

Fullerton College
Institution-Set Standards



Institutional Integrity Committee
November 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 fall 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 2019-2020 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 during the 2020-2021 academic year: 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 Outcomes Assessment 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).

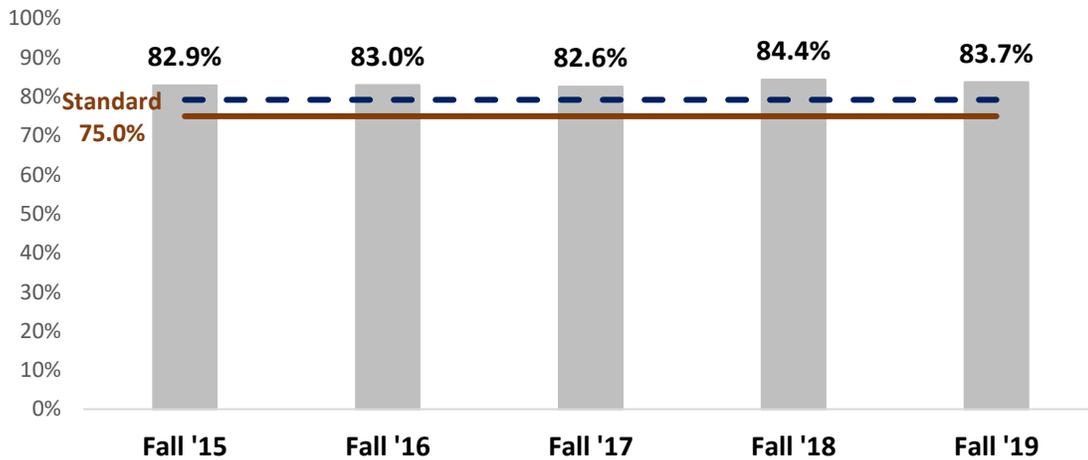
Analysis

Analysis of the Fullerton College's Institution-Set Standards by the Institutional Integrity Committee yields the following key conclusions:

1. The College performed above the warning and standard levels across all Institutional-Set Standards for the 2019-2020 academic year.
 - a. Through the Fall 2020 Instructional Annual Program Review Update process, individual academic programs have assessed their program-level completion and success data. A separate report analyzing program-level assessments, reflections, and plans will be conducted and published.
2. While the overall course completion and success rates remained high, there was a slight decline across both metrics from Fall '18 to Fall '19. Despite the decrease, the rates remain well above the five-year averages.
3. The persistence rate between Fall and Spring for first-time students continued to decline, with 2019-2020 experiencing the lowest rate in the last five years. While the campus closure in Spring 2020 affected student enrollment and success, it is important to assess the longer-term trend of the fall to spring persistence rate among first-time students.
4. The number of degrees and certificates awarded have increased dramatically, with a historical number of awards in the 2019-2020 academic year. The current standard examines the number of degrees and certificates awarded, and while the number of students earning such awards has increased, it has not increased at the same rate as the number of awards earned. As such, students in 2019-2020 were more likely to earn multiple associate degrees than in prior years.
 - a. The introduction of two state-approved certificates—the California State University (CSU) General Education Certificate and the University of California (UC) Intersegmental General Education Transfer Certificate—was responsible for the dramatic increase in the number of state-approved certificates awarded.
5. The Institution-Set Standards, in their current form, are not disaggregated by race / ethnicity or in other ways. However, in the College's ongoing commitment to equity, the IIC recommends to disaggregate data and identify inequities in the performance of Set-Standards.

Course Completion Rate

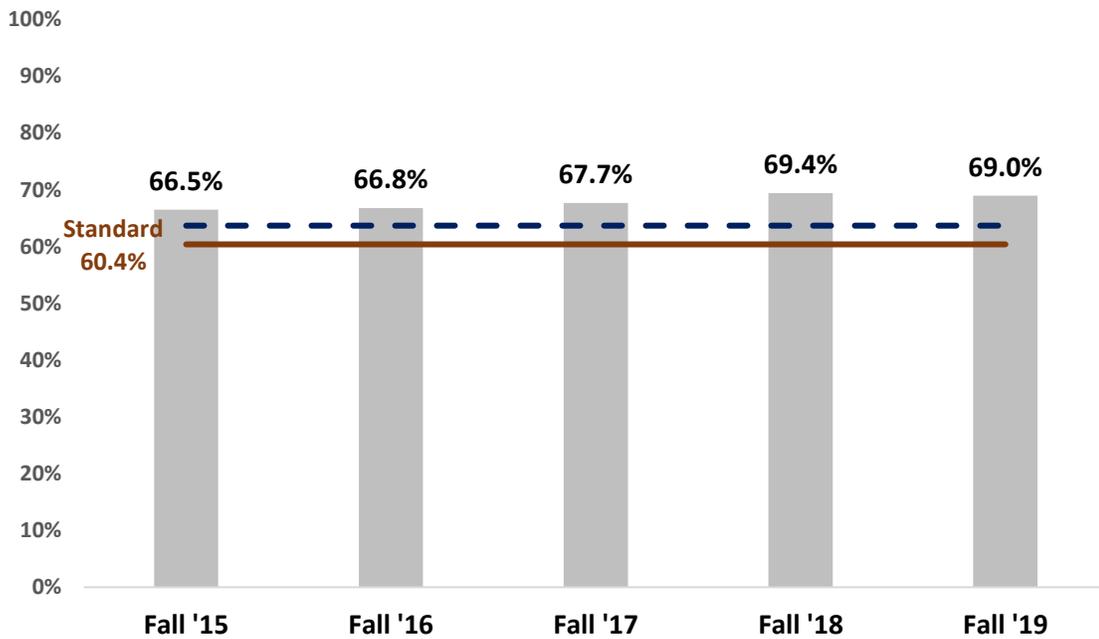
Percentage of fall term credit course enrollments where student did not withdraw from class and received a valid grade.



	Course Enrollments	Course Completion (%)
Fall '15	69,825	82.9%
Fall '16	68,957	83.0%
Fall '17	66,857	82.6%
Fall '18	62,114	84.4%
Fall '19	63,534	83.7%
5-Year Total	331,287	83.3%
95% Warning		79.2%
90% Standard		75.0%

Course Success Rate

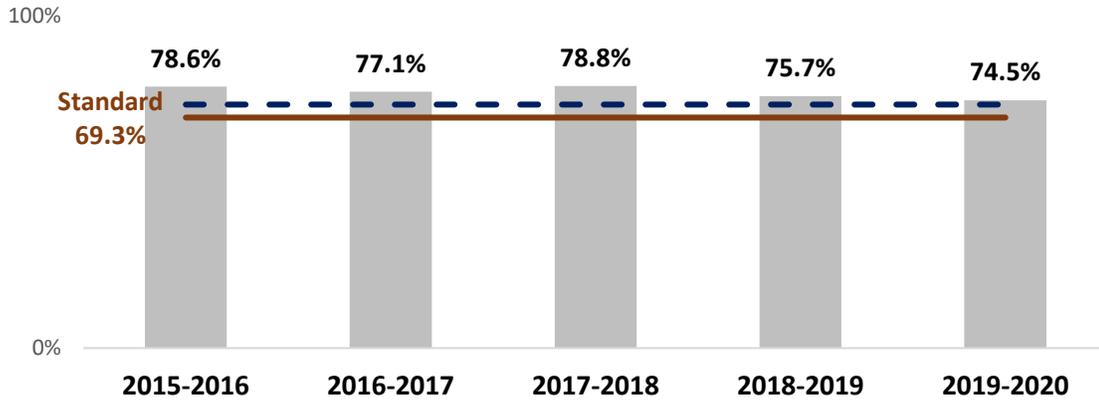
Percentage of fall term credit course enrollments where student earned a grade of C or better (including Pass for Pass/No Pass courses).



	Course Enrollments	Course Success (%)
Fall '15	69,825	66.5%
Fall '16	68,957	66.8%
Fall '17	66,857	67.7%
Fall '18	62,114	69.4%
Fall '19	63,534	69.0%
5-Year Total	331,287	67.8%
	95% Warning	64.4%
	90% Standard	61.0%

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.

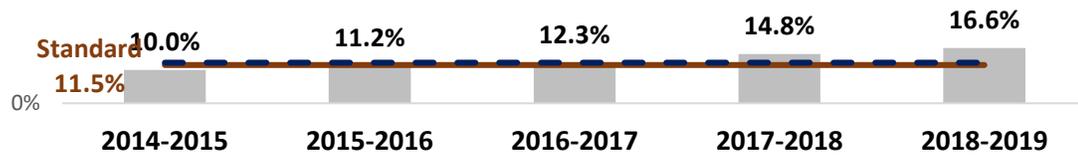


	First-time Students	Persistence Rate
2015-2016	3,665	78.6%
2016-2017	3,438	77.1%
2017-2018	3,447	78.8%
2018-2019	3,342	75.7%
2019-2020	3,312	74.5%
5-Year Total	17,204	77.0%
95% Warning		73.2%
90% Standard		69.3%

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%

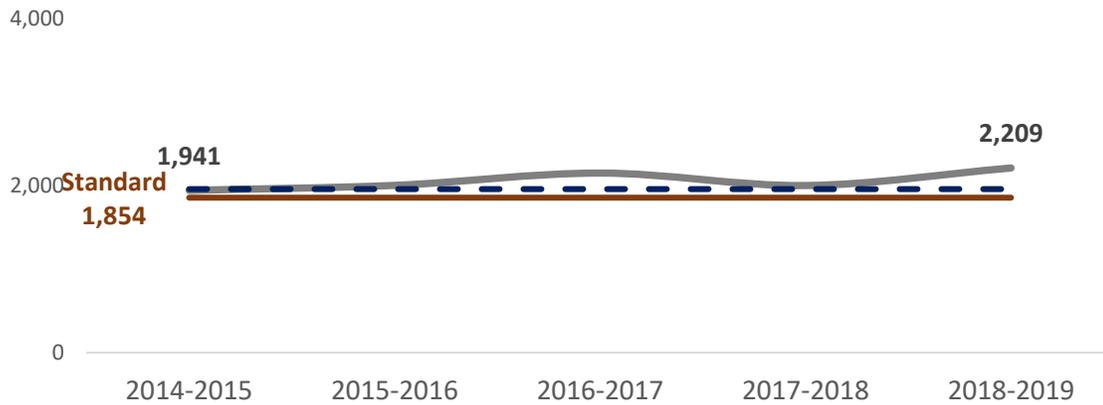


	First-time, Degree/Transfer Students	Completing Transfer-Level English and Math	Completing Transfer-Level English and Math (%)
2014-2015	5,365	537	10.0%
2015-2016	5,248	588	11.2%
2016-2017	4,864	596	12.3%
2017-2018	4,750	704	14.8%
2018-2019	4,423	735	16.6%
2019-2020	<i>Data Not Yet Available</i>		
5-Year Total	24,650	3,160	12.8%
95% Warning			12.2%
90% Standard			11.5%

Source: CCCC Vision for Success: Student Success Metrics

Transfer Volume

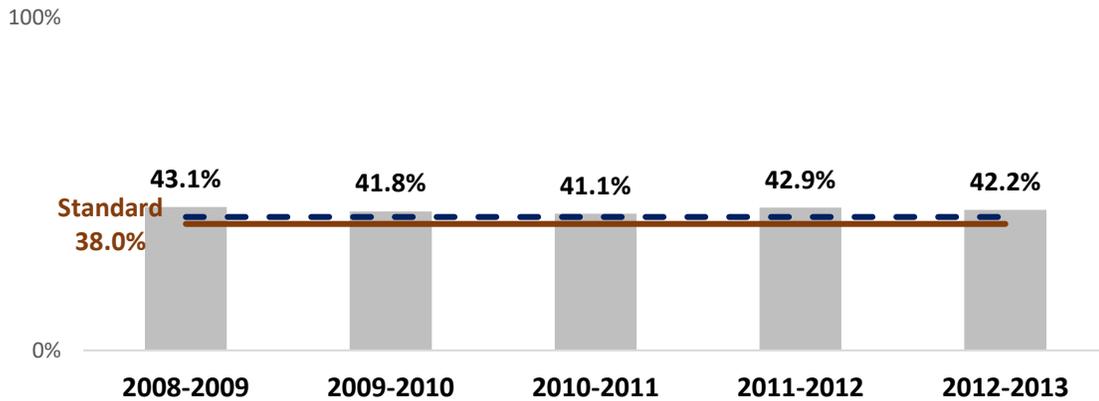
According to the California Community College Chancellor’s Office, combined with information from the California State University (CSU) system and the University of California (UC) system, the number of students who transfer to a four-year institution, including CSU, UC, in-state private, and out-of-state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



	Transfers
2014-2015	1,941
2015-2016	2,001
2016-2017	2,148
2017-2018	1,999
2018-2019	2,209
5-Year Average	2,060
95% Warning	1,957
90% Standard	1,854

Transfer Velocity

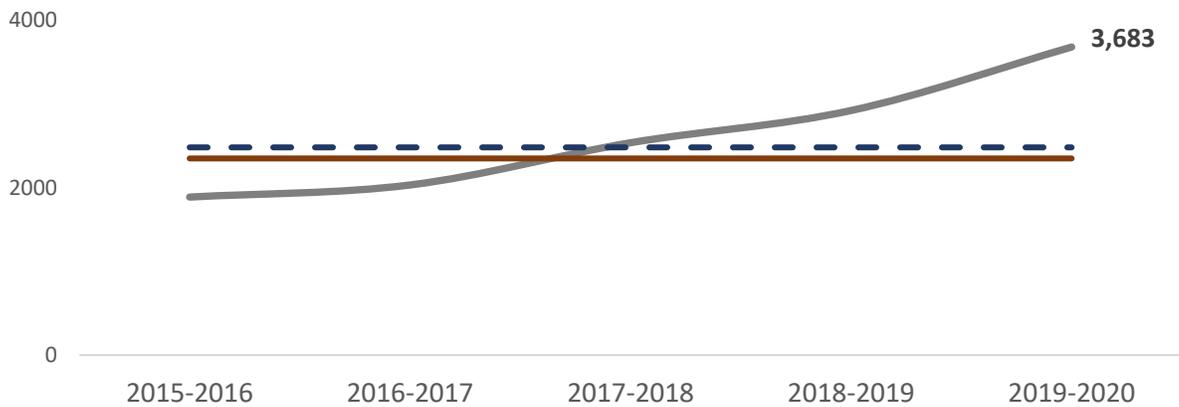
The percentage of first-time college students who transfer to a four-year institution within four and six years of initial enrollment. Note that the cohorts are comprised of first-time college students with a minimum of 12 units earned who attempted a transfer level Math or English course.



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
5-Year Total	23.5%	42.2%	12,555
95% Warning		40.1%	
90% Standard		38.0%	

Degrees Awarded

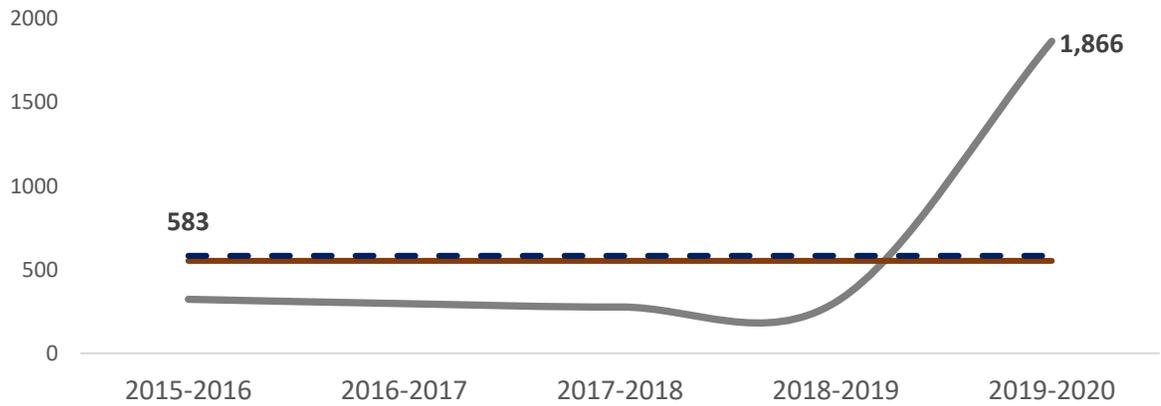
Number of Associates of Arts and Associates of Sciences, including Associate of Arts for Transfer and Associate of Science for Transfer, awarded during the academic school year.



	Degrees Awarded
2015-2016	1,889
2016-2017	2,034
2017-2018	2,539
2018-2019	2,924
2019-2020	3,683
5-Year Average	2,614
95% Warning	2,483
90% Standard	2,352

Certificates Awarded

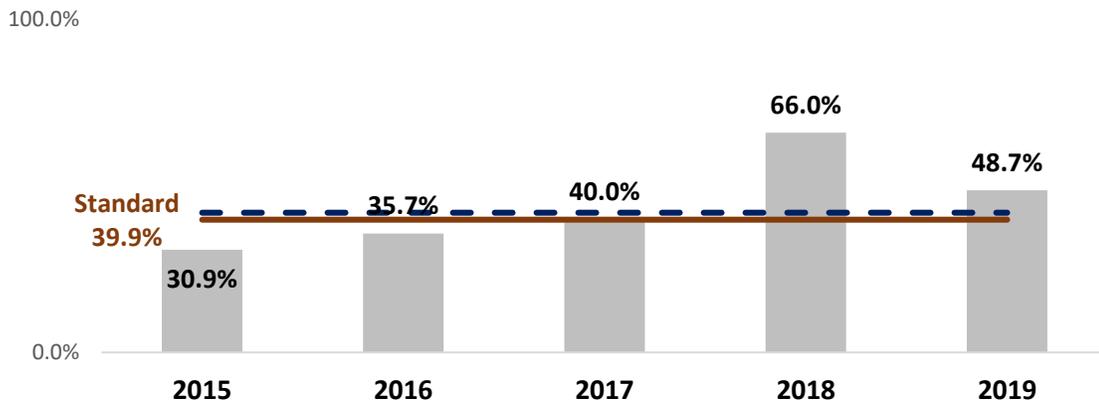
Number of Certificates awarded during the academic school year.



Certificates Awarded	
2015-2016	323
2016-2017	297
2017-2018	277
2018-2019	307
2019-2020	1,866
5-Year Average	614
95% Warning	583
90% Standard	553

Job Earnings

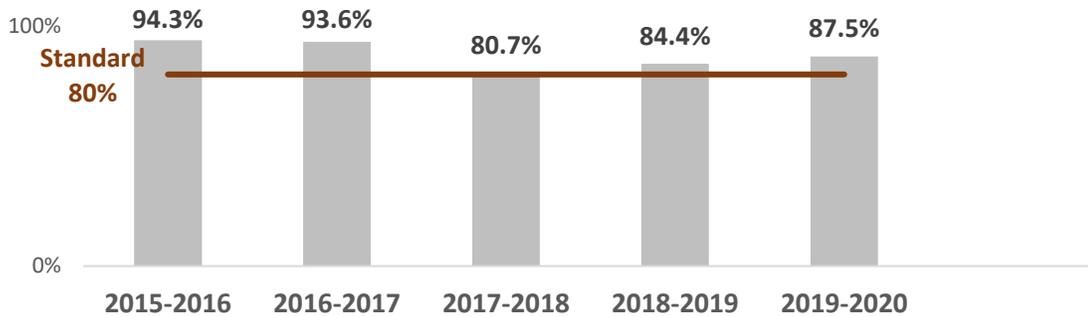
The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.



	Respondents	Increase in Job Earnings
2015	593	30.9%
2016	872	35.7%
2017	1,071	40.0%
2018	941	66.0%
2019	853	48.7%
2020	<i>Data Not Yet Available</i>	
5-Year Average	866	44.3%
95% Warning		42.0%
90% Standard		39.9%

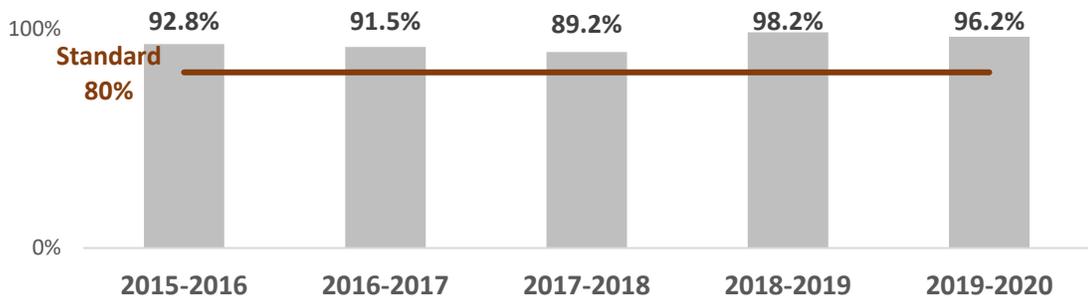
Board of Barbering and Cosmetology Licensing Examination

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



	Yearly Exams	Pass Rate
2015-2016	122	94.3%
2016-2017	110	93.6%
2017-2018	93	80.7%
2018-2019	109	84.4%
2019-2020	112	87.5%

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



	Yearly Exams	Pass Rate
2015-2016	125	92.8%
2016-2017	117	91.5%
2017-2018	111	89.2%
2018-2019	108	98.2%
2019-2020	106	96.2%