

Enrollment Management Metric	Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21†	2019-20†	2018-19
Total students (unique headcount)	11,124	9,711	9,843	9,603	10,776	10,314	10,593
Total students online (unique headcount)	5,867	5,604	6,422	6,515	7,078	5,813	5,588
Full Time Equivalent Students (FTES)	3,734	2,976	2,982	2,950	3,280	3,398	3,556
Total Course Enrollment	30,597	24,408	24,793	24,000	27,049	28,465	29,139
Total Online Course Enrollment	9,485	9,254	11,649	12,027	12,636	9,690	9,033
Online Course Enrollment as a % of Total Enrollment	33%	32%	47%	50%	47%	34%	31%
Average Weekly Student Contact Cours (WSCH) per course section	109	92	87	93	103	97	104
College-wide LOAD: WSCH/FTEF	525	410	404	407	456	441	456
# of course sections	1,196	1,118	1,154	1,120	1,121	1,168	1,139
# of online Sections	267	267	393	420	389	281	254
% of all sections offered that are cancelled†	9%	16%	14%	15%	15%	10%	10%
% of core course sections offered that are cancelled† (<i>not yet implemented/operationalized</i>)							
% of all sections offered that have an enrollment below 20†	23%	35%	38%	35%	22%	27%	24%
Average units attempted per student per academic year	9.8	7.8	7.8	7.9	8.0	8.8	8.9
% of Total Students who are CAN "home campus" students	79%	46%	53%	49%	47%	59%	-
# of SUHSD high school graduates who enroll at CAN within one year of graduation	387	319	344	312	342	382	369
% of Middle College students who continue at CAN after receiving their HS degree	77%	29%	45%	39%	30%	25%	34%
# Enrolled in Middle College	125	92	91	91	101	98	99
# High School students enrolled in Dual Enrollment courses	250	150	226	152	0	0	NA

Student Momentum Metric	Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21†	2019-20†	2018-19
# of students who enrolled in a course in the same or subsequent year of applying to CAN	1551	1143	1,208	1,191	1,197	1,507	1,479
% of students who enrolled in a course in the same or subsequent year of applying to CAN	41%	17%	18%	17%	18%	24%	22%
# of SSSP non-exempt students completing a COMP SEP in the first year	319	327	495	419	449	324	304
% of SSSP non-exempt students completing a COMP SEP in the first year	26%	21%	27%	20%	21%	25%	25%
% of all students receiving Pell Grants	20%	18%	19%	20%	18%	18%	19%
% of all students receiving California College Promise Grant (CCPG)	52%	44%	43%	47%	45%	48%	49%
% of all students successfully completing courses with a grade of C or better	77%	72%	72%	73%	73%	71%	73%
Course Success Rates for Online	74%	70%	71%	72%	73%	70%	70%

Course Success Rates for Hybrid	74%	70%	69%	72%	73%	71%	71%
Course Success Rates for CTE	82%	74%	74%	78%	77%	74%	78%
Course Success Rates for ESL (non-CBET)	75%	67%	72%	65%	69%	69%	72%
Course Success Rates for CBET ESL	64%	50%	51%	59%	56%	49%	61%
% of enrollments resulting in "W" (withdraw rate)†	14%	16%	15%	15%	15%	16%	15%
Fall to spring persistence rate	66%	50%	52%	51%	52%	53%	59%
Fall to fall persistence rate	46%	32%	36%	36%	51%	35%	41%
# students who completed transfer-level English district wide in their first academic year of enrollment within the district	344	220	258	219	244	301	249
% students who completed transfer-level English district wide in their first academic year of enrollment within the district	49%	38%	42%	41%	43%	43%	36%
# students who completed transfer-level English at Canada in their first academic year of enrollment within the district	331	193	238	188	220	289	240
% students who completed transfer-level English at Canada in their first academic year of enrollment within the district	47%	35%	39%	35%	39%	41%	34%
# students who completed transfer-level math district wide in their first academic year of enrollment within the district	217	166	203	178	210	206	157
% students who completed transfer-level math district wide in their first academic year of enrollment within the district	31%	25%	33%	34%	37%	29%	22%
# students who completed transfer-level math at Canada in their first academic year of enrollment within the district	207	154	188	161	187	199	150
% students who completed transfer-level math at Canada in their first academic year of enrollment within the district	30%	24%	31%	30%	33%	28%	21%
within the district	182	136	164	141	164	171	132
within the district	26%	21%	27%	27%	29%	24%	19%
# students who completed transfer-level English and math at Canada in their first academic year of enrollment within the district	170	116	145	115	137	161	123
% students who completed transfer-level English and math at Canada in their first academic year of enrollment within the district	24%	19%	24%	22%	24%	23%	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%	11%	8%	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%	3%	4%	4%	3%	3%
selected year, up to 30+	8%	7%	8%	9%	10%	10%	7%
% of enrolled students who successfully completed various thresholds for degree- applicable credit units in the selected year, up to 30+ Canada Primary campus	2%	1%	2%	2%	3%	3%	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	157	185	218	186	166	161

Completion Metric	Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21†	2019-20†	2018-19
# of certificates of 16 or more units awarded by CAN	331	201	193	205	231	220	251
# of certificates of 18 or more units awarded by CAN	329	194	183	201	223	216	249
# of AA and AS degrees awarded by CAN	554	289	234	316	335	369	420
# of ADT degrees awarded by CAN	277	211	212	260	295	254	210
# of unduplicated students who earn a credit certificate over 12 units or associate degree	697	493	458	505	510	515	528
# of unduplicated students who earn an associate degree within 2 years (100% of normal time)	29	29	30	32	30	33	29
% of unduplicated students who earn an associate degree within 2 years (100% of normal time)	3%	7%	9%	8%	8%	8%	7%
# of unduplicated students who earn an associate degree within 3 years (150% of normal time)	100	73	91	109	87	81	73
% of unduplicated students who earn an associate degree within 3 years (150% of normal time)	9%	19%	27%	27%	22%	20%	18%
# of unduplicated students who earn an associate degree within 4 years (200% of normal time)	236	106	125	138	111	110	113
% of unduplicated students who earn an associate degree within 4 years (200% of normal time)	19%	27%	37%	34%	28%	27%	28%
Average # of units earned among students who earned their first associate degree in the selected year and had completed at least 60 units	76	72	78	76	76	70	72
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	74	73	68.5	69	74
# of degrees available 100% online**	Goal?	42	84	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	240	214	238	317	366	351
# of students who transferred to a four-year institution who took at least 3 units at CAN in the year prior to transfer	1136	783	983	716	896	949	869
# of students who transferred to any 4-year institution who attended CAN within the last 5 years	1715	1129	1326	1059	1343	1486	1319
# of students who enrolled at a UC	96	138	125	158	166	143	148
# of students who enrolled at a CSU	186	167	218	179	180	213	159
# of students who enrolled at a CSU or a UC	282	317	343	337	346	356	307
% 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%	59%	67%	N/A	73%	60%	64%
% of students who began as adult basic/secondary education or ESL pre-transfer level students who completed a certificate of over 12 units	29%	21%	25%	20%	22%	27%	26%
% of students who began as adult basic/secondary education or ESL pre-transfer level students who completed an associate degree	15%	12%	14%	13%	16%	19%	14%

Guided Pathway Metric	Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21‡	2019-20‡	2018-19
# of Home Campus students			4,733	5,486	5,774		
# of Home Campus students in an Interest Area			3,505	3,426	4,695		
# of students in Art, Design, and Performance			457	479	748		
# of students in Business			693	791	900		
# of students in Human Behavior and Culture			1,162	1,002	1,556		
# of students in Science and Health			1,193	1,224	1,592		
# of students Undecided/University Transfer			1,228	2,574	1,266		
% supported by ONLY success teams			38.4%	29.9%	35.9%		
# of students served by Success Teams or Special Programs			3,505	3,051	3,598		
% of all students supported by Success Teams or Special Programs			74.1%	55.6%	62.3%		
# of students participating in non-curricular career exploration (COOP Ed, Field trips, Job Shadows, Internships) <i>(only Coop listed here)</i>			62	77	84	235	214
% 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			0%	5.0%	5.4%	3.7%	
% of Transfer Seeking Students supported by the Transfer Center, University Center and/or Success Teams or Affinity Groups <i>(revise?)</i>				100%			
% 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>				100%			

Employment Outcome Metric*	Goal	Fall 2020 Institution-Set Standard	2022-2023	2021-2022	2020-21‡	2019-20‡	2018-19
Licensure Examination Pass Rates (Radiology Technology)	100%	96%	98%	100%	100%	95%	95%
Job placement rates (Radiology Technology)	100%	100%	100%	100%	100%	100%	100%
# of students who were unemployed and became employed after exiting college	47	16	23	23	20	26	45
% of students who were unemployed and became employed after exiting college	75%	61%	70%	66%	61%	74%	83%
# of CTE students employed in the second quarter after exiting	35	24	19	31	31	30	25
% of CTE students employed in the second quarter after exiting	87%	67%	79%	79%	79%	83%	63%
# of CTE students employed in the fourth quarter after exiting	36	32	22	39	36	35	37
% of CTE students employed in the fourth quarter after exiting	89%	91%	92%	100%	92%	97%	93%

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	45	39	49	56	61	74
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%	70%	70%	74%	74%	78%	71%

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.