students of 842 possible respondents). [RB#241 Real College Survey 2023](#)

Housing Insecurity

The overall rate self-reported Housing Insecurity on a survey was 58% for students in California whereas COC’s rate was 49% (410 students of 842 possible respondents). [RB#241 Real College Survey 2023](#) .Self-reported rates are higher than the reported “Homeless” counts ([Table 11](#)) because there is an additional screening process before official reporting for the number of “Homeless” students.

Types of Support Needed

Top 3 themes for what challenges students are facing that the College can help with (open responses):

- Basic Needs (i.e., Food, Rent, Housing, Transportation, Securing Job) 22%
- Counseling Assistance (i.e., Registering, Degree Planning/Transferring) 20%
- Course Availability/Offerings 18%

Top 3 selections for how the College can help support the student:

- Counseling Services, 69%
- Financial Aid, 61%
- Tutoring, 53%

[Fall 2022 Annual Student Survey](#)

21. What percent of students utilize Counseling Services?

The percentage of first-time students utilizing Counseling Services within their first-year has increased from 57% (2017 cohort) to 75% (2019 cohort). In 2017-18, 49% among all enrolled utilized counseling services in a given academic year. [Demographics of Students Receiving Counseling Services RB# 181](#)

Table 10. Counseling Utilization among First-time Students 2017-2019

First Time Cohort Students	Fall 2017	Fall 2018	Fall 2019
Total Number of First-time Students	3,165	3,169	3,253
Percent Using Counseling within their <i>First Year</i>	57%	72%	75%
Percent Using Counseling within their <i>First Two years</i>	69%	80%	81%

[Pathways First-time Student to Completion within 3-years Visualization](#)

Satisfaction with Advisement

Over 80% of respondents who indicated using Counseling services in various modalities (in-person, online, phone) indicated that they were ‘satisfied or very satisfied’ [Fall 2022 Student Survey](#)

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

Among first-time students, on average 50% complete a Comprehensive/Modified educational plan across the first-time student cohorts of 2017-2019

Table 11. Percent of First-Time Students in Fall (2017-2019) who Complete Ed. Plans

First-Time Fall Cohorts	Completed a Comprehensive/Modified Ed Plan	Completed an Abbreviated	Did Not Complete an Ed Plan	Total N
Fall 2017	50%	12%	38%	3,165
Fall 2018	53%	30%	17%	3,169

Fall 2019	48%	36%	16%	3,253
-----------	-----	-----	-----	-------

[Pathways First-Time Cohort Completion Visualization](#)

23. What is students' awareness of the Basic Needs Center (BaNC)?

- 57% of respondents from the Real College Survey in 2023 (N = 842) indicated awareness of a Campus Food Pantry in comparison to 22% reporting awareness in 2019 [RB#241 Real College Survey 2023](#); [Basic Needs Center Survey 2019](#)
- Of the Real College Survey respondents who were aware, 47% used the Campus Food Pantry in the last 12 months.
- Of a total of 309 students surveyed [about the BaNC](#), 71% indicated that they had used the center in some capacity.
- Of those, 84% indicated the resources helped them to stay enrolled at COC, and 78% reported these provided them the tools and resources to help for the long-term. The most popularly mentioned assistance the BaNC provided was with Food/Hunger relief. [BaNC Student Survey Spring 2023 NR#337](#)

24. How many students do we have for various Special Populations in the past 5 years?

Table 12. Unduplicated Student Count for Special Populations (Fall terms)

Special Populations	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Total Headcount	20,914	20,018	20,207	19,707	21,525
In-Service Agreement (ISA)	4,157	3,451	5,528	4,177	6,704
First Generation	4,057	3,987	3,746	3,391	3,500
Concurrent/Dual Enrolled	1,386	1,639	1,671	1,532	1,663
Canyons Promise/First Year Experience (FYE)	341	953	1,381	981	1,238
Middle College High School Program (Academy of the Canyons)	411	404	414	392	395
Academic Accommodations Center (formerly DSPTS)	922	975	654	359	399
Athletes	395	383	324	415	409
EOPS - Extended Opportunity Programs & Services	402	427	321	261	232
Veteran	346	323	263	206	237
MESA - Mathematics, Engineering, and Science Achievement	139	139	119	121	142
Foster Youth*	179	94	88	71	61
International Students	196	182	123	111	124
CalWORKs - California Work Opportunity & Responsibility to Kids	108	79	60	48	75
Homeless*	3	12	11	16	5
Justice Impacted (Incarcerated)	81	103	72	187	316
Justice Impacted (Ex-offender)*	17	24	2	0	1
AB540 Students	365	305	258	226	209

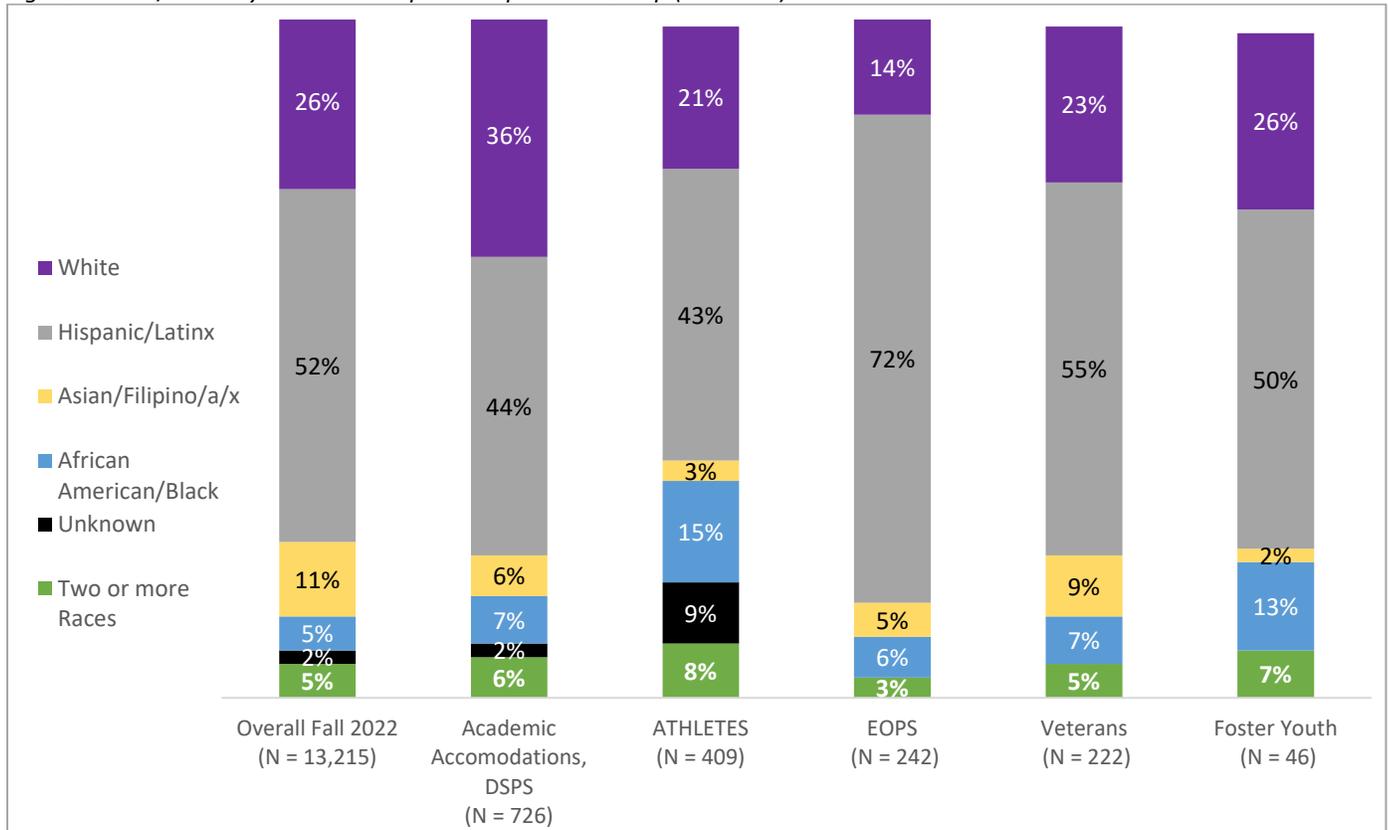
Source: Datamart and local Informer files for Promise, [Fall Student Profile Visualization](#) for International Students Athletes, 320 Enrollment file for AB5540; Public Safety in-service Agreement counts from usx/ust referentials; [Canyons Promise program](#) counts are for fall cohorts of the academic year.

*Reported counts of Populations like Homeless, Foster Youth, Justice Impacted (ex-offender) are limited because they are identified after students complete a screening and qualification process.

Race/Ethnicity within Special Populations

In Fall 2022, the rate white students are over-represented among students receiving accommodation services (36%) as compared to the overall student population (26%), the Hispanic/Latinx students are over-represented among the population receiving EOPS services (72%) as compared to the overall student population at COC (52%), the African/American and Black students are over-represented among the students receiving Foster Youth services (13%) compared to the population they represent at COC (5%).

Figure 6. Race/Ethnicity within each Special Population Group (Fall 2022)



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

25. Success Outcomes among Special Population Students

Academic Accommodations Center (AAC; formerly DSPS)

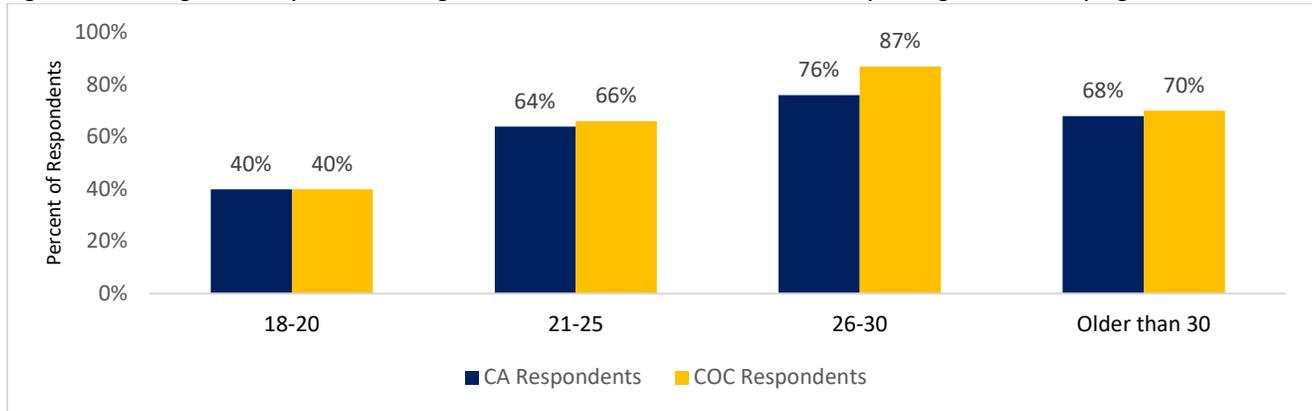
Out of the 28 students that responded, 96% reported that they agreed or strongly agreed that they understand how their disability affects their academics. The majority agreed or strongly agreed that they have the tools and support to accomplish their educational goal (89%), academic accommodations and services help them reach their educational goals (89%), feel welcomed and valued as a member of the campus community (82%), their instructors understand disability related resources and procedures (75%), and understand their rights and responsibilities as a student with a disability (71%). [CCCCO DSPS/AAC – Student Survey 2022-2023 \(surveyed in Fall 2023\)](#)

Students receiving AAC services are disproportionately impacted on the following Student Equity and Achievement (SEA) outcomes across previous cohorts of first-time students during 2017/18 through 2020/21 academic years [SEA](#): 1) Completion of Transfer-Level Math & English within the first-year, 2) Attaining the Vision Goal within 3 years, 3) Transferring to a 4-Yr institution within 3 years. More specifically, Male AAC students were disproportionately impacted for the outcome of Attaining the Vision Goal within 3 years.

Adult Re-entry Learners

Students aged over 25 are most likely to report housing insecurity for both statewide and COC student populations. Overall rates of housing insecurity were 58% among California survey recipients and 49% ($n=410$) among all COC survey respondents.

Figure 7. Housing Insecurity Rates among COC Students vs. Statewide Community College Students by Age



[RB#241 Real College Survey 2023](#)

Athletes

African American/Black students represent 13% of student athletes, whereas they represent 5% of general student population. [Fall Student Profile Visualization](#)

MESA

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

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 2.4),
- a higher rate of Fall to Spring persistence (91% vs 84%)
- a higher rate of Fall to Fall persistence (81% vs 69%)
- Completion of a Degree or Certificate in 3 Years (34% vs 23%)

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

EOPS

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. In Fall 2022, AOC students' success rate was 96% (compared to 83% among other concurrently enrolled students) and retention rate was 99% (compared to 93% among other concurrently enrolled students). [Evaluation Brief AOC 2023](#)

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](#)

26. Graduation

The graduating class of 2023 had 2,206 students (vs. 2,444 students in the previous year), the decrease is in the context of declining enrollments during the recovery period from the Pandemic.

20-year trend of Graduates shows:

- The oldest age in the class of 2000 was 57 years compared to 81 years in 2020. 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)
- African American/Black students represented 4.2% of the class of 2020 (vs. 3% of graduates in 2000)

27. 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

College of the Canyons has been ranked nationally No. 18 (No. 19 in the previous year) and No. 31 in *The Hispanic Outlook in Higher Education Magazine*, for enrolling the largest number of Hispanic students and granting the most degrees, respectively.

According to the data, the college had a Hispanic population of 13,631 students, totaling 49% of the total student enrollment, which was 27,936 in the year 2021-22. That same year, of the 3,257 associate degrees awarded by the college, 1,490 of degree recipients were Hispanic students. [News \(canyons.edu\)](#)

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 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 [Preeta Saxena](#) or [Jocelyn Harris](#)

