

Cañada College Scorecard (as of November 18, 2020)

Enrollment Management Metric	New Goal	% change from set standard	2019-20 New Institution Set Standard	2019-20†	2018-19	2017-18	2016-17	2015-16
Total students (unique headcount)	10,933	5%	10,412	10,313	10,594	10,744	10,982	11,290
Total students online (unique headcount)	4,508	5%	4,294	5,813	5,588	4,920	4,454	4,194
Full Time Equivalent Students (FTES)	3,624	5%	3,451	3,396	3,556	3,664	3,956	4,051
Total Course Enrollment	29,984	5%	28,556	28,467	29,140	30,194	32,287	33,784
Total Online Course Enrollment	6,864	5%	6,538	9,693	9,033	7,916	6,968	6,221
Online Course Enrollment as a % of Total Enrollment	34%	103%	17%	34%	31%	26%	22%	18%
Average Weekly Student Contact Cours (WSCH) per course section	104	5%	99	97	104	105	108	103
College-wide LOAD: WSCH/FTEF	525	17%	448	441	456	464	479	470
# of course sections	1,205	5%	1,148	1,168	1,139	1,210	1,273	1,319
# of online Sections	187	5%	178	281	254	220	185	175
% of all sections offered that are cancelled†	9%	-10%	10%	10%	10%	14%	13%	11%
<i>% of core course sections offered that are cancelled†</i>								
% of all sections offered that have an enrollment below 20†	27%	-5%	28%	30%	26%	24%	21%	21%
% of Total Students who are CAN students by Primary Campus	78%	5%	74%	74%	75%	78%	79%	81%
% of Total Students who are CAN students by Home Campus								
# of SUHSD high school graduates who enroll at CAN within one year of graduation	360	6%	340	365	369	356	367	461
% of Middle College students who continue at CAN after receiving their HS degree	47%	10%	43%	93%	70%	47%	47%	55%
# Enrolled in Middle College	124	10%	112	112	114	118	128	127

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Student Momentum Metric	New Goal	% change from set standard	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	1,544	5%	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	36%	5%	34%	63%	39%	37%	39%	67%
# of SSSP non-exempt students completing a COMP SEP in the first year	294	5%	280	324	304	288	355	280
% of SSSP non-exempt students completing a COMP SEP in the first year	15%	5%	14%	25%	25%	19%	18%	12%
% of all students receiving Pell Grants	19%	5%	18%	18%	19%	19%	21%	22%
% of all students receiving California College Promise Grant (CCPG)	51%	5%	48%	48%	49%	51%	52%	52%
% of all students successfully completing courses with a grade of C or better	75%	5%	71%	71%	73%	73%	72%	71%
Course Success Rates for Online	66%	5%	63%	70%	70%	68%	64%	62%
Course Success Rates for Hybrid	73%	5%	69%	71%	71%	73%	73%	68%
Course Success Rates for CTE	78%	5%	74%	72%	78%	78%	80%	78%
Course Success Rates for ESL (non-CBET)	73%	5%	70%	69%	72%	71%	76%	75%
Course Success Rates for CBET ESL	56%	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	62%	12%	55%	53%	59%	60%	62%	62%
Fall to fall persistence rate	42%	12%	37%	35%	41%	40%	42%	42%
# students who completed transfer-level English district wide in their first academic year of enrollment withi	311	38%	226	299	249	225	246	246
% students who completed transfer-level English district wide in their first academic year of enrollment withi	46%	38%	33%	43%	36%	36%	36%	33%
# students who completed transfer-level English at Canada in their first academic year of enrollment withi	293	38%	212	289	240	212	227	239
% students who completed transfer-level English at Canada in their first academic year of enrollment withi	43%	38%	31%	41%	34%	34%	33%	32%
# students who completed transfer-level math district wide in their first academic year of enrollment withi	208	38%	151	204	157	154	167	173
% students who completed transfer-level math district wide in their first academic year of enrollment withi	31%	38%	22%	29%	22%	25%	24%	23%
# students who completed transfer-level math at Canada in their first academic year of enrollment within	196	38%	142	198	150	144	162	161
% students who completed transfer-level math at Canada in their first academic year of enrollment within	29%	38%	21%	28%	21%	23%	24%	22%
# students who completed transfer-level English and math district wide in their first academic year of enrollment within the district	160	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	23%	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	147	38%	107	160	123	114	120	113

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% students who completed transfer-level English and math at Canada in their first academic year of enrollment within the district	21%	38%	15%	23%	18%	18%	17%	15%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the fall term, up to 15+	5%	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	2%	5%	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+	6%	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	3%	5%	3%	3%	3%	3%	3%	3%
# of students who earned 12 CTE credit units in one year	173	5%	165	166	161	208	236	243

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Completion Metric	New Goal	% change from set standard	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	222	32%	168	172	249	326	241	173
# of AA and AS degrees awarded by CAN	471	32%	357	369	420	370	377	363
# of ADT degrees awarded by CAN	212	32%	161	254	210	199	212	138
# of unduplicated students who earn a credit certificate over 12 units or associate degree	651	32%	493	476	528	563	565	517
# of unduplicated students who earn an associate degree within 2 years (100% of normal time)	20	32%	15	25	22	16	20	15
% of unduplicated students who earn an associate degree within 2 years (100% of normal time)	2%	32%	1%	2%	2%	1%	2%	1%
# of unduplicated students who earn an associate degree within 3 years (150% of normal time)	74	32%	56	91	76	83	66	48
% of unduplicated students who earn an associate degree within 3 years (150% of normal time)	6%	32%	4%	9%	7%	7%	5%	4%
# of unduplicated students who earn an associate degree within 4 years (200% of normal time)	132	32%	100	155	179	133	113	91
% of unduplicated students who earn an associate degree within 4 years (200% of normal time)	10%	32%	8%	14%	14%	10%	9%	7%
and had completed at least 60 units	71	-8%	77	73	83	83	83	85
and had completed at least 60 units	68	-8%	74	71	81	79	80	83
# of degrees available 100% online to transfer				4	7*	*	*	*
to transfer	418	30%	321	354	344	407	355	314
to transfer	1025	30%	788	876	874	956	852	751
# of students who enrolled at a UC	68	35%	50	67	71	121	74	50
# of students who enrolled at a CSU	185	35%	137	176	138	162	144	145
# of students who enrolled at a CSU or a UC	263	35%	195	243	209	283	218	195
# of students who transferred to any 4-year institution who attended CAN within the last 5 years	1377	30%	1,060	1486	1319	1274	1104	1025
simultaneously took credit non-ESL courses in the following year	71%	10%	64%	TBD	64%	66%	68%	71%
completed a certificate of over 12 units	28%	10%	25%	26%	26%	25%	29%	26%
completed an associate degree	13%	10%	12%	20%	14%	11%	18%	15%

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Employment Outcome Metric*		% change from set standard	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