From: support@accjc.org
To: Moore, Jamillah
Cc: Engel, Karen
Subject: [EXTERNAL]ACCJC - 2021 Annual Report Submission
Date: Friday, April 16, 2021 2:32:55 PM

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This confirms that your 2021 Annual Report to ACCJC was submitted by Dr. Jamillah Moore <moorej@smccd.edu> on 04/16/2021.
Below is a copy of the information submitted. You may also re-print the report by logging on at https://survey.accjc.org/annualreport.

2021 Annual Report
Final Submission
04/16/2021

Canada College
4200 Farm Hill Boulevard
Redwood City, CA 94061

General Information

#	Question	Answer
1.	Confirm your College Information	**Confirmed**
2.	Name of individual preparing report:	**Karen Engel**
3.	Phone number of person preparing report:	**650-306-3145**
4.	E-mail of person preparing report:	**engelk@smccd.edu**
5.	Type of Institution (select one)	**California Community College**

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment:	2017-18: **9,554** 2018-19: **9,483** 2019-20: **9,147**
6a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	**-1%** **-4%**
6. Additional Instructions and Data Definitions: For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.		
7.	Total unduplicated headcount enrollment in degree applicable credit courses:	2017-18: **8,928** 2018-19: **8,879** 2019-20: **8,681**
7a.	Please list any individual program which has experienced a 50% increase or decrease in the last year. **N/A**	

7. Additional Instructions and Data Definitions:
Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer
8.	Total unduplicated headcount enrollment in distance education in last three years:	2017-18 **4,087** 2018-19 **4,803** 2019-20 **4,897**
8a.	Percent Change 2017-18 to 2018-19: (calculated) Percent Change 2018-19 to 2019-20: (calculated)	**18%** **2%**

8. Additional Instructions and Data Definitions:
Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	**No**

9. Additional Instructions and Data Definitions:
Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the Graduation Rate per the US Education Department College Scorecard	**20 %**

10. Additional Instructions and Data Definitions:
The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."

11.	If your college relies on another source for reporting success metrics, please identify the source. Click all that apply.	**College established dashboard**
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	**https://canadacollege.edu/prie/Data-Dashboards.php**

12. Additional Instructions and Data Definitions:
ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

Student Achievement Data

#	Question	Answer
Course Completion Rates		
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	2017-18: **70 %**; 2018-19: **70 %**; 2019-20: **71 %**
13a.	List your stretch goal (aspirational) for successful student course completion rate:	2017-18: **72 %**; 2018-19: **72 %**; 2019-20: **77 %**
13b.	List the actual successful student course completion rate:	2017-18: **73 %**; 2018-19: **73 %**; 2019-20: **71 %**
13. Additional Instructions and Data Definitions: For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.		
Certificates		
14.	Type of Institute-set standard for certificates (Please Select Number or Percentage):	**Number-Other**
	If Number-Other or Percent-other, please describe:	**Actual number of certificates reported includes all certificates of 16 units or more. The set standard and stretch goals set in 2020, however, are for the # of certificates of 18 or more units awarded by CANADA COLLEGE**
14a.	List your Institution-Set Standard (floor) for certificates:	2017-18: **280**; 2018-19: **280**; 2019-20: **168**
14b.	List your stretch goal (aspirational) for certificates:	2017-18: **300**; 2018-19: **300**; 2019-20: **430**
14c.	List actual number or percentage of certificates:	2017-18: **375**; 2018-19: **386**; 2019-20: **205**
14. Additional Instructions and Data Definitions: For purposes of this report, include only those certificates which are awarded with 16 or more units.		
Associate Degree (A.A./A.S.)		
15.	Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):	**Number of degrees**
	If Number-Other or Percent-other, please describe:	
15a	List your Institution-Set Standard (floor) for degrees:	2017-18: **300**; 2018-19: **300**; 2019-20: **518**
15b.	List your stretch goal (aspirational) for degrees:	2017-18: **380**; 2018-19: **380**; 2019-20: **751**
15c.	List actual number or percentage of degrees:	2017-18: **569**; 2018-19: **630**; 2019-20: **623**
Bachelor's Degree (B.A./B.S.)		
16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	**No**
Transfer		
17.	Type of Institute-set standard for transfers(Please Select Number or Percentage):	**Number-Other**
	If Number-Other or Percent-other, please describe:	**AS of 2020 fall, we are tracking # of students who transferred to any 4-year institution who attended CANADA COLLEGE within the last 5 years**

		2017-18	2018-19	2019-20
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	**240**	**240**	**1,060**
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	**300**	**300**	**1,656**
17c.	List actual number of the number or percentage of students who transfer to a 4-year college/university:	**341**	**474**	**1,486**

Licensure Examination Pass Rates

18. Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	Exam (National, State, Other)	Institution set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2017-18 Pass Rate	2018-19 Pass Rate	2019-20 Pass Rate
Radiology Technology	**National**	**100 %**	**100 %**	**100 %**	**94.7 %**	**100 %**

18. Additional Instructions and Data Definitions:
Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

19. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

Program	Institution set standard (%)(Floor)	Stretch (Aspirational) Goal (%)	2017-18 Job Placement Rate	2018-19 Job Placement Rate	2019-20 Job Placement Rate
Radiology Technology	**94 %**	**100 %**	**100 %**	**100 %**	**100 %**

19. Additional Instructions and Data Definitions: For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

20. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

As indicated, Canada College updated it's Institutional Set Standards and set new stretch goals this year. As a result, some of these metrics have been updated and use slightly different definitions than used for this Report.

Please see: https://canadacollege.edu/prie/College%20Scorecard-%20institution%20set%20standards%20and%20metrics%20-%20adopted%20by%20PBC%20Nov%2018%202020.pdf

Thank you.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

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