



Data Highlights for College of the Canyons' Canyons Completes (Guided Pathways) Efforts
Fall 2020

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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 70% [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]

Unit load status is not static as a survey question on the Completion Exit Survey indicates that 42% report always being full-time; 41% report being sometimes part-/full-time; and 17% report being always part-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?

About 1 in 4 of first-time, part-time students stop attending after the first term compared to only 1 in 10 of full-time students. [3]

Analyses also show 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.

Table 1 Fall 2015 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=1,228)	24%	19%	5%	52%
Full-time (n=1,539)	9%	14%	2%	75%
Overall (n=2,767)	16%	16%	3%	65%

Source Data: [4]

4. 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). [2] Fall 19 (320 referent files) illustrate 4% of students are enrolled in exclusively Noncredit courses, 29% are enrolled in both credit and Noncredit, and 67% in Credit only courses. (Latest 320 pulled for that term).

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

Among all enrolled, about 39% are enrolled in at least one online course. Most students enroll in face-to-face courses only (61% in fall 2019; 56% in spring 2020) followed by students enrolling in both online and face-to-face courses (28% in fall 2019; 31% in spring 2020). Students enrolled in online-only courses are the fewest (11% in Fall 2019; 13% in spring 2020).

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+ units, 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. [6]

Table 2 College Units Successfully Completed by First-Time Students: 2015/16 Cohort [5]

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

* Data Suppressed (completion less than 10 students)

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 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 [8]

- Male 52%
- Female 47%
- Unknown 1%

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

2% self-report non-binary gender identify. [10]

Sexuality

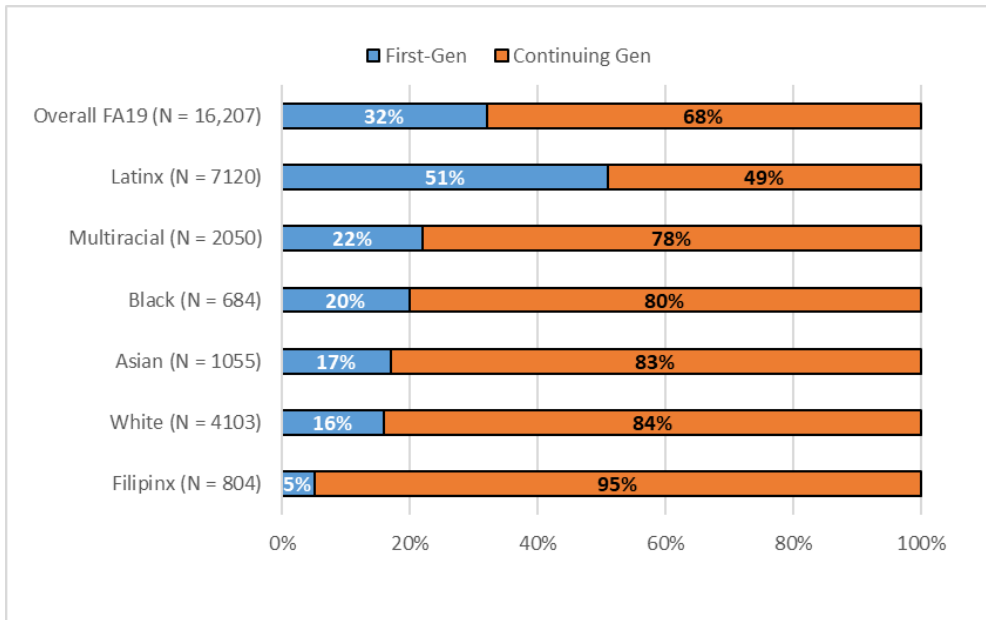
2% of students who enrolled after applying in the 2015-2016 and 2016-2017 academic years self-identified as either homosexual or bisexual respectively. [9]

First-Generation

28% - 44% of students are first-generation students. Rates vary between CCC apply data and survey data due to the question and response options provided in each method as well as missing data on the application. [9] [10] [12] [13] Rates for first-generation status also vary by campus location. In fall 2019, 32% of students enrolled on the Valencia campus were first-generation, while 38% of students enrolled on the Canyon Country campus were first-generation.

While first-generation students comprised 32% of all Fall 2019 enrollments, among Latinx students, 51% were first-generation and only 5% of Filipinx enrollments are first-generation. [13]

Figure 1 Proportion of First-Generation Students within each Race/Ethnicity Fall 2019



Age

64% of students are age 24 or younger while 36% of students are age 25 or older. [7]

Table 3 Student Population by Age

Age	2018 fall (N=20,914)	2019 fall (N = 20,018)	2020 fall (19,944)
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%	6%

*Includes ISAs

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. Lower income status [9]

Table 4 Self-reported Household Income Level [9]

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%
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]

Race/ Ethnicity

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. [4]

Table 5 College of the Canyons Ethnic Composition of Students [4]

Ethnicity	1970*	1980*	1990	2000	2018	2019	2020
Asian/Pacific Islander	*	*	4%	5%	7%	7%	6%
African American/Black	2%	2%	2%	4%	5%	5%	5%
Filipinx	*	*	2%	3%	4%	5%	5%
Latinx	5%	10%	11%	19%	49%	50%	50%
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	1,141	3,589	6,502	10,891	20,914	20,018	19,944

*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. Student Headcount, includes ISAs

Employed

70% - 82% of students report being employed. [3] [9] [10] [13] [14]

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.
- Latinx and African American/Black students are over-represented among the academic probation

population.

- 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.

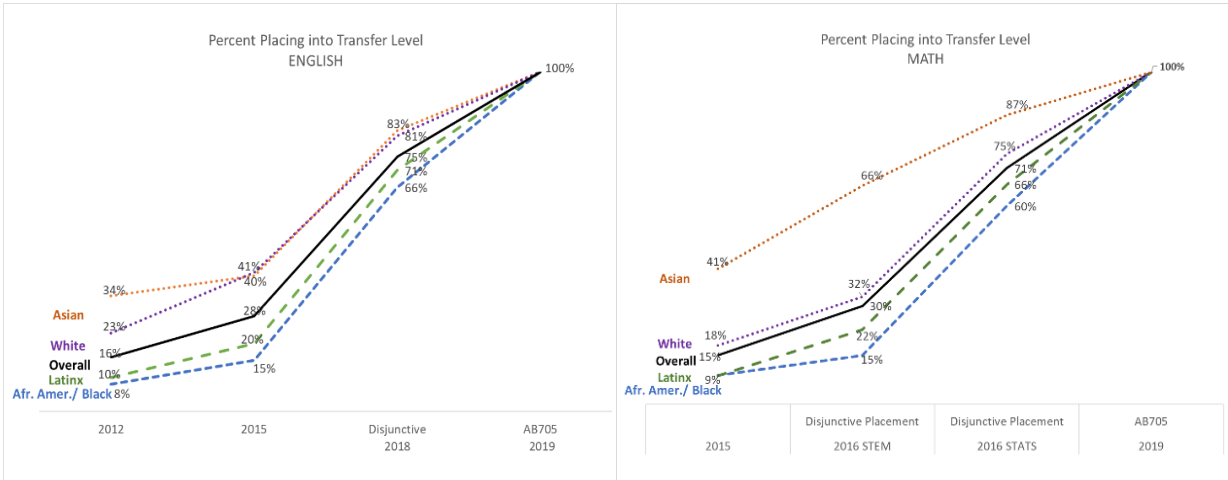
Sources: [1] [9]

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). [15]

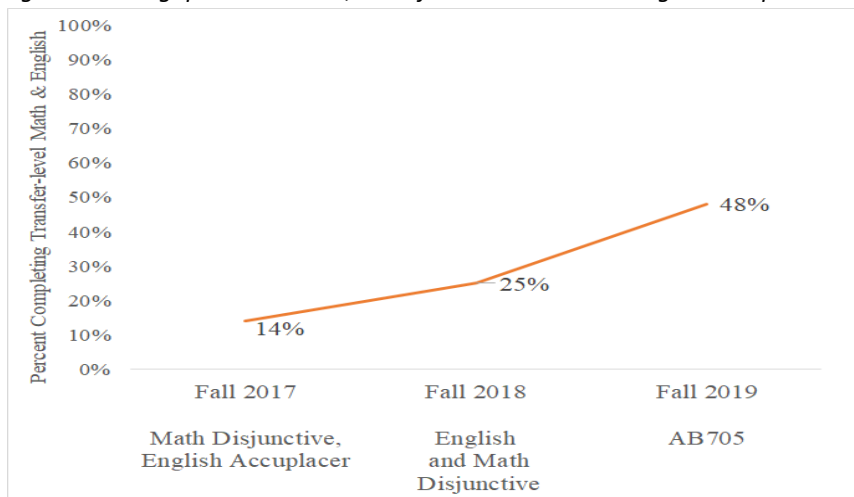
11. How has access to transfer-level math and English changed over time at College of the Canyons?

Figure 2 Access to Transfer-Level Math and English



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 Throughput: First-Term, Transfer-Level Math and English Completion



Sources: [2] [16] [17] [18]

12. 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 48% of students who were enrolled in both English and math courses in fall 2019, completed a transfer level course in both Math and English. This is higher than prior years (25% in fall 2018; 14% in fall 2017). [19]

13. Counseling Services

How many see a counselor?

- 95% of respondents used in-person, 11% used online. [20]
- 68% indicated that they've seen a general counselor for educational/personal/ career advisement. [10]
- 2017-18; 49% among all enrolled utilized counseling services in a given academic year. [21]

Satisfaction with Advisement

64% to 69% were satisfied with services received from Academic Counseling. [10] [14] [14] [22]

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%).

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%). [10]

14. Campus Environment

Overall, student respondents indicated they agree or strongly agree that [10]:

- COC provides a welcoming environment (86%);
- They have been treated fairly by staff and faculty (85%, respectively);
- Diversity and inclusion are respected and appreciated (81%);
- They feel comfortable reporting harassment or discrimination at COC (71%);
- COC adequately supports the learning environment for students with learning differences (70%); and
- They are satisfied with the sense of community they have on campus (68%).

15. Registration Process

Overall, the majority of student respondents indicated they agree or strongly agree that the registration process is user friendly (74 percent) and the payment process is user friendly (77%). [10]

16. 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: [3] [13] [14] [22]

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. [9]

17. Special Population Students

Table 6. 2018-19 Unduplicated Student Count: Annual and Fall Term [2]

	Data Mart Fall term 2018	Data Mart Fall term 2019	2018-19 Annual ¹	2019-20 Annual ¹
Disabled Students Programs & Services (DSPS)	922	975	1,231	1200
Extended Opportunities Prog. & Services (EOPS)	402	427	520	520
Cal. Works	108	79	119	95
Foster Youth Students	179	94	66	52
MESA²	139	139	150	148
Veteran Students	346	323	493	379
First Year Experience/College Promise (FYE)	*	*	356	953
First Year Experience/College Promise-PLUS (FYE2)	*	*	197	311
International Students (ISP)²	*	*	234	211
Athletes	*	*	469	461
Special Admit: Concurrent/Dual	1,386	1,639	*	*
Formerly Incarcerated (Ex-offender)	17	24	*	*
Incarcerated	81	103	*	*
Homeless	3	12	*	*

1. Informer report Student Types 2018-19 & 2019-20 Annual headcount (unduplicated), primary terms

2. ISP= “INTLA”; MESA=“GMESA”

* Denotes where data was unavailable via Data Mart or ust/usx files.

AB540 Students

- Across the three fall terms 2018, 2019, and 2020 there were a total of 597 (unduplicated) students with an AB 540 status. Table 7 below illustrates the number of AB 540 students per fall term. They have consistently comprised 2% of the headcount in the last three fall terms. [23]

Table 7 Designated AB 540 Students by Fall Terms

AB 540 Students
Fall2018 N = 365
Fall2019 N = 302
Fall2020 N = 281

Adult Learners

- Students aged 50+ are less likely to see Counselors. [21]
- Students aged over 25 were over-represented within our housing insecure population. [9]

Athletes

- Success rates of student athletes are relatively the same compared to the general student population who are enrolled in similar classes. [24]
- GPA is slightly higher among student athletes in comparison to the general student population [25].
- African American/Black students represent 19% of student athletes, whereas they represent 6% of general student population [2] [26].

MESA

MESA students who are Hispanic and/or low-income have 99% 'good standing' (GPA) rate [27].

EOPS

Nearly half of the respondents indicated that they are aware of EOPS among on-ground and online general student population. [13] [14] [22]

EOPS students perform at a higher, or comparable level to the general student population. [28]

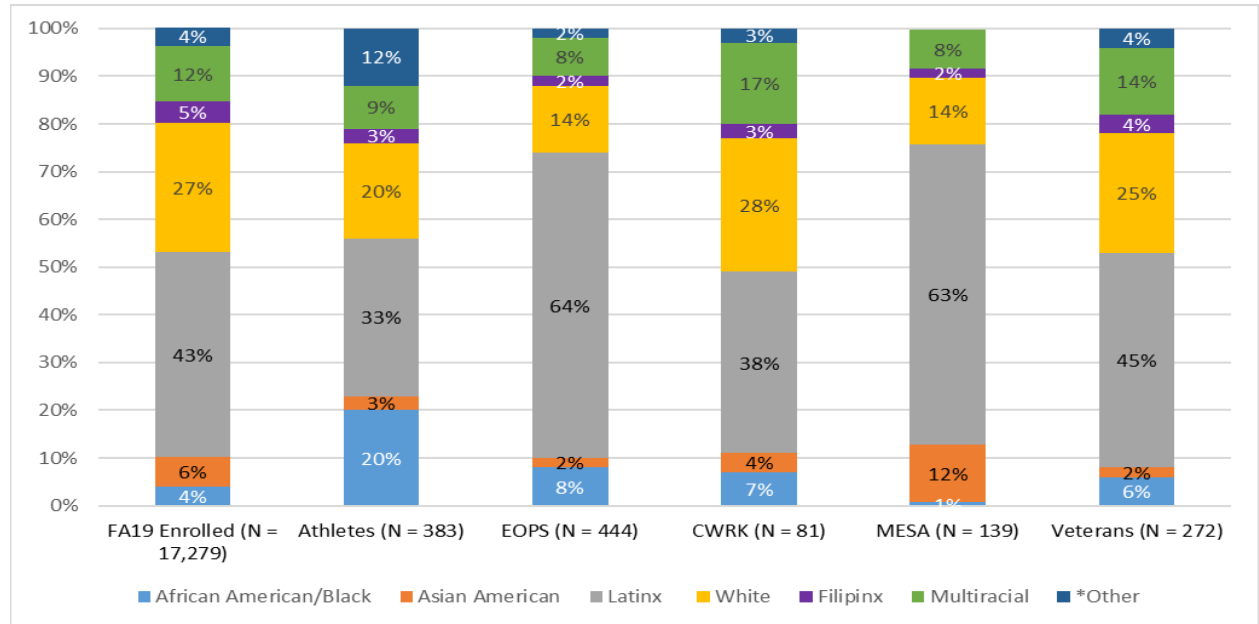
- Higher Persistence Rates
- Higher rates of returning to 'Good Standing' after Academic Probation
- Similar Cumulative GPA
- Similar Completion Rates (Degree/Certificate)

CalWORKs students are overrepresented among Academic Probation population. [21]

Ethnic composition among special populations varies from the composition among all enrolled (Fall 2019). For example, the Asian race/ethnicity is represented at 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%). Latinx are represented at 1.5 times higher within EOPS (64%) and

MESA (63%) than their representation among all enrolled (43%). [12]

Figure 4 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 2018 remain high at 97 percent and 99 percent, respectively. [29]

Hart District students who were concurrently enrolled in fall 2019 had a success rate ranging from 80% to 96% depending on high school. [30]

DSPS

55% of general student population reports awareness. [13]

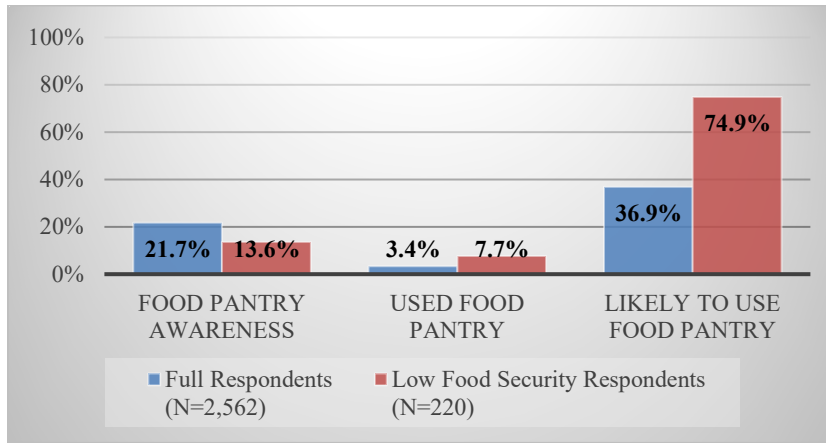
Out of 176 surveyed, most of the respondents either agreed or strongly agreed that they were aware of the available resources to help them succeed at COC (92%), and were using these resources (90%). Most also agreed or strongly agreed (89%) that faculty were supportive of their use of accommodations from the DSPS office. [31]

DSPS students are overrepresented among Academic Probation population. [21]

18. 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.
- 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. [9]

Figure 5 Awareness and Use of Food Pantry between the Full Sample of Respondents and the Low Food Security Respondents



Source: [9]

19. 20 Year Graduation Statistics Class of 2000 through Class of 2020

Completers

- Over the last 20 years a total of 28,339 Degrees/Certificates were awarded, to a total of 24,571 graduates.
- The graduating class of 2020 with 2,427 students, comprised 9.8% of all graduates over the last 20 years.

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 Latinx students represented 14% of graduates in 2000, in 2020 Latinx students represent 45% of Class of 2020, that is an increase of 212%
- Whereas Filipinx 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, that is 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, that is a 24% increase. [32]

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