

OVERVIEW

In the Fall of 2019, Fullerton College partnered with the Center for Community College Student Engagement (CCSSE) to administer the Survey of Entering Student Engagement (SENSE) to gauge student experiences from the time they make the decision to enter Fullerton College, through their first few weeks of their first semester.

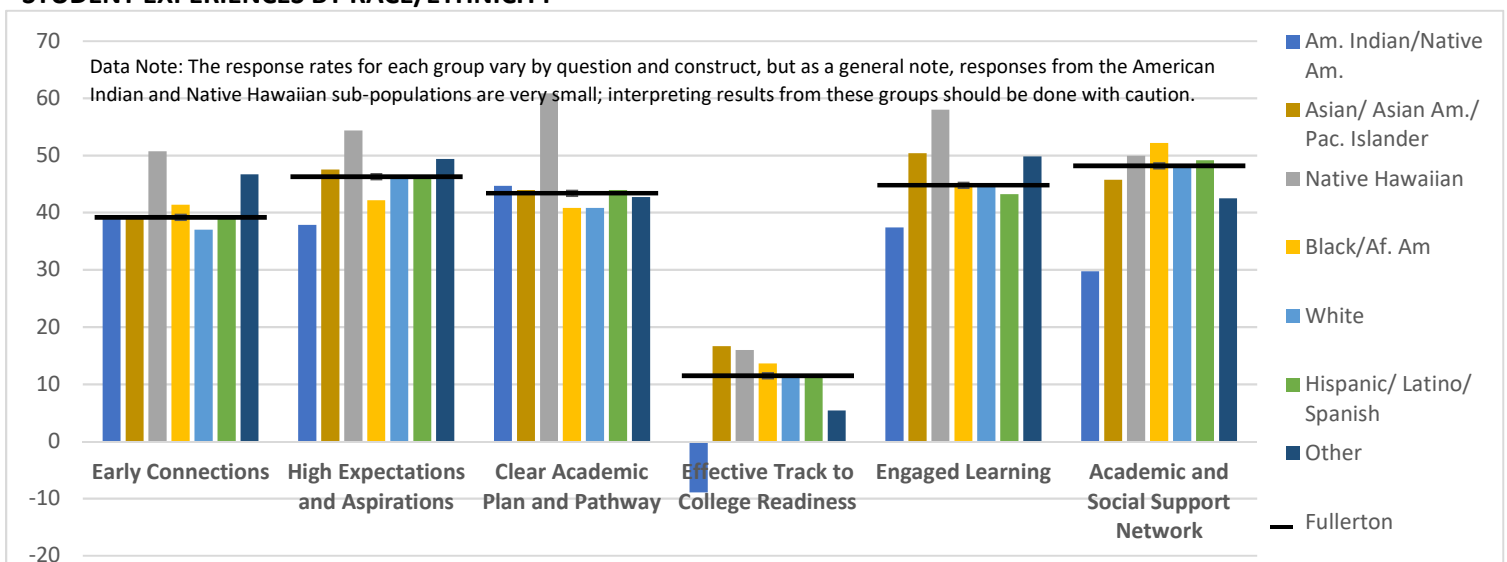
This survey effort has been locally spearheaded by the Guided Pathways Committee who is also currently leading the efforts on campus to share data, collect feedback and collaborate across campus to consider changes based on the findings from this survey. As part of these efforts, Guided Pathways has requested that various constituent groups on campus, including the SEAC committee, engage with the survey data and apply their own expertise to interpret results and make recommendations. To facilitate this conversation within the SEAC Committee, the following report has been developed specifically to examine student experiences across different sub-groups.

This report is divided into two main sections: the first section examines differences of various sub-groups within Fullerton College, while the second section looks at sub-groups compared to the same population outside of the College. All sub-groups are based on self-reported data collected through the survey. For each demographic question, students were given a pre-set list from which to select the group with which they most closely identify. A total of 1,098 responses were collected from first time students at Fullerton; the demographics of the respondents roughly matched the demographics of the overall college.

	% of Respondents (F19 first-time students)	% of FC Student Body (F19 first-time students)
American Indian/Native American	1%	< 1%
Asian/Pacific Islander	10%	12%
Native Hawaiian	0%	--
Black/African American	3%	4%
White	16%	14%
Hispanic/Latino/Spanish	64%	60%
Other	4%	3%
Chose not to Identify	2%	6%

SECTION 1: COMPARISONS OF GROUPS AT FULLERTON COLLEGE

STUDENT EXPERIENCES BY RACE/ETHNICITY



Students identifying as **Black/African American** have the most variation across benchmarks, **scoring higher than other groups in the area associated with building support networks, but falling below the college average in the areas relating to academic expectations and planning.**

- Black and African American students' positive experiences in the Academic and Social Support Network benchmark tend to be driven by their satisfaction with their interactions with instructors. Of the five survey items focused on instructors, Black/African American students had the highest average score of all the subgroups considered on four of the items (see Appendix A, items 1-4 and 6).
- Responses to the items making up the High Expectations and Aspirations benchmark were very mixed among this subgroup. While students reported feeling prepared to succeed academically, the College could improve their efforts around keeping students motivated and engaged (see Appendix B).
- When comparing across subgroups on the five items making up the Clear Academic Plan and Pathway benchmark, Black and African American students reported most negatively on three of the items, most positively on one item, and in the middle on the last item. With this amount of variation across responses, a thoughtful examination of each item in Appendix C is recommended.

Students identifying as **Asian/Asian American/Pacific Islander** report experiences fairly consistent with the full student body in most areas; the two areas where this group varied significantly from the full student body were in the **Engaged Learning benchmark where students seemed to have more positive experiences than other groups and in the Academic and Social Support Network benchmark where lower values were reported.**

- The higher benchmark score for Asian American students' in Engaged Learning Opportunities seems to stem largely from two constructs where the difference between groups is noticeably larger than other items. These two items are "How often did you discuss ideas from your reading or classes with instructors outside of class" and "How often did you use an electronic tool to communicate with another student about coursework". Asian American students reported the highest mean out of all groups on these two items; furthermore, the difference between the mean for these students and the next highest group was noticeably larger on these items than the other items contained within this benchmark.
- While students responded positively to items around their interactions with other students, they had lower scores on items relating to the clarity of instructors' explanations of grading policies and the availability of academic and social support on campus (See Appendix B).

Students identifying as **White** also report experiences in line with the overall student body, with the exception of **academic planning where they reported below average experiences.**

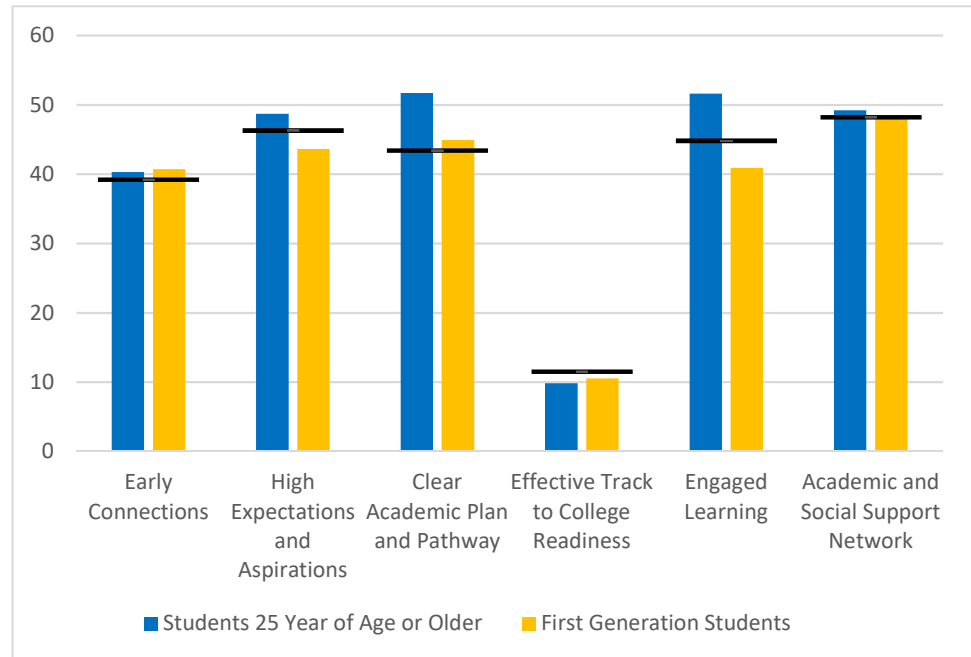
- Although White students only represented the bottom group in two out of the five indicators associated with Clear Academic Plan and Pathway benchmark (See Appendix C, items 2 and 4); they were consistently in the bottom half across 4 out of the 5 indicators, which drove their overall low score on this benchmark. It is also worth noting that the two items where White students had the lowest scores, were both associated with a lack of support with course/program selection.

Additional Considerations

- With over 50% of survey respondents identifying as Hispanic/Latino, the college average is largely driven by this group, and therefore comparisons to the overall college average are not helpful in contextualizing the experiences of this group. A further examination of how this group fared against other comparisons is presented in Section II.
- The sample size for students identifying as American Indian (n=7) or Native Hawaiian (n=3) prohibit us from making meaningful comparisons to the larger group.
- Although a fair number of students (n=48) identified as Other, without more information about who this group is, they also were excluded from further analysis.

OTHER GROUPS

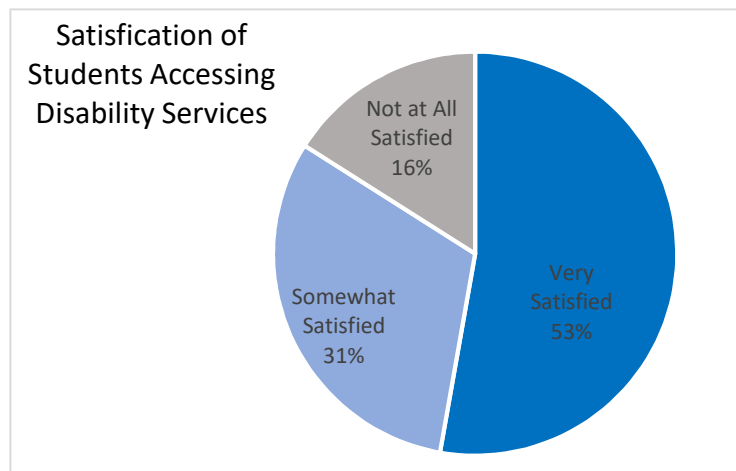
The SENSE Survey also allows for examination of other subgroups of interest including non-traditional students (students who are 25 years of age or older) and first-generation students. In general, **non-traditional students seem to have slightly more positive experiences** than the general student body along these six constructs, while the **experiences of first-generation students are more varied across constructs**, but reported notably lower scores on the High Expectations and Aspiration benchmark and the Engaged Learning benchmark.



SERVICES FOR STUDENTS WITH DISABILITIES

60.3% of students report that between the day they decided to attend Fullerton College and the third week of class they were **made aware** that Fullerton College offered services to students with disabilities.

9.8% of students report that between the day they decided to attend Fullerton College and the third week of class they **utilized services** to students with disabilities.



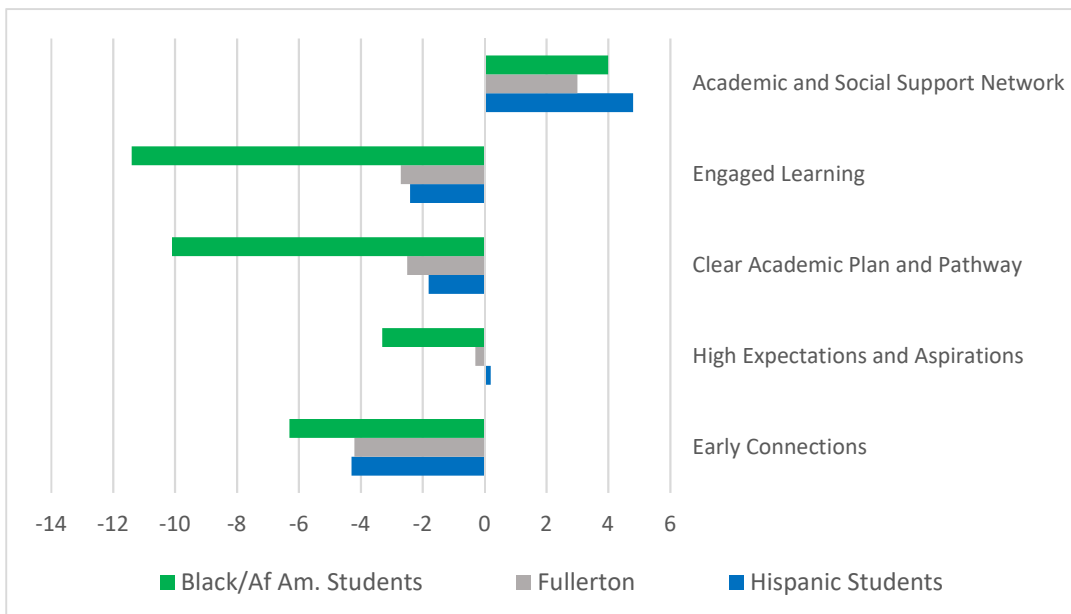
SECTION II: COMPARISONS OF LIKE GROUPS OUTSIDE OF THE COLLEGE

In addition to comparisons made within the Fullerton College student body, we are also able to compare Fullerton College's results to other groups such as other CA Community Colleges and other similarly sized institutions. The comparison group of CA Community Colleges consisted of 33 colleges throughout the state. Fullerton was categorized as an extra-large college which included 39 institutions across the United States. (Full lists for each group are included in Appendix E.) One thing to keep in mind while comparing the differences amongst these sub-groups is that, as a College, Fullerton scored lower than the national average on all benchmarks, making the magnitude of the difference becomes most important thing to consider when interpreting these results.

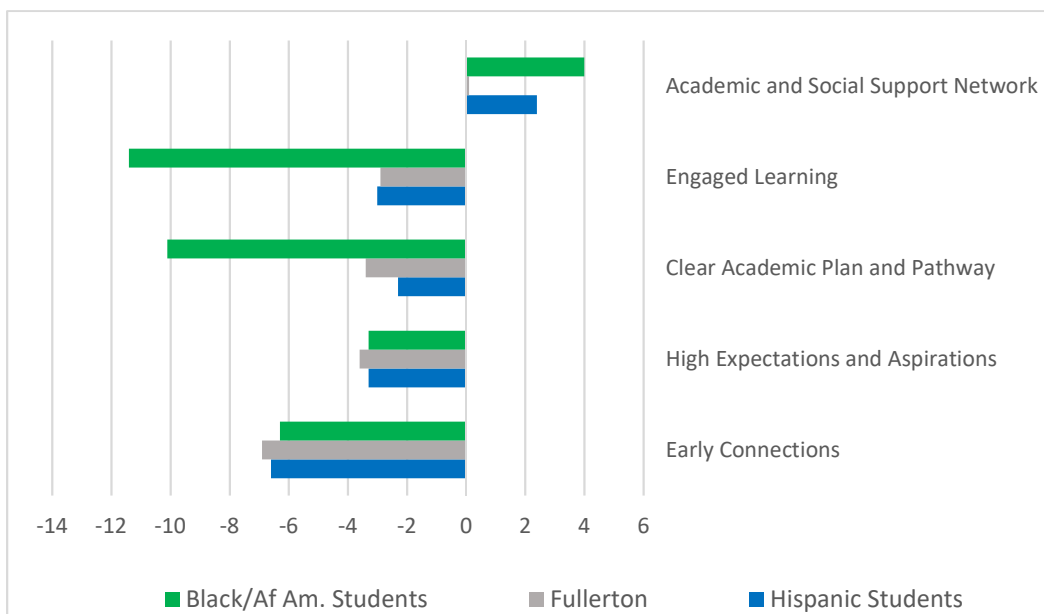
These comparisons are particularly helpful in understanding how Fullerton College’s Hispanic/Latino students are doing, given that intra-college comparisons are largely driven by this group. One bright spot for students identifying as Hispanic/Latino seems to be the Academic and Social Support Network benchmark where Hispanic/Latino students score higher than other students who self-identify as part of this group at similarly sized schools and other CA Community Colleges.

Comparison to other like groups also highlights how different the experience of Black/African American students at Fullerton is from this same group at other CA Community Colleges, and at other similarly sized schools. This trend is seen both in areas of strength for this population at Fullerton, as well as in the areas of concern.

DIFFERENCE FROM CA COMMUNITY COLLEGE AVERAGE



DIFFERENCE FROM SIMILARLY SIZED SCHOOLS AVERAGE



APPENDICES

APPENDIX A: ACADEMIC AND SOCIAL SUPPORT ITEMS BY RACE/ETHNICITY

Question Prompt:

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.

Scale:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

		Fullerton	Asian/ Pac. Islander	Black/ Af. Am.	White, Non- Hisp	Hispanic/ Latino
1	All instructors clearly explained academic and student support services available at this college	3.89	3.74	3.97	3.87	3.95
2	All instructors clearly explained course grading policies	4.28	4.21	4.39	4.26	4.30
3	All instructors clearly explained course syllabi (syllabuses)	4.39	4.39	4.55	4.35	4.42
4	I knew how to get in touch with my instructors outside of class	4.31	4.18	4.30	4.37	4.34
5	At least one other student whom I didn't previously know learned my name	3.99	4.02	3.82	3.98	4.02
6	At least one instructor learned my name	4.11	4.08	4.55	4.35	4.04
7	I learned the name of at least one other student in most of my classes	4.09	4.04	4.12	3.93	4.16

APPENDIX B: HIGH EXPECTATIONS AND ASPIRATIONS BY RACE/ETHNICITY

Question Prompt:

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.

Scale:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

		Fullerton	Asian/ Pac. Islander	Black/ Af. Am.	White, Non- Hisp	Hispanic/ Latino
1	The instructors at this college want me to succeed	4.21	4.04	4.05	4.23	4.24
2	I have the motivation to do what it takes to succeed in college	4.17	4.15	3.95	4.22	4.15
3	I am prepared academically to succeed in college	3.97	4.03	4.12	4.03	3.93

Question Prompt:

During the first three weeks of your first semester/quarter at this college, about how often did you do the following?

Scale:

1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times

		Fullerton	Asian/ Pac. Islander	Black/ Af. Am.	White, Non- Hisp	Hispanic/ Latino
4	Turn in an assignment late	1.39	1.39	1.46	1.45	1.36
5	Not turn in an assignment	1.53	1.41	1.60	1.53	1.56
6	Come to class without completing readings or assignments	1.74	1.62	1.90	1.75	1.76
7	Skip class	1.30	1.28	1.29	1.36	1.29

APPENDIX C: CLEAR ACADEMIC PLAN AND PATHWAY

Question Prompt:

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.

Scale:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

		Fullerton	Asian/ Pac. Islander	Black/ Af. Am.	White, Non- Hisp	Hispanic/ Latino
1	I was able to meet with an academic advisor at times convenient for me	3.45	3.46	3.17	3.34	3.48
2	An advisor helped me to select a course of study, program, or major	3.58	3.67	3.74	3.48	3.57
3	An advisor helped me to set academic goals and to create a plan for achieving them	3.40	3.46	3.21	3.24	3.45
4	An advisor helped me to identify the courses I needed to take during my first semester/quarter	3.74	3.75	3.75	3.63	3.77
5	A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take	2.62	2.54	2.49	2.68	2.61

APPENDIX D: ENGAGED LEARNING ITEMS BY RACE/ETHNICITY

Question Prompt:

During the first three weeks of your first semester/quarter at this college, about how often did you do the following...

Scale:

1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times

		Fullerton	Asian/ Pac. Islander	Black/ Af. Am.	White, Non- Hisp	Hispanic/ Latino
1	...Ask questions in class or contribute to class discussions	2.58	2.67	2.65	2.81	2.47
2	...Prepare at least two drafts of a paper or assignment before turning it in	1.87	1.92	1.81	1.90	1.84
3	...Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	1.73	1.84	1.72	1.65	1.73
4	Work with other students on a project or assignment during class	2.53	2.59	2.57	2.68	2.49
5	Work with classmates outside of class on class projects or assignments	1.47	1.53	1.81	1.45	1.43
6	Participate in a required study group outside of class	1.26	1.33	1.41	1.17	1.25
7	Participate in a student-initiated (not required) study group outside of class	1.29	1.42	1.21	1.34	1.26
8	Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework	2.32	2.64	2.13	2.08	2.35
9	Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework	2.07	2.28	2.00	2.17	1.98
10	Discuss an assignment or grade with an instructor	1.78	1.74	1.97	1.85	1.74
11	Ask for help from an instructor regarding questions or problems related to a class	2.10	2.21	2.10	2.22	2.01
12	Receive prompt written or oral feedback from instructors on your performance	2.17	2.19	2.18	2.26	2.14
13	Discuss ideas from your readings or classes with instructors outside of class	1.52	1.83	1.36	1.48	1.47

Question Prompt:

Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?

Scale:

1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times

		Fullerton	Asian/ Pac. Islander	Black/ Af. Am.	White, Non- Hisp	Hispanic/ Latino
14	Face-to-face tutoring	1.50	1.54	1.26	1.45	1.53
15	Writing, math, or other skill lab	1.55	1.72	1.60	1.48	1.56
16	Computer lab	1.47	1.38	1.59	1.31	1.50

APPENDIX E: COMPARISON GROUPS

CA College Comparison Group		
College	County	Zip Code
American River College	Sacramento	95841
Antelope Valley College	Los Angeles	93536
Butte College	Butte	95965
Cabrillo College	Santa Cruz	95003
Chaffey College	San Bernardino	91737
College of Alameda	Alameda	94501
College of the Canyons	Los Angeles	91355
Compton College	Los Angeles	90221
Cosumnes River College	Sacramento	95823
Cuyamaca College	San Diego	92019
El Camino College	Los Angeles	90506
Fresno City College	Fresno	93741
Grossmont College	San Diego	92020
Hartnell College	Monterey	93901
Imperial Valley College	Imperial	92251
Long Beach City College	Los Angeles	90808
Los Angeles Trade-Technical College	Los Angeles	90015
Los Angeles Valley College	Los Angeles	91401
Los Medanos College	Contra Costa	94565
MiraCosta College	San Diego	92056
Norco College	Riverside	92860
Palo Verde College	Riverside	92225
Reedley College	Fresno	93654
Rio Hondo College	Los Angeles	90601
Riverside City College	Riverside	92506
Sacramento City College	Sacramento	95822
San Joaquin Delta College	San Joaquin	95207
Santa Ana College	Orange	92706
Santa Barbara City College	Santa Barbara	93109
Skyline College	San Mateo	94066
Southwestern College	San Diego	91910
Woodland Community College	Yolo	95776
Yuba College	Yuba	95901

Extra-Large Colleges Comparison Group
(15,000+ credit students)

College	State	City
American River College	CA	Sacramento
Austin Community College	TX	Austin
Blinn College District	TX	Brenham
Broward College	FL	Ft. Lauderdale
Central Piedmont Community College	NC	Charlotte
Chaffey College	CA	Rancho Cucamonga
College of Southern Nevada	NV	Las Vegas
College of the Canyons	CA	Santa Clarita
Columbus State Community College	OH	Columbus
El Camino College	CA	Torrance
El Paso Community College	TX	El Paso
Florida SouthWestern State College	FL	Fort Myers
Fresno City College	CA	Fresno
Front Range Community College	CO	Westminster
Glendale Community College	AZ	Glendale
Grossmont College	CA	El Cajon
Houston Community College	TX	Houston
Joliet Junior College	IL	Joliet
Long Beach City College	CA	Long Beach
Los Angeles Valley College	CA	Valley Glen
Mesa Community College	AZ	Mesa
Metropolitan Community College	MO	Kansas City
Montgomery College	MD	Rockville
Northern Virginia Community College	VA	Annandale
Northwest Vista College	TX	San Antonio
Oakland Community College	MI	Bloomfield Hills
Pima Community College	AZ	Tucson
Rio Hondo College	CA	Whittier
Riverside City College	CA	Riverside
Sacramento City College	CA	Sacramento
San Antonio College	TX	San Antonio
San Joaquin Delta College	CA	Stockton
Santa Ana College	CA	Santa Ana
Santa Barbara City College	CA	Santa Barbara
Santa Fe College	FL	Gainesville
South Texas College	TX	McAllen
Southwestern College	CA	Chula Vista
St. Petersburg College	FL	Clearwater
Tarrant County College District	TX	Fort Worth