

Enrollment Management Metric

Total students (unique headcount)

Total students online (unique headcount)

Full Time Equivalent Students (FTES)

Total Course Enrollment

Total Online Course Enrollment

Online Course Enrollment as a % of Total Enrollment

Average Weekly Student Contact Cours (WSCH) per course section

College-wide LOAD: WSCH/FTEF

of course sections

of online Sections

% of all sections offered that are cancelled†

% of core course sections offered that are cancelled† (*not yet implemented/operationalized*)

% of all sections offered that have an enrollment below 20†

Average units attempted per student per academic year

% of Total Students who are CAN "home campus" students

of SUHSD high school graduates who enroll at CAN within one year of graduation

% of Middle College students who continue at CAN after receiving their HS degree

Enrolled in Middle College

High School students enrolled in Dual Enrollment courses

Student Momentum Metric

of students who enrolled in a course in the same or subsequent year of applying to CAN

% of students who enrolled in a course in the same or subsequent year of applying to CAN

of SSSP non-exempt students completing a COMP SEP in the first year

% of SSSP non-exempt students completing a COMP SEP in the first year

% of all students receiving Pell Grants

% of all students receiving California College Promise Grant (CCPG)

% of all students successfully completing courses with a grade of C or better

Course Success Rates for Online

Course Success Rates for Hybrid

Course Success Rates for CTE

Course Success Rates for ESL (non-CBET)

Course Success Rates for CBET ESL

% of enrollments resulting in "W" (withdraw rate)†

Fall to spring persistence rate

Fall to fall persistence rate

students who completed transfer-level English district wide in their first academic year of enrollment within

% students who completed transfer-level English district wide in their first academic year of enrollment within

students who completed transfer-level English at Canada in their first academic year of enrollment within the

% students who completed transfer-level English at Canada in their first academic year of enrollment within the

students who completed transfer-level math district wide in their first academic year of enrollment within the

% students who completed transfer-level math district wide in their first academic year of enrollment within the district
students who completed transfer-level math at Canada in their first academic year of enrollment within the district
% students who completed transfer-level math at Canada in their first academic year of enrollment within the district
enrollment within the district
enrollment within the district
students who completed transfer-level English and math at Canada in their first academic year of enrollment within the district
% students who completed transfer-level English and math at Canada in their first academic year of enrollment within the district
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the fall term, up to 15+
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the fall term, up to 15+ Canada Primary campus
selected year, up to 30+
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the selected year, up to 30+ Canada Primary campus
% of students who had one or more skills gains, measured by advancing one or more CB21 levels in the selected year
of students who earned 12 CTE credit units in one year

Completion Metric
of certificates of 16 or more units awarded by CAN
of certificates of 18 or more units awarded by CAN
of AA and AS degrees awarded by CAN
of ADT degrees awarded by CAN
of unduplicated students who earn a credit certificate over 12 units or associate degree
of unduplicated students who earn an associate degree within 2 years (100% of normal time)
% of unduplicated students who earn an associate degree within 2 years (100% of normal time)
of unduplicated students who earn an associate degree within 3 years (150% of normal time)
% of unduplicated students who earn an associate degree within 3 years (150% of normal time)
of unduplicated students who earn an associate degree within 4 years (200% of normal time)
% of unduplicated students who earn an associate degree within 4 years (200% of normal time)
Average # of units earned among students who earned their first associate degree in the selected year and had completed at least 60 units
Median # of units earned among students who earned their first associate degree in the selected year and had completed at least 60 units
of degrees available 100% online**
of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer
of students who transferred to a four-year institution who took at least 3 units at CAN in the year prior to transfer
of students who transferred to any 4-year institution who attended CAN within the last 5 years

of students who enrolled at a UC
of students who enrolled at a CSU
of students who enrolled at a CSU or a UC
% 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
% of students who began as adult basic/secondary education or ESL pre-transfer level students who completed a certificate of over 12 units
% of students who began as adult basic/secondary education or ESL pre-transfer level students who completed an associate degree

Guided Pathway Metric

of Home Campus students
of Home Campus students in an Interest Area
of students in Art, Design, and Performance
of students in Business
of students in Human Behavior and Culture
of students in Science and Health
of students Undecided/University Transfer
% supported by ONLY success teams
of students served by Success Teams or Special Programs
% of all students supported by Success Teams or Special Programs
of students participating in non-curricular career exploration (COOP Ed, Field trips, Job Shadows, Internships) <i>(only Coop listed here)</i>
% of students "touched" by outreach who apply/enroll - <i>difficult to operationalize this metric</i>
% of first-time students participating in First Year Experience programs
% of Transfer Seeking Students supported by the Transfer Center, University Center and/or Success Teams or Affinity Groups <i>(revise?)</i>
% of Transfer Seeking Students supported by the Success Teams or Affinity Groups <i>(revise?)</i>
% of Transfer Seeking Students supported by the Transfer Center, University Center <i>(revise?)</i>

Employment Outcome Metric*

Licensure Examination Pass Rates (Radiology Technology)
Job placement rates (Radiology Technology)
of students who were unemployed and became employed after exiting college
% of students who were unemployed and became employed after exiting college
of CTE students employed in the second quarter after exiting
% of CTE students employed in the second quarter after exiting
of CTE students employed in the fourth quarter after exiting
% of CTE students employed in the fourth quarter after exiting
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

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

KEY:

Student Equity & Achievement Plan (SEAP): 2019-2022

Strategic Enrollment Management (SEM) Plan: 2020-23

Vision for Success (CCCCO)

Accreditation Metrics for ACCJC

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 (other than the Rad Tech outcomes data)

**As a result of the pandemic, many more programs became completable online. As of Fall 2023, the College is committing to keeping at least 84 completable 100% remotely.

Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21‡	2019-20‡
11,124	9,711	9,843	9,603	10,776	10,314
5,867	5,604	6,422	6,515	7,078	5,813
3,734	2,976	2,982	2,950	3,280	3,398
30,597	24,408	24,793	24,000	27,049	28,465
9,485	9,254	11,649	12,027	12,636	9,690
33%	32%	47%	50%	47%	34%
109	92	87	93	103	97
525	410	404	407	456	441
1,196	1,118	1,154	1,120	1,121	1,168
267	267	393	420	389	281
9%	16%	14%	15%	15%	10%
23%	35%	38%	35%	22%	27%
9.8	7.8	7.8	7.9	8.0	8.8
79%	46%	53%	49%	47%	59%
387	319	344	312	342	382
77%	29%	45%	39%	30%	25%
125	92	91	91	101	98
250	150	226	152	0	0

Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21‡	2019-20‡
1551	1143	1,208	1,191	1,197	1,507
41%	17%	18%	17%	18%	24%
319	327	495	419	449	324
26%	21%	27%	20%	21%	25%
20%	18%	19%	20%	18%	18%
52%	44%	43%	47%	45%	48%
77%	72%	72%	73%	73%	71%
74%	70%	71%	72%	73%	70%
74%	70%	69%	72%	73%	71%
82%	74%	74%	78%	77%	74%
75%	67%	72%	65%	69%	69%
64%	50%	51%	59%	56%	49%
14%	16%	15%	15%	15%	16%
66%	50%	52%	51%	52%	53%
46%	32%	36%	36%	51%	35%
344	220	258	219	244	301
49%	38%	42%	41%	43%	43%
331	193	238	188	220	289
47%	35%	39%	35%	39%	41%
217	166	203	178	210	206

31%	25%	33%	34%	37%	29%
207	154	188	161	187	199
30%	24%	31%	30%	33%	28%
182	136	164	141	164	171
26%	21%	27%	27%	29%	24%
170	116	145	115	137	161
24%	19%	24%	22%	24%	23%
10%	9%	11%	11%	11%	8%
3%	3%	3%	4%	4%	3%
8%	7%	8%	9%	10%	10%
2%	1%	2%	2%	3%	3%
metric under development					
169	157	185	218	186	166

Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21‡	2019-20‡
331	201	193	205	231	220
329	194	183	201	223	216
554	289	234	316	335	369
277	211	212	260	295	254
697	493	458	505	510	515
29	29	30	32	30	33
3%	7%	9%	8%	8%	8%
100	73	91	109	87	81
9%	19%	27%	27%	22%	20%
236	106	125	138	111	110
19%	27%	37%	34%	28%	27%
76	72	78	76	76	70
75	69	74	73	68.5	69
Goal?	42	84	42	4	4
447	240	214	238	317	366
1136	783	983	716	896	949
1715	1129	1326	1059	1343	1486

96	138	125	158	166	143
186	167	218	179	180	213
282	317	343	337	346	356
70%	59%	67%	N/A	73%	60%
29%	21%	25%	20%	22%	27%
15%	12%	14%	13%	16%	19%

Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21†	2019-20†
		4,733	5,486	5,774	
		3,505	3,426	4,695	
		457	479	748	
		693	791	900	
		1,162	1,002	1,556	
		1,193	1,224	1,592	
		1,228	2,574	1,266	
		38.4%	29.9%	35.9%	
		3,505	3,051	3,598	
		74.1%	55.6%	62.3%	
		62	77	84	235
		0%	5.0%	5.4%	3.7%
			100%		
			100%		

Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21†	2019-20†
100%	96%	98%	100%	100%	95%
100%	100%	100%	100%	100%	100%
47	16	23	23	20	26
75%	61%	70%	66%	61%	74%
35	24	19	31	31	30
87%	67%	79%	79%	79%	83%
36	32	22	39	36	35
89%	91%	92%	100%	92%	97%
78	45	39	49	56	61

75%	70%	70%	74%	74%	78%
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2018-19
10,593
5,588
3,556
29,139
9,033
31%
104
456
1,139
254
10%
24%
8.9
-
369
34%
99
NA

2018-19
1,479
22%
304
25%
19%
49%
73%
70%
71%
78%
72%
61%
15%
59%
41%
249
36%
240
34%
157

22%
150
21%
132
19%
123
18%
10%
3%
7%
2%
161

2018-19
251
249
420
210
528
29
7%
73
18%
113
28%
72
74
7
351
869
1319

148
159
307
64%
26%
14%

2018-19
214

2018-19
95%
100%
45
83%
25
63%
37
93%
74

