

Institutional Set Goals – Compton 2035

All measures are aligned to the Chancellor's Office's [Vision 2030](#) framework for equity in student success. Measures marked with an * utilize data from the California Community Colleges [DataVista](#) platform and data from all other measures are calculated as defined on pages 2-3 of this report. Where institution-set standards have been established, they are presented, as well alignment to outcomes of Guided Pathways, the Student Equity and Achievement (SEA) program, and the Student-Centered Funding Formula (SCFF). Each year the College will evaluate its progress against the 2034-2025 Goal and will reassess those targets in the 2030-2031 academic year.

Achievement Measure	2023-24 Baseline	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2034-35 Goal
Successful Enrollment <i>Guided Pathway North Star, SEA</i>	48%							50%
Number of Dual Enrollment Students	2,319							2,434
Student Readiness Rate (Core Service Completion)	...							...
All Students' Fall-to-Spring Persistence Rate (student count) <i>Guided Pathway North Star, SEA</i>	66%							70%
*Number of Students Receiving Pell or California College Promise Grants	2,579							3,120
First-Time Full-Time Students Returning after 1 Year (student count)	52%							58%
*Course Success Rate , SEA, (Institution-Set Standard = 62.6%)	68%							74%
In-person Course Success Rate	77%							80%
Distance Ed. Course Success Rate	58%							68%
*Completion of Transfer-Level English in First Year <i>Guided Pathway North Star, SEA</i>	17%							22%
*Completion of Transfer-Level Math in First Year <i>Guided Pathway North Star, SEA</i>	11%							16%
Average Units Completed per Academic Year- Part-Time	7.6							8
Average Units Completed per Academic Year- Full-Time	16.7							23
*Associate Degrees Awarded (Institution-Set Stand. = 264 Degrees), SCFF	609							792
*Average Units Acquired per Associate Degree	79							67
*Associate Degrees for Transfer (ADT) Awarded (Institution-Set Stand. = 264 Degrees), SCFF	143							186
*Average Units Acquired per ADT	85							67
*Certificates Awarded (Institution-Set Stand. = 20 Certificates), SCFF	535							673
*Number of Transfers (Institution-Set Stand. = 329 Transfers) SCFF	214							224
*Students Completing 9+ CTE Units , SCFF	443							465
Number of CCC Baccalaureate Degree Program Enrollments	N/A							10
*CTE Students Employed in Their Field of Study SCFF	82%^							86%

Outcome Methodology and Definitions

2035 Goal Setting

As part of the development cycle for the **Compton College 2035 Comprehensive Master Plan**, the institutional goals were evaluated to ensure continued alignment with the College’s long-term strategic direction. This review was conducted through the College’s collaborative governance structure.

The governance bodies recommended maintaining the existing institutional goals, with a revision to the methodology used for setting long-term targets. The revised methodology follows a two-pronged approach:

1. **Adoption of Vision 2030 Metrics**

For any institutional measure that has an established long-term target within the [Vision 2030](#) framework, that target was adopted as the **Compton College 2035 target**. These measures include:

- Number of **Associate Degrees for Transfer (ADT)** awarded
- Number of **certificates** awarded
- **Average number of semester units** earned per Associate Degree and Associate Degree for Transfer

2. **Data-Driven Target Setting for Remaining Measures**

For all other measures not included in the Vision 2030 framework, a five-year average was calculated using outcomes from the 2019–2020 to 2023–2024 academic years. A 5% increase over this average was then used to establish the long-term 2035 target.

Recognizing the continued impacts of the COVID-19 pandemic on student outcomes, an additional rule was applied:

- If the calculated 5-year average plus 5% resulted in a target that was lower than the College’s 2023–2024 outcome, or
- If the Vision 2030 metric was below the 2023–2024 outcome,
-

then the 2035 target was recalculated by applying a 5% increase to the 2023–2024 outcome for that measure.

Institution-Set Standards

The Core Planning Team will revisit the methodology for resetting institution-set standards during the 2025–2026 academic year, using the outcomes from 2024–2025 as a baseline. Any revisions to the institution-set standards (or adoption of new standards) will be proposed through the College’s collaborative governance process.

Successful Enrollment Applicant Yield Rate

Percentage of students who enroll in a Compton College course of all students who applied to Compton College that academic year.

Number of Dual Enrollment Students

Count of k-12 students who enrolled in a Compton College class in that academic year.

Student Readiness Rate

(Proposed) 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. The definition for this goal will be finalized in collaboration with the First Year Experience Office in 2025-2026

All Students Fall-to-Spring Persistence Rate

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

Number of Students Receiving a Pell or California College Promise Grant

The total unduplicated number of students receiving an award >\$0 from these federal student aid programs

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

Percentage of new/first-time students who enrolled full-time (12+ units) in the fall term who enrolled in at least one course in the following 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 new, first-time, not dual enrolled students who completed transfer-level English within the same academic year of their first enrollment.

Completion of Transfer-level math Students in the First Year

Percentage of new, first-time, not dual enrolled students who completed transfer-level math within the same academic year of their first enrollment.

Average Units Completed

Students enrolled in 24 or more units during the primary terms are considered full-time, while students enrolled in less than 24 units during the primary terms are considered part-time. The average units completed are calculated as a ratio of units successful earned per student enrolled in at least 1 credit course

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 in the academic year prior to transfer, who then transferred to any 4-year university the next academic year. This definition is aligned directly to the SCFF and may not include all transfer students as reported following other CO endorsed methodologies.

Number of Students Enrolled in a CCC Baccalaureate Degree Program

The total number of current or former Compton College students with confirmed enrollment in a baccalaureate degree program offered at a California Community College.

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.