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†

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

% of Total Students who are CAN students by Primary Campus

% of Total Students who are CAN students by Home Campus

# 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

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)†

Average units attempted per student per academic year

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 the

 % students who completed transfer-level English district wide 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 d

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

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

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

\# students who completed transfer-level math at Canada in their first academic year of enrollment within the dis

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

enrollment within the district

enrollment within the district

within the district

within the district

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 earned 12 CTE credit units in one year

Completion Metric

\# 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)

completed at least 60 units

completed at least 60 units

\# of degrees available 100% online

transfer

transfer

\# 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 transferred to any 4-year institution who attended CAN within the last 5 years

simultaneously took credit non-ESL courses in the following year

certificate of over 12 units

an associate degree

Employment Outcome Metric*

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

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 to the impacts of Covid 19

* estimates are based on CTEOS survey responses

Goal	% change from set standard	2019-20 New Institution Set Standard	2019-20‡	2018-19	2017-18	2016-17
10,933	5%	10,412	10,313	10,594	10,744	10,982
4,508	5%	4,294	5,813	5,588	4,920	4,454
3,624	5%	3,451	3,396	3,556	3,664	3,956
29,984	5%	28,556	28,467	29,140	30,194	32,287
6,864	5%	6,538	9,693	9,033	7,916	6,968
34%	103%	17%	34%	31%	26%	22%
104	5%	99	97	104	105	108
525	17%	448	441	456	464	479
1,205	5%	1,148	1,168	1,139	1,210	1,273
187	5%	178	281	254	220	185
9%	-10%	10%	10%	10%	14%	13%
27%	-5%	28%	30%	26%	24%	21%
78%	5%	74%	74%	75%	78%	79%
360	6%	340	365	369	356	367
47%	10%	43%	93%	70%	47%	47%
124	10%	112	112	114	118	128

Goal	% change from set standard	2019-20 New Institution Set Standard	2019-20‡	2018-19	2017-18	2016-17
1,544	5%	1470	1,470	1,477	1,572	1,587
36%	5%	34%	63%	39%	37%	39%
294	5%	280	324	304	288	355
15%	5%	14%	25%	25%	19%	18%
19%	5%	18%	18%	19%	19%	21%
51%	5%	48%	48%	49%	51%	52%
75%	5%	71%	71%	73%	73%	72%
66%	5%	63%	70%	70%	68%	64%
73%	5%	69%	71%	71%	73%	73%
78%	5%	74%	72%	78%	78%	80%
73%	5%	70%	69%	72%	71%	76%
56%	5%	53%	49%	61%	60%	61%
14%	-5%	15%	16%	15%	15%	15%
10	13%	8.8	8.8	8.9	9.0	9.3
62%	12%	55%	53%	59%	60%	62%
42%	12%	37%	35%	41%	40%	42%
311	38%	226	299	249	225	246
46%	38%	33%	43%	36%	36%	36%
293	38%	212	289	240	212	227

43%	38%	31%	41%	34%	34%	33%
208	38%	151	204	157	154	167
31%	38%	22%	29%	22%	25%	24%
196	38%	142	198	150	144	162
29%	38%	21%	28%	21%	23%	24%
160	38%	116	169	132	123	130
23%	38%	17%	24%	19%	20%	19%
147	38%	107	160	123	114	120
21%	38%	15%	23%	18%	18%	17%
5%	5%	4%	5%	6%	5%	5%
2%	5%	2%	2%	2%	2%	3%
6%	5%	6%	7%	7%	7%	6%
3%	5%	3%	3%	3%	3%	3%
173	5%	165	166	161	208	236

Goal	% change from set standard	2019-20 New Institution Set Standard	2019-20‡	2018-19	2017-18	2016-17
222	32%	168	172	249	326	241
471	32%	357	369	420	370	377
212	32%	161	254	210	199	212
651	32%	493	476	528	563	565
20	32%	15	25	22	16	20
2%	32%	1%	2%	2%	1%	2%
74	32%	56	91	76	83	66
6%	32%	4%	9%	7%	7%	5%
132	32%	100	155	179	133	113
10%	32%	8%	14%	14%	10%	9%
71	-8%	77	73	83	83	83
68	-8%	74	71	81	79	80
			4 7*	*	*	
418	30%	321	354	344	407	355
1025	30%	788	876	874	956	852
68	35%	50	67	71	121	74
185	35%	137	176	138	162	144
263	35%	195	243	209	283	218
1377	30%	1,060	1486	1319	1274	1104
71%	10%	64%	TBD	64%	66%	68%
28%	10%	25%	26%	26%	25%	29%
13%	10%	12%	20%	14%	11%	18%

Goal	% change from set standard	2019-20 New Institution Set Standard	2019-20‡	2018-19	2017-18	2016-17
47	5%	22	TBD	45	26	N/A
75%	5%	70%	TBD	71%	74%	N/A
35	5%	32	TBD	33	37	N/A
87%	5%	82%	TBD	83%	82%	N/A
36	5%	33	TBD	34	39	N/A
89%	5%	85%	TBD	85%	87%	N/A
78	5%	55	TBD	74	58	N/A
76%	7%	70%	TBD	71%	74%	N/A

2015-16
11,290
4,194
4,051
33,784
6,221
18%
103
470
1,319
175
11%

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

21%
81%

461
55%
127

2015-16

1,679
67%
280
12%
22%
52%

71%
62%
68%
78%
75%
58%
16%
9.4

62%
42%
246
33%
239

32%

173

23%

161

22%

123

17%

113

15%

4%

2%

5%

3%

243

2015-16

173

363

138

517

15

1%

48

4%

91

7%

85

83

*

314

751

50

145

195

1025

71%

26%

15%

2015-16
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A