## Fullerton College 2021 AB1805 Report

| Table 1.1. Assessment/Placement - English |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English | 1. Total Assessed/Placed | 2. Number of Students Assessed/Placed into Transfer-Level Course without Concurrent Support | 3. \% of Students <br> Assessed/Placed into Transfer-Level <br> Course without Concurrent Support | 4. Number of Students Assessed/Placed into Transfer-Level Course with Recommended or Required Concurrent Support | 5. \% of Students Assessed/Placed into Transfer-Level <br> Course with <br> Recommended or Required Concurrent Support | 6. Number of Students Assessed/Placed into Pre-TransferLevel Course or Multi-Term Sequence | 7. \% of Students Assessed/Placed into Pre-TransferLevel Course or Multi-Term Sequence |
| Overall | 3773 | 3051 | 81\% | 602 | 16\% | 120 | 3\% |
| African-American | 91 | 73 | 80\% | 15 | 16\% | 3 | 3\% |
| American Indian/Alaskan Native | 10 | 9 | 90\% | 0 | 0\% | 1 | 10\% |
| Asian | 267 | 221 | 83\% | 29 | 11\% | 17 | 6\% |
| Filipino | 84 | 69 | 82\% | 11 | 13\% | 4 | 5\% |
| Hispanic | 2463 | 1970 | 80\% | 440 | 18\% | 53 | 2\% |
| Multi-Ethnicity | 114 | 92 | 81\% | 13 | 11\% | 9 | 8\% |
| Pacific Islander | 7 | 5 | 71\% | 2 | 29\% | 0 | 0\% |
| Unknown | 211 | 168 | 80\% | 38 | 18\% | 5 | 2\% |
| White Non-Hispanic | 526 | 444 | 84\% | 54 | 10\% | 28 | 5\% |
|  |  |  |  |  |  |  |  |
| Table 1.2. Enrollment - English |  |  |  |  |  |  |  |
|  | 1. Total Enrolled | 2. Number of Students Who Enrolled in TransferLevel Course without Concurrent Support | 3. \% of Students Enrolled in TransferLevel Course without Concurrent Support | 4. Number of Students Enrolled in Transfer-Level Course with <br> Recommended or Required Concurrent Support | 5. \% of Students Enrolled in TransferLevel Course with Recommended or Required Concurrent Support | 6. Number of Students Enrolled in Pre-Transfer-Level Course or MultiTerm Sequence | 7. \% of Students Enrolled in Pre-Transfer-Level Course or MultiTerm Sequence |
| Overall | 3421 | 2734 | 80\% | 687 | 20\% | 0 | 0\% |
| African-American | 80 | 58 | 73\% | 22 | 28\% | 0 | 0\% |
| American Indian/Alaskan Native | 9 | 7 | 78\% | 2 | 22\% | 0 | 0\% |
| Asian | 246 | 214 | 87\% | 32 | 13\% | 0 | 0\% |
| Filipino | 82 | 72 | 88\% | 10 | 12\% | 0 | 0\% |
| Hispanic | 2280 | 1769 | 78\% | 511 | 22\% | 0 | 0\% |
| Multi-Ethnicity | 101 | 94 | 93\% | 7 | 7\% | 0 | 0\% |
| Pacific Islander | 7 | 7 | 100\% | 0 | 0\% | 0 | 0\% |
| Unknown | 171 | 132 | 77\% | 39 | 23\% | 0 | 0\% |
| White Non-Hispanic | 445 | 381 | 86\% | 64 | 14\% | 0 | 0\% |


| Table 2.1 Assessment/Placement - Math |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Math | $\begin{gathered} \text { 1. Total } \\ \text { Assessed/Place } \\ \mathrm{d} \end{gathered}$ | 2. Number of Students Assessed/Place d into TransferLevel Course without Concurrent Support | 3. \% of Students Assessed/Place d into TransferLevel Course without Concurrent Support | 4. Number of <br> Students <br> Assessed/Place <br> d into Transfer- <br> Level Course <br> $\quad$ with <br> Recommended <br> or Required <br> Concurrent <br> Support | 5. \% of Students <br> Assessed/Placed into TransferLevel Course with Recommended or Required Concurrent Support | 6. Number of Students Assessed/Place d into Pre-Transfer-Level Course or MultiTerm Sequence | 7. \% of Students Assessed/Placed into Pre-TransferLevel Course or Multi-Term Sequence |
| Overall | 3800 | 3403 | 90\% | 49 | 1\% | 348 | 9\% |
| African-American | 91 | 80 | 88\% | 3 | 3\% | 8 | 9\% |
| American Indian/Alaskan Native | 9 | 8 | 89\% | 0 | 0\% | 1 | 11\% |
| Asian | 303 | 287 | 95\% | 1 | 0\% | 15 | 5\% |
| Filipino | 81 | 75 | 93\% | 0 | 0\% | 6 | 7\% |
| Hispanic | 2444 | 2168 | 89\% | 34 | 1\% | 242 | 10\% |
| Multi-Ethnicity | 114 | 100 | 88\% | 1 | 1\% | 13 | 11\% |
| Pacific Islander | 7 | 5 | 71\% | 0 | 0\% | 2 | 29\% |
| Unknown | 227 | 202 | 89\% | 5 | 2\% | 20 | 9\% |
| White Non-Hispanic | 524 | 478 | 91\% | 5 | 1\% | 41 | 8\% |
|  |  |  |  |  |  |  |  |
| Table 2.2. Enrollment - Math |  |  |  |  |  |  |  |
| Math | 1. Total Enrolled | 2. Number of Students Who Enrolled in Transfer-Level Course without Concurrent Support | 3. \% of Students <br> Enrolled in Transfer-Level Course without Concurrent Support | 4. Number of Students Enrolled in Transfer-Level Course with Recommended or Required Concurrent Support | 5. \% of Students <br> Enrolled in Transfer-Level Course with Recommended or Required Concurrent Support | 6. Number of Students Enrolled in Pre-Transfer-Level Course or MultiTerm Sequence | 7. \% of Students Enrolled in Pre-Transfer-Level Course or MultiTerm Sequence |
| Overall | 2893 | 2210 | 76\% | 203 | 7\% | 480 | 17\% |
| African-American | 62 | 46 | 74\% | 6 | 10\% | 10 | 16\% |
| American Indian/Alaskan Native | 7 | 5 | 71\% | 0 | 0\% | 2 | 29\% |
| Asian | 256 | 218 | 85\% | 13 | 5\% | 25 | 10\% |
| Filipino | 69 | 56 | 81\% | 6 | 9\% | 7 | 10\% |
| Hispanic | 1885 | 1412 | 75\% | 140 | 7\% | 333 | 18\% |
| Multi-Ethnicity | 86 | 69 | 80\% | 5 | 6\% | 12 | 14\% |
| Pacific Islander | 6 | 4 | 67\% | 1 | 17\% | 1 | 17\% |
| Unknown | 148 | 97 | 66\% | 18 | 12\% | 33 | 22\% |
| White Non-Hispanic | 374 | 303 | 81\% | 14 | 4\% | 57 | 15\% |
|  |  |  |  |  |  |  |  |


| Table 3.1. Assessment/Placement - Credit ESL - Writing or Integrated Sequence |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Credit ESL | 1. Total Assessed/Place d | 2. Number of Students Assessed/Place d into TransferLevel Course without Concurrent Support | 3. \% of Students Assessed/Placed into TransferLevel Course without Concurrent Support | 4. Number of <br> Students <br> Assessed/Placed <br> into Transfer- <br> Level Course <br> with <br> $\frac{\text { Recommended }}{}$ <br> or Required <br> Concurrent <br> Support | 5. \% of Students Assessed/Place d into TransferLevel Course with <br> Recommended or Required Concurrent Support | 6. Number of Students Assessed/Place d into Pre-Transfer-Level Course or MultiTerm Sequence | 7. \% of Students Assessed/Placed into Pre-TransferLevel Course or Multi-Term Sequence |
| Overall | 178 | 0 | 0\% | 1 | 1\% | 177 | 99\% |
| African-American | 1 | 0 | 0\% | 0 | 0\% | 1 | 100\% |
| American Indian/Alaskan Native | 0 | 0 | 0\% | 0 | 0\% | 0 | 0\% |
| Asian | 75 | 0 | 0\% | 0 | 0\% | 75 | 100\% |
| Filipino | 4 | 0 | 0\% | 0 | 0\% | 4 | 100\% |
| Hispanic | 51 | 0 | 0\% | 0 | 0\% | 51 | 100\% |
| Multi-Ethnicity | 3 | 0 | 0\% | 0 | 0\% | 3 | 100\% |
| Pacific Islander | 0 | 0 | 0\% | 0 | 0\% | 0 | 0\% |
| Unknown | 34 | 0 | 0\% | 1 | 3\% | 33 | 97\% |
| White Non-Hispanic | 10 | 0 | 0\% | 0 | 0\% | 10 | 100\% |
|  |  |  |  |  |  |  |  |
| Table 3.2. Enrollment - Credit ESL - Writing or Integrated Sequence |  |  |  |  |  |  |  |
| Credit ESL | 1. Total Enrolled | 2. Number of Students Who Enrolled in Transfer-Level Course without Concurrent Support | 3. \% of Students <br> Enrolled in Transfer-Level Course without Concurrent Support | 4. Number of <br> Students <br> Enrolled in <br> Transfer-Level <br> Course with <br> Recommended <br> or Required <br> Concurrent <br> Support | 5. \% of Students <br> Enrolled into <br> Transfer-Level <br> Course with <br> Recommended <br> or Required <br> Concurrent Support | 6. Number of Students Enrolled in Pre-Transfer-Level Course or MultiTerm Sequence | 7. \% of Students Enrolled in Pre-Transfer-Level Course or MultiTerm Sequence |
| Overall | 137 | 0 | 0\% | 0 | 0\% | 137 | 100\% |
| African-American | 1 | 0 | 0\% | 0 | 0\% | 1 | 100\% |
| American Indian/Alaskan Native | 0 | 0 | 0\% | 0 | 0\% | 0 | 0\% |
| Asian | 58 | 0 | 0\% | 0 | 0\% | 58 | 100\% |
| Filipino | 0 | 0 | 0\% | 0 | 0\% | 0 | 0\% |
| Hispanic | 43 | 0 | 0\% | 0 | 0\% | 43 | 100\% |
| Multi-Ethnicity | 3 | 0 | 0\% | 0 | 0\% | 3 | 100\% |
| Pacific Islander | 0 | 0 | 0\% | 0 | 0\% | 0 | 0\% |
| Unknown | 27 | 0 | 0\% | 0 | 0\% | 27 | 100\% |
| White Non-Hispanic | 5 | 0 | 0\% | 0 | 0\% | 5 | 100\% |
|  |  |  |  |  |  |  |  |

