



Student Success Metrics: Progress & Challenges
Analyzing Leading & Lagging Indicators Over Six Years

Why Do These Indicators Matter?

Leading indicators show early trends in student performance, while lagging indicators measure student final outcomes

Summary Leading Indicators Vfs Goal Status as of 2023-24

| Student Population | Persisted from Fall to Spring | Average Number of Degree Applicable Units | Transfer Level Math and English Completion | 30+ Units | Course Withdrawal | Employable Skill Attainment |
|-------------------------------|-------------------------------|---|--|-----------|-------------------|-----------------------------|
| Overall | NOT MET | MET | NOT MET | NOT MET | SURPASSED | NOT MET |
| Black/African American | NOT MET | * | NOT MET | NOT MET | NOT MET | NOT MET |
| Hispanic/LatinX | * | * | * | * | SURPASSED | * |
| Native HI/Other Pac.Islander | * | * | * | * | SURPASSED | NOT MET |
| American Indian/Alaska Native | * | * | * | * | * | SURPASSED |
| Students with Disabilities | * | * | SURPASSED | NOT MET | SURPASSED | SURPASSED |
| First Generation | MET | * | NOT MET | NOT MET | * | * |
| Foster Youth | SURPASSED | * | * | * | NOT MET | NOT MET |
| LGBTQIA+ | NOT MET | * | SURPASSED | * | * | * |
| Veteran | NOT MET | * | * | * | * | * |

Summary Lagging Indicators** Vfs Goal Status as of 2023-24

| Student Population | Degree Completion | Certificate Completion | Transfer to CSU or UC | Unit Accumulation Decrease |
|----------------------------|-------------------|------------------------|-----------------------|----------------------------|
| Overall | SURPASSED | NOT MET | SURPASSED | NOT MET |
| Black/African American | SURPASSED | NOT MET | SURPASSED | * |
| Students with Disabilities | * | * | SURPASSED | NOT MET |
| Foster Youth | * | * | NOT MET | * |
| Veteran | * | * | NOT MET | * |

*Not a Vision for Success disproportionately impacted student group in this indicator

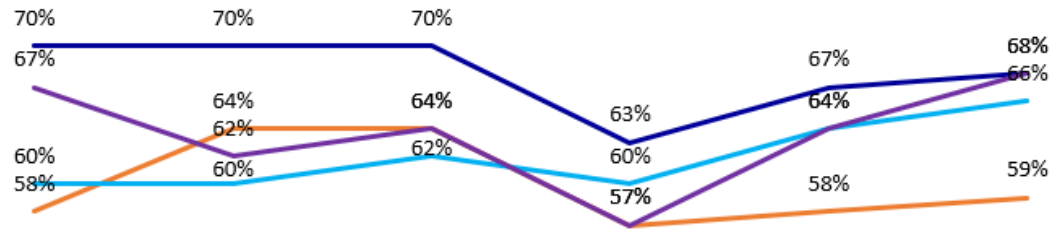
**ECC does not have internal data for lagging indicators: Job in the Field of Study, Annual Earnings, and Living Wage Attainment

LEADING INDICATORS TRENDS

EARLY INDICATORS OF STUDENT SUCCESS

PERSISTED FALL TO SPRING

Persistence from Fall to Spring



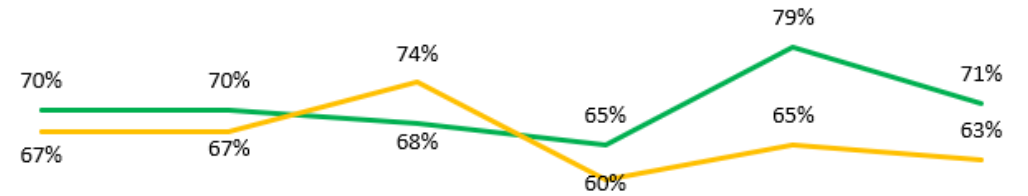
| Student Population | 2022-23 Goal |
|------------------------|--------------|
| Overall | 72% |
| Black/African American | 65% |
| First Generation | 66% |
| LGBTQIA+ | 70% |

2018-19 2019-20 2020-21 2021-22 2022-23 2023-24

— Overall — Black/African American — First Generation — LGBTQIA+

- Groups **dipped in 2021-22** but **showed steady recovery** after.
- **Only First Generation students met 2022-23 goal** compared to 2023-24 data point.

Persistence from Fall to Spring



| Student Population | 2022-23 Goal |
|--------------------|--------------|
| Foster Youth | 64% |
| Veteran | 70% |

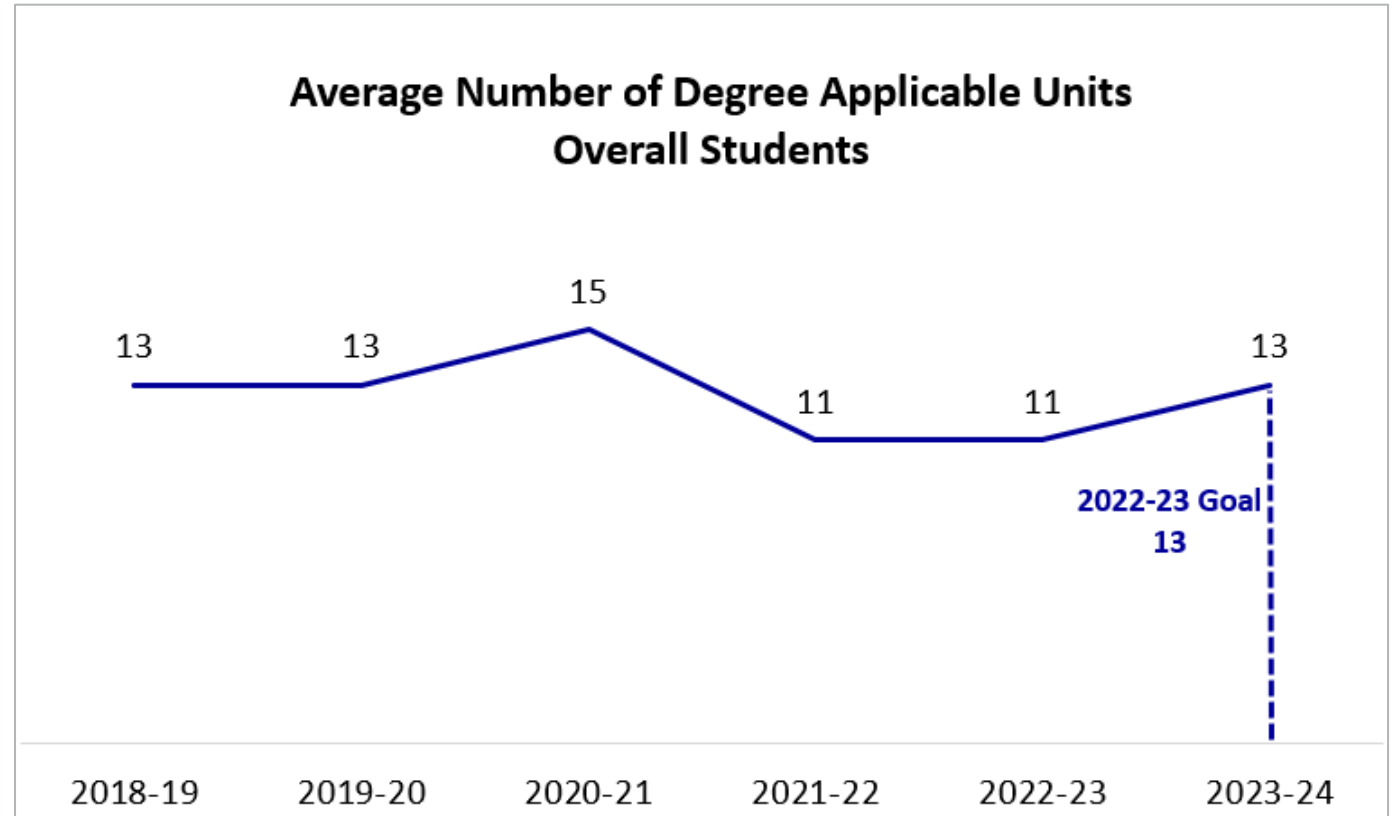
2018-19 2019-20 2020-21 2021-22 2022-23 2023-24

— Foster Youth Students — Veteran Students

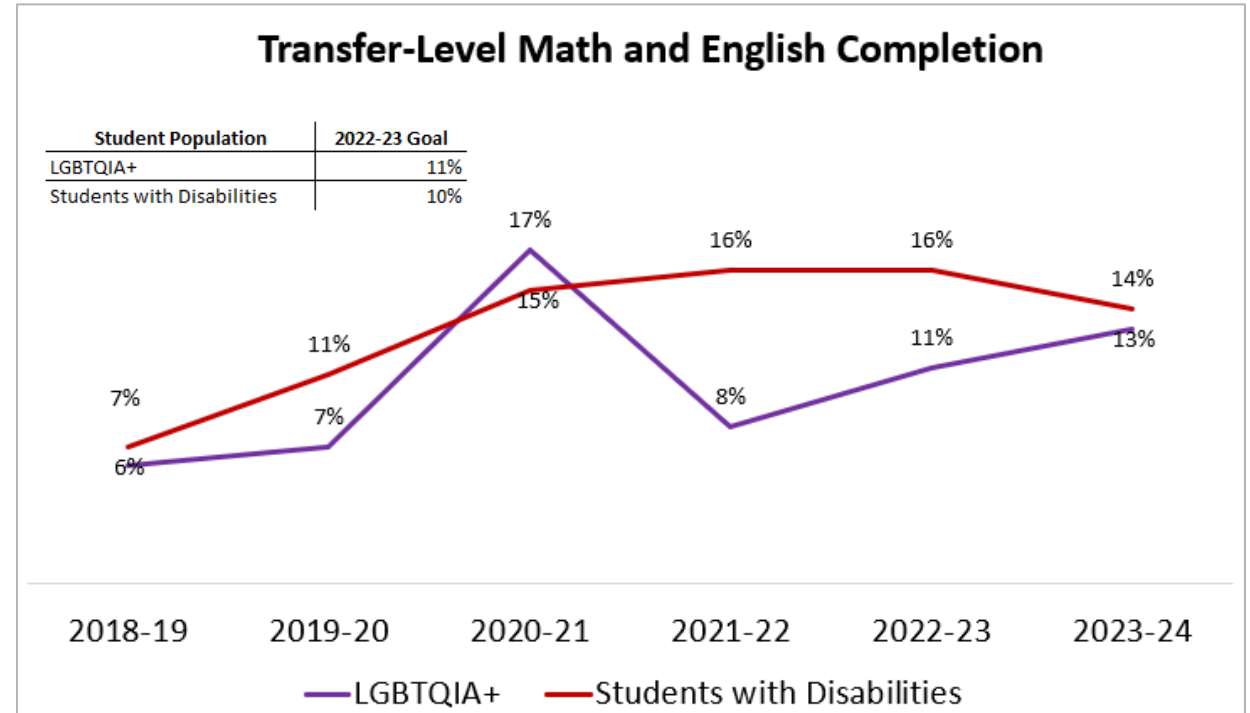
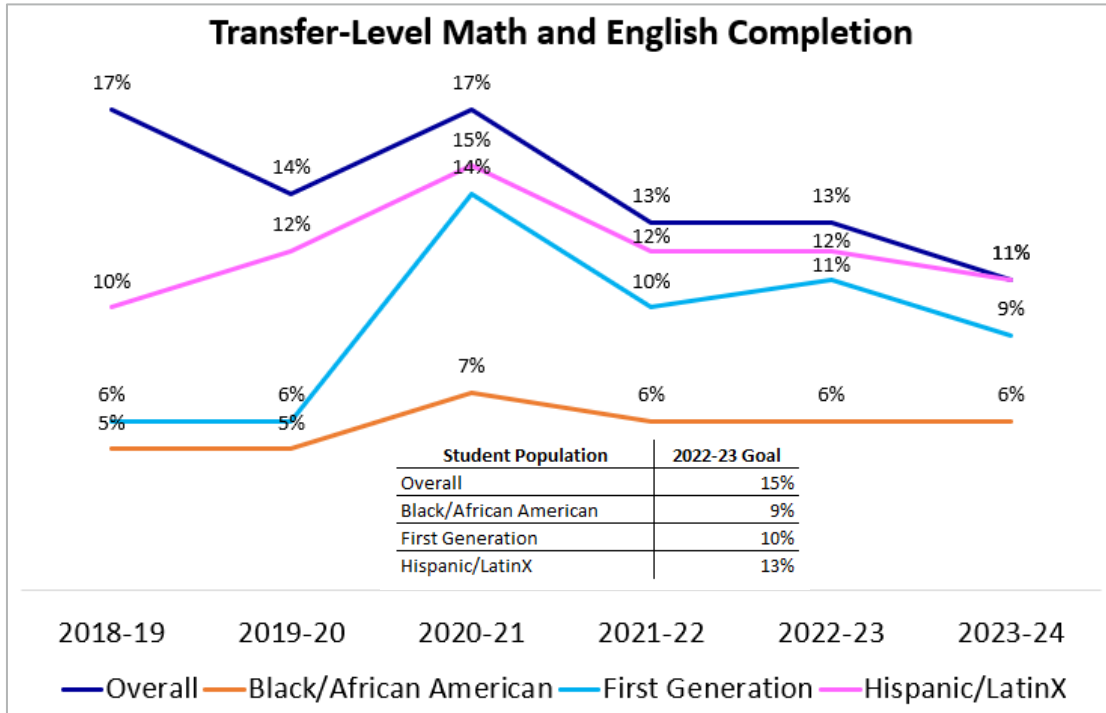
- **Foster Youth** students continue to **perform above target**.
- **Veteran students fluctuated significantly** and **did not meet 2022-23 goal** in 2023-24.

AVERAGE NUMBER OF DEGREE APPLICABLE UNITS STUDENTS EARNED DURING FIRST YEAR

- **15 units in 2020-21**, an increase compared to previous years.
- **Decline to 11 units** in the next two years, aligned with **COVID-19 challenges**.
- **Uptick to 13 units in 2023-24**: recovery trend, meeting **2022-23 goal**.



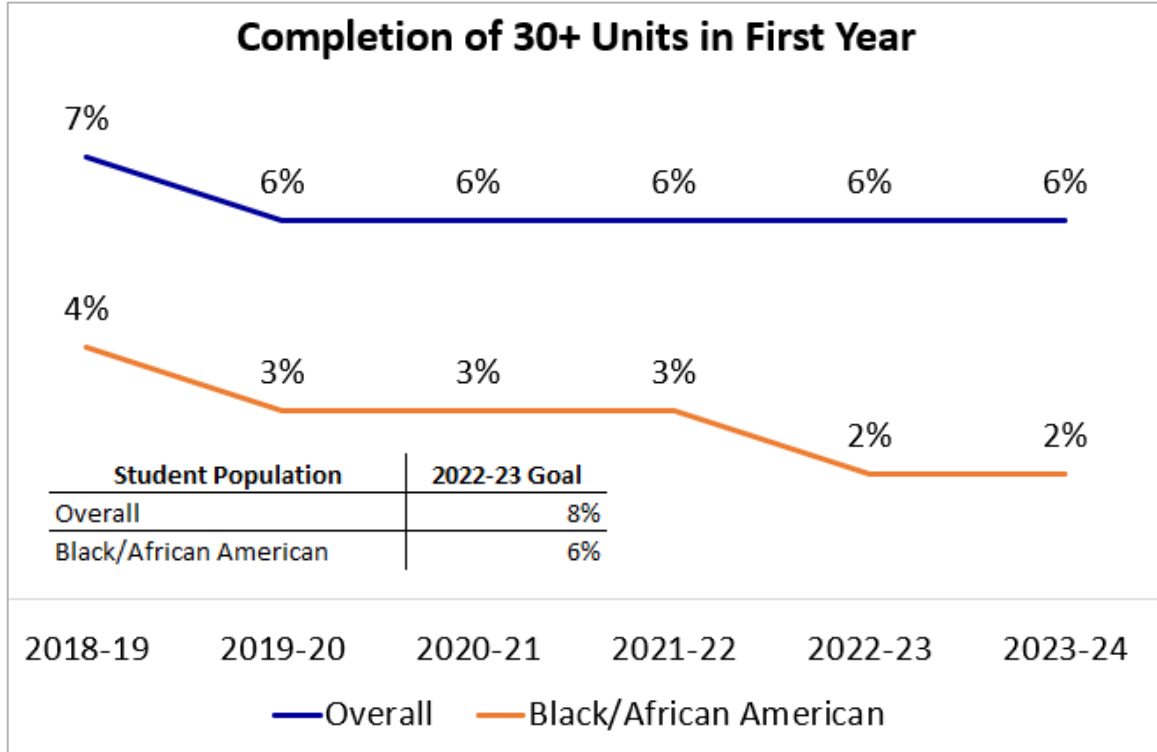
TRANSFER-LEVEL MATH & ENGLISH COMPLETION



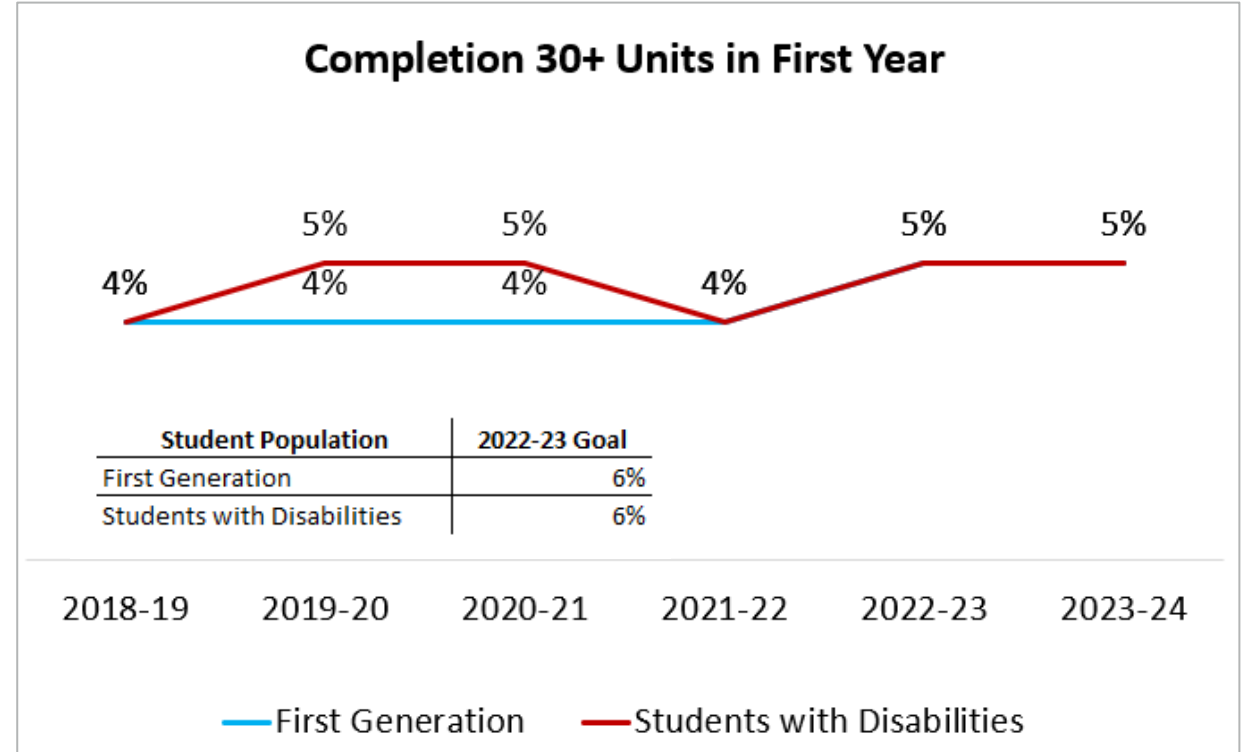
- Student groups that **did not meet their goals** and **are trending downward**

- LGBTQIA+ students' **22-23 recovery: interventions** introduced in 2021-22 **were effective.**
- **Students with disabilities: strong and steady progress**

30+ UNIT COMPLETION

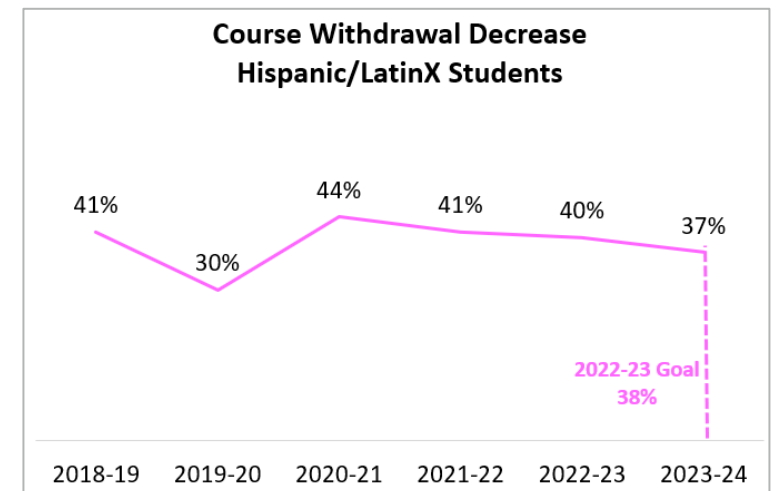
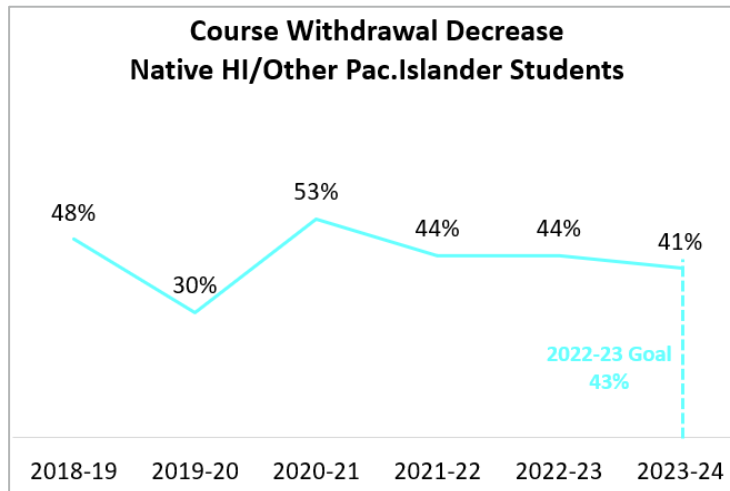
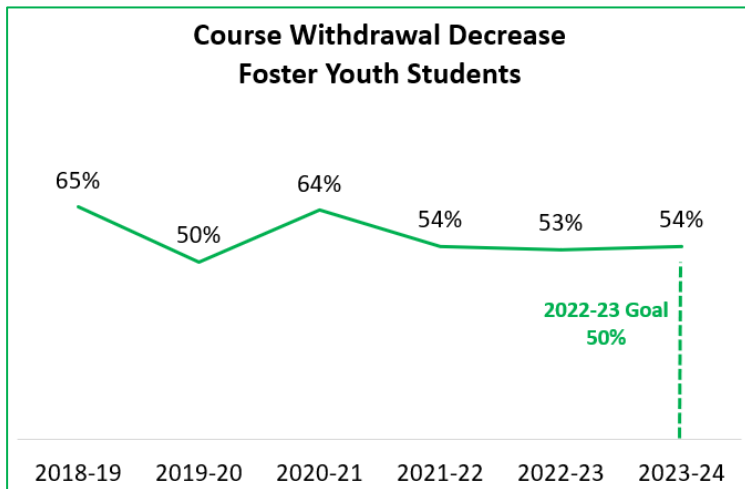
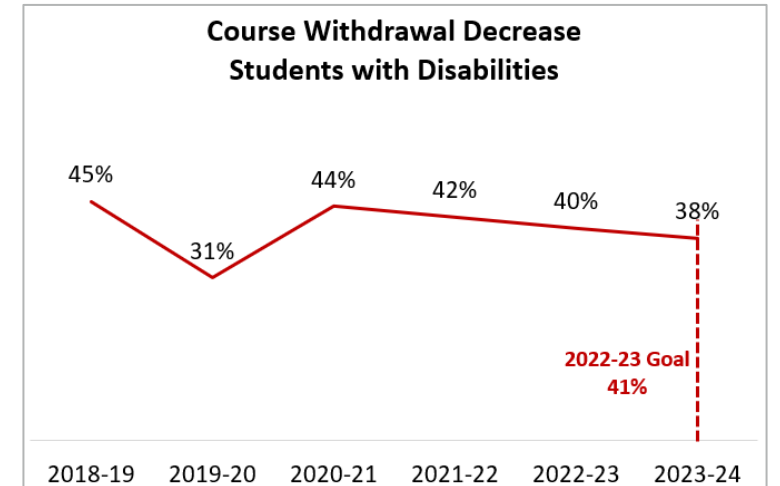
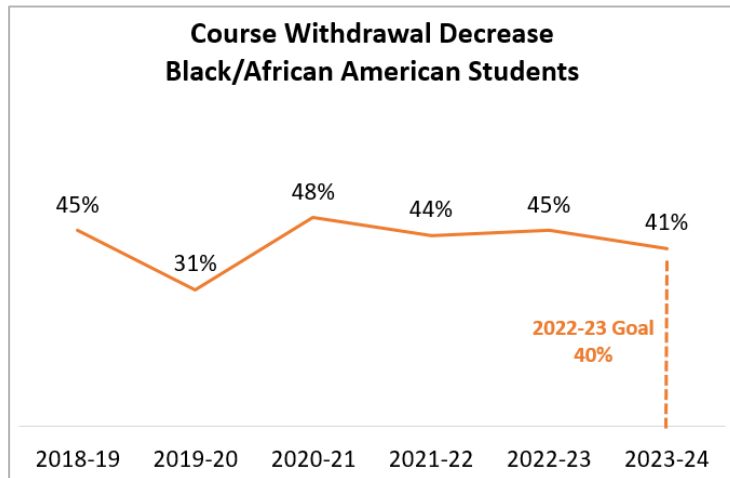
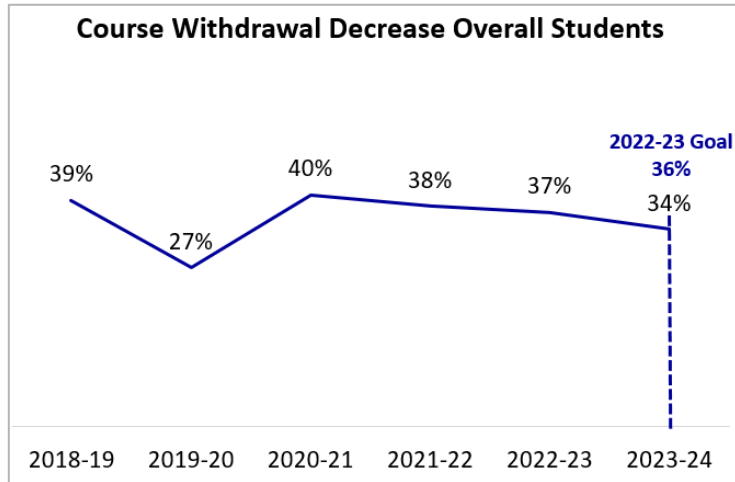


- **Overall and Black/African American** remained **below their goals**, with **little to no improvement over time**.



- **Students with disabilities and First-Generation** students show **small gains or stability**; still not meeting their goals.

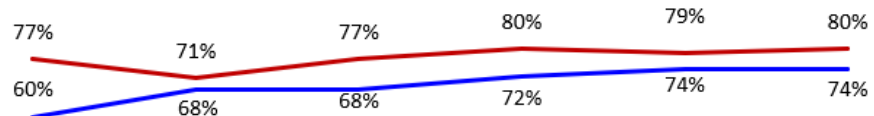
COURSE WITHDRAWAL DECREASE



- Student populations exceeded the 22-23 target (except for Black/African American) and show positive downward trends.
- Foster Youth students: some improvement is evident, but withdrawal rates remain flat and high.

ATTAINMENT OF EMPLOYABLE SKILLS

Students Completing One CE Course Designed to Teach Employable Skills

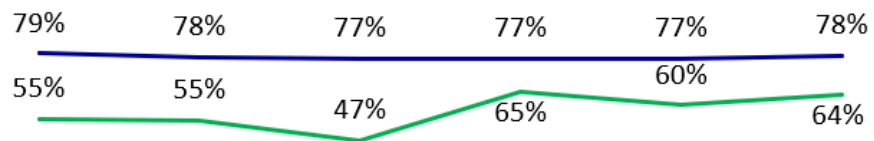


| Student Population | 2022-23 Goal |
|-------------------------------|--------------|
| American Indian/Alaska Native | 72% |
| Students with Disabilities | 80% |

2018-19 2019-20 2020-21 2021-22 2022-23 2023-24

— American Indian or Alaska Native — Students with Disabilities

Students Completing One CE Course Designed to Teach Employable Skills



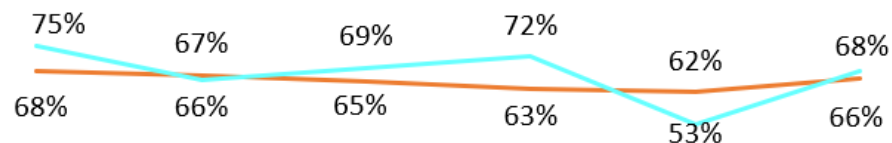
| Student Population | 2022-23 Goal |
|--------------------|--------------|
| Overall | 83% |
| Foster Youth | 69% |

2018-19 2019-20 2020-21 2021-22 2022-23 2023-24

— Overall — Foster Youth

- **Strong upward trends in attaining employable skills, exceeding or reaching the goal.**

Completing One CE Course Designed to Teach Employable Skills



| Student Population | 2022-23 Goal |
|----------------------------------|--------------|
| Black or African American | 76% |
| Native HI/Other Pacific Islander | 79% |

2018-19 2019-20 2020-21 2021-22 2022-23 2023-24

— Black or African American — Native HI/Other Pacific Islander

- **Show decline in attaining employable skills and did not meet the 22-23 goal.**

- **Students overall have not made substantial progress over time.**
- **Foster Youth students: Trend fluctuates with inconsistent gains.**
- **Both groups below targets.**

Recommendations Leading Indicators

Fall to Spring Persistence

- Sustain high-touch support for Foster Youth.
- Implement peer mentoring, coaching, and financial aid for Veterans.

Transfer-Level Math & English Completion

- Expand co-requisite support and tutoring services.
- Apply effective interventions from LGBTQIA+ and students with disabilities to other groups.

Course Withdrawal Decrease

- Maintain effective strategies that reduced withdrawal rates.
- Enhance retention-focused initiatives for Foster Youth (advising, financial aid).

Average Number of Degree-Applicable Units Earned in First Year

- Encourage full course loads through structured scheduling and proactive advising.

Completion of 30+ Units in First Year

- Develop incentives (priority registration, book vouchers) for 30+ unit completion.
- Prioritize outreach to Black/African American students.

Attainment of Employable Skills

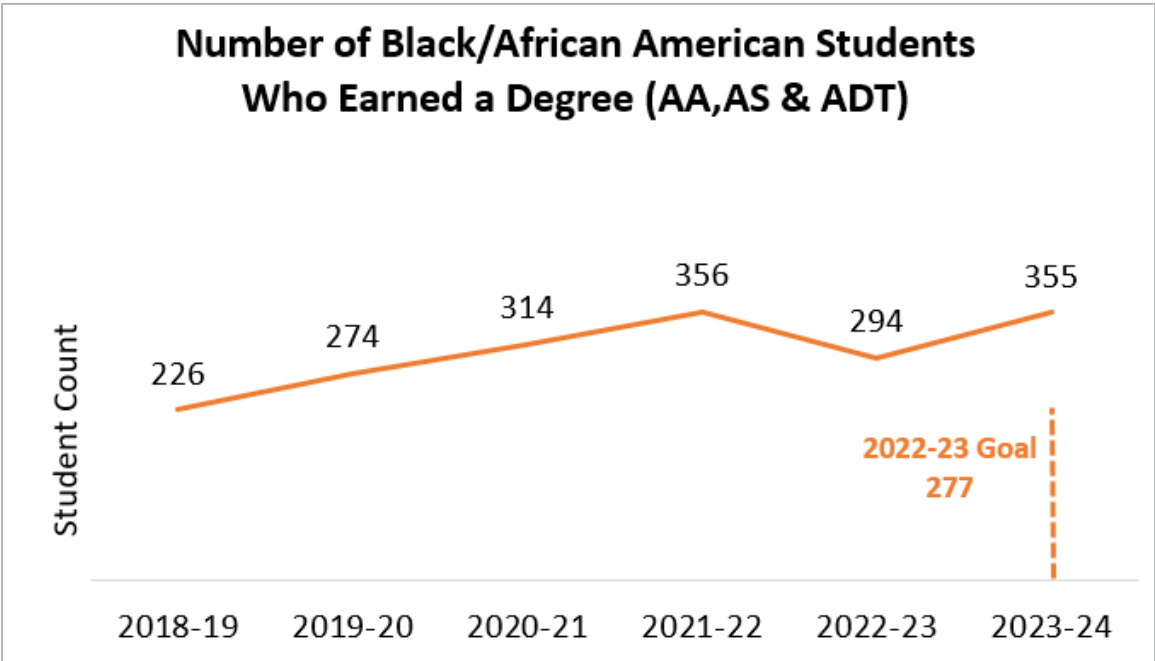
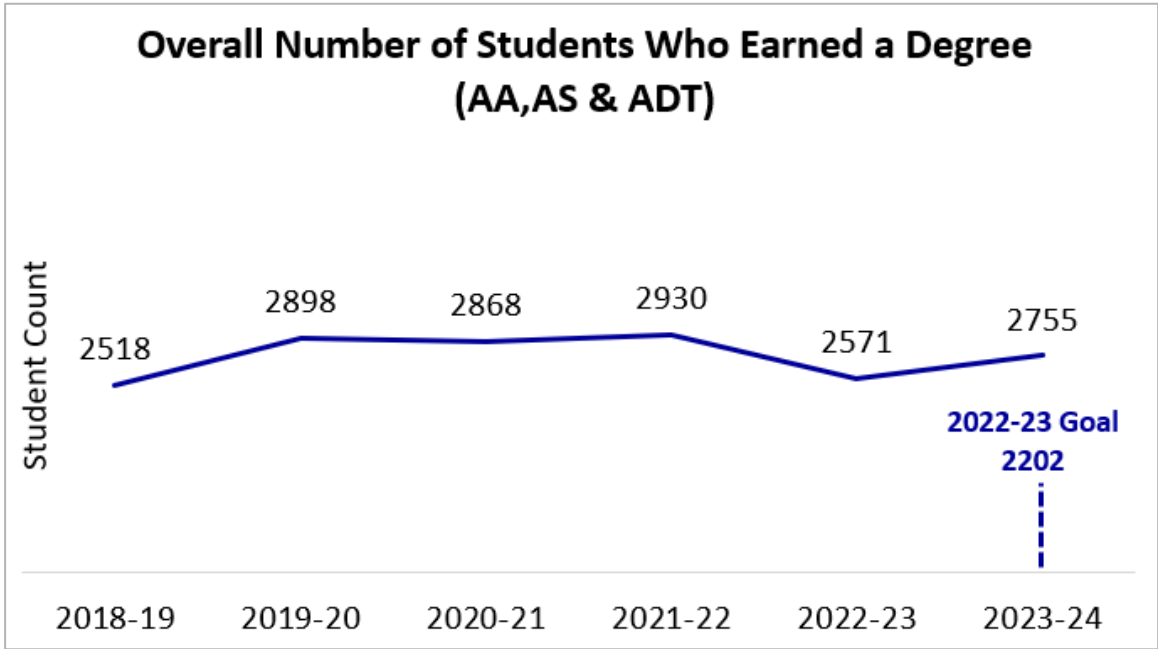
- Strengthen career services and industry partnerships for underperforming groups.
- Expand mentorship and work-based learning opportunities.

LAGGING INDICATORS TRENDS

FINAL OUTCOMES OF STUDENT SUCCESS EFFORTS



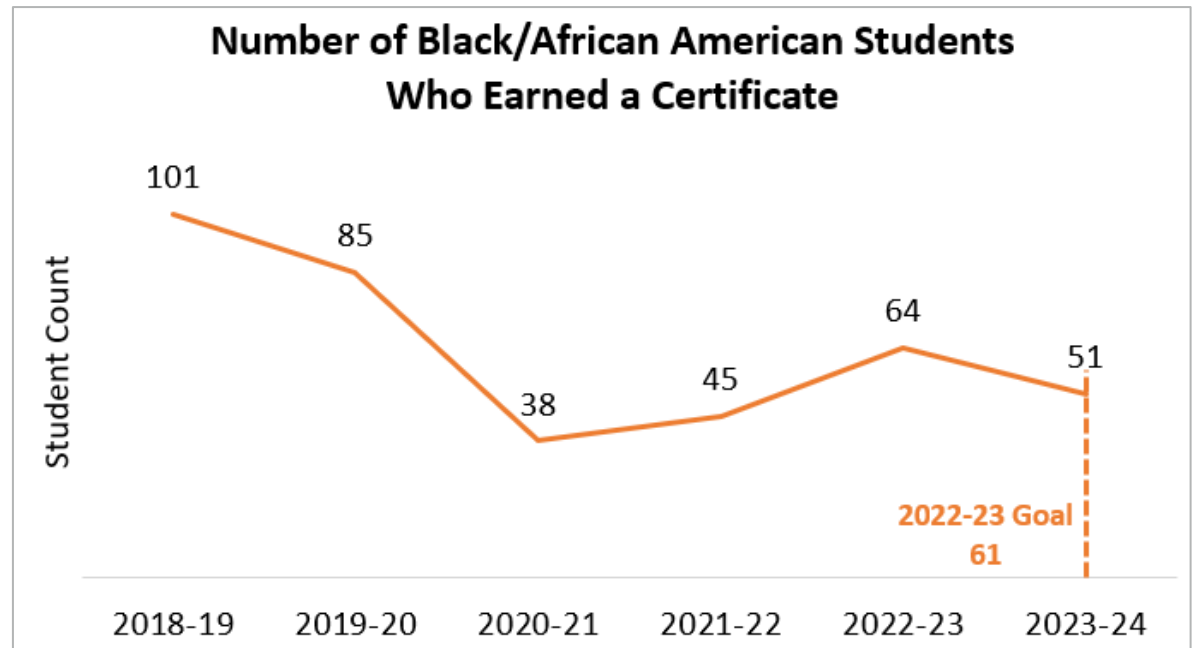
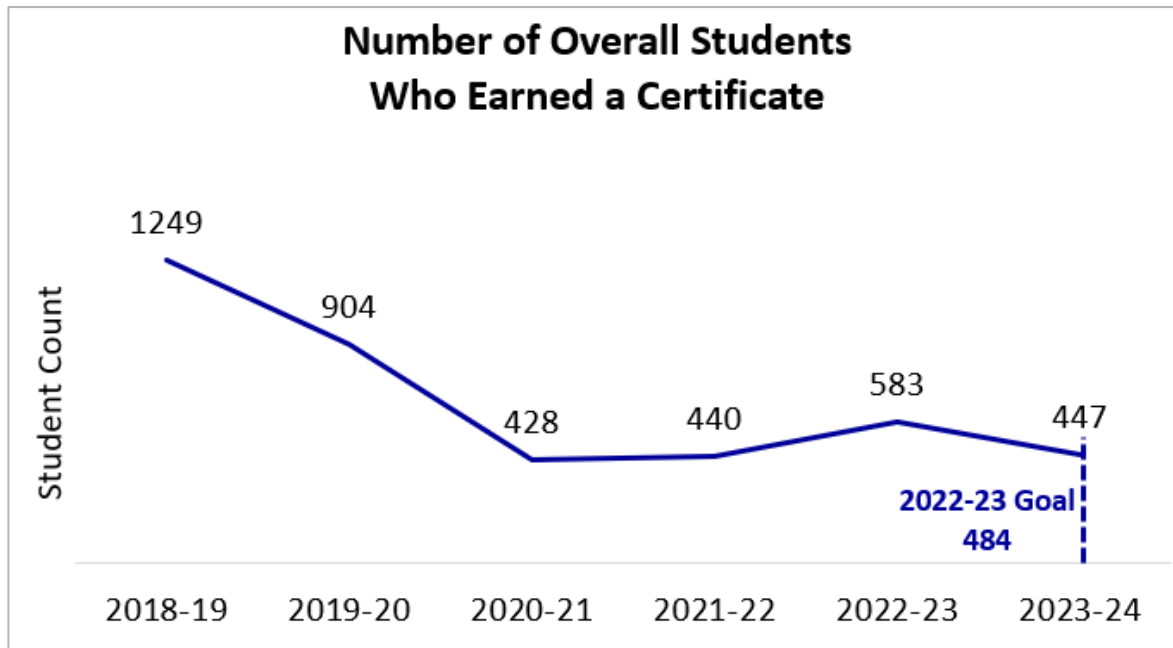
DEGREE COMPLETION



- Overall and Black/African American degree completion recovered after a temporary drop in 2022-23.

CERTIFICATE COMPLETION

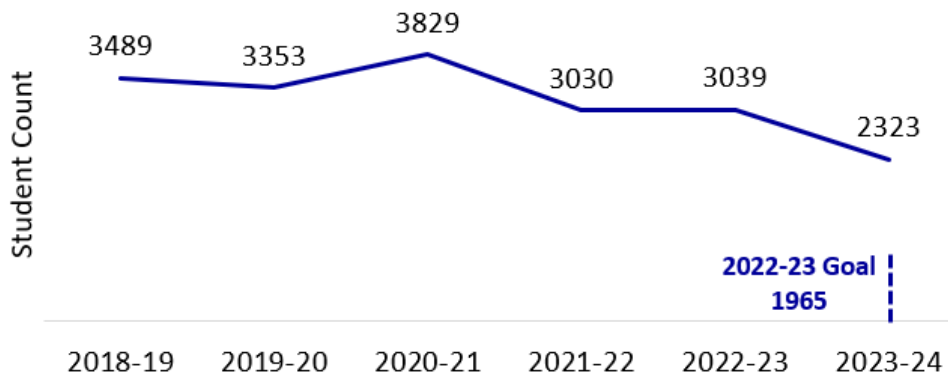
- Policy change caused decline (2018-19 to 2019-20).
- IGETC/CSU Transfer Certificate became unnecessary as GE completion is now on transcripts.
- Fewer students earn certificates due to this automatic transcript update.



- Lower completion rates after 2019-20 suggest **other factors may be limiting student engagement with certificate programs**, particularly among **Black/African American students**.

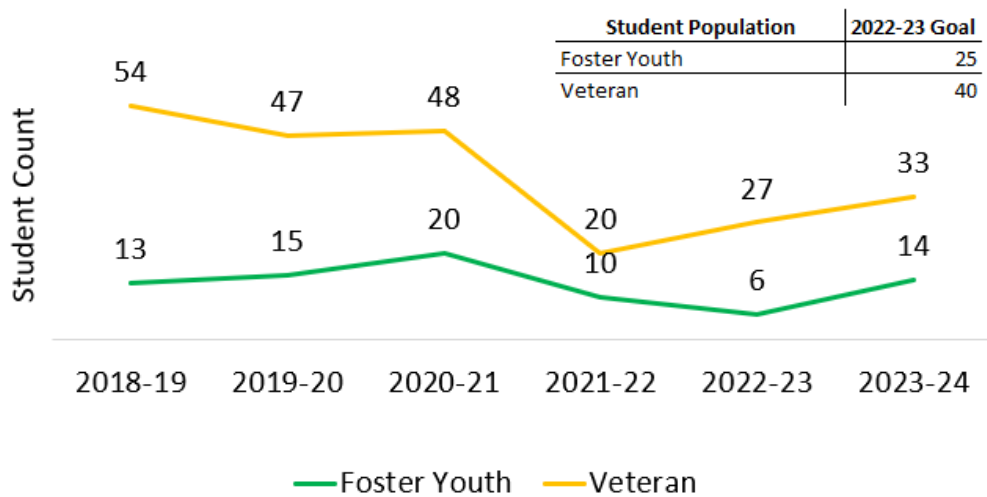
TRANSFER TO UC/CSU

Number of Overall Students Who Transferred to UC or CSU



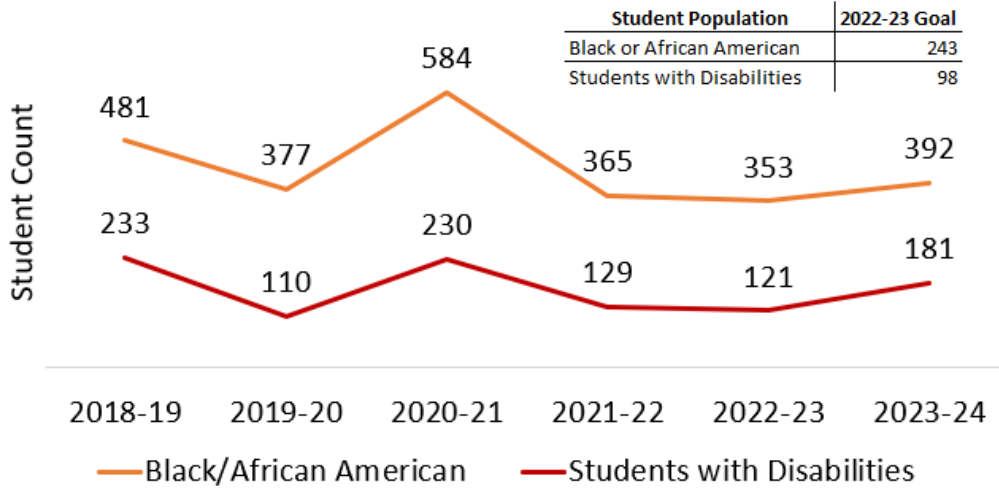
- Transfer numbers for overall students peaked in **2020-21** but have since **declined sharply**.

Students Who Transferred to UC or CSU



- **Improvements made in 2023-24.**
- Both groups remain **below transfer targets.**

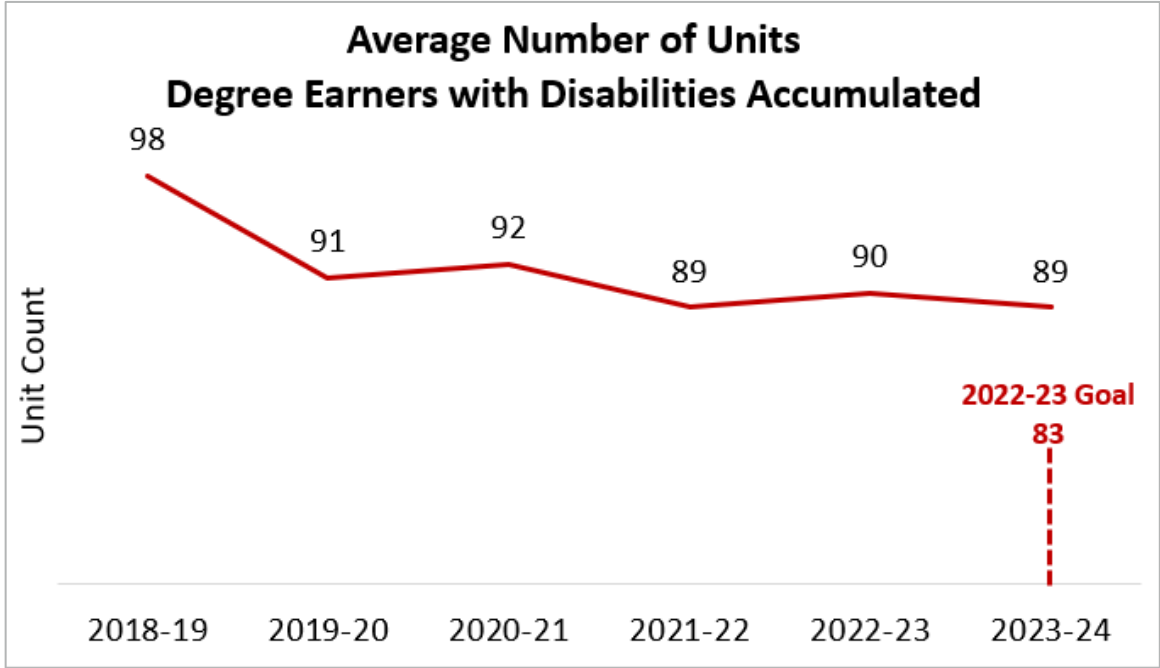
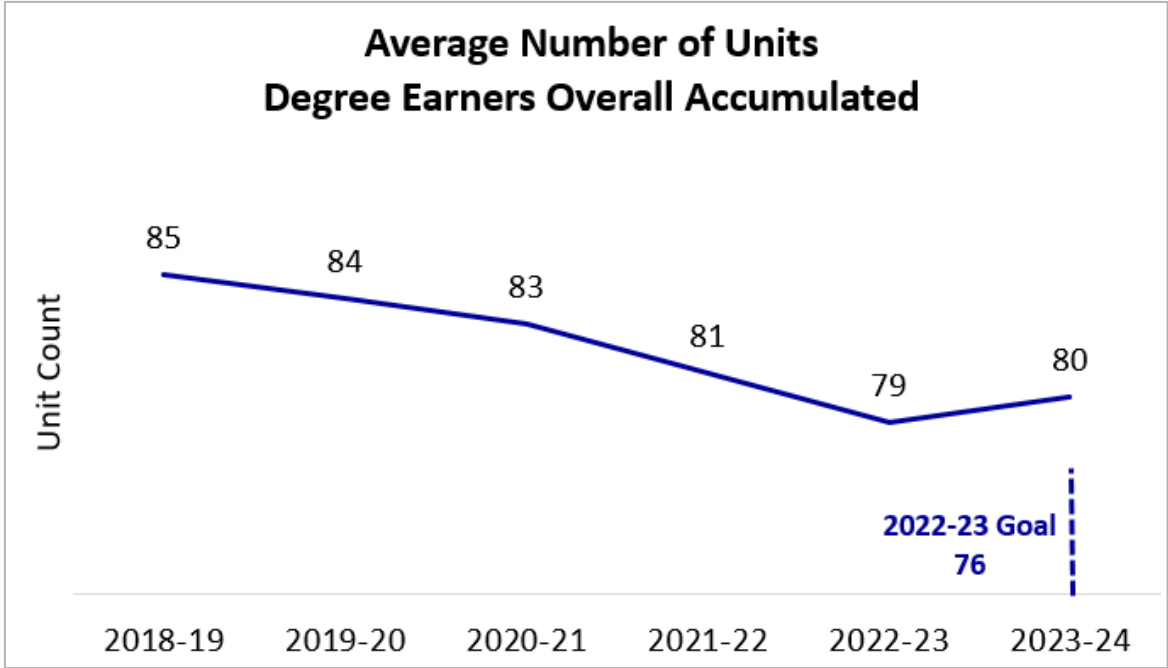
Students Who Transferred to UC or CSU



- Both groups **exceeded transfer goals** in 2023-24.
- Despite **long-term fluctuations**, both groups have **shown resilience and steady improvement** in recent years.



UNIT ACCUMULATION DECREASE



- Units accumulated: **gradually decreasing over time** for **both groups**.
- **Challenges remain** in meeting goals.

Recommendations Lagging Indicators

Degree Completion

- Sustain successful interventions (degree audits, case-managed advising).
- Support Black/African American students in maintaining gains.

Transfers to UC/CSU

- Enhance transfer support and streamline pathways to 4-year institutions.
- Prioritize Foster Youth and Veterans in outreach efforts.

Certificate Completion

- Assess student interest and awareness of certificates.
- Develop alternative career-ready credential pathways.

Unit Accumulation Decrease

- Promote awareness of excess unit accumulation.
- Optimize unit efficiency, focusing on students with disabilities.



Thank you!
Questions?