

2016 CCSSE Results: GWC Custom Questions

Q2.1 - What is the primary reason you chose to attend GWC instead of another community college?

Overall Responses

	N	%
Close to home	435	57.2%
Academic reputation	26	3.4%
Graduates get good jobs	17	2.2%
Specific program or major	131	17.2%
Personalized support for students	7	0.9%
Social activities	0	0.0%
Opportunities to play sports	15	2.0%
Friends or relatives attending GWC	51	6.7%
Other	78	10.3%
Total Responses	760	100%
Number with No Response	154	16.8%
Total Attempting Survey	914	--

Key Takeaways:

- Nearly 60% of respondents indicated they attend GWC because it is close to their home. This is true especially for Asian and White students, as well as Hispanic/Latino students (50% indicated they attend GWC for this reason).
- A higher percentage of students who are not Asian, Hispanic/Latino listed other reasons for attending GWC.
- The second most common reason for attending GWC was to pursue a specific program or major (17% of students selected this option). Nearly 20% of Hispanic/Latino and White students indicated they attend GWC for this reason, while only 11% of Asian students do.
- Additionally, 8% of Asian students and 7% of Hispanic/Latino students attend GWC because they have friends or family attending the college.
- It is worth noting that 10% of students listed some other reason for attending GWC aside from the options included.

Responses by Race/Ethnicity

Race/Ethnicity	Close to home		Academic reputation		Graduates get good jobs		Specific program or major		Personalized support for students		Social activities		Opportunities to play sports		Friends or relatives attending GWC		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	3	50.0%	1	16.7%	0	0.0%	2	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	100%
Asian	160	67.2%	3	1.3%	5	2.1%	27	11.3%	3	1.3%	0	0.0%	1	0.4%	19	8.0%	20	8.4%	238	100%
Native Hawaiian	1	25.0%	0	0.0%	1	25.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	4	100%
Black or African American	4	26.7%	1	6.7%	2	13.3%	2	13.3%	1	6.7%	0	0.0%	0	0.0%	2	13.3%	3	20.0%	15	100%
White, Non-Hispanic	142	59.2%	6	2.5%	5	2.1%	45	18.8%	2	0.8%	0	0.0%	6	2.5%	13	5.4%	21	8.8%	240	100%
Hispanic/Latino	94	50.8%	10	5.4%	3	1.6%	36	19.5%	1	0.5%	0	0.0%	5	2.7%	13	7.0%	23	12.4%	185	100%
Other	21	44.7%	1	2.1%	1	2.1%	11	23.4%	0	0.0%	0	0.0%	3	6.4%	2	4.3%	8	17.0%	47	100%
Race/Ethnicity Unknown	10	40.0%	4	16.0%	0	0.0%	7	28.0%	0	0.0%	0	0.0%	0	0.0%	2	8.0%	2	8.0%	25	100%
Total	435	57.2%	26	3.4%	17	2.2%	131	17.2%	7	0.9%	0	0.0%	15	2.0%	51	6.7%	78	10.3%	760	100%

Q2.2 - To what extent were you able to enroll in the classes you needed to meet your educational goal this year?

Overall Responses

	N	%
To a great extent (all of my classes)	446	52.7%
To some extent (most of my classes)	337	39.8%
To a little extent (a few of my classes)	57	6.7%
To no extent (none of my classes)	7	0.8%
Total Responses	847	100%
Number with No Response	67	7.3%
Total Attempting Survey	914	--

Key Takeaways:

- Over 92% of respondents indicated that they are able to enroll in the classes they need either “to a great extent” or “to some extent”. Only 7% of respondents indicated they are able to enroll in the classes they need “to a little extent” and less than 1% noted they are not able to enroll in the classes they need at all.
- The responses are similar across student racial/ethnic subgroups, though there are a few differences worth noting. While 52.7% of all respondents indicated they can enroll in all of the classes they need, the percentage of Asian students with this response was 45.4%. By contrast, nearly three fourths of African American students said they are able to enroll in all the classes they need.
- Also, a slightly higher percentages of Asian, Hispanic/Latino and students with another race/ethnicity indicated that they can only enroll in the classes they need “to a little extent” (meaning a few of their classes).

Responses by Race/Ethnicity

Race/Ethnicity	To a great extent (all of my classes)		To some extent (most of my classes)		To a little extent (a few of my classes)		To no extent (none of my classes)		Total	
	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	3	50.0%	3	50.0%	0	0.0%	0	0.0%	6	100%
Asian	129	45.4%	132	46.5%	20	7.0%	3	1.1%	284	100%
Native Hawaiian	3	75.0%	1	25.0%	0	0.0%	0	0.0%	4	100%
Black or African American	14	73.7%	5	26.3%	0	0.0%	0	0.0%	19	100%
White, Non-Hispanic	150	59.1%	89	35.0%	13	5.1%	2	0.8%	254	100%
Hispanic/Latino	104	52.0%	77	38.5%	17	8.5%	2	1.0%	200	100%
Other	29	56.9%	17	33.3%	5	9.8%	0	0.0%	51	100%
Race/Ethnicity Unknown	14	48.3%	13	44.8%	2	6.9%	0	0.0%	29	100%
Total	446	52.7%	337	39.8%	57	6.7%	7	0.8%	847	100%

Q2.3 - During the current school year, about how often do you look up information about your Education Plan in DegreeWorks?

Overall Responses

	N	%
Very Often	80	9.3%
Often	240	27.9%
Sometimes	317	36.8%
Never	224	26.0%
Total Responses	861	100%
Number with No Response	53	5.8%
Total Attempting Survey	914	--

Key Takeaways:

- Nearly two thirds of respondents indicated that they look up information about their educational plan in DegreeWorks just “Sometimes” or “Never”. Only 37% of students said they look up this information “Very Often” or “Often”.
- These results are similar across the student racial/ethnic subgroups, though about 47% of African American students indicated they look up information about their educational plan “Very Often” or “Often”, which was the highest percentage among any of the student groups that had at least 10 respondents.

Responses by Race/Ethnicity

Race/Ethnicity	Very Often		Often		Sometimes		Never		Total	
	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	1	16.7%	2	33.3%	2	33.3%	1	16.7%	6	100%
Asian	25	8.6%	90	30.9%	111	38.1%	65	22.3%	291	100%
Native Hawaiian	0	0.0%	1	25.0%	3	75.0%	0	0.0%	4	100%
Black or African American	1	5.3%	8	42.1%	4	21.1%	6	31.6%	19	100%
White, Non-Hispanic	26	10.1%	61	23.6%	92	35.7%	79	30.6%	258	100%
Hispanic/Latino	19	9.4%	54	26.7%	76	37.6%	53	26.2%	202	100%
Other	7	13.7%	15	29.4%	16	31.4%	13	25.5%	51	100%
Race/Ethnicity Unknown	1	3.3%	9	30.0%	13	43.3%	7	23.3%	30	100%
Total	80	9.3%	240	27.9%	317	36.8%	224	26.0%	861	100%

Q2.4 - Which of the following factors, if any, influences your decision in selecting your major?

Overall Responses

	N	%
Professors	25	3.7%
Family	131	19.5%
Counselor (Academic or Career)	55	8.2%
Job Prospects	205	30.5%
A course that was interesting	256	38.1%
Total Responses	672	100%
Number with No Response	242	26.5%
Total Attempting Survey	914	--

Key Takeaways:

- Over a quarter of the survey participants did not answer this question. Among the respondents, the factors that students indicated were most influential in their choice of majors were: 1) a course that was interesting (38%), 2) job prospects (31%), and 3) family influences (20%).
- There are some notable differences in the factors that lead students to choose a major across student racial/ethnic subgroups. For instance, a slightly higher percentage of Asian students based their decision on counselor input or job prospects than the average. A slightly lower percentage of Asian students also based their major decision on a course that was interesting to them than the average.
- By comparison, a higher percentage of White students based their decision on an interesting course or the input of professors than average. A lower percentage of White students based their decision on counselor input as well.
- Among Hispanic/Latino students, a higher percentage based their decision on family input or a course that was interesting than average. A lower percentage of Hispanic students based their major decision on job prospects than the average.

Responses by Race/Ethnicity

Race/Ethnicity	Professors		Family		Counselor (Academic or Career)		Job Prospects		A course that was interesting		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	0	0.0%	0	0.0%	2	40.0%	2	40.0%	1	20%	5	100%
Asian	8	3.5%	43	19.0%	26	11.5%	73	32.3%	76	34%	226	100%
Native Hawaiian	0	0.0%	4	100.0%	0	0.0%	0	0.0%	0	0%	4	100%
Black or African American	0	0.0%	6	40.0%	0	0.0%	4	26.7%	5	33%	15	100%
White, Non-Hispanic	10	5.1%	27	13.7%	11	5.6%	64	32.5%	85	43.1%	197	100%
Hispanic/Latino	3	1.9%	37	23.4%	10	6.3%	43	27.2%	65	41%	158	100%
Other	3	7.0%	8	18.6%	4	9.3%	14	32.6%	14	33%	43	100%
Race/Ethnicity Unknown	1	4.2%	6	25.0%	2	8.3%	5	20.8%	10	42%	24	100%
Total	25	3.7%	131	19.5%	55	8.2%	205	30.5%	256	38%	672	100%

Q2.5 - Which of the following factors, if any, poses the biggest obstacle to your academic progress?

Overall Responses

	N	%
Money, work obligations, finances	287	50.6%
Family/health obligations	61	10.8%
Lack of good academic advising	35	6.2%
Difficulties getting courses you need	42	7.4%
Lack of personal motivation	142	25.0%
Total Responses	567	100%
Number with No Response	347	38.0%
Total Attempting Survey	914	--

Key Takeaways:

- Nearly 40% of the survey participants did not answer this question. Among the respondents, over half indicated that money, work obligations and finances presented the biggest barriers to academic progress. Another 25% of respondents noted that a lack of personal motivation also presented an obstacle. While lesser obstacles, over 13% of the respondents did indicate that lack of academic advising and difficulties getting the courses they need present the biggest barriers to success.
- When comparing student racial/ethnic subgroups, 61% of Hispanic/Latino students, 57% of African American students, and 60% of students with another race/ethnicity indicate that money, finances and work obligations are the biggest barrier to academic progress. By comparison, just 44% of White students and 48% of Asian students list this as their biggest barrier.
- A higher percentage of White students list family/health obligations as their biggest obstacle to success than the average.
- Among Asian students, a slightly higher percentage than the average listed lack of personal motivation or difficulties getting the courses they need as the biggest obstacles to academic progress they face.

Responses by Race/Ethnicity

Race/Ethnicity	Money, work obligations, finances		Family/health obligations		Lack of good academic advising		Difficulties getting courses you need		Lack of personal motivation		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	1	25.0%	0	0.0%	0	0.0%	0	0.0%	3	75%	4	100%
Asian	89	47.6%	18	9.6%	12	6.4%	16	8.6%	52	28%	187	100%
Native Hawaiian	1	33.3%	0	0.0%	0	0.0%	1	33.3%	1	33%	3	100%
Black or African American	8	57.1%	3	21.4%	0	0.0%	0	0.0%	3	21%	14	100%
White, Non-Hispanic	75	44.4%	28	16.6%	12	7.1%	12	7.1%	42	24.9%	169	100%
Hispanic/Latino	84	60.9%	6	4.3%	7	5.1%	8	5.8%	33	24%	138	100%
Other	22	59.5%	3	8.1%	3	8.1%	3	8.1%	6	16%	37	100%
Race/Ethnicity Unknown	7	46.7%	3	20.0%	1	6.7%	2	13.3%	2	13%	15	100%
Total	287	50.6%	61	10.8%	35	6.2%	42	7.4%	142	25%	567	100%

Q2.6 - When you are struggling with your overall academic progress, to whom do you go for advice?

Overall Responses

	N	%
Classmates/friends	230	34.5%
Professors	95	14.3%
Counselors	129	19.4%
Family members	203	30.5%
Student health counselor/personnel	9	1.4%
Total Responses	666	100%
Number with No Response	248	27.1%
Total Attempting Survey	914	--

Key Takeaways:

- Over a quarter of the survey participants did not answer this question. Among the respondents, nearly two thirds indicated that when they are struggling with making overall academic progress they go to classmates/friends or family members for advice. Another 20% said they go to a counselor, and 14% said they go to a professor for advice.
- There are some notable differences in the factors that lead students to choose a major across student racial/ethnic subgroups. For instance, a higher percentage of Asian, African American and Hispanic/Latino students report going to a classmate/friend for advice than the average.
- A lower percentage of White students indicate they go to a classmate/friend for advice when struggling academically than the average, and higher percentage reported going to a family member. While 40% of White students indicated they would go to a family member for advice when facing overall academic challenges, just 21% of Hispanic/Latino students and 22% of Asian students had this response.

Responses by Race/Ethnicity

Race/Ethnicity	Classmates/friends		Professors		Counselors		Family members		Student health counselor/personnel		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	1	20.0%	1	20.0%	1	20.0%	2	40.0%	0	0%	5	100%
Asian	86	37.9%	33	14.5%	52	22.9%	50	22.0%	6	3%	227	100%
Native Hawaiian	1	33.3%	1	33.3%	0	0.0%	1	33.3%	0	0%	3	100%
Black or African American	6	42.9%	2	14.3%	3	21.4%	3	21.4%	0	0%	14	100%
White, Non-Hispanic	58	29.7%	28	14.4%	30	15.4%	78	40.0%	1	0.5%	195	100%
Hispanic/Latino	60	36.8%	22	13.5%	26	16.0%	53	32.5%	2	1%	163	100%
Other	10	25.0%	7	17.5%	11	27.5%	12	30.0%	0	0%	40	100%
Race/Ethnicity Unknown	8	42.1%	1	5.3%	6	31.6%	4	21.1%	0	0%	19	100%
Total	230	34.5%	95	14.3%	129	19.4%	203	30.5%	9	1%	666	100%

Q2.7 - When you are struggling academically in a specific course, to whom do you go for help?

Overall Responses

	N	%
Classmate	164	24.9%
Professor	292	44.3%
Counselor	42	6.4%
Tutoring center	45	6.8%
Family member	116	17.6%
Total Responses	659	100%
Number with No Response	255	27.9%
Total Attempting Survey	914	--

Key Takeaways:

- Over a quarter of the survey participants did not answer this question. Among the respondents, nearly 70% indicated that they approach a classmate or the professor when struggling academically in a specific course. Another 17% of students go to a family member for help. Fewer than 7% of students would go to a counselor or the tutoring center for academic help when struggling in a specific course.
- There are some notable differences in whom students go to for academic help with a specific course across student racial/ethnic subgroups. For instance, a much lower percentage of White students indicated they would approach a classmate for help in a specific course than the average, though a higher percentage of White students said they would go to the professor for help.
- Over 20% of White students also noted they would ask a family member for help if they were struggling with a specific course, while just 14% of Asian students and 17% of Hispanic/Latino students had a similar response.
- Additionally, a slightly higher percentage of Asian students indicated they would go to a counselor for help when experiencing academic challenges in a specific course.

Responses by Race/Ethnicity

Race/Ethnicity	Classmate		Professor		Counselor		Tutoring center		Family member		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	0	0.0%	1	20.0%	0	0.0%	2	40.0%	2	40%	5	100%
Asian	66	29.1%	93	41.0%	22	9.7%	14	6.2%	32	14%	227	100%
Native Hawaiian	2	50.0%	1	25.0%	0	0.0%	0	0.0%	1	25%	4	100%
Black or African American	2	14.3%	6	42.9%	1	7.1%	2	14.3%	3	21%	14	100%
White, Non-Hispanic	30	15.9%	99	52.4%	8	4.2%	12	6.3%	40	21.2%	189	100%
Hispanic/Latino	48	29.8%	70	43.5%	5	3.1%	10	6.2%	28	17%	161	100%
Other	11	28.2%	18	46.2%	3	7.7%	2	5.1%	5	13%	39	100%
Race/Ethnicity Unknown	5	25.0%	4	20.0%	3	15.0%	3	15.0%	5	25%	20	100%
Total	164	24.9%	292	44.3%	42	6.4%	45	6.8%	116	18%	659	100%

Q2.8 - The college schedules classes at times that are convenient for me.

Overall Responses

	N	%
Strongly agree	233	28.0%
Agree	346	41.5%
Neutral	207	24.8%
Disagree	38	4.6%
Strongly disagree	9	1.1%
Total Responses	833	100%
Number with No Response	81	8.9%
Total Attempting Survey	914	--

Key Takeaways:

- When asked whether they agree with the statement that the college schedules classes at times that are convenient, 70% of the respondents said they either “Strongly Agree” or “Agree”. Just 6% of the respondents said they “Disagree” or “Strongly Disagree” with the statement.
- The responses are similar across student racial/ethnic subgroups, though fewer than half of the students with another race/ethnicity indicated that they “Strongly Agree” or “Agree” with the statement. Over 25% of students from the “Other” race/ethnicity group said that they either “Disagree” or “Strongly Disagree” that classes are scheduled at convenient times.
- Among African American students, 15% also said they either “Disagree” or “Strongly Disagree” that classes are scheduled at convenient times, though the sample size of African American students with this response is very small (n=3).

Responses by Race/Ethnicity

Race/Ethnicity	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	1	20.0%	3	60.0%	1	20.0%	0	0.0%	0	0%	5	100%
Asian	83	29.6%	120	42.9%	70	25.0%	6	2.1%	1	0%	280	100%
Native Hawaiian	1	20.0%	2	40.0%	2	40.0%	0	0.0%	0	0%	5	100%
Black or African American	4	20.0%	10	50.0%	3	15.0%	1	5.0%	2	10%	20	100%
White, Non-Hispanic	71	28.1%	106	41.9%	65	25.7%	10	4.0%	1	0.4%	253	100%
Hispanic/Latino	61	31.3%	76	39.0%	46	23.6%	11	5.6%	1	1%	195	100%
Other	6	12.8%	16	34.0%	13	27.7%	8	17.0%	4	9%	47	100%
Race/Ethnicity Unknown	6	21.4%	13	46.4%	7	25.0%	2	7.1%	0	0%	28	100%
Total	233	28.0%	346	41.5%	207	24.8%	38	4.6%	9	1%	833	100%

Q2.9 - Classroom facilities are well maintained and effectively support my learning.

Overall Responses

	N	%
Strongly agree	180	21.4%
Agree	410	48.6%
Neutral	195	23.1%
Disagree	45	5.3%
Strongly disagree	13	1.5%
Total Responses	843	100%
Number with No Response	71	7.8%
Total Attempting Survey	914	--

Key Takeaways:

- When asked whether they agree with the statement that classroom facilities are well maintained and effectively support learning, 70% of the respondents said they either “Strongly Agree” or “Agree”. Just 7% of the respondents said they “Disagree” or “Strongly Disagree” with the statement.
- The responses are similar across student racial/ethnic subgroups, though only 61% of the students with another race/ethnicity indicated that they “Strongly Agree” or “Agree” with the statement. Among students from the “Other” race/ethnicity group, 13% said that they either “Disagree” or “Strongly Disagree” that classroom facilities are well maintained and effectively support learning.

Responses by Race/Ethnicity

Race/Ethnicity	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	1	20.0%	2	40.0%	2	40.0%	0	0.0%	0	0%	5	100%
Asian	54	18.8%	153	53.1%	68	23.6%	9	3.1%	4	1%	288	100%
Native Hawaiian	0	0.0%	2	40.0%	2	40.0%	0	0.0%	1	20%	5	100%
Black or African American	5	25.0%	8	40.0%	4	20.0%	2	10.0%	1	5%	20	100%
White, Non-Hispanic	60	23.6%	114	44.9%	58	22.8%	20	7.9%	2	0.8%	254	100%
Hispanic/Latino	46	23.5%	94	48.0%	46	23.5%	9	4.6%	1	1%	196	100%
Other	7	15.2%	21	45.7%	12	26.1%	3	6.5%	3	7%	46	100%
Race/Ethnicity Unknown	7	24.1%	16	55.2%	3	10.3%	2	6.9%	1	3%	29	100%
Total	180	21.4%	410	48.6%	195	23.1%	45	5.3%	13	2%	843	100%

Q2.10 - I am satisfied with the co-curricular programs offered by this college in which I have participated or attended.

Overall Responses

	N	%
Strongly agree	135	16.4%
Agree	262	31.9%
Neutral	369	44.9%
Disagree	38	4.6%
Strongly disagree	17	2.1%
Total Responses	821	100%
Number with No Response	93	10.2%
Total Attempting Survey	914	--

Key Takeaways:

- When asked whether they agree with the statement that they are satisfied with the co-curricular programs offered by the college, 48% of the respondents said they either “Strongly Agree” or “Agree”. While fewer than 7% of the respondents said they “Disagree” or “Strongly Disagree” with the statement, 45% remained neutral.
- The responses are very similar across student racial/ethnic subgroups. The only notable difference is that a slightly lower percentage of students from the “Other” race/ethnicity group said they “Strongly Agree” or “Agree” with the statement than the average, and a slightly higher percentage indicated that they either “Disagree” or “Strongly Disagree” that they are satisfied with the co-curricular activities offered by the college.

Responses by Race/Ethnicity

Race/Ethnicity	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	0	0.0%	1	20.0%	4	80.0%	0	0.0%	0	0%	5	100%
Asian	43	15.5%	91	32.9%	130	46.9%	9	3.2%	4	1%	277	100%
Native Hawaiian	1	20.0%	3	60.0%	1	20.0%	0	0.0%	0	0%	5	100%
Black or African American	3	15.0%	7	35.0%	8	40.0%	0	0.0%	2	10%	20	100%
White, Non-Hispanic	45	17.8%	78	30.8%	111	43.9%	14	5.5%	5	2.0%	253	100%
Hispanic/Latino	33	17.4%	58	30.5%	87	45.8%	10	5.3%	2	1%	190	100%
Other	5	11.1%	13	28.9%	21	46.7%	2	4.4%	4	9%	45	100%
Race/Ethnicity Unknown	5	19.2%	11	42.3%	7	26.9%	3	11.5%	0	0%	26	100%
Total	135	16.4%	262	31.9%	369	44.9%	38	4.6%	17	2%	821	100%

Q2.11 - I am satisfied with the academic support available to me when I need help with a specific course.

Overall Responses

	N	%
Strongly agree	170	20.6%
Agree	351	42.4%
Neutral	260	31.4%
Disagree	35	4.2%
Strongly disagree	11	1.3%
Total Responses	827	100%
Number with No Response	87	9.5%
Total Attempting Survey	914	--

Key Takeaways:

- When asked whether they agree with the statement that they are satisfied with the academic support available when they need help with a specific course, 63% of the respondents said they either “Strongly Agree” or “Agree”. While fewer than 6% of the respondents said they “Disagree” or “Strongly Disagree” with the statement, 31% remained neutral.
- The responses are very similar across student racial/ethnic subgroups. The only notable differences are that a slightly lower percentage of African American students and students from the “Other” race/ethnicity group said they “Strongly Agree” or “Agree” with the statement than the average, and a slightly higher percentage of students from these two racial/ethnic groups indicated that they either “Disagree” or “Strongly Disagree” that they are satisfied with the academic support available when they need help with a specific course.

Responses by Race/Ethnicity

Race/Ethnicity	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	2	40.0%	1	20.0%	2	40.0%	0	0.0%	0	0%	5	100%
Asian	46	16.4%	135	48.0%	90	32.0%	10	3.6%	0	0%	281	100%
Native Hawaiian	1	20.0%	3	60.0%	1	20.0%	0	0.0%	0	0%	5	100%
Black or African American	6	31.6%	4	21.1%	6	31.6%	0	0.0%	3	16%	19	100%
White, Non-Hispanic	56	22.1%	102	40.3%	78	30.8%	12	4.7%	5	2.0%	253	100%
Hispanic/Latino	45	23.4%	82	42.7%	56	29.2%	7	3.6%	2	1%	192	100%
Other	7	15.9%	17	38.6%	14	31.8%	5	11.4%	1	2%	44	100%
Race/Ethnicity Unknown	7	25.0%	7	25.0%	13	46.4%	1	3.6%	0	0%	28	100%
Total	170	20.6%	351	42.4%	260	31.4%	35	4.2%	11	1%	827	100%

Q2.12 - As a student at this college, I feel safe on campus.

Overall Responses

	N	%
Strongly agree	262	31.6%
Agree	382	46.0%
Neutral	154	18.6%
Disagree	25	3.0%
Strongly disagree	7	0.8%
Total Responses	830	100%
Number with No Response	84	9.2%
Total Attempting Survey	914	--

Key Takeaways:

- Over three fourths of respondents either “Strongly Agree” or “Agree” with the statement that they feel safe on campus. Fewer than 4% of students said they “Disagree” or “Strongly Disagree” with the statement.
- The results are very similar across all of the student racial/ethnic subgroups. The only discrepancies, such as the higher percentage of Native Hawaiian students and students from the “Other” race/ethnicity group who indicated they “Disagree” with the statement, have a very small sample size.

Responses by Race/Ethnicity

Race/Ethnicity	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	1	20.0%	3	60.0%	1	20.0%	0	0.0%	0	0%	5	100%
Asian	69	24.6%	141	50.4%	60	21.4%	8	2.9%	2	1%	280	100%
Native Hawaiian	1	20.0%	3	60.0%	0	0.0%	1	20.0%	0	0%	5	100%
Black or African American	9	45.0%	7	35.0%	2	10.0%	1	5.0%	1	5%	20	100%
White, Non-Hispanic	94	37.3%	108	42.9%	42	16.7%	5	2.0%	3	1.2%	252	100%
Hispanic/Latino	66	33.8%	90	46.2%	34	17.4%	5	2.6%	0	0%	195	100%
Other	14	30.4%	20	43.5%	6	13.0%	5	10.9%	1	2%	46	100%
Race/Ethnicity Unknown	8	29.6%	10	37.0%	9	33.3%	0	0.0%	0	0%	27	100%
Total	262	31.6%	382	46.0%	154	18.6%	25	3.0%	7	1%	830	100%

Q2.13 - As a student at this college, I feel like I belong here.

Overall Responses

	N	%
Strongly agree	181	21.8%
Agree	291	35.1%
Neutral	291	35.1%
Disagree	52	6.3%
Strongly disagree	15	1.8%
Total Responses	830	100%
Number with No Response	84	9.2%
Total Attempting Survey	914	--

Key Takeaways:

- When asked whether they agree with the statement that they feel like they belong at GWC, 60% of the respondents said they either “Strongly Agree” or “Agree”. Just 8% said they “Disagree” or “Strongly Disagree” with the statement. However, over one third of the respondents did feel neutral.
- The results are very similar across all of the student racial/ethnic subgroups, though it is worth noting that a higher percentage of African American and Hispanic/Latino students stated that they “Strongly Agree” or “Agree” than the average.

Responses by Race/Ethnicity

Race/Ethnicity	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	0	0.0%	3	60.0%	2	40.0%	0	0.0%	0	0%	5	100%
Asian	50	17.9%	100	35.7%	105	37.5%	17	6.1%	8	3%	280	100%
Native Hawaiian	1	25.0%	0	0.0%	2	50.0%	0	0.0%	1	25%	4	100%
Black or African American	5	25.0%	8	40.0%	5	25.0%	1	5.0%	1	5%	20	100%
White, Non-Hispanic	59	23.2%	81	31.9%	90	35.4%	22	8.7%	2	0.8%	254	100%
Hispanic/Latino	48	24.7%	79	40.7%	58	29.9%	8	4.1%	1	1%	194	100%
Other	9	20.0%	15	33.3%	20	44.4%	1	2.2%	0	0%	45	100%
Race/Ethnicity Unknown	9	32.1%	5	17.9%	9	32.1%	3	10.7%	2	7%	28	100%
Total	181	21.8%	291	35.1%	291	35.1%	52	6.3%	15	2%	830	100%

Q2.14 - I know the subjects where I am academically weak and I try to improve them.

Overall Responses

	N	%
Strongly agree	222	26.9%
Agree	420	50.9%
Neutral	157	19.0%
Disagree	21	2.5%
Strongly disagree	5	0.6%
Total Responses	825	100%
Number with No Response	89	9.7%
Total Attempting Survey	914	--

Key Takeaways:

- When asked whether they agree with the statement that they know the subjects where they are academically weak and try to improve them, over three fourths of students said they “Strongly Agree” or “Agree”. Just 3% of students said they “Disagree” or “Strongly Disagree”.
- The results are very similar across all of the student racial/ethnic subgroups. The only discrepancies, such as the higher percentage of Native Hawaiian students and students whose race/ethnicity is unknown who indicated they “Disagree” or “Strongly Disagree” with the statement, have a very small sample size.

Responses by Race/Ethnicity

Race/Ethnicity	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	0	0.0%	4	80.0%	1	20.0%	0	0.0%	0	0%	5	100%
Asian	68	24.5%	151	54.3%	52	18.7%	7	2.5%	0	0%	278	100%
Native Hawaiian	0	0.0%	3	60.0%	0	0.0%	1	20.0%	1	20%	5	100%
Black or African American	9	50.0%	5	27.8%	4	22.2%	0	0.0%	0	0%	18	100%
White, Non-Hispanic	66	26.1%	129	51.0%	50	19.8%	6	2.4%	2	0.8%	253	100%
Hispanic/Latino	61	31.3%	96	49.2%	32	16.4%	5	2.6%	1	1%	195	100%
Other	11	25.0%	21	47.7%	11	25.0%	0	0.0%	1	2%	44	100%
Race/Ethnicity Unknown	7	25.9%	11	40.7%	7	25.9%	2	7.4%	0	0%	27	100%
Total	222	26.9%	420	50.9%	157	19.0%	21	2.5%	5	1%	825	100%

Q2.15 - Are you aware of the student learning outcomes for your courses?

Overall Responses

	N	%
Aware of the learning outcomes AND the extent to which I achieve them	480	58.8%
Aware of the learning outcomes but NOT the extent to which I achieve them	226	27.7%
Not aware of the learning outcomes	111	13.6%
Total Responses	817	100%
Number with No Response	97	10.6%
Total Attempting Survey	914	--

Key Takeaways:

- When asked whether they are aware of the student learning outcomes (SLOs) for their courses, nearly 60% of the respondents said they are aware of the learning outcomes and the extent to which they achieve them. Another 28% said they are aware of the learning outcomes but not whether they achieve them, and 14% said that they are not aware of the learning outcomes in their courses.
- When examining the results by student racial/ethnic subgroups, there are some notable differences. For instance, a lower percentage of African American and Hispanic/Latino students said they are aware of the SLOs and the extent to which they achieve them than the average.
- A higher percentage of Hispanic/Latino students indicated they are aware of the SLOs but not the extent to which they achieve them than the average, and a higher percentage of African American students said they are not even aware of the learning outcomes for their courses.

Responses by Race/Ethnicity

Race/Ethnicity	Aware of the learning outcomes AND the extent to which I achieve them		Aware of the learning outcomes but NOT the extent to which I achieve them		Not aware of the learning outcomes		Total	
	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	1	20.0%	4	80.0%	0	0.0%	5	100%
Asian	159	57.2%	84	30.2%	35	12.6%	278	100%
Native Hawaiian	3	75.0%	0	0.0%	1	25.0%	4	100%
Black or African American	10	52.6%	5	26.3%	4	21.1%	19	100%
White, Non-Hispanic	165	65.5%	53	21.0%	34	13.5%	252	100%
Hispanic/Latino	100	52.9%	63	33.3%	26	13.8%	189	100%
Other	27	62.8%	9	20.9%	7	16.3%	43	100%
Race/Ethnicity Unknown	15	55.6%	8	29.6%	4	14.8%	27	100%
Total	480	58.8%	226	27.7%	111	13.6%	817	100%

Q2.16 - How often do your professors clearly explain course learning outcomes and how they will assess them?

Overall Responses

	N	%
Very often	223	27.0%
Often	330	39.9%
Occasionally	175	21.2%
Seldom	81	9.8%
Never	18	2.2%
Total Responses	827	100%
Number with No Response	87	9.5%
Total Attempting Survey	914	--

Key Takeaways:

- When asked how often their professors explain course learning outcomes and how they will assess them, over two thirds of the respondents said “Very Often” or “Often”. Another 21% said “Occasionally”, and just 12% said “Never”.
- The results are very similar across all of the student racial/ethnic subgroups, though a higher percentage of Asian students and students from the “Other” race/ethnicity group indicated their professors explain the course learning outcomes “Very Often” or “Often” than the average.

Responses by Race/Ethnicity

Race/Ethnicity	Very Often		Often		Occasionally		Seldom		Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	0	0.0%	1	20.0%	3	60.0%	1	20.0%	0	0%	5	100%
Asian	77	27.1%	129	45.4%	55	19.4%	18	6.3%	5	2%	284	100%
Native Hawaiian	0	0.0%	3	75.0%	0	0.0%	1	25.0%	0	0%	4	100%
Black or African American	7	36.8%	6	31.6%	3	15.8%	2	10.5%	1	5%	19	100%
White, Non-Hispanic	62	24.7%	95	37.8%	57	22.7%	28	11.2%	9	3.6%	251	100%
Hispanic/Latino	55	28.6%	67	34.9%	45	23.4%	22	11.5%	3	2%	192	100%
Other	13	28.9%	21	46.7%	8	17.8%	3	6.7%	0	0%	45	100%
Race/Ethnicity Unknown	9	33.3%	8	29.6%	4	14.8%	6	22.2%	0	0%	27	100%
Total	223	27.0%	330	39.9%	175	21.2%	81	9.8%	18	2%	827	100%

Q2.17 - During the current school year, how frequently have your instructors given you motivational support (written or oral) in achieving your academic goals?

Overall Responses

	N	%
Very often	153	18.6%
Often	266	32.4%
Occasionally	244	29.7%
Seldom	114	13.9%
Never	44	5.4%
Total Responses	821	100%
Number with No Response	93	10.2%
Total Attempting Survey	914	--

Key Takeaways:

- When asked how often their professors give them motivational support in achieving their academic goals, over half of the respondents said “Very Often” or “Often”. However, nearly 20% said they’ve received this kind of support “Seldom” or “Never” in the current school year.
- The results are very similar across all of the student racial/ethnic subgroups, though a much lower percentage of African American students indicated they receive motivational support from their instructors “Very Often” or “Often” than the average. One third of African American students said they have received this kind of support “Seldom” or “Never” in the current school year.

Responses by Race/Ethnicity

Race/Ethnicity	Very Often		Often		Occasionally		Seldom		Never		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	0	0.0%	2	40.0%	1	20.0%	2	40.0%	0	0%	5	100%
Asian	59	20.8%	93	32.9%	84	29.7%	33	11.7%	14	5%	283	100%
Native Hawaiian	0	0.0%	1	25.0%	1	25.0%	2	50.0%	0	0%	4	100%
Black or African American	3	16.7%	2	11.1%	7	38.9%	4	22.2%	2	11%	18	100%
White, Non-Hispanic	45	18.1%	82	32.9%	73	29.3%	37	14.9%	12	4.8%	249	100%
Hispanic/Latino	30	15.8%	66	34.7%	55	28.9%	28	14.7%	11	6%	190	100%
Other	10	22.2%	12	26.7%	16	35.6%	6	13.3%	1	2%	45	100%
Race/Ethnicity Unknown	6	22.2%	8	29.6%	7	25.9%	2	7.4%	4	15%	27	100%
Total	153	18.6%	266	32.4%	244	29.7%	114	13.9%	44	5%	821	100%

Q2.18 - During the last month, how often have you visited an instructor during office hours?

Overall Responses

	N	%
Never	535	63.9%
1 time	138	16.5%
2 times	77	9.2%
3 times	28	3.3%
More than 3 times	59	7.0%
Total Responses	837	100%
Number with No Response	77	8.4%
Total Attempting Survey	914	--

Key Takeaways:

- Nearly two thirds of the survey respondents indicated they have not visited a professor during office hours during the month prior to taking the survey, and 17% said they have visited a professors' office hours just once. Fewer than 20% of students said they visited an instructor during office hours multiple times.
- The results are very similar across all of the student racial/ethnic subgroups, though a slightly higher percentage of White students than average said they have not visited an instructor during office hours at all. In contrast, a higher percentage of students from an "Other" racial/ethnic group indicated they have visited a professors' office hours once or twice during the month before the survey.

Responses by Race/Ethnicity

Race/Ethnicity	Never		1 time		2 times		3 times		More than 3 times		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Am. Indian / Nat. American	5	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0%	5	100%
Asian	176	62.0%	48	16.9%	28	9.9%	11	3.9%	21	7%	284	100%
Native Hawaiian	1	20.0%	3	60.0%	0	0.0%	1	20.0%	0	0%	5	100%
Black or African American	12	63.2%	2	10.5%	2	10.5%	1	5.3%	2	11%	19	100%
White, Non-Hispanic	172	68.0%	32	12.6%	24	9.5%	8	3.2%	17	6.7%	253	100%
Hispanic/Latino	124	63.3%	39	19.9%	14	7.1%	6	3.1%	13	7%	196	100%
Other	26	55.3%	10	21.3%	6	12.8%	1	2.1%	4	9%	47	100%
Race/Ethnicity Unknown	19	67.9%	4	14.3%	3	10.7%	0	0.0%	2	7%	28	100%
Total	535	63.9%	138	16.5%	77	9.2%	28	3.3%	59	7%	837	100%

Q2.19 - Indicate if you know where to go on campus with questions about your physical health.

Overall Responses

	N	%
Yes	418	51.2%
No	398	48.8%
Total Responses	816	100%
Number with No Response	98	10.7%
Total Attempting Survey	914	--

Key Takeaways:

- When asked whether they know where to go on campus with questions about their physical health, only about half of the respondents said “Yes”.
- The percentage of students who do not know where to go on campus with questions about their physical health is highest for students from an “Other” racial/ethnic group (62%), African Americans (58%), students whose race/ethnicity is unknown (56%), and Asian students (51%).

Responses by Race/Ethnicity

Race/Ethnicity	Yes		No		Total	
	N	%	N	%	N	%
Am. Indian / Nat. American	3	60.0%	2	40.0%	5	100%
Asian	133	48.9%	139	51.1%	272	100%
Native Hawaiian	3	60.0%	2	40.0%	5	100%
Black or African American	8	42.1%	11	57.9%	19	100%
White, Non-Hispanic	135	54.0%	115	46.0%	250	100%
Hispanic/Latino	107	55.4%	86	44.6%	193	100%
Other	17	37.8%	28	62.2%	45	100%
Race/Ethnicity Unknown	12	44.4%	15	55.6%	27	100%
Total	418	51.2%	398	48.8%	816	100%

Q2.20 - Indicate if you know where to go on campus with questions about your mental health.

Overall Responses

	N	%
Yes	302	37.1%
No	512	62.9%
Total Responses	814	100%
Number with No Response	100	10.9%
Total Attempting Survey	914	--

Key Takeaways:

- When asked whether they know where to go on campus with questions about their mental health, nearly two thirds of respondents said “No”.
- The percentage of students who do not know where to go on campus with questions about their mental health is highest for African American students (67%) and Hispanic/Latino students (66%), though there isn’t a subgroup of students where even 45% know where to go with questions about their mental health.

Responses by Race/Ethnicity

Race/Ethnicity	Yes		No		Total	
	N	%	N	%	N	%
Am. Indian / Nat. American	1	20.0%	4	80.0%	5	100%
Asian	104	37.7%	172	62.3%	276	100%
Native Hawaiian	2	40.0%	3	60.0%	5	100%
Black or African American	6	33.3%	12	66.7%	18	100%
White, Non-Hispanic	96	38.6%	153	61.4%	249	100%
Hispanic/Latino	65	34.0%	126	66.0%	191	100%
Other	16	37.2%	27	62.8%	43	100%
Race/Ethnicity Unknown	12	44.4%	15	55.6%	27	100%
Total	302	37.1%	512	62.9%	814	100%