

Fullerton College
Institution-Set Standards



Adopted May 10th, 2017

Introduction

In March 2016 the Fullerton College President's Advisory Council appointed a workgroup to determine institution-set standards of performance for student success indicators. Institution-set standards are the minimum level of performance set internally by institutions to meet educational quality and institutional effectiveness expectations. Standards reflect the "floor" or "baseline" levels of satisfactory performance of student learning and achievement below which the institution does not want to fall. Standards are different than improvement or target goals as goals are aspirational in nature. Federal (Higher Education Opportunities Act of 2008) and accreditation (ACCJC Standard IB3) regulations mandate that all higher education institutions establish institution-set standards for student achievement, assess performance on student outcome metrics against the standards, and use this assessment to set goals for improvement when the standards are not being met. The regulation requires colleges to set standards for institution-level and program-level student success metrics. Program is defined as those leading to a degree or certificate of achievement.

Process

The workgroup met once during the Spring 2016 semester, once during Summer 2016, and bi-monthly throughout the Fall semester. The workgroup used the PAC-approved document to guide its work. The workgroup researched work that was conducted at peer institutions to implement institution-set standards. Three methodologies for setting standards were identified: 1) along a central tendency (mean/median), and sometimes above the central tendency when aspirational, 2) within an established statistically calculated confidence level, and 3) at an established raw number or percentage below an x-year average. The Fullerton College Office of Institutional Research and Planning conducted data analysis using each methodology and presented them to the workgroup. Discussions ensued over the course of the Fall 2016 semester that identified various concerns with the appropriateness of applying each methodology to FC data, as well as outlining processes for review and actions if an indicator falls below the standard. Below are the indicators for which the workgroup established standards. Where possible, the indicators align with the California Community College Chancellor's Office Institutional Effectiveness Partnership Initiative Framework of Indicators.

Indicators

- Course completion and success rates
 - Course completion rate – Percentage of Fall term credit course enrollments where student did not withdraw from class and received a valid grade
 - Course success rate - Percentage of Fall term credit course enrollments where student earned a grade of C or better (including Pass for Pass/No Pass courses)
- Student persistence from Fall to Spring semesters

- Percentage of first-time freshmen students who are enrolled as of census for an initial Fall semester and a subsequent Spring semester
- Degree and certificate completion
 - The number of California Community College Chancellor's Office approved degrees and certificates awarded in an academic year
- Transfer volume
 - The Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities
- Job earnings
 - The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.
- State licensing examination scores
 - The percent of students who pass state licensing exams after completing the necessary coursework at Fullerton College

Methodology

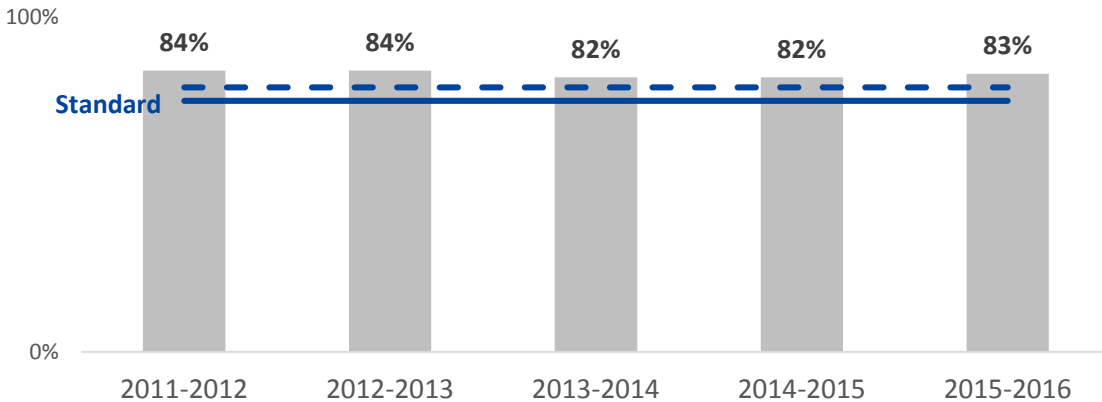
Using the average of the most recent academic years, the workgroup established the 90% cutoff of the average as the standard for each of the indicators identified above, with the exception of State licensing examination scores. Additionally, the workgroup recommends the College establish a 95% warning level, in order to be proactive in the potential analyses and responses in the event any indicator dips below 90% of the 5-year average. Since only one program within the College has State licensing examinations as part of the curricula, the workgroup is recommending the college adopt the previously established 80% overall standard for the Cosmetology program.

Review

During the 2016 Fall semester the College established the Institutional Integrity Committee to review the institution-set standards. The workgroup recommends the IIC review College performance on the indicators annually to ensure the College is meeting the established standards. Additionally, it recommends the IIC identify an appropriate cycle of when to recalculate institution-set standards. When performance on a specific indicator falls below the established standard, the IIC will further investigate the indicator by examining disaggregated data and in-depth analyses to identify areas of concern. The IIC will provide this information to committees/campus departments that are directly involved in these areas and will collaborate with them to identify action plans for improvement. Once action plans have been initiated, the IIC will review the subsequent annual performance. Documented at the end of this report is the action plan identified by the Cosmetology department for when licensing examination scores fall below the standard.

Course Completion Rate

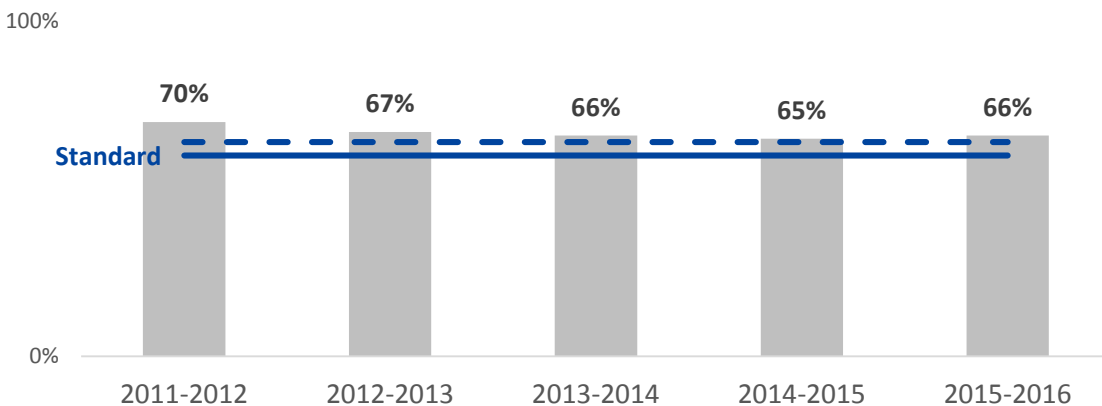
Percentage of Fall term credit course enrollments where student did not withdraw from class and received a valid grade



	Course Enrollment	Course Completion Rate
2011-2012	58,126	84%
2012-2013	59,041	84%
2013-2014	70,220	82%
2014-2015	71,147	82%
2015-2016	69,852	83%
Five-Year Average	328,386	83%
95% Avg.	~2,794	79%
Institutional Standard – 90% Avg.	~5,588	75%

Course Success Rate

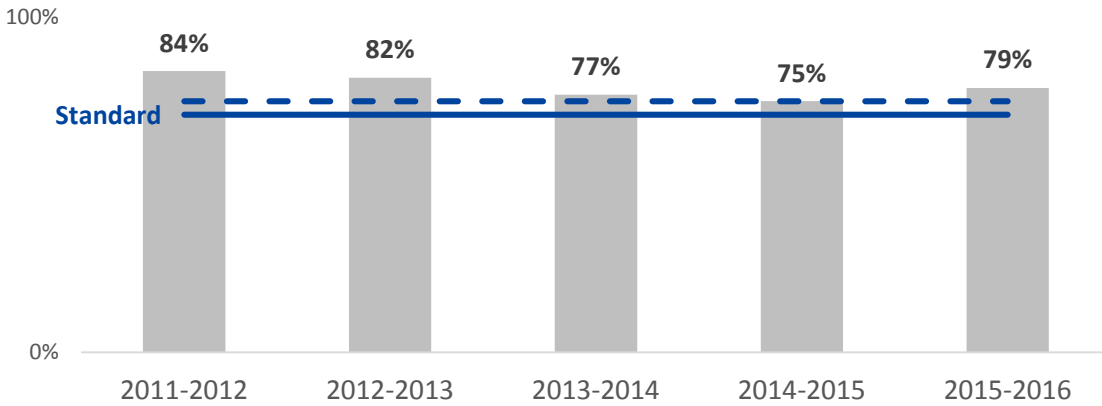
Percentage of Fall term credit course enrollments where student earned a grade of C or better (including Pass for Pass/No Pass courses)



	Course Enrollment	Course Success Rate
2011-2012	58,126	70%
2012-2013	59,041	68%
2013-2014	70,220	66%
2014-2015	71,147	65%
2015-2016	69,852	66%
Five-Year Average	328,386	67%
95% Avg.	~1,397	64%
Institutional Standard – 90% Avg.	~4,191	60%

Persistence Rate

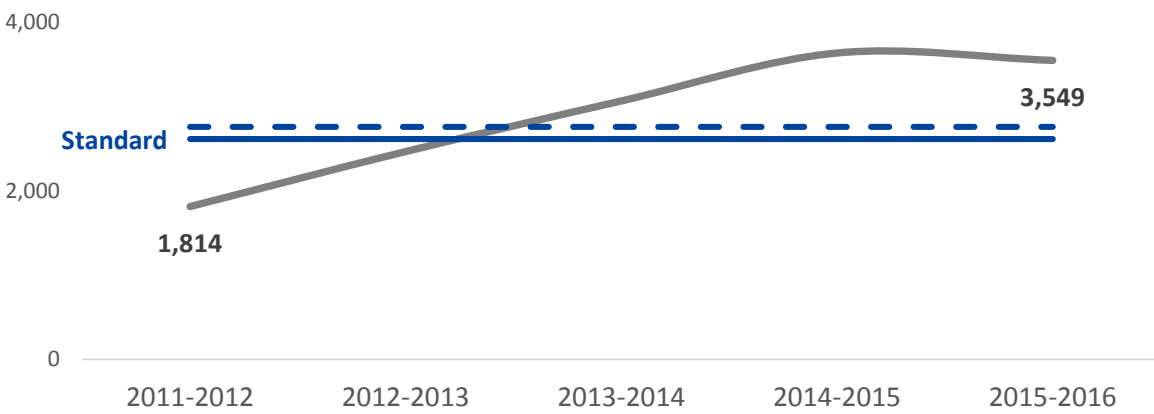
Percent of Fall term first-time students who enrolled as of census for an initial fall term and a subsequent Spring term.



	First-time Students	Persistence Rate
2011-2012	3,036	84%
2012-2013	3,504	82%
2013-2014	3,857	77%
2014-2015	3,672	75%
2015-2016	3,511	79%
Five-Year Average	17,580	79%
95% Avg.	141	75%
Institutional Standard – 90% Avg.	281	71%

Transfer Volume

Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities).¹

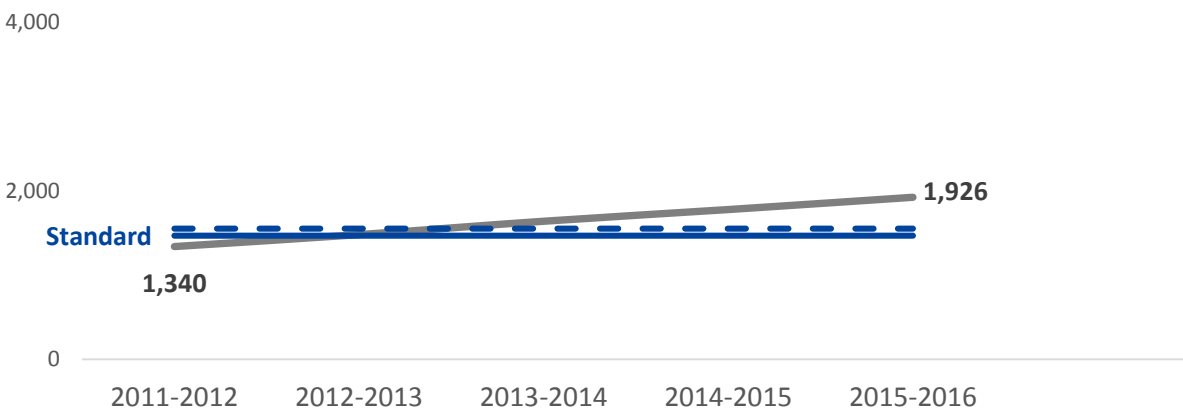


	Yearly Enrollment	Transfer
2011-2012	27,470	1,814
2012-2013	31,411	2,467
2013-2014	34,063	3,068
2014-2015	34,295	3,637
2015-2016	34,417	3,549
Five-Year Average	32,331	2,907
95% Avg.	~787	2,762
Institutional Standard – 90% Avg.	~933	2,616

¹Source: National Student Clearinghouse

Degrees Awarded

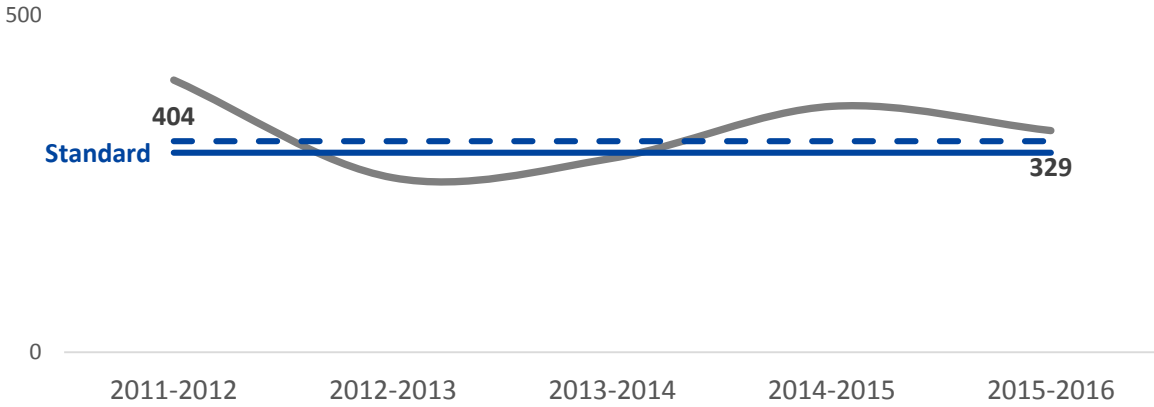
Number of Associates of Arts and Associates of Sciences awarded during the academic school year.



	Yearly Enrollment	Degrees Awarded
2011-2012	27,470	1,340
2012-2013	31,411	1,482
2013-2014	34,063	1,641
2014-2015	34,295	1,780
2015-2016	34,417	1,926
Five-Year Average	32,331	1,634
95% Avg.	~374	1,552
Institutional Standard – 90% Avg.	~455	1,471

Certificates Awarded

Number of Certificates awarded during the academic school year.

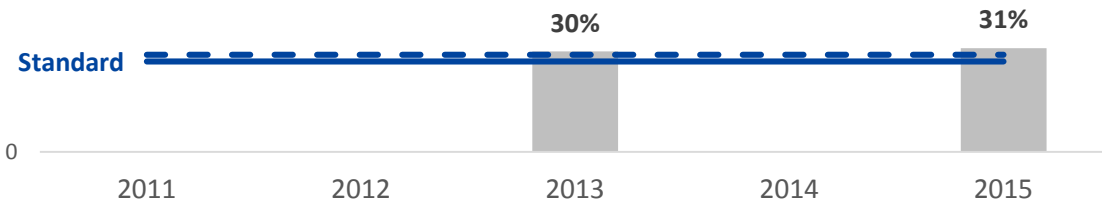


	Yearly Enrollment	Certificates Awarded
2011-2012	27,470	404
2012-2013	31,411	259
2013-2014	34,063	288
2014-2015	34,295	365
2015-2016	34,417	329
Five-Year Average	32,331	329
95% Avg.	~16	313
Institutional Standard – 90% Avg.	~33	296

Job Earnings

The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.

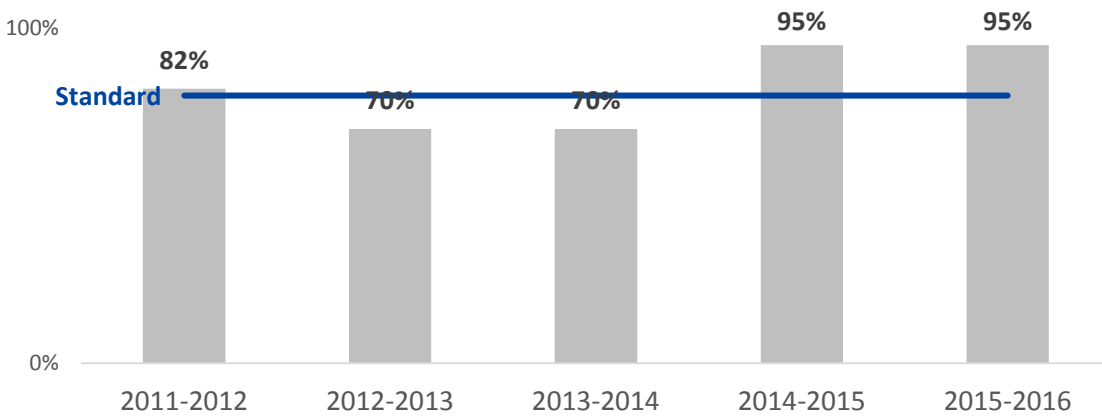
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	Yearly Respondents	Increase in Job Earnings
2011	--	
2012	--	
2013	710	30%
2014	--	
2015	593	31%
Five-Year Average	1,303	30%
95% Avg.	~6	29%
Institutional Standard – 90% Avg.	~18	27%

Board of Barbering and Cosmetology Licensing Examination

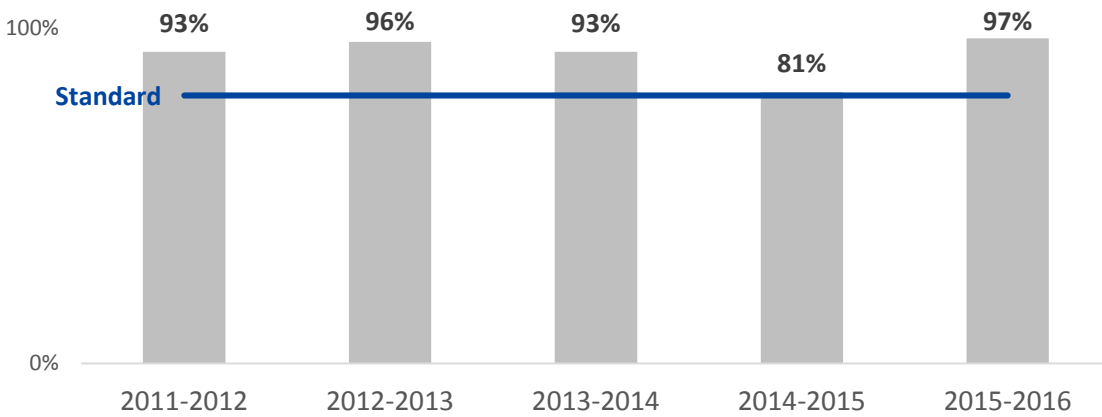
Percent of students who have successfully passed the written examination after completing coursework in cosmetology.



	Yearly Exams	Pass Rate
2011-2012	150	82%
2012-2013 ¹	97	70%
2013-2014	124	80%
2014-2015	133	95%
2015-2016	88	95%
Five-Year Average	592	84%
Institutional Standard	~14	80%

¹7-1-2013 to 9-30-2013 not available

Percent of students who have successfully passed the practical examination after completing coursework in cosmetology.



	Yearly Exams	Pass Rate
2011-2012	144	93%
2012-2013 ¹	80	96%
2013-2014	109	93%
2014-2015	144	81%
2015-2016	91	97%
Five-Year Average	568	91%
Institutional Standard	~15	80%

¹7-1-2013 to 9-30-2013 not available

Cosmetology Action Plan

Prior to completion of 1600 hours

- Evaluate the students' progress throughout the session and formally during mid-session
- If grades are unsatisfactory, a written warning is provided (signature required for acknowledgement)
- A written recommendation for Study Hour is provided (signature is required for acknowledgement)
- If a student desires one on one tutoring, students can schedule an appointment with a tutor for a private session
- Conferences are made with students in regards to grades (determine an action plan)
- Students participate in written exams weekly
- Students practice practical operations on a daily in which instructors supervise closely
- Level 5 students are prepared on a weekly basis for Mock Board examinations
- Students are encouraged to take practice test online on LAB (Learn About Beauty) website via Pivot Point (textbook company)
- Level 4 and Level 5 students take a field trip to the kit company; a practical demonstration is provided in relation to the California Board of Barbering and Cosmetology State Board Examination (licensure)

Upon completion of 1600 hours and if students are not successful for the State Board Examination of Barbering and Cosmetology

- Students are encouraged to return and participate in "Mock Board" and/or participate in additional written practice examinations
- Students are encouraged to enroll in an independent study course
- Students are provided with two years of online support through LAB (Learn About Beauty) website via Pivot Point (textbook company)
- Additional support is provided by instructors