Cañada College
Student Performance and Equity Dashboard

developed and maintained by
The Office of Planning, Research and Student Success
INTRODUCTION

Welcome to the Cañada College Student Performance and Equity Dashboard. The Dashboard is a strategic planning and goal setting tool adopted by Cañada College to support the college’s multiple planning processes. The Dashboard is one lens through which the college monitors its progress toward its mission to “ensure that students from diverse backgrounds have the opportunity to achieve their educational goals.”

The 16 indicators profiled in this Dashboard were chosen by the Cañada Student Equity Committee and have been identified in both national research and research on the experiences of Cañada students as having a high degree of association with long term academic performance and program completion.

The format used to display these measures was designed for the primary purpose of supporting & stimulating campus dialogue about student performance and equity. This Dashboard is used to anchor on-going college-wide discussions about program performance, student learning, minority inclusion and program completion. These conversations are used to inform the setting of college priorities and identify opportunities to improve student academic achievement.
TABLE OF CONTENTS

1. Introduction

2. Dashboard Summary Table

3. Detailed Tables
   a. Course Retention Rates
   b. Student Persistence
   c. First Year Success Rates
   d. Success Rates in Gen Ed Course
   e. Success Rates in CTE Course
   f. Success Rates in Pre-Transfer Courses
   g. Success Rates in ESL Courses
   h. Six Year Degree Completion Rates
   i. Six Year Certificate Completion Rates
   j. Median Time to Degree
   k. Ave Number of Units Earned
   l. Basic Skills Placement

4. Sources of Variation Summary Table

5. Documentation & Endnotes
## Cañada College Dashboard Summary

### Summary Table of College Performance

<table>
<thead>
<tr>
<th>Scorecard Measure</th>
<th>2011/12 Value</th>
<th>Five Year Trend</th>
<th>College Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. College Course Completion Rate</td>
<td>69.8%</td>
<td>$\downarrow$</td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>2. Fall-to-Spring Persistence Rate of first-time students</td>
<td>59.0%</td>
<td>$\uparrow$</td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>3. Fall-to-Fall Persistence Rate of first-time students</td>
<td>37.0%</td>
<td>$\downarrow$</td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>4. Student Success Rate during first year at College</td>
<td>65.7%</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>5. Success Rate in Gen Ed Courses</td>
<td>69.4%</td>
<td>$\downarrow$</td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>6. Success Rate in CTE Courses</td>
<td>79.1%</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>7. Success Rate in Pre-Transfer Math, English &amp; Reading Courses</td>
<td>56.6%</td>
<td>$\downarrow$</td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>8a. Success Rate in ESL Courses</td>
<td>59.6%</td>
<td>$\downarrow$</td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>8b. Success Rate in Non-CBET ESL Courses</td>
<td>62.9%</td>
<td>$\downarrow$</td>
<td>College-wide discussions in-progress</td>
</tr>
</tbody>
</table>
## Summary Table of College Performance

<table>
<thead>
<tr>
<th>Scorecard Measure</th>
<th>2011/12 Value</th>
<th>Five Year Trend</th>
<th>College Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Six Year Degree Completion Rate for first-time students</td>
<td>4.0%</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>10. Six Year Certificate Completion Rate for first-time students</td>
<td>3.5%</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>11. Median Time to Degree</td>
<td>4.7 Years</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>12. Average # of Units Accumulated after 1 Year</td>
<td>8.9 Units</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>13. Average # of Units Accumulated after 2 Years</td>
<td>19.2 Units</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>14. Pct Placed into BS Math &amp; taking BS math in first term</td>
<td>53.3%</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>15. Pct Placed into BS English &amp; taking BS English in first term</td>
<td>48.8%</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
<tr>
<td>16. Pct Placed into BS Reading &amp; taking BS Reading in first term</td>
<td>50.2%</td>
<td></td>
<td>College-wide discussions in-progress</td>
</tr>
</tbody>
</table>
1. Successful Course Completion Rates ................................................................. 8
2. Fall-to-Spring Persistence .................................................................................. 10
3. Fall-to-Fall Persistence ..................................................................................... 12
4. Student Success Rates during their first year .................................................. 14
5. Success Rates in Gen Ed Course ...................................................................... 16
6. Success Rates in CTE Courses ....................................................................... 18
7. Success Rates in Pre-Transfer Courses .......................................................... 20
8. Success Rates in ESL Courses ....................................................................... 22
9. Six Year Degree Completion Rates ................................................................. 24
10. Six Year Certificate Completion Rates ............................................................ 26
11. Median Number of Years to Degree ............................................................... 28
12. Average # of Credits Accumulated after 1 Year ............................................. 30
13. Average # of Credits Accumulated after 2 Years .......................................... 32
14. Pct Placed into BS Math & taking BS math in first term ............................. 34
15. Pct Placed into BS Math & taking BS math in first term ............................. 36
16. Pct Placed into BS Math & taking BS math in first term ............................. 38
Five Year Trend in Successful Course Completion Rates
(Cañada College 2007/08 – 2011/12)

Why this matters: Course completion is perhaps the most widely used and reported indicator of student academic achievement. Higher levels of course completion are associated with higher levels of degree and certificate completion. This report highlights that for Cañada students course completion rates vary widely by both student ethnicity and student age.

Course Completion Rate: also referred to as the college-wide course pass rate and the college success rate is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR.
Successful Course Completion Rate by category
(Academic Year 2011/12)

Units Attempted in First Term
- Part-time (< 6 units)
- Part-time (6 - 11.5 units)
- Full-time (12+ Units)

Student Age
- 18 & 19 Yrs. Old
- 20-24 Yrs. Old
- 25-29 Yrs. Old
- 30 – 39 Yrs Old
- 40+ Yrs Old

Student Ethnicity
- Asian
- Black
- Filipino
- Hispanic
- White
- Multi-Race

Note: Area of each circles corresponds to the relative number of General Education Courses taken by each student group.
Successful Course Completion Rate by category
(Academic Year 2011/12)

Gender
- Female: 66.0%
- Male: 72.1%

Day / Evening Status
- Day Only Student: 66.4%
- Evening Only Student: 70.1%
- Day & Evening Student: 72.0%

Primary College Goal
- Career Development: 66.0%
- Educational Development: 67.0%
- Obtain Certificate: 70.8%
- Obtain AA/AS Degree: 72.4%
- Transfer: 74.2%
- Undecided: 67.8%

Note: Area of each circles corresponds to the relative number of General Education Courses taken by each student group.
Fall-to-Spring Persistence Rate is the percentage of first-time students enrolled in at least one course in the Fall semester that return and enroll in at least one course in the subsequent Spring term.

Why this matters: Fall-to-Spring persistence is a measure of the degree of momentum students have with regard to their college experience. Higher levels of Fall-to-Spring persistence shorten the time to completion. Institutional research found this measure to be one of the top predictors of certificate and degree completion for Cañada students.
College Fall-to-Spring Persistence Rate by category
(First-Time Students; Fall 2011 to Spring 2012)

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
College Fall-to-Spring Persistence Rate by category
(First-Time Students; Fall 2011 to Spring 2012)

Gender
- Female
- Male

Day / Evening Status
- Day Only Student
- Evening Only Student
- Day & Evening Student

Primary College Goal
- Career Development
- Educational Development
- Obtain Certificate
- Obtain AA/AS Degree
- Transfer
- Undecided

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
Five Year Trend in College Fall-to-Spring-to-Fall Persistence Rate
(2007/08 – 2011/12)

Why this matters – Fall-to-Spring-to-Fall persistence is a measure of longer term sustained momentum in student course taking. Internal research on Cañada students found this persistence measure to be the single best predictor of both successful transfer to a four year university and certificate and degree completion.

Fall-to-Spring-to-Fall Persistence Rate is the percentage of first time students enrolled in at least one course in the Fall semester, enrolling in at least one course in the subsequent Spring semester and return and enroll in at least one course the subsequent Fall term. Summer enrollment is excluded from this measure.
College Fall-to-Fall Persistence Rate by category
(First-Time Students; Fall 2011 to Spring 2012)

**Units Attempted in First Term**
- 20%: 24.7
- 30%: 31.6
- 40%: 34.6
- 50%: 41.4
- 60%: 40.9
- 70%: 40.9

**Student Age**
- 18 & 19 Yrs. Old: 29.4
- 20-24 Yrs. Old: 30.2
- 25-29 Yrs. Old: 30.9
- 30 – 39 Yrs Old: 31.6
- 40+ Yrs Old: 55.8

**Student Ethnicity**
- Asian: 28.6
- Black: 30.1
- Filipino: 34.6
- Hispanic: 40.9
- White: 41.4
- Multi-Race: N/A

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.
College Fall-to-Fall Persistence Rate by category
(First-Time Students; Fall 2011 to Spring 2012)

Gender
- Female: 39.2%
- Male: 39.5%

Day / Evening Status
- Day Only Student: 37.5%
- Evening Only Student: 50.7%
- Day & Evening Student: 50.7%

Primary College Goal
- Career Development: 22.6%
- Educational Development: 29.5%
- Obtain Certificate: 32.2%
- Obtain AA/AS Degree: 57.2%
- Transfer: 61.7%
- Undecided: 29.7%

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.
College Success Rate in Student’s First Year
(First-Time Students; 2007/08 – 2011/12)

Why this matters – success in the first academic year builds both confidence in a student’s academic abilities and commitment toward achieving longer term goals. Of the 16 measures provided in this report this one displayed one of the widest variation by student ethnicity.

Success Rate is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR.
College Success Rate in Student’s First Year by category
(First-Time Students; 2011/12)

Units Attempted in First Term

Student Age

Student Ethnicity

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
College Success Rate in Student’s First Year by category
(First-Time Students; 2011/12)

Gender
- Female: 69.5%
- Male: 62.8%

Day / Evening Status
- Day Only Student: 67.3%
- Evening Only Student: 66.5%
- Day & Evening Student: 65.4%

Primary College Goal
- Career Development: 76.8%
- Educational Development: 67.9%
- Obtain Certificate: 67.9%
- Obtain AA/AS Degree: 64.8%
- Transfer: 62.2%
- Undecided: 63.6%

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
College Success Rates in General Education Courses
(2007/08 – 2011/12)

**Why this matters:** General education courses provide the curricular foundation that prepare students for transfer to a four year university and attainment of an AA/AS degree. When asked at the start of their college careers, Cañada students pursue transfer and AA/AS degrees far more than any other educational goal. Internal research on Cañada students has indicated that a 10% drop in GE course success rates reduces the likelihood of degree completion by nearly 20% for degree-oriented students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>73.6%</td>
</tr>
<tr>
<td>2008/09</td>
<td>72.2%</td>
</tr>
<tr>
<td>2009/10</td>
<td>72.1%</td>
</tr>
<tr>
<td>2010/11</td>
<td>68.7%</td>
</tr>
<tr>
<td>2011/12</td>
<td>69.4%</td>
</tr>
</tbody>
</table>

**Success Rate** is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR.
College Success Rate in Gen Ed Courses by category
(Academic Year 2011/12)

Units Attempted in First Term
- Part-time (< 6 units)
- Part-time (6 - 11.5 units)
- Full-time (12+ Units)

Student Age
- 18 & 19 Yrs. Old
- 20-24 Yrs. Old
- 25-29 Yrs. Old
- 30 – 39 Yrs Old
- 40+ Yrs Old

Student Ethnicity
- Asian
- Black
- Filipino
- Hispanic
- White
- Multi-Race

Note: Area of each circles corresponds to the relative number of General Education Courses taken by each student group.
# College Success Rate in Gen Ed Courses by Category

**Academic Year 2011/12**

## Gender
- **Female**: 69.6%
- **Male**: 66.9%

## Day / Evening Status
- **Day Only Student**: 66.4%
- **Evening Only Student**: 71.1%
- **Day & Evening Student**: 69.6%

## Primary College Goal
- **Career Development**: 65.9%
- **Obtain Certificate**: 65.9%
- **Obtain AA/AS Degree**: 70.3%
- **Transfer**: 71.4%
- **Undecided**: 77.3%

*Note: Area of each circles corresponds to the relative number of General Education Courses taken by each student group.*
College Success Rates in CTE Courses
(2007/08 – 2011/12)

**Why this matters:** CTE courses are those that have a high degree of alignment with current business skill needs. Success rates in these courses at Cañada College are highly correlated with certificate attainment. They are also an indication, to some degree, of the knowledge and skill attainment of our students in areas that help them contribute to the productivity of the local workforce.

<table>
<thead>
<tr>
<th>Year</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08</td>
<td>80.2%</td>
</tr>
<tr>
<td>2008/09</td>
<td>79.1%</td>
</tr>
<tr>
<td>2009/10</td>
<td>80.1%</td>
</tr>
<tr>
<td>2010/11</td>
<td>79.6%</td>
</tr>
<tr>
<td>2011/12</td>
<td>79.1%</td>
</tr>
</tbody>
</table>

**Success Rate** is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR. CTE Courses were identified using course SAM codes as being either advanced occupational or clearly occupational based on course coverage.
College Success Rate in CTE Courses by category
(Academic Year 2011/12)

Units Attempted in First Term

- Part-time (< 6 units)
- Part-time (6 - 11.5 units)
- Full-time (12+ Units)

Student Age

- 18 & 19 Yrs. Old
- 20-24 Yrs. Old
- 25-29 Yrs. Old
- 30 – 39 Yrs Old
- 40+ Yrs Old

Student Ethnicity

- Asian
- Black
- Filipino
- Hispanic
- White
- Multi-Race

Note: Area of each circles corresponds to the relative number of CTE Courses taken by each student group.
College Success Rate in CTE Courses by category
(Academic Year 2011/12)

Gender
- Female
- Male

Day / Evening Status
- Day Only Student
- Evening Only Student
- Day & Evening Student

Primary College Goal
- Career Development
- Educational Development
- Obtain Certificate
- Obtain AA/AS Degree
- Transfer
- Undecided

Note: Area of each circles corresponds to the relative number of CTE Courses taken by each student group.
College Success Rates in Pre-transfer Courses
(2007/08 – 2011/12)

Why this matters: Roughly 80% of incoming students to Cañada College are assessed as needing further development education in English, reading and/or math. Success in pre-transfer courses is the single best predictor of the likelihood these students transfer or obtain a degree or certificate.

Success Rate is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR. Pre-transfer courses are all courses in math, English and reading that are not transferable to California State Universities.
College Success Rate in Pre-Transfer Courses by category (Academic Year 2011/12)

Units Attempted in First Term
- Part-time (< 6 units)
- Part-time (6 - 11.5 units)
- Full-time (12+ Units)

Student Age
- 18 & 19 Yrs. Old
- 20-24 Yrs. Old
- 25-29 Yrs. Old
- 30 – 39 Yrs Old
- 40+ Yrs Old

Student Ethnicity
- Asian
- Black
- Filipino
- Hispanic
- White
- Multi-Race

Note: Area of each circles corresponds to the relative number of Pre-Transfer Courses in Math, English & Reading taken by each student group.
College Success Rate in Pre-Transfer Courses by category
(Academic Year 2011/12)

Gender

Day / Evening Status

Primary College Goal

Note: Area of each circles corresponds to the relative number of Pre-Transfer Courses in Math, English & Reading taken by each student group.
College Success Rates in ESL Courses
(2006/07 – 2010/11)

**Why this matters:** Cañada college is a federally designated Hispanic Serving Institution. Roughly 1,250 students enrolled in at least one ESL course during the academic year. While a great number of these ESL students actively pursue transfer and degree attainment, an even larger percentage take ESL course exclusively. For the later group the success rate is one measure of the increased ability these students have to communicate more effectively in their local community.

Retention Rate is an aggregation of student course taking performance. The retention rate is calculated by dividing the number of Final Grades awarded showing course completion (A, B, C, D, F, CR, NC,) divided by the number of all final grades awarded (A, B, C, D, F, CR, NC, W).
College Success Rate in ESL Courses by category
(Academic Year 2011/12)

Units Attempted in First Term

Student Age

Student Ethnicity

Note: Area of each circles corresponds to the relative number of ESL courses taken by each student group. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.
College Success Rate in ESL Courses by category
(Academic Year 2011/12)

Gender
- Female: 52.6%
- Male: 57.0%

Day / Evening Status
- Day Only Student: 67.7%
- Evening Only Student: 55.5%
- Day & Evening Student: 69.1%

Primary College Goal
- Career Development: 57.1%
- Educational Development: 60.6%
- Obtain Certificate: 62.2%
- Obtain AA/AS Degree: 63.0%
- Transfer: 64.4%
- Undecided: 65.4%

Note: Area of each circles corresponds to the relative number of ESL courses taken by each student group. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.
**College Success Rates in Non-CBET ESL Courses**

*(2006/07 – 2010/11)*

**Why this matters:** Non-CBET courses refer to those offered to students taking ESL on the Cañada campus (and does not include courses taught in the community). A significant and growing number of these on campus ESL students take additional courses outside the ESL curriculum. The higher the success rate in ESL courses for these multiple course taking students the more likely these students will persist at the college.

**Success Rate** is an aggregation of student course taking performance. The success rate is the percentage of grades awarded that indicate successful course completion, namely, a grade of A, B, C, P or CR.
College Success Rate in Non-CBET ESL Courses by category
(Academic Year 2011/12)

Units Attempted in First Term

Student Age

Student Ethnicity

Note: Area of each circles corresponds to the relative number of ESL courses taken by each student group. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.
College Success Rate in Non-CBET ESL Courses by category (Academic Year 2011/12)

Gender

- 55% Female: 67.2%
- 55% Male: 56.9%

Day / Evening Status

- 50% Day Only Student: 62.8%
- 55% Evening Only Student: 66.5%
- 60% Day & Evening Student: 71.2%

Primary College Goal

- 50% Career Development: 52.6%
- 60% Educational Development: 58.6%
- 65% Obtain Certificate: 64.2%
- 70% Obtain AA/AS Degree: 67.9%
- 75% Transfer: 68.3%
- 80% Undecided: 71.2%

Note: Area of each circles corresponds to the relative number of ESL courses taken by each student group. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.
College Six Year Degree Completion Rate
(First-Time Students; Fall 2002 – Spring 2012)

**Why this matters:** There are many different approaches to measuring student degree completion but there is little uniformity of opinion on which students to include in the tracking (the denominator problem). This graph captures the percent of all first time students obtaining an AA/AS degree within 6 years. Note in the next slides that students indicating an intent to obtain a degree are awarded degrees at a lower rate than students pursuing other educational goals. Students obtaining an AA or AS degrees are likely to capture immediate gains in personal income and experience lower levels unemployment throughout their life.

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2002</td>
<td>4.2%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>3.8%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>3.6%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>3.8%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

**Six Year Degree Completion Rate** is the percentage of first time students at Canada College that receive a degree from Canada College within six years.
College Six Year Degree Completion Rate
(First-Time Students; Fall 2006 Cohort)

Units Attempted in First Term
- Part-time (< 6 units)
- Part-time (6 -11.5 units)
- Full-time (12+ Units)

Student Age
- 18 & 19 Yrs. Old
- 20-24 Yrs. Old
- 25-29 Yrs. Old
- 30 – 39 Yrs Old
- 40+ Yrs Old

Student Ethnicity
- Asian
- Black
- Filipino
- Hispanic
- White
- Multi-Race

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.
College Six Year Degree Completion Rate
(First-Time Students; Fall 2006 Cohort)

Gender

- Female: 5%
- Male: 2.2%

Day / Evening Status (First Term)

- Day Only Student: 3.2%
- Evening Only Student: 2.6%
- Day & Evening Student: 5.9%

Primary College Goal

- Career Development: 0.0%
- Educational Development: 4.6%
- Obtain Certificate: 5.2%
- Obtain AA/AS Degree: 6.0%
- Transfer: 3.5%
- Undecided: 0.0%

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.
College Six Year Certificate Completion Rate
(First-Time CTE Students; Fall 2002 – Spring 2012)

**Why this matters:** Much like degree completion, certificate completion measurements are made difficult by uncertainty on how to fairly and properly define the tracking cohort. Here the cohort was limited to students taking a CTE course in their first term – a rule institutional research found to be consistent with established intent to obtain a certificate within our student population. Like degrees certificates are a credential that employers value and are associated with gains in income and lower lifelong unemployment.

<table>
<thead>
<tr>
<th>Fall 2002 Cohort</th>
<th>Fall 2003 Cohort</th>
<th>Fall 2004 Cohort</th>
<th>Fall 2005 Cohort</th>
<th>Fall 2006 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4%</td>
<td>3.6%</td>
<td>3.0%</td>
<td>3.2%</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

**Six Year Certificate Completion Rate** is the percentage of first time students at Canada College that receive a certificate from Canada College within six years. First time CTE students refer to students taking a course with a SAM code indicate it to be advanced or clearly occupational in their first semester of college.
College Six Year Certificate Completion Rate by Category
(First-Time Students; Fall 2006 Cohort)

Units Attempted in First Term

Student Age

Student Ethnicity

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.
College Six Year Certificate Completion Rate by Category
(First-Time Students; Fall 2006 Cohort)

Gender

- Female: 0.7%
- Male: 3.8%

Day / Evening Status (First Term)

- Day Only Student: 0.7%
- Evening Only Student: 2.5%
- Day & Evening Student: 3.3%

Primary College Goal

- Career Development: 2.0%
- Educational Development: 3.0%
- Obtain Certificate: 3.8%
- Obtain AA/AS Degree: 4.2%
- Transfer: 5.8%
- Undecided: 4.2%

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Black, Filipino and Multi-Race categories were omitted for lack of sufficient sample size.
Median Time to Degree
(First-Time Students; Fall 2002 – Spring 2012)

Why this matter: Time to degree is an indicator of several features of the college experience including the degree of commitment students display to achieving their college goal. Thought of differently it is also a measure of the amount of time differed to capture hoped-for increases in earned income and job security. Furthermore, a shorter time to degree reduces the student’s vulnerability to life events that so often derail students from their educational goals.
Median number of years to Degree by category
(Fall 2006 Cohort)

Units Attempted in First Term

- **Part-time (< 6 units)**
- **Part-time (6 - 11.5 units)**
- **Full-time (12+ Units)**

Student Age

- **18 & 19 Yrs. Old**
- **20-24 Yrs. Old**
- **25-29 Yrs. Old**
- **30 – 39 Yrs Old**
- **40+ Yrs Old**

Student Ethnicity

- **Asian**
- **Black**
- **Filipino**
- **Hispanic**
- **White**
- **Multi-Race**

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
Median number of years to Degree by category
(Fall 2006 Cohort)

Gender

Female
Male

Day / Evening Status

Day Only Student
Evening Only Student
Day & Evening Student

Primary College Goal

Career Development
Educational Development
Obtain Certificate
Obtain AA/AS Degree
Transfer
Undecided

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
Average Number of Units Earned after 1 Year
(First-Time Students; Fall 2007 - Fall 2011 Cohorts)

Why this matters: For every additional three units a Cañada student earns in their first academic year (above and beyond the average) the likelihood of their transferring or obtaining a degree or certificate increases by nearly 10%.
Average Number of Units Earned after 1 Year by category (Fall 2011 Cohort)

Units Attempted in First Term
- Full-time (12+ Units) - 14.4
- Part-time (6-11.5 units) - 8.6
- Part-time (< 6 units) - 4.1

Student Age
- 18 & 19 Yrs. Old - 6.9
- 20-24 Yrs. Old - 8.3
- 25-29 Yrs. Old - 8.9
- 30 – 39 Yrs Old - 9.5
- 40+ Yrs Old - 12.1

Student Ethnicity
- Asian - 8.1
- Black - 9.1
- Filipino - 9.1
- Hispanic - 9.2
- White - 9.5
- Multi-Race - 9.3

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
Average Number of Units Earned after 1 Year by category
(Fall 2011 Cohort)

Gender
- Female
- Male

Day / Evening Status
- Day Only Student
- Evening Only Student
- Day & Evening Student

Primary College Goal
- Career Development
- Educational Development
- Obtain Certificate
- Obtain AA/AS Degree
- Transfer
- Undecided

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
**Average Number of Units Earned after 2 Years**
(First-Time Students; Fall 2006 - Fall 2010 Cohorts)

**Why this matters:** For every additional six units a Cañada student earns in their first two academic years (above and beyond the average) the likelihood of their transferring or obtaining a degree or certificate increases by over 20%.

### Average Number of Units Accumulate after 2 Years
- **Fall 2006 Cohort**: 19.9
- **Fall 2007 Cohort**: 20.1
- **Fall 2008 Cohort**: 17.9
- **Fall 2009 Cohort**: 18.7
- **Fall 2010 Cohort**: 19.2

*Average Number of Units Accumulate after 2 Years* is the average number of units earned by first time students after two academic years, including both Summer semesters.
Average Number of Units Earned after 2 Years by category (Fall 2010 Cohort)

Units Attempted in First Term

- **Part-time (< 6 units)**
  - Student Age: 8.6
- **Part-time (6 - 11.5 units)**
  - 17.6
- **Full-time (12+ Units)**
  - 29.7

Student Age

- 18 & 19 Yrs. Old: 14.1
- 20-24 Yrs. Old: 17.4 18.1
- 25-29 Yrs. Old: 21.2
- 30 – 39 Yrs Old: 23.0
- 40+ Yrs Old: 10.5

Student Ethnicity

- Asian: 16.0
- Black: 17.2
- Filipino: 17.9
- Hispanic: 18.4
- White: 19.7
- Multi-Race: 10.5

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
Average Number of Units Earned after 2 Years by category (Fall 2010 Cohort)

Gender

Day / Evening Status

Primary College Goal

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis.
This measure is the percentage of first time students that took the placement test, placing into any pre-transfer math course and enrolled in that math course in their first semester.

**Why this matters:** of Cañada students placing into Basic Skills math, those that take their prescribed math course in their first semester are nearly 20% more likely to complete the developmental math sequence than those that delay taking their math course.
Percent of Students Placed into Pre-transfer Math that take Pre-transfer Math in their first term

(Fall 2011 Cohort)

Units Attempted in First Term

- 20%: Full-time (12+ Units)
- 60%: Part-time (6-11.5 units)
- 40%: Part-time (< 6 units)

Student Age

- 18 & 19 Yrs. Old
- 20-24 Yrs. Old
- 25-29 Yrs. Old
- 30 – 39 Yrs Old
- 40+ Yrs Old

Student Ethnicity

- Asian
- Black
- Filipino
- Hispanic
- White
- Multi-Race

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.
Percent of Students Placed into Pre-transfer Math that take Pre-transfer Math in their first term
(Fall 2011 Cohort)

Gender
- Female: 54.1%
- Male: 57.3%

Day / Evening Status
- Day Only Student: 40.9%
- Evening Only Student: 54.2%
- Day & Evening Student: 59.4%

Primary College Goal
- Career Development: 33.3%
- Educational Development: 40.0%
- Obtain Certificate: 48.7%
- Obtain AA/AS Degree: 56.8%
- Transfer: 59.6%
- Undecided: 60.1%

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.
This measure is the percentage of first time students that took the placement test, placing into any pre-transfer English course and enrolled in that English course in their first semester.
Percent of Students Placed into Pre-transfer English that take Pre-transfer English in their first term  
(Fall 2011 Cohort)

Units Attempted in First Term
- Part-time (< 6 units)
- Part-time (6 - 11.5 units)
- Full-time (12+ Units)

Student Age
- 18 & 19 Yrs. Old
- 20-24 Yrs. Old
- 25-29 Yrs. Old
- 30 – 39 Yrs Old
- 40+ Yrs Old

Student Ethnicity
- Asian
- Black
- Filipino
- Hispanic
- White
- Multi-Race

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.
Percent of Students Placed into Pre-transfer English that take Pre-transfer English in their first term
(Fall 2011 Cohort)

Gender
- Female
- Male

Day / Evening Status
- Day Only Student
- Evening Only Student
- Day & Evening Student

Primary College Goal
- Career Development
- Educational Development
- Obtain Certificate
- Obtain AA/AS Degree
- Transfer
- Undecided

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.
Percent of Students Placed into Pre-transfer Reading that take Pre-transfer Reading in their first term
(Fall 2006 - Fall 2011)

**Why this matters:** Cañada students that take their prescribed basic skill reading course in reading in their first term are not only 15% more likely to complete their developmental sequence in both English and reading, but those that also placed into developmental math are 25% more likely to complete that developmental math sequence too.

This measure is the percentage of first time students that took the placement test, placing into any pre-transfer Reading course and enrolled in that Reading course in their first semester.
Percent of Students Placed into Pre-transfer Reading that take Pre-transfer Reading in their first term
(Fall 2011 Cohort)

Units Attempted in First Term
- Part-time (< 6 units)
- Part-time (6 -11.5 units)
- Full-time (12+ Units)

Student Age
- 18 & 19 Yrs. Old
- 20-24 Yrs. Old
- 25-29 Yrs. Old
- 30 – 39 Yrs Old
- 40+ Yrs Old

Student Ethnicity
- Asian
- Black
- Filipino
- Hispanic
- White
- Multi-Race

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.
Percent of Students Placed into Pre-transfer Reading that take Pre-transfer Reading in their first term
(Fall 2011 Cohort)

Gender

- Female: 40.2%
- Male: 47.1%

Day / Evening Status

- Day Only Student: 20.4%
- Evening Only Student: 38.8%
- Day & Evening Student: 49.4%

Primary College Goal

- Career Development: 31.8%
- Educational Development: 34.4%
- Obtain Certificate: 44.4%
- Obtain AA/AS Degree: 47.4%
- Transfer: 48.8%
- Undecided: 31.8%

Note: Area of each circles corresponds to the relative number of First-Time Students in the cohort used for this analysis. Multi-Race is omitted for lack of sufficient sample size.
## Cañada Dashboard: Sources of Variation Summary

Primary Sources of Variation in each Measure

<table>
<thead>
<tr>
<th>Scorecard Measure</th>
<th>No. Units Attempted</th>
<th>Student Age</th>
<th>Student Ethnicity</th>
<th>Student Gender</th>
<th>Day/Evening Status</th>
<th>College Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. College Retention Rate</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Fall-to-Spring Persistence Rate of first-time students</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Fall-to-Fall Persistence Rate of first-time students</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Student Success Rate during first year at College</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. Success Rate in Gen Ed Courses</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6. Success Rate in CTE Courses</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7. Success Rate in Pre-Transfer Math, English &amp; Reading Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8. Success Rate in ESL Courses</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
## Cañada Dashboard: Sources of Variation Summary

Primary Sources of Variation in each Measure

<table>
<thead>
<tr>
<th>Scorecard Measure</th>
<th>No. Units Attempted</th>
<th>Student Age</th>
<th>Student Ethnicity</th>
<th>Student Gender</th>
<th>Day/Evening Status</th>
<th>College Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Six Year Degree Completion Rate for first-time students</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10. Six Year Certificate Completion Rate for first-time students</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>11. Median Time to Degree</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>12. Average # of Units Accumulated after 1 Year</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>13. Average # of Units Accumulated after 2 Years</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>14. Pct Placed into BS Math &amp; taking BS math in first term</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>15. Pct Placed into BS English &amp; taking BS English in first term</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>16. Pct Placed into BS Reading &amp; taking BS Reading in first term</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>