

**Fullerton College**  
**Institution-Set Standards**



**April 2020**

## Introduction

In accordance with the [Institution-Set Standards Workgroup's recommendation from May 2017](#), the Institutional Integrity Committee (IIC) revised and reviewed the Institution-Set Standards in spring 2020. The purpose of this document is to help broadly communicate the standards and the College's performance against them.

Given that no specific indicator fell below the established standard in the 2018-2019 academic year, the IIC did not need to collaborate with specific committees or campus departments to develop action plans for improvement. However, the IIC did share the Institution-Set Standards and the College's progress against the indicators with the following nine committees and governing bodies: Associated Students Senate, Classified Senate, Dean's Council, Faculty Senate, Pathways Steering Committee, President's Advisory Council, Program Review Committee, Student Equity and Achievement Committee, and the Student Learning and Achievement Outcomes Committee.

## Definition

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. The standards also require that institutions broadly communicate the results of the assessment activities to build common understandings of their strengths and weaknesses (ACCJC Standard IB8).

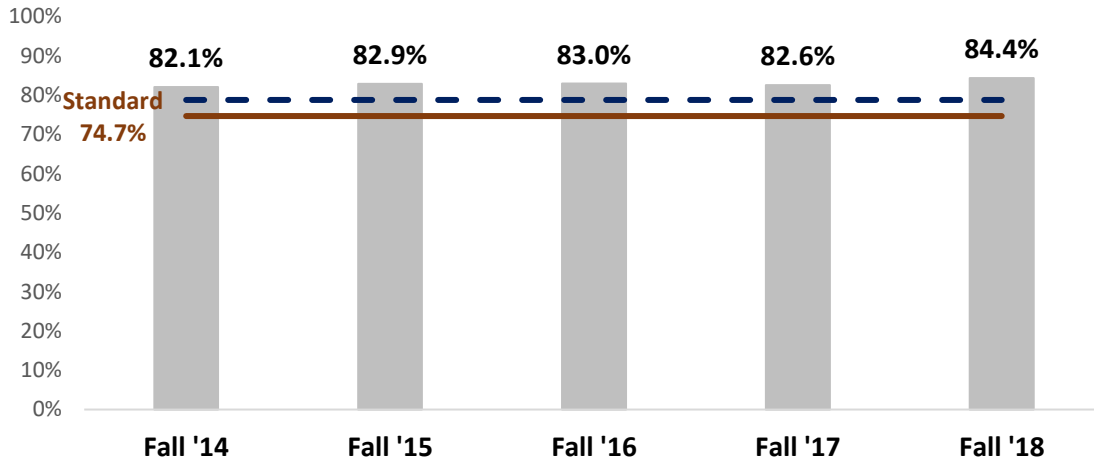
## Analysis

Analysis of the Fullerton College's Institution-Set Standards yields three key conclusions:

- Overall, the College is doing well against the Institution-Set Standards. In nine out of ten standards, the College has been consistently above the baseline level of satisfactory performance. Although the College briefly slipped below baseline for certificates awarded in the 2017-2018 academic year, primarily due to the police academy losing its certification two years prior, the College has since ticked back upwards above baseline for that standard.
- Two particularly bright spots: Overall course success rate (for all students) and first-year completion of transfer-level Math and English (for degree and/or transfer-seeking students) have both steadily risen over the last four years, each year's success rate consistently exceeding the previous one.
- That said, more comparative data can be helpful in drawing further conclusions.
  - For example, though first-year completion of transfer-level Math and English (for degree and/or transfer-seeking students) has increased by 4.1 percentage points between 2014-2015 and 2017-2018 (from 10.9% to 15.0%), a look at 13 peer institutions indicate that the 15.0% success rate on this metric puts Fullerton College in the middle of the pack (7<sup>th</sup> out of 14<sup>th</sup>).
  - Similarly, though the transfer velocity—the percentage of first-time students who transfer to a four-year institution within six years of initial enrollment—seems stubbornly consistent, hovering as it does between 41 and 43%, a look at 13 peer institutions indicate very little fluctuation in this metric across the board. (Note: FC is 8<sup>th</sup> out of 14<sup>th</sup> over the last three years combined).
- Finally a question worthy of further discussion: though the degrees awarded have greatly increased, the number of certificates awarded have not. It seems likely that many of those degree earners would have been eligible for at least one certificate. How can the College ensure that students are awarded all of the credentials for which they are eligible?

### Course Completion Rate

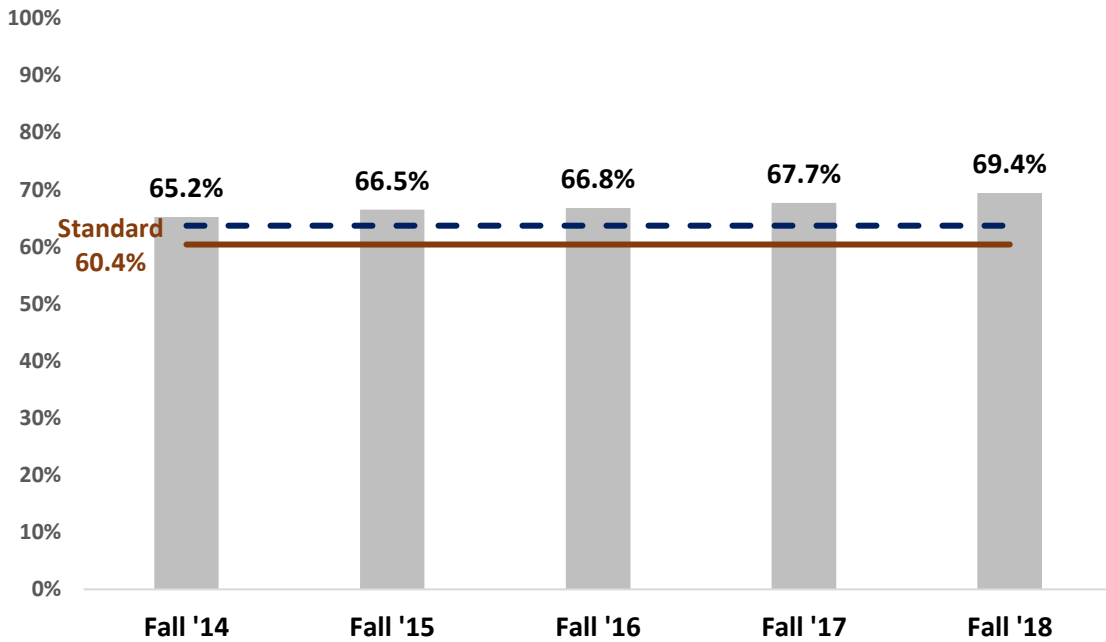
Percentage of fall term credit course enrollments where student did not withdraw from class and received a valid grade.



	Course Enrollments	Course Completion (%)
Fall '14	71,136	82.1%
Fall '15	69,825	82.9%
Fall '16	68,957	83.0%
Fall '17	66,855	82.6%
Fall '18	62,115	84.4%
<b>5-Year Total</b>	<b>338,888</b>	<b>83.0%</b>
95% Warning		<b>78.8%</b>
<b>90% Standard</b>		<b>74.7%</b>

### Course Success Rate

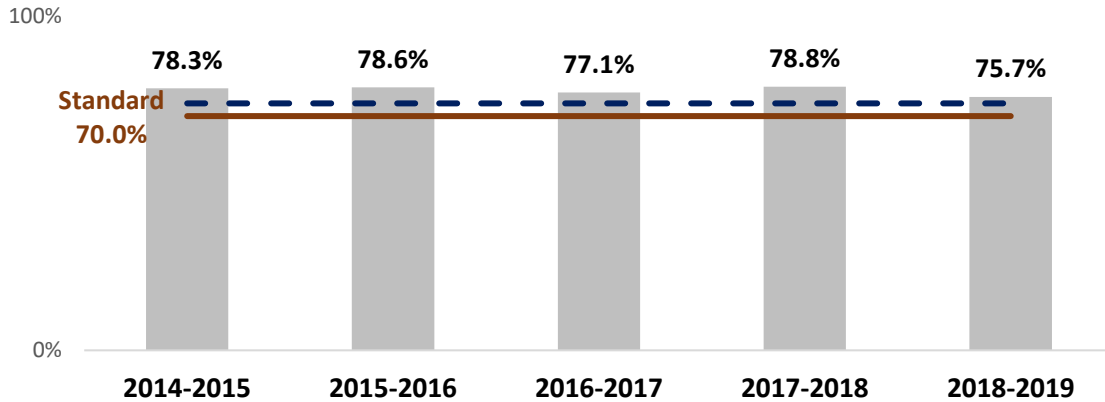
Percentage of fall term credit course enrollments where student earned a grade of C or better (including Pass for Pass/No Pass courses).



	Course Enrollments	Course Success (%)
Fall '14	71,136	65.2%
Fall '15	69,825	66.5%
Fall '16	68,957	66.8%
Fall '17	66,855	67.7%
Fall '18	62,115	69.4%
<b>5-Year Total</b>	<b>338,888</b>	<b>67.1%</b>
95% Warning		<b>63.7%</b>
<b>90% Standard</b>		<b>60.4%</b>

## 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 are identified by the California Community College Chancellor's Office for whom the first college enrollment after high school was at Fullerton College in the fall term.

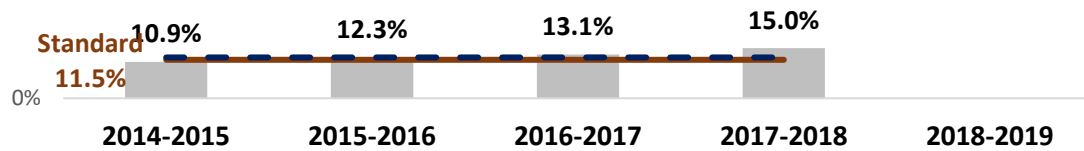


	First-time Students	Persistence Rate
2014-2015	3,778	78.3%
2015-2016	3,665	78.6%
2016-2017	3,438	77.1%
2017-2018	3,447	78.8%
2018-2019	3,342	75.7%
<b>5-Year Total</b>	<b>17,670</b>	<b>77.7%</b>
95% Warning		<b>73.8%</b>
<b>90% Standard</b>		<b>70.0%</b>

## Transfer-Level English and Math

Percent of first-time, degree and/or transfer-seeking students who completed transfer-level Math and English in their first year.

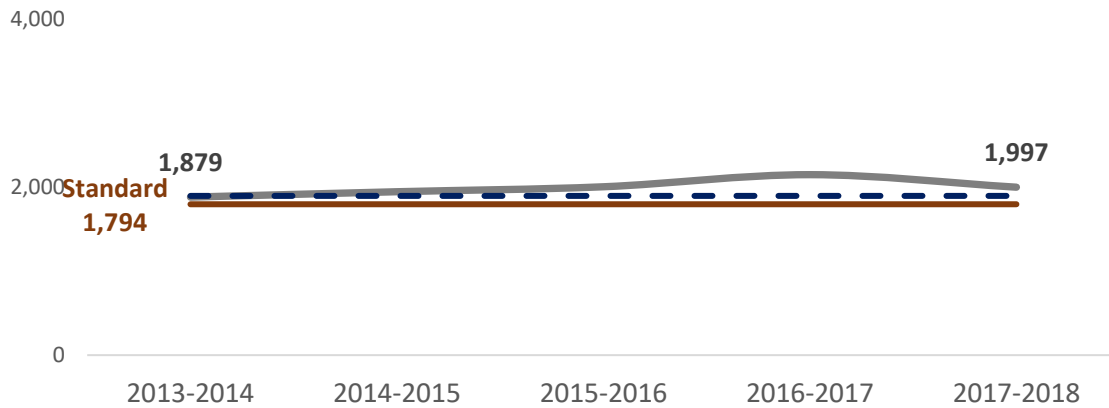
100%



	First-time, Degree/Transfer Students	Completing Transfer-Level English and Math	Completing Transfer-Level English and Math (%)
2014-2015	3,225	352	10.9%
2015-2016	3,211	396	12.3%
2016-2017	2,951	387	13.1%
2017-2018	3,021	453	15.0%
2018-2019	<i>Data not yet available</i>		
<b>5-Year Total</b>	<b>12,408</b>	<b>397</b>	<b>12.8%</b>
95% Warning			<b>12.2%</b>
<b>90% Standard</b>			<b>11.5%</b>

## Transfer Volume

According to the California Community College Chancellor’s Office, combined with information from the California State University (CSU) system and the University of California (UC) system, the number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities.

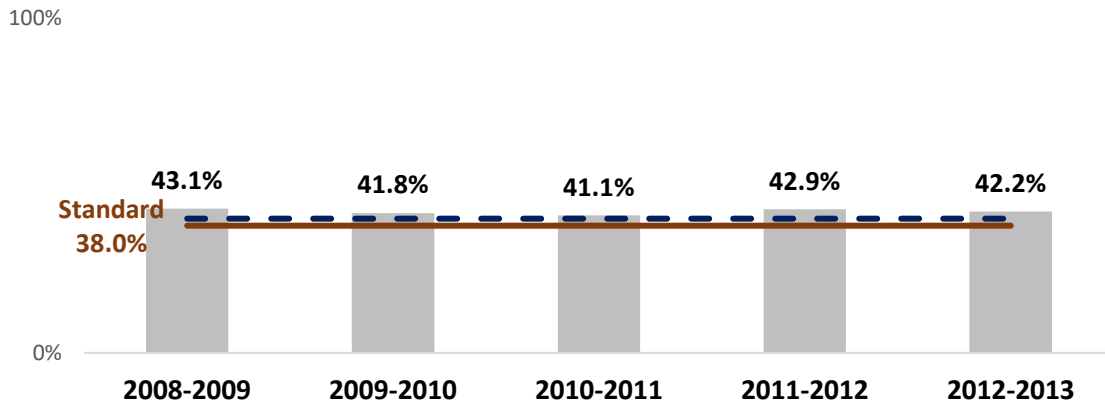


	Transfers
2013-2014	1,879
2014-2015	1,943
2015-2016	2,002
2016-2017	2,146
2017-2018	1,997
<b>5-Year Average</b>	1,993
95% Warning	1,893
<b>90% Standard</b>	<b>1,794</b>



## Transfer Velocity

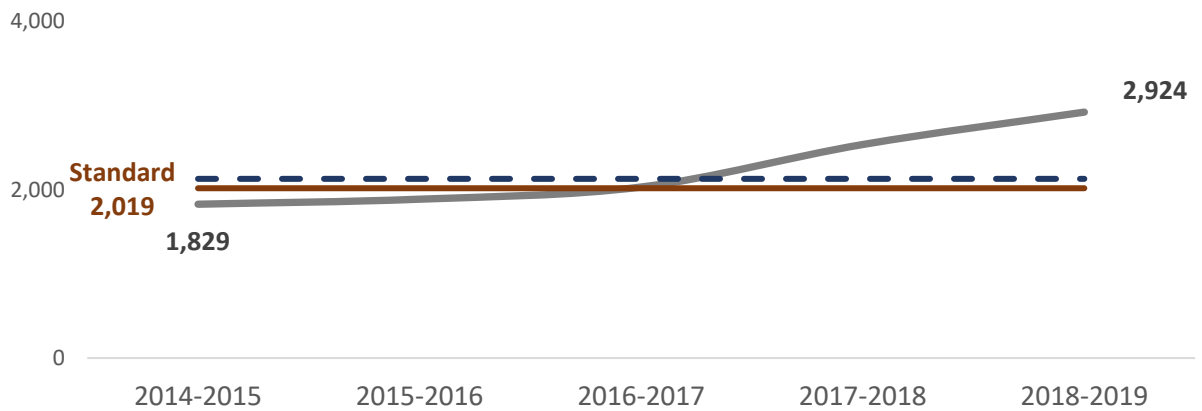
The percentage of first-time college students who transfer to a four-year institution within four and six years of initial enrollment. Note that the cohorts are comprised of first-time college students with a minimum of 12 units earned who attempted a transfer level Math or English course.



Entering Cohort	4-Year Transfer	6-Year Transfer	Cohort
2008-2009	25.6%	43.1%	2,624
2009-2010	23.7%	41.8%	2,730
2010-2011	21.3%	41.1%	2,572
2011-2012	22.2%	42.9%	2,359
2012-2013	24.4%	42.2%	2,270
<b>5-Year Total</b>	<b>23.5%</b>	<b>42.2%</b>	<b>12,555</b>
95% Warning		40.1%	
<b>90% Standard</b>		<b>38.0%</b>	

## Degrees Awarded

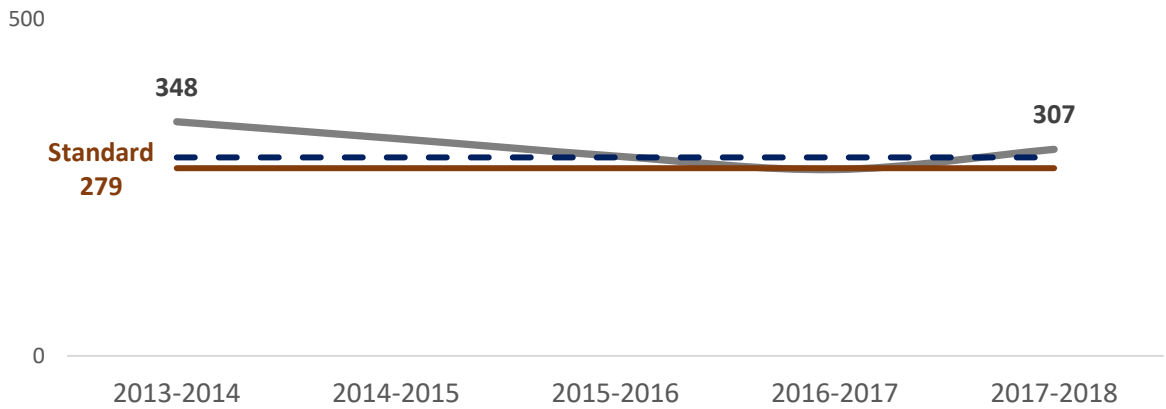
Number of Associates of Arts and Associates of Sciences, including Associate of Arts for Transfer and Associate of Science for Transfer, awarded during the academic school year.



	Degrees Awarded
2014-2015	1,829
2015-2016	1,889
2016-2017	2,034
2017-2018	2,539
2018-2019	2,924
<b>5-Year Average</b>	<b>2,243</b>
95% Warning	<b>2,131</b>
<b>90% Standard</b>	<b>2,019</b>

## Certificates Awarded

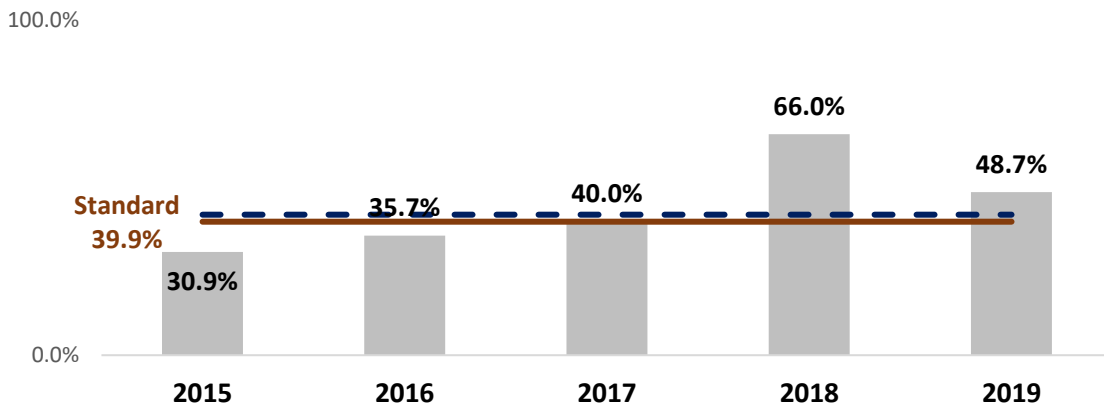
Number of Certificates awarded during the academic school year.



Certificates Awarded	
2014-2015	348
2015-2016	323
2016-2017	297
2017-2018	277
2018-2019	307
<b>5-Year Average</b>	310
95% Warning	<b>295</b>
<b>90% Standard</b>	<b>279</b>

## Job Earnings

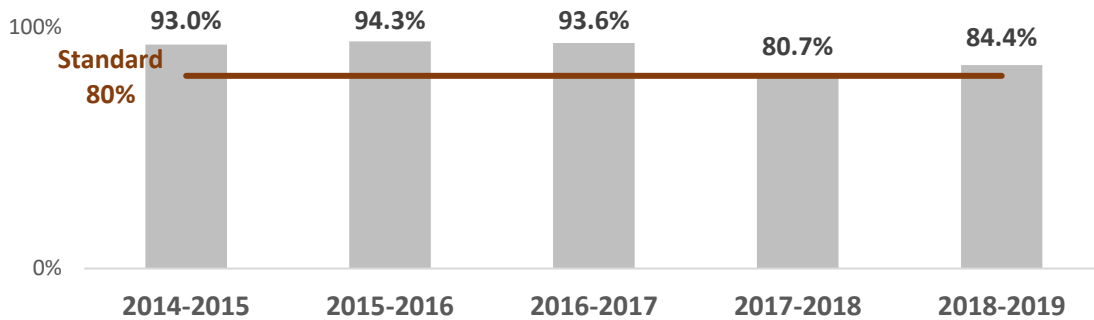
The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.



	Respondents	Increase in Job Earnings
<b>2015</b>	593	30.9%
<b>2016</b>	872	35.7%
<b>2017</b>	1,071	40.0%
<b>2018</b>	941	66.0%
<b>2019</b>	853	48.7%
<b>5-Year Average</b>	<b>866</b>	<b>44.3%</b>
95% Warning		42.0%
<b>90% Standard</b>		<b>39.9%</b>

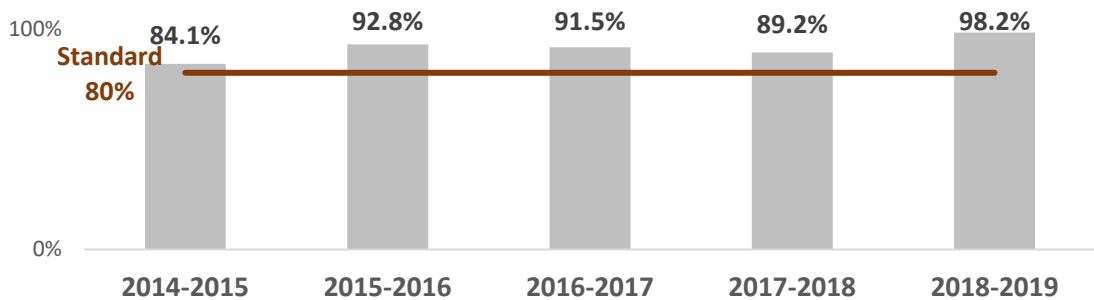
### Board of Barbering and Cosmetology Licensing Examination

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



	Yearly Exams	Pass Rate
<b>2014-2015</b>	128	93.0%
<b>2015-2016</b>	122	94.3%
<b>2016-2017</b>	110	93.6%
<b>2017-2018</b>	93	80.7%
<b>2018-2019</b>	109	84.4%

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



	Yearly Exams	Pass Rate
<b>2014-2015</b>	132	84.1%
<b>2015-2016</b>	125	92.8%
<b>2016-2017</b>	117	91.5%
<b>2017-2018</b>	111	89.2%
<b>2018-2019</b>	108	98.2%