Data Highlights for College of the Canyons' Canyons Completes (Guided Pathways) Efforts
Fall 2019

1. *Of all students who apply to the College, what percent enroll?*
   About half of students who apply to the College enroll [1].

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. [2]

   Unit load status is not static as a survey question on the Completion Exit Survey which indicates that 42% report always being full-time; 41% report being sometimes part-/full-time; and 17% report being always part-time. [3]

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. [2]

   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]

5. *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. [5]

   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%

	Earned 15+ Credits in First Year	Earned 24+ Credits in First Year	Earned 30+ Credits in First Year
White (N=852)	47%	25%	12%
Overall (N=2,604)	42%	22%	11%

Data Suppressed (completion less than 10 students)

6. ***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. [6]

7. ***What is the student demographic profile?***

Gender [7]
- Male 54%
- Female 45%
- Unknown 1%

Less than 1% of students who enrolled after applying in the 2015-2016 and 2016-2017 academic years self-identify as transgender. [8]

2% self-report non-binary gender identify. [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. [8]

First-Generation

28% - 43% 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] [11]

Age

61% of students are age 24 or younger while 39% of students are age 25 or older. [7]

Table 3 Student Population by Age

Age	Percentage
19 or Less	31%
20-24	30%
25-29	12%
30-34	7%
35-39	5%
40-49	10%
50 +	6%

Income-Level

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

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. [9]

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
Asian/Pacific Islander	*	*	4%	5%	7%
African American/Black	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	1,141	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. Student Headcount, includes ISAs*

Employed

70% - 82% of students report being employed. [3] [9] [10] [12] [13]

8. *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]

9. ***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). [14]

10. ***How has access to transfer-level math and English changed over time at College of the Canyons?***
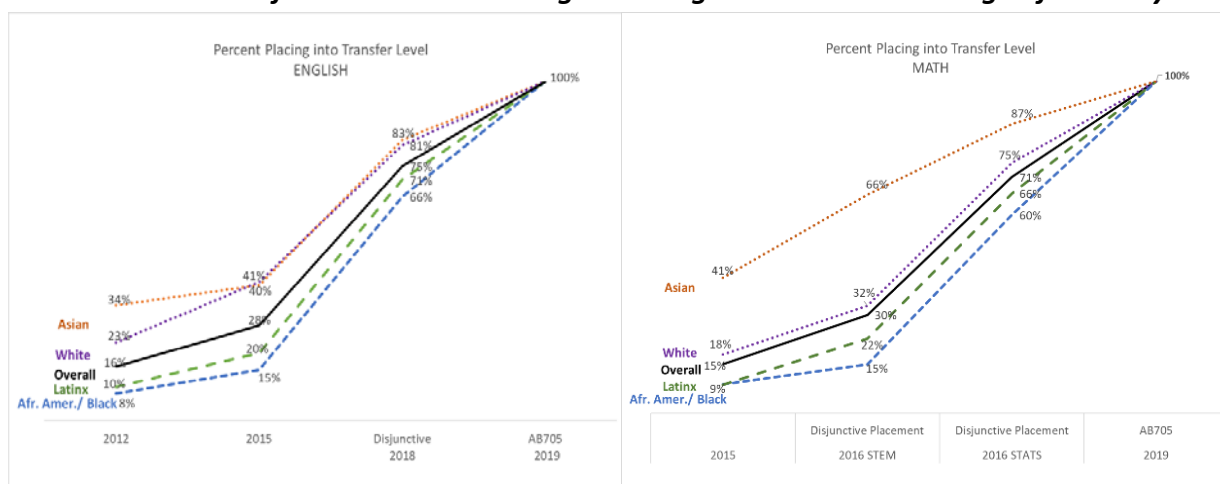
Access to transfer-level math and English increased dramatically before AB705 with the College's change in placement using a Disjunctive model which used prior high school coursework and grade in math and English, and GPA. Effective Fall 2019 all incoming students have access to transfer-level math and English.

Sources: [2] [15] [16] [17]

11. ***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. [1]

12. *Counseling Services*
How many see a counselor?
- 95% of respondents used in-person, 11% used online. [18]
- 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. [19]

Satisfaction with Advisement

64% to 69% were satisfied with services received from Academic Counseling. [10] [13] [13] [20]

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]

13. *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%).

14. *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]

15. *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
- The most consistent and common personal/external obstacles
- Work conflicts/pressures
- Financial Hardship
  - 25% report "a lot" of concern about their ability to pay for college.

Sources: [3] [12] [13] [20]

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.

Students report being expected to contribute to household income.

While the majority of students report having supportive parents, parent understanding of academic obligation, and support for pursuit of higher education is lower among food insecure students. [9]

16. *Special Population Students*

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

	2018-19 Annual[1]	Data Mart Fall term 2018
Disabled Students Programs & Services (DSPS)	1,231	922
Extended Opportunities Prog. & Services (EOPS) Students	520	402
Cal. Works	119	108
Foster Youth Students	66	179
First Year Experience/College Promise (FYE)	356	
First Year Experience/College Promise-PLUS (FYE2)	197	
International Students (ISP)[2]	234	
MESA[2]	150	139
Veteran Students	493	
Athletes	469	
Special Admit: Concurrent/Dual		1,347

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

2. ISP= "INTLA"; MESA="GMESA"

Adult Learners

- Students aged 50+ are less likely to see Counselors. [19]
- 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. [21]
- GPA is slightly higher among student athletes in comparison to the general student population [22].
- African American/Black students represent 19% of student athletes, whereas they represent 6% of general student population [2] [23].

MESA

MESA students who are Hispanic and/or low-income have 99% good standing rate [24].

EOPS

Nearly half of the respondents indicated that they are aware of EOPS among on-ground and online general student population. [12] [13] [20]

EOPS students perform at a higher, or comparable level to the general student population. [25]

- 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. [19]

Dual 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. [26]

DSPS

55% of general student population reports awareness. [12]

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. [27]

DSPS students are overrepresented among Academic Probation population. [19]

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 1 Awareness and Use of Food Panty between the Full Sample of Respondents and the Low Food Security Respondents
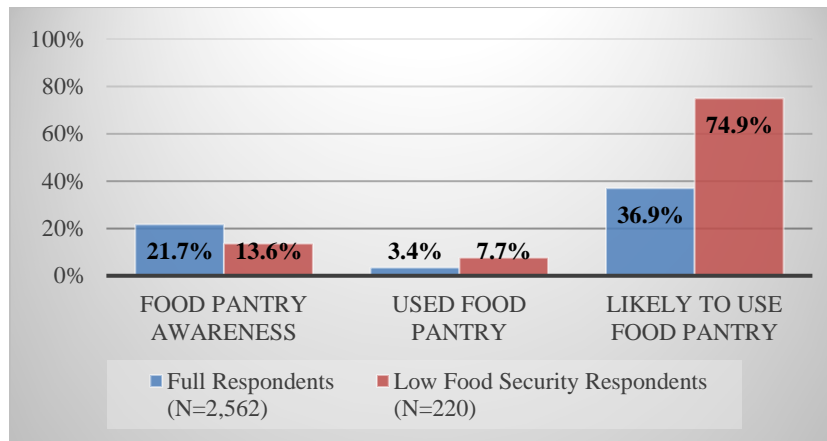
Source: [9]

Sources

[1]   *Student Equity and Achievement Plan 2018-2019.*

[2]   *Institutional Data Analysis (UST/USX referential files and Informer reports).*

[3]   P. Saxena and D. Meuschke, *Completion Exit Survey 2016 & 2017,* Forthcoming.

[4]   C. Parker and D. Meuschke, *Santa Clarita Community College District 2018 Fact Book.*

[5]   "CAL Pass Plus Launchboard," [Online].

[6]   *Local Goals (Vision for Success) 2018-19.*

[7]   California Community College Chancellor's Office, *Datamart.*

[8]   V. Manzo, P. Saxena, D. Meuschke and B. Gribbons, *LGBT Demographics of COC Applicants and Students (Research Brief 170),* 2018.

[9]   V. Manzo and D. Meuschke, *Basic Needs Center Survey: Spring 2019 (Numbered Report 322),* 2019.

[10] C. Parker, D. Meuschke and B. Gribbons, *Guided Pathways Student Survey: Spring 2018 (Numbered Report 317),* 2018.

[11] P. Saxena and V. Manzo, *Institutional Application Data from CCC Apply,* 2019.

[12] A. LeValley, D. Meuschke and B. Gribbons, *Annual Student Survey - Student Services: Spring 2016 (Numbered Report 308),* 2017.

[13] A. LeValley, D. Meuschke and B. Gribbons, *Annual Student Survey of Online Classes: Spring 2016 (Numbered Report 311),* 2017.

[14] P. Saxena and J. Temple, *Title V HSI Grant, Online Ed Objective Plan Y5 Annual Report,* 2019.

[15] J. Brezina, P. Saxena, D. Meuschke and B. Gribbons, *Math Cut Score Changes: Placement and Success (Research Brief 110),* 2016.

[16] J. Brezina, P. Saxena, D. Meushke and B. Gribbons, *English Placement and Equity Implications (Research Brief 114),* 2016.

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[18] A. LeValley, D. Meuschke and B. Gribbons, *Annual Student Survey of Online Classes: Spring 2018 (Numbered Report 319),* 2018.

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[20] A. LeValley, D. Meuschke and B. Gribbons, *Annual Student Survey - Instruction: Spring 2016 (Numbered Report 309),* 2017.

[21] C. Parker, D. Meuschke and B. Gribbons, *Academic Profile of Student Athletes at COC (Research Brief 184),* 2017.

[22] P. Saxena, D. Meuschke and B. Gribbons, *Student Athlete GPA Pre- Post-Student Athlete Academic Mentor (Research Brief 127),* 2017.

[23] P. Saxena, D. Meuschke and B. Gribbons, *Student Athletes Basic Skills and Demographics Analysis (Research Brief 94),* 2016.

[24] *AIMS2 Grant APR Report 3 Cohorts 2017, 2018, 2019.*

Sources

[25]   P. Saxena and D. Meuschke, *EOPS Evaluation (Ad Hoc Report),* 2019.

[26]   C. Parker, D. Meuschke and B. Gribbons, *Academy of the Canyons Evaluation Brief 56,* 2019.

[27]   P. Saxena, D. Meuschke and B. Gribbons, *Disabled Student Programs & Services Identifying Barriers Survey Fall 2015 (Research Brief 79),* 2016.

[28]   V. Manzo, D. Meuschke and B. Gribbons, *Guided Pathways Institute #4: Redesigning Student Intake and Support: Flowcharting the Student Experience (Research Brief 179),* 2018.