Fullerton College

Institution-Set Standards

Institutional Integrity Committee

April 2023

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 2021-2022 academic year in Spring 2023. 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 Faculty Senate, Classified Senate, and the President's Advisory Council.

Definitions

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. 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).

To fully meet ACCJC Standard IB3, the IIC developed a way to measure stretch or "aspirational" goals. In spring 2022, the IIC received approval from the Academic Senate and the President's Advisory Council to set stretch goals for all Institution Set Standard metrics. The calculation was set at 102% of the average of the last five years for each metric.

Performance on Institution Set Standards and Stretch goals are reported to ACCJC as part of the College's Annual Report.

Analysis

For the 2021-2022 academic year, the Office of Institutional Effectiveness is including the "stretch goal" outcomes for the College. The College performed above the warning and standard levels in the aggregate across 9 of its 10 active Institution-Set Standards for the 2021-2022 academic year. The College surpassed its stretch goals four metrics: English and Math Completion, Associate Degrees and Certificates conferred, and in the percentage of students indicating an increase in job earnings. Other key outcomes:

a. Persistence rates continued to decline since its peak in 2017-2018 when 80% of first-time students persisted to a subsequent term. The 2021-2022 rate of 72.4% was below the warning level, and only 2.7 percentage points above the standard.

b. In 2020-2021, the College's rate of students who successfully passed the written portion for the Cosmetology Licensure Exam (75.0%) was below the set standard of 80%. The Cosmetology department initiated several actions to address the situation. These included increasing the number of tutoring hours for students in advanced courses and the adoption of interactive textbook and training materials to prepare students for the exam. For 2021-2022, the pass rate increased to 87%; similar to pre-pandemic levels of success.

c. Course completion (retention) and success rates were both above the warning and standard levels, but slightly below the five-year average. OIE includes the Excused Withdrawal (EW) grade in its calculation of both rates in order to allow for meaningful comparisons to pre-pandemic outcomes. Using this methodology indicates that course outcomes have still not reached pre-pandemic levels.

d. The College continues to see steady increases in the number of first-time students completing transfer English and Math in their first year. The 2020-2021 rate of 22.4% was 11.2 percentage points higher than it was in 2015-2016.

Equity Concerns

Over the last few years OIE has provided the Institutional Integrity Committee with outcomes disaggregated by race. Of concern, Black/African American students performed below the 2021-2022 institution set standard in success rates, persistence rates and transfer English and math completion rates. Similar outcomes were found in its 2020-2021 analysis.

In spring 2022, the College's Student Equity and Achievement Committee analyzed student success outcomes as part of its work in developing its 2022-2025 Student Equity Plan. Given the persistent equity gaps found for Black/African American students over the last decade, the group developed a plan that prioritized closing these gaps over the next three academic years. To align or "braid" plans across the College, the 2023-2025 Strategic Plan, the Enrollment and Re-Engagement Plan, and the Strategic Enrollment Workgroup plan prioritize investment of resources to support this population.

Moving Forward

The Institutional Integrity Committee has made braiding efforts across initiatives and programs a priority moving forward. **As such, beginning next year, the Institution Set Standards will be changed to align outcomes with the statewide Vision for Success, the Student-Centered Funding Formula, the Guided Pathways Initiative, and the Student Equity and Achievement Plan**. Doing so will help align resource allocation efforts to better serve key student populations. In addition, it is the committee's hope that a consistent set of metrics across plans and initiatives will also help the College community become better aware of the College's performance.

Course Completion Rate

Percentage of fall term credit course enrollments where student did not withdraw from class and received a valid grade.
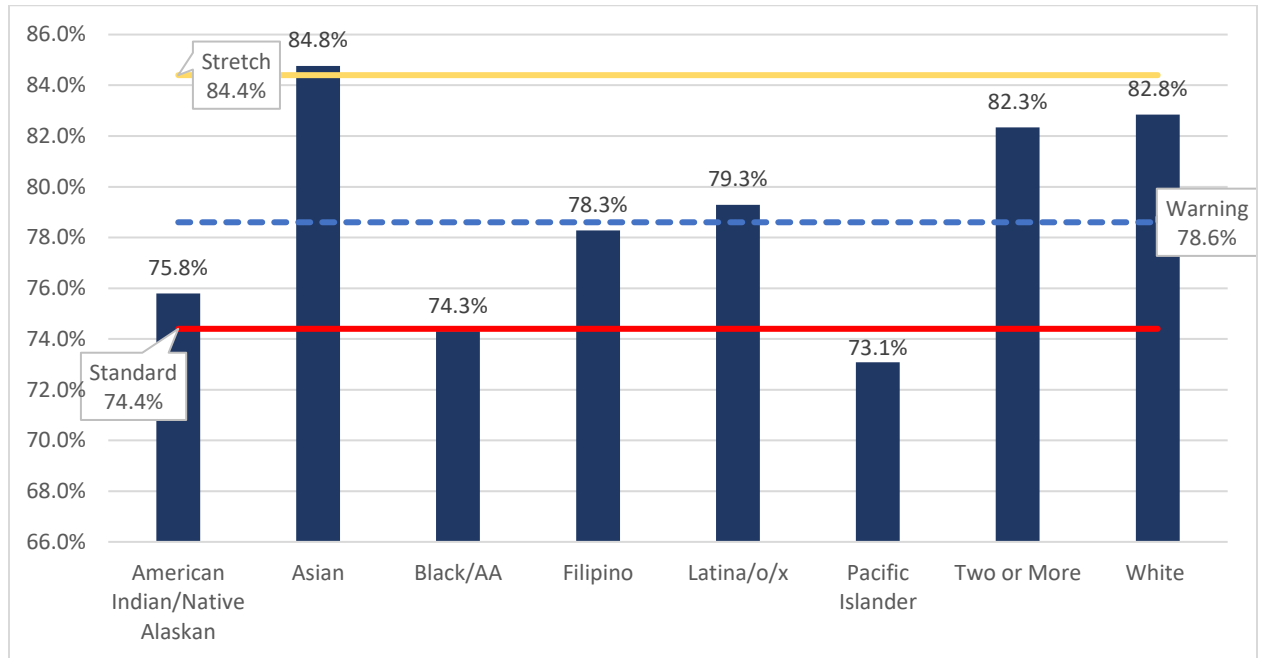
|	Course Enrollments	Course Completion (%)
Fall '16	68,957	83.0%
Fall '17	66,857	82.6%
Fall '18	62,114	84.4%
Fall '19	63,534	83.7%
Fall '20	60,572	79.8%
5-Year Average		**82.7%**
95% Warning		**78.6%**
90% Standard		**74.4%**
102% Stretch		**84.4%**
Fall '21	**52,026**	**80.5%**

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).
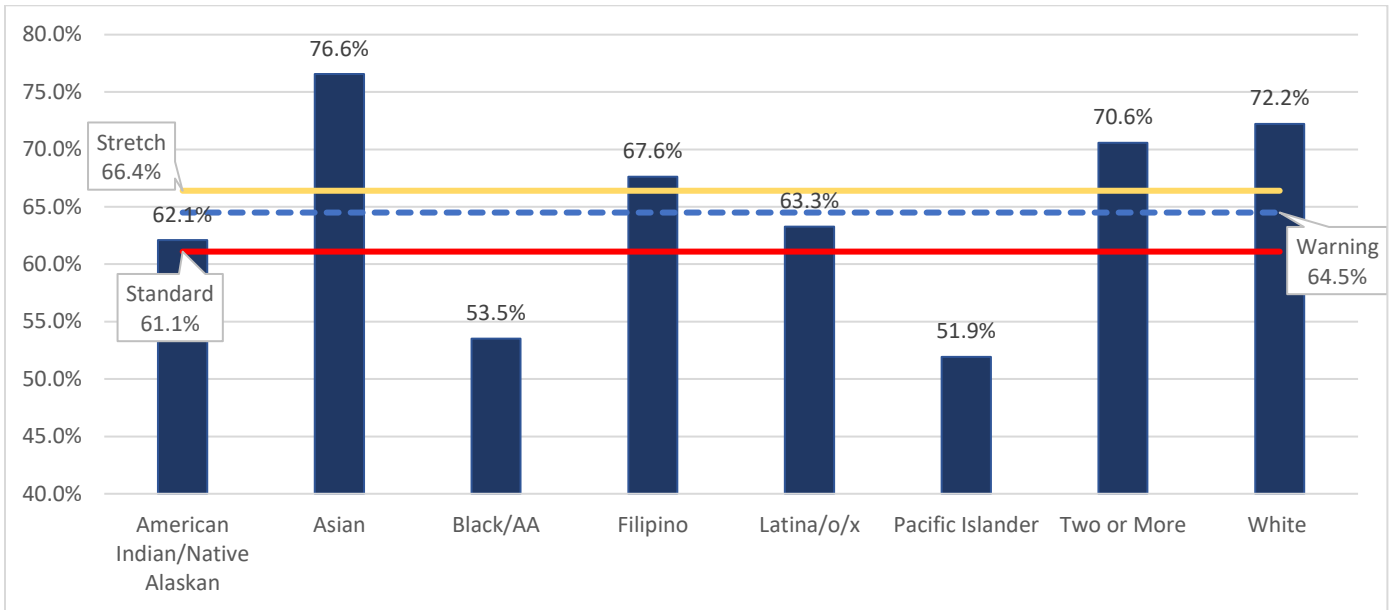
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Fall '17	66,857	67.7%
Fall '18	62,114	69.4%
Fall '19	63,534	69.0%
Fall '20	60,572	67.0%
5-Year Average		**67.9%**
95% Warning		**64.5%**
90% Standard		**61.1%**
102% Stretch		**69.3%**
Fall '21	**52,026**	**66.4%**

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.
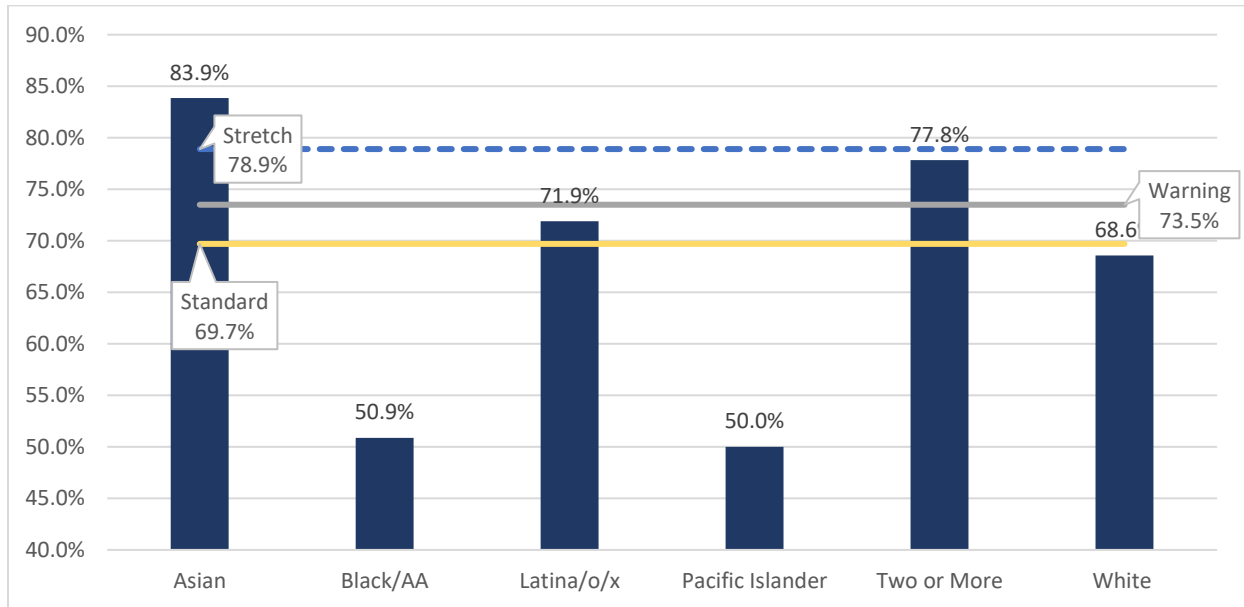
	First-time Students	Persistence Rate
2016-2017	2,972	78.1%
2017-2018	3,014	80.2%
2018-2019	2,939	77.4%
2019-2020	3,044	78.3%
2020-2021	2,712	73.0%
5-Year Average		**77.4%**
95% Warning		**73.5%**
90% Standard		**69.7%**
102% Stretch		**78.9%**
2021-2022	**2,390**	**72.4%**

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.
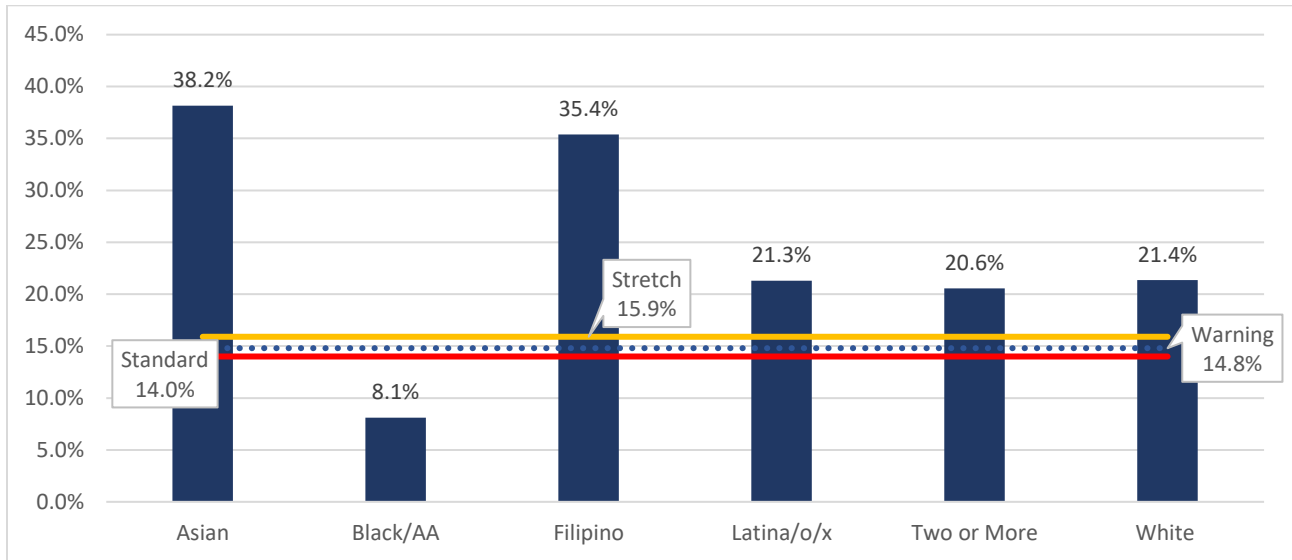

	First-time, Degree/Transfer Students	Completed Transfer-Level English and Math	Completed Transfer-Level English	Completed Transfer-Level Math
2015-2016	5,260	11.8%	29.6%	17.1%
2016-2017	4,905	12.8%	34.3%	18.2%
2017-2018	4,819	15.4%	37.7%	20.7%
2018-2019	4,343	17.0%	47.0%	21.2%
2019-2020	4,462	20.9%	48.7%	25.7%
5-Year Average		**15.6%**		
95% Warning		**14.8%**		
90% Standard		**14.0%**		
102% Stretch		**15.9%**		
2020-2021	**4,119**	**22.4%**	**45.2%**	**26.8%**

Source: CCCCO 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.
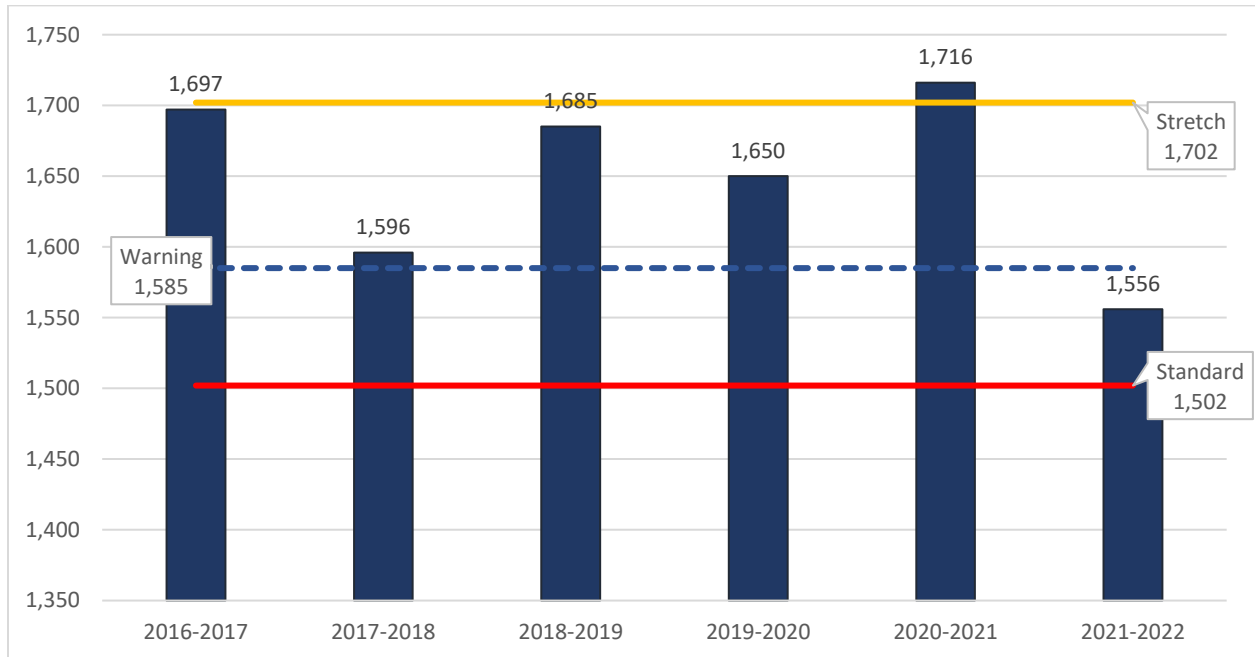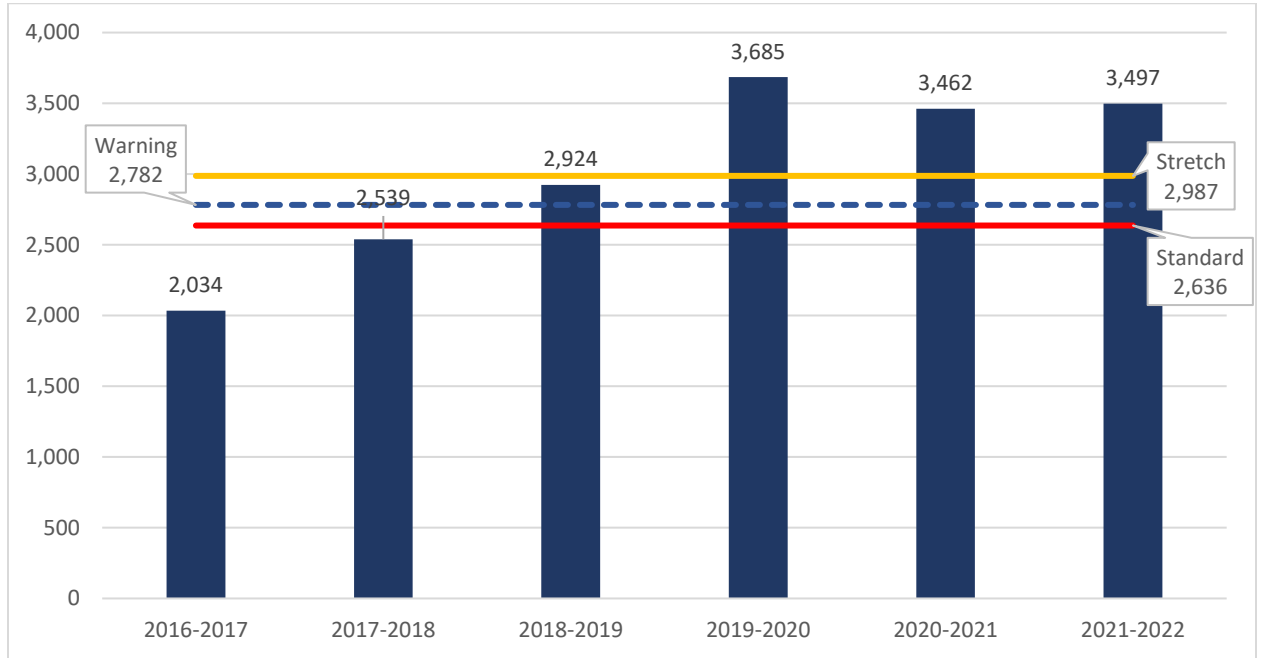

|	Transfers
2016-2017	1,697
2017-2018	1,596
2018-2019	1,685
2019-2020	1,650
2020-2021	1,716
5-Year Average	1,669
95% Warning	**1,585**
90% Standard	**1,502**
102% Stretch	**1,702**
2021-2022	1,556

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
2016-2017	2,034
2017-2018	2,539
2018-2019	2,924
2019-2020	3,685
2020-2021	3,462
5-Year Average	2,929
95% Warning	2,782
90% Standard	**2,636**
102% Standard	**2,987**
2021-2022	**3,497**

Certificates Awarded

Number of Certificates awarded during the academic school year.
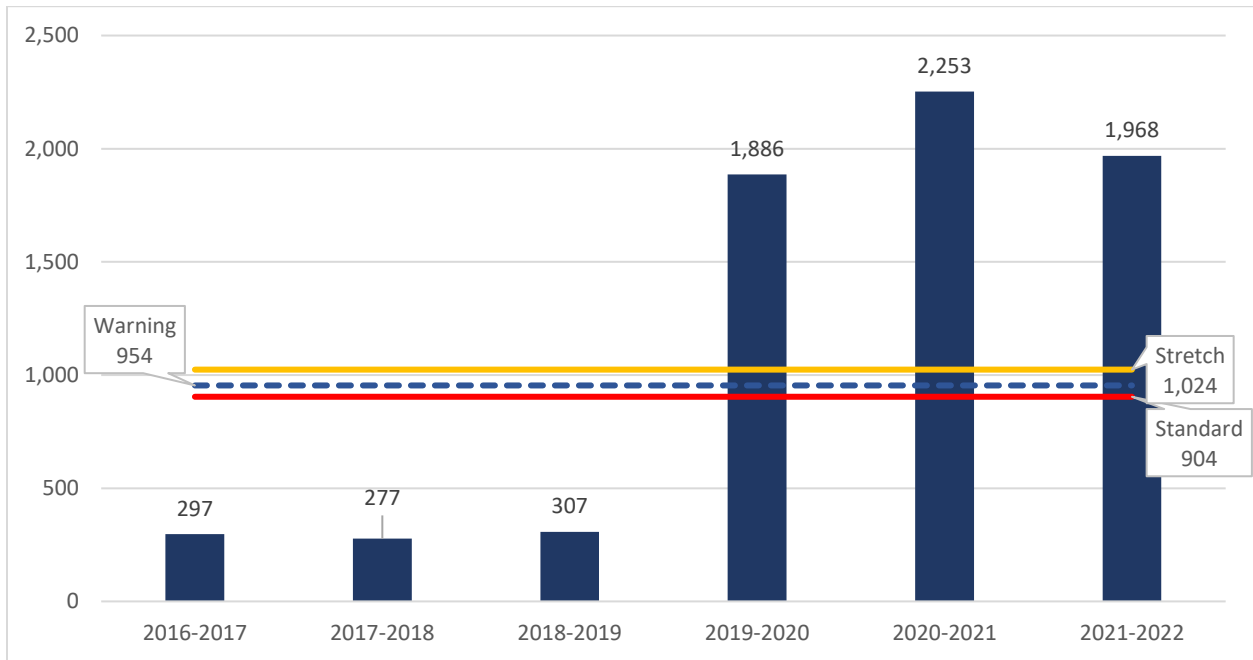
|	Certificates Awarded
2016-2017	297
2017-2018	277
2018-2019	307
2019-2020	1,886
2020-2021	2,253
5-Year Average	1,004
95% Warning	**954**
90% Standard	**904**
102% Standard	**1,024**
2021-2022	**1,968**

Job Earnings

The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.
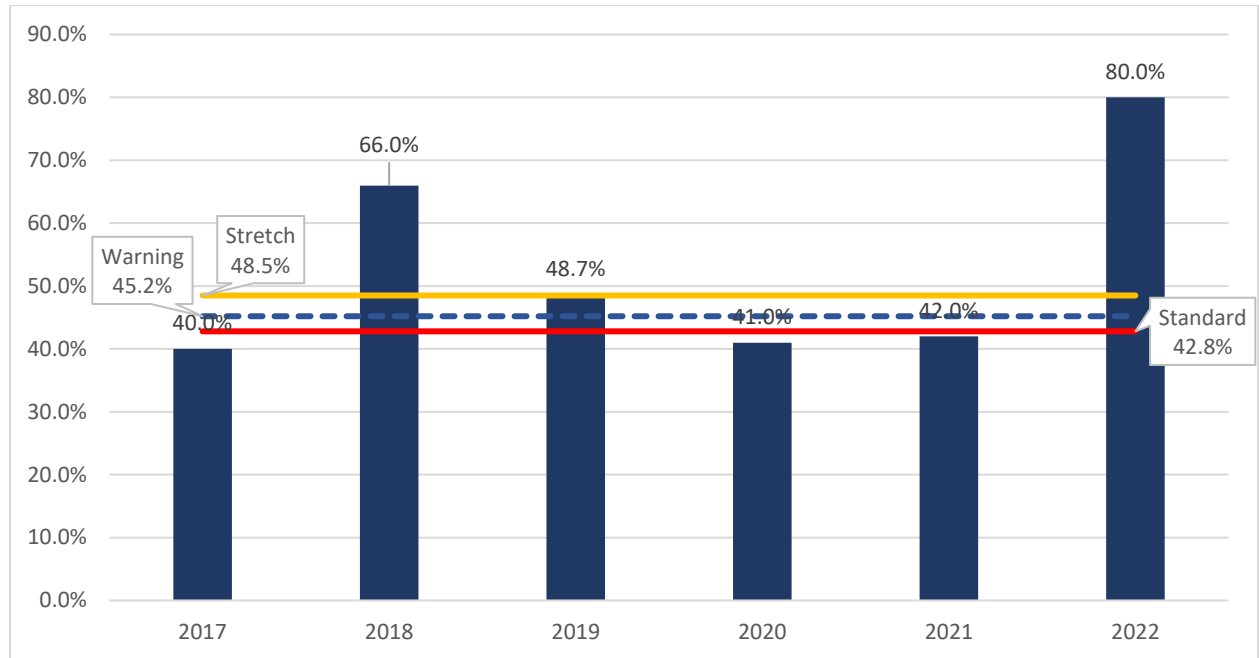
|	Respondents	Increase in Job Earnings
2017	1,071	40.0%
2018	941	66.0%
2019	853	48.7%
2020	845	41.0%
2021	554	42.0%
5-Year Average		**47.5%**
95% Warning		45.2%
90% Standard		**42.8%**
102% Stretch		**48.5%**
2022	**446**	**80.0%**

Board of Barbering and Cosmetology Licensing Examination
Percent of students who have successfully passed the written examination after completing coursework in cosmetology. The set stan
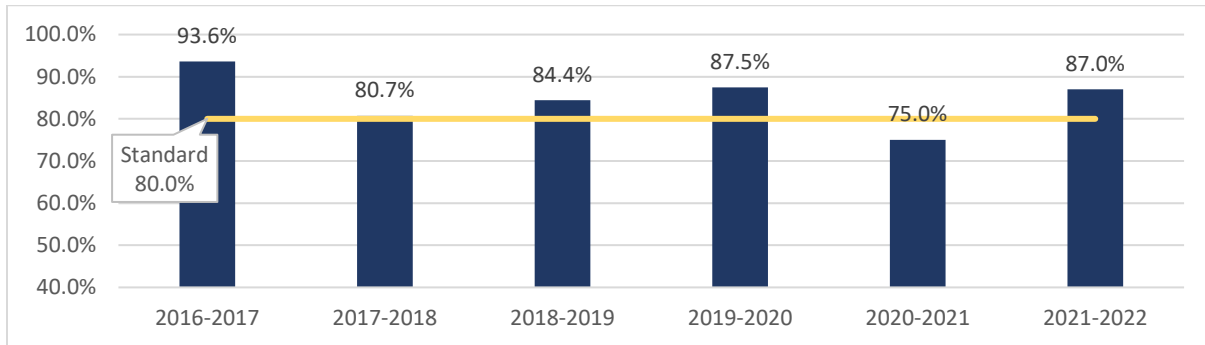
	Yearly Exams	Pass Rate
2016-2017	110	93.6%
2017-2018	93	80.7%
2018-2019	109	84.4%
2019-2020	112	87.5%
2020-2021	60	75.0%
2021-2022	190	87.0%

Percent of students who have successfully passed the practical examination after completing coursework in cosmetology.
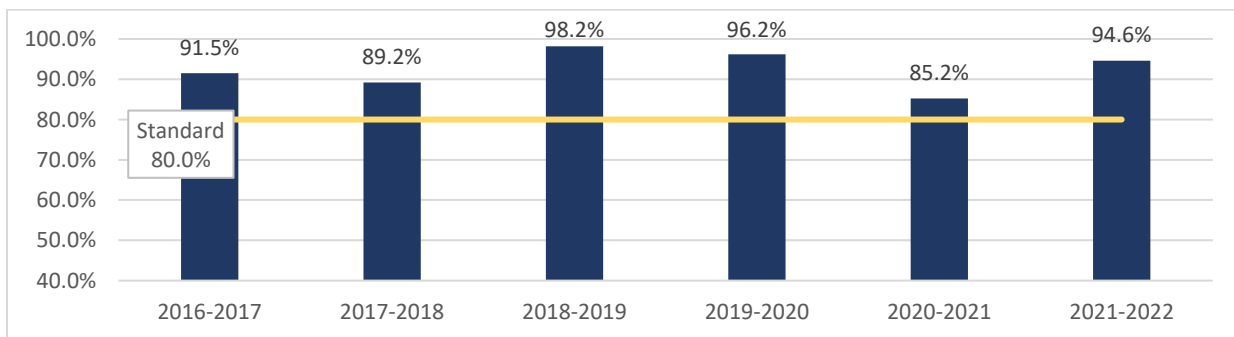
	Yearly Exams	Pass Rate
2016-2017	117	91.5%
2017-2018	111	89.2%
2018-2019	108	98.2%
2019-2020	106	96.2%
2020-2021	54	85.2%
2021-2022	74	94.6%