

*Measures with an asterisk come from the Student Success Metrics [dashboard](#) provided by Cal-PASS Plus or the [CO dashboard](#)

^ Goal aligned with Chancellor's Office [Vision for Success](#) to contribute to a 20% increase in completions and 35% increase in transfers. The college also has set standards for a sub-set of measures, which are noted in the metric title if applicable. Standards are thresholds not to dip below, and if that occurs, it will trigger immediate action.

Achievement Measure	2016-17	2017-18	2018-19	2019-20	2020-21	AVG	AVG + %	2023-24 Goal
* Successful Enrollment (Student Count) <i>Guided Pathway North Star, Equity</i>	34% 3,175	34% 2,904	32% 2,527	43% 4,776	...	36% 3,346	38% 3,513	45%
Number of Dual Enrollment Students	1,114	1,150	1,391	1,932	1,643	1,446	1,518	1,518
Student Readiness Rate (Core Service Completion)	54.7%	72.3%	67.4%	65%	68%	100%
* All Students' Fall-to-Spring Persistence Rate (student count) <i>Guided Pathway North Star, Equity</i>	58% 3,747	54% 3,652	56% 3,930	58% 2,349	63% 2,945	57% 3,420	60% 3,590	60% 3,590
First-Time Full-Time Students Returning after 1 Year (student count)- <i>Guided Pathway North Star</i>	56% 231	60% 230	62% 236	74% 206	...	63% 226	66% 237	66% 237
* Course Success Rate, Equity (Institution-Set Standard = 62.6%; grades)	68% 26,032	68% 24,477	69% 22,016	70% 16,419	70% 16,546	69% 21,098	72% 22,153	74% 26,108
In-person Course Success Rate (successful enrollment count)	69% 23,978	69% 21,860	70% 23,528	π	73% 7,318	70% 19,171	74% 20,130	74% 23,256
Distance Ed. Course Success Rate (successful enrollment count)	61% 3,337	63% 4,066	66% 5,761	π	67% 9,228	64% 5,598	67% 5,878	67% 4,335
* Completion of Transfer-Level English in First Year (students), SCFF	34% 261	37% 275	46% 277	44% 268	...	40% 270	48% 324	48% ^{VS} 324
* Completion of Transfer-Level Math in First Year (students), SCFF	10% 81	11% 69	13% 75	26% 101	...	15% 82	18% 98	18% ^{VS} 98
Average Units Completed per Academic Year- Part-Time (Average units attempted)	7.1 8.2	7.0 8.1	7.0 8.1	7.4 8.5	7.3 8.4	7.1 8.3	7.5 8.3	7.5
Average Units Completed per Academic Year- Full-Time (Average units attempted)	24.4 26.2	24.6 26.5	24.6 26.8	25.1 27.0	25.9 27.3	24.9 26.7	26.2 26.7	26.2
* Associate Degrees Awarded (Institution-Set Stand. = 264 Degrees), SCFF	315	437	454	332	456	399	419	466 ^{VS}
* Average Units Acquired per Associate Degree	92	91	π	90	...	91	86	79 ^{VS}
* Associate Degrees for Transfer (ADT) Awarded (Institution-Set Stand. = 264 Degrees), SCFF	172	198	227	143	184	185	222	211 ^{VS}
* Average Units Acquired per ADT	86	87	π	91	...	88	84	79 ^{VS}
* Certificates Awarded (Institution-Set Stand. = 20 Certificates), SCFF	178	104	213	29	15	108	113	133
Number of Transfers (Institution-Set Stand. = 329 Transfers) [†] , SCFF	π	π	388	344	...	366	494	494 ^{VS}
* Students Completing 9+ CTE Units , SCFF	534	554	556	442	...	522	626	590 ^{VS}
* CTE Students Employed in Their Field of Study (years displayed are 2014-15 to 2017-18), SCFF	55% 47	63% 45	62% 42	66% 41	...	62% 44	74% 53	69% ^{VS}

"..." indicates the data is not yet available; SCFF stands for Student-Centered Funding Formula; [†]Core Planning Team recommended updating the standard to 329 based upon data from 2018-19 to 2019-20 with a 10% decline. ^π Data are not interpretable because of transition from El Camino or COVID-19.

Equity Breakdown

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
*Successful Enrollment (Number of successful enrollment students) <i>Guided Pathway North Star, Equity</i>	34% 3,175	34% 2,904	32% 2,527	43% 4,776	...	45%
Gender						
Male	36% 1,175	39% 1,153	33% 916	43% 1,690	...	
Female	34% 1,988	33% 1,744	32% 1,574	44% 3,030	...	
Ethnicity						
Asian	38% 50	28% 41	16% 40	38% 111	...	
Black or African American	30% 1,092	30% 951	28% 726	41% 1,093	...	
Latinx	37% 1,481	41% 1,400	37% 1,208	51% 2,548	...	
White	34% 55	27% 61	26% 54	10% 88	...	
Filipino	34% 42	37% 42	38% 41	48% 100	...	
Pacific Islander or Hawaiian Native	35% 26	18% 16	*	45% 34	...	
Two or More Races	33% 390	32% 374	31% 336	43% 386	...	
Unknown/Non-Respondent	25% 22	*	19% 74	38% 375	...	
Multiple Values Reported	60% 12	*	43% 35	***		
All Masked Values	19% 5	16% 19	20% 13	42% 41	...	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Number of Dual Enrollment Students	1,114	1,150	1,391	1,986	1,634	1,518
Gender						
Male				730 37%	600 37%	
Female				1,224 62%	1,014 62%	
Ethnicity						
American Indian /Alaskan Native Asian				*	*	
Asian				140 7%	137 8%	
Black or African American				159 8%	125 7%	
Latinx				1,521 77%	1,271 78%	
Native Hawaiian or Pacific Islander				15 1%	9 1%	
White				29 2%	24 2%	
Two or More				33	29	

				2%	2%	
Unknown/ Non-respondent				85 4%	37 2%	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
All Students' Fall-to-Spring Persistence Rate (Number of students persisting from fall to spring) <i>Guided Pathway North Star</i>	58% 3,747	54% 3,652	56% 3,930	58% 2,349	...	60% 3,590
Gender						
Male	56% 1,253	52% 1,131	52% 987	56% 790	...	
Female	59% 2,308	56% 2,057	56% 1,831	60% 1,541	...	
Ethnicity						
American Indian /Alaskan Native Asian	*	*	*	*	...	
Asian	43% 72	40% 68	49% 75	51% 37	...	
Black or African American	50% 916	49% 781	49% 634	59% 543	...	
Latinx	63% 2,305	58% 2,098	58% 1,878	60% 1,502	...	
Filipino	51% 64	57% 71	62% 76	54% 36	...	
Native Hawaiian or Pacific Islander	55% 21	39% 13	36% 10	*	...	
White	38% 62	36% 59	42% 65	53% 29	...	
Two or More	59% 107	51% 90	46% 74	70% 49	...	
Unknown/ Non-respondent	*	*	*	*	...	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
First-Time Full-Time Students Returning after 1 Year (student count)- <i>Guided Pathway North Star</i>	5% 231	60% 230	62% 236	74% 206	...	66% 237
Gender						
Male				59% 90	...	
Female				93% 112	...	
Ethnicity						
American Indian /Alaskan Native Asian				0	...	
Asian				*	...	
Black or African American				81% 29	...	
Latinx				77% 161	...	
Filipino				0	...	
Native Hawaiian or Pacific Islander				*	...	
White				*	...	

Two or More				*	...	
Unknown/ Non-respondent				35%	...	
				9		

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Course Success Rate (Number of enrollments; Institution-Set Standard = 62.6%)	68% 26,032	68% 24,477	69% 22,016	70% 16,419	70% 16,546	74% 26,108
Gender						
Male	68% 9,570	68% 8,990	68% 7,807	68% 5,633	69% 4,808	
Female	68% 16,461	69% 15,486	69% 14,209	71% 10,636	70% 11,270	
Ethnicity						
American Indian /Alaskan Native Asian	67% 37	50% 10	*	67% 30	70% 30	
Asian	84% 1,326	85% 1,416	86% 1,495	88% 363	89% 878	
Black or African American	58% 6,578	61% 5,817	63% 5,072	64% 3,665	62% 3,377	
Latinx	70% 16,443	70% 15,629	69% 13,883	72% 10,413	72% 10,726	
Native Hawaiian or Pacific Islander	56% 130	56% 102	58% 82	55% 67	52% 80	
White	80% 686	81% 748	79% 735	75% 277	71% 267	
Two or More	65% 769	64% 713	65% 625	75% 413	65% 419	
Unknown/ Non-respondent	74% 63	65% 42	61% 121	60% 844	64% 481	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
In-person Course Success Rate (Number of enrollments)	69% 23,978	69% 21,860	70% 23,528	π	73% 7,318	74% 23,256
Gender						
Male					72% 2,192	
Female					74% 4,854	
Ethnicity						
American Indian /Alaskan Native Asian					80% 12	
Asian					91% 440	
Black or African American					65% 1,404	
Latinx					75% 4,725	
Native Hawaiian or Pacific Islander					53% 36	
White					83% 120	
Two or More					76% 183	

Unknown/ Non-respondent					64% 201	
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	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Distance Ed. Course Success Rate (Number of enrollments)	61% 3,337	63% 4,066	66% 5,761	TT	67% 9,228	67% 4,335
Gender						
Male					67% 2,616	
Female					67% 6,416	
Ethnicity						
American Indian /Alaskan Native					64% 18	
Asian					87% 438	
Black or African American					60% 1,973	
Latinx					69% 6,001	
Native Hawaiian or Pacific Islander					51% 44	
White					64% 147	
Two or More					58% 236	
Unknown/ Non-respondent					65% 280	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
*Completion of Transfer-Level English in First Year (Number of first-time students that complete transfer-level English)	34% 261	37% 275	46% 277	44% 268	...	48% ^{VS} 324
Ethnicity						
Asian	60% 6	69% 18			...	
Black or African American	26% 48	32% 47	34% 41	36% 41	...	
Latinx	36% 194	38% 198	49% 215	47% 201	...	

Note: Gender breakdown was not available from the data source. Ethnicity groups: Filipino, Pacific Islander or Hawaiian Native, Two or More Races, White, or Unknown/Non-respondent were not available from the data source.

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
*Completion of Transfer-Level Math in First Year (Number of first-time students that complete transfer-level math)	10% 81	11% 69	13% 75	26% 101	...	18% ^{VS} 98
Ethnicity						
Asian	28% 5	54% 7			...	

Black or African American	9% 19	8% 132	11% 125	28% 60	...	
Latinx	10% 47	10% 449	14% 413	26% 273	...	
White	8% *	27% 3				

Note: Gender breakdown was not available from the data source. Ethnicity groups: Filipino, Pacific Islander or Hawaiian Native, Two or More Races, or Unknown/Non-respondent were not available from the data source.

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Average Units Completed per Academic Year- Part-Time (Average units attempted)	7.1 8.2	7.0 8.1	7.0 8.1	7.4 8.5	7.3 8.4	7.5
Gender						
Male	7.0 8.4	6.8 8.1	6.8 8.0	7.1 8.3	7.1 8.3	
Female	7.1 8.2	7.1 8.2	7.1 8.2	7.6 8.6	7.4 8.5	
Ethnicity						
American Indian /Alaskan Native	8.4 9.9	6.4 6.4	3.3 4.1	5.2 5.9	10.2 10.6	
Asian	6.2 6.5	6.3 6.6	6.7 6.9	6.8 6.9	6.3 6.5	
Black or African American	6.7 8.2	6.6 8.1	6.8 8.2	7.3 8.8	7.1 8.6	
Latinx	7.4 8.6	7.3 8.5	7.2 8.4	7.6 8.6	7.5 8.6	
Native Hawaiian or Pacific Islander	4.7 7.2	7.3 8.6	5.5 4.1	5.6 5.9	5.6 10.6	
White	6.1 6.4	5.6 6.1	6.0 6.5	7.0 7.7	6.7 7.4	
Two or More	6.3 7.7	6.5 7.8	6.1 7.4	7.9 8.8	7.4 8.6	
Unknown/ Non-respondent	6.1 7.2	6.0 7.3	5.2 6.2	6.6 7.9	6.6 7.6	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Average Units Completed per Academic Year- Full-Time (Average units attempted)	24.4 26.2	24.6 26.5	24.6 26.8	25.1 27.0	25.9 27.3	26.2
Gender						
Male	24.4 26.4	25.1 26.7	24.7 26.8	25.3 27.1	25.7 27.3	
Female	24.4 26.1	24.3 26.3	24.5 26.8	25.0 26.9	26.0 27.2	
Ethnicity						
American Indian /Alaskan Native				19.0 24.0	31.0 31.0	
Asian	23.8 25.2	26.6 27.4	25.0 26.2	28.5 28.5	25.3 25.3	
Black or African American	24.0 26.4	24.2 26.5	25.0 27.2	24.2 26.5	26.4 27.6	
Latinx	24.5 26.1	24.7 26.5	24.5 26.7	25.3 27.1	25.8 27.3	
Native Hawaiian or Pacific Islander	25.3 26.0		20.0 24.0	18.0 28.0	23.3 26.3	
White	24.0 28.4	25.4 26.3	23.0 26.4	25.0 27.2	25.0 25.0	

Two or More	25.4 26.9	22.9 25.9	25.4 26.9	26.6 26.6	23.4 25.6	
Unknown/ Non-respondent	28.0 28.0			26.0 28.4	26.7 27.7	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Associate Degrees Awarded Institution-Set Standard = 264 Total Degrees	315	437	454	332	456	466 ^{VS}
Gender						
Male				87 26%	98 21%	
Female				244 73%	349 77%	
Ethnicity						
American Indian /Alaskan Native				0 0%	5 1%	
Asian				15 5%	19 4%	
Black or African American				60 18%	92 20%	
Latinx				238 72%	302 66%	
Native Hawaiian or Pacific Islander				*	* <1%	
White				8 2%	7 2%	
Two or More				5 2%	13 3%	
Unknown/ Non-respondent				5 2%	16 4%	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Average Units Acquired per Associate Degree	92	91	...	91	...	79 ^{VS}
Gender						
Male				87	...	
Female				91	...	
Ethnicity						
American Indian /Alaskan Native					...	
Asian					...	
Black or African American				94	...	
Latinx				91	...	
Native Hawaiian or Pacific Islander					...	
White					...	
Two or More					...	
Unknown/ Non-respondent/ Masked				83	...	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Associate Degrees for Transfer ADT Awarded Institution-Set Standard = 264 Total Degrees	172	198	227	143	184	211 ^{vs}
Gender						
Male				40 31%	48 26%	
Female				90 69%	137 74%	
Ethnicity						
American Indian /Alaskan Native				0	0	
Asian				0	* <1%	
Black or African American				25 19%	37 20%	
Latinx				93 72%	137 74%	
Native Hawaiian or Pacific Islander				0	0	
White				0	* 1%	
Two or More				0	* 2%	
Masked				12 9%	0	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Average Units Acquired per ADT	86	87	...	91	...	79 ^{vs}
Gender						
Male				89	...	
Female				92	...	
Ethnicity						
American Indian /Alaskan Native					...	
Asian					...	
Black or African American				87	...	
Latinx				91	...	
Native Hawaiian or Pacific Islander					...	
White					...	
Two or More					...	
Unknown/ Non-respondent/ Masked				95	...	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
Certificates Awarded Institution-Set Standard = 20 Certificates	178	104	218	29	15	133
Gender						

Male				16 55%	4 27%	
Female				13 45%	11 73%	
Ethnicity						
American Indian /Alaskan Native				0		
Asian				0		
Black or African American				5 17%	1 7%	
Latinx				23 79%	13 86%	
Native Hawaiian or Pacific Islander				0		
White				*		
Two or More				0		
Unknown/ Non-respondent				0	1 7%	

	2016-17	2017-18	2018-19	2019-20	2020-21	Goal
*Students Completing 9+ CTE Units	534	554	556	442	...	590 ^{VS}
Gender						
Male	330	345	345	294	...	
Female	204	209	211	147	...	
Ethnicity						
American Indian /Alaskan Native	*	*	*	*	...	
Asian	17	21	16	16	...	
Black or African American	145	170	166	102	...	
Latinx	314	319	306	251	...	
Native Hawaiian or Pacific Islander	*	*	*	*	...	
White	22	15	22	17	...	
Two or More	15	13	19	11		
Unknown/ Non-respondent	*	*	*	*		

	2014-15	2015-16	2016-17	2017-18	2018-19	Goal
*CTE Students Employed in Their Field of Study	55% 47	63% 45	62% 42	66% 41	...	69.0% ^{VS}
Gender						
Male	44% 17	56% 18	56% 15	67% 16	...	
Female	65% 30	69% 27	66% 27	66% 25	...	
Ethnicity						
Asian		75% *			...	
Black or African American	44% 16	61% 17	63.6% 14	50% 8	...	

Latinx	69% 27	61% 20	57.1% 24	66.7% 26	...	
White				100% *	...	
Two or More		100% *			...	
Unknown/ Non-respondent	40% *		100% *	100% *	...	

Note: No students were reported in the American Indian/Alaskan Native or Native Hawaiian or Pacific Islander categories.

Outcome Definitions

Proposed Goals

The proposed goals are standing goals that were not met by 2021-2022, for which the campus governance bodies recommended the college keep through 2023-2024. Existing goals that had been met were updated to new goals based upon the average of all available data points plus 5%. Such goals were established for the number of dual enrollment students, all students' fall-to-spring persistence rate; and, first-time, full-time students returning after one year. The same methodology was used to establish new goals for completion of transfer-level math in first year and completion of transfer-level in the first year were established as the state-level data source updated the cohorts for Compton College, which updated the percentages. Finally, the number of transfers goal was updated based upon the average of 2018-2019 and 2019-2020 data plus 35% to be in line with the Vision for Success goal.

Proposed Standards

The standards stayed the same for course success rate and Associate Degree awarded. Two additional standards are recommended for update in this review. The number of certificates awarded will be reset to 20, which is the average of the last two years of data minus 10%. Since the college has experienced a sharp decline in certificates, IE recommends that a Task Force for certificates is established in 2021-2022 to directly support increased certificate completion. The number of transfers standard is also updated based upon updated methodology. The standard is updated to 329 based upon the average of the last two years minus 10%.

Successful Enrollment Applicant Yield Rate

Percentage of students who enroll in a Compton College course of all students who applied to Compton College that year. Data are from the [Student Success Metrics Dashboard](#).

Number of Dual Enrollment Students

Count of high school students who enrolled in a Compton College class. MIS referential data are used for this metric.

Student Readiness Rate

Percentage of new, non-exempt, full-time students completing assessment, orientation, and an abbreviated or comprehensive education plan by the end of their first semester. For the 2019-2020 and 2020-2021, the data in the MIS referential files from the Chancellor's Office looks very different from previous analysis. IE is working with the relevant department to understand the data entry process and will update this metric in fall 2022.

All Students Fall-to-Spring Persistence Rate

Percentage of students who were enrolled in the fall term who also enrolled in the spring term.

Percentage of First-time, Full-time Students Still Enrolled After One Year

Percentage of degree, certificate, and/or transfer-seeking first-time students to Compton College who enrolled full-time in the fall term 12 units or more who were still enrolled in the subsequent fall term.

Course Success Rate

Percentage of enrollments earning an A, B, C, and P in a course. Disaggregated for in-person classes and distance education courses.

Completion of Transfer-level English Students in the First Year

Percentage of first-time students who completed transfer-level English in their first year within the same academic year. As a Vision for Success metric, the statewide 20% increase for completions was used to set the goal of 48%. The statewide average for 2019-2020 was 67% from the California Community Colleges [Transfer Level Gateway Completion Dashboard](#).

Completion of Transfer-level math Students in the First Year

Percentage of first-time students who completed transfer-level math in their first year within the same academic year. As a Vision for Success metric, the statewide 20% increase for completions was used to set the goal of 18%. The statewide average for 2019-2020 was 50% from the California Community Colleges [Transfer Level Gateway Completion Dashboard](#).

Average Units Completed

The calculation methodology was updated in 2021-2022 to more accurately group full-time and part-time students and to provide the average units attempted for context and interpretation. Students enrolled in 24 units during the primary terms is full-time, while students enrolled in less than 24 units during the primary terms are considered part-time. The average units earned is calculated over the five academic years, and then the average of the average is provided. The average units attempted for the same time frame is provided in the subscript for each data point.

Associate Degrees/Associate Degrees for Transfer Awarded

The total number of Associate Degrees and Associate Degrees for Transfer awarded during the academic year.

Average Number of Units Earned by Award Recipients

The average number of units earned by award recipients, disaggregated by Associate Degrees and Associate Degrees for Transfer.

Certificates Awarded

The total number of Chancellor's Office recognized certificates earned by award recipients.

Number of Transfers

The total number of Compton College students enrolled in 12 or more units an academic year, who then transferred to a 4-year university the next academic year/fall. In fall 2021, IE will run transfer counts for 2019-2020, 2020-2021, and 2021-2022 and update gender and ethnicity.

Students Completing 9+ CTE Units

Among all students, the count who successfully completed nine or more career education units in the selected year within the district.

CTE Students Employed in their Field of Study

Among all students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.