Cañada College

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

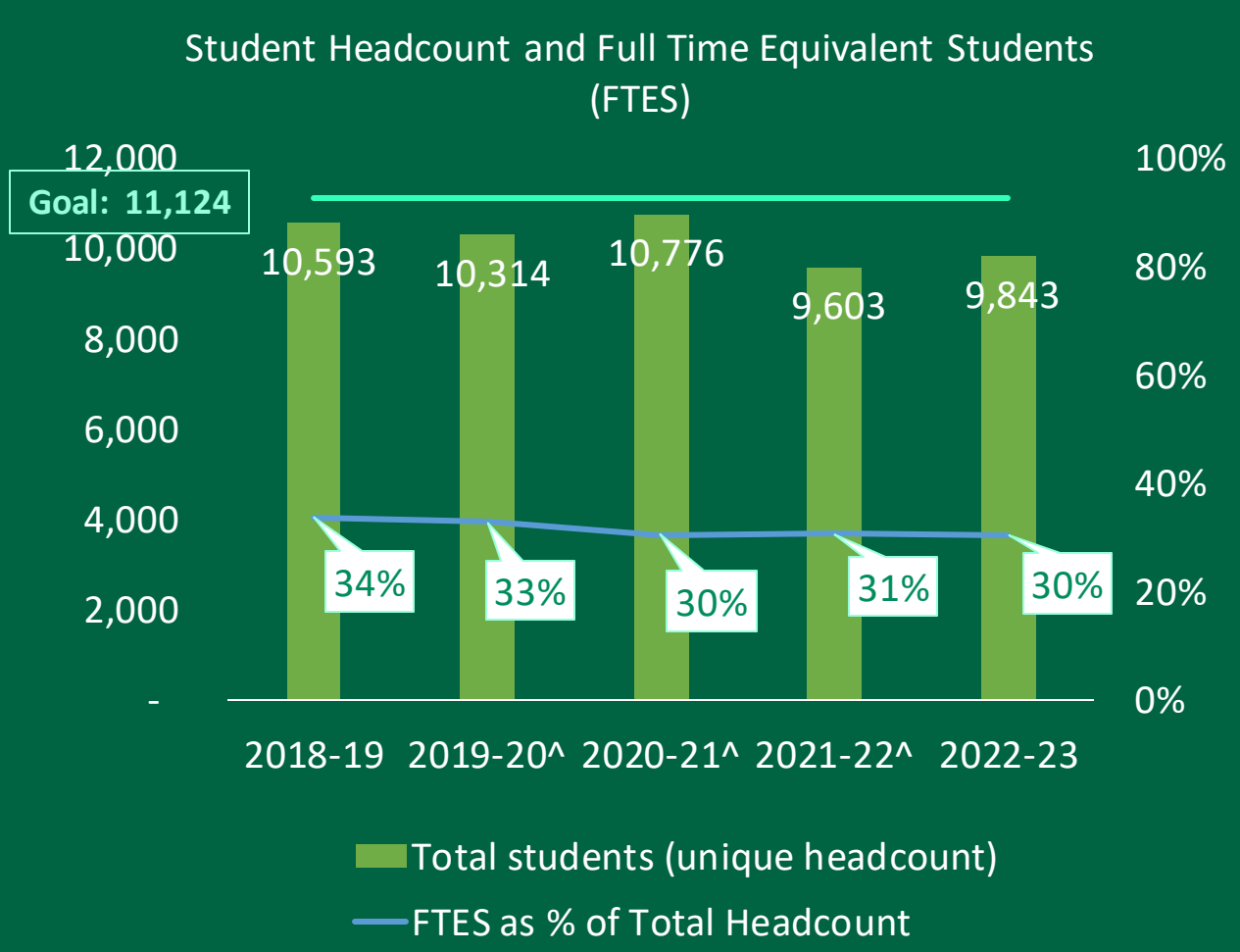
- ✓Enrollment Management
- ✓Student Momentum
- ✓Student Completion
- ✓Guided Pathways
- ✓Students Employment Outcomes

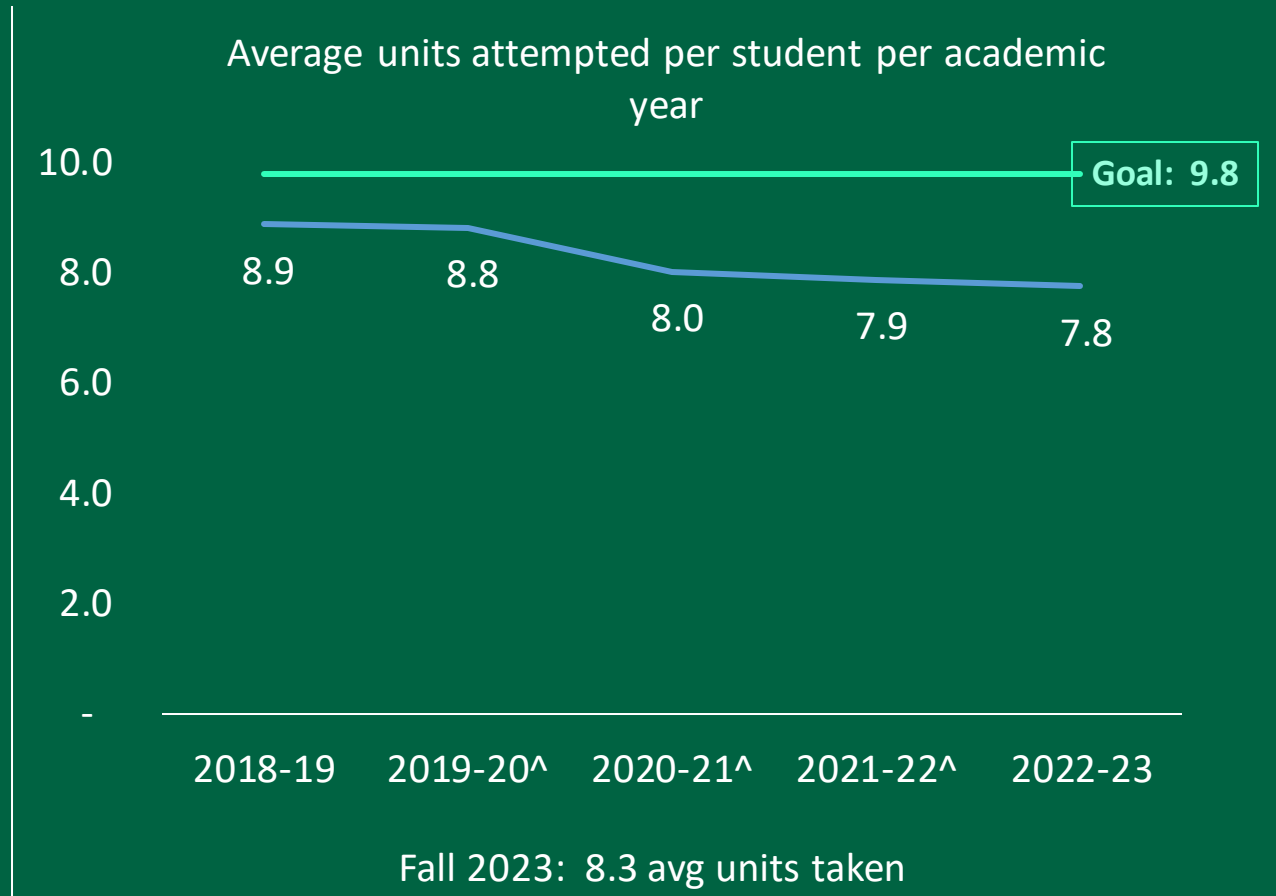
College Scorecard Update Needed?

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

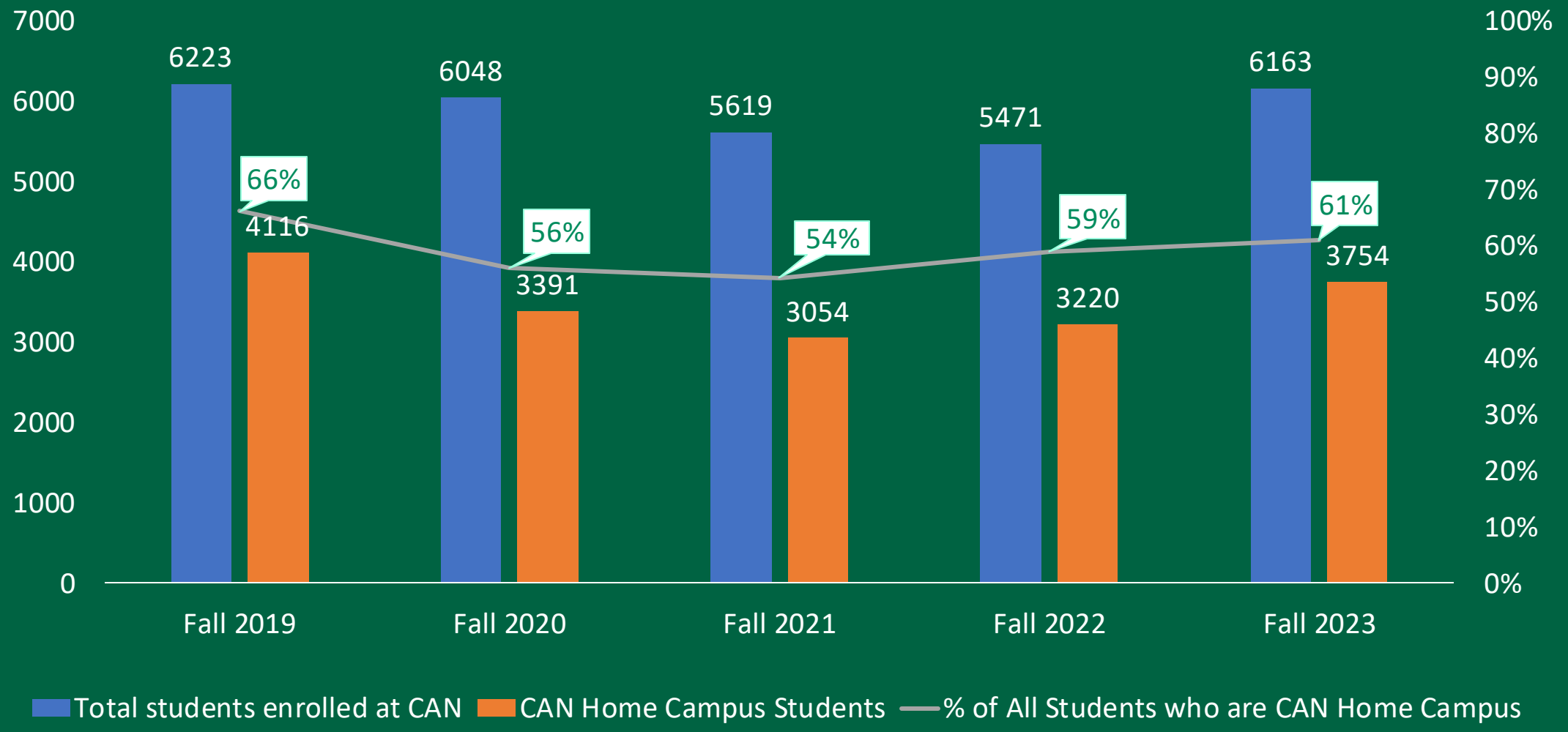




Fall 2023: 8.3 avg units taken

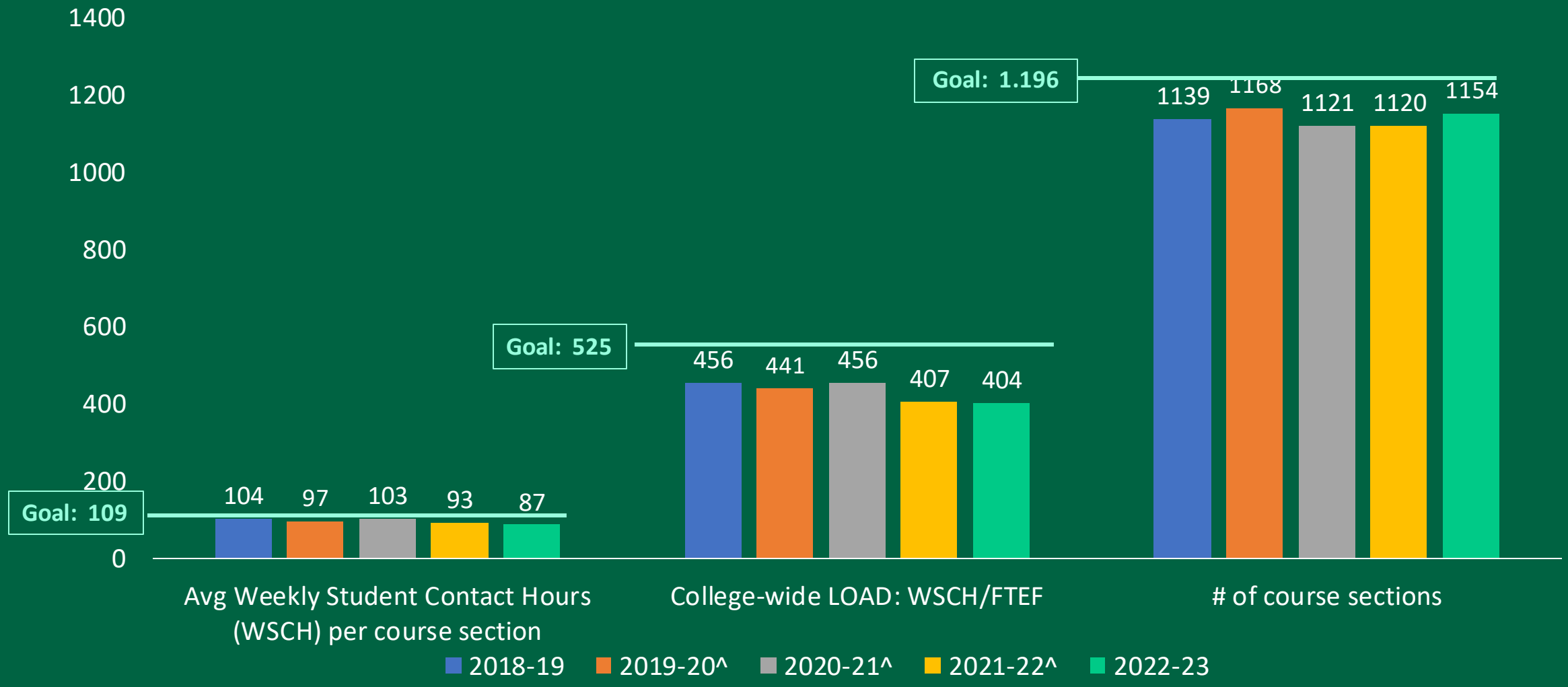
^ indicates years affected by the COVID-19 pandemic

Home Campus Students



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



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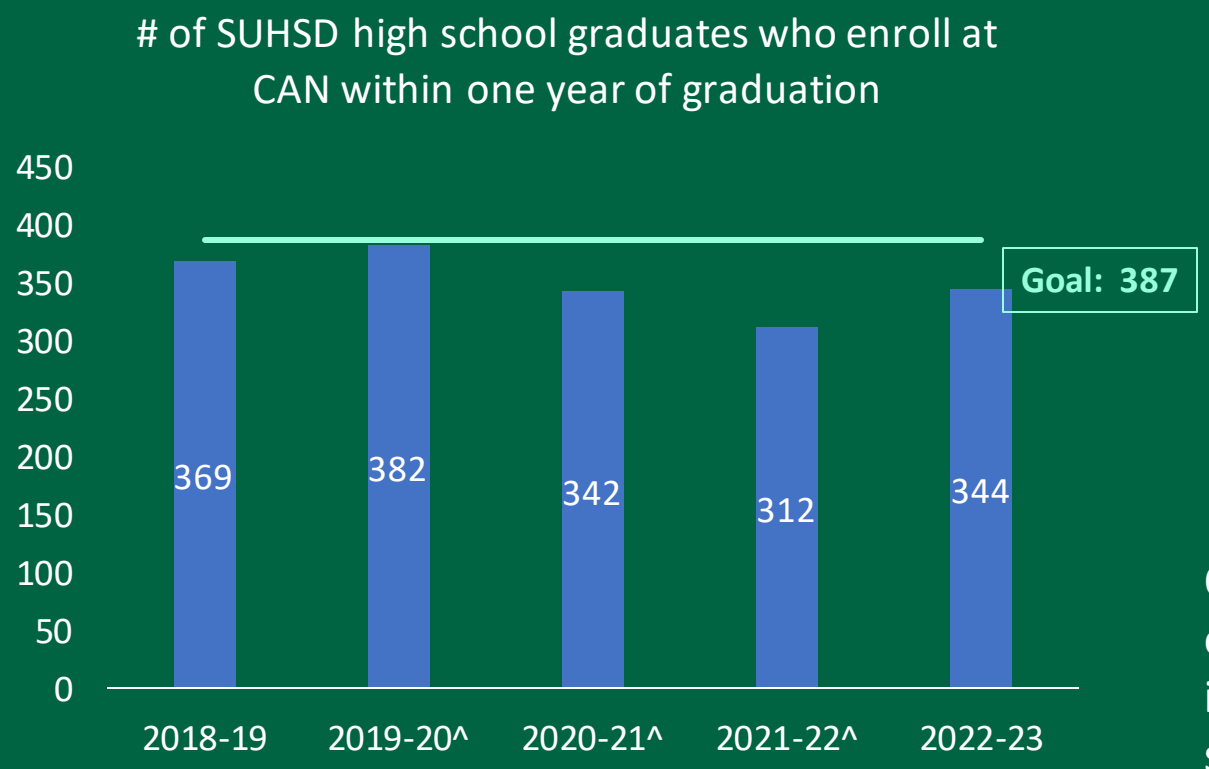
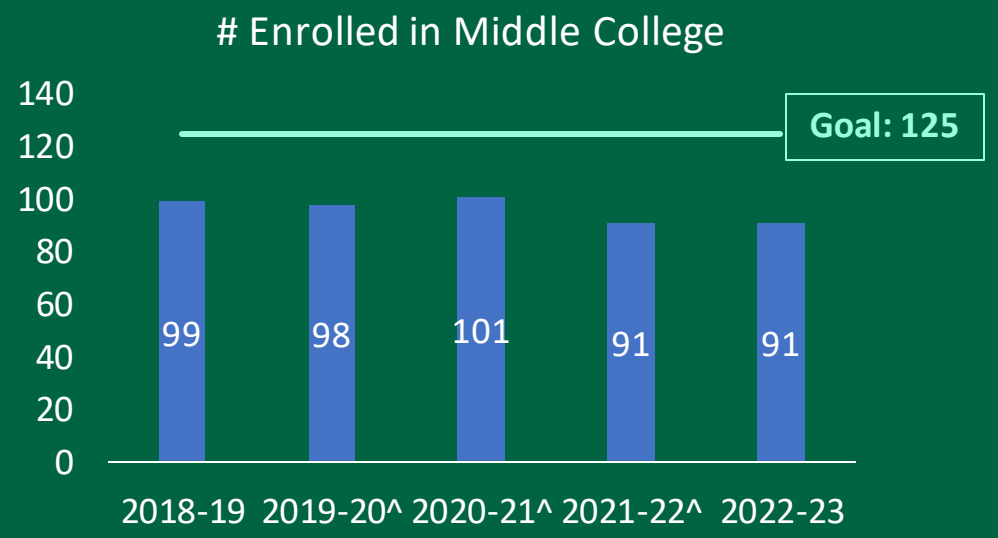
Enrollment Management





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.

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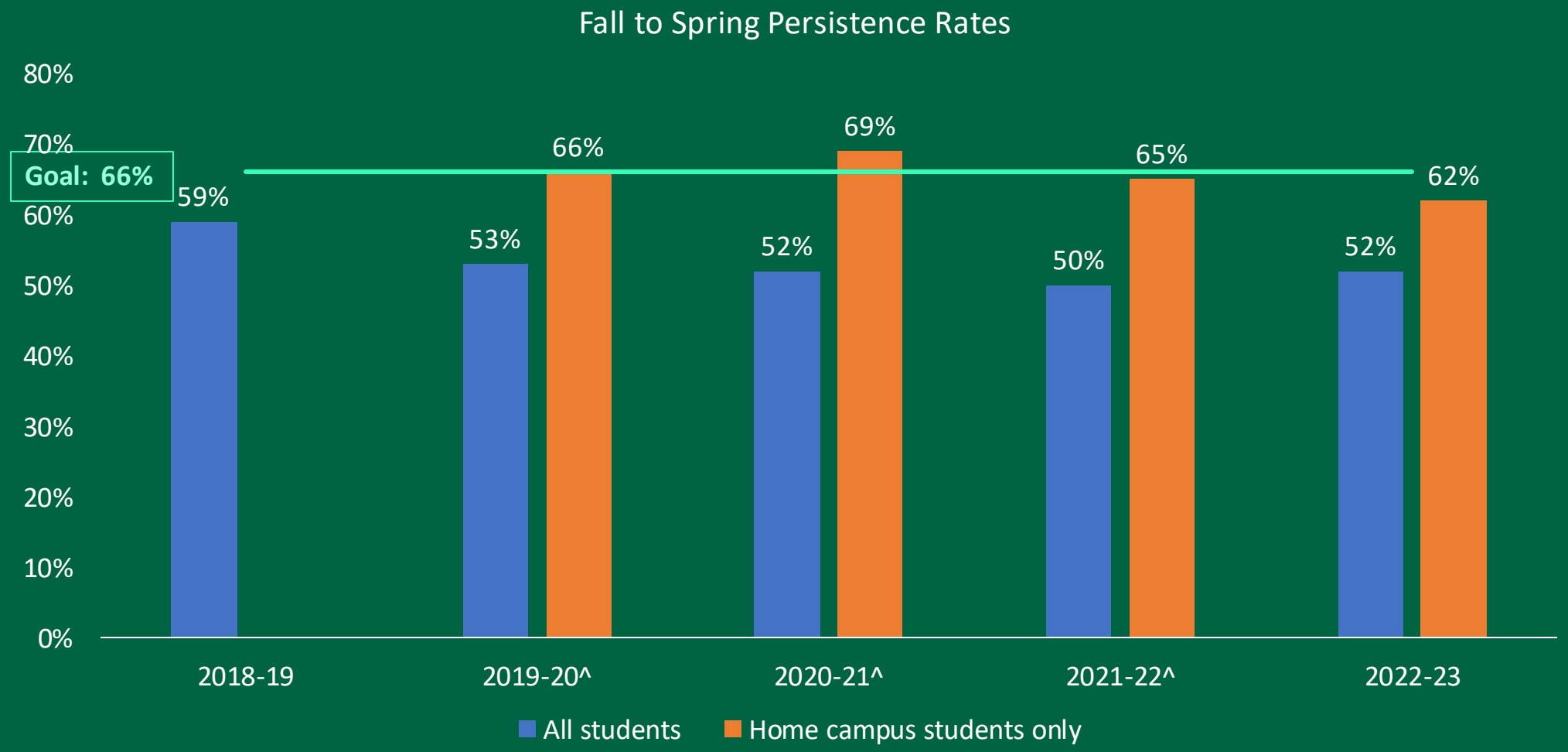
Student Momentum: Persistence



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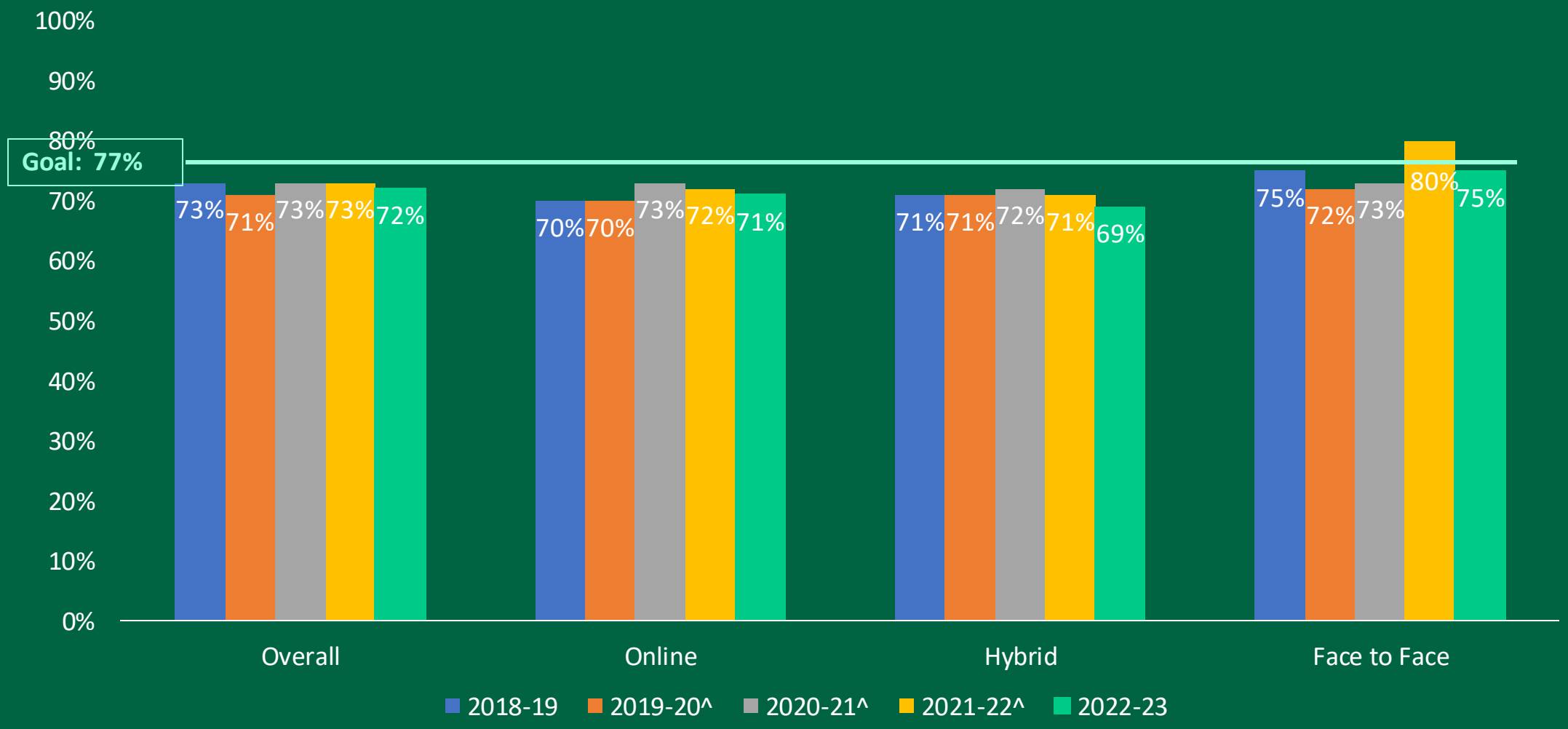
Student Momentum: Course Success



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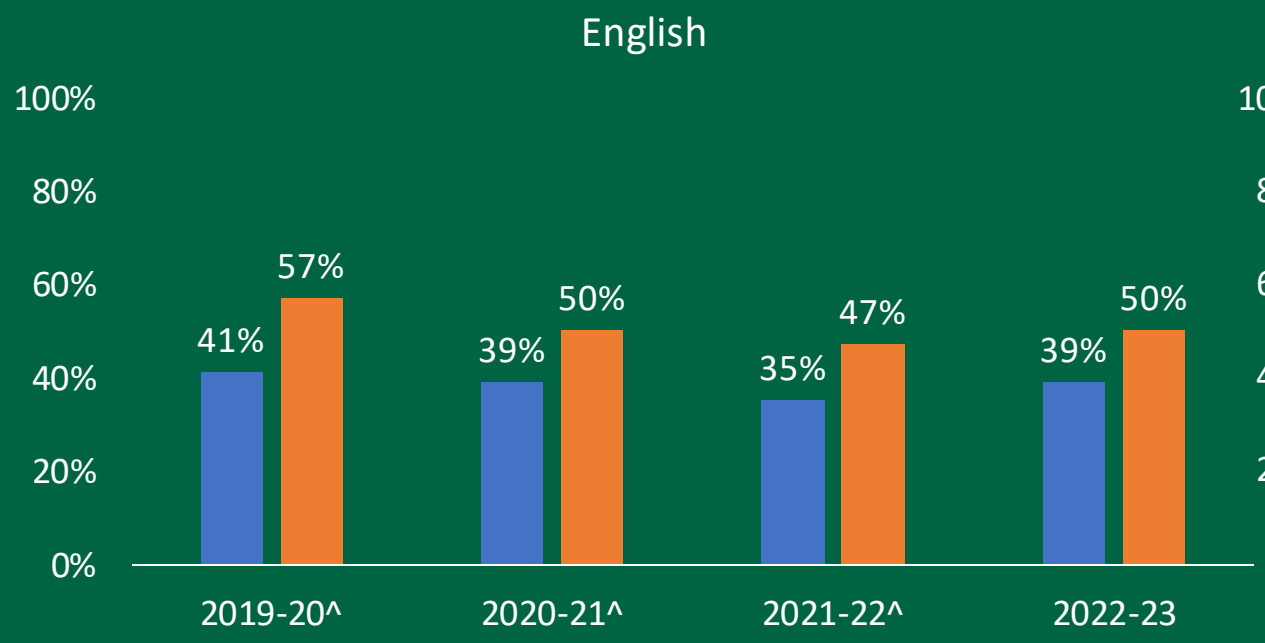
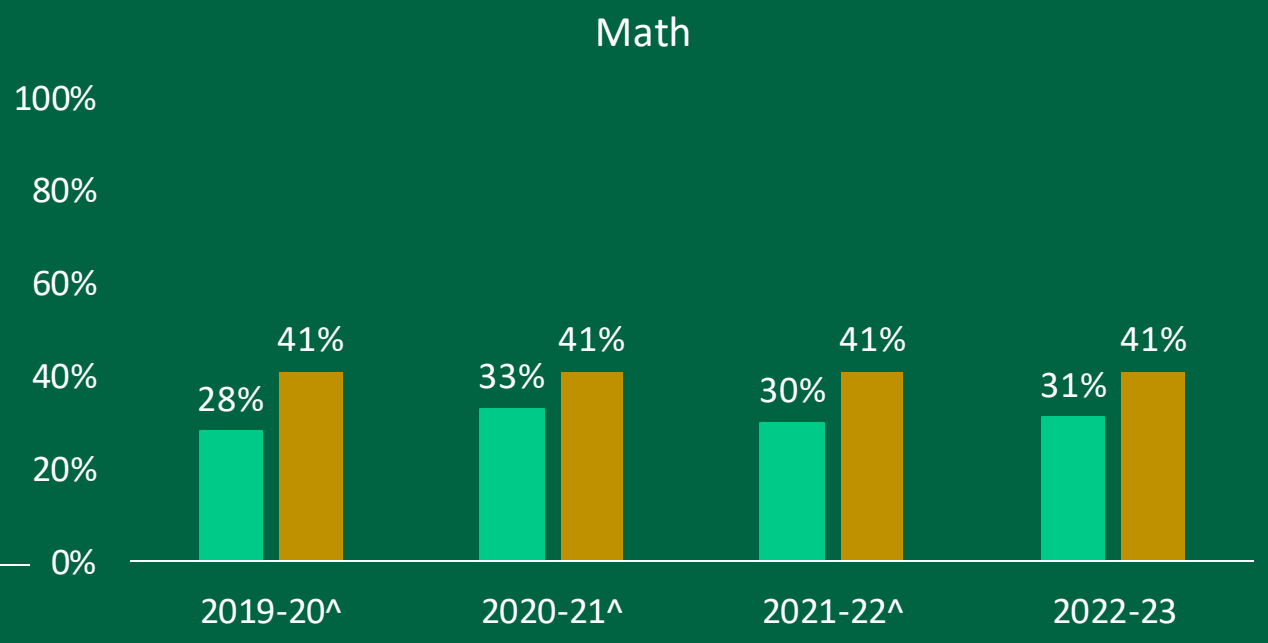
Disproportionately Impacted Students by Instructional Modality

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

= statistically significant differences

Student Momentum: transfer gateway course completion





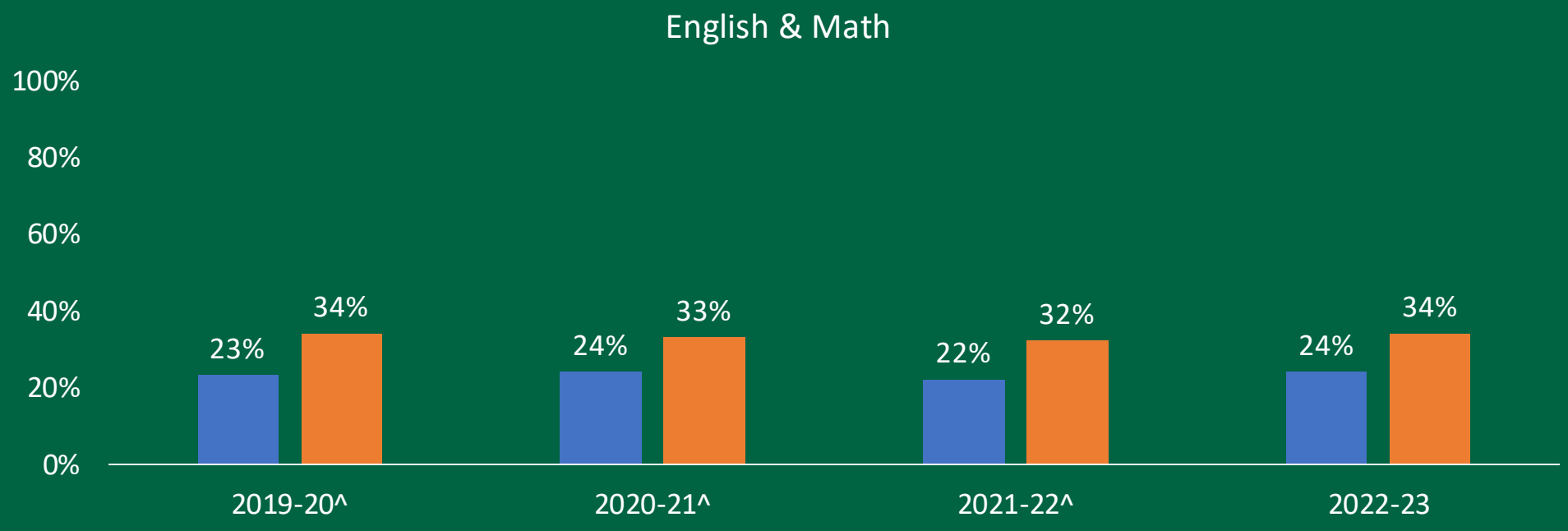
% of all students who completed transfer-level English at CAN in their first academic year of enrollment within the district

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

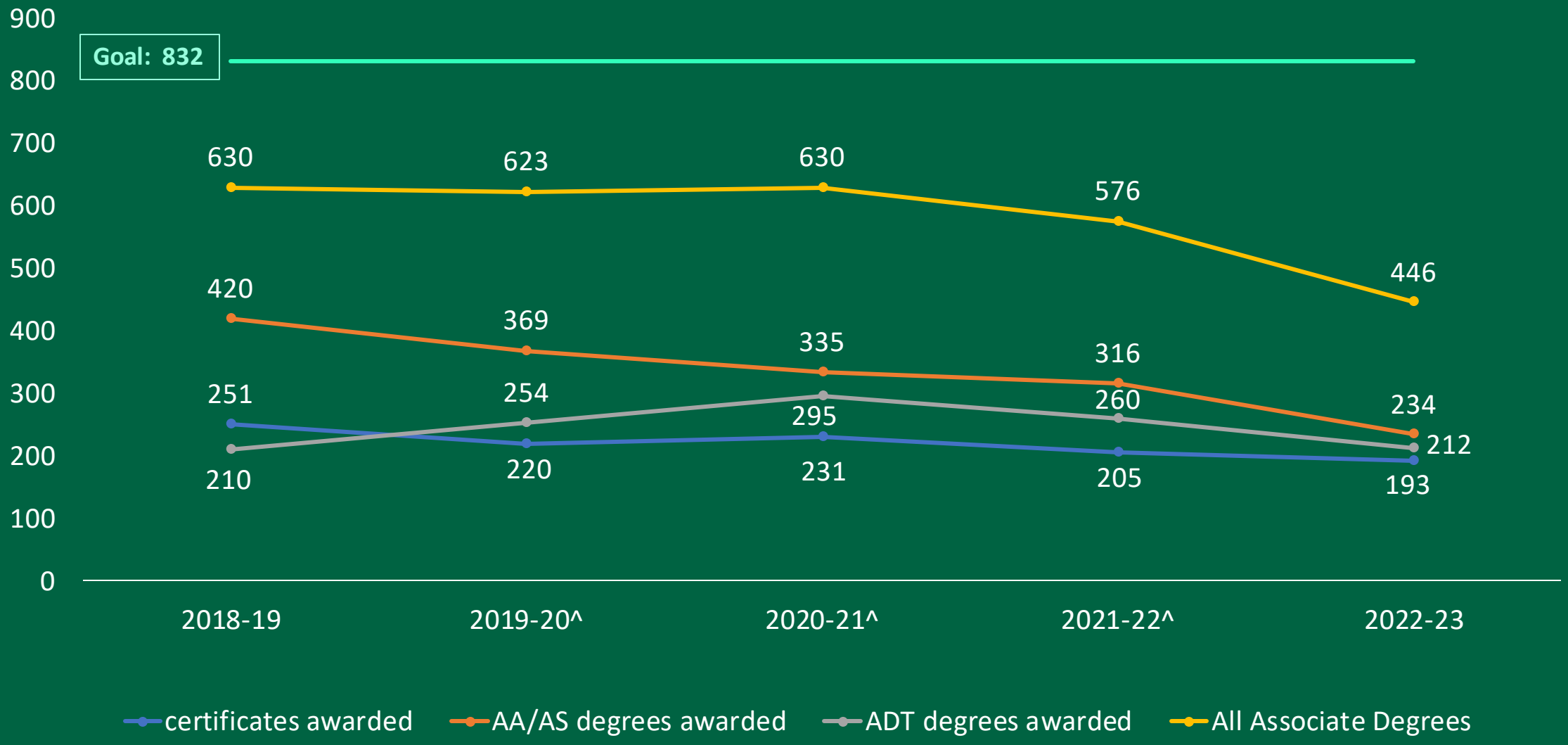
% of all students who completed transfer-level Math at CAN in their first academic year of enrollment within the district

% 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



Student Completion: degrees & certificates



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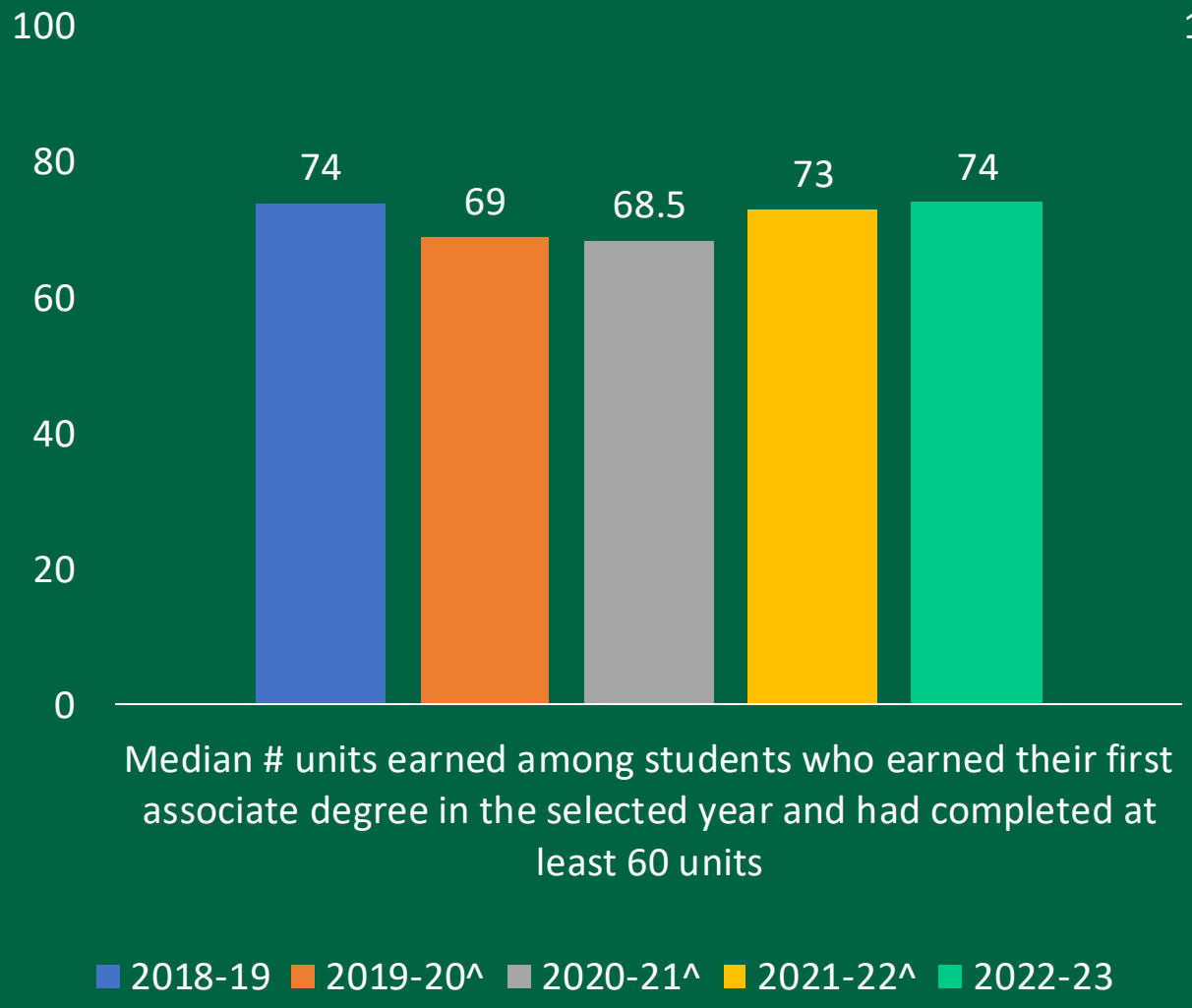
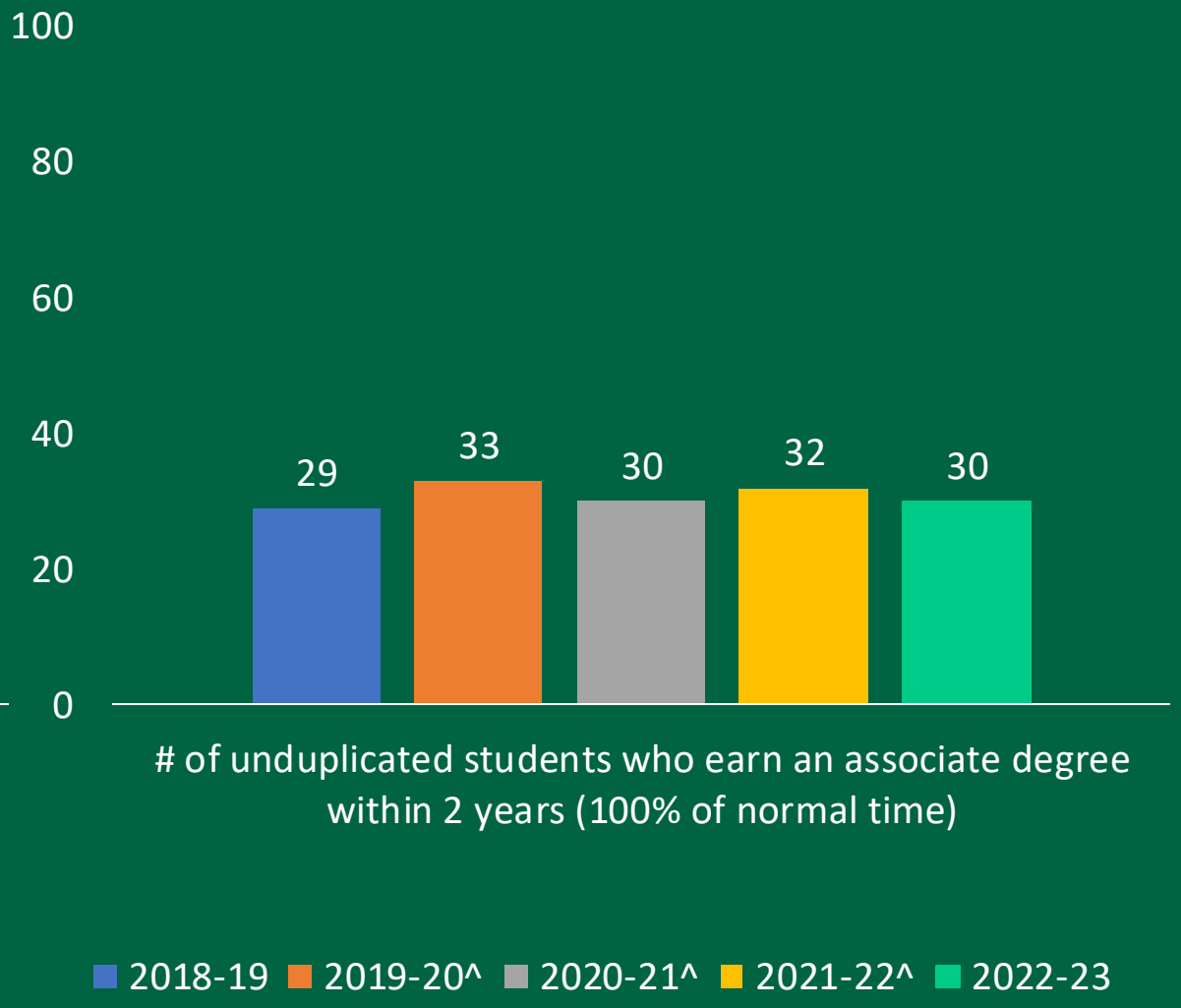
Student Completion: time to completion





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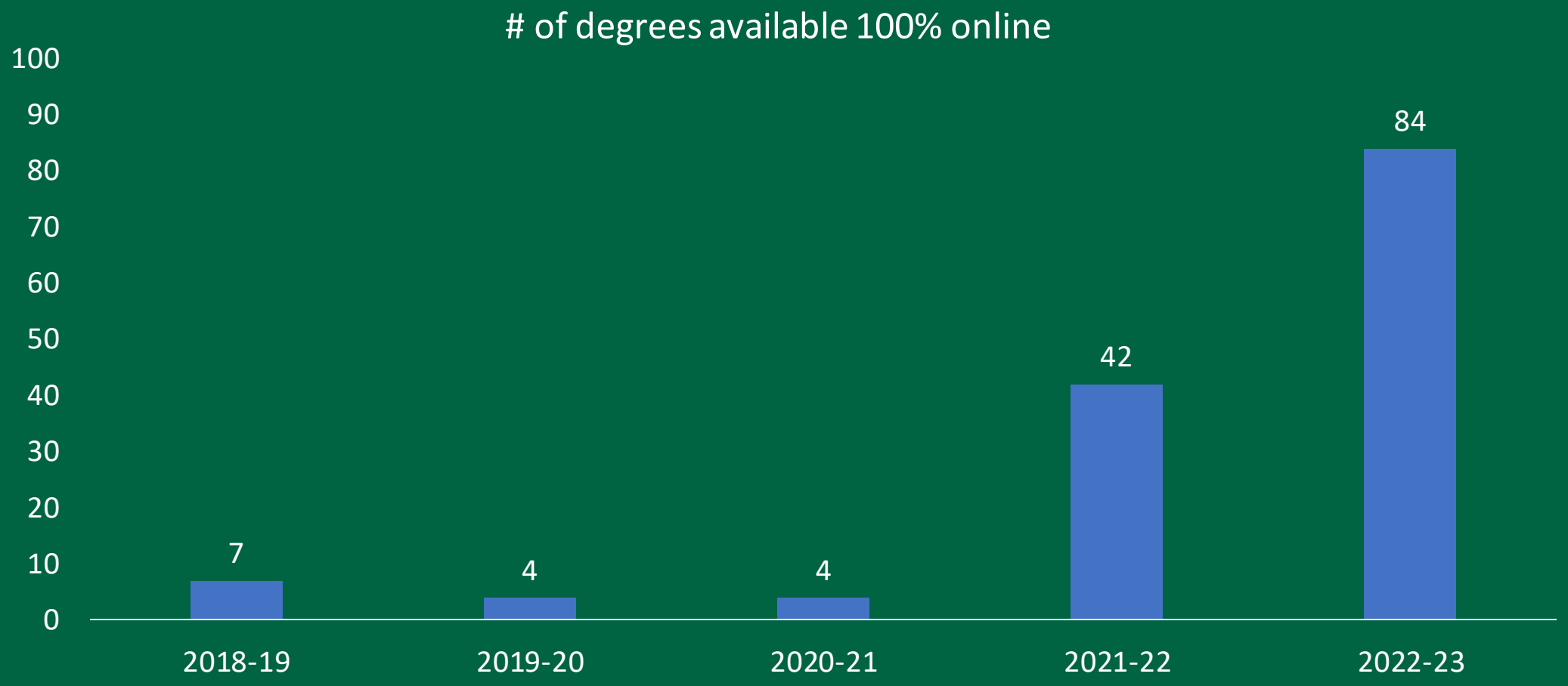
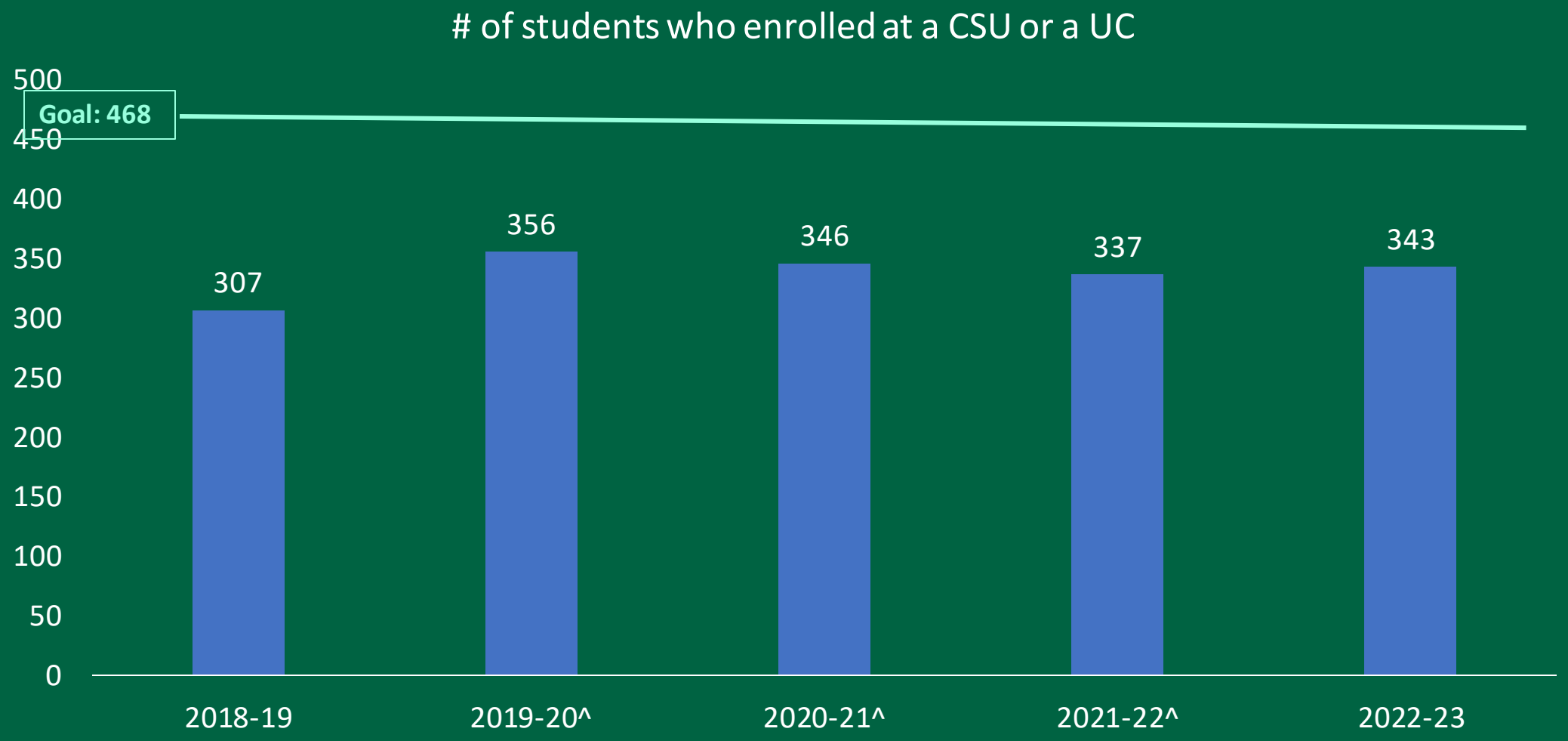
Student Completion: # of online programs



Student Completion: transfers



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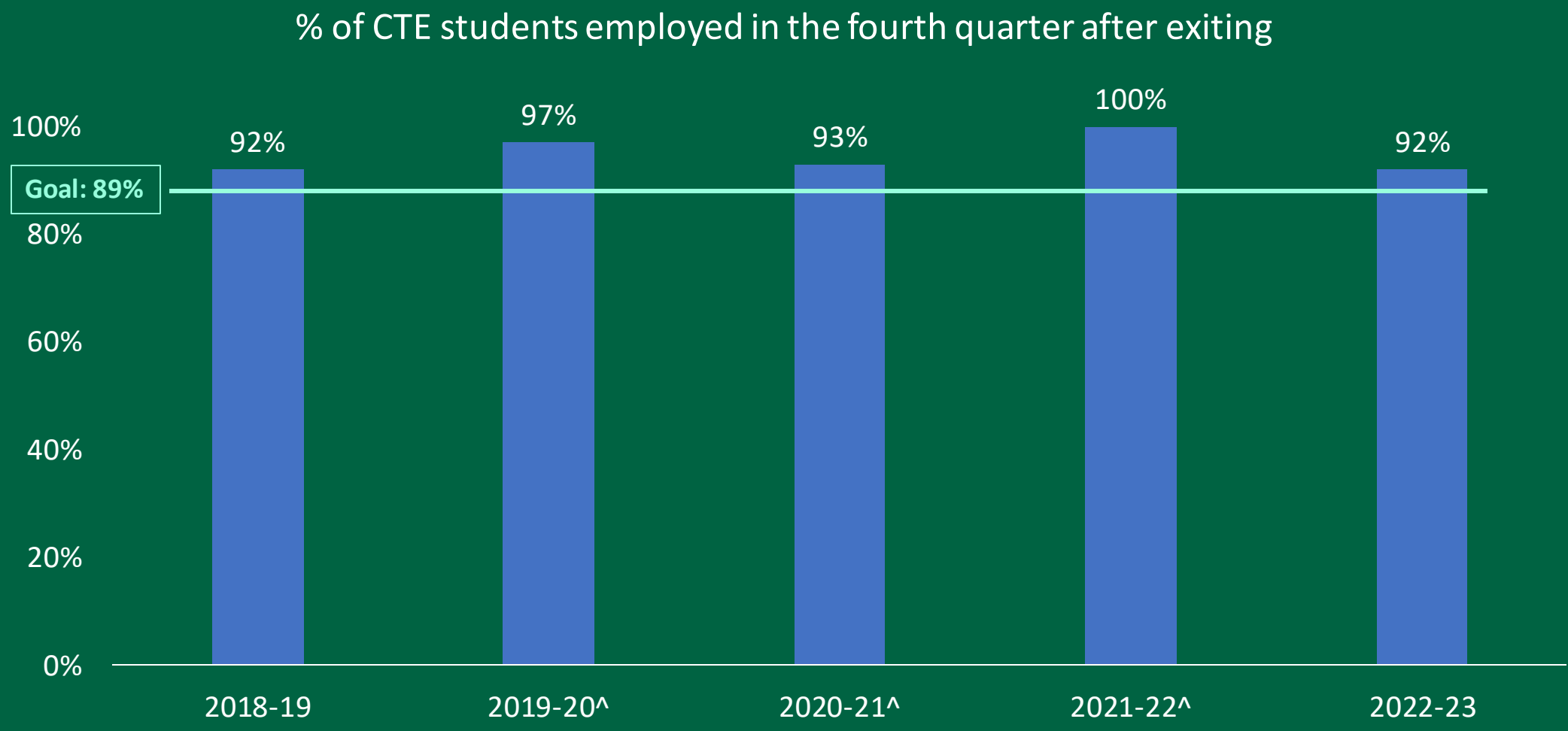
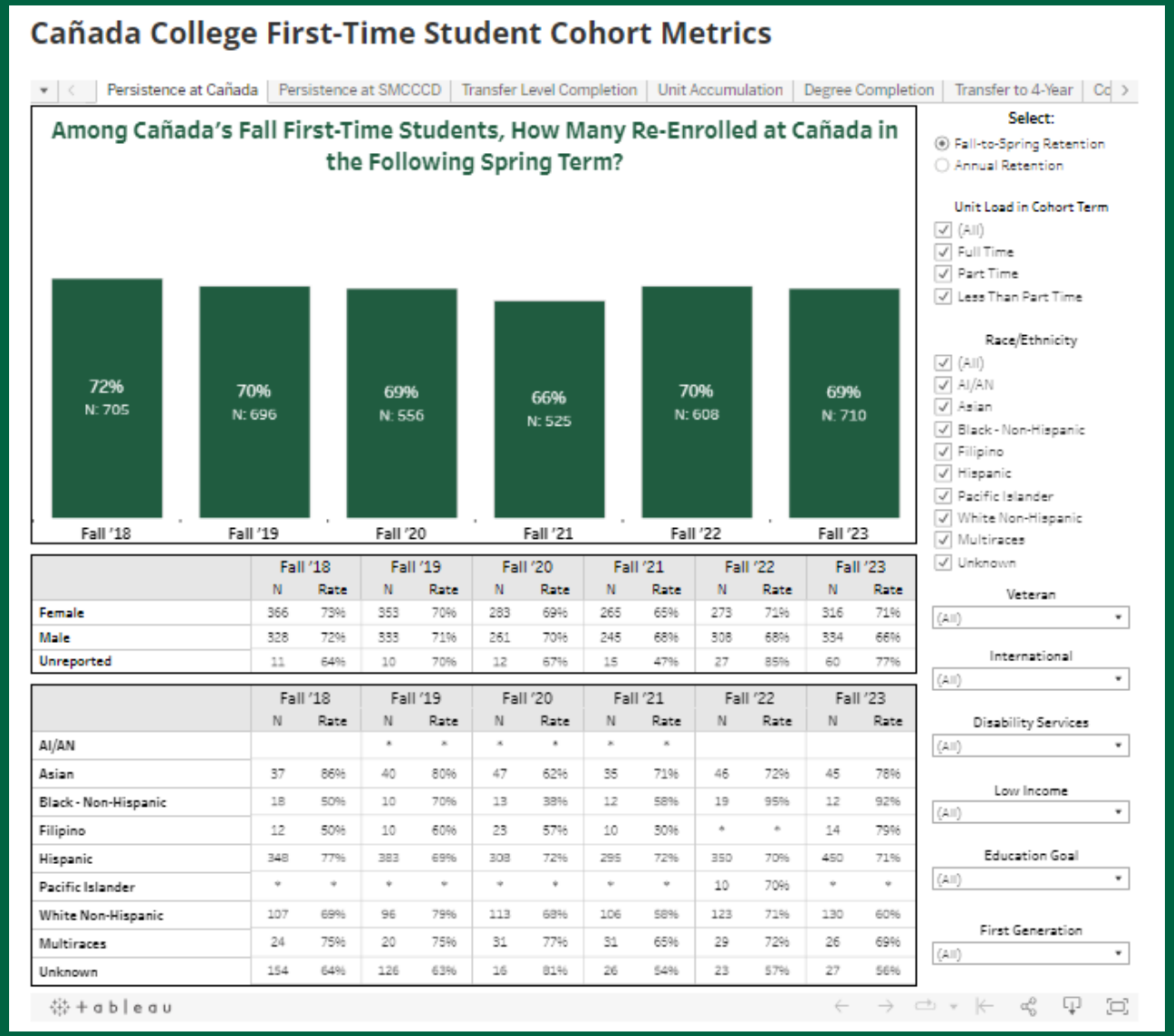
Student Employment Outcomes



Source: Annual survey of Career Technical Education program graduates (CTEOS)

First-Time Cohort Dashboard



	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%	273	71%	316	71%
Male	328	72%	333	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%

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