

Cañada College Scorecard (as of November 18, 2020)

Enrollment Management Metric	New Goal	% change from baseline (2018-19) or set by SEAP/VfS	2019-20 New Institution Set Standard	2019-20†	2018-19	2017-18	2016-17	2015-16
Total students (unique headcount)	11,124	5%	10,412	10,313	10,594	10,744	10,982	11,290
Total students online (unique headcount)	5,867	5%	4,294	5,813	5,588	4,920	4,454	4,194
Full Time Equivalent Students (FTES)	3,734	5%	3,451	3,396	3,556	3,664	3,956	4,051
Total Course Enrollment	30,597	5%	28,556	28,467	29,140	30,194	32,287	33,784
Total Online Course Enrollment	9,485	5%	6,538	9,693	9,033	7,916	6,968	6,221
Online Course Enrollment as a % of Total Enrollment	34%	10%	17%	34%	31%	26%	22%	18%
Average Weekly Student Contact Courses (WSCH) per course section	109	5%	99	97	104	105	108	103
College-wide LOAD: WSCH/FTEF	525	17%	448	441	456	464	479	470
# of course sections	1,196	5%	1,148	1,168	1,139	1,210	1,273	1,319
# of online Sections	267	5%	178	281	254	220	185	175
% of all sections offered that are cancelled†	9%	-10%	10%	10%	10%	14%	13%	11%
% of core course sections offered that are cancelled†	TBD	TBD	TBD	TBD				
% of all sections offered that have an enrollment below 20†	25%	-5%	28%	30%	26%	24%	21%	21%
% of Total Students who are CAN students by Primary Campus	79%	5%	74%	74%	75%	78%	79%	81%
% of Total Students who are CAN students by Home Campus	63%	15%	55%	55%	N/A	N/A	N/A	N/A
# of SUHSD high school graduates who enroll at CAN within one year of graduation	387	5%	340	365	369	356	367	461
% of Middle College students who continue at CAN after receiving their HS degree	77%	10%	43%	93%	70%	47%	47%	55%
# Enrolled in Middle College	120	5%	112	112	114	118	128	127
# High School students enrolled in Dual Enrollment courses	250	25000%	150	0	N/A	N/A	N/A	N/A

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Student Momentum Metric	New Goal	% change from baseline (2018-19) or set by SEAP/VfS	2019-20 New Institution Set Standard	2019-20†	2018-19	2017-18	2016-17	2015-16
# of students who enrolled in a course in the same or subsequent year of applying to CAN	1,698	8%	1470	1,470	1,477	1,572	1,587	1,679
% of students who enrolled in a course in the same or subsequent year of applying to CAN	38%	5%	34%	63%	39%	37%	39%	67%
# of SSSP non-exempt students completing a COMP SEP in the first year	319	5%	280	324	304	288	355	280
% of SSSP non-exempt students completing a COMP SEP in the first year	26%	5%	14%	25%	25%	19%	18%	12%
% of all students receiving Pell Grants	20%	5%	18%	18%	19%	19%	21%	22%
% of all students receiving California College Promise Grant (CCPG)	52%	5%	48%	48%	49%	51%	52%	52%
% of all students successfully completing courses with a grade of C or better	77%	5%	71%	71%	73%	73%	72%	71%
Course Success Rates for Online	74%	5%	63%	70%	70%	68%	64%	62%
Course Success Rates for Hybrid	74%	5%	69%	71%	71%	73%	73%	68%
Course Success Rates for CTE	82%	5%	74%	72%	78%	78%	80%	78%
Course Success Rates for ESL (non-CBET)	75%	5%	70%	69%	72%	71%	76%	75%
Course Success Rates for CBET ESL	64%	5%	53%	49%	61%	60%	61%	58%
% of enrollments resulting in "W" (withdraw rate)†	14%	-5%	15%	16%	15%	15%	15%	16%
Average units attempted per student per academic year	10	13%	8.8	8.8	8.9	9.0	9.3	9.4
Fall to spring persistence rate	67%	12%	55%	53%	59%	60%	62%	62%
Fall to fall persistence rate	46%	12%	37%	35%	41%	40%	42%	42%
# students who completed transfer-level English district wide in their first academic year of enrollment within the district	344	38%	226	299	249	225	246	246
% students who completed transfer-level English district wide in their first academic year of enrollment within the district	49%	38%	33%	43%	36%	36%	36%	33%
# students who completed transfer-level English at Canada in their first academic year of enrollment within the district	331	38%	212	289	240	212	227	239
% students who completed transfer-level English at Canada in their first academic year of enrollment within the district	47%	38%	31%	41%	34%	34%	33%	32%
# students who completed transfer-level math district wide in their first academic year of enrollment within the district	217	38%	151	204	157	154	167	173
% students who completed transfer-level math district wide in their first academic year of enrollment within the district	31%	38%	22%	29%	22%	25%	24%	23%
# students who completed transfer-level math at Canada in their first academic year of enrollment within the district	207	38%	142	198	150	144	162	161
% students who completed transfer-level math at Canada in their first academic year of enrollment within the district	30%	38%	21%	28%	21%	23%	24%	22%

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# students who completed transfer-level English and math district wide in their first academic year of enrollment within the district	170	38%	116	169	132	123	130	123
% students who completed transfer-level English and math district wide in their first academic year of enrollment within the district	27%	38%	17%	24%	19%	20%	19%	17%
# students who completed transfer-level English and math at Canada in their first academic year of enrollment within the district	157	38%	107	160	123	114	120	113
% students who completed transfer-level English and math at Canada in their first academic year of enrollment within the district	25%	38%	15%	15%	18%	18%	17%	15%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the fall term, up to 15+	6%	5%	4%	5%	6%	5%	5%	4%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the fall term, up to 15+ Canada Primary campus	5%	150%	2%	2%	2%	2%	3%	2%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the selected year, up to 30+	7%	5%	6%	7%	7%	7%	6%	5%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the selected year, up to 30+ Canada Primary campus	5%	67%	3%	3%	3%	3%	3%	3%
# of students who earned 12 CTE credit units in one year	169	5%	165	166	161	208	236	243

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Completion Metric	New Goal	% change from baseline (2018-19) or set by SEAP/VfS	2019-20 New Institution Set Standard	2019-20†	2018-19	2017-18	2016-17	2015-16
# of certificates of 18 or more units awarded by CAN	430	32%	168	172	249	326	241	173
# of AA and AS degrees awarded by CAN	488	32%	357	369	420	370	377	363
# of ADT degrees awarded by CAN	263	32%	161	254	210	199	212	138
# of unduplicated students who earn a credit certificate over 12 units or associate degree	743	32%	493	476	528	563	565	517
# of unduplicated students who earn an associate degree within 2 years (100% of normal time)	29	32%	15	25	22	16	20	15
% of unduplicated students who earn an associate degree within 2 years (100% of normal time)	3%	32%	1%	2%	2%	1%	2%	1%
# of unduplicated students who earn an associate degree within 3 years (150% of normal time)	100	32%	56	91	76	83	66	48
% of unduplicated students who earn an associate degree within 3 years (150% of normal time)	9%	32%	4%	9%	7%	7%	5%	4%
# of unduplicated students who earn an associate degree within 4 years (200% of normal time)	236	32%	100	155	179	133	113	91
% of unduplicated students who earn an associate degree within 4 years (200% of normal time)	19%	32%	8%	14%	14%	10%	9%	7%
Average # of units earned among students who earned their first associate degree in the selected year and had completed at least 60 units	76	-8%	77	73	83	83	83	85
Median # of units earned among students who earned their first associate degree in the selected year and had completed at least 60 units	74	-8%	74	71	81	79	80	83
# of degrees and certificates available 100% online	12	200%	4	4*	*	*	*	*
# of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer	529	30%	321	354	344	407	355	314
# of students who transferred to a four-year institution who took at least 3 units at CAN in the year prior to transfer	1243	30%	788	876	874	956	852	751
# of students who enrolled at a UC	100	35%	50	67	71	121	74	50
# of students who enrolled at a CSU	194	35%	137	176	138	162	144	145
# of students who enrolled at a CSU or a UC	294	35%	195	243	209	283	218	195
# of students who transferred to any 4-year institution who attended CAN within the last 5 years	1656	30%	1,060	1486	1319	1274	1104	1025
% of students who took adult basic/secondary education or ESL pre-transfer courses who subsequently or simultaneously took credit non-ESL courses in the following year	71%	10%	64%	TBD	64%	66%	68%	71%
% of students who began as adult basic/secondary education or ESL pre-transfer level students who completed a certificate of over 12 units	28%	10%	25%	26%	26%	25%	29%	26%
% of students who began as adult basic/secondary education or ESL pre-transfer level students who completed an associate degree	13%	10%	12%	20%	14%	11%	18%	15%
Licensure examination passage rates (Radiology Technology)	100%	4%	96%	TBD	95%	100%	100%	100%

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Employment Outcome Metric*	New Goal	% change from baseline (2018-19) or set by SEAP/VfS	2019-20 New Institution Set Standard	2019-20†	2018-19	2017-18	2016-17	2015-16
Job placement rates (Radiology Technology)	100%	7%	94%	TBD	100%	100%	91.70%	100%
# of students who were unemployed and became employed after exiting college	47	5%	22	TBD	45	26	N/A	N/A
% of students who were unemployed and became employed after exiting college	75%	5%	70%	TBD	71%	74%	N/A	N/A
# of CTE students employed in the second quarter after exiting	35	5%	32	TBD	33	37	N/A	N/A
% of CTE students employed in the second quarter after exiting	87%	5%	82%	TBD	83%	82%	N/A	N/A
# of CTE students employed in the fourth quarter after exiting	36	5%	33	TBD	34	39	N/A	N/A
% of CTE students employed in the fourth quarter after exiting	89%	5%	85%	TBD	85%	87%	N/A	N/A
Among students responded to the CTE Outcomes Survey and did not transfer, # who reported that their job is closely or very closely related to their field of study	78	5%	55	TBD	74	58	N/A	N/A
Among students responded to the CTE Outcomes Survey and did not transfer, % who reported that their job is closely or very closely related to their field of study	76%	7%	70%	TBD	71%	74%	N/A	N/A

KEY:

- Student Equity & Achievement Plan (SEAP)
- Strategic Enrollment Management (SEM) Plan
- Vision for Success (CCCCO)
- Additional goal set by PBC Task Force

NOTES:

- † denotes a set standard where the goal is a reduction, and thus the standard deviation was added to the average, rather than subtracting it
- ‡ Spring 2020 was moved to distance learning partway through the semester and may not be representative of a typical academic year due to the impacts of Covid 19
- * estimates are based on CTEOS survey responses