

Enrollment Management Metric	Goal	Fall 2020 Institution-Set Standard	2021-2022*	2020-21†	2019-20‡	2018-19	2017-18
Total students (unique headcount)	11,124	10,195	9,602	10,776	10,313	10,594	10,744
Total students online (unique headcount)	5,867	5,080	6,515	7,078	5,813	5,588	4,920
Full Time Equivalent Students (FTES)	3,734	3,199	2,950	3,280	3,396	3,556	3,664
Total Course Enrollment	30,597	26,453	23,999	27,049	28,467	29,140	30,194
Total Online Course Enrollment	9,485	8,245	12,027	12,636	9,693	9,033	7,916
Online Course Enrollment as a % of Total Enrollment	33%	29%	50%	47%	34%	31%	26%
Average Weekly Student Contact Hours (WSCH) per course section	109	97	93	103	97	104	105
College-wide LOAD: WSCH/FTEF	525	436	407	458	441	456	464
# of course sections	1,196	1,113	1,120	1,121	1,168	1,139	1,210
# of online Sections	267	240	420	389	281	254	220
% of all sections offered that are cancelled†	9%	15%	15%	15%	10%	10%	14%
% of core course sections offered that are cancelled† (not yet implemented/operationalized)							
% of all sections offered that have an enrollment below 20†	23%	29%	35%	22%	27%	24%	20%
Average units attempted per student per academic year	9.8	8.1	7.9	8.0	8.8	8.9	9.0
% of Total Students who are CAN "home campus" students	79%	43%	49%	47%	59%	-	-
# of SUHSD high school graduates who enroll at CAN within one year of graduation	387	335	312	342	382	369	356
% of Middle College students who continue at CAN after receiving their HS degree	77%	54%	76%	83%	93%	70%	47%
# Enrolled in Middle College	125	111	107	118	112	114	118
# High School students enrolled in Dual Enrollment courses	250	150	72	0	0	NA	NA

Student Momentum Metric	Goal	Fall 2020 Institution-Set Standard	2021-2022*	2020-21†	2019-20‡	2018-19	2017-18
# of students who enrolled in a course in the same or subsequent year of applying to CAN	1551	1223	1,191	1,197	1,507	1,479	1,572
% of students who enrolled in a course in the same or subsequent year of applying to CAN	41%	18%	17%	18%	24%	22%	23%
# of SSSP non-exempt students completing a COMP SEP in the first year	319	283	419	449	324	304	288
% of SSSP non-exempt students completing a COMP SEP in the first year	26%	19%	20%	21%	25%	25%	19%
# of all students receiving Pell Grants	20%	18%	20%	18%	18%	19%	19%
% of all students receiving California College Promise Grant (CCPG)	52%	45%	47%	45%	48%	49%	51%
# of all students successfully completing courses with a grade of C or better	77%	71%	73%	73%	71%	73%	73%
Course Success Rates for Online	74%	68%	72%	73%	70%	70%	68%
Course Success Rates for Hybrid	74%	70%	71%	72%	71%	71%	73%
Course Success Rates for CTE	82%	74%	78%	77%	72%	78%	78%
Course Success Rates for ESL (non-CBET)	75%	67%	65%	68%	69%	72%	71%
Course Success Rates for CBET ESL	64%	52%	59%	56%	49%	61%	60%
% of enrollments resulting in "W" (withdrawal)†	14%	16%	15%	15%	16%	15%	16%
Fall to spring persistence rate	66%	51%	50%	52%	53%	59%	60%
Fall to fall persistence rate	46%	33%	34%	51%	35%	41%	40%
# students who completed transfer-level English district wide in their first academic year of enrollment within the district	344	208	219	244	301	249	212
% students who completed transfer-level English district wide in their first academic year of enrollment within the district	49%	34%	41%	43%	43%	36%	34%
# students who completed transfer-level English in Canada in their first academic year of enrollment within the district	331	190	188	220	289	240	201
% students who completed transfer-level English in Canada in their first academic year of enrollment within the district	47%	32%	35%	39%	41%	34%	32%
# students who completed transfer-level math district wide in their first academic year of enrollment within the district	217	143	178	210	206	157	140
% students who completed transfer-level math district wide in their first academic year of enrollment within the district	31%	22%	34%	37%	29%	22%	22%
# students who completed transfer-level math at Canada in their first academic year of enrollment within the district	207	136	161	187	199	150	135
% students who completed transfer-level math at Canada in their first academic year of enrollment within the district	30%	21%	30%	33%	28%	21%	21%
# students who completed transfer-level English and math district wide in their first academic year of enrollment within the district	182	119	141	164	171	132	117
% students who completed transfer-level English and math district wide in their first academic year of enrollment within the district	26%	19%	27%	29%	24%	19%	19%
# students who completed transfer-level English and math at Canada in their first academic year of enrollment within the district	170	108	115	137	161	123	111
% students who completed transfer-level English and math at Canada in their first academic year of enrollment within the district	24%	17%	22%	24%	23%	18%	18%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the fall term, up to 15+	10%	9%	11%	11%	8%	10%	10%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the fall term, up to 15+ Canada Primary campus	3%	3%	4%	4%	3%	3%	3%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the selected year, up to 30+	8%	8%	9%	10%	10%	7%	8%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the selected year, up to 30+ Canada Primary campus	2%	2%	2%	3%	3%	2%	2%
% of students who had one or more skills gains, measured by advancing one or more CB21 levels in the selected year	metric under development						
# of students who earned 12 CTE credit units in one year	169	166	218	186	166	161	208

Completion Metric	Goal	Fall 2020 Institution-Set Standard	2021-2022*	2020-21†	2019-20‡	2018-19	2017-18
# of certificates of 16 or more units awarded by CAN	331	201	205	231	220	251	317
# of certificates of 18 or more units awarded by CAN	329	193	201	223	216	249	326
# of AA and AS degrees awarded by CAN	554	327	315	335	369	420	370
# of ADT degrees awarded by CAN	277	200	260	295	254	210	199
# of unduplicated students who earn a credit certificate over 12 units or associate degree	697	438	436	445	479	528	563
# of unduplicated students who earn an associate degree within 2 years (100% of normal time)	29	18	31	18	25	22	16
% of unduplicated students who earn an associate degree within 2 years (100% of normal time)	3%	2%	2%	2%	2%	1%	1%
# of unduplicated students who earn an associate degree within 3 years (150% of normal time)	100	80	99	83	91	76	83
% of unduplicated students who earn an associate degree within 3 years (150% of normal time)	9%	7%	8%	7%	9%	7%	7%
# of unduplicated students who earn an associate degree within 4 years (200% of normal time)	236	111	117	113	155	179	133
% of unduplicated students who earn an associate degree within 4 years (200% of normal time)	19%	10%	10%	11%	14%	14%	10%
Average # of units earned among students who earned their first associate degree in the selected year and had completed at least 60 units	76	71	76	70	72	76	
Median # of units earned among students who earned their first associate degree in the selected year and had completed at least 60 units	75	69	73	68.5	69	74	73
# of degrees available 100% online**	Goal	42	42	4	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	447	340		366	354	344	407
# of students who transferred to a four-year institution who took at least 3 units at CAN in the year prior to transfer	1136	869		949	876	874	956
# of students who transferred to any 4-year institution who attended CAN within the last 5 years	1715	1264		1343	1486	1319	1274
# of students who enrolled at a UC	96	125	158	166	143	148	242
# of students who enrolled at a CSU	186	161	179	180	213	159	184
# of students who enrolled at a CSU or a UC	282	305	337	346	356	307	426
% 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	70%	60%	N/A	73%	60%	64%	66%
% of students who began as adult basic/secondary education or ESL pre-transfer level students who completed a certificate of over 12 units	29%	22%	20%	22%	27%	26%	25%
% of students who began as adult basic/secondary education or ESL pre-transfer level students who completed an associate degree	15%	11%	13%	16%	19%	14%	11%

Guided Pathway Metric	Goal	Fall 2020 Institution-Set Standard	2021-2022*	2020-21†	2019-20‡	2018-19	2017-18
# of Home Campus students			5,486	5,774			
# of Home Campus students in an Interest Area			3,426	4,695			
# of students in Art, Design, and Performance			479	748			
# of students in Business			791	900			
# of students in Human Behavior and Culture			1,002	1,556			
# of students in Science and Health			1,224	1,592			
# of students Undecided/University Transfer			2,574	1,266			
% supported by ONLY success teams			29.9%	35.9%			
# of students served by Success Teams or Special Programs			3,051	3,598			
% of all students supported by Success Teams or Special Programs			55.6%	62.3%			
# of students participating in non-curricular career exploration (COOP Ed, Field trips, Job Shadows, Internships) (only Coop listed here)			77	84	235	214	176
% of students "touched" by outreach who apply/enroll - difficult to operationalize this metric							
% of first-time students participating in First Year Experience programs				5.0%	5.4%	3.7%	
% of Transfer Seeking Students supported by the Transfer Center, University Center and/or Success Teams or Affinity Groups (revise?)				100%			
% of Transfer Seeking Students supported by the Success Teams or Affinity Groups (revise?)							
% of Transfer Seeking Students supported by the Transfer Center, University Center (revise?)				100%			

Employment Outcome Metric*	Goal	Fall 2020 Institution-Set Standard	2021-2022*	2020-21†	2019-20‡	2018-19	2017-18
Licensure Examination Pass Rates (Radiology Technology)	100%	96%	%	100%	95%	95%	100%

Job placement rates (Radiology Technology)	100%	100%	100%	100%	100%	100%	100%
# of students who were unemployed and became employed after exiting college	47	17	23	20	26	45	26
% of students who were unemployed and became employed after exiting college	75%	63%	66%	61%	74%	83%	77%
# of CTE students employed in the second quarter after exiting	35	26	31	31	30	25	35
% of CTE students employed in the second quarter after exiting	87%	67%	79%	79%	83%	63%	78%
# of CTE students employed in the fourth quarter after exiting	36	34	39	36	35	37	45
% of CTE students employed in the fourth quarter after exiting	89%	93%	100%	92%	97%	93%	100%
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	52	49	56	61	74	58
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	75%	71%	74%	74%	78%	71%	74%

KEY:

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

Strategic Enrollment Management (SEM) Plan: 2020-23

Vision for Success (CCCO)

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 pathway 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 2022, the College is committing to keeping at least 42 completable 100% remotely.

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 120			
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 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 type="checkbox"/> # of unduplicated students who earn a credit certificate over 12 units, associate degree, or bachelor's degree	# 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 an 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		<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 <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		<input type="checkbox"/> Among exiting CTE students, the median of the sum of earnings in the four quarters after the academic year of exit <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 exit	
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

**U.S. Dept. of Ed.
Scorecard**

Graduation Rate
Average Annual Cost