



Data Highlights for College of the Canyons

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

About half of students who apply to the College enroll.

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 **6 out of 9** are enrolled **part-time**.*

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

*About **3 in 4** of first-time, full-time students **persist** from fall-spring-fall compared to **1 in 2** first-time, **part-time** students. Analyses also show that **1 in 4 of part-time students stop attending** compared to only **1 in 10 of full-time students**.*

4. What percentage of students work while taking classes?

*A Completion Exit survey administered to graduates across that last three years found that **75%** report working while taking classes (survey respondents=1,518, 3 cohorts of graduating classes). Of those reported that they work, **53%** reported working **20 or more hours**.*

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

*Approximately **3 percent** of the student population is exclusively enrolled in noncredit classes (excludes Fire, Sheriff and Police In-Service Agreement students).*

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

Of the 2015/16 cohort, 42 percent successfully completed 15+ units, 22 percent completed 24+ and 11 percent successfully completed 30+ units in their first year. African-American/Black and Latinx students completed at lower rates compared to other ethnicities (see Table on next page).

Table 1. College Units Successfully Completed by First-Time Students (2015/16 cohort)

	Earned 15+ Credits in First Year	Earned 24+ Credits in First Year	Earned 30+ Credits in First Year
Overall (N=2,604)	42%	22%	11%
Asian (N=247)	55%	36%	22%
Black or African American (N=124)	23%	*	*
Latinx/Hispanic (N=1,318)	39%	20%	8%
Caucasian/White (N=852)	47%	25%	12%

* Data Suppressed (completion less than 10 students) Source: CalPass Launchboard

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 2017-18 was **90**. 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.*

8. How has the ethnic composition of the student body changed over time?

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

Table 2. College of the Canyons Ethnic Composition of Students

Ethnicity	1970*	1980*	1990	2000	2018
Asian/Pacific Islander	*	*	4%	5%	7%
African American	2%	2%	2%	4%	5%
Filipinx	*	*	2%	3%	4%
Latinx	5%	10%	11%	19%	48%
Native American	*	*	1%	1%	<1%
Other/Two or more races**	1%	7%	2%	6%	2%
Unknown/Declined to state	*	*	0%	7%	3%
White	92%	81%	79%	56%	30%
Total Enrollment	1141	3,589	6,502	10,891	20,914

*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. Source: College of the Canyons Fact Book

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:

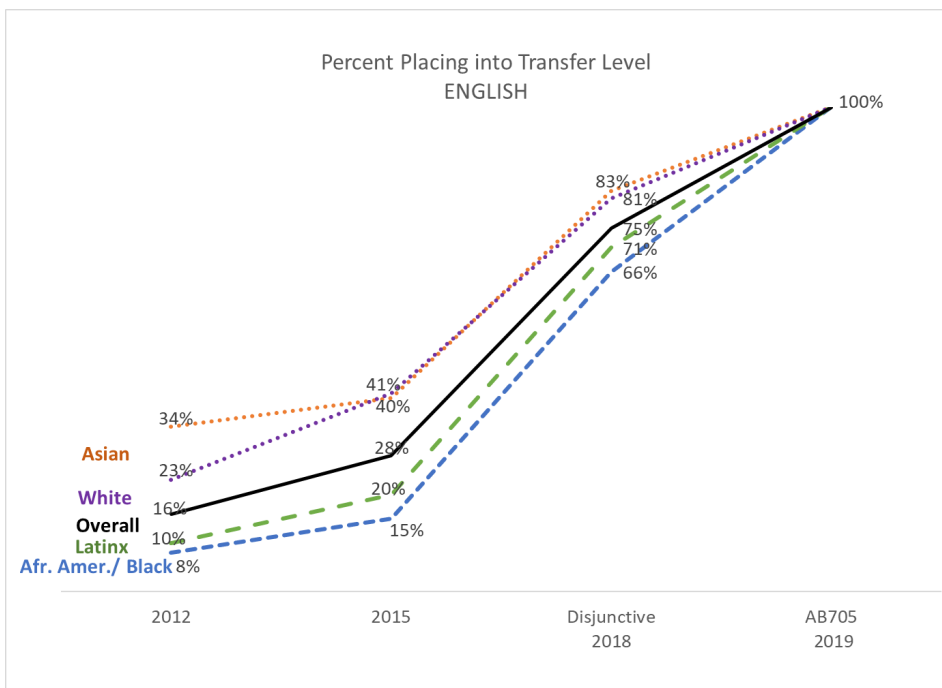
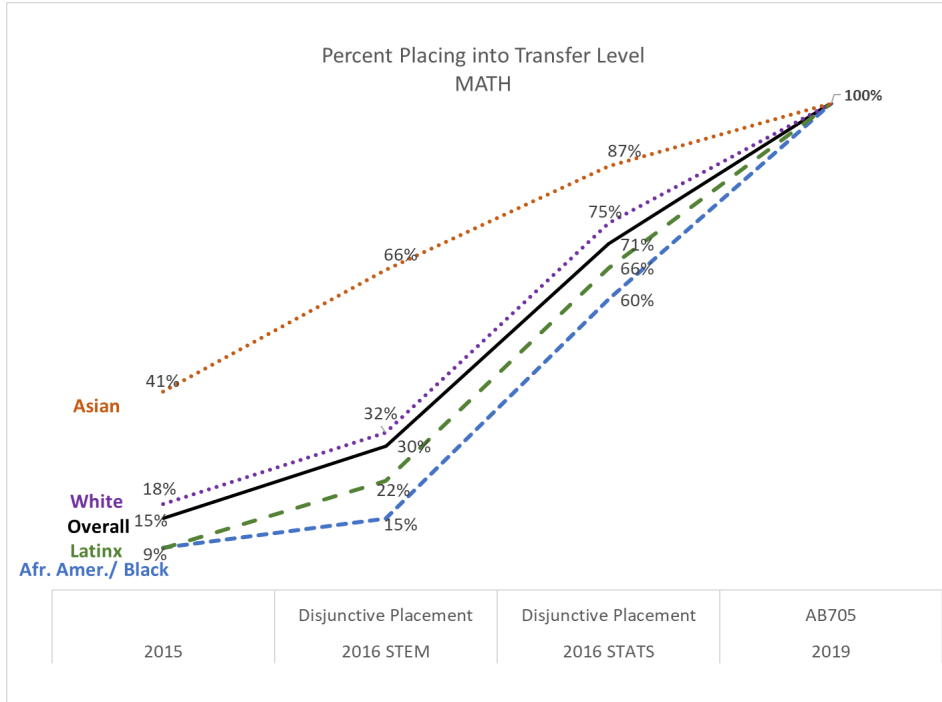
- **Males** have DI for degree completion and transfer
- **African American/Black** students have DI across all indicators with the exception of Transfer to four years, once disaggregated by gender, **African American/Black, Males** have D.I. for Transfer (vs. African American/Black Females, and males/females of other race/ethnicity groups).
- **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. 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.

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).***

11. 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 have access to transfer-level math and English.**



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

*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**.*

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

Completion Exit surveys of graduating students across the last three years show that the most common obstacles are:

- *Availability of courses*
- *Costs of college (fees, books, supplies, etc.)*
- *Difficulty of courses*
- *Difficulty in choosing a career or educational goals*