



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

Presented to the Planning & Budgeting Council

February 4, 2026

Prepared by the Office of Planning, Research & Institutional Effectiveness

What are “institution-set standards”?

From ACCJC’s 2024 updated accreditation standards:

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

Required Documentation: that the institution has established standards and goals for student achievement (i.e., institution-set standards) in accordance with Commission policy and practices for monitoring institutional performance, including standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates.

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

What are “institution-set standards”?

Required: that the institution has established standards and goals for student achievement (i.e., institution-set standards) in accordance with Commission policy and practices for monitoring institutional performance, including standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates.

Each year, we report to the ACCJC on our Standards as well as our Goals on key performance indicators:

Standards are the “floor” or minimum acceptable outcome

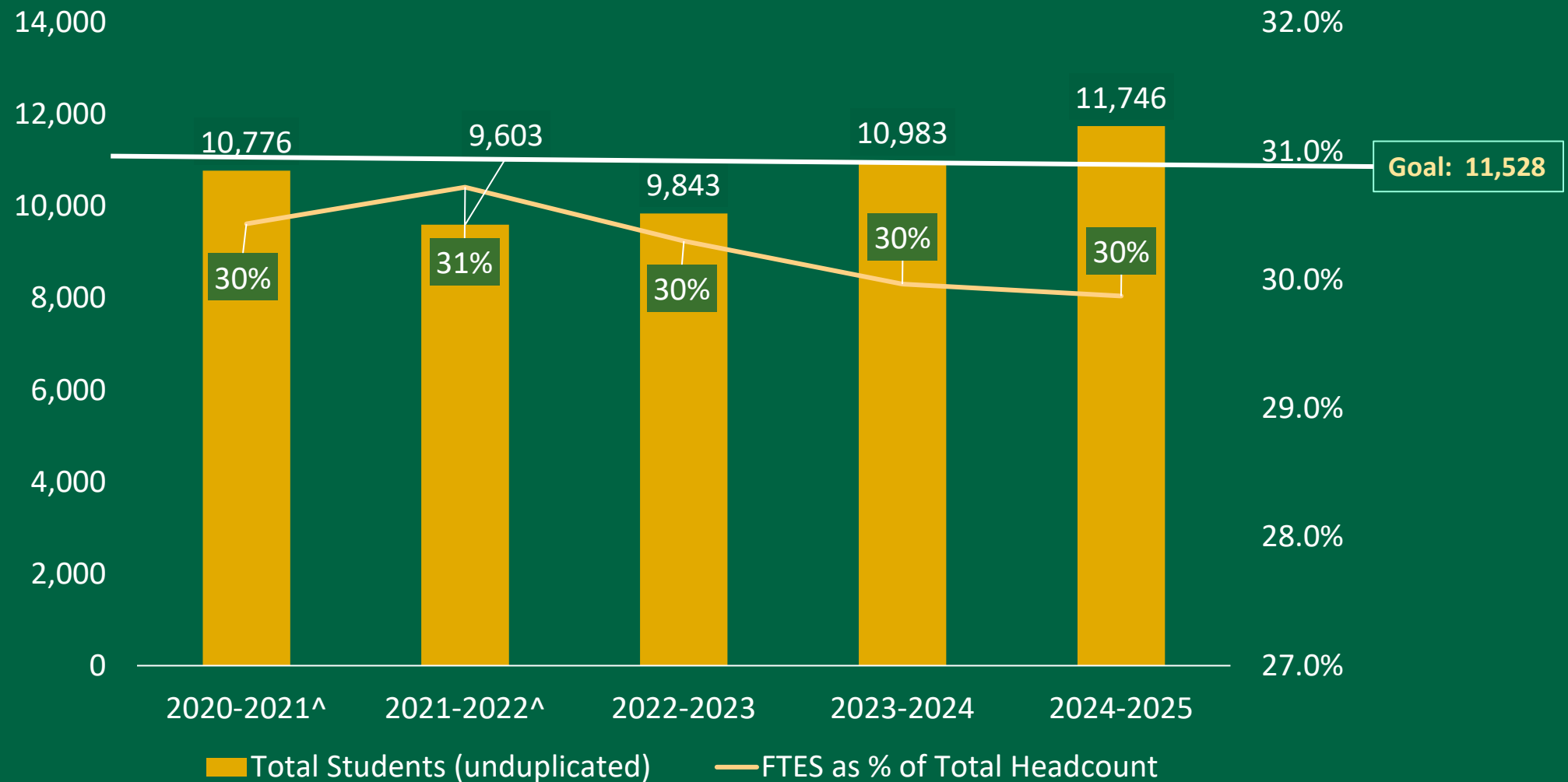
Goals are what we are stretching or aspiring to achieve

Institution-set Standards Elements



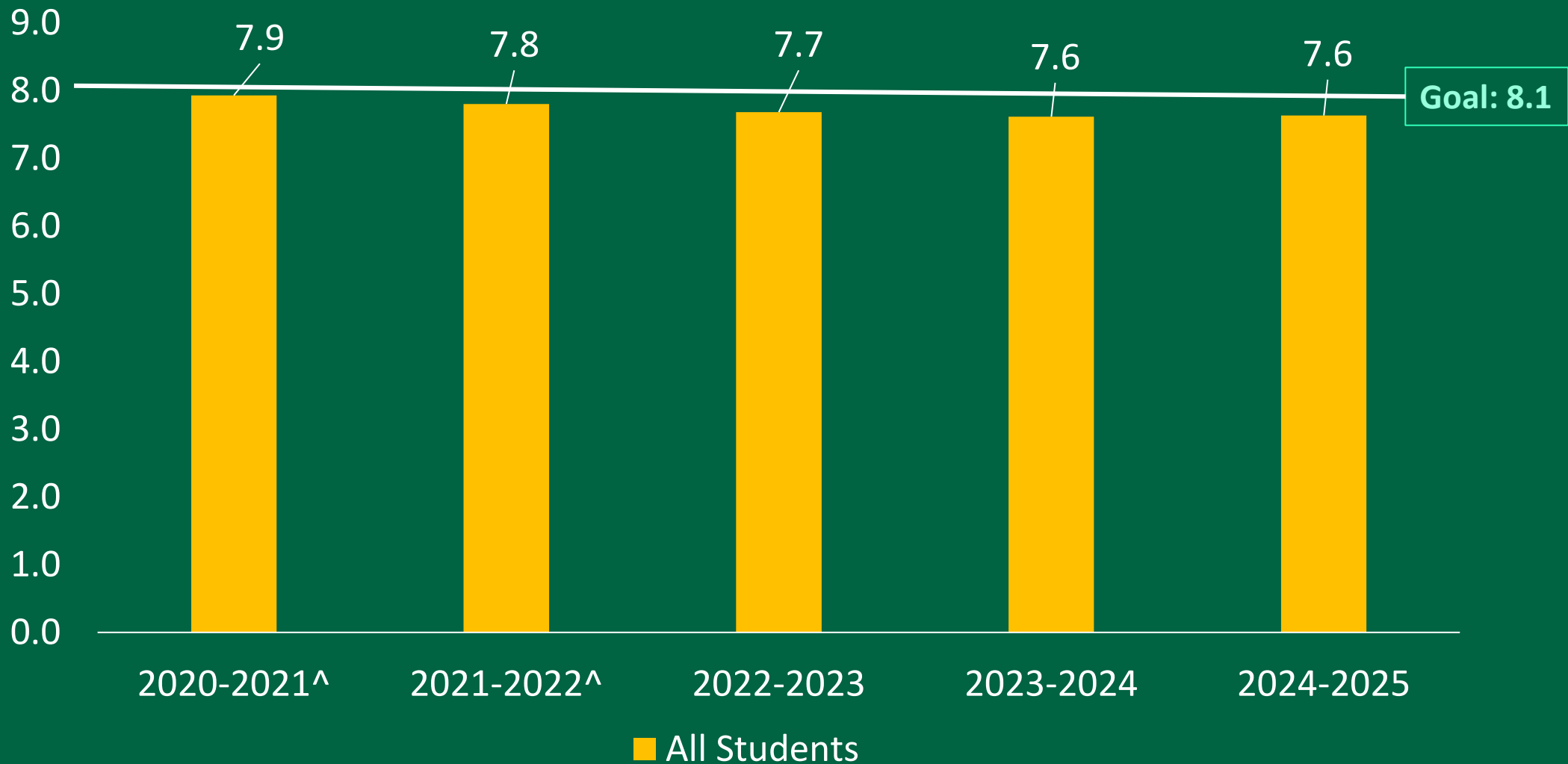
- ✓ Enrollment Management
- ✓ Student Momentum
- ✓ Student Completion
- ✓ Guided Pathways
- ✓ Students Employment Outcomes

Last year, we surpassed our enrollment goal!

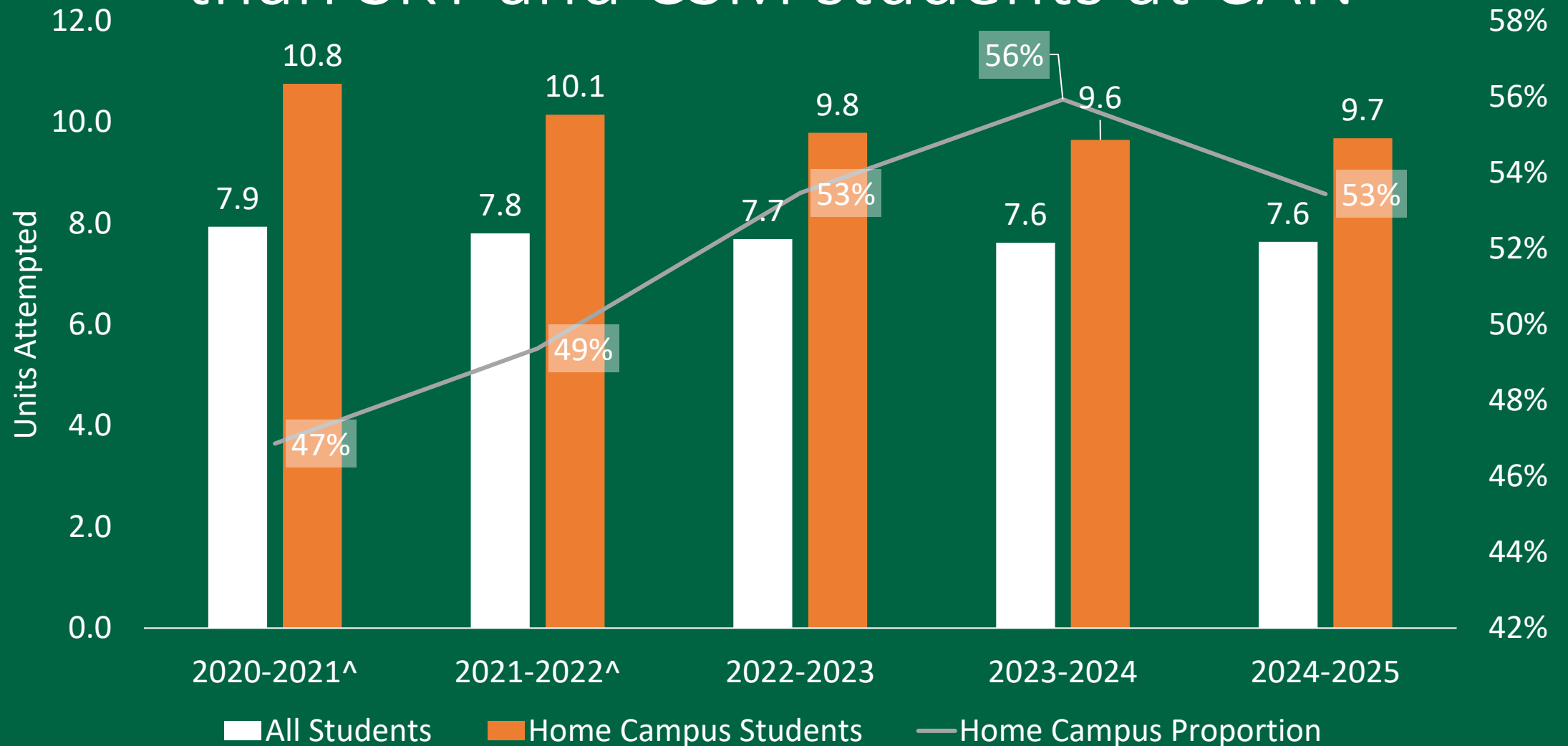


[^] indicates years affected by the COVID-19 pandemic

Average units attempted per student per academic year are still low

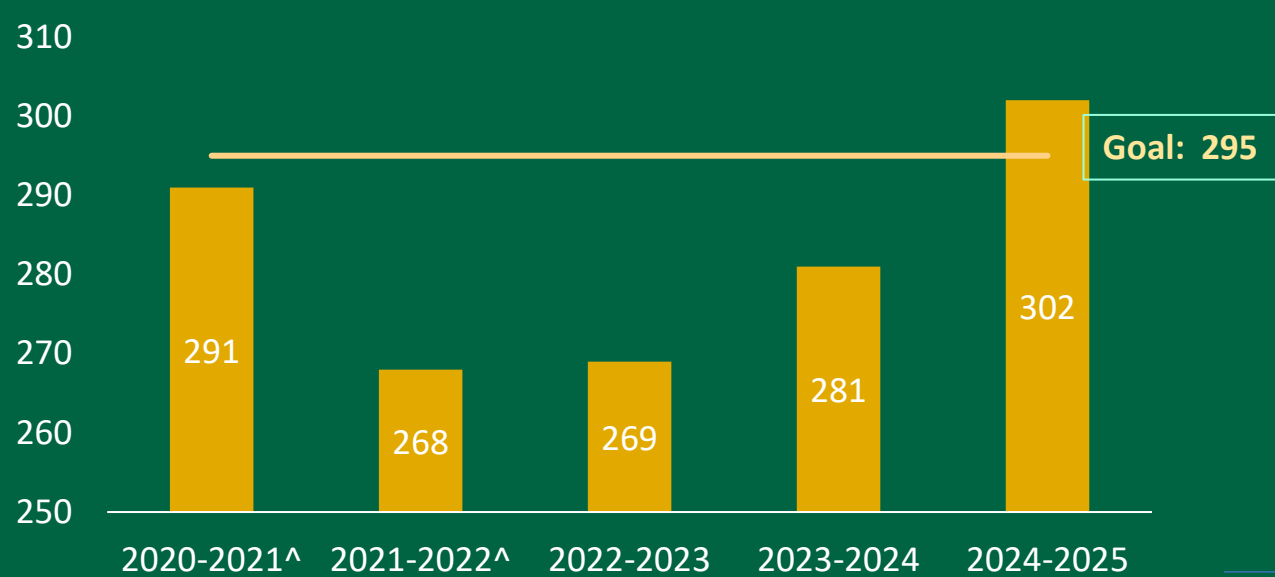


CAN home campus student take more units than SKY and CSM students at CAN

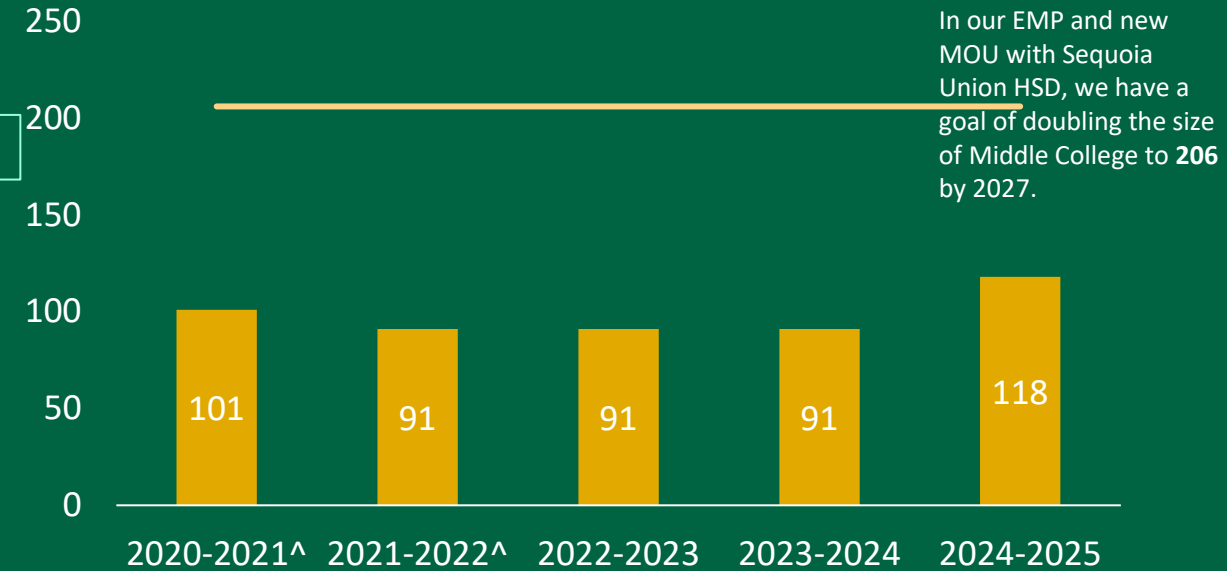


Note: Home campus is defined as a student with the goal of earning a degree, certificate, transfer, or completing their educational goal at Cañada.

of SUHSD High School Graduates who enroll at CAN within one year of graduation: goal met!



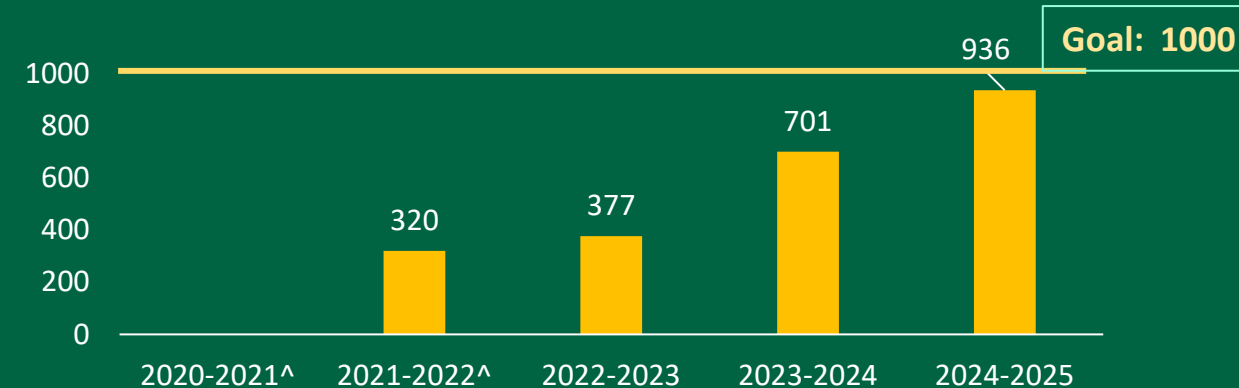
of Students Enrolled in Middle College



High Schoolers

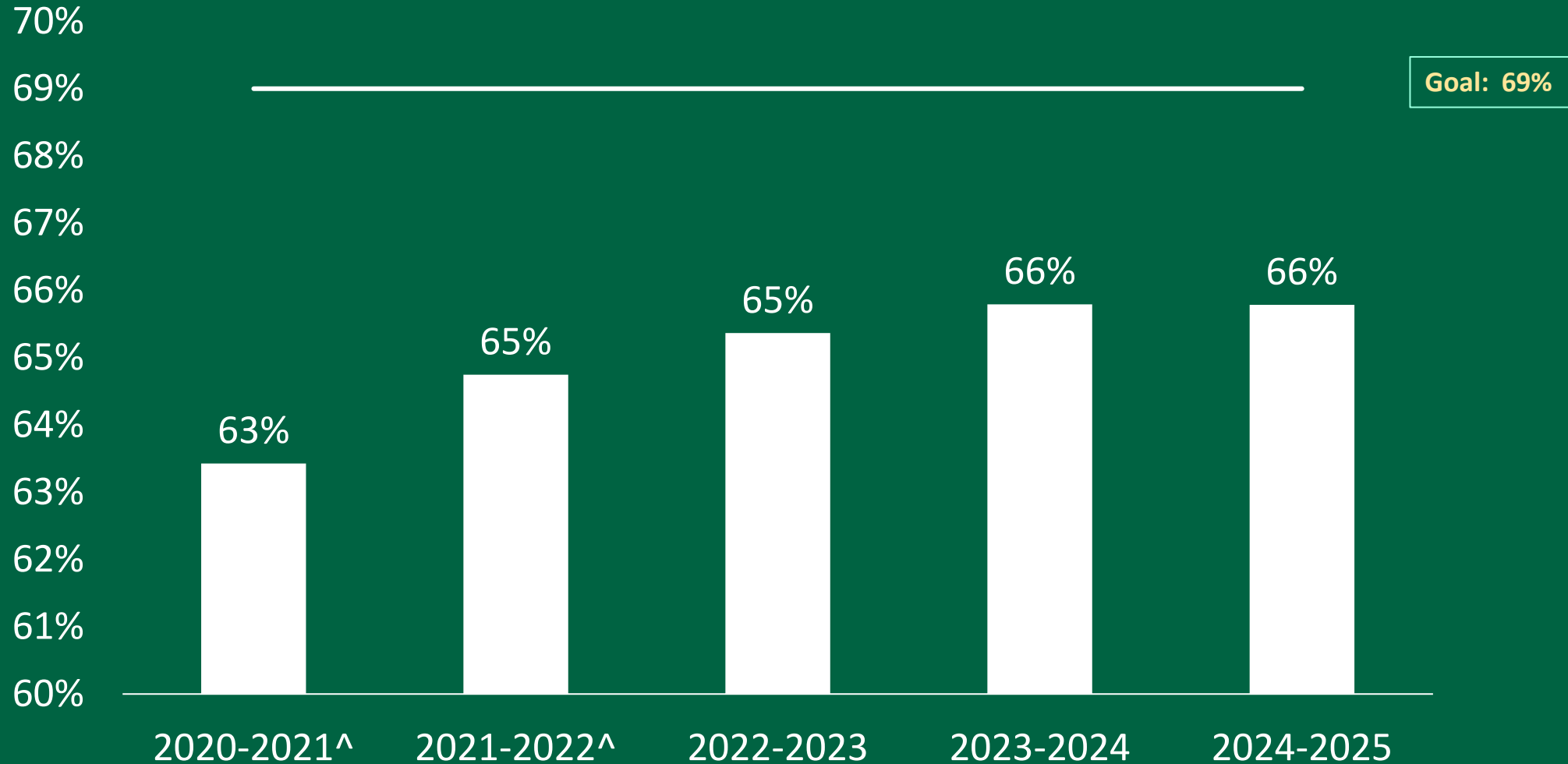
Our EMP calls for increasing dual enrollment opportunities for high school students to **1,000** by 2027

Dual Enrollment Students



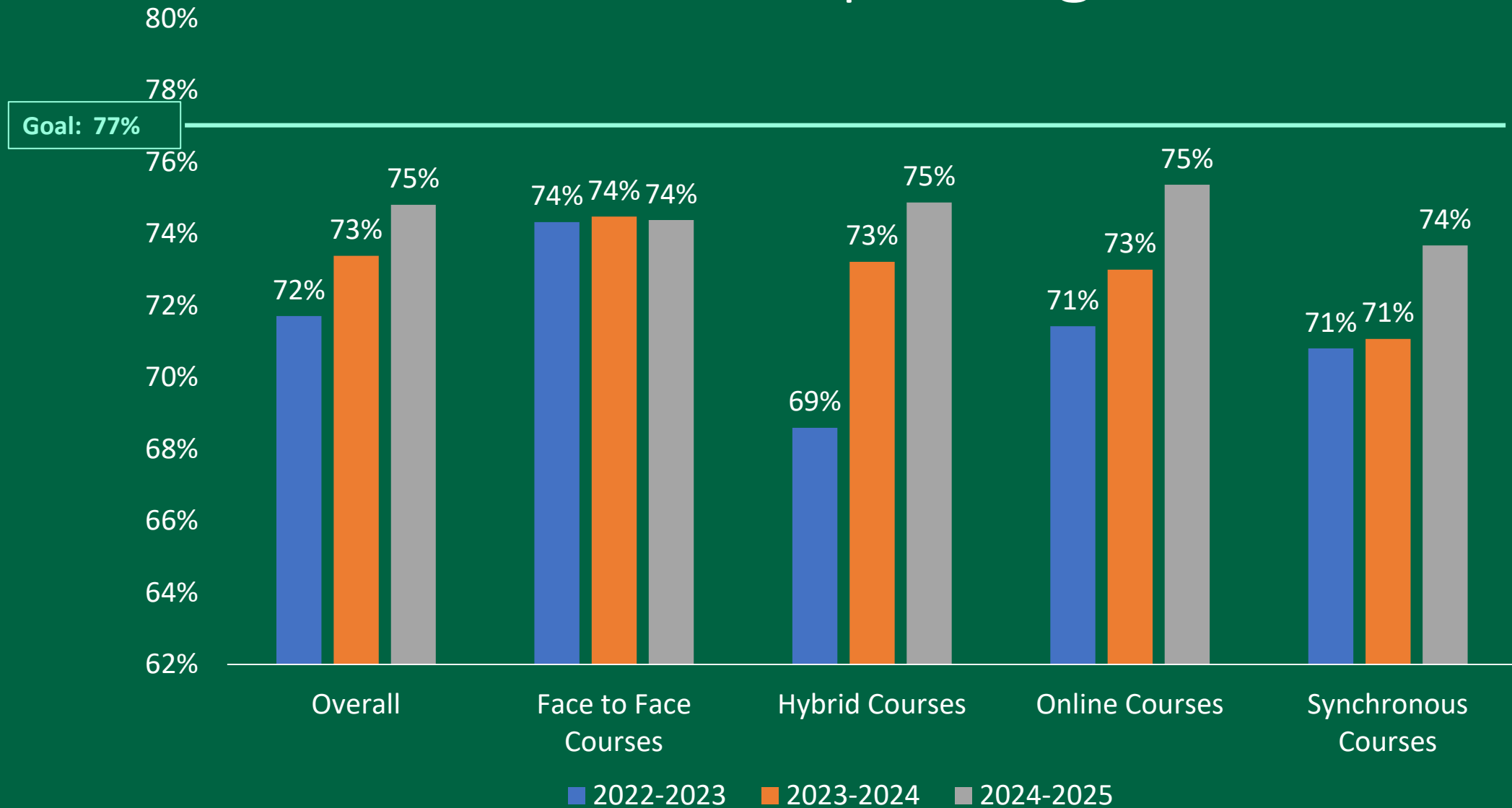
^ indicates years affected by the COVID-19 pandemic

Student Momentum: Fall-to-Fall Persistence of Home Campus Students with an “ACE” Ed. Goal



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

Student Momentum: Course success rates improving overall

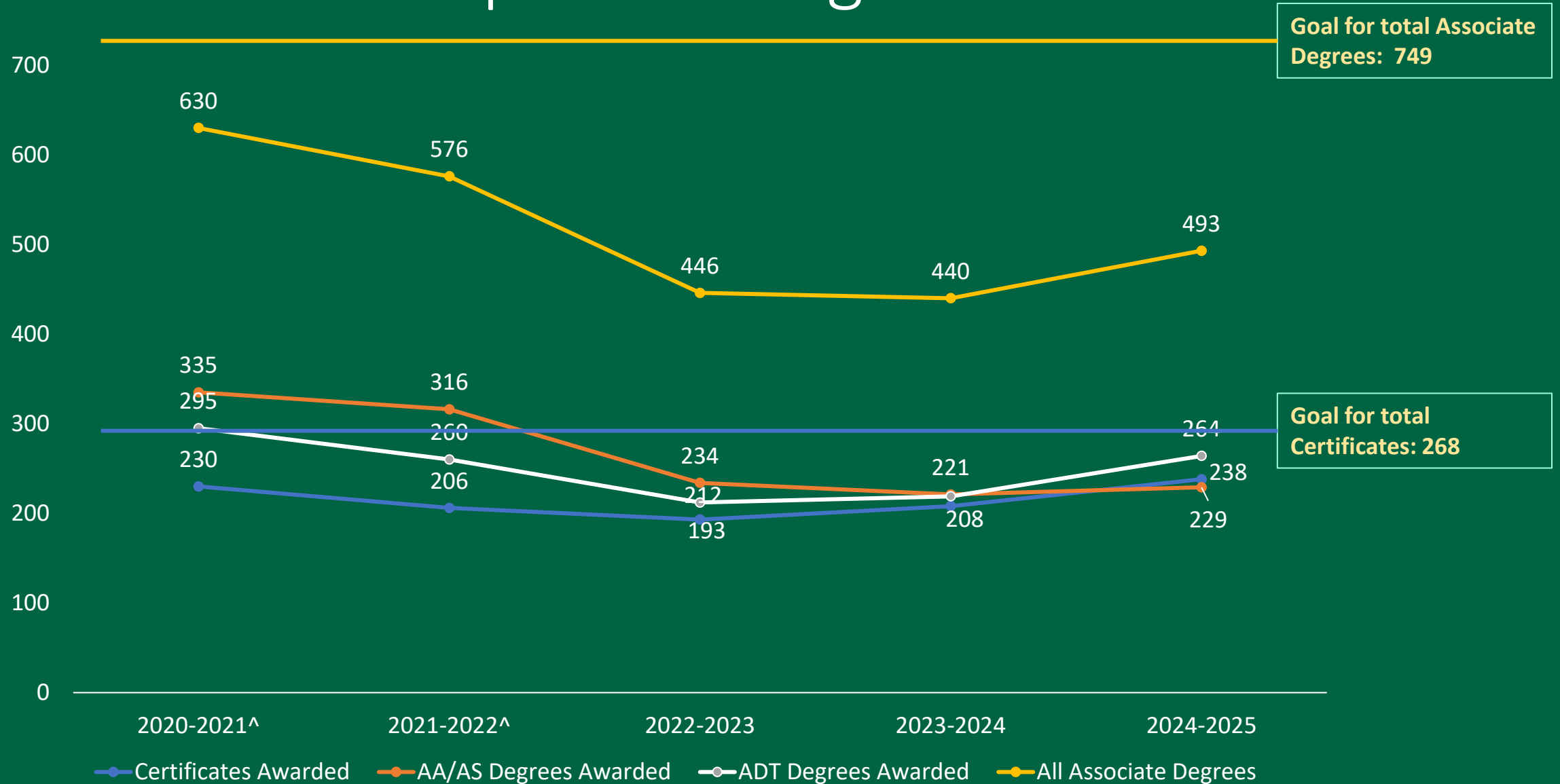


Disproportionately Impacted Students by Instructional Modality

AY 2024-2025	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	11,074	75%	PPG-1	4,278	75%	PPG-1	12,027	74%	PPG-1	2,036
American Indian/Alaskan Native	46%	-29%	13			<10	64%	-9%	14			<10
Asian	86%	13%	1,124	85%	12%	502	88%	15%	1,719	84%	11%	202
Black - Non-Hispanic	71%	-4%	303	72%	-3%	106	62%	-14%	373	66%	-8%	73
Filipino	80%	5%	302	84%	9%	150	74%	-2%	735	83%	9%	110
Hispanic	67%	-15%	5,733	70%	-10%	2,105	70%	-10%	5,132	70%	-7%	954
Pacific Islander	82%	8%	578	76%	1%	241	78%	3%	818	81%	7%	105
White Non-Hispanic	66%	-9%	73	68%	-7%	41	54%	-22%	157	54%	-20%	24
Multiraces	83%	11%	2,531	78%	4%	939	81%	7%	2,670	77%	4%	501
Female	76%	4%	5,750	77%	5%	2,257	75%	-2%	7,098	76%	6%	1,450
Male	72%	-4%	4,749	73%	-4%	1,813	77%	2%	4,499	70%	-5%	511
Non-binary	77%	2%	56	62%	-14%	13	70%	-5%	37			<10
Unknown	78%	4%	519	74%	-1%	195	74%	-1%	393	66%	-8%	70
Low Income	70%	-6%	2,458	74%	-2%	938	70%	-7%	2,846	72%	-2%	577
Not Low income	76%	6%	8,616	75%	2%	3,340	77%	7%	9,181	75%	2%	1,459

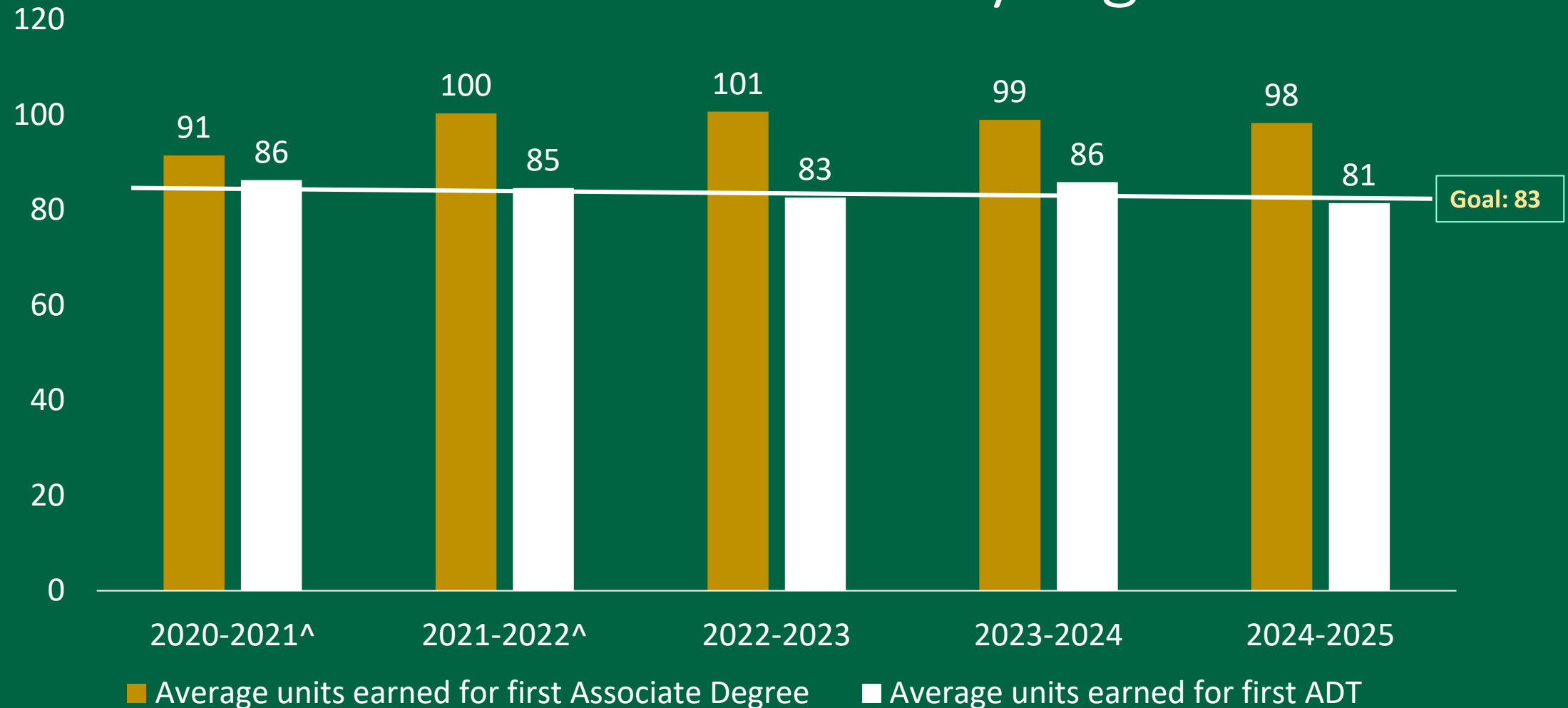
 = statistically significant differences

Student Completion: degrees & certificates



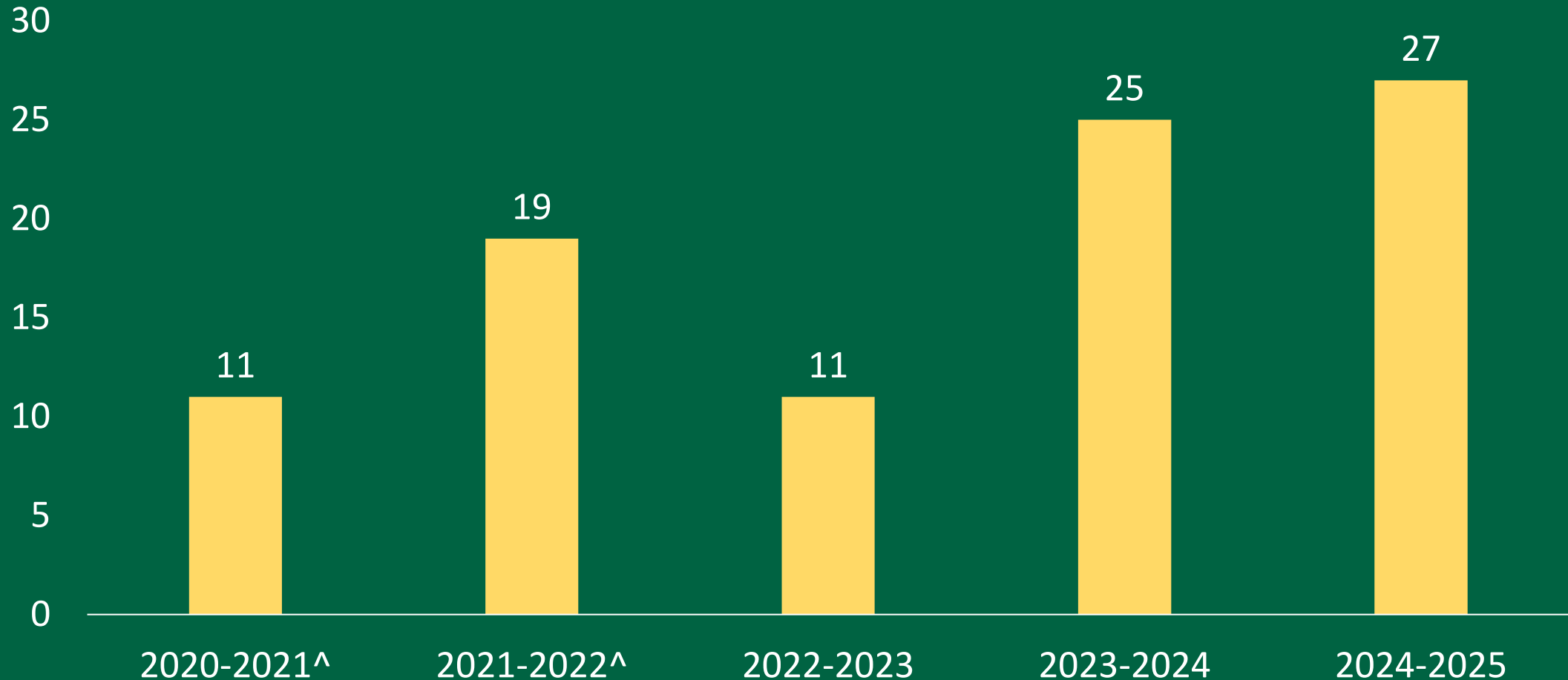
[^] indicates years affected by the COVID-19 pandemic

The average # units earned by associate earners is still stubbornly high overall



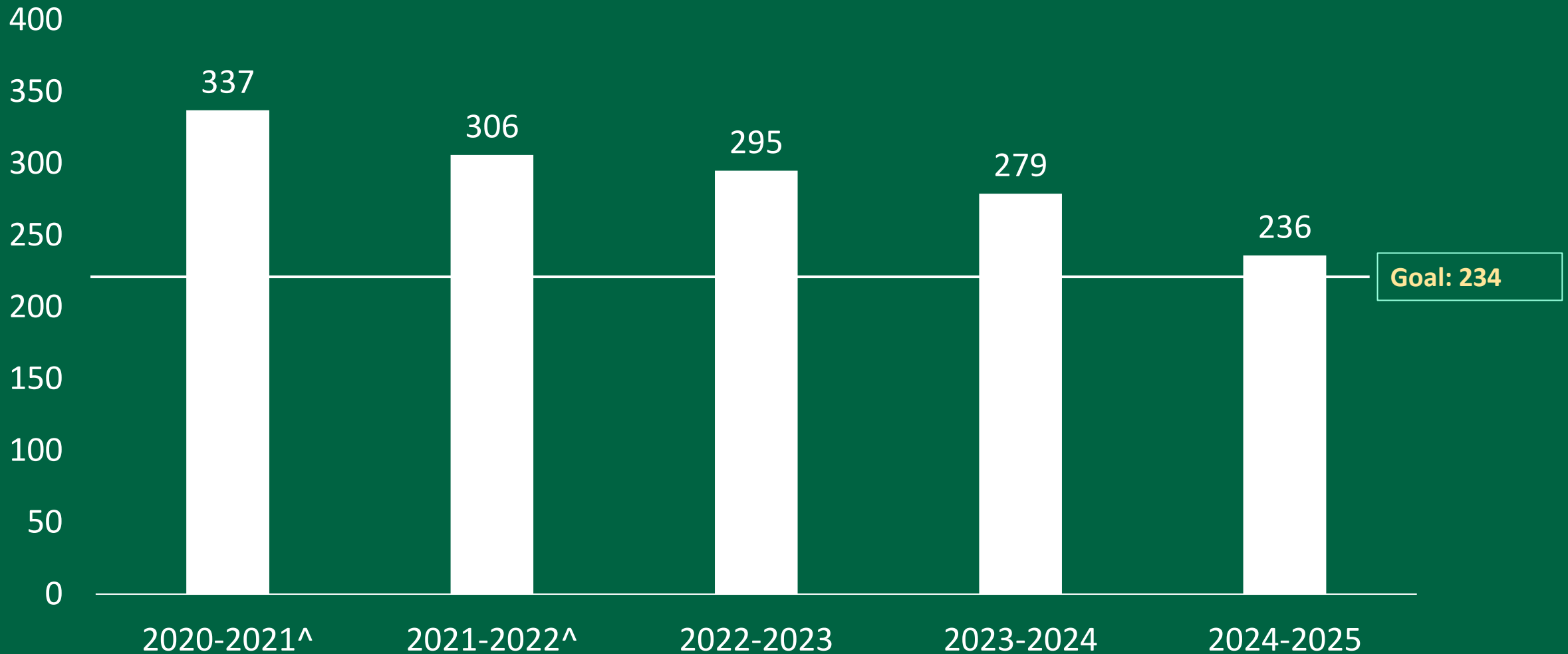
[^] indicates years affected by the COVID-19 pandemic

of students completing degrees 100% online

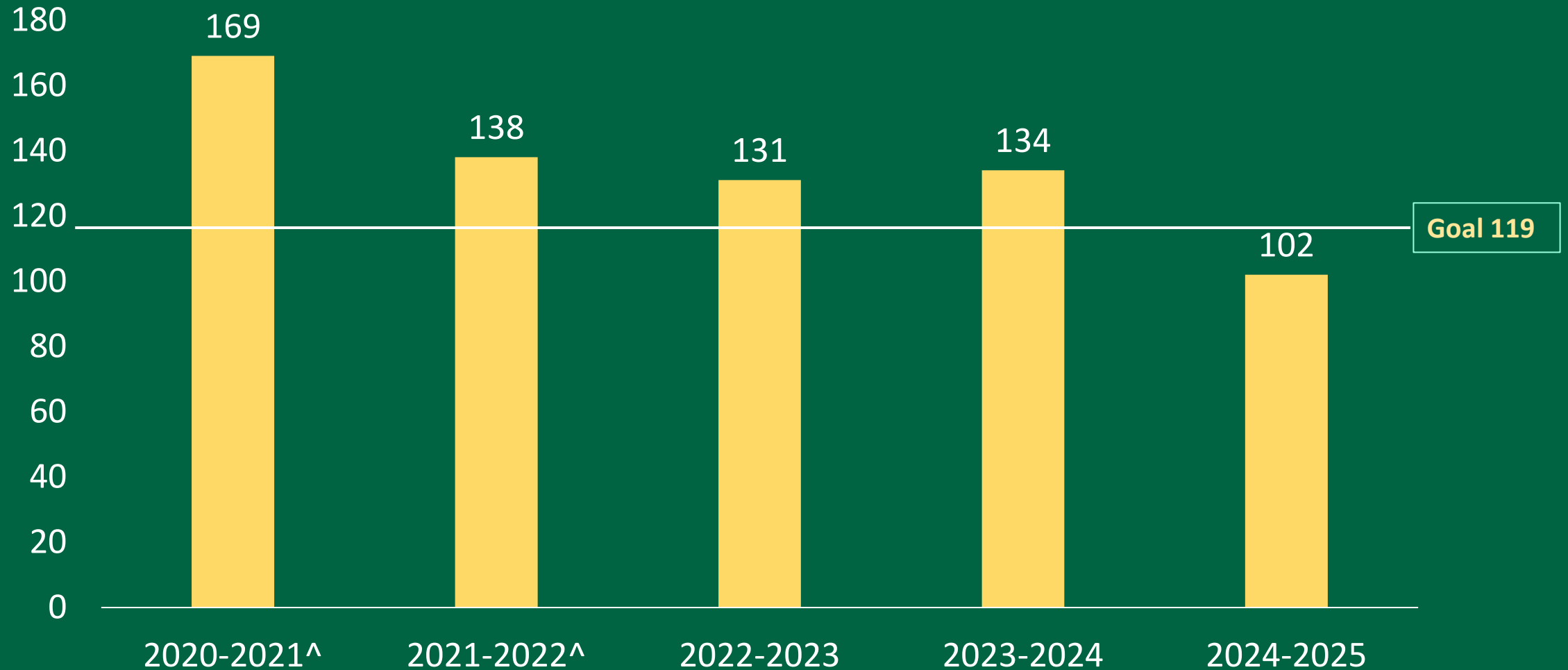


^ indicates years affected by the COVID-19 pandemic

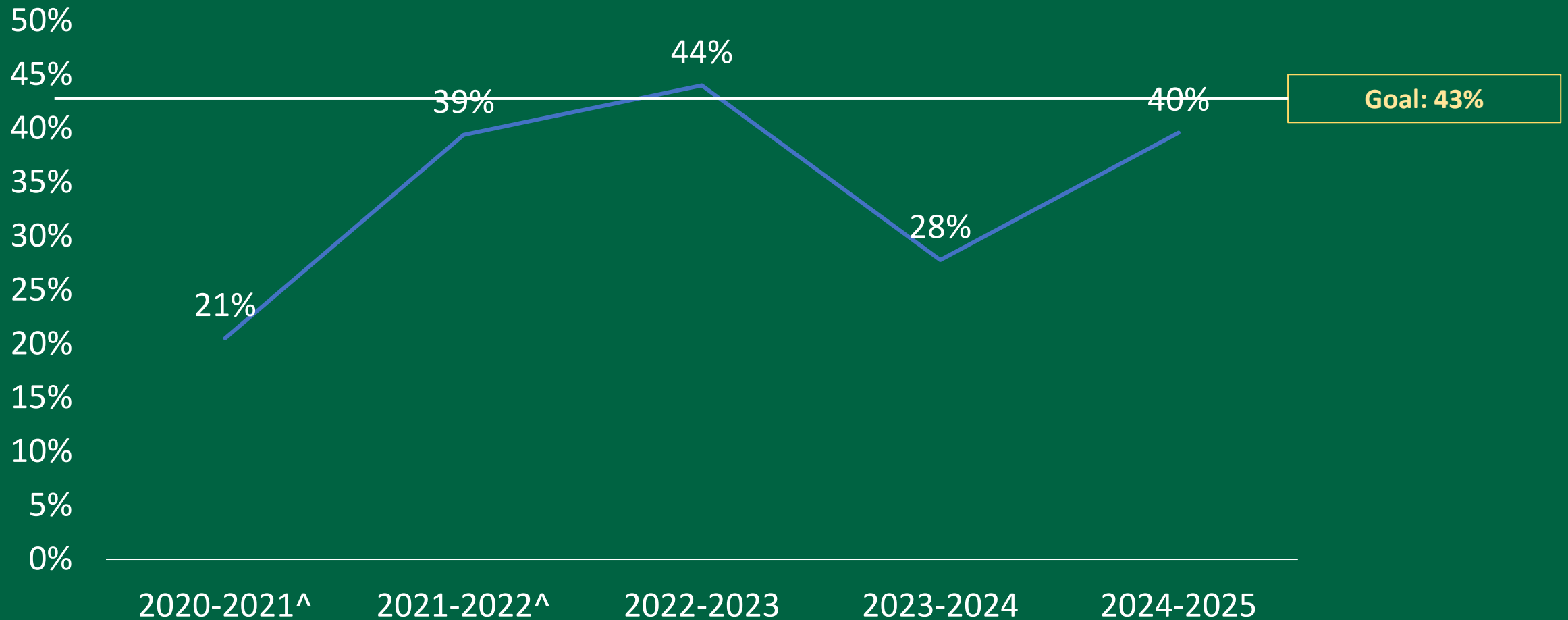
of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer



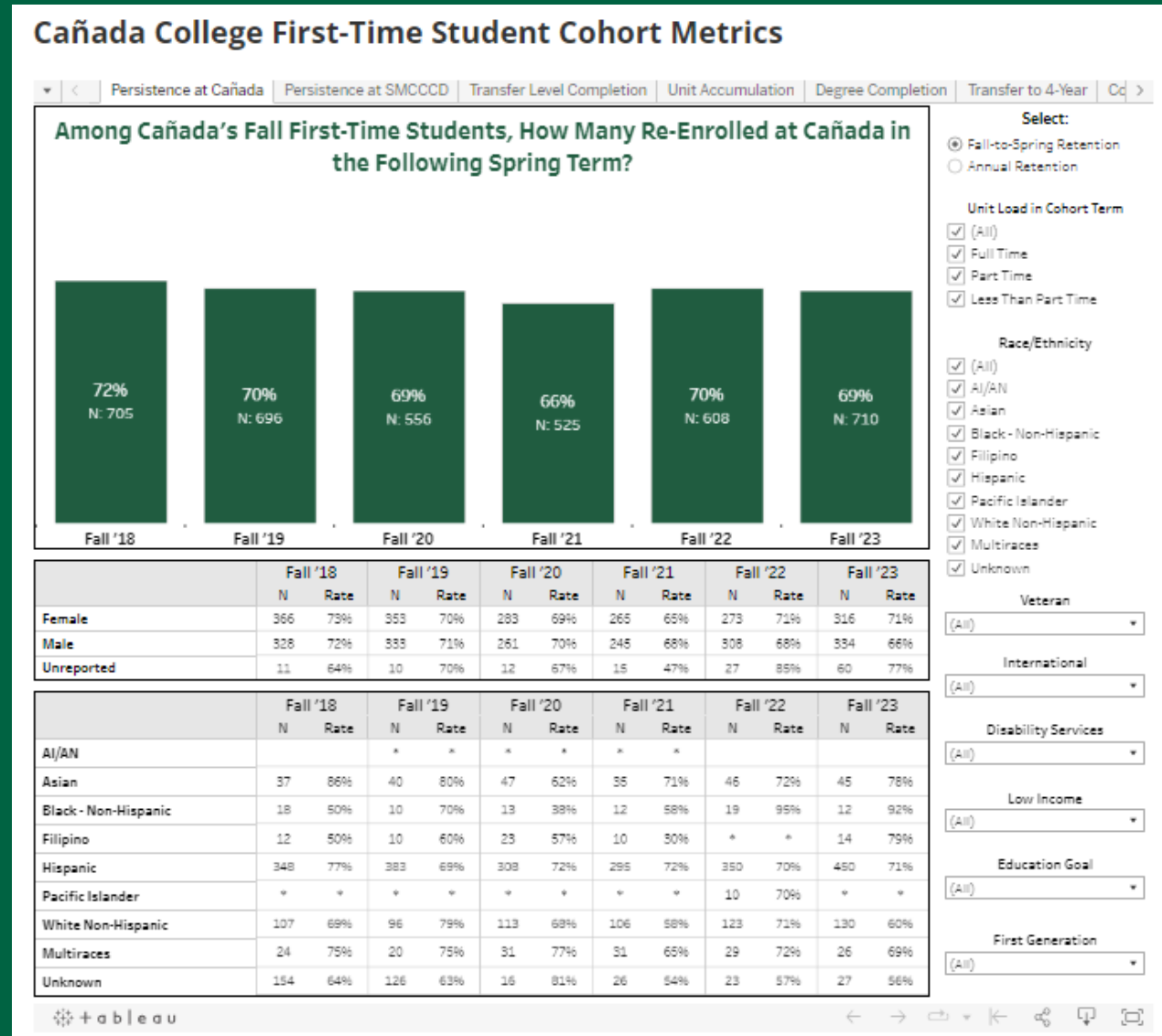
of students who transferred to a four-year institution who took at least 12 units at CAN in the year prior to transfer but who did not earn a degree



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



Additional Resource: First-Time Cohort Dashboard



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

Extra slides

Enrollment Management Metrics



^ indicates years affected by the COVID-19 pandemic