Fullerton College

Institution-Set Standards

Institutional Integrity Committee

April 2022

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 for the 2020-2021 academic year in Spring 2022. The purpose of this document is to communicate the standards and the College's performance against them.

The IIC shared the Institution-Set Standards and the College's progress against the indicators with the following nine committees and governing bodies during the 2021-2022 academic year: Associated Students Senate, Classified Senate, Dean's Council, Faculty Senate, Pathways Steering Committee, President's Advisory Council, Program Review and Planning 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 from 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 in the aggregate across nine of the 10 Institution-Set Standards for the 2020-2021 academic year. This did not hold true, however, when results were disaggregated by subgroups. (See item 5)
   a. The one metric that fell below the standard was Cosmetology licensure rates. When this was identified, the IIC notified the program coordinator. The program was aware of the decline in both the success rate and number of Level 5 students taking the written portion of the California state licensing exam and had initiated several actions to address the situation:
      i. The number of hours of tutoring in the Academic Skills Center was increased for students in Level 5 of the program
      ii. Adoption of a new, more interactive edition of the textbook and online training materials used to prepare students to take the written exam. The new edition includes more practice tests and a more engaging interface that the program believes will encourage students to spend more time preparing for the exam.
   b. The program also identified a potential barrier for ESL students, who must take the exam in English. Students are allowed an interpreter, but they must provide and pay for this. The program is looking into ways it can provide interpreters at the exam for students who need them.
   c. In Spring 2022, program instructors and staff will participate in a weekend training focused on Mindful Teaching.

2. While the overall course completion and success rates remained above the standard, there was a decline across both metrics from Fall '19 to Fall '20.
3. The persistence rate between Fall and Spring for first-time students continued to decline, with 2020-2021 experiencing the lowest rate in the last five years.
4. The number of degrees and certificates awarded decreased slightly from the historical high number in the previous; however, the number is still well above the standard. The number of students earning such awards increased from the previous year.
   a. In order to provide a more accurate picture of how students are doing in their academic journey, the IIC recommends that the metric be changed to focus on number of students earning awards rather than the number of awards given.

5. For some of the metrics, the data was disaggregated. These are reflected in the charts in the next section. The IIC identified several subgroups whose outcomes were below the standard for multiple metrics, indicating a need to expand the current process for assessing institution-set standards with an eye towards equity. These results also support the college's focus on achieving more equitable student outcomes.

6. The IIC is working on a revised set of metrics to align better with college goals and initiatives as well as the method for evaluating performance. A proposed revision will be shared with the College in Fall 2022.

Course Completion Rate

Percentage of fall term credit course enrollments where student did not withdraw from class and received a valid grade.
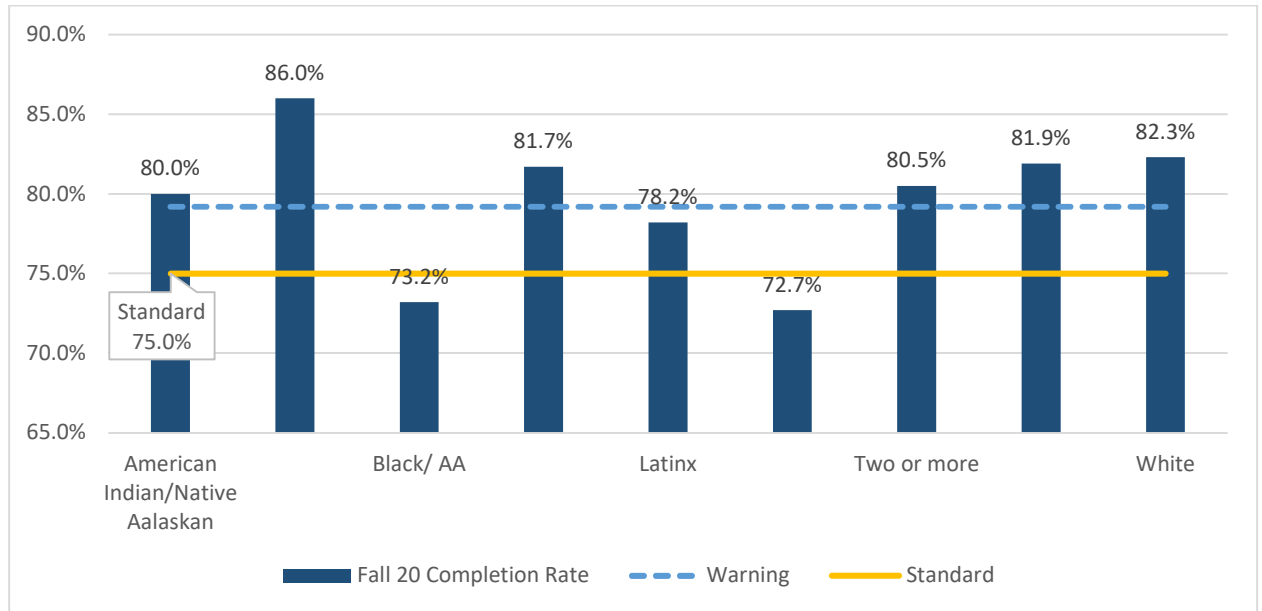
|	Course Enrollments	Course Completion (%)
Fall '15	69,825	82.9%
Fall '16	68,957	83.0%
Fall '17	66,857	82.6%
Fall '18	62,114	84.4%
Fall '19	63,534	83.7%
5-Year Average		**83.3%**
95% Warning		**79.2%**
90% Standard		**75.0%**
Fall '20	**60,184**	**80.1%**

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).
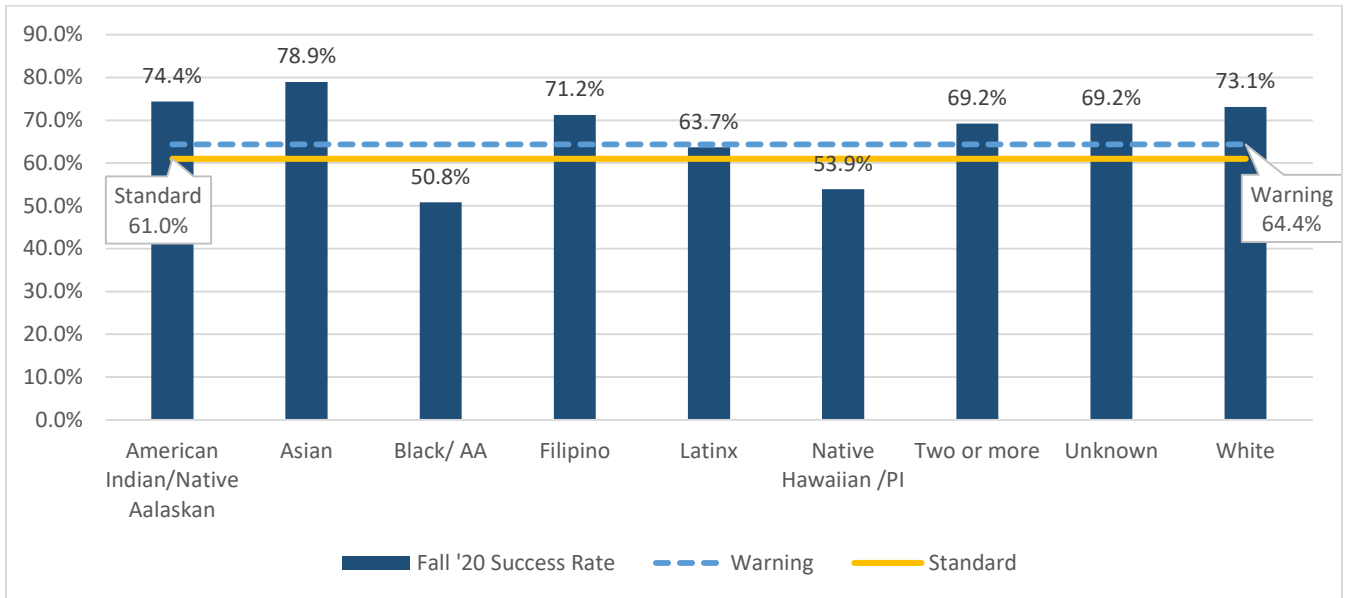
|	Course Enrollments	Course Success (%)
Fall '15	69,825	66.5%
Fall '16	68,957	66.8%
Fall '17	66,857	67.7%
Fall '18	62,114	69.4%
Fall '19	63,534	69.0%
5-Year Average		**67.8%**
95% Warning		**64.4%**
90% Standard		**61.0%**
Fall '20	**60,184**	**67.0%**

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.
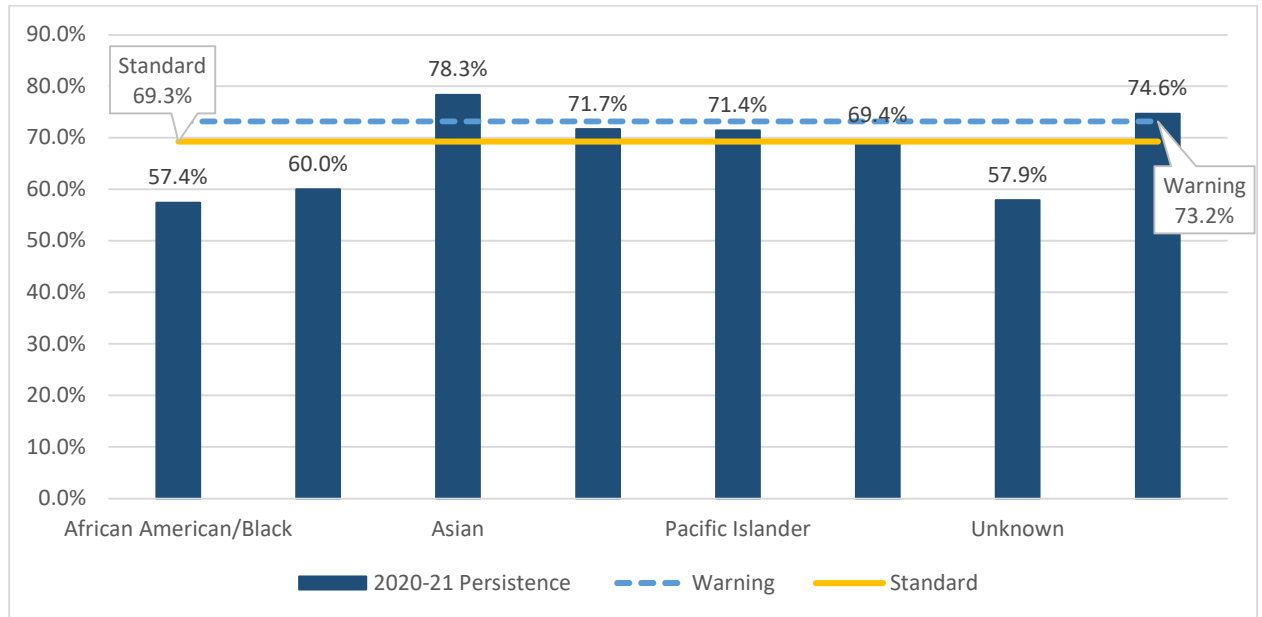
	First-time Students	Persistence Rate
2015-2016	3,665	78.6%
2016-2017	3,438	77.1%
2017-2018	3,447	78.8%
2018-2019	3,342	75.7%
2019-2020	3,312	74.5%
5-Year Average		**77.0%**
95% Warning		**73.2%**
90% Standard		**69.3%**
2020-2021	**3,090**	**72.0%**

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.
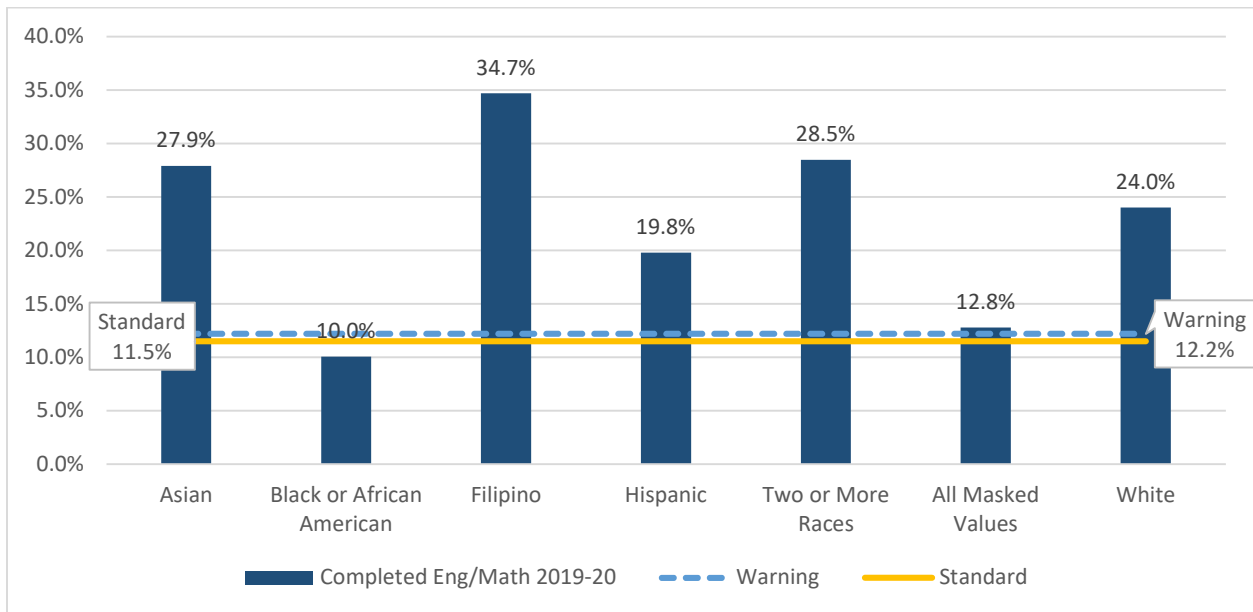

	First-time, Degree/Transfer Students	Completing Transfer-Level English and Math	Completing Transfer-Level English and Math (%)
2014-2015	5,365	537	10.0%
2015-2016	5,248	588	11.2%
2016-2017	4,864	596	12.3%
2017-2018	4,750	704	14.8%
2018-2019	4,423	735	16.6%
5-Year Total	**24,650**	**3,160**	**12.8%**
95% Warning			12.2%
90% Standard			**11.5%**
2019-2020	**4,461**	**932**	**20.9%**

Source: CCCCO 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.
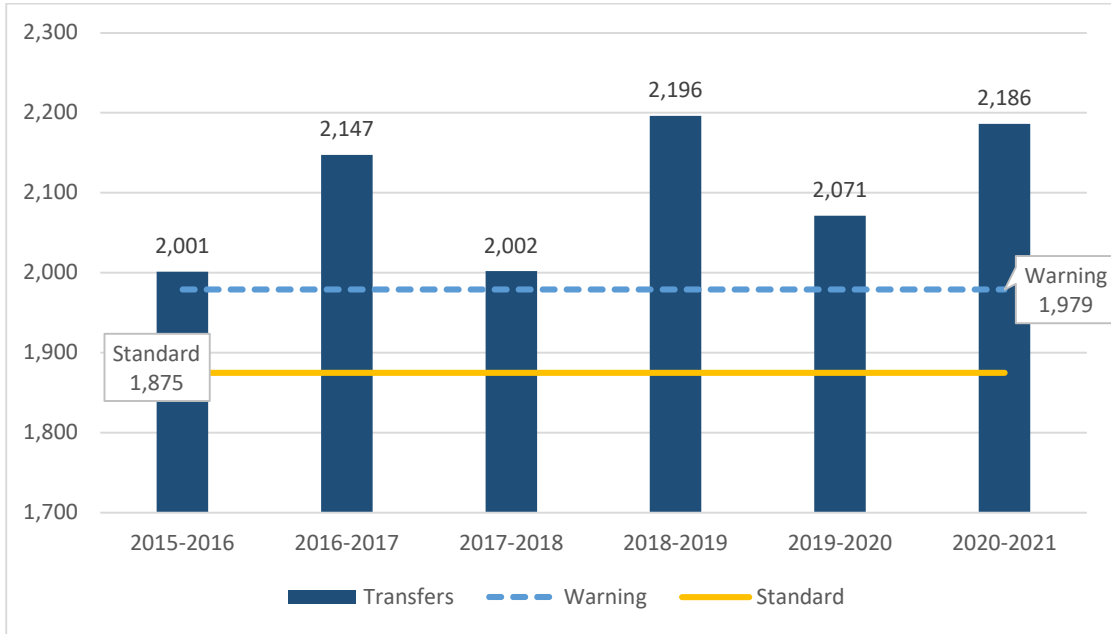
|	Transfers
2015-2016	2,001
2016-2017	2,147
2017-2018	2,002
2018-2019	2,196
2019-2020	2,071
5-Year Average	2,083
95% Warning	1,979
90% Standard	**1,875**
2020-2021	2,186

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. The CCCCO has not updated this measure since 2019.
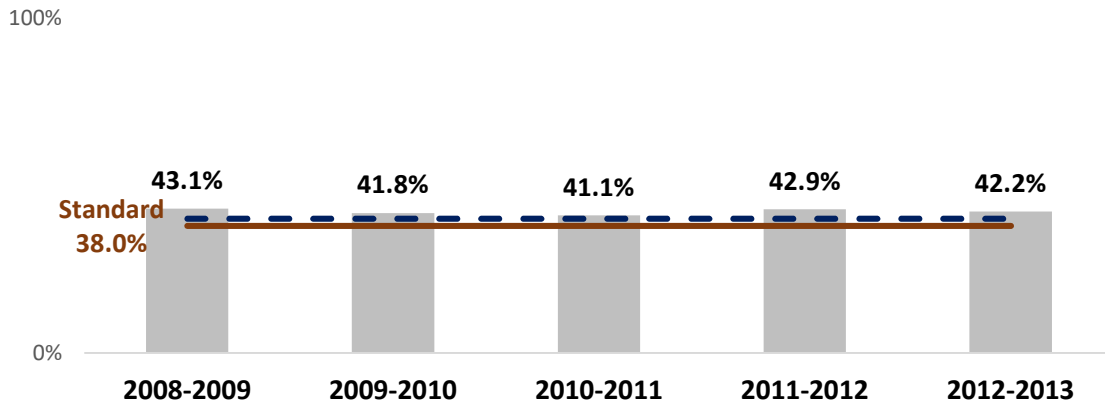
| Entering Cohort	4-Year Transfer	6-Year Transfer	Cohort
2008-2009	25.6%	43.1%	2,624
2009-2010	23.7%	41.8%	2,730
2010-2011	21.3%	41.1%	2,572
2011-2012	22.2%	42.9%	2,359
2012-2013	24.4%	42.2%	2,270
5-Year Total	23.5%	42.2%	12,555
95% Warning		40.1%	
90% Standard		**38.0%**	

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.
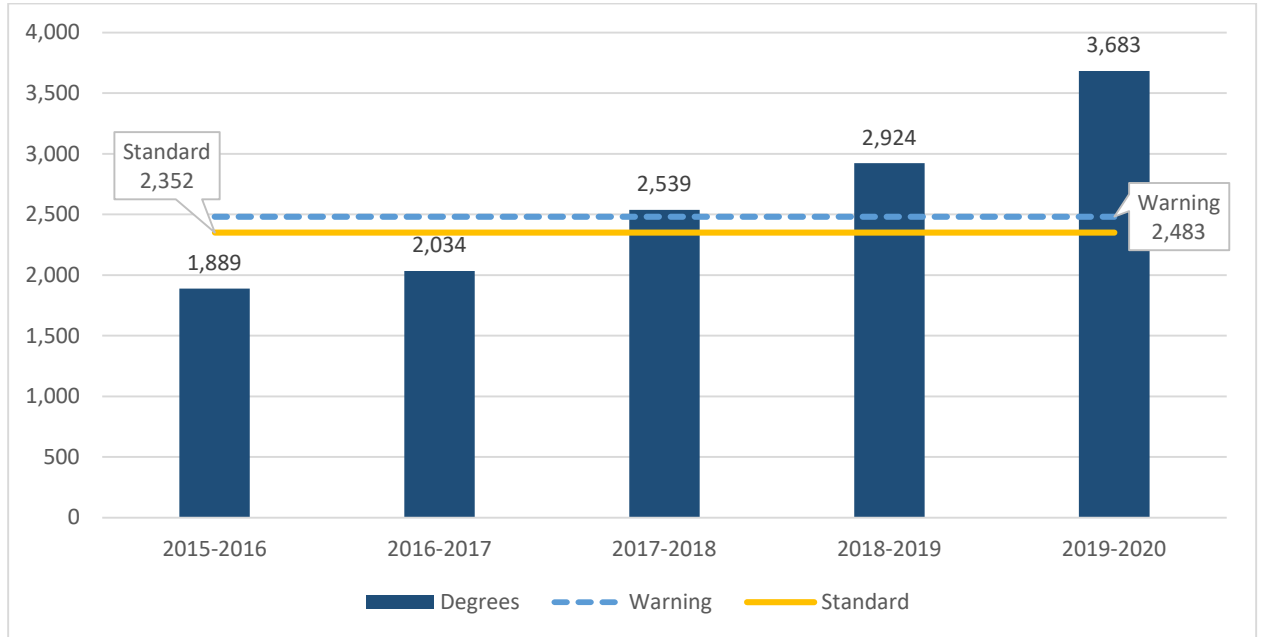
	Degrees Awarded
2015-2016	1,889
2016-2017	2,034
2017-2018	2,539
2018-2019	2,924
2019-2020	3,683
5-Year Average	2,614
95% Warning	**2,483**
90% Standard	**2,352**
2020-2021	**3,461**

Certificates Awarded

Number of Certificates awarded during the academic school year.
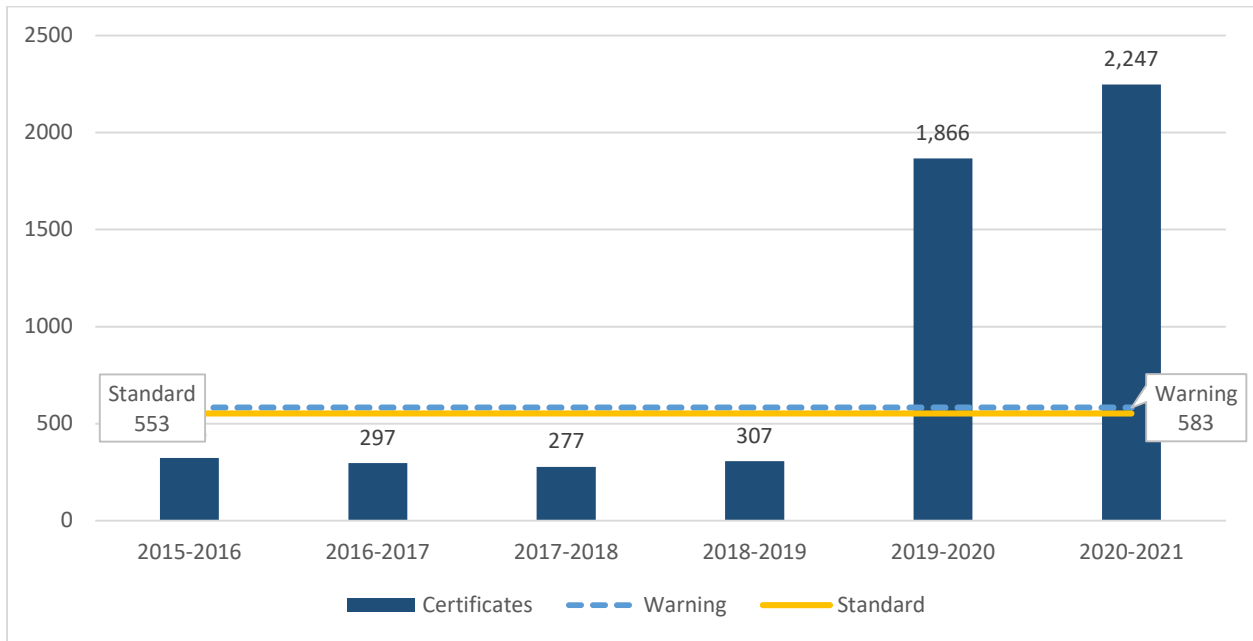
|	Certificates Awarded
2015-2016	323
2016-2017	297
2017-2018	277
2018-2019	307
2019-2020	1,866
5-Year Average	614
95% Warning	**583**
90% Standard	**553**
2020-2021	**2,247**

Job Earnings

The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.
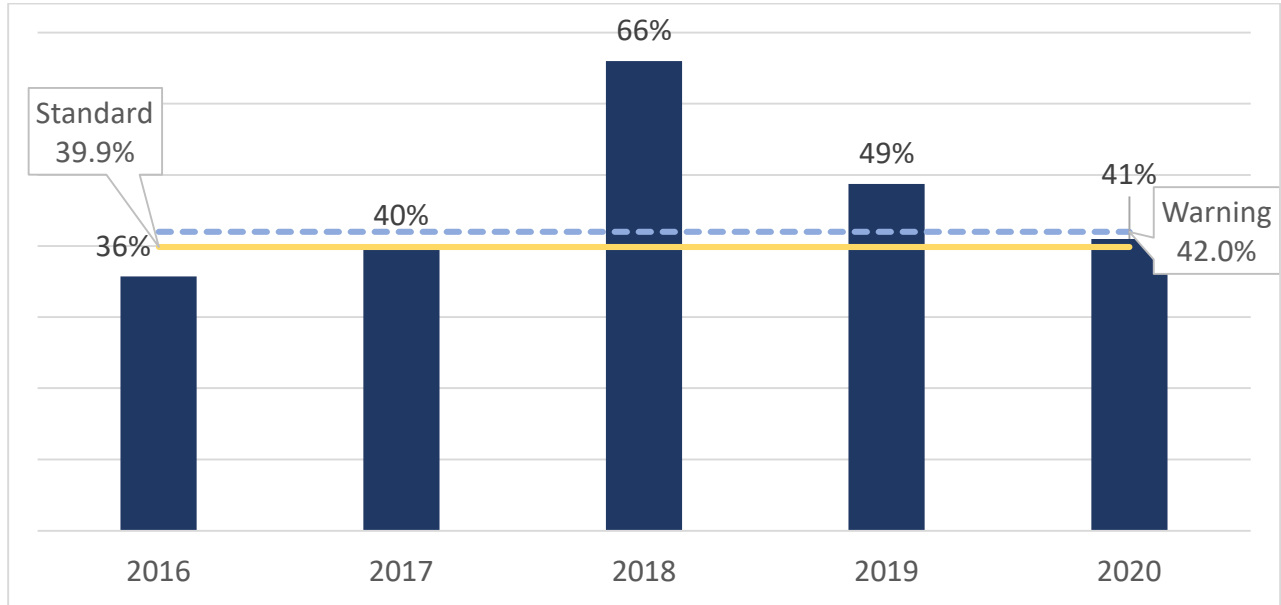
|	Respondents	Increase in Job Earnings
2015	593	30.9%
2016	872	35.7%
2017	1,071	40.0%
2018	941	66.0%
2019	853	48.7%
5-Year Average		**44.3%**
95% Warning		42.0%
90% Standard		**39.9%**
2020	**845**	**41%**

Board of Barbering and Cosmetology Licensing Examination
Percent of students who have successfully passed the written examination after completing coursework in cosmetology.
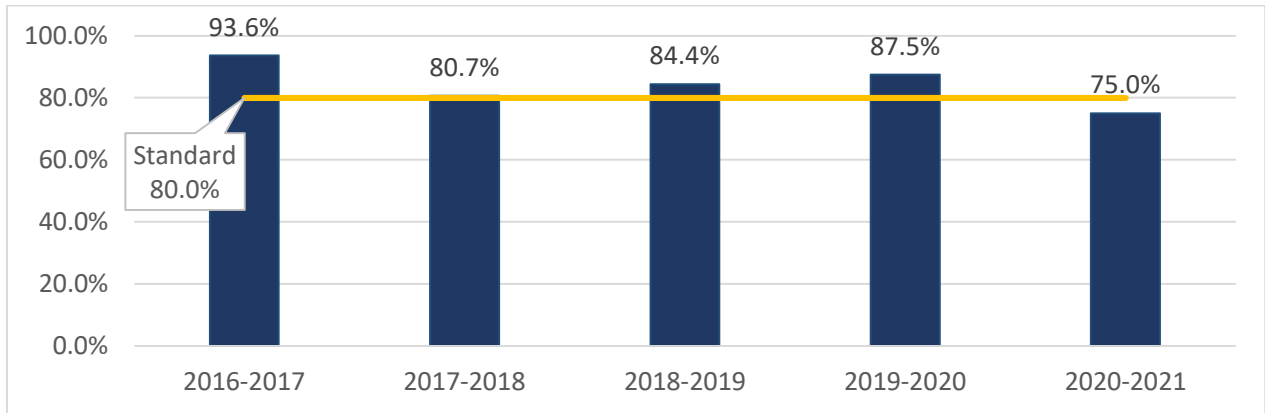
	Yearly Exams	Pass Rate
2016-2017	110	93.6%
2017-2018	93	80.7%
2018-2019	109	84.4%
2019-2020	112	87.5%
2020-2021	60	75.0%

Percent of students who have successfully passed the practical examination after completing coursework in cosmetology.
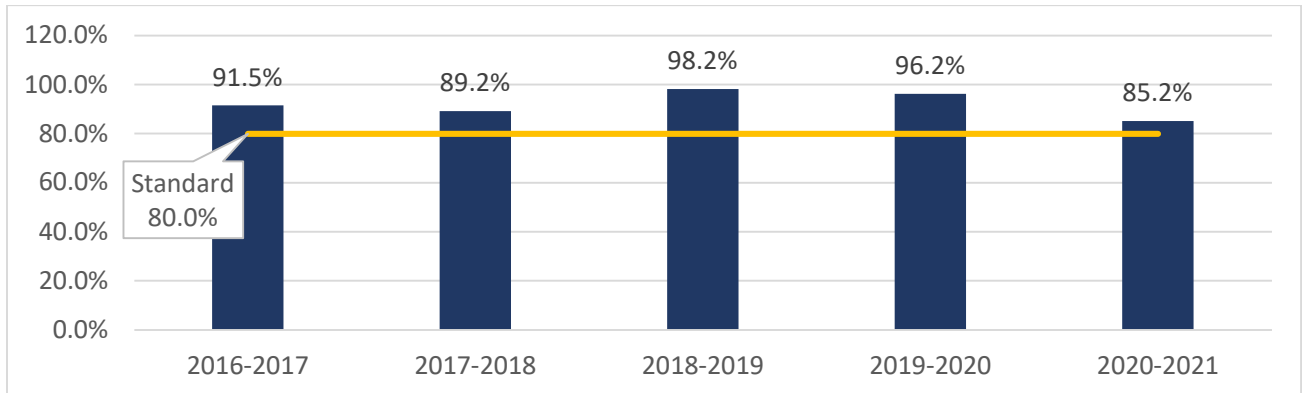
	Yearly Exams	Pass Rate
2016-2017	117	91.5%
2017-2018	111	89.2%
2018-2019	108	98.2%
2019-2020	106	96.2%
2020-2021	54	85.2%