

2018 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	326	57.7%
Specific program or major	95	16.8%
Other	51	5.6%
Friends of relatives attending GWC	39	4.2%
Academic reputation	23	4.1%
Graduates get good jobs	14	2.5%
Opportunities to play sports	13	1.4%
Personalized support for students	4	0.4%
Social activities	0	0.0%
Total Responses	565	100%
Number with No Response	353	38.5%
Total Attempting Survey	918	--

Key Takeaways:

- Nearly 60% of respondents indicated they attend GWC because it is close to their home. This is true especially for Asian (63%) and White (62%) students.
- The second most common reason for attending GWC was to pursue a specific program or major (17% of students selected this option). Almost 17% of Hispanic/Latino (n=31) and White students (n=30) indicated they attend GWC for this reason, while 14% (n=25) of Asian students did.
- Additionally, 9% (n=17) of Hispanic/Latino students attend GWC because they have friends or family attending the college.
- It is worth noting that 6% of students listed some other reason for attending GWC aside from the options included.

Q2.2 - The college schedules classes at times that are convenient for me.

Overall Responses

	N	%
Strongly agree	274	34.1%
Agree	369	46.0%
Neutral	123	15.3%
Disagree	30	3.7%
Strongly disagree	7	0.9%
Total Responses	803	100%
Number with No Response	115	12.5%
Total Attempting Survey	918	--

Key Takeaways:

- When asked whether they agree with the statement that the college schedules classes at times that are convenient, 80% of the respondents said they either “Strongly Agree” or “Agree.” Only 5% of the respondents said they “Disagree” or “Strongly Disagree” with the statement.
- Almost 80% of students within each of the racial/ethnic subgroups indicated that they “Strongly Agree” or “Agree” with the statement, however only 56% (n=12) of African Americans and 33% (n=1) of Native Hawaiians reported the same. The sample sizes for African Americans (n=19) and Native Hawaiians (n=3) were much smaller, though.
- Nearly 10% (n=3) of students from another race/ethnicity said they “Disagree” that classes are scheduled at convenient times.

Q2.3 - Classroom facilities are well maintained and effectively support my learning.

Overall Responses

	N	%
Strongly agree	213	26.4%
Agree	381	47.3%
Neutral	162	20.1%
Disagree	39	4.8%
Strongly disagree	11	1.4%
Total Responses	806	100%
Number with No Response	112	12.2%
Total Attempting Survey	918	--

Key Takeaways:

- Almost three-quarters (74%) of respondents either agreed or *strongly* agreed that classroom facilities are well maintained and effectively support their learning. Just 6% of the respondents said they “Disagree” or “Strongly Disagree” with the statement.
- The responses are similar across student racial/ethnic subgroups, though only 62% of the students with an unknown (n=24) or other (n=18) race/ethnicity indicated that they “Strongly Agree” or “Agree” with the statement.
- A higher percentage of Asian students (n=22) and students with an unknown race/ethnicity (n=5) said they “Disagree” or “Strongly Disagree” with this statement.

Q2.4 – My professors clearly explain course learning outcomes and how they will assess them.

Overall Responses

	N	%
Strongly agree	298	37.4%
Agree	372	46.7%
Neutral	108	13.6%
Disagree	11	1.4%
Strongly disagree	7	0.9%
Total Responses	796	100%
Number with No Response	122	13.3%
Total Attempting Survey	918	--

Key Takeaways:

- Most (84%) students agreed or *strongly* agreed that professors clearly explain course learning outcomes and how they will assess them. Only 2% reported that they “Disagree” or “Strongly Disagree.”
- The results are very similar across all of the student racial/ethnic subgroups, though a higher percentage of students with another race/ethnicity (n=2) or an unknown race/ethnicity (n=2) indicated that they “Disagree” with this statement.

Q2.5 My professors provide me with motivational support to achieve my academic goals.

Overall Responses

	N	%
Strongly agree	230	29.3%
Agree	291	37.1%
Neutral	220	28.1%
Disagree	32	4.1%
Strongly disagree	11	1.4%
Total Responses	784	100%
Number with No Response	134	14.6%
Total Attempting Survey	918	--

Key Takeaways:

- When asked if they agree with the statement that professors provide them with motivational support to achieve their academic goals, two-thirds of the respondents reported that they “Agree” or “Strongly Agree.”
- The results are very similar across all of the student racial/ethnic subgroups, though a higher percentage of African American students and American Indian/Alaska Native students disagreed with this statement. Nearly 12% (n=2) of African American students and 10% (n=2) of American Indian/Alaska Native students indicated that they “Disagree” that their professors provide them with motivational support to achieve their academic goals.

Q2.6 - I am satisfied with the co-curricular programs offered by this college in which I have participated or attended (e.g., lecture series, plays, musical performances, athletics, or other special programs/services).

Overall Responses

	N	%
Strongly agree	175	22.4%
Agree	274	35.1%
Neutral	290	37.2%
Disagree	30	3.8%
Strongly disagree	11	1.4%
Total Responses	780	100%
Number with No Response	138	15.0%
Total Attempting Survey	918	--

Key Takeaways:

- More than half (58%) of respondents agreed or *strongly* agreed that they are satisfied with the co-curricular programs offered by the college. While only 5% of the respondents said they “Disagree” or “Strongly Disagree” with the statement, the majority of students (37%) remained “Neutral” on this question.
- The majority of Asian, Hispanic/Latino, and White students reported that they “Strongly Agree” or “Agree” with the statement. However, only 33% (n=6) of American Indian/Alaska Native students, 39% (n=7) of African American students, and 37% (n=11) of students from another racial/ethnic subgroup reported the same.
- Over 10% of African American students (n=3) and American Indian/Alaska Native students (n=2) indicated that they were not satisfied with the co-curricular programs offered by the college.

Q2.7 - I am satisfied with the academic support available to me when I need help with a specific course.

Overall Responses

	N	%
Strongly agree	229	29.6%
Agree	333	43.0%
Neutral	185	23.9%
Disagree	22	2.8%
Strongly disagree	5	0.6%
Total Responses	774	100%
Number with No Response	144	15.7%
Total Attempting Survey	918	--

Key Takeaways:

- Nearly three-quarters (73%) of respondents either agreed or *strongly* agreed that they were satisfied with the academic support available to them when they need help with a specific course. Almost one-quarter (24%) of students remained neutral.
- International students reported less agreement with this statement, with 8% (n=5) indicating that they “Disagree” or “Strongly Disagree” with this statement, as compared to only 3% (n=20) of non-international students.
- Nearly 15% (n=3) of students without a high school diploma or any other degree and 8% (n=2) of students with vocational/technical training reported that they “Disagree” or “Strongly Disagree” with this statement, which is higher than average. The sample sizes for both groups were small, though (n=21 and n=24, respectively).

Q2.8 – I am satisfied with the resources available in the GWC Library.

Overall Responses

	N	%
Strongly agree	334	42.4%
Agree	287	36.5%
Neutral	144	18.3%
Disagree	19	2.4%
Strongly disagree	3	0.4%
Total Responses	787	100%
Number with No Response	131	14.3%
Total Attempting Survey	918	--

Key Takeaways:

- When asked whether they agree with the statement that they are satisfied with the resources available in the GWC Library, more than three-quarters (79%) of the respondents indicated that they “Strongly Agree” or “Agree.”
- The results are very similar across the student racial/ethnic subgroups. The only noticeable difference is that only 68% (n=26) of students whose race/ethnicity is unknown indicated that they either “Strongly Agree” or “Agree” with the statement, which is slightly lower than average.

Q2.9 I am satisfied with the different student support services available to me.

Overall Responses

	N	%
Strongly agree	243	31.4%
Agree	301	38.8%
Neutral	211	27.2%
Disagree	13	1.7%
Strongly disagree	7	0.9%
Total Responses	775	100%
Number with No Response	143	15.6%
Total Attempting Survey	918	--

Key Takeaways:

- When asked whether they agreed with the statement that they are satisfied with the different student support services available to them, 70% of students reported that they “Strongly Agree” or “Agree” with the statement.
- The responses are similar across student racial/ethnic subgroups. The only noticeable difference is that African American students and students with an unknown race/ethnicity reported less agreement with this statement. Approximately 60% of students from each of these two racial/ethnic subgroups (n=10 and n=23, respectively) reported that they “Strongly Agree” or “Agree” with this statement, which is lower than average.
- Only 56% (n=38) of international students indicated that they “Strongly Agree” or “Agree” with this statement, as compared to 71% (n=487) of non-international students.

Q2.10 - As a student at this college, I feel safe on campus.

Overall Responses

	N	%
Strongly agree	343	44.0%
Agree	297	38.1%
Neutral	106	13.6%
Disagree	26	3.3%
Strongly disagree	8	1.0%
Total Responses	780	100%
Number with No Response	138	15.0%
Total Attempting Survey	918	--

Key Takeaways:

- The majority of students (82%) either “Strongly Agree” or “Agree” with the statement that they feel safe on campus. Only 4% of students said they “Disagree” or “Strongly Disagree” with the statement.
- Almost 14% (n=7) of students with an unknown gender (not identified as male or female, or preferred not to respond to this question) reported that they “Disagree” or “Strongly Disagree” with this statement, as compared to only 3% (n=9) of males and 5% (n=18) of females.
- The results are very similar across all of the student racial/ethnic subgroups. The only discrepancies are from groups with small sample sizes, including a higher percentage (15%) of American Indian/Alaska Native students (n=3) who indicated they “Disagree” or “Strongly Disagree” with the statement and a lower percentage (61%) of students with an unknown race/ethnicity (n=23) who reported agreeing with the statement.

Q2.11 - As a student at this college, I feel like I belong here.

Overall Responses

	N	%
Strongly agree	280	36.0%
Agree	261	33.5%
Neutral	179	23.0%
Disagree	38	4.9%
Strongly disagree	20	2.6%
Total Responses	778	100%
Number with No Response	140	15.3%
Total Attempting Survey	918	--

Key Takeaways:

- When asked whether they agree with the statement that they feel like they belong at GWC, 70% of the respondents said they either “Strongly Agree” or “Agree.” Just 8% said they “Disagree” or “Strongly Disagree” with the statement.
- A higher percentage of international students disagreed with this statement, with 11% (n=7) indicating they “Disagree” or “Strongly Disagree,” as compared to 7% (n=47) of non-international students.
- The results are very similar across all of the student racial/ethnic subgroups, however only 54% (n=20) of students from an unknown race/ethnicity agreed with this statement, which was lower than average.
- Fifteen percent (n=3) of American Indian/Alaska Native students and 17% (n=5) of students from another race/ethnicity reported that they “Disagree” or “Strongly Disagree” with this statement, however these groups both have smaller sample sizes.

Q2.12 – As a student at this college, I feel welcomed here.

Overall Responses

	N	%
Strongly agree	322	41.4%
Agree	287	36.9%
Neutral	140	18.0%
Disagree	17	2.2%
Strongly disagree	11	1.4%
Total Responses	777	100%
Number with No Response	141	15.4%
Total Attempting Survey	918	--

Key Takeaways:

- When asked if they agree with the statement that they feel welcomed at GWC, 78% of students reported that they “Strongly Agree” or “Agree.” Only 4% of students indicated that they “Disagree” or “Strongly Disagree” with this statement.
- The results are very similar across student racial/ethnic subgroups. There are no noticeable differences amongst subgroups.

Q2.13 - I know the subjects where I am academically weak and I try to improve them.

Overall Responses

	N	%
Strongly agree	276	35.2%
Agree	368	46.9%
Neutral	121	15.4%
Disagree	14	1.8%
Strongly disagree	6	0.8%
Total Responses	785	100%
Number with No Response	133	14.5%
Total Attempting Survey	918	--

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, 82% 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. Only 64% (n=25) of students whose race/ethnicity is unknown agreed with this statement, which is slightly lower than average. Additionally, 10% (n=2) of American Indian/Alaska Native students and 7% (n=2) of students from another race/ethnicity disagreed with the statement (higher than average), however both groups had a small sample size.

Q2.14 – I know where to go on campus with questions about my physical health.

Overall Responses

	N	%
Strongly agree	216	28.0%
Agree	216	28.0%
Neutral	142	18.4%
Disagree	137	17.7%
Strongly disagree	61	7.9%
Total Responses	772	100%
Number with No Response	146	15.9%
Total Attempting Survey	918	--

Key Takeaways:

- Approximately half (56%) of students agreed or strongly agreed that they know where to go on campus with questions about their health. More than one-quarter of all students (26%) indicated that they do not know where to go on campus with questions about their physical health.
- Thirty-six percent (n=40) of students between ages 25-29 reported that they “Disagree” or “Strongly Disagree” with this statement, which was greater than that of other age groups.
- More American Indian/Alaska Native students (n=8), Pacific Islander students (n=5), and African American students (n=6) disagreed with this statement than the average. It is important to note, though, that these groups all have small sample sizes.

Q2.15 – I know where to go on campus with questions about my mental health.

Overall Responses

	N	%
Strongly agree	194	25.3%
Agree	194	25.3%
Neutral	156	20.3%
Disagree	145	18.9%
Strongly disagree	79	10.3%
Total Responses	768	100%
Number with No Response	150	16.3%
Total Attempting Survey	918	--

Key Takeaways:

- Only 51% of students agreed or *strongly* agreed that they know where to go on campus with questions about their mental health. Nearly one-third of students (29%) indicated that they “Disagree” or “Strongly Disagree” with this statement.
- Compared to other age groups, a higher percentage (39%) of students between ages 25-29 (n=42) reported that they “Disagree” or “Strongly Disagree” with this statement.
- Nearly 40% of African American students (n=7), American Indian/Alaska Native students (n=8), and Pacific Islander students (n=5) disagreed with this statement, which was greater than average. These groups all have small sample sizes, though.

Q2.16 – Are you aware of the student learning outcomes for your courses and how these outcomes are achieved?

Overall Responses

	N	%
Aware of the learning outcomes AND the extent to which I achieve them	513	70.9%
Aware of the learning outcomes but NOT the extent to which I achieve them	154	21.3%
Not aware of the learning outcomes and the extent to which I achieve them	57	7.9%
Total Responses	724	100%
Number with No Response	194	21.1%
Total Attempting Survey	918	--

Key Takeaways:

- Nearly three-quarters (71%) of respondents said they are aware of the learning outcomes and the extent to which they achieve them. Another 21% said they are aware of the learning outcomes but not whether they achieve them, and 8% said that they are not aware of the learning outcomes in their courses.
- Only 64% (n=178) of students whose native language is **not** English said they are aware of the SLOs and the extent to which they achieve them, as compared to 76% (n=318) of students whose native language is English.
- Twenty percent (n=11) of international students are not aware of the SLOs, as compared to only 7% (n=44) of non-international students.
- Compared to the average results, a lower percentage of students from an unknown (n=22, 61%) or other (n=14, 58%) race/ethnicity said they are aware of the SLOs and the extent to which they achieve them. A higher percentage of students from an unknown (n=11, 31%) or other (n=8, 33%) race/ethnicity said they are aware of the SLOs but **not** the extent to which they achieve them.

Q2.17 - When you are struggling academically in a specific course, to whom do you go for help?

Overall Responses

	N	%
Classmate/friend	184	40.9%
Professor	155	34.4%
Counselor	25	5.6%
Tutoring center	38	8.4%
Family member	47	10.4%
Other GWC employee	1	0.2%
Total Responses	450	100%
Number with No Response	468	51.0%
Total Attempting Survey	918	--

Key Takeaways:

- Over half of the survey participants did not answer this question. Among the respondents, 75% indicated that they approach a classmate or the professor when struggling academically in a specific course. Another 10% of students go to a family member for help. Fewer than 9% of students go to a counselor or the tutoring center for academic help when struggling in a specific course.
- Forty-one percent (n=90) of male students approach a professor for help, compared to only 27% (n=55) of female students.
- Only 36% (n=50) of White students indicated they would approach a classmate for help in a specific course, which was lower than the average. However, more White students (n=57, 41%) said they would ask the professor for help.
- Fifty percent (n=80) of Asian students and 53% (n=8) of African American students said they would ask classmates/friends for help, but only 31% (n=49) of Asian students and 13% (n=2) of African American students would ask the professor.
- Thirteen percent (n=19) of Hispanic/Latino students indicated they would seek help from the tutoring center, which was higher than the average.

Q2.18 - When you are struggling with your overall academic progress, to whom do you go for advice?

Overall Responses

	N	%
Classmate/friend	120	23.5%
Professor	140	27.5%
Counselor	170	33.3%
Family member	69	13.5%
Student health counselors/personnel	5	1.0%
Other GWC employee	6	1.2%
Total Responses	510	100%
Number with No Response	408	44.4%
Total Attempting Survey	918	--

Key Takeaways:

- Almost half of the survey participants did not answer this question. Among the respondents, one-third indicated that they go to a counselor for advice when they are struggling with making overall academic progress. Another 28% said they go to a professor, and 24% said they go to a classmate/friend for advice.
- More male students (n=84, 34%) report going to a professor for advice than female students (n=48, 21%), and more females (n=89, 38%) go to a counselor for advice than males (n=72, 29%).
- Almost 44% (n=7) of African American students report going to a classmate/friend for advice, which is greater than the average.
- A higher percentage of Hispanic/Latino students indicate they go to a counselor for advice when struggling academically than the average. While 40% (n=68) of Hispanic/Latino students indicated they would go to a counselor, just 31% (n=48) of White students and 34% (n=60) of Asian students reported the same.

Q2.19 - 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)	400	55.6%
To some extent (most of my classes)	247	34.4%
To a little extent (a few of my classes)	63	8.8%
To no extent (none of my classes)	9	1.3%
Total Responses	719	100%
Number with No Response	199	21.7%
Total Attempting Survey	918	--

Key Takeaways:

- The majority (90%) of respondents indicated that they are able to enroll in most or all of the classes they need. Less than 9% of respondents indicated they are only able to enroll in a few of the classes they need and 1% noted they are not able to enroll in any of the classes they need.
- Only 45% (n=24) of international students report being able to enroll in all of the classes they need, compared to 56% (n=358) of non-international students.
- While 56% of all respondents indicated they can enroll in all of the classes they need, only 42% (n=8) of African American students reported the same. By contrast, 60% (n=138) of White students said they are able to enroll in all the classes they need.
- A higher percentage of American Indian/Alaska Native students (n=3, 18%), African American students (n=4, 21%), and students with an unknown race/ethnicity (n=5, 14%) indicated that they can only enroll in a few of their classes. American Indian/Alaska Native and African American subgroups had small sample sizes, though.