

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 Cours (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†								
% of all sections offered that have an enrollment below 20†	28%	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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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
# 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 available 100% online				4	7*	*	*	*
# 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%

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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
# 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

Cañada College Institutional-Set Standards and Goals 2018-19

Data Element	Definition of the Measure	Institution-Set Standard	Stretch Goal	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	Six-year Average
COLLEGE-WIDE STUDENT ACHIEVEMENT										
Successful course completion rate (%)	Applies to all students: successful course completion, grade C or better if graded, over the number of students enrolled when the general enrollment period ends: summer, fall, spring.	70%	72%	72.9%	72.4%	72.0%	70.8%	70.2%	69.3%	72.9%
Student success rates during their first year (First Time Students only)	Same as above - applies to studens who are enrolled at Cañada College for the first time. This may include transfer students and students who had prior enrollment at other SMCCCD institutions. Summer, fall, spring.	62%	64%	69.6%	63.4%	68.5%	63.9%	63.6%	59.8%	69.6%
Fall-to-spring persistence rate (First-Time Students only)	First Time Students enrolled in at least 6 credits in fall semester and enrolled in at least .5 credits in the subsequent spring semester.	80%	82%	73.1%	75.7%	80.1%	75.2%	78.7%	77.1%	76.7%
Fall-to-fall persistence rate (First-Time Students only)	First Time Students enrolled in at least 6 credits in fall semester and enrolled in at least .5 credits in the subsequent fall semester.	64%	66%	TBD	63.0%	61.8%	64.5%	65.5%	62.5%	63.5%
Degree completion (total #)	All Associate and Associate for Transfer degrees awarded by the College: summer, fall, spring.	300	380	754	558	585	486	463	422	545
Transfer (total #)	All Cañada students who successfully transfer to a 4-year college or university: summer, fall, spring.	240	300	TBD	341	307	276	293	260	295
UC/CSU Transfer #	Based on UC and CSU data, all Cañada students who successfully transfer to a UC or CSU: summer, fall, spring.	150	170	TBD	305	243	217	217	193	235
Certificate completion (tot #)	All certificates awarded by the College: summer, fall, spring.	280	300	310	372	292	244	332	400	325
PROGRAMMATIC ACHIEVEMENT										
Licensure Pass Rate: Radiological Technology	The number of students who passed the Radiological Technology National Exam over all who took the examination.	100%	100%	TBD	100%	100%	100%	100%	100%	100%
Job Placement (Radiology Technology only)	The number of students who are employed in the year following their completion of the Rad Tech degree.	100%	100%	TBD	100%	100%	92%	93%	88%	95%

Success in General Education Core	Successful course completion (as defined above) in Core GE courses which include: ANTH 110, ASTR 100, ASTR 101, BIOL 100, BIOL 110, BIOL 132, COMM 110, DRAMA 140, ENGL 100, ENGL 110, ENVS 115, GEOG 100, GEOL 100, GEOL 101, HIST 201HIST 202, HSCI 100, MATH 200, MUS 100, OCEN 100, OCEN 101, PHIL 100, PLSC 210, PLSC 310, PSYC 100, SOC 100	66%	68%	72.9%	69.6%	67.2%	67.9%	67.0%	66.7%	72.9%
Success in Distance Education	Successful course completion (as defined above) in courses taught 100% online (MIS: O)	53%	56%	70.0%	67.5%	64.5%	61.9%	59.3%	57.5%	63.5%
Success in Career Education	Successful course completion (as defined above) in CTE courses: SAM Code: A, B, and C.	78%	80%	80.9%	78.0%	79.5%	77.7%	78.0%	79.0%	78.9%
Success in Pre-transfer	Successful course completion (as defined above) in pre-transfer level courses: Basic Skills Indicator: P and B.	57%	59%	62.8%	62.3%	64.1%	61.2%	58.2%	55.3%	60.7%
Success in Non-CBET English as a Second Language.	Successful course completion (as defined above) in non Community Based English Tutoring ESL classes 400, 912, 913, 914, 922, 923, 924.	70%	72%	70.3%	72.7%	76.1%	75.0%	72.8%	69.0%	72.7%
% of students placed in pre-transfer math that take pre-transfer math (First-Time Students only)	The denominator is the number of first time students who enrolled in Cañada in the fall and placed in pre-transfer level math. The numerator is the number of first time students who enrolled in Cañada in the fall and placed in pre-math and enrolled in a math course in the fall.	55%	57%	51.7%	49.8%	53.1%	57.3%	53.0%	58.2%	53.9%
% of students placed in pre-transfer English that take pre-transfer English (First-Time Students only)	The denominator is the number of first time students who enrolled in Cañada in the fall and placed in pre-transfer level math. The numerator is the number of first time students who enrolled in Cañada in the fall and placed in pre-math and enrolled in a math course in the fall.	55%	57%	51.4%	50.7%	51.8%	61.5%	54.6%	50.2%	53.4%
OPERATIONAL METRICS										
Full Time Equivalent Students (FTES)	Full-time Equivalent Students for the academic year	3900	4100	3559	3664	3956	4051	4096	4203	3922
Productivity	The ratio between faculty's hours of instruction per week ("faculty load") and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member's load. In short, WSCH/FTEF = Productivity.	500	525	457	478	486	470	482	479	457

Cañada College Institutional-Set Standards and Goals 2018-19
Source: SMCCCD Data Warehouse SAP reports.

	SEAP	Student Success Metrics	Vision for Success	Strong Workforce	Student Centered Funding Formula
Successful Enrollment	Enrolled at Cañada Within 1 Year of application	% and # of students who enrolled in a course in the same or subsequent year of applying to community college			
Adult Ed/ESL Skills Gain		% and # of students who had one or more skills gains, measured by advancing one or more CB21 levels in the selected year			
Successful Course Completion	Ratio of the # of credit courses that students completed compared to the # of courses in which students were enrolled at census	Course success rate in a credit course (C or better) in academic year			
Completion of transfer level math and English		<input type="checkbox"/> % and # of students who completed transfer-level English in their first academic year of enrollment within the district <input type="checkbox"/> % and # of students who completed transfer-level mathematics in their first academic year of enrollment within the district <input type="checkbox"/> % and # of students who completed both transfer-level English and mathematics in their first academic year of enrollment within the district			
Retention: Fall to Spring (persistence)	<i>Persistence of students enrolled in the fall and returned in the spring to the same college (excludes high school students)</i>	% and # of students retained from fall to spring in the selected year, excluding students who completed an award or transferred to a four-year institution			

Unit Thresholds		<input type="checkbox"/> % and # of students who successfully completed various thresholds for degree-applicable credit units in the fall term, up to 15+ <input type="checkbox"/> % and # of students who successfully completed various thresholds for degree-applicable credit units in the selected year, up to 30+			
CTE Progress		% and # of students who successfully completed nine or more career education units in the selected year within the district % and # of students who completed a noncredit CTE or workforce preparation course, or had 48 or more contact hours in a noncredit career education or workforce preparation course, in the selected year		<input type="checkbox"/> # of students who earned 12 CTE credit units in one year <input type="checkbox"/> # of CTE students who attained 48 noncredit CTE hours in one year	
Completed a Level of Adult Education		% and # of students who completed one or more levels of transitioning from adult basic education or ESL to adult secondary education in the selected year or in the subsequent adult education by year			
Transitioned to Postsecondary		# of students who took a noncredit adult basic education, adult secondary education, or ESL course and subsequently enrolled in a noncredit career education course or any college- level credit course in the selected or subsequent year			

Completion Rate		<input type="checkbox"/> # of students who earned each of the following awards: a noncredit certificate over 48 contact hours, Chancellor's Office approved credit certificate, AA/AS, ADT, CCC bachelor's degree, apprenticeship journey status (unduplicated) <input checked="" type="checkbox"/> # of unduplicated students who earn a credit certificate over 12 units, associate degree, or	# of unduplicated students who earn a credit certificate over 12 units, associate degree, or bachelor's degree	# of CTE students who earned credit or noncredit certificates or degrees	
# of Degrees and Certificates Awarded					# of certificates of 18 or more units and associate degrees given out by each district
Context for Degree Attainment		Average # of units earned in the California community college system among students who earned as associate degree in the selected year and had completed at least 60 units at any community college			
Transition to Post-Secondary		% and # of students who took adult basic/secondary education or ESL noncredit courses who subsequently or simultaneously took credit courses			
Transfers		# of students who had completed at least 12 units at any community college who transferred to a four-year institution	# of students who transferred to CSU and UC	# of CTE students who transferred to a four-year institution	
Employment		% and # of students who were unemployed and became employed after exiting college		<input type="checkbox"/> # and % of CTE students employed in the second quarter after exiting <input type="checkbox"/> # and % of CTE students employed in the fourth quarter after exiting	

Employment in Field of Study		among students responded to the CTE Outcomes Survey and did not transfer, % and # who reported that their job is closely or very closely related to their field of study		% of CTE students who reported that their job is closely or very closely related to their field of study	
Earnings		<div><div><input type="checkbox"/> Among exiters who did not transfer to a four-year institution, sum of median earnings for the four quarters immediately following the academic year of exit</div><div><input type="checkbox"/> Among exiters who did not transfer to a four-year institution, median percentage change in earnings between the second quarter prior to the academic year of entry at any college and the second quarter after the academic year of exit from the last college attended</div></div>		<div><div><input type="checkbox"/> Among exiting CTE students, the median of the sum of earnings in the four quarters after the academic year of exit</div><div><input type="checkbox"/> Among exiting CTE students who earned a degree, certificate, or were skills- builders, median percentage change in earnings between the sum of the four quarters prior to the academic year of exit and sum of the four quarters after the academic year of exit</div></div>	
Living Wage Attainment		Among students who exited college and did not transfer to four- year institution, the % and # who attained the regional living wage in the county where the district office is located for a single adult measured immediately following academic year of exit		# and % of exiting CTE students who earned a degree, certificate, or were skills-builders who attained a living wage for a single adult in the microregion where the college is located	# of exiting students who did not transfer who attained the living wage for a single adult in the county where the district office is located

Average Annual Cost