



Institution-Set Standards and College Scorecard: review of college goals, metrics, and outcomes

Presented to the Planning & Budgeting Council

February 7, 2024

Prepared by the Office of Planning, Research & Institutional Effectiveness

What are “institution-set standards”?

ACCJC Standard I.B.3 states: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.”

- Standards are the “floor” or minimum acceptable outcome
- Goals are what we are stretching or aspiring to achieve

College Scorecard Elements



- ✓ Enrollment Management
- ✓ Student Momentum
- ✓ Student Completion
- ✓ Guided Pathways
- ✓ Students Employment Outcomes

College Scorecard Update Needed?

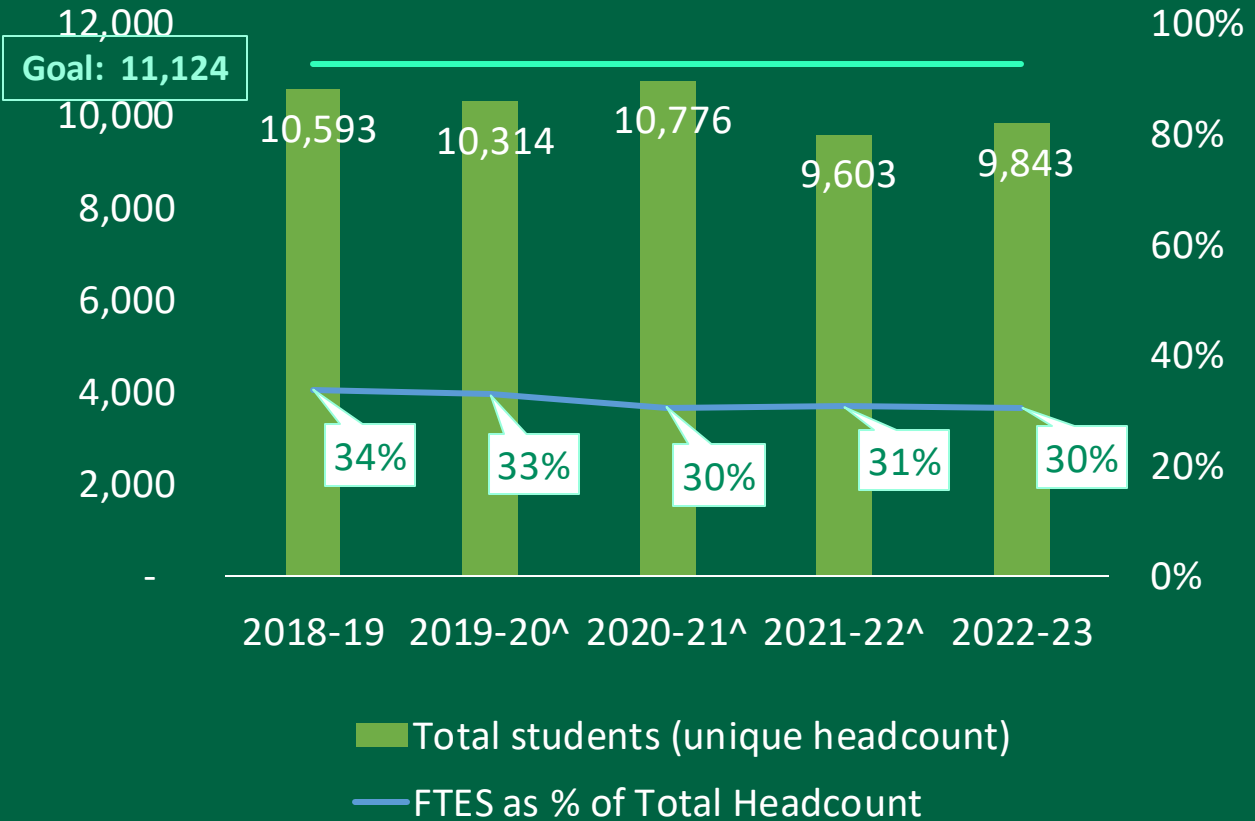


Metrics derived from:

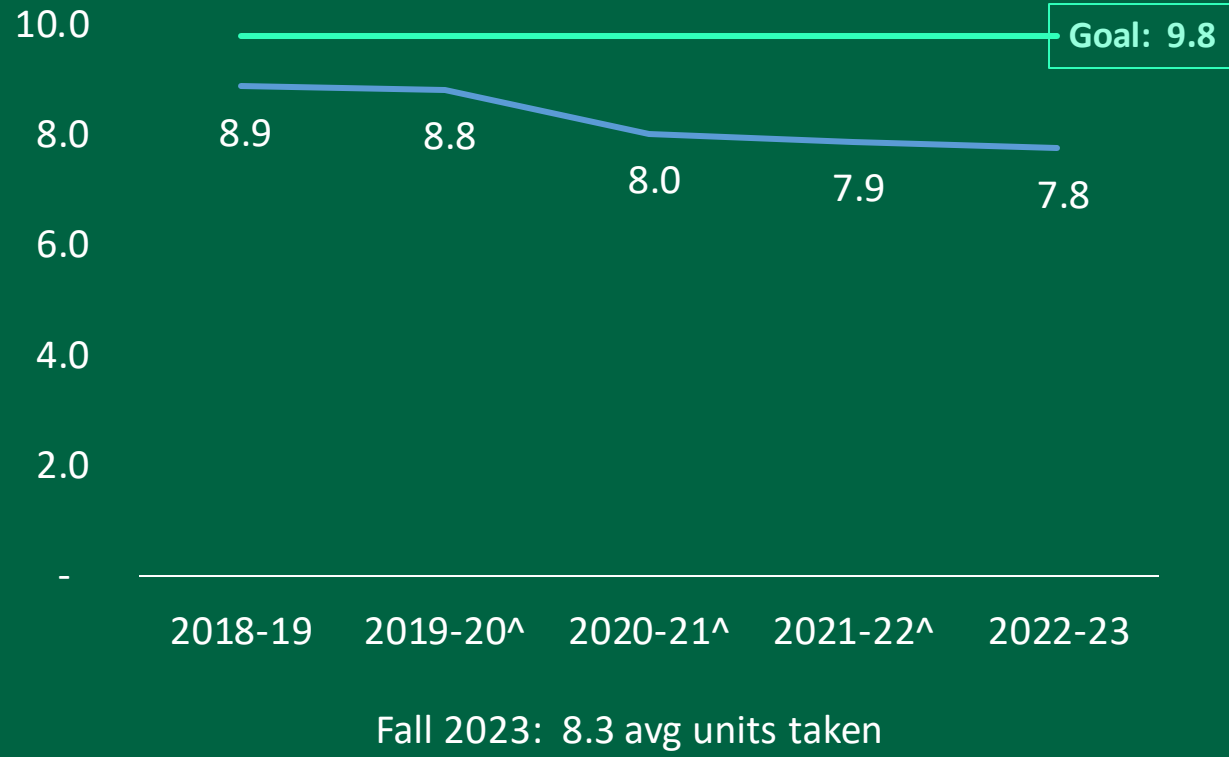
- ✓ Accreditation requirements
- ✓ Chancellor's Vision for Success
- ? 2019-22 Student Equity Plan (which was just updated)
- ? 2020-23 Strategic Enrollment Management Plan (which we are in the process of updating)
- ? Metrics proposed and adopted in Fall 2020 which are difficult to operationalize/measure might be reconsidered

Enrollment Management

Student Headcount and Full Time Equivalent Students (FTES)

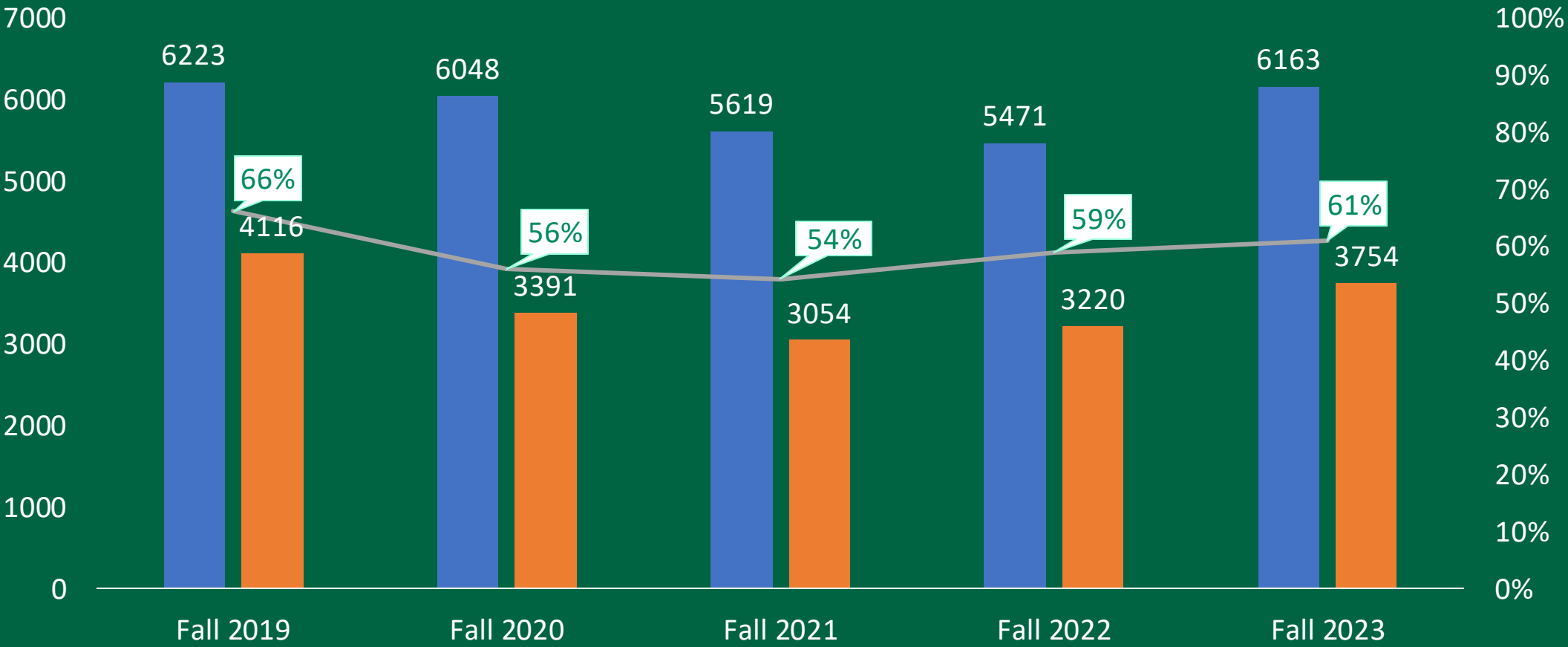


Average units attempted per student per academic year



[^] indicates years affected by the COVID-19 pandemic

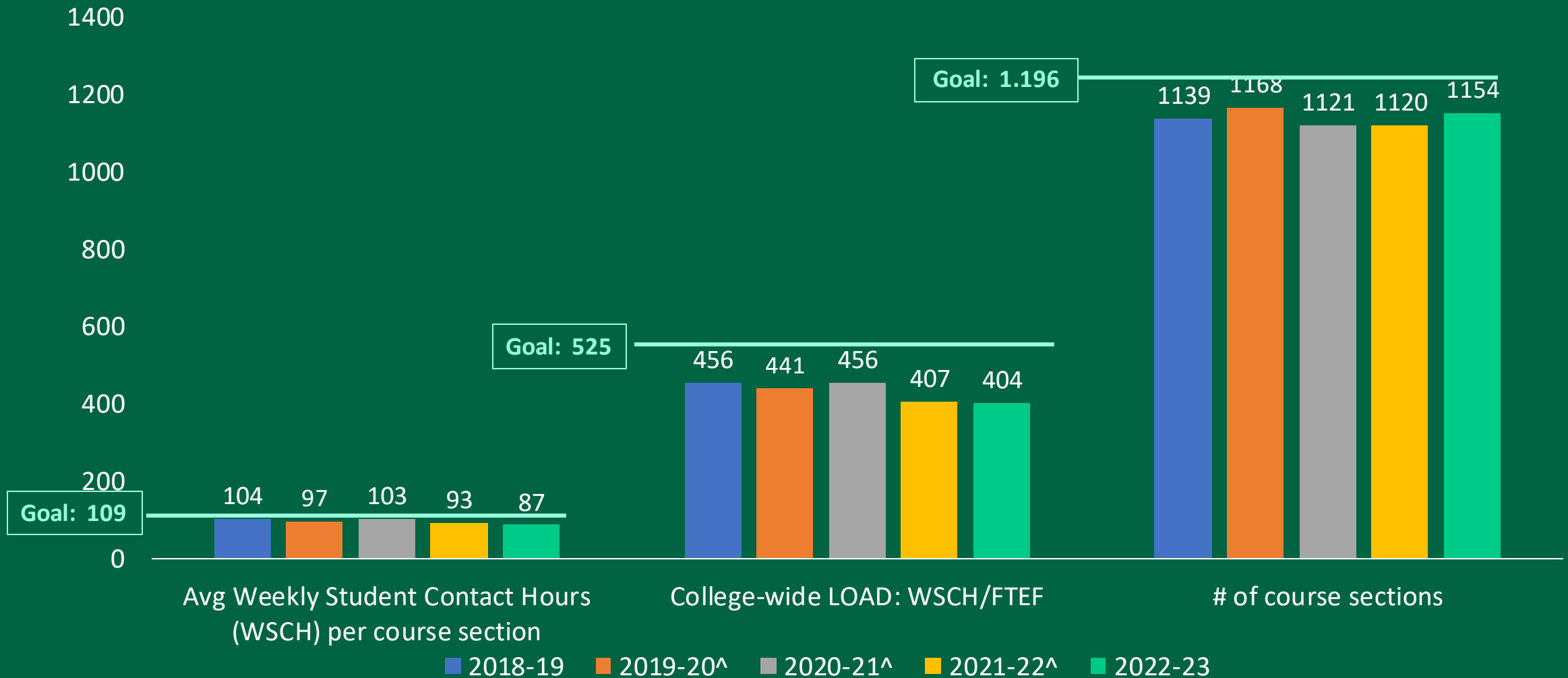
Home Campus Students



■ Total students enrolled at CAN ■ CAN Home Campus Students — % of All Students who are CAN Home Campus

Note: Home campus is defined as a student with the goal of earning a degree, certificate, transfer, or completing their educational goal at Cañada.

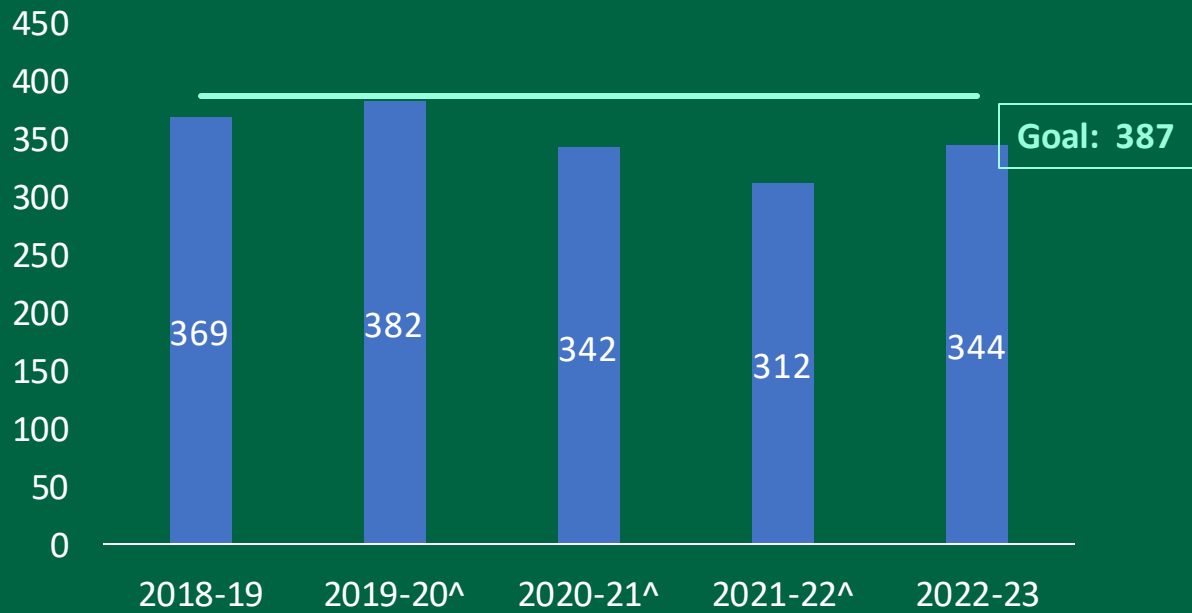
Enrollment Management



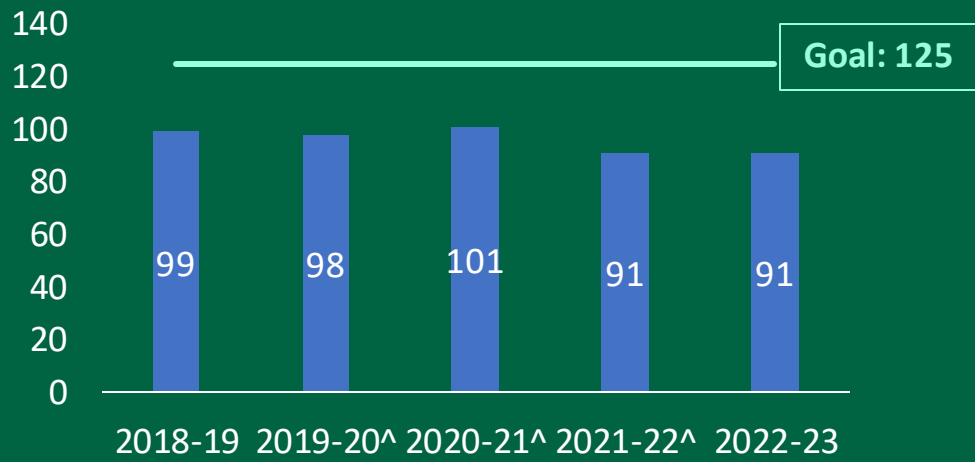
[^] indicates years affected by the COVID-19 pandemic

Enrollment Management

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



Enrolled in Middle College



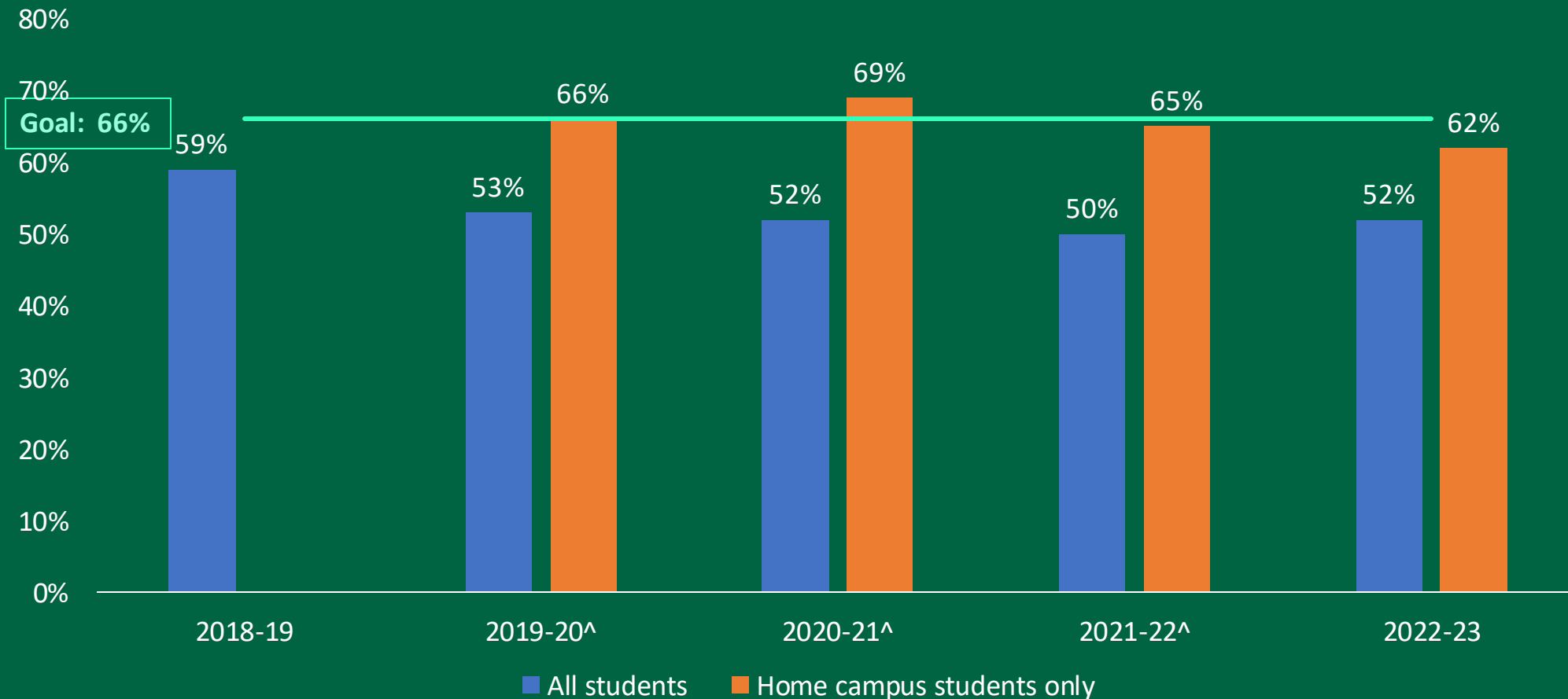
In our EMP and new MOU with Sequoia Union HSD, we have a new goal of doubling the size of Middle College to 206 by 2027.

Our EMP calls for increasing dual enrollment opportunities for high school students (283 enrolled in AY 2022-23!) and tripling the number of high school students on campus during the summer and on Saturdays during the academic year by 2027.

[^] indicates years affected by the COVID-19 pandemic

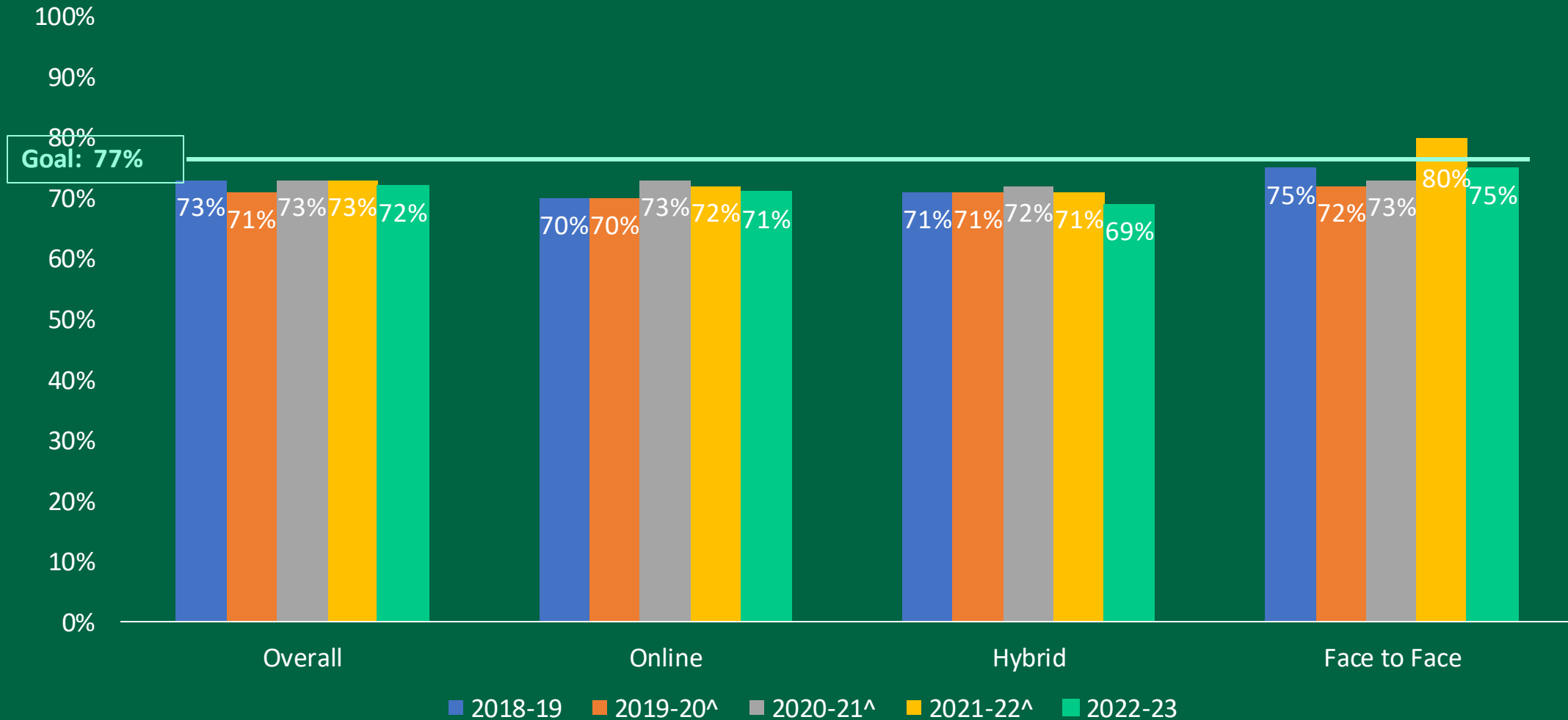
Student Momentum: Persistence

Fall to Spring Persistence Rates



^ indicates years affected by the COVID-19 pandemic

Student Momentum: Course Success



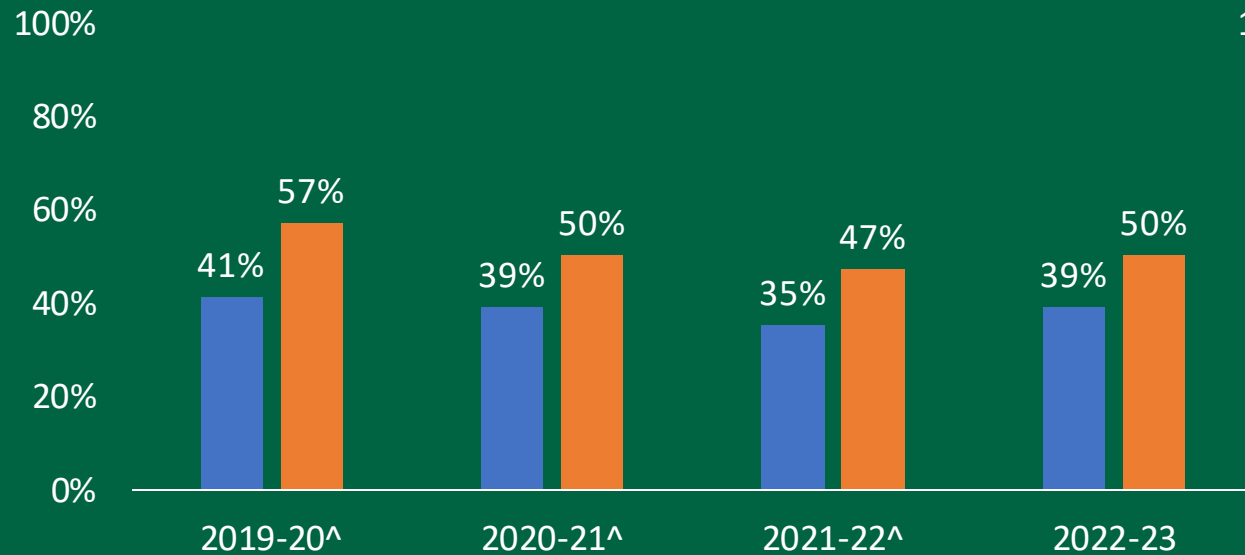
^ indicates years affected by the COVID-19 pandemic

Disproportionately Impacted Students by Instructional Modality

AY 2022-2023	Face to Face			Online			Hybrid			Synchronous		
	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments
Overall	75%	PPG-1	6,193	72%	PPG-1	11,547	69%	PPG-1	3,649	71%	PPG-1	3,310
American Indian/Alaskan Native			< 5	85%	13%	13			< 5			-
Asian	90%	15%	575	84%	13%	1,618	83%	14%	392	82%	11%	447
Black - Non-Hispanic	72%	-3%	195	62%	-10%	333	65%	-4%	68	67%	-4%	138
Filipino	85%	11%	124	68%	-3%	680	77%	8%	124	74%	3%	123
Hispanic	67%	-8%	2,950	66%	-6%	5,062	62%	-7%	1,839	63%	-8%	1,374
Pacific Islander	64%	-11%	72	55%	-17%	197	58%	-11%	26	74%	3%	61
White Non-Hispanic	81%	7%	1,651	79%	8%	2,446	78%	9%	829	77%	6%	849
Multiraces	83%	8%	349	72%	0%	787	78%	9%	192	72%	1%	185
Female	76%	1%	2,927	71%	-1%	6,757	71%	2%	1,959	73%	2%	2,346
Male	73%	-2%	3,014	72%	1%	4,463	66%	-3%	1,568	66%	-5%	861
Nonbinary	73%	-1%	86	80%	8%	85	67%	-2%	33	100%	29%	11
Unknown	83%	8%	166	76%	4%	242	74%	5%	89	74%	3%	92
Low Income: No	78%	3%	4,587	73%	2%	8,249	70%	1%	2,601	73%	2%	2,427
Low Income: Yes	66%	-8%	1,606	68%	-4%	3,298	66%	-3%	1,048	65%	-6%	883

Student Momentum: transfer gateway course completion

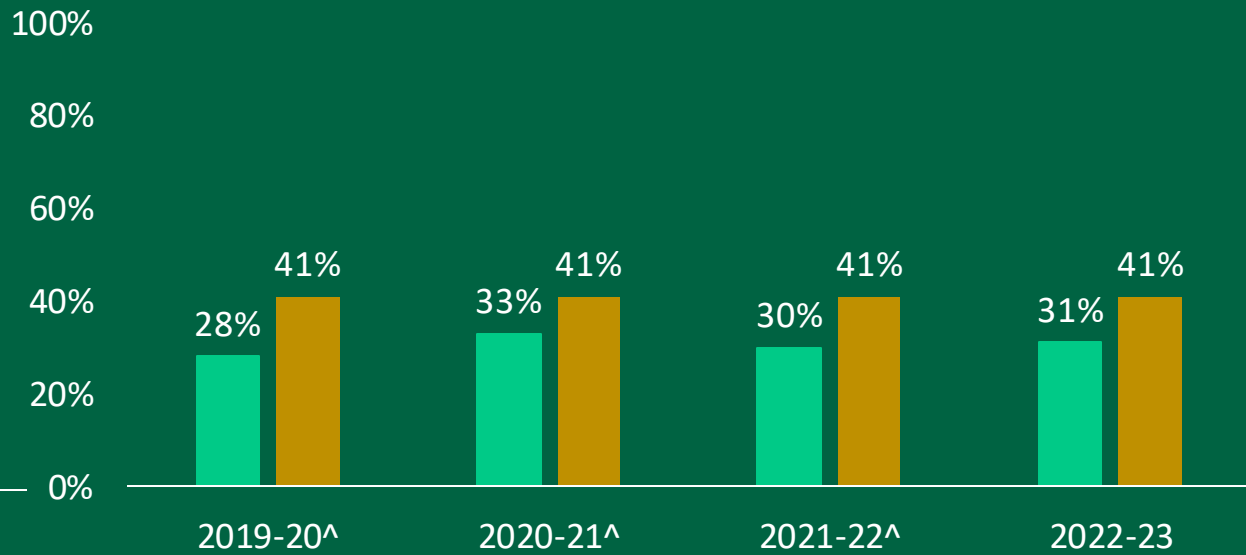
English



■ % of all students who completed transfer-level English at CAN in their first academic year of enrollment within the district

■ % of transfer-seeking, home campus students who completed transfer-level English at CAN in their first academic year of enrollment within the district

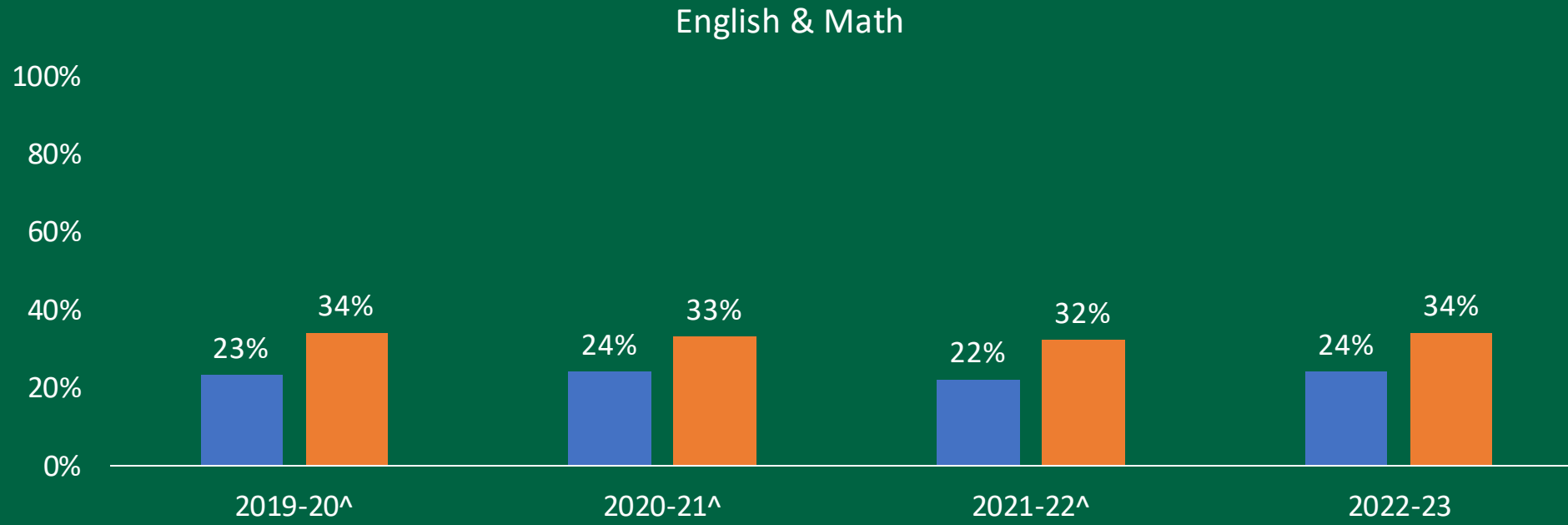
Math



■ % of all students who completed transfer-level Math at CAN in their first academic year of enrollment within the district

■ % of transfer-seeking, home campus students who completed transfer-level Math at CAN in their first academic year of enrollment within the district

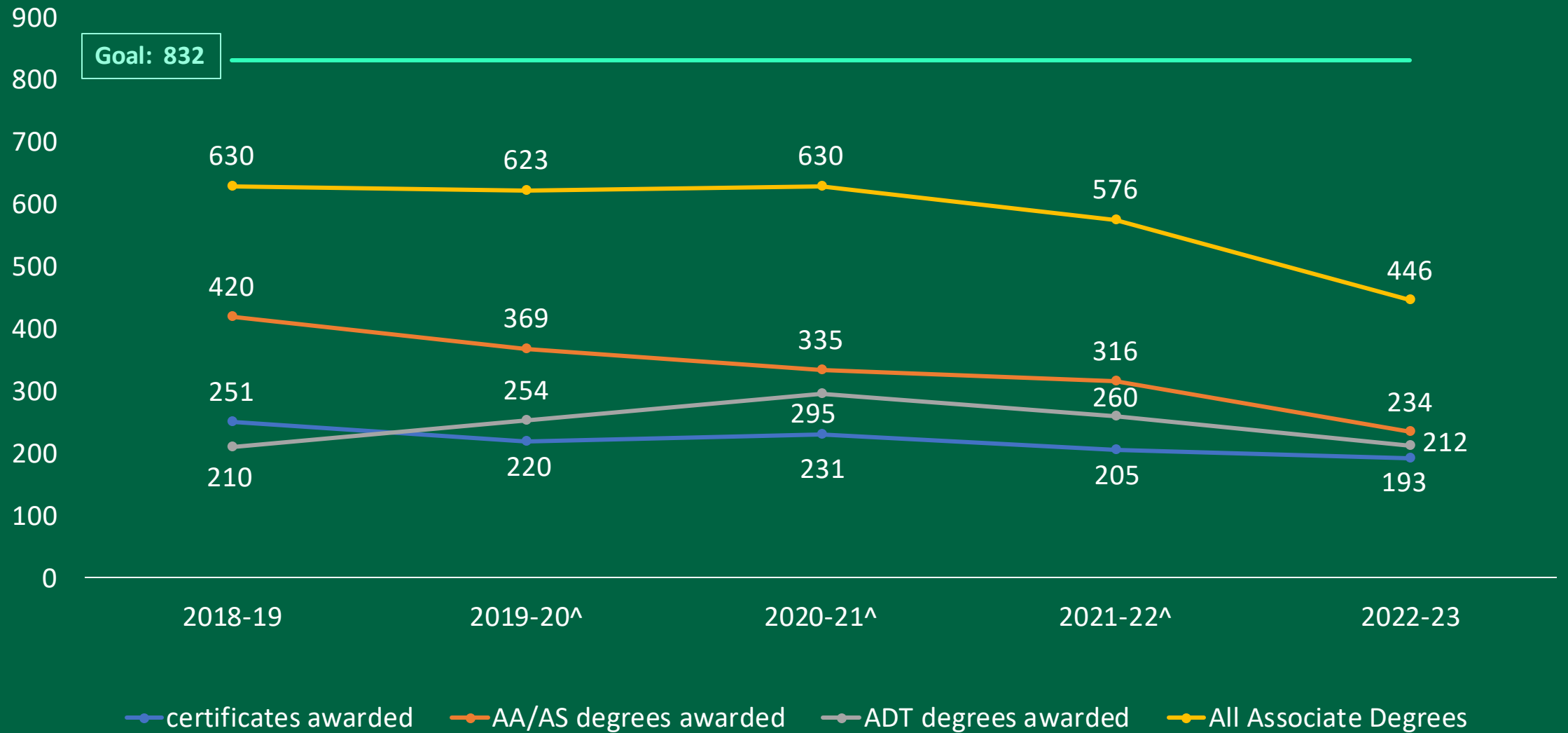
Student Momentum: transfer gateway course completion



■ % of all students who completed transfer-level English and Math at CAN in their first academic year of enrollment within the district

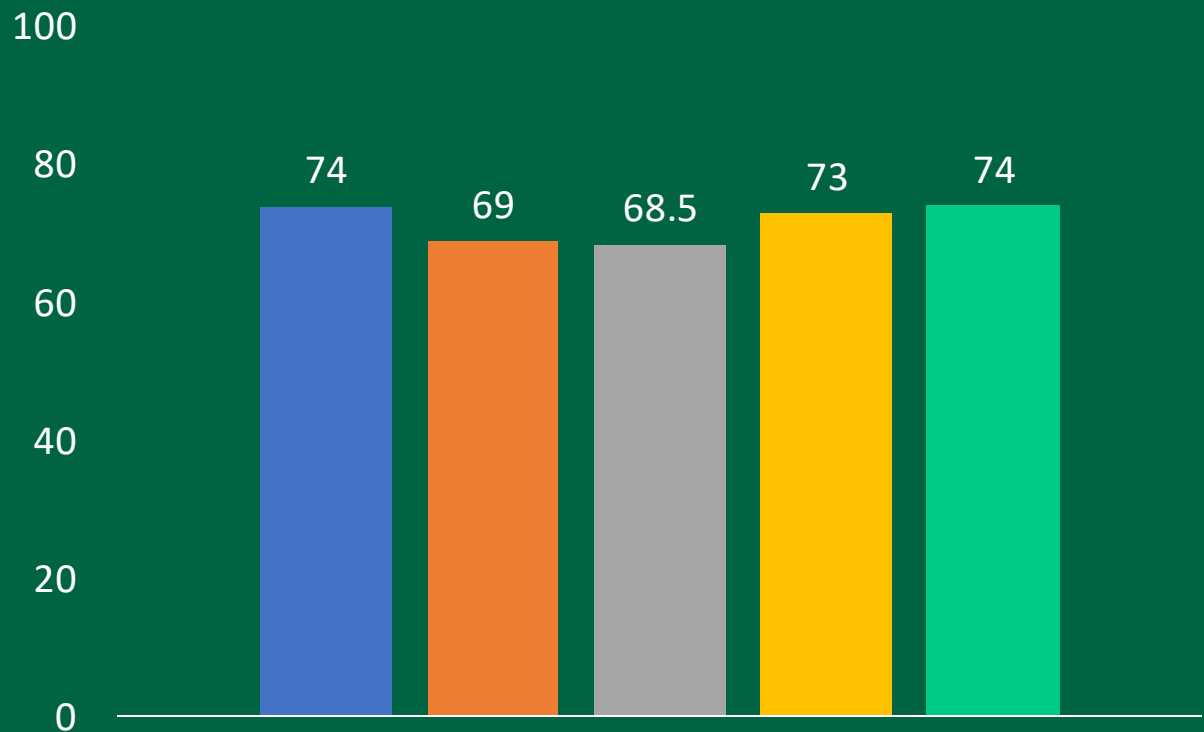
■ % of transfer-seeking, home campus students who completed transfer-level English and Math at CAN in their first academic year of enrollment within the district

Student Completion: degrees & certificates



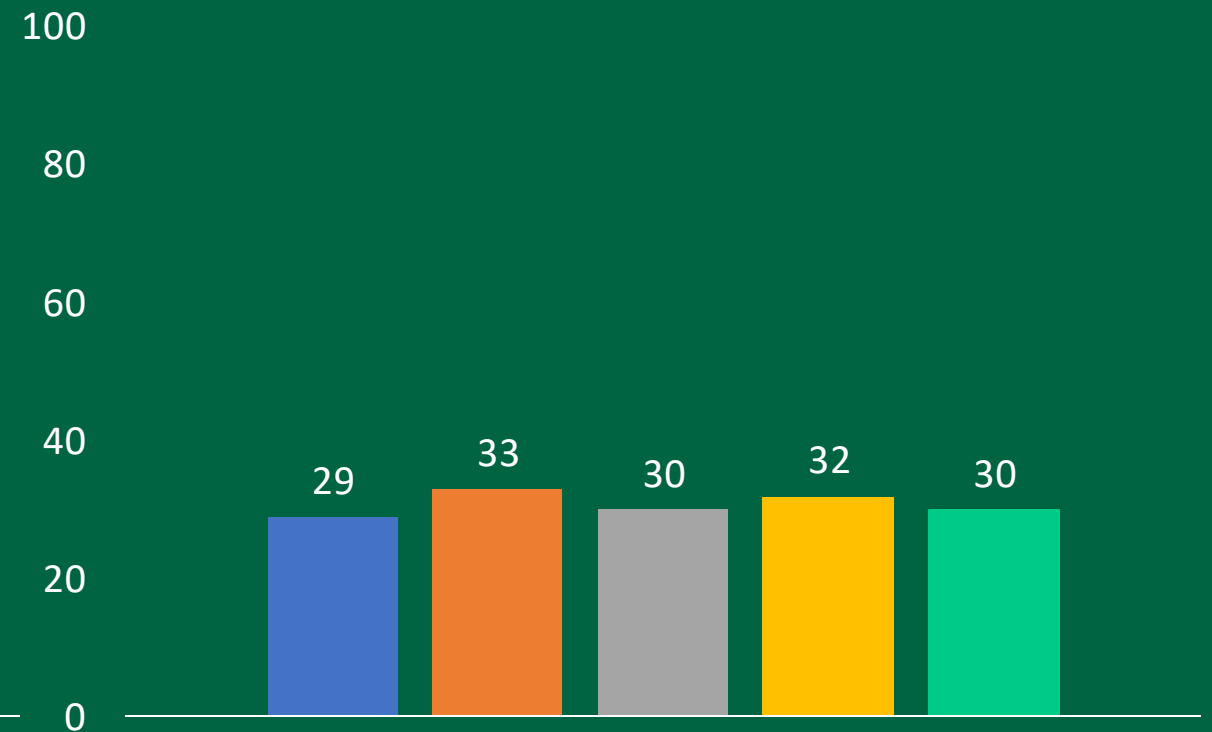
[^] indicates years affected by the COVID-19 pandemic

Student Completion: time to completion



Median # units earned among students who earned their first associate degree in the selected year and had completed at least 60 units

■ 2018-19 ■ 2019-20[^] ■ 2020-21[^] ■ 2021-22[^] ■ 2022-23

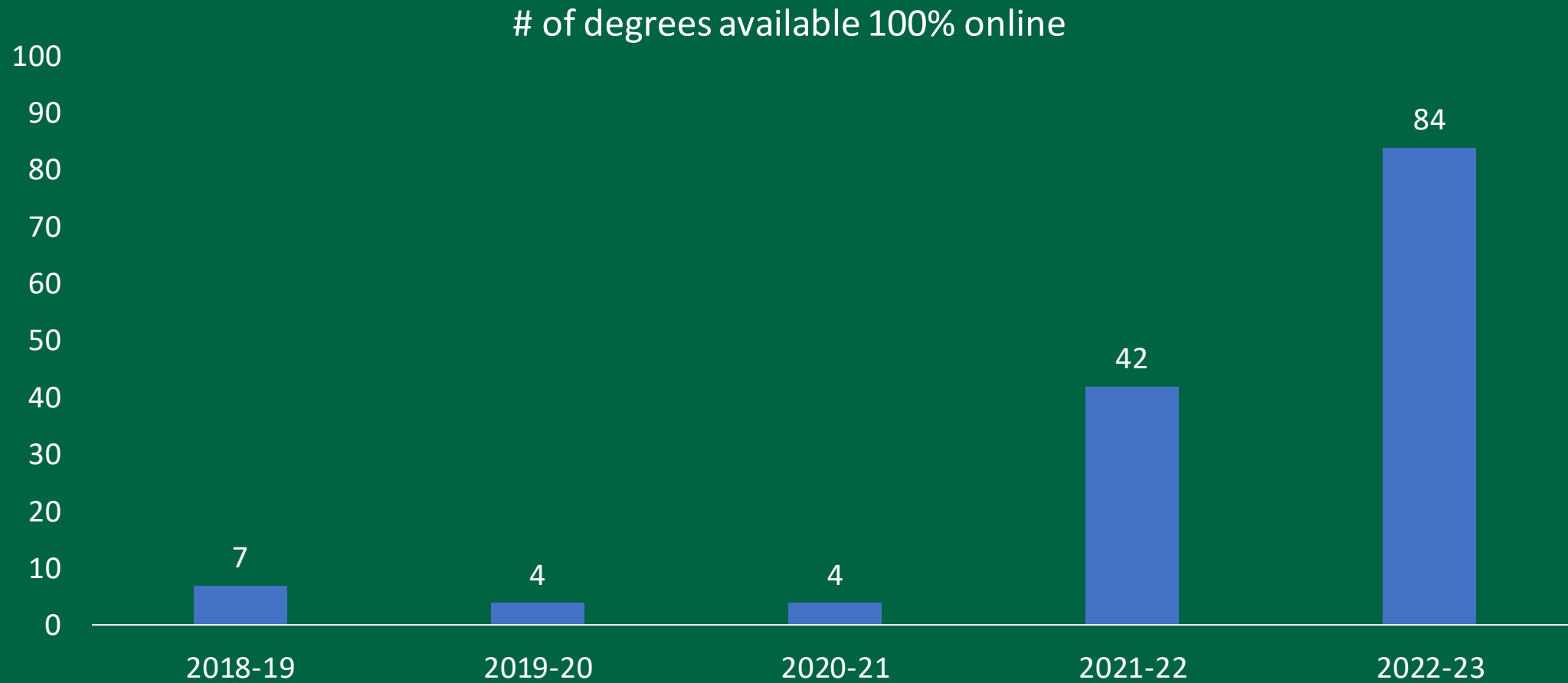


of unduplicated students who earn an associate degree within 2 years (100% of normal time)

■ 2018-19 ■ 2019-20[^] ■ 2020-21[^] ■ 2021-22[^] ■ 2022-23

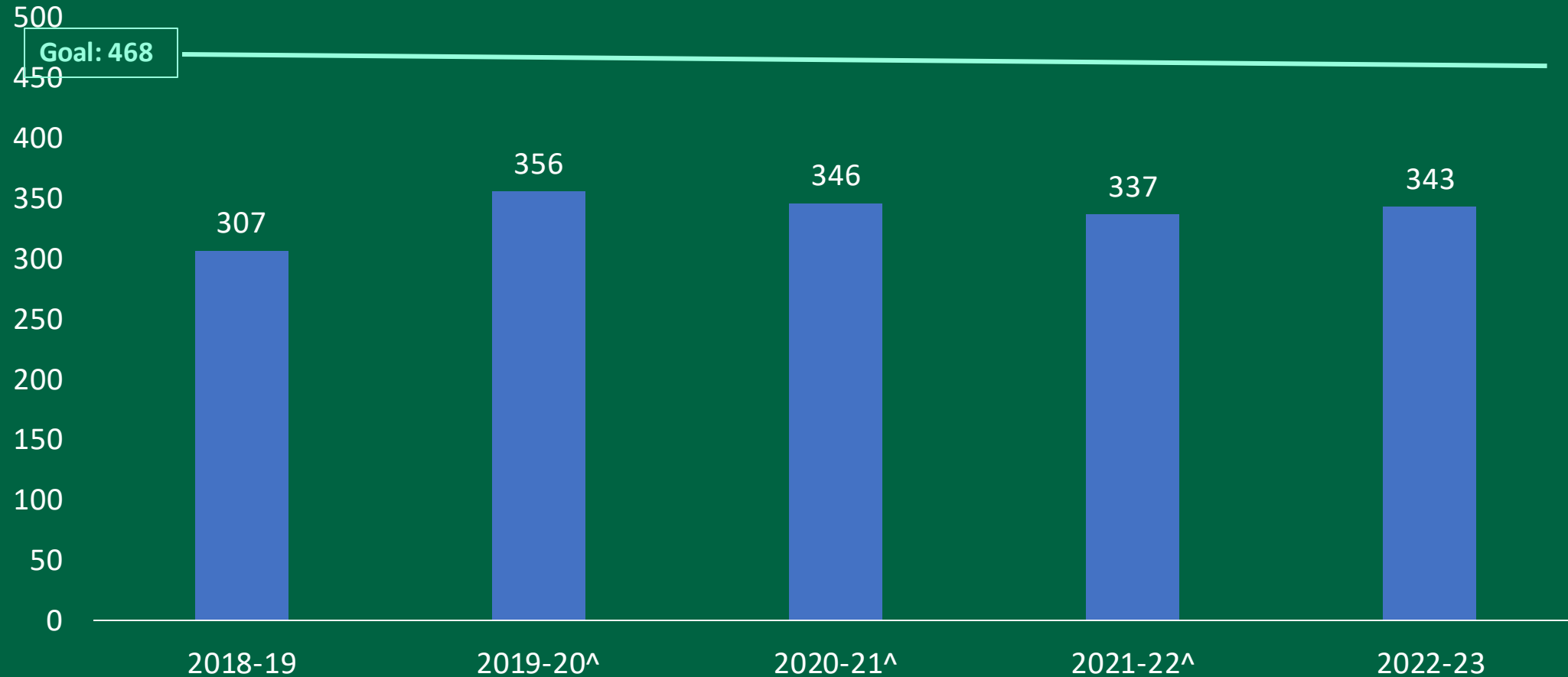
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Student Completion: # of online programs



Student Completion: transfers

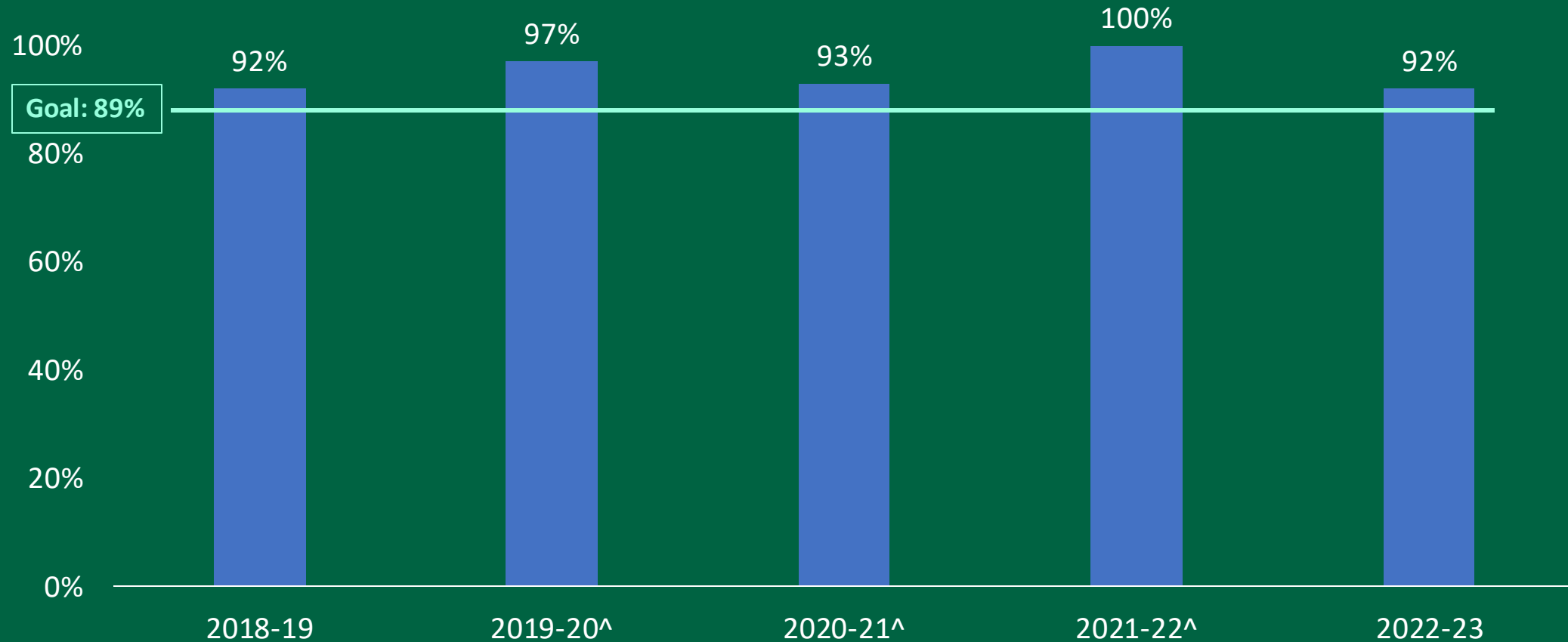
of students who enrolled at a CSU or a UC



[^] indicates years affected by the COVID-19 pandemic

Student Employment Outcomes

% of CTE students employed in the fourth quarter after exiting

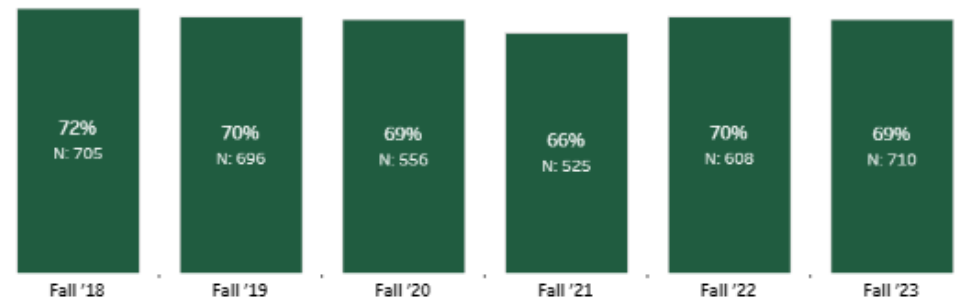


First-Time Cohort Dashboard

Cañada College First-Time Student Cohort Metrics

[Persistence at Cañada](#) |
 [Persistence at SMCCCD](#) |
 [Transfer Level Completion](#) |
 [Unit Accumulation](#) |
 [Degree Completion](#) |
 [Transfer to 4-Year](#) |
 [Cq](#)

Among Cañada's Fall First-Time Students, How Many Re-Enrolled at Cañada in the Following Spring Term?



	Fall '18		Fall '19		Fall '20		Fall '21		Fall '22		Fall '23	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
Female	366	73%	353	70%	283	69%	265	65%	275	71%	316	71%
Male	328	72%	335	71%	261	70%	245	68%	308	68%	334	66%
Unreported	11	64%	10	70%	12	67%	15	47%	27	85%	60	77%

	Fall '18		Fall '19		Fall '20		Fall '21		Fall '22		Fall '23	
	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate	N	Rate
AI/AN			*	*	*	*	*	*				
Asian	37	86%	40	80%	47	62%	35	71%	46	72%	45	78%
Black - Non-Hispanic	18	50%	10	70%	13	38%	12	58%	19	95%	12	92%
Filipino	12	50%	10	60%	23	57%	10	30%	*	*	14	79%
Hispanic	348	77%	383	69%	308	72%	295	72%	350	70%	450	71%
Pacific Islander	*	*	*	*	*	*	*	*	10	70%	*	*
White Non-Hispanic	107	69%	96	79%	113	68%	106	58%	123	71%	130	60%
Multiraces	24	75%	20	75%	31	77%	31	65%	29	72%	26	69%
Unknown	154	64%	126	63%	16	81%	26	54%	23	57%	27	56%

Select:

- Fall-to-Spring Retention
- Annual Retention

Unit Load in Cohort Term

- (All)
- Full Time
- Part Time
- Less Than Part Time

Race/Ethnicity

- (All)
- AI/AN
- Asian
- Black - Non-Hispanic
- Filipino
- Hispanic
- Pacific Islander
- White Non-Hispanic
- Multiraces
- Unknown

Veteran

(All)

International

(All)

Disability Services

(All)

Low Income

(All)

Education Goal

(All)

First Generation

(All)

<https://canadacollege.edu/prie/dashboards/scorecard-enrollment.php>