Summary of Results

- First-time students' experiences in the Academic and Social Support Network benchmark were the highest rated among the six measured benchmarks.
- First-time students' experiences in the Effective Track to College Readiness benchmark were the lowest rated among the six measured benchmarks.
- The highest rated item of the survey was part of the Engaged Learning benchmark.
- The lowest rated item of the survey was part of the Clear Academic Plan and Pathway benchmark.

BENCHMARKS: The SENSE survey collects and presents data utilizing six distinct benchmarks that are important for entering students' engagement, college experience, and educational outcomes. Each individual benchmark score is computed by averaging the scores of related survey items. Following are brief descriptions of each benchmark.

- *Early Connections*- "When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college."

- *High Expectations and Aspirations*- "Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned."

- *Clear Academic Plan and Pathway*- "When a student, with knowledgeable assistance, creates a road map—one that shows where they are headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them."

- *Effective Track to College Readiness*- "Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of SENSE Benchmarks © 2022 CCCSE, The University of Texas at Austin Page 2 of 2 students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support."

- *Engaged Learning*- "Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs."

- *Academic and Social Support Network*- "Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks."

OVERVIEW: In the Fall of 2022, Fullerton College partnered with the Center for Community College Student Engagement (CCCSE) to administer the Survey of Entering Student Engagement (SENSE) to better understand entering students' "front door" college experience. SENSE collects data on first time or entering student behavior ranging from their decision to attend college through their experience in the first few weeks of the college.

Survey reports and analyses of benchmarks such as the ones included below aim to improve students' course completion and rate of persistence beyond the first term of enrollment. Part I of the analyses presents benchmark scores for the overall population. Part II includes data from the highest and lowest individual survey items. Part III examines the benchmarks by ethnic/racial breakdown. A total of 580 responses were collected from first time students. The demographics of the respondents roughly matched the demographics of the overall college population.

Table 1. Respondents to Underlying Population Comparisons

	Respondents #	Respondents %	Fullerton College	Comparison Group	2022 Cohort Colleges Population
Sex					
Male	268	46%	45%	44%	42%
Female	312	54%	55%	56%	58%
Race or Ethnicity					
American Indian/ Native American	4	1%	0%	0%	1%
Asian/ Pacific Islander	69	12%	15%	7%	5%
Black/African American	14	2%	4%	10%	15%
White, Non-Hispanic	78	13%	15%	34%	44%
Hispanic, Latino, Spanish	354	61%	57%	44%	31%
Other	18	3%	2%	3%	4%
International Student/Non-resident alien	26	4%	1%	1%	1%
Age					
18 to 19	492	85%	31%	28%	30%
20 to 21	27	5%	23%	20%	19%
22 to 24	24	4%	17%	16%	14%
25 to 29	15	3%	14%	15%	14%
30 to 39	14	2%	9%	13%	13%
40 to 49	4	1%	3%	6%	6%
50 to 64	0	0%	2%	3%	3%
65 and above	0	0%	0%	0%	0%
Enrollment Status					
Part-time	111	19%	52%	53%	50%
Full-time	469	81%	48%	47%	50%

PART 1: Below are Fullerton College's standardized benchmark scores compared to the averaged benchmark scores from the top 10% of the current SENSE three-year cohort. SENSE uses the Averaged Top 10% of the Cohort as the comparison group rather than the national average or peer-group average because it serves as a strong strategy to exceed a high-performance target.

*Figure 1. Standardized Benchmark Scores*
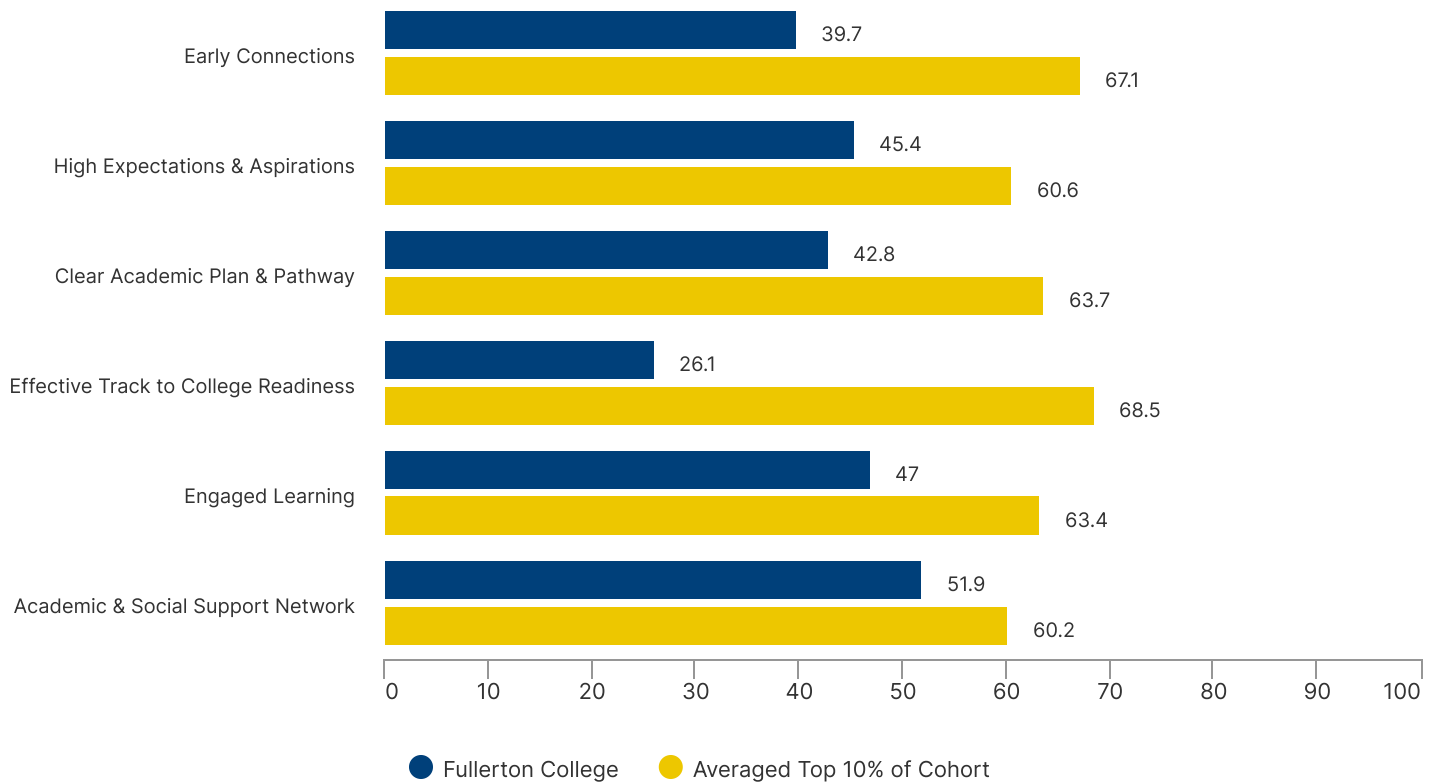
Data from Figure 1 indicates that all six of Fullerton College's benchmarks scores were lower than the scores of the Averaged Top 10% of Cohort. Similarly, all but one of Fullerton College's benchmarks, "Academic and Social Support Network," had scores below the mean.

PART 2: To provide a more detailed understanding of Student Engagement, the SENSE survey publishes additional data on the individual survey items that make up the benchmark scores. Below are the five highest and lowest scored items across the benchmarks relative to the 2022 SENSE Cohort.

Figure 2 shows that 4 out of the 5 highest scored individual survey items compose the "Engaged Learning" benchmark. Compared to the 2022 SENSE Cohort, Fullerton College respondents reported higher frequency of participating in supplemental instruction, student-initiated study group outside of class, as well working with other students on a project, and using face-to-face tutoring. Approximately 80% of students agreed that at least one other student whom they did not previously knew learned their name.

Figure 2. Highest Aspects of Student Engagement
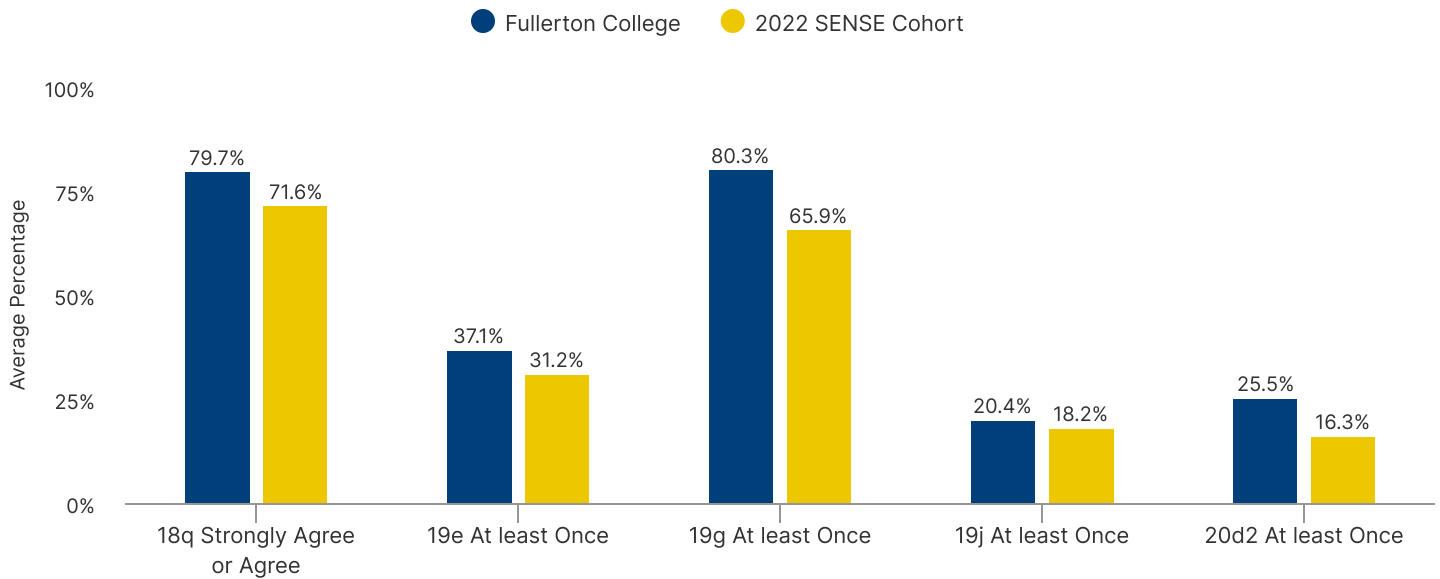
Item (HIGHEST Aspects of Student Engagement)	Benchmark
18q. At least one other student whom I did not previously know/learned my name	Academic & Social Support Network
19e. Frequency: Participated in supplemental instruction	Engaged Learning
19g. Frequency: Worked with other students on a project/assignment during class	Engaged Learning
19j. Frequency: Participated in a student-initiated study group outside of class	Engaged Learning
20d2. Frequency: Used face-to-face tutoring	Engaged Learning

Figure 3 shows the lowest aspects of Student Engagement compared to the 2022 SENSE Cohort. Three out of the five lowest aspects were also part of the "Engaged Learning" benchmark. The lowest scored item in the survey was: "A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take."

Figure 3. Lowest Aspects of Student Engagement
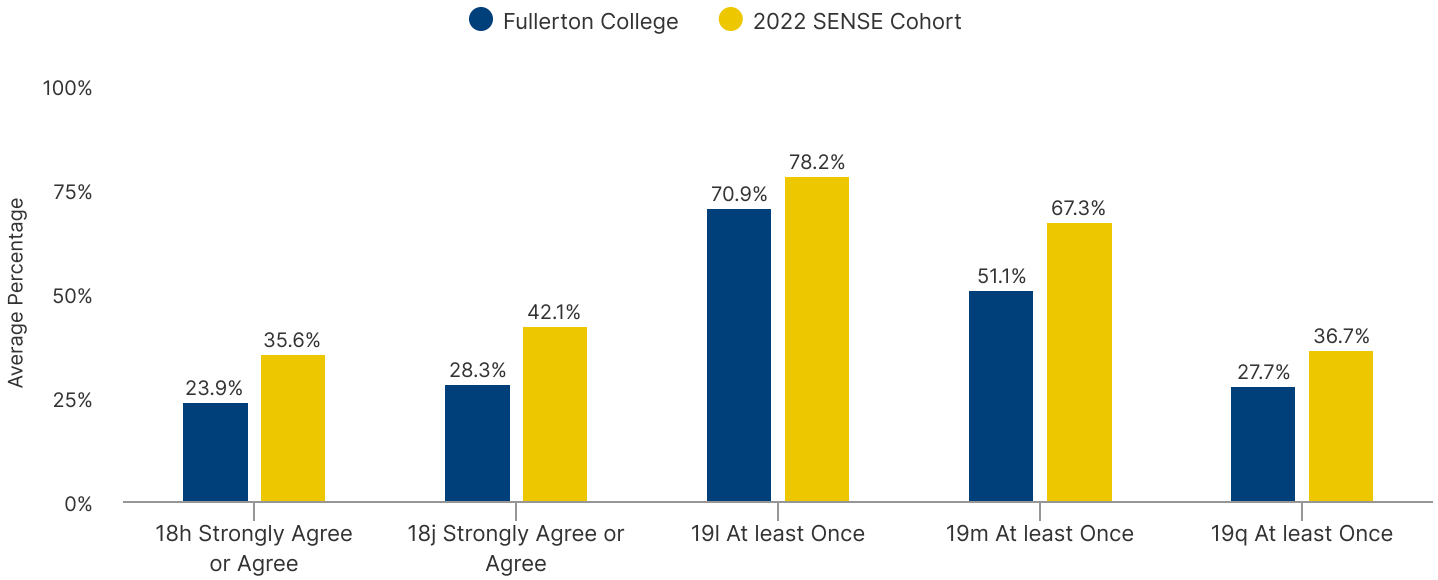
Item (LOWEST Aspects of Student Engagement)	Benchmark
18h. A college staff member talked with me about commitments outside of school to help me figure out how many courses to take	Clear Academic Plan & Pathway
18j. A college staff member helped me determine whether I qualified for financial assistance	Early Connections
19l. Frequency: Used an electronic tool to communicate with an instructor about coursework	Engaged Learning
19m. Frequency: Discussed an assignment/grade with an instructor	Engaged Learning
19q. Frequency: Discussed ideas from your readings/classes with instructors outside of class	Engaged Learning

PART 3: To monitor performance and improvements, the SENSE survey provides comparisons of benchmarks across Fullerton College ethnic/racial groups (see Table 2). In addition to aggregate data, the mean scores for each individual survey items are broken down by ethnic/racial group. Below we present a detailed look at individual survey items from two benchmarks: "Highest Expectation and Aspiration" and "Academic and Social Support".

Table 2. Benchmarks Breakout by Race/Ethnicity

	American Indian/Native American	Asian/Pacific Islander	Black/African American	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
Benchmark	**Score**	**Score**	**Score**	**Score**	**Score**	**Score**
Early Connections	63.9	33.4	41.2	31.7	41.7	41.6
High Expectations & Aspirations	55.5	48.8	47.7	48.0	43.4	52.0
Clear Academic Plan & Pathway	54.7	49.0	45.7	35.1	42.9	42.1
Effective Track to College Readiness	60.3	26.0	34.2	23.7	26.1	22.2
Engaged Learning	61.9	47.5	53.2	49.3	46.0	50.6
Academic & Social Support Network	49.1	53.6	41.3	53.5	51.9	47.2

No data available for Native Hawaiian group, which is not included in the visual table

Table 3 shows the individual survey items that compose "Highest Expectations and Aspirations" benchmark. Overall, Hispanic/Latino entering students scored the lowest among other racial/ethnic groups.

Table 3. Highest Expectations and Aspirations by Race/Ethnicity

	American Indian/Native American	Asian/Pacific Islander	Black/African American	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
Item	Mean	Mean	Mean	Mean	Mean	Mean
Item 18: 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.						
1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree						
18b. The instructors at this college want me to succeed [HIEXPECT]	4.52	4.11	4.25	4.22	4.33	4.37
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	4.83	4.13	3.96	4.13	4.14	4.34
18u. I am prepared academically to succeed in college [HIEXPECT]	4.83	4.16	4.21	4.23	4.09	4.51
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?						
1= Never, 2= Once, 3= Two or three times, 4= Four or more times						
19c. Turn in an assignment late [HIEXPECT]	1.17	1.68	1.82	1.69	1.93	1.76
19d. Not turn in an assignment [HIEXPECT]	1.35	1.46	1.74	1.45	1.76	1.28
19f. Come to class without completing readings or assignments [HIEXPECT]	1.99	1.57	1.38	1.87	1.80	1.79
19s. Skip class [HIEXPECT]	1.97	1.30	1.20	1.18	1.25	1.35

No data available for Native Hawaiian group, which is not included in the visual table

Table 4 shows the individual survey items that compose "Academic and Social Support" benchmark. Overall, Black or African American entering students scored the lowest in this category compared to other racial/ethnic groups.

Table 4. Academic and Social Support by Race/Ethnicity

	American Indian/Native American	Asian/Pacific Islander	Black/African American	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
Item	Mean	Mean	Mean	Mean	Mean	Mean
Item 18: 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.						
1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree						
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	3.83	4.19	4.03	4.02	4.06	3.62
18m. All instructors clearly explained course grading policies [ACSOCSUP]	4.83	4.35	4.04	4.45	4.34	4.49
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	4.35	4.40	4.46	4.53	4.40	4.68
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	2.89	4.31	4.46	4.33	4.37	4.29
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	5.00	4.09	3.41	4.15	4.12	3.51
18r. At least one instructor learned my name [ACSOCSUP]	4.34	4.42	3.92	4.26	4.15	4.32
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	3.86	4.19	3.51	4.18	4.25	4.23

*No data available for Native Hawaiian group, which is not included in the visual table

Survey of Entering Student Engagement - Fullerton College (2022 Administration)
2022 Benchmark Scores Report - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*

Entering Students Only

[Weighted]

Benchmark	Your College Score	Ex-Large Colleges Score	Ex-Large Colleges Difference	2022 Cohort Score	2022 Cohort Difference
Early Connections	39.7	48.3	-8.6	50.0	-10.3
High Expectations and Aspirations	45.4	50.4	-4.9	50.0	-4.6
Clear Academic Plan and Pathway	42.8	46.1	-3.4	50.0	-7.2
Effective Track to College Readiness	26.1	47.2	-21.1	50.0	-23.9
Engaged Learning	47.0	49.1	-2.1	50.0	-3.0
Academic and Social Support Network	51.9	48.2	3.7	50.0	1.9

* The comparison group and cohort columns on this page INCLUDE your college.

Survey of Entering Student Engagement
Fullerton College (2022 Administration)
2022 Benchmark Bar Chart - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Early Connections (EARLYCON)

Legend:
- Your College
- Ex-Large Colleges
- 2022 Cohort

Bar values: 39.7, 48.3, 50.0

* The comparison group and cohort bars on this page INCLUDE your college.

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Survey of Entering Student Engagement - **Fullerton College (2022 Administration)**
2022 Benchmark Means Report - Main Survey
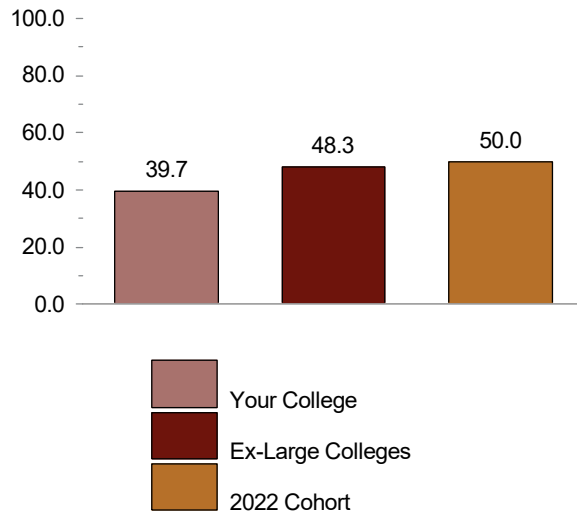Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Early Connections (EARLYCON)

Item	Variable	Your College Mean	Ex-Large Colleges Mean	Effect Size**	2022 Cohort Mean	Effect Size**
Item 18: 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.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	4.09	4.09		4.13	
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	3.45	3.54		3.65	
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	2.88	3.05		3.21	-0.27**
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	3.17	3.25		3.41	
One or more items in this benchmark are not suited to means calculations. Please see the Frequency Distribution that follows for these items.						

* The comparison group and cohort columns on this page EXCLUDE your college.
** T-test: 2-tailed
If a row contains less than 50 respondents, interpret the comparison results cautiously.

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***Survey of Entering Student Engagement* - Fullerton College (2022 Administration)**
2022 Benchmark Frequency Distributions - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
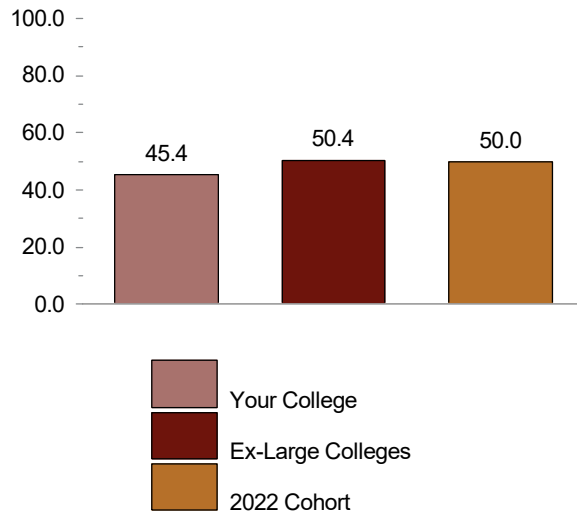Entering Students Only
[Weighted]
Early Connections (EARLYCON)

Item	Variable	Responses	Your College		Ex-Large Colleges		2022 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: 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.								
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	Strongly disagree	4	0.8	36	0.5	141	0.5
		Disagree	4	0.7	96	1.3	366	1.2
		Neutral	109	20.9	1,627	22.2	6,073	19.7
		Agree	229	43.9	2,973	40.7	12,979	42.0
		Strongly agree	176	33.7	2,581	35.3	11,329	36.7
		Total	522	100.0	7,313	100.0	30,888	100.0
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	Strongly disagree	23	4.5	351	4.8	1,268	4.1
		Disagree	80	15.3	971	13.3	3,402	11.1
		Neutral	147	28.2	2,017	27.7	7,835	25.5
		Agree	181	34.6	2,296	31.6	10,533	34.2
		Strongly agree	91	17.4	1,637	22.5	7,740	25.1
		Total	522	100.0	7,272	100.0	30,778	100.0
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	Strongly disagree	62	12.0	776	10.7	2,555	8.3
		Disagree	149	28.6	1,918	26.4	7,144	23.3
		Neutral	162	31.1	1,948	26.8	8,055	26.3
		Agree	83	15.9	1,418	19.5	7,157	23.3
		Strongly agree	65	12.4	1,201	16.5	5,769	18.8
		Total	520	100.0	7,261	100.0	30,681	100.0
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	Strongly disagree	70	13.5	806	11.1	2,986	9.7
		Disagree	121	23.2	1,449	20.0	5,514	18.0
		Neutral	99	19.0	1,685	23.2	6,222	20.3
		Agree	112	21.6	1,721	23.7	7,875	25.6
		Strongly agree	118	22.7	1,590	21.9	8,110	26.4
		Total	520	100.0	7,251	100.0	30,707	100.0
Item 23								
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance? [EARLYCON]	ASNPERS	Yes	99	19.1	3,080	44.1	12,235	41.2
		No	418	80.9	3,901	55.9	17,428	58.8
		Total	517	100.0	6,981	100.0	29,662	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.

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Survey of Entering Student Engagement
Fullerton College (2022 Administration)
2022 Benchmark Bar Chart - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
High Expectations and Aspirations (HIEXPECT)

	Your College	Ex-Large Colleges	2022 Cohort
	45.4	50.4	50.0

■ Your College

■ Ex-Large Colleges

■ 2022 Cohort

* The comparison group and cohort bars on this page INCLUDE your college.

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Survey of Entering Student Engagement - **Fullerton College (2022 Administration)**
2022 Benchmark Means Report - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
High Expectations and Aspirations (HIEXPECT)

Item	Variable	Your College	Ex-Large Colleges		2022 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: 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.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18b. The instructors at this college want me to succeed [HIEXPECT]	WNTSCCD	4.29	4.32		4.35	
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	4.14	4.25		4.25	
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	4.15	4.21		4.22	
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
19c. Turn in an assignment late [HIEXPECT]	LATETURN	1.85	1.73		1.74	
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	1.65	1.52		1.51	
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	1.77	1.58	0.22**	1.58	0.22**
19s. Skip class [HIEXPECT]	SKIPCL	1.25	1.26		1.28	

* The comparison group and cohort columns on this page EXCLUDE your college.
** T-test: 2-tailed
If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Fullerton College (2022 Administration)
2022 Benchmark Frequency Distributions - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
High Expectations and Aspirations (HIEXPECT)

Item	Variable	Responses	Your College		Ex-Large Colleges		2022 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: 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.								
18b. The instructors at this college want me to succeed [HIEXPECT]	WNTSCCD	Strongly disagree	4	0.8	22	0.3	72	0.2
		Disagree	3	0.6	51	0.7	198	0.6
		Neutral	53	10.2	831	11.4	3,154	10.3
		Agree	235	45.3	3,027	41.7	12,877	41.9
		Strongly agree	224	43.1	3,337	45.9	14,443	47.0
		Total	520	100.0	7,267	100.0	30,745	100.0
18t. I have the motivation to do what it takes to succeed in college [HIEXPECT]	ITTAKES	Strongly disagree	10	1.9	69	0.9	287	0.9
		Disagree	9	1.8	207	2.8	766	2.5
		Neutral	92	17.6	993	13.7	4,096	13.3
		Agree	194	37.3	2,574	35.4	11,385	37.0
		Strongly agree	215	41.3	3,427	47.1	14,195	46.2
		Total	520	100.0	7,270	100.0	30,730	100.0
18u. I am prepared academically to succeed in college [HIEXPECT]	ACPRPRD	Strongly disagree	6	1.2	56	0.8	222	0.7
		Disagree	14	2.6	150	2.1	642	2.1
		Neutral	90	17.2	1,162	16.0	4,628	15.0
		Agree	199	38.1	2,757	37.9	12,048	39.1
		Strongly agree	212	40.8	3,150	43.3	13,239	43.0
		Total	521	100.0	7,274	100.0	30,779	100.0
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19c. Turn in an assignment late [HIEXPECT]	LATETURN	Never	225	42.5	3,720	50.6	15,620	50.3
		Once	178	33.7	2,153	29.3	9,213	29.7
		Two or three times	105	19.8	1,209	16.5	4,978	16.0
		Four or more times	21	4.0	264	3.6	1,234	4.0
		Total	529	100.0	7,347	100.0	31,047	100.0
19d. Not turn in an assignment [HIEXPECT]	NOTTURN	Never	300	57.3	4,713	64.9	20,084	65.4
		Once	130	24.9	1,541	21.2	6,584	21.4
		Two or three times	67	12.9	774	10.7	3,084	10.0
		Four or more times	26	4.9	233	3.2	963	3.1
		Total	523	100.0	7,261	100.0	30,716	100.0
19f. Come to class without completing readings or assignments [HIEXPECT]	NOTCOMPL	Never	245	46.7	4,401	60.0	18,716	60.4
		Once	180	34.2	1,823	24.9	7,562	24.4
		Two or three times	77	14.8	868	11.8	3,551	11.5
		Four or more times	22	4.3	242	3.3	1,142	3.7
		Total	525	100.0	7,334	100.0	30,972	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.

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***Survey of Entering Student Engagement* - Fullerton College (2022 Administration)**
2022 Benchmark Frequency Distributions - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
High Expectations and Aspirations (HIEXPECT)

Item	Variable	Responses	Your College		Ex-Large Colleges		2022 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19s. Skip class [HIEXPECT]	SKIPCL	Never	424	80.3	6,004	82.1	24,870	80.4
		Once	79	15.0	848	11.6	3,886	12.6
		Two or three times	23	4.3	358	4.9	1,745	5.6
		Four or more times	2	0.5	104	1.4	423	1.4
		Total	528	100.0	7,314	100.0	30,924	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.

Survey of Entering Student Engagement
Fullerton College (2022 Administration)
2022 Benchmark Bar Chart - Main Survey
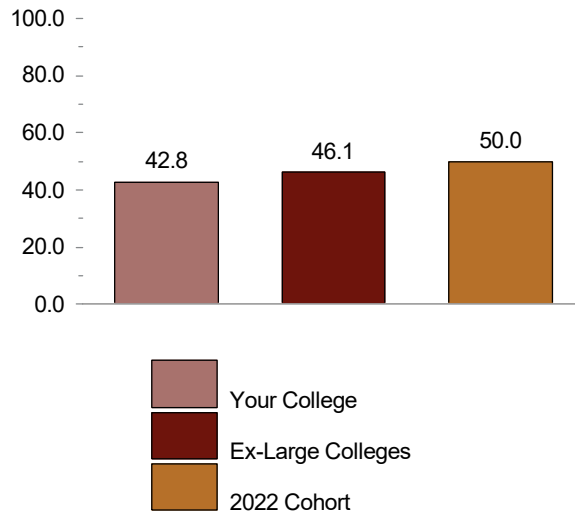Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Clear Academic Plan and Pathway (ACADPLAN)

* The comparison group and cohort bars on this page INCLUDE your college.

16FEB23

***Survey of Entering Student Engagement* - Fullerton College (2022 Administration)**
2022 Benchmark Means Report - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Your College	Ex-Large Colleges		2022 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
Item 18: 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.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	3.57	3.76		3.95	-0.40**
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	3.70	3.77		3.91	
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	3.43	3.38		3.54	
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	3.85	3.92		4.08	-0.24**
18h. 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 [ACADPLAN]	OSCOMM	2.71	2.89		3.03	-0.26**

* The comparison group and cohort columns on this page EXCLUDE your college.
** T-test: 2-tailed
If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement **- Fullerton College (2022 Administration)**
2022 Benchmark Frequency Distributions - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
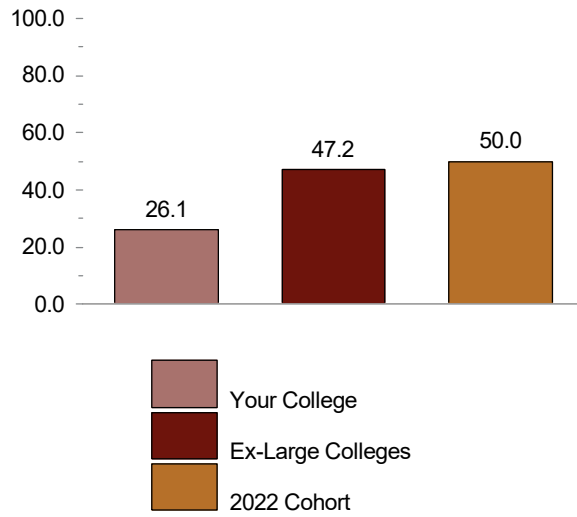Entering Students Only
[Weighted]
Clear Academic Plan and Pathway (ACADPLAN)

Item	Variable	Responses	Your College		Ex-Large Colleges		2022 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 18: 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.								
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	Strongly disagree	23	4.5	241	3.3	611	2.0
		Disagree	50	9.7	587	8.1	1,650	5.4
		Neutral	157	30.6	1,819	25.0	6,590	21.5
		Agree	179	34.8	2,607	35.9	11,565	37.7
		Strongly agree	105	20.5	2,009	27.7	10,283	33.5
		Total	514	100.0	7,263	100.0	30,699	100.0
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	Strongly disagree	39	7.6	387	5.3	1,115	3.6
		Disagree	55	10.6	774	10.6	2,795	9.1
		Neutral	87	16.7	1,361	18.7	5,230	17.0
		Agree	181	34.8	2,388	32.8	10,213	33.2
		Strongly agree	158	30.3	2,378	32.6	11,445	37.2
		Total	520	100.0	7,289	100.0	30,799	100.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	Strongly disagree	37	7.1	513	7.1	1,458	4.8
		Disagree	89	17.1	1,237	17.1	4,509	14.7
		Neutral	125	24.1	2,101	29.0	8,540	27.8
		Agree	152	29.3	1,769	24.4	8,352	27.2
		Strongly agree	117	22.5	1,635	22.5	7,829	25.5
		Total	520	100.0	7,255	100.0	30,687	100.0
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	Strongly disagree	31	6.0	330	4.5	877	2.9
		Disagree	44	8.5	563	7.7	1,776	5.8
		Neutral	78	15.0	1,094	15.0	3,997	13.0
		Agree	188	36.0	2,646	36.3	11,421	37.1
		Strongly agree	180	34.5	2,648	36.4	12,701	41.3
		Total	522	100.0	7,282	100.0	30,773	100.0
18h. 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 [ACADPLAN]	OSCOMM	Strongly disagree	70	13.5	944	13.0	3,330	10.8
		Disagree	192	36.9	2,165	29.8	8,304	27.0
		Neutral	134	25.7	1,922	26.5	8,165	26.6
		Agree	66	12.7	1,244	17.1	6,036	19.6
		Strongly agree	58	11.2	990	13.6	4,902	15.9
		Total	521	100.0	7,264	100.0	30,737	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.

Survey of Entering Student Engagement
Fullerton College (2022 Administration)
2022 Benchmark Bar Chart - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Effective Track to College Readiness (COLLREAD)

26.1	47.2	50.0

Your College

Ex-Large Colleges

2022 Cohort

* The comparison group and cohort bars on this page INCLUDE your college.

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***Survey of Entering Student Engagement* - Fullerton College (2022 Administration)**
2022 Benchmark Means Report - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*

Entering Students Only

[Weighted]

Effective Track to College Readiness (COLLREAD)

Item	Variable	Your College Mean	Ex-Large Colleges Mean	Ex-Large Colleges Effect Size**	2022 Cohort Mean	2022 Cohort Effect Size**
Item 21: 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. Within a class, or through another experience at this college:						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	4.02	3.99		4.02	
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	3.89	3.97		4.01	
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNDSKLLS	3.47	3.69	-0.22**	3.70	-0.23**
One or more items in this benchmark are not suited to means calculations. Please see the Frequency Distribution that follows for these items.						

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

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Survey of Entering Student Engagement - Fullerton College (2022 Administration)
2022 Benchmark Frequency Distributions - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
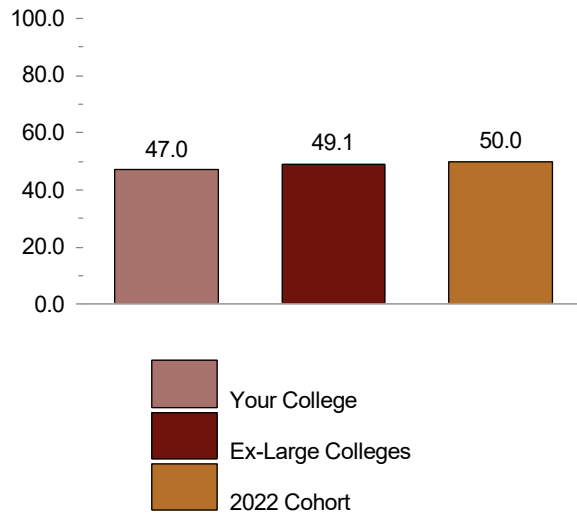Entering Students Only
[Weighted]
Effective Track to College Readiness (COLLREAD)

Item	Variable	Responses	Your College		Ex-Large Colleges		2022 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 12: 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.								
12a. Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math [COLLREAD]	REQPTEST	Yes	27	5.2	3,402	48.1	15,400	51.4
		No	489	94.8	3,665	51.9	14,561	48.6
		Total	516	100.0	7,067	100.0	29,961	100.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) [COLLREAD]	TKPTEST	Yes	48	9.5	3,880	56.6	17,861	60.9
		No	455	90.5	2,978	43.4	11,458	39.1
		Total	503	100.0	6,858	100.0	29,319	100.0
Item 14								
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter [COLLREAD]	REQCLASS	Yes	17	3.6	2,495	45.6	10,931	44.8
		No	451	96.4	2,980	54.4	13,482	55.2
		Total	468	100.0	5,475	100.0	24,413	100.0
Item 21: 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. Within a class, or through another experience at this college:								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	Strongly disagree	4	0.7	141	2.0	526	1.7
		Disagree	15	2.8	320	4.5	1,249	4.1
		Neutral	112	21.2	1,379	19.3	5,801	19.2
		Agree	233	43.9	2,908	40.7	12,220	40.4
		Strongly agree	166	31.4	2,387	33.5	10,470	34.6
		Total	531	100.0	7,135	100.0	30,266	100.0
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	Strongly disagree	5	0.9	98	1.4	389	1.3
		Disagree	17	3.2	274	3.9	1,080	3.6
		Neutral	149	28.1	1,538	21.6	6,113	20.2
		Agree	220	41.5	3,008	42.3	12,938	42.8
		Strongly agree	139	26.2	2,201	30.9	9,699	32.1
		Total	530	100.0	7,119	100.0	30,219	100.0
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNDSKLLS	Strongly disagree	13	2.4	197	2.8	848	2.8
		Disagree	60	11.3	662	9.3	2,813	9.3
		Neutral	213	40.2	2,123	29.8	8,846	29.3
		Agree	155	29.2	2,323	32.6	9,725	32.2
		Strongly agree	89	16.9	1,821	25.6	7,981	26.4
		Total	530	100.0	7,125	100.0	30,213	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.

Survey of Entering Student Engagement
Fullerton College (2022 Administration)
2022 Benchmark Bar Chart - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Engaged Learning (ENGAGLRN)

Legend:
- Your College
- Ex-Large Colleges
- 2022 Cohort

* The comparison group and cohort bars on this page INCLUDE your college.

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***Survey of Entering Student Engagement* - Fullerton College (2022 Administration)**
2022 Benchmark Means Report - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Engaged Learning (ENGAGLRN)

Item	Variable	Your College Mean	Ex-Large Colleges Mean	Ex-Large Colleges Effect Size**	2022 Cohort Mean	2022 Cohort Effect Size**
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	2.73	2.86		2.85	
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	1.90	2.16	-0.28**	2.11	-0.23**
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	1.61	1.50		1.51	
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	2.69	2.19	0.49**	2.22	0.45**
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	1.49	1.50		1.54	
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	1.29	1.25		1.26	
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	1.33	1.28		1.30	
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	2.15	2.18		2.17	
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	2.27	2.52	-0.24**	2.55	-0.27**
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	1.79	2.05	-0.28**	2.11	-0.34**
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	2.19	2.33		2.38	-0.20**
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	2.51	2.60		2.58	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	1.45	1.60		1.61	
Item 20.2: 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?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	1.47	1.22	0.38**	1.28	0.27**
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	1.51	1.48		1.59	
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	1.54	1.58		1.65	

* The comparison group and cohort columns on this page EXCLUDE your college.
** T-test: 2-tailed
If a row contains less than 50 respondents, interpret the comparison results cautiously.

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***Survey of Entering Student Engagement* - Fullerton College (2022 Administration)**
2022 Benchmark Frequency Distributions - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Engaged Learning (ENGAGLRN)

			Your College		Ex-Large Colleges		2022 Cohort	
Item	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	Never	57	10.7	601	8.1	2,852	9.2
		Once	151	28.4	1,707	23.1	6,763	21.7
		Two or three times	201	37.7	3,185	43.1	13,892	44.6
		Four or more times	124	23.2	1,888	25.6	7,650	24.6
		Total	532	100.0	7,382	100.0	31,157	100.0
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	Never	198	38.2	2,153	29.4	9,940	32.1
		Once	197	37.9	2,414	32.9	9,955	32.2
		Two or three times	101	19.5	2,180	29.7	8,686	28.1
		Four or more times	23	4.4	585	8.0	2,359	7.6
		Total	518	100.0	7,332	100.0	30,941	100.0
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	Never	335	62.9	5,104	69.3	21,375	68.8
		Once	101	19.1	1,176	16.0	5,012	16.1
		Two or three times	63	11.9	762	10.3	3,239	10.4
		Four or more times	33	6.1	322	4.4	1,425	4.6
		Total	532	100.0	7,364	100.0	31,051	100.0
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	Never	104	19.7	2,614	35.6	10,584	34.1
		Once	89	16.8	1,630	22.2	7,062	22.7
		Two or three times	201	38.0	2,225	30.3	9,376	30.2
		Four or more times	135	25.5	884	12.0	4,035	13.0
		Total	529	100.0	7,352	100.0	31,056	100.0
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	Never	359	69.2	5,035	68.7	20,825	67.2
		Once	89	17.2	1,212	16.5	4,976	16.1
		Two or three times	47	9.0	791	10.8	3,668	11.8
		Four or more times	24	4.6	292	4.0	1,505	4.9
		Total	519	100.0	7,330	100.0	30,973	100.0
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	Never	428	81.1	6,217	84.5	26,037	83.9
		Once	55	10.5	617	8.4	2,606	8.4
		Two or three times	34	6.4	386	5.2	1,601	5.2
		Four or more times	10	2.0	140	1.9	790	2.5
		Total	527	100.0	7,360	100.0	31,035	100.0
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	Never	419	79.6	6,024	82.4	25,256	81.8
		Once	62	11.7	708	9.7	2,927	9.5
		Two or three times	26	5.0	391	5.3	1,800	5.8
		Four or more times	20	3.8	188	2.6	882	2.9
		Total	527	100.0	7,311	100.0	30,866	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.

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Survey of Entering Student Engagement - Fullerton College (2022 Administration)
2022 Benchmark Frequency Distributions - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College Count	Your College Percent	Ex-Large Colleges Count	Ex-Large Colleges Percent	2022 Cohort Count	2022 Cohort Percent
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?								
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	Never	205	38.7	2,930	39.9	12,576	40.5
		Once	131	24.7	1,521	20.7	6,254	20.2
		Two or three times	102	19.3	1,523	20.7	6,450	20.8
		Four or more times	92	17.4	1,377	18.7	5,744	18.5
		Total	530	100.0	7,351	100.0	31,024	100.0
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	Never	154	29.1	1,682	23.0	6,727	21.8
		Once	147	27.9	1,718	23.4	7,192	23.3
		Two or three times	161	30.4	2,393	32.7	10,253	33.2
		Four or more times	67	12.6	1,535	20.9	6,734	21.8
		Total	528	100.0	7,327	100.0	30,906	100.0
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	Never	258	48.9	2,559	34.9	10,132	32.7
		Once	155	29.3	2,428	33.1	10,098	32.6
		Two or three times	85	16.0	1,785	24.3	8,183	26.4
		Four or more times	31	5.8	568	7.7	2,607	8.4
		Total	528	100.0	7,340	100.0	31,019	100.0
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	Never	163	30.6	1,804	24.6	7,077	22.9
		Once	165	31.1	2,186	29.8	9,094	29.4
		Two or three times	145	27.3	2,491	34.0	10,712	34.6
		Four or more times	58	11.0	850	11.6	4,070	13.2
		Total	532	100.0	7,330	100.0	30,953	100.0
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	Never	109	20.7	1,443	19.7	6,179	20.0
		Once	135	25.6	1,743	23.8	7,271	23.5
		Two or three times	187	35.5	2,426	33.1	10,716	34.6
		Four or more times	96	18.2	1,714	23.4	6,765	21.9
		Total	527	100.0	7,326	100.0	30,932	100.0
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	Never	383	72.3	4,698	64.2	19,592	63.3
		Once	79	14.9	1,301	17.8	5,603	18.1
		Two or three times	43	8.2	885	12.1	3,864	12.5
		Four or more times	24	4.6	438	6.0	1,873	6.1
		Total	529	100.0	7,322	100.0	30,932	100.0
Item 20.2: 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?								
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	Never	317	74.5	4,796	86.6	20,424	83.7
		Once	46	10.8	380	6.9	2,020	8.3
		Two or three times	35	8.3	223	4.0	1,119	4.6
		Four or more times	27	6.4	137	2.5	828	3.4
		Total	426	100.0	5,536	100.0	24,392	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.

***Survey of Entering Student Engagement* - Fullerton College (2022 Administration)**
2022 Benchmark Frequency Distributions - Main Survey
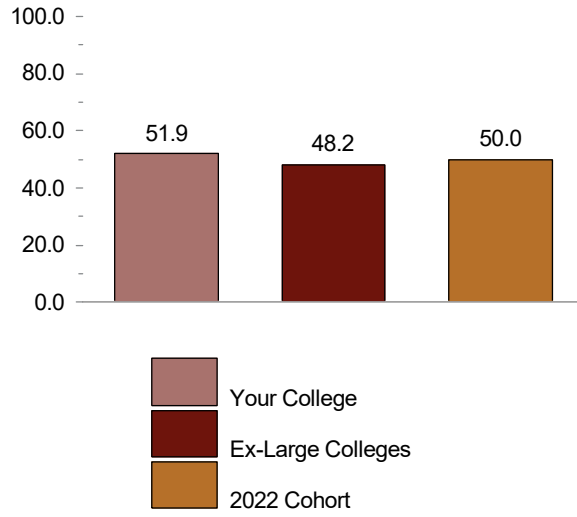Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Engaged Learning (ENGAGLRN)

Item	Variable	Responses	Your College		Ex-Large Colleges		2022 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 20.2: 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?								
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	Never	278	69.5	3,447	72.5	13,789	68.4
		Once	69	17.1	615	12.9	2,625	13.0
		Two or three times	24	6.1	396	8.3	1,941	9.6
		Four or more times	29	7.3	299	6.3	1,810	9.0
		Total	400	100.0	4,758	100.0	20,164	100.0
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	Never	231	62.8	3,415	67.4	14,227	64.8
		Once	86	23.4	744	14.7	3,247	14.8
		Two or three times	38	10.2	554	10.9	2,374	10.8
		Four or more times	13	3.5	356	7.0	2,094	9.5
		Total	368	100.0	5,070	100.0	21,941	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.   page 19 - 16FEB23

Survey of Entering Student Engagement
Fullerton College (2022 Administration)
2022 Benchmark Bar Chart - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Academic and Social Support (ACSOCSUP)

* The comparison group and cohort bars on this page INCLUDE your college.

16FEB23

Survey of Entering Student Engagement - **Fullerton College (2022 Administration)**
2022 Benchmark Means Report - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*

Entering Students Only

[Weighted]

Academic and Social Support (ACSOCSUP)

Item	Variable	Your College Mean	Ex-Large Colleges Mean	Effect Size**	2022 Cohort Mean	Effect Size**
Item 18: 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.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	4.06	3.98		4.00	
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	4.36	4.31		4.31	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	4.42	4.39		4.38	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	4.34	4.34		4.36	
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	4.08	3.81	0.24**	3.91	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	4.21	4.14		4.24	
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	4.20	4.05		4.11	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Fullerton College (2022 Administration)
2022 Benchmark Frequency Distributions - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Academic and Social Support (ACSOCSUP)

Item	Variable	Responses	Your College Count	Your College Percent	Ex-Large Colleges Count	Ex-Large Colleges Percent	2022 Cohort Count	2022 Cohort Percent
Item 18: 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.								
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	Strongly disagree	7	1.3	112	1.5	399	1.3
		Disagree	23	4.4	426	5.9	1,776	5.8
		Neutral	86	16.6	1,355	18.7	5,470	17.8
		Agree	220	42.3	2,984	41.1	12,697	41.4
		Strongly agree	185	35.5	2,384	32.8	10,344	33.7
		Total	520	100.0	7,261	100.0	30,686	100.0
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	Strongly disagree	2	0.5	40	0.5	172	0.6
		Disagree	10	2.0	128	1.8	641	2.1
		Neutral	32	6.2	687	9.4	2,813	9.2
		Agree	229	44.1	3,084	42.4	13,061	42.5
		Strongly agree	245	47.3	3,339	45.9	14,050	45.7
		Total	518	100.0	7,277	100.0	30,737	100.0
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	Strongly disagree	3	0.5	34	0.5	131	0.4
		Disagree	7	1.4	105	1.4	495	1.6
		Neutral	21	4.1	567	7.8	2,428	7.9
		Agree	225	43.6	2,874	39.6	12,292	40.0
		Strongly agree	261	50.5	3,685	50.7	15,367	50.0
		Total	517	100.0	7,266	100.0	30,712	100.0
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	Strongly disagree	5	0.9	47	0.6	152	0.5
		Disagree	8	1.5	143	2.0	531	1.7
		Neutral	36	7.0	645	8.9	2,456	8.0
		Agree	226	43.8	2,927	40.2	12,455	40.5
		Strongly agree	241	46.7	3,514	48.3	15,166	49.3
		Total	516	100.0	7,275	100.0	30,760	100.0
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	Strongly disagree	21	4.0	410	5.6	1,430	4.6
		Disagree	40	7.7	676	9.3	2,618	8.5
		Neutral	45	8.6	1,265	17.4	4,703	15.3
		Agree	184	35.4	2,444	33.6	10,437	33.9
		Strongly agree	231	44.3	2,474	34.0	11,572	37.6
		Total	521	100.0	7,269	100.0	30,761	100.0
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	Strongly disagree	15	2.8	155	2.1	487	1.6
		Disagree	24	4.8	327	4.5	1,025	3.3
		Neutral	48	9.4	961	13.3	3,181	10.4
		Agree	179	34.9	2,713	37.5	11,748	38.4
		Strongly agree	247	48.1	3,084	42.6	14,179	46.3
		Total	513	100.0	7,240	100.0	30,620	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.

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***Survey of Entering Student Engagement* - Fullerton College (2022 Administration)**
2022 Benchmark Frequency Distributions - Main Survey
Comparison Group: Extra-Large Colleges in the 2022 Cohort*
Entering Students Only
[Weighted]
Academic and Social Support (ACSOCSUP)

			Your College		Ex-Large Colleges		2022 Cohort	
Item	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Item 18: 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.								
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	Strongly disagree	12	2.3	255	3.5	930	3.0
		Disagree	28	5.3	494	6.8	1,868	6.1
		Neutral	38	7.3	898	12.4	3,316	10.8
		Agree	209	40.0	2,613	36.0	11,277	36.7
		Strongly agree	235	45.1	3,006	41.4	13,376	43.5
		Total	522	100.0	7,266	100.0	30,767	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Please see Table 1 for unweighted sample and population values of demographic items.