Cypress College
Institutional Research & Planning

Institution-Set Standards (ISS) for Student Achievement

All ACCJC accredited institutions are expected to annually review data and establish standards for several key student achievement metrics (I.B.3). The following institution-set standards (ISS) are revised based on a methodology that relies upon standard deviations above/below the mean or highest value. Another revision to the ISS involves keeping the values constant from 2021-24. This will allow the College to monitor whether standards and stretch goals are being met across a set timeframe rather than revising standards annually.

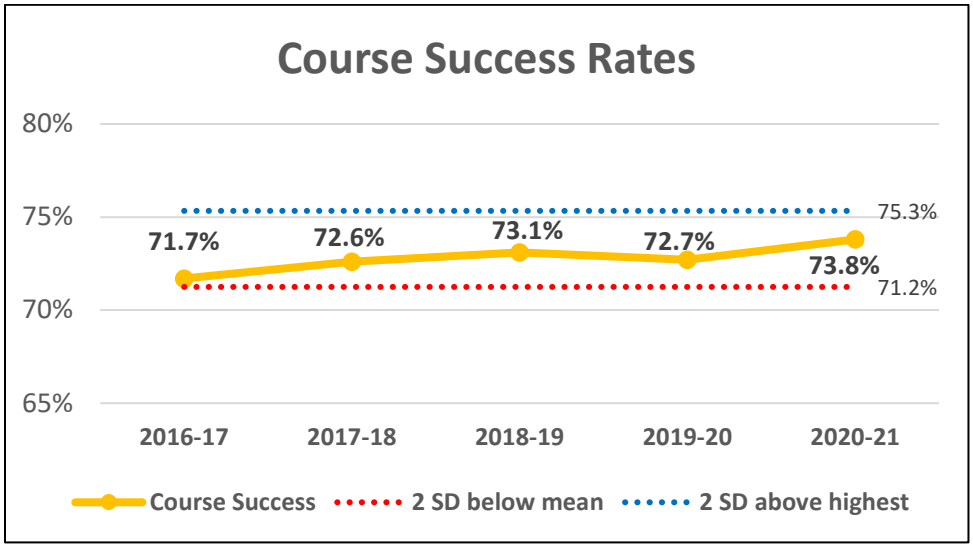
Institution-Set Standards for Student Achievement

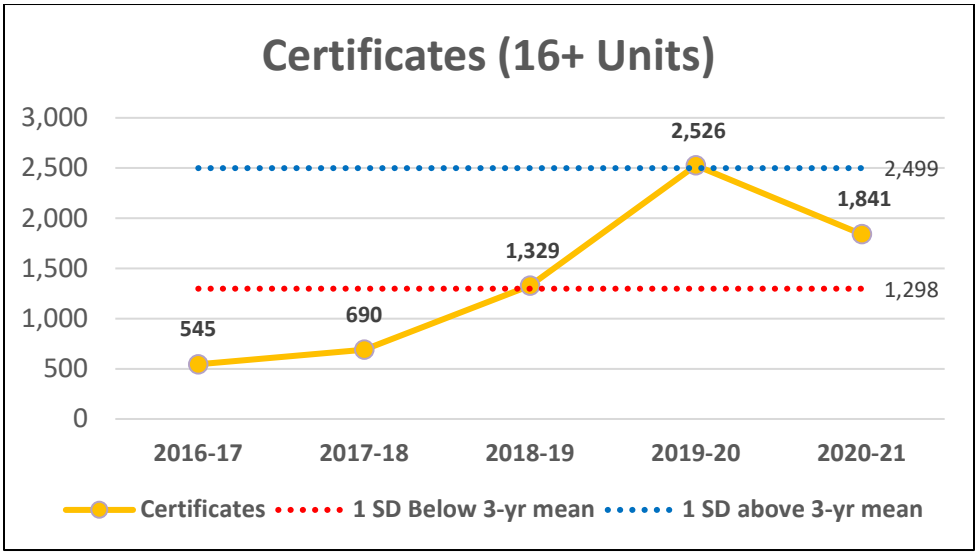
Standard	Updated Standards (PBC Approved)	Previous Standards (2020-21)
Course Success rates	Standard ("floor") = 71.2% Stretch Goal ("aspiration") = 75.3%	Standard ("floor") = 73.3% Stretch Goal ("aspiration") = 77.5%
Certificates (16+ units)	Standard ("floor") = 1,298 Stretch Goal ("aspiration") = 2,499	Standard ("floor") = 1,919 Stretch Goal ("aspiration") = 2,564
Associate Degrees	Standard ("floor") = 1,266 Stretch Goal ("aspiration") = 2,123	Standard ("floor") = 1,749 Stretch Goal ("aspiration") = 1,953
Transfers	Standard ("floor") = 575 Stretch Goal ("aspiration") = 957	Standard ("floor") = 823 Stretch Goal ("aspiration") = 895
Bachelor's Degrees	Standard ("floor") = 2 Stretch Goal ("aspiration") = 11	Standard ("floor") = 6 Stretch Goal ("aspiration") = 9

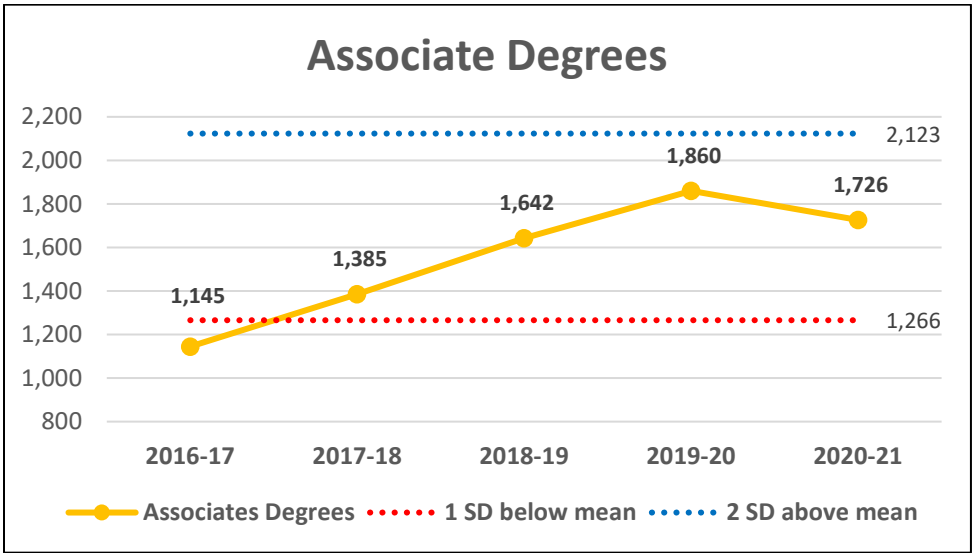
Notes

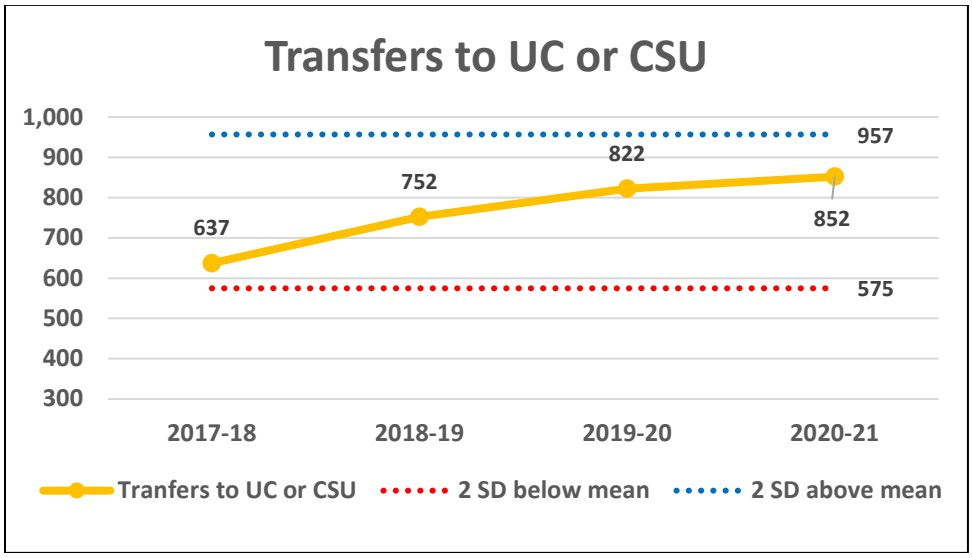
- Approved by the Planning and Budget Committee (PBC) on 4/21/2020
- Updated Data Tables and methodology are included in the subsequent pages. Table scales adjusted to show variation from the standard and stretch goal.

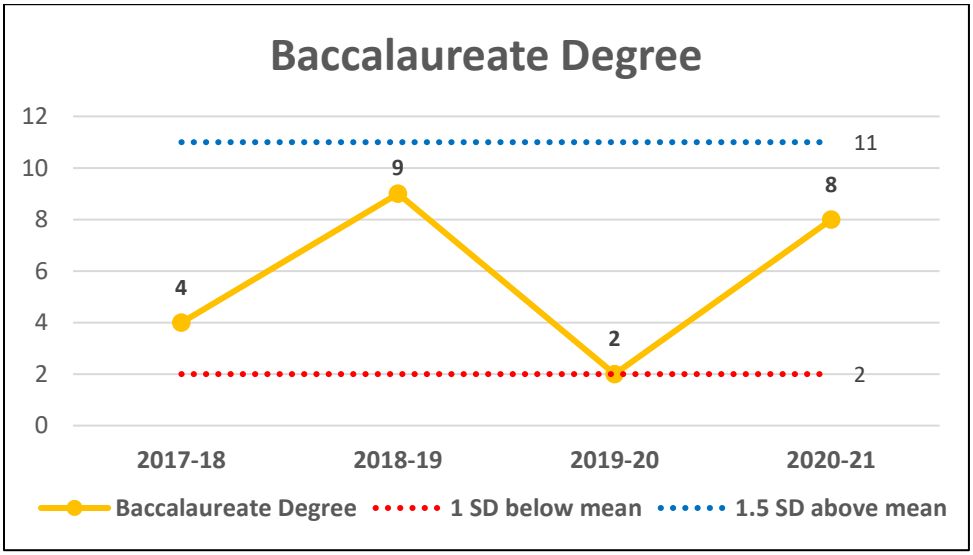
Updated Data Tables






Associate Degrees
2,200
2,000
1,800
1,600
1,400
1,200
1,000
800
2,123
1,860
1,726
1,642
1,385
1,145
1,266
2016-17
2017-18
2018-19
2019-20
2020-21
Associates Degrees
1 SD below mean
2 SD above mean


Transfers to UC or CSU
1,000
900
800
700
600
500
400
300
957
822
752
852
637
575
2017-18
2018-19
2019-20
2020-21
Tranfers to UC or CSU
2 SD below mean
2 SD above mean



Methodology

As noted earlier in this document, the standard setting process relies on standard deviation (SD). SD is a measure of dispersion and reflects the average amount of variability in the data set and how far, on average, each value differs from the mean. High SD values indicate that values are far away from the mean, while low SD values indicate that values are clustered together near the mean.

The sample standard deviation formula is $\sqrt{\frac{\Sigma(X-\underline{\mu})^2}{n-1}}$, where X = observed values, $\underline{\mu}$ = sample mean, n = number of values in sample.

Setting the Standard ("floor") and stretch goals began with multiplying the standard deviation by 2, which represents the area of a normal distribution where over 95% of the cases lie. This value (2 * SD), is subtracted from the mean for Standards ("floor"). For the stretch goals, a similar methodology was applied where SD is multiplied by 2 and added to the mean or highest value. The SD calculation in setting both the Standards and stretch goals were adjusted based on factors related to enrollment decline, factors influencing degree/certificates, and transfer considerations. Thus, some standards use 1, 1.5, or 2 times the SD.

Adjustments were made to the course success and certificates methodology due to high or low variation across the historical data. The course success rates relied on the high value over the past five academic years. This was intended to set a more aspirational stretch goal across data since there is low variability over time. For Certificates, the most recent three years were used to calculate the mean. This was due to earlier years (outliers) bringing the mean down and increasing the standard deviation.