



Institution-Set Standards and College Scorecard: reviewing and updating college goals, metrics, and outcomes

Presented to the Planning & Budgeting Council

December 4, 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

Institution-set Standards Elements



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

Why the update?



Changing Data Elements and Definitions

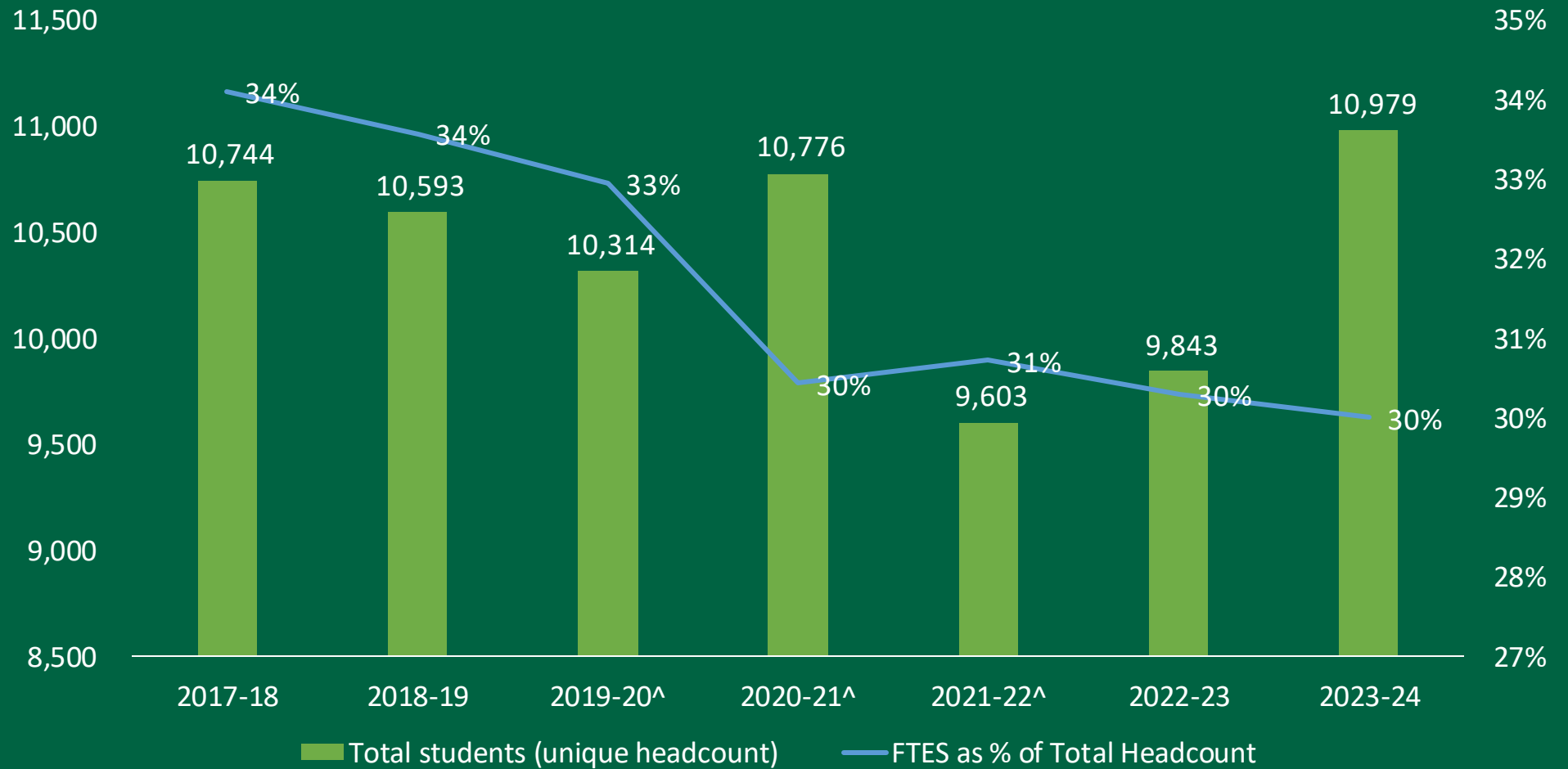
- ✓ Accreditation Requirements
- ✓ Chancellor's Vision 2030
 - ✓ Metrics and data definitions
- ✓ Data Vista data definitions update (CCCCO)
 - ✓ <https://datavista.cccco.edu/>

Updating Goals Based on Past Performance & New Realities

Students are back. FTES is lower than ever.

New Goal: 11,528

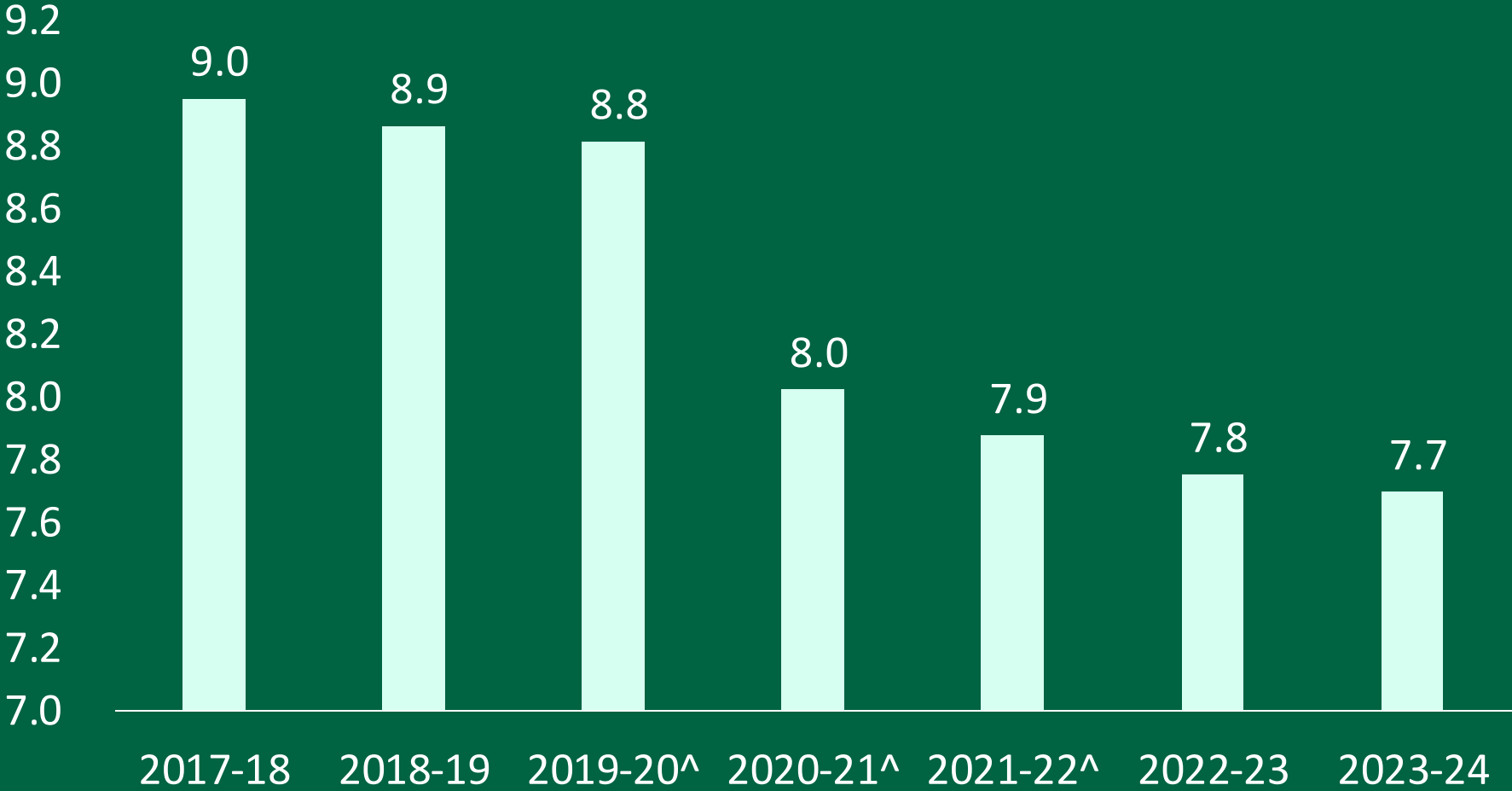
Old Goal: 11,124



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

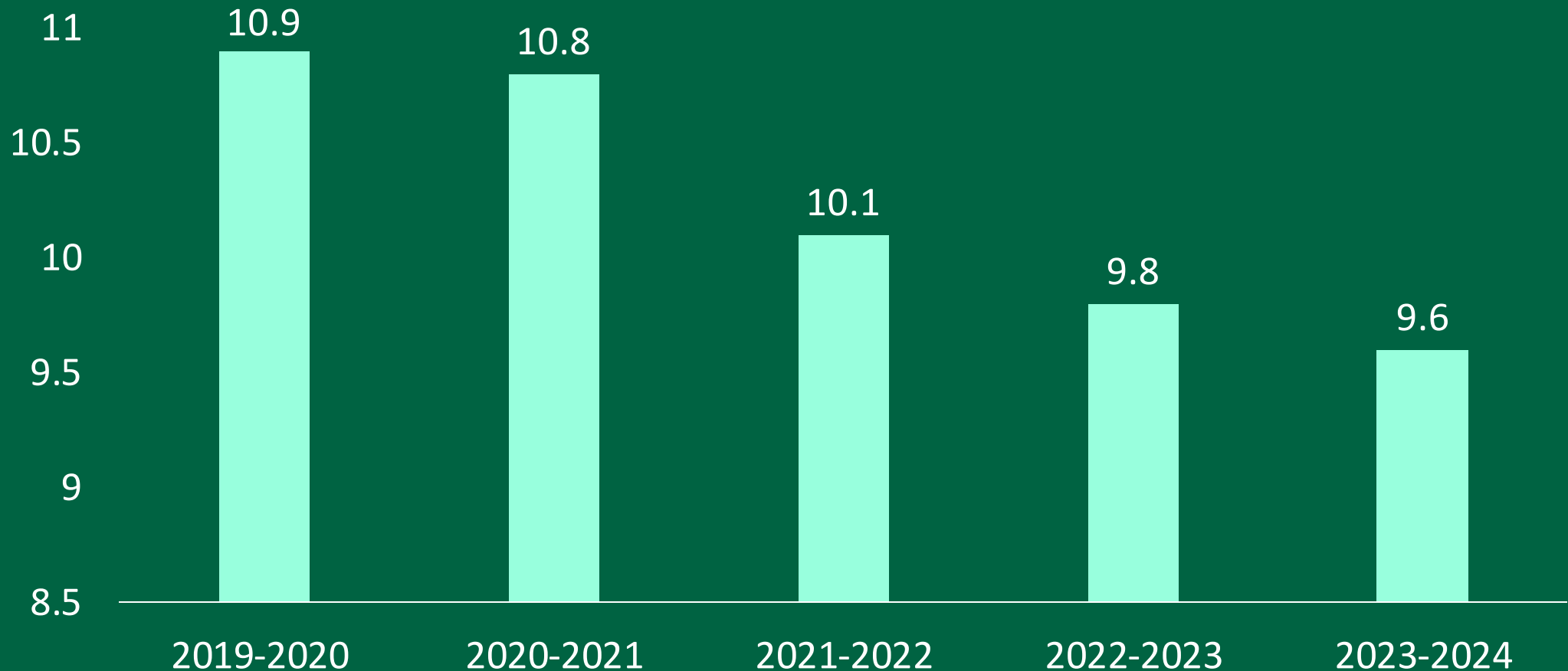
Average units attempted per (all) student per academic year continues to decline

Old Goal: 9.8

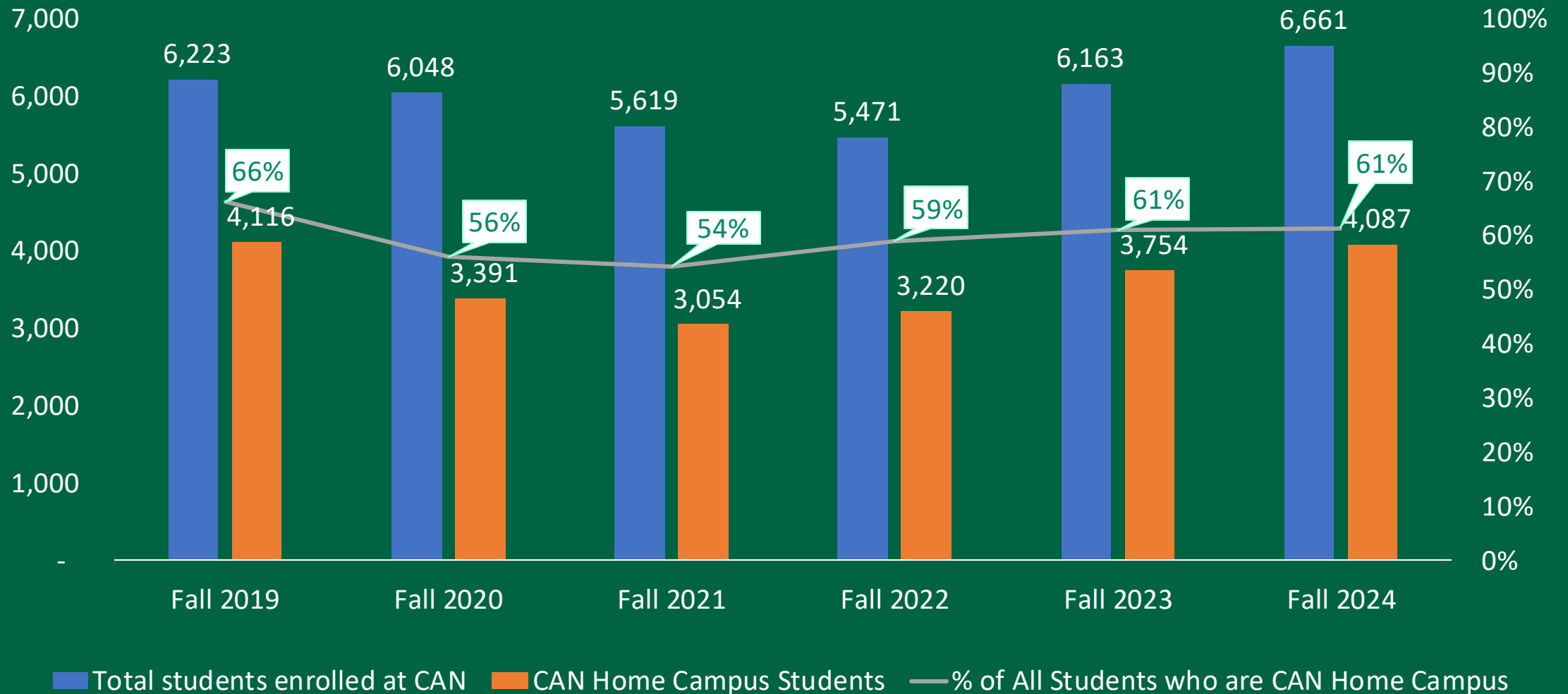


New Goal: 8.1

Average units attempted per (home campus) student per academic year continues to decline

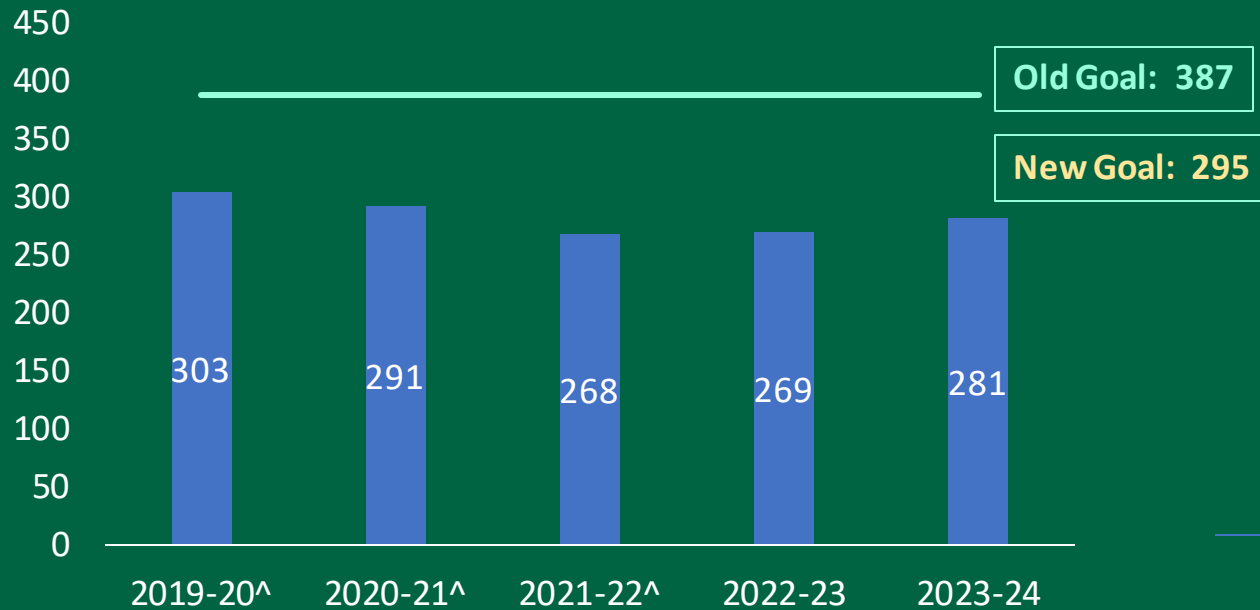


Home Campus Students Slowly Recovering

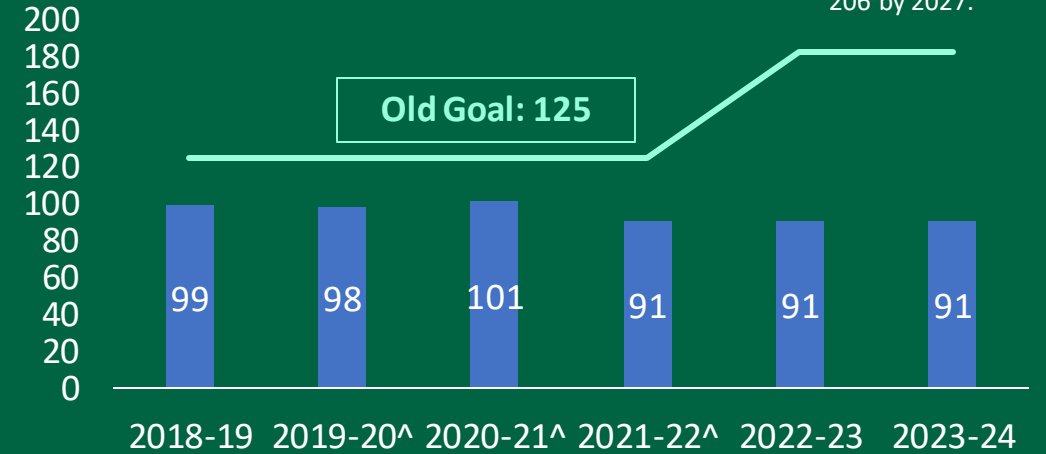


Note: Home campus is defined as a student with the goal of earning a degree, certificate, transfer, or completing their educational goal at Cañada.

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



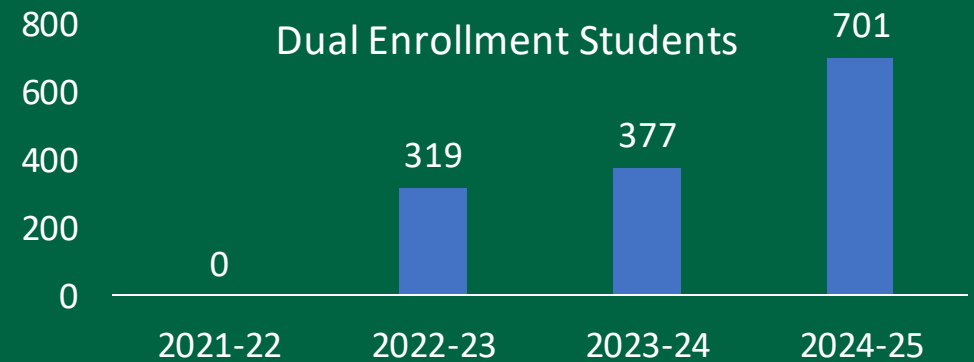
Enrolled in Middle College



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.

High Schoolers

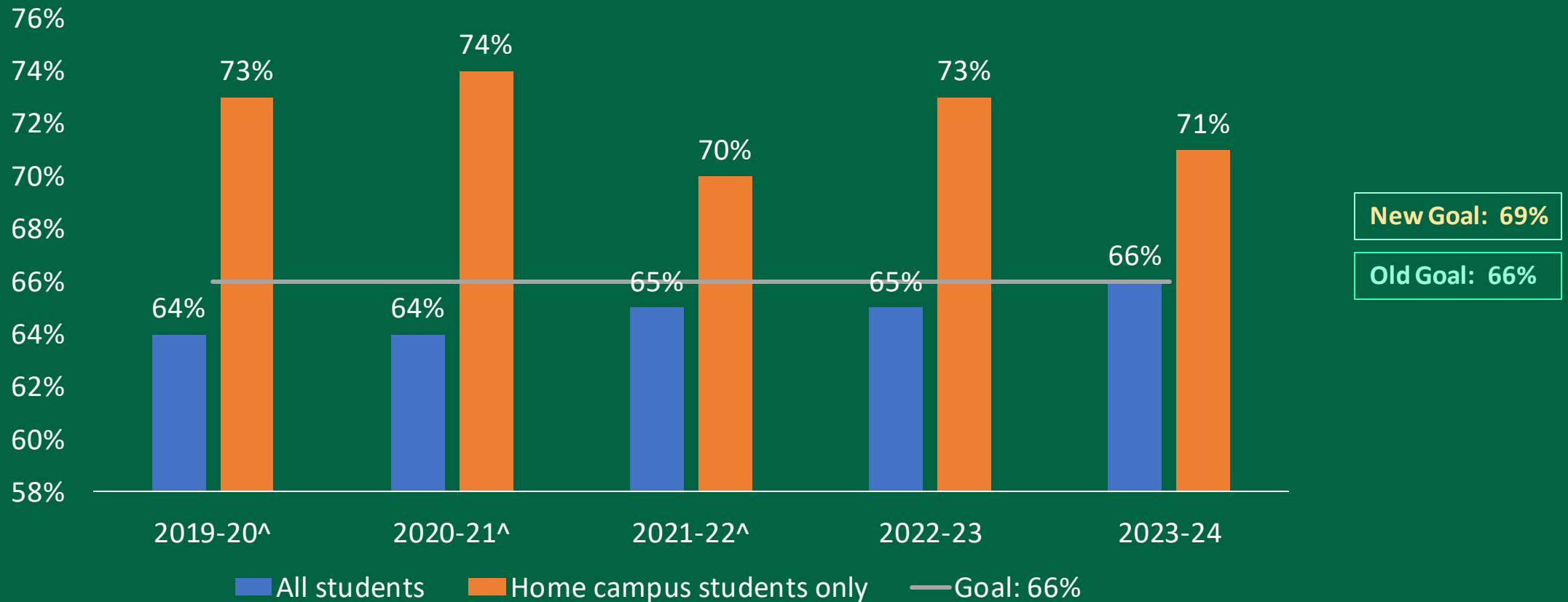
Our EMP calls for increasing dual enrollment opportunities for high school students to 1,000 by 2027



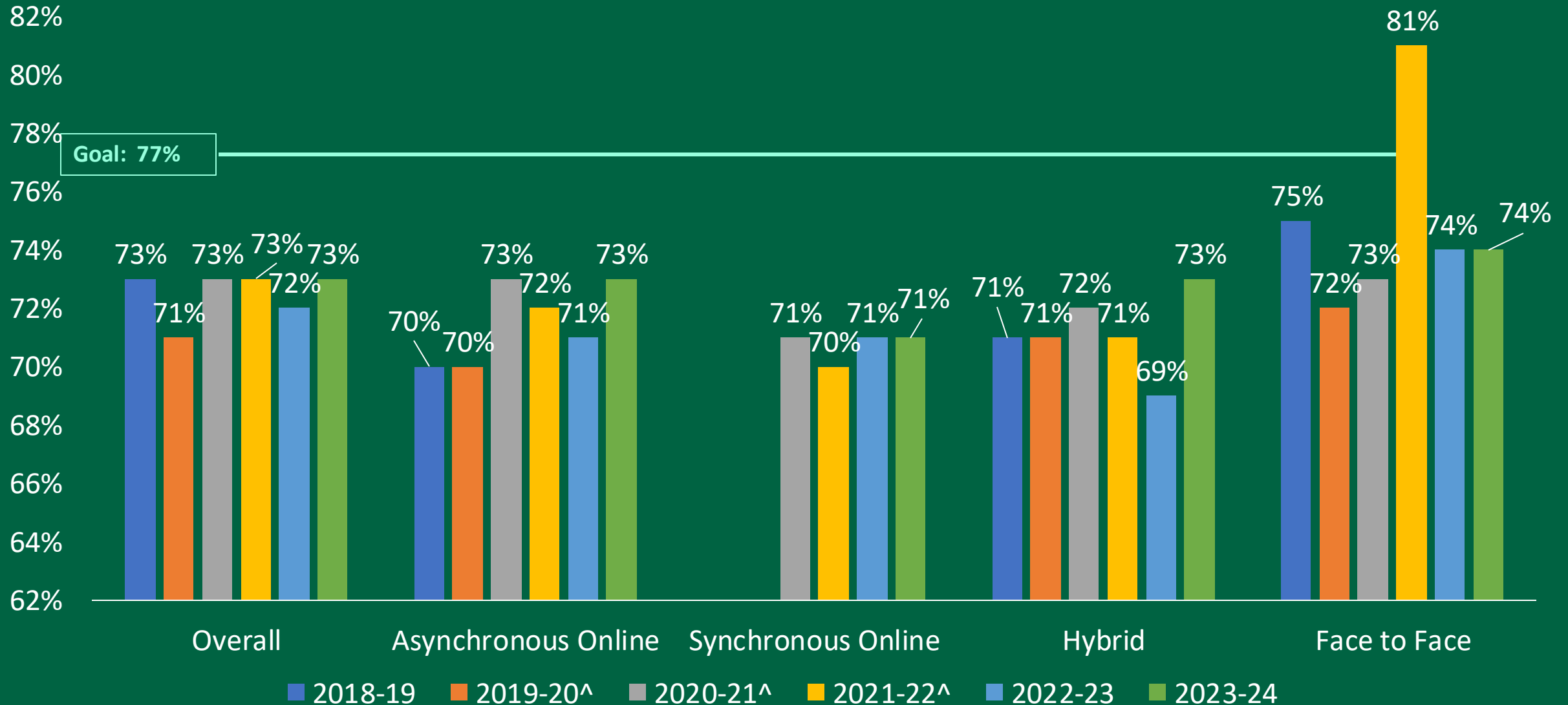
^ indicates years affected by the COVID-19 pandemic

Student Momentum: Persistence

We've met our Fall to Spring Persistence Goal!



Student Momentum: Course Success



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

Disproportionately Impacted Students by Instructional Modality

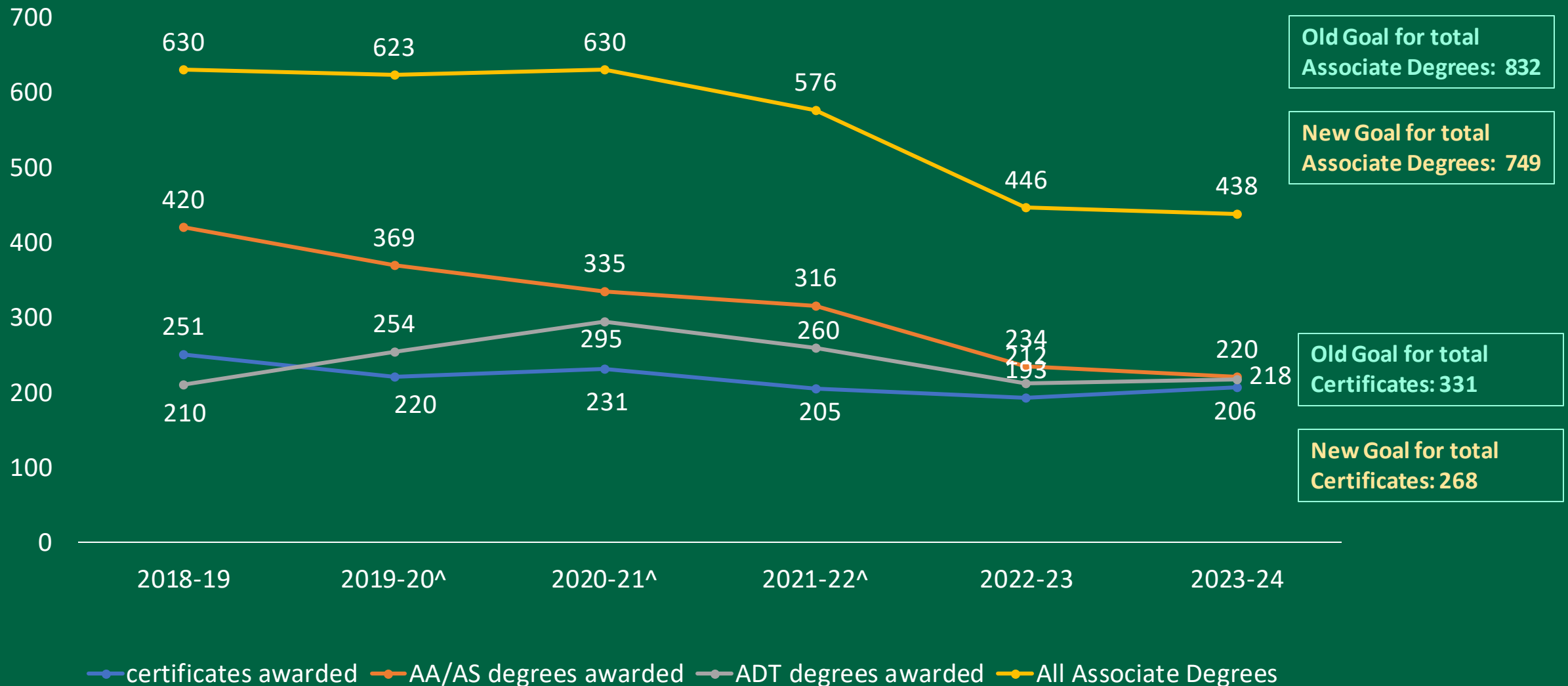
AY 2023-2024	FACE TO FACE			HYBRID			ONLINE			SYNCHRONOUS		
	Course Success	Success Gap	Enrollment	Course Success	Success Gap	Enrollment	Course Success	Success Gap	Enrollment	Course Success	Success Gap	Enrollment
Overall	75%	PPG-1	9,055	73%	PPG-1	4,322	73%	PPG-1	11,711	71%	PPG-1	2,475
American Indian/Alaskan Native			<10			<10	64%	-9%	14			<10
Asian	86%	12%	887	88%	17%	432	87%	16%	1,661	80%	10%	280
Black - Non-Hispanic	72%	-3%	245	58%	-15%	128	59%	-15%	364	55%	-17%	106
Filipino	84%	10%	210	83%	11%	139	71%	-3%	611	73%	3%	113
Hispanic	68%	-14%	4,522	65%	-15%	2,269	67%	-10%	5,042	67%	-6%	1,112
Pacific Islander	59%	-15%	64	46%	-27%	41	58%	-16%	158	73%	2%	45
White Non-Hispanic	83%	11%	2,275	83%	13%	903	78%	6%	2,699	78%	9%	589
Multiraces	80%	6%	464	81%	8%	191	75%	3%	770	59%	-12%	123
Female	78%	6%	4,489	75%	5%	2,403	72%	-2%	6,815	72%	3%	1,708
Male	71%	-6%	4,103	70%	-5%	1,716	74%	1%	4,490	69%	-3%	664
Non-binary			<10			<10	72%	-1%	18			<10
Unknown	74%	0%	457	73%	1%	203	77%	4%	388	69%	-2%	102
Low Income	67%	-10%	2,141	70%	-4%	1,015	66%	-10%	3,002	67%	-5%	643
Not Low income	77%	10%	6,914	74%	4%	3,307	75%	10%	8,709	72%	5%	1,832

 = statistically significant differences

Disproportionately Impacted Students by Instructional Modality

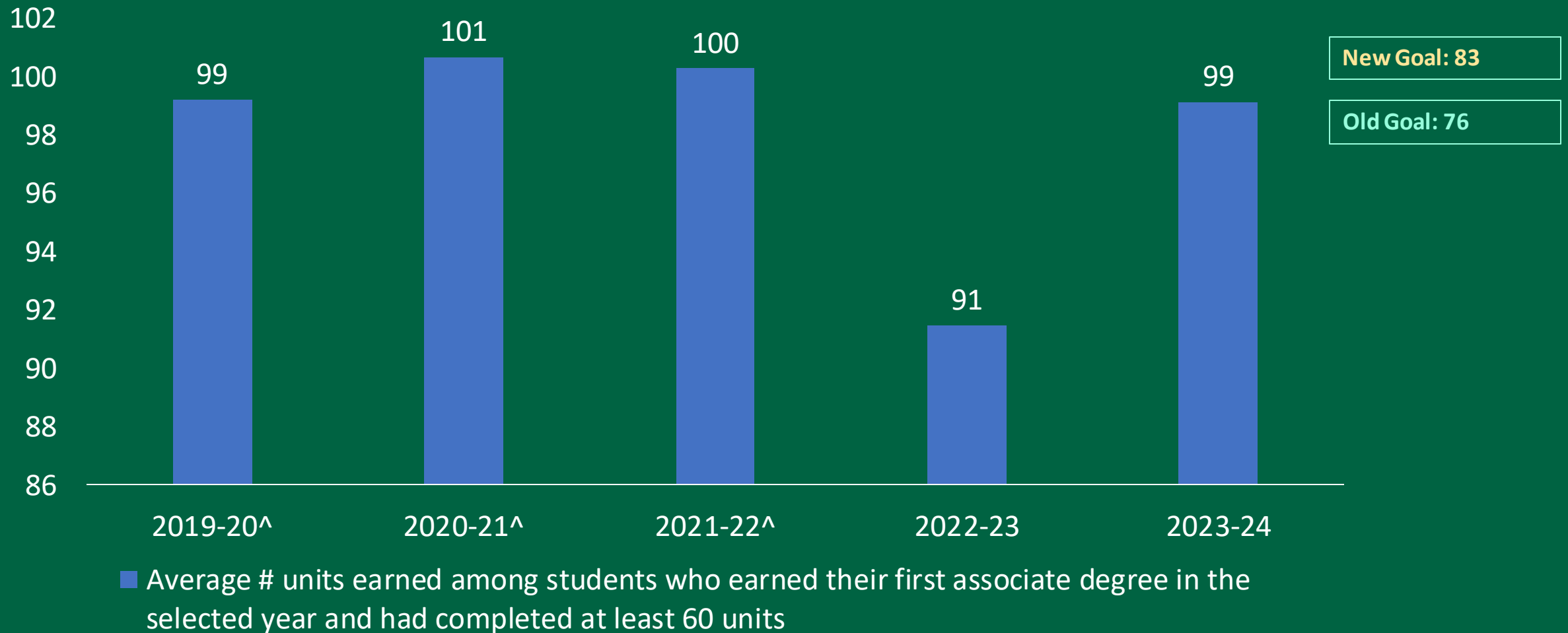
AY 2022-2023	Face to Face			Online			Hybrid			Synchronous		
	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments	Course Success	Success Gap	Enrollments
Overall	75%	PPG-1	6,193	72%	PPG-1	11,547	69%	PPG-1	3,649	71%	PPG-1	3,310
American Indian/Alaskan 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 Completion: degrees & certificates



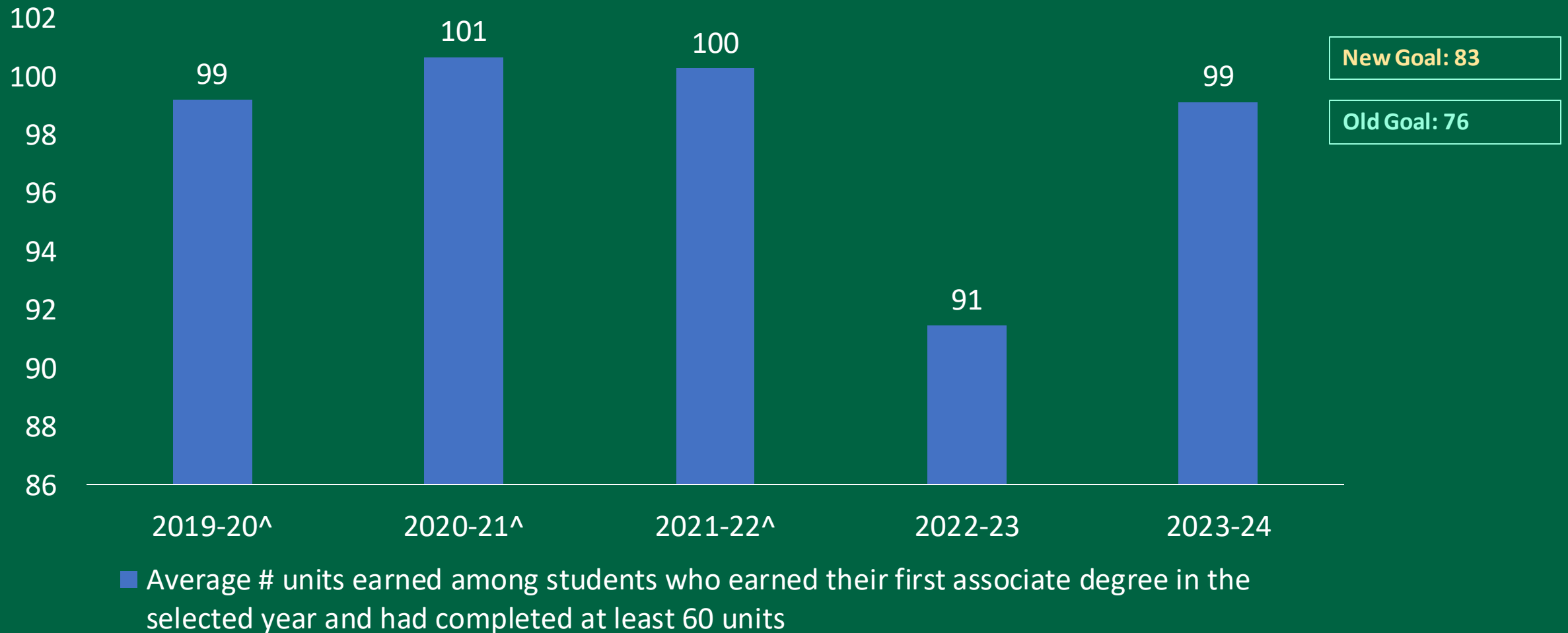
[^] indicates years affected by the COVID-19 pandemic

Average # units earned by associate earners



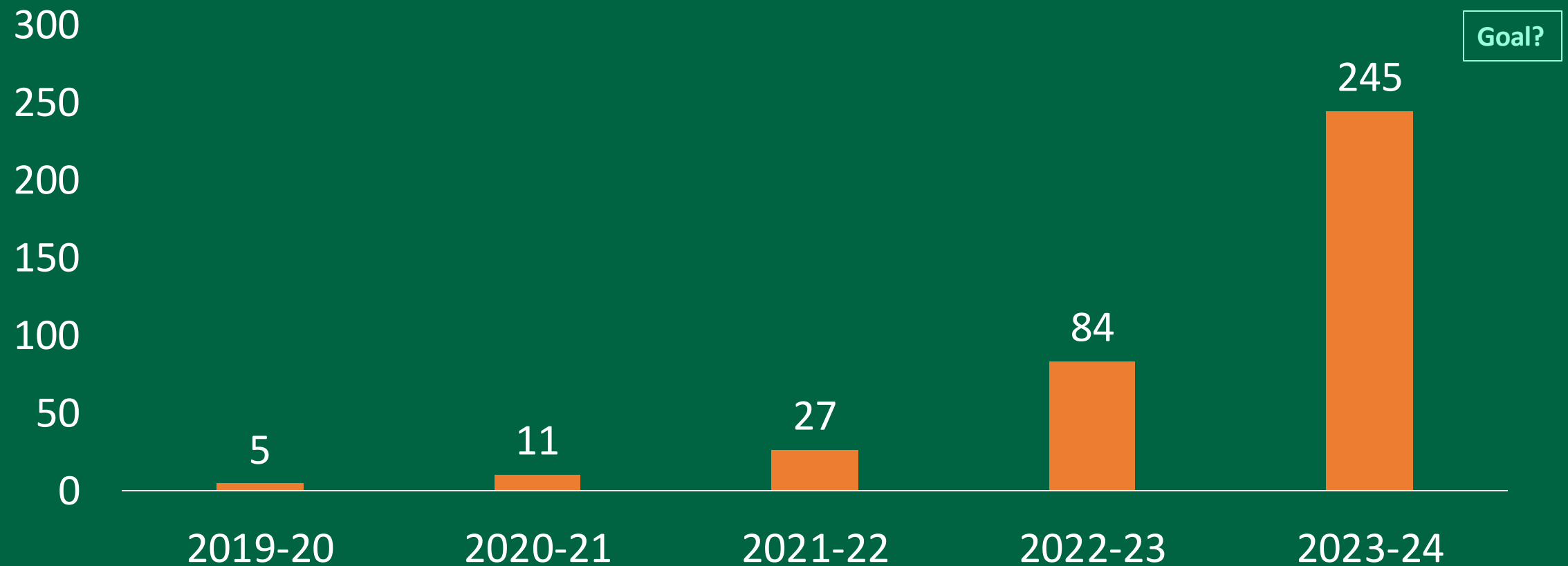
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Average # units earned by associate earners

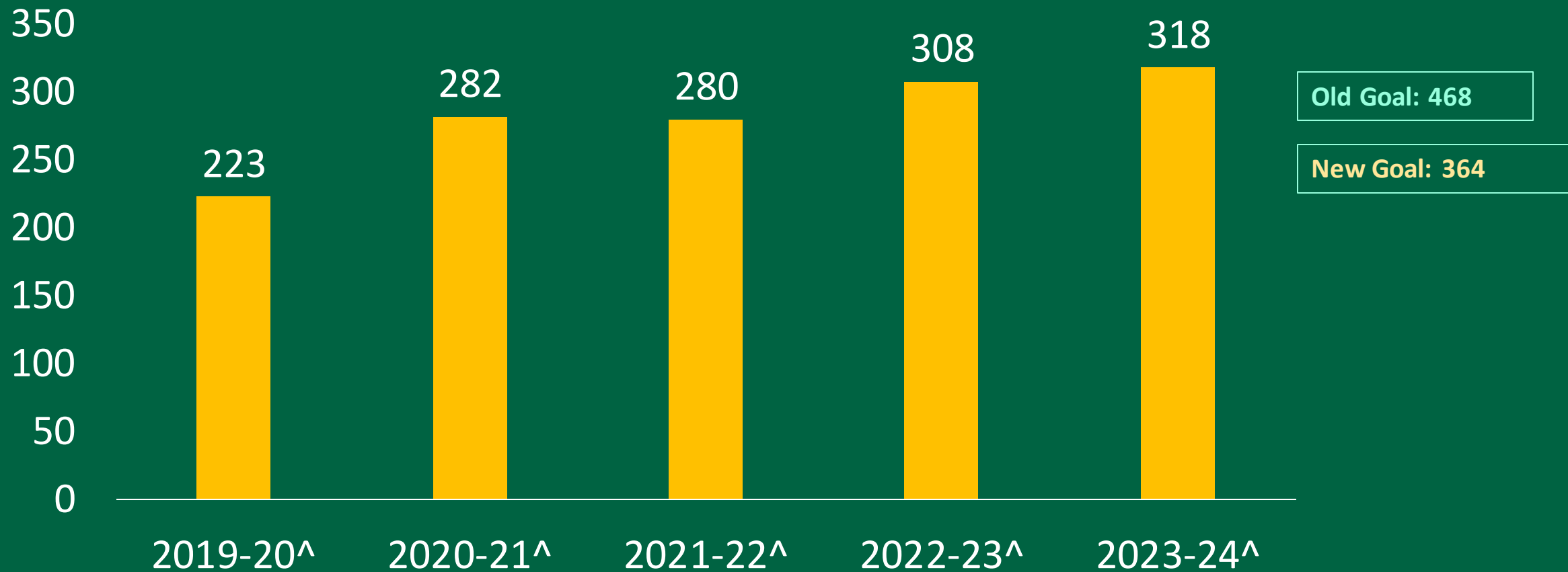


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of students completing degrees 100% online



of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer



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of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer but who did not earn a degree



New Goal: 165?

What is our objective?

% of Exiting Students Who Attained a Living Wage (\$30+/hour)



**New Metric
for Vision
2030**

Additional Resources

Dashboards!

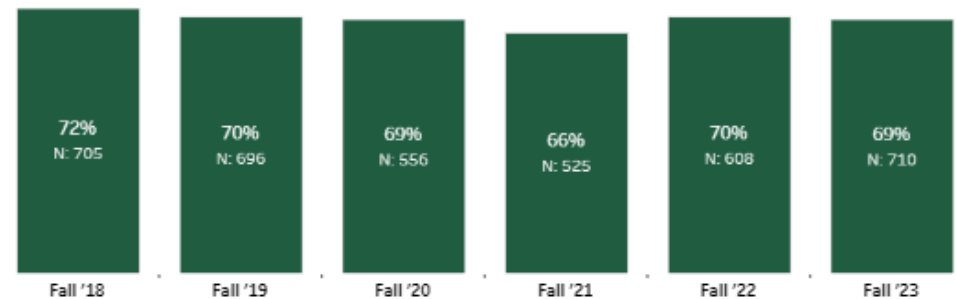
We will come back with our Equity Metrics

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

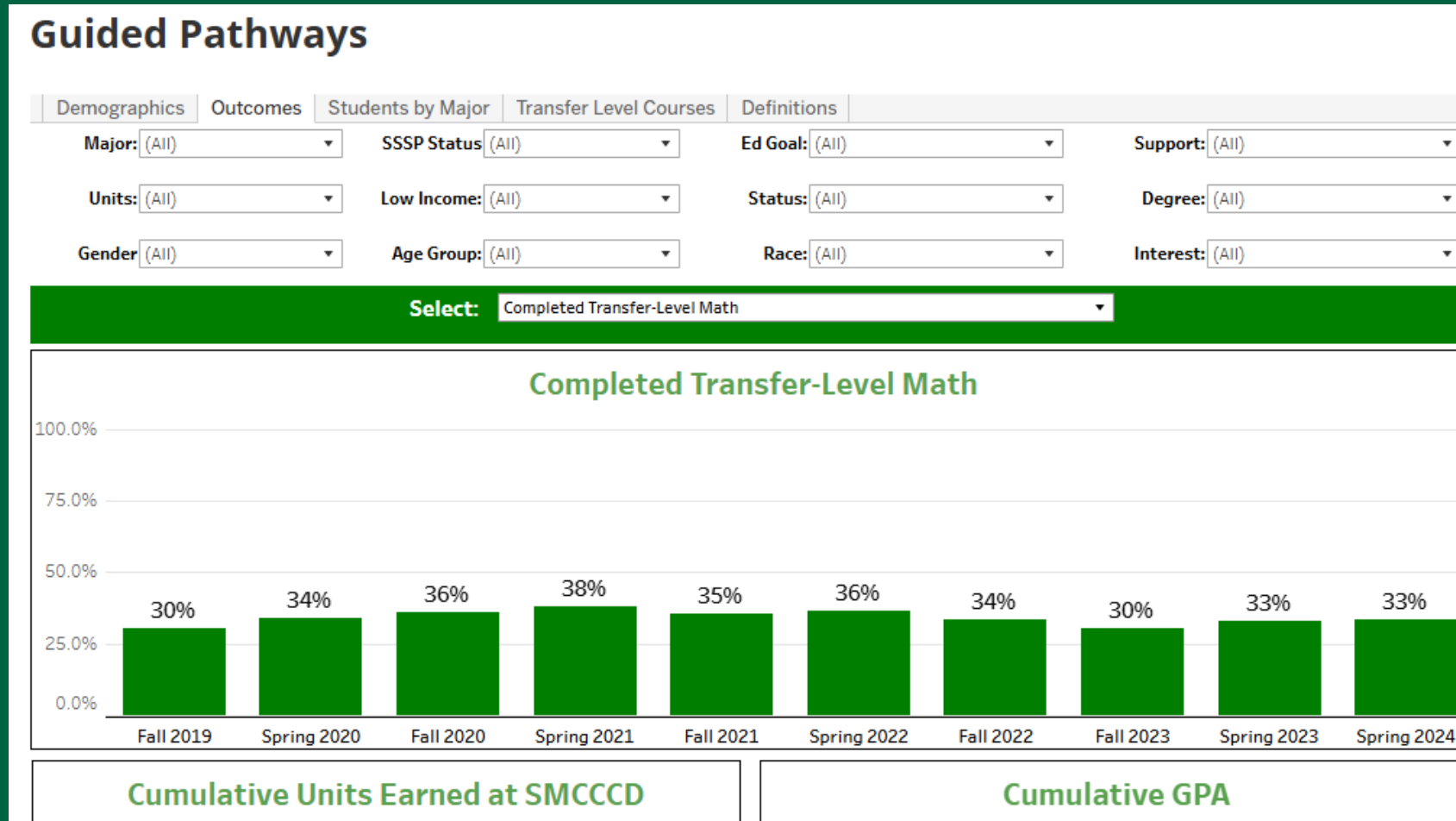
(All)

First Generation

(All)

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

Guided Pathways Dashboard



<https://canadacollege.edu/prie/dashboards/guided-pathways.php>