

# Guided Pathways Student Survey

## Summary Report: Spring 2018

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### Survey Design

The Guided Pathways project is a statewide initiative within the California community college system that seeks to identify and address barriers to student success. The Guided Pathways Workgroup of Folsom Lake College surveyed students to better understand the student experience in choosing a major and selecting the best courses to take. The survey was administered online through the Office of Institutional Research via SurveyMonkey. The survey link was emailed to all current FLC students (8,358), followed by two reminder emails. A lottery with two \$50 gift cards was used to encourage student participation.

- Dates Administered: April 23, 2018 – May 7, 2018
- Total Survey Responses: 463

### Overview

This report provides a summary of the Guided Pathways student survey questions and responses. Given that the survey design did not include a random sampling of survey participants, it is not appropriate to generalize the survey results to the entire FLC student population. However, the demographic features of the students who participated in the survey were generally representative of the overall student population demographics and so we feel confident that information gathered through this survey well represents the experiences of FLC students (see page 11 for demographic data).

### Identified Strengths:

- 78% of students reported receiving the guidance needed to plan out required courses to earn a degree or certificate in their major
- 74% of students reported receiving the guidance needed to identify the best courses to take
- 70% of students identified academic counseling services as being helpful in selecting the best courses

### Areas to Address:

- 56% of students report they have not received the guidance needed about potential jobs in their major
- 47% of students described their experience choosing a major as a somewhat or very negative experience
- 43% of students report they have considered dropping out or know someone who has dropped out
- 39% of students report they have not received the guidance needed to select a major of interest
- 38% of students report they have not received the guidance needed about the transfer process
- 30% of students report that they are not typically able to take courses at their preferred location

## The Student Experience in Choosing a Major

Students were asked to describe their experience in choosing a major in 3 words or less. The qualitative responses from students were coded as being very positive, somewhat positive, neutral or a combination of both positive and negative elements, somewhat negative, or very negative.<sup>1</sup> A total of 38% of students described their experience choosing a major as a somewhat or very positive experience and 15% of students described their experience as neutral or they identified both positive and negative aspects of the experience. The majority of students (47%) described their experience in choosing a major as somewhat or very negative. Students used a wide variety of terms to describe their experience choosing major. Table 2 outlines the most frequently used terms to describe choosing a major.

**Table 1: Experience Choosing a Major**

	# of Respondents (n= 320)	% of Respondents
Very Positive	49	15%
Somewhat Positive	73	23%
Neutral / Both Positive & Negative	48	15%
Somewhat Negative	103	32%
Very Negative	47	15%

**Table 2: Most Frequently Used Terms to Describe Experience Choosing a Major**

Most Frequently Used Terms	
Very Positive	Very Easy Very Simple Exciting Fun Great
Somewhat Positive	Easy Simple
Neutral / Both Positive & Negative	Okay Exciting / Frustrating Interesting / Complicated Rewarding / Stressful
Somewhat Negative	Difficult Hard Confusing Complicated Frustrating
Very Negative	Very Stressful Very Difficult Scary Daunting Overwhelming

<sup>1</sup> Student responses that did not describe “the experience of choosing a major” but rather stated a declared major or made other unrelated comments (n=132), or stated that they had not yet declared a major (n=7) were excluded from analysis.

## How Students Choose Their Major

Students were asked the open-ended question: How did you choose your major? The qualitative responses from students were organized and coded into like categories<sup>2</sup> (see Table 3). Students were most likely to report they choose their major based on personal interest and/or a passion for field of study. Students were also likely to consider future career and job opportunities available through their major.

*Table 3: Most Frequently Reported Ways in which Student Choose Their Major*

	# of Respondents (n=418)	% of Respondents
Based on personal interests / passion	172	41%
Based on career/job opportunities	122	29%
Based on advice from an academic counselor	33	8%
Based on personal skills / strengths	30	7%
Based on input from family, friends, and/or peers	27	6%
Based on work / volunteer experience	28	7%
Sampled a variety of classes and then found field of interest	22	5%
Took a specific class that sparked interest	18	4%
Based on personal / life experiences	18	4%
With input from professors / other professionals in the field	9	2%
Based on trial & error / chance	9	2%

### Student Comments:

- *Through careful thought and deliberation. I also talked with a school counselor about major options and what would be the best choice for me.*
- *I knew what I wanted to major in based on my interests and the career I wanted to have after college.*
- *Doing research on interested majors, finding out salaries, job expectations, requirements, etc.*
- *I just picked something general, so that I could work into picking something more specific after I take classes to help me figure it out.*
- *I liked a class in that subject and figured I could pursue it.*
- *When I took my first course that had to do with my major, I felt excited to learn the material. I then decided I wanted to keep learning about it.*
- *I chose my major initially based on trial and error, then recommendations, and finally based off job outlook.*
- *I have changed majors several times and am thinking about changing again. However, I think this time I have found something that really matches my goals and how I want to impact the world.*
- *Getting advice from family and friends who have already decided on a life path*
- *I chose my major by taking a variety of electives. Partly because I was required to complete a "variety" via the IGETC. I found that the electives I chose paved a path towards my chosen major.*
- *Thought about what I love learning and telling others about. Went that direction!*
- *I'm looking at what would take the least amount of time, and something that would be possible to get while working, as well as something that would help me make a lot of money in the future.*
- *Discovering what my options are and where they will take me. Testing out every option I find to see if it's a good fit for me.*
- *I thought about what I love to do outside of school then I looked up what jobs involved those things then I looked at what degrees were needed for those careers*
- *I chose my major by listing the things that I like, the things I am not incredibly awful at, and the things that I want to learn more about. Then, I made a list of majors and chose the one that had the most factors in common.*

<sup>2</sup> Coding process: For each open-ended question, up to three responses to the question were coded and included in analysis for each respondent. Responses were coded in the order provided; any responses beyond the first three were not included in analysis.

## How Students Select the Best Courses to Take

Students were asked the open-ended question: How do you select the best courses to take? The qualitative responses from students were organized and coded into like categories (see Table 4). Students were most likely to report that they selected the best courses to take by seeking advice from an academic counselor and/or consulting the education plan they created with their counselor. Students also reported that they selected the best courses to take based on degree requirements, transfer requirements, personal interest, and course availability coordinated with their personal home and work schedules.

*Table 4: Most Frequently Reported Ways in which Student Choose the Best Courses*

	# of Respondents (n=420)	% of Respondents
Academic Counselor / Ed. Plan	177	42%
Required by degree/certificate/GE pattern	133	32%
Transfer requirements / transferability of courses	51	12%
Personal interests	46	11%
Course Schedule / Availability / Fit with personal schedule	45	11%
Peer feedback about professors	41	10%
Assist.org	37	9%
Recommendations from friends/family/peers/mentors	33	8%
Course catalog / Course descriptions	19	5%
Meets career goals / teaches job skills	11	3%
Program Coordinators (EOPS, DSPS, FYE, etc.)	8	2%
Course available online	6	1%

### Student Comments:

- *Aside from the required courses, I choose ones that spark my interest and that relate to future career options.*
- *Counselors, counselors, counselors. I have worked with some awesome counselors here who have guided me through the whole process including course selection.*
- *Based on counseling and friends/coworkers who have traveled the same path I am now.*
- *I review the program requirements and prerequisite structure to plan ahead to finish in a timely manner. When faced with a choice between courses, I decided based on the course description, my personal & professional interests, and reviews of the professor.*
- *By spending a lot of hours reading through transfer agreements, associate degree course requirement lists, and by meeting with school counselors numerous times (every semester)*
- *Depending on what institution on transferring to, as well as the simple amazement and interest in some courses.*
- *Going to see a counselor is the number one way to being successfully guided through class choosing. Sometimes the counselors know the professors and or students who have come in contact with them and that helps greatly.*
- *I am constantly checking to see if the courses I have taken line up with the university I want to transfer to, and if they line up with what makes sense with my degree.*
- *Within the major, I pick whatever courses are online or partially online, then use a couple of different professor rating websites to choose between multiple sections if they are available.*
- *I use the IGETC requirements provided by FLC in conjunction with articulations also found on the FLC site, the assist website, and independent contact with admissions counselors.*
- *Look at requirements for degree and determine which courses will fit my schedule, preferably classes here at FLC or EDC.... Also evaluate which skills and knowledge offered that I wish to invest my time in attaining.*
- *Meet with an academic advisor at least once every semester, talk to professors, talk to your peers about their experiences*
- *Most of my courses were taken at the closest campus. Then, the professor's reviews are rather important. I try to email professor's for their syllabuses to get an inkling of understanding for their classes. I then choose courses based on how difficult the course seems to be for their respective educational payoffs*

## Services & Supports Helpful in Selecting Best Courses

Students were asked the open-ended question: Which services or supports offered by FLC have been helpful in selecting the best courses to take? The qualitative responses from students were organized and coded into like categories (see Table 5). The primary service that students have found helpful in selecting the best courses to take is academic counseling. Other helpful services and supports include advice from program coordinators and faculty, e-services, the course catalog, and the Career & Transfer Center.

*Table 5: Most Helpful Services & Supports*

	# of Respondents (n=371)	% of Respondents
Academic Counselors	261	70%
Program Coordinators (EOPS, DSPS, FYE, CARE, VA, etc.)	47	13%
Faculty	27	7%
E-Services / On-line Tools	22	6%
Catalog / Class Schedules	19	5%
Career & Transfer Center	17	5%
Transfer requirements document	15	4%
Tutoring / Reading & Writing Centers	12	3%
FLC Website	10	3%
Financial Aid	8	2%
Peer Mentors	6	2%

### Student Comments:

- *The things I have found most helpful are the CSU transfer agreement course lists and the planning sheet I received from my program's leading professor*
- *The search function on e-services makes it easy to look up classes that fit my schedule*
- *Counselors to walk you through GE and transfer patterns. Every new student should be required to meet with a counselor their first semester*
- *EOP&S, Financial Aid, and the Counseling programs all had a very impactful influence on the field I wanted to go into and helped keep me on the right track for success.*
- *The career and transfer center are also a great place to go to really figure yourself out. I had moments of discovery with what I liked and what I was adverse to. They were also helpful in allowing me to see where I wanted to be in life: how much money I wanted to make, what kind of house, car, or family I wanted, and if I would be happy making more or less than I was comfortable with.*
- *Student interactions. I get more detail as to what you can expect in the course through communicating to students who have already taken a specific course.*
- *The class descriptions are what I usually rely on, but I also find it helpful that I can just go visit with the teachers during their office hours and ask what I should expect of their course*
- *The counselor department is fantastic. I go there when it's time to choose my classes or if I'm having an identity crisis--which is quite often. They listen to what I have to say and provide me with the best advice while making sure I understand the various paths and steps to get where I need to be.*
- *There's little blue papers with the IGETC requirements everywhere, which is nice.*
- *UC Davis counselors coming up and having individual meetings with students. FLC counselors.*
- *Counseling and tutoring. These are the areas that will help if you are not sure about what to take. Counseling, they can help you plan for how much classes do you need and how far do you have left. Tutoring is where you could ask the tutor if he or she has any students who have previously taken this certain professor you are looking into.*
- *The career counseling office has been a huge help throughout the major selection process as well as the course selection process. The counselor... signed me up for the strong test and various other career pathway websites and helped me find the classes I needed to pursue the career I had chosen.*

## Barriers to Choosing the Best Courses

Students were asked the open-ended question: What kind of barriers have you experienced in choosing the best courses to take? The qualitative responses from students were organized and coded into like categories (see Table 6). A small number of students reported that they had experienced no barriers (n=34; 7%) in choosing the best courses to take. Of those who reported experiencing barriers, the most common barriers to choosing the best courses to take were course scheduling (including location, time of day, and term courses offered), wait lists, transportation, and conflicts with personal and work schedules.

*Table 6: Most Frequently Reported Barriers to Choosing Best Courses*

	# of Respondents (n=314)	% of Respondents
Course Scheduling (Time / Location /Term offered)	93	30%
Wait Lists	82	26%
Personal scheduling conflicts	56	18%
Transportation / Need to travel to another college	33	11%
Work scheduling conflicts	29	9%
Poor instructor reviews / No instructor reviews to evaluate	17	5%
Took wrong class / Misinformation about major requirements	16	5%
Not enough online / fast track classes	16	5%
Pre-requisites	16	5%
Costs / Personal finances	11	4%
Difficult course	11	4%
Language barriers / ESL	10	3%
Unsure what classes are required	8	3%
Unsure of course content / course requirements	7	2%
Low self-esteem / Doubt	6	2%

### Student Comments:

- *I have found that most of the services that have been offered have been confusing. I have met with different counselors at both the Main and EDC campus... and all of them recommended taking different paths/courses for my major and goals. I always felt concerned that I wasn't on the right track.*
- *Meeting with the counselors has helped me somewhat but often they are not knowledgeable with my specific degree program or courses needed; I would love it if counselors could be assigned to specific degree or certificate programs and have knowledge of those course needs*
- *Classes conflicting with each other for scheduling. Sometimes you have to sacrifice one great teacher for the time you need to take the class.*
- *Courses may only be offered during the day. I work full time, so I'm limited to online or evening classes. FAFSA barriers, issues with class times/scheduling, waitlist for classes, etc.*
- *It often has to do with times that are offered or feeling like none of the professors are going to be a good fit for me. I had to drop a class because of an incident with a professor and almost dropped another class because of sexist comments made by a teacher, so it's mostly just trying to figure out who will be a good fit for me and also working my schedule around that time.*
- *Locations and Times for classes. Driving everywhere all the time takes a toll on me, my vehicle, and my wallet. Also making a sensible schedule is pretty challenging.*
- *Time. I have a fulltime job and a two year old. It's been difficult to manage my time and find the right course*
- *You have to choose your courses quickly because they fill up quickly, and you can miss out. Also, some courses are only offered certain semesters, making planning even harder*

## Reasons Why Students Considered Dropping Out

Students were asked if they have considered stopping their studies before reaching their academic goals, or if they knew anyone else who has had to drop out. The majority of students (57%) reported no, that they have not considered dropping out or known someone else who has dropped out. A total of 43% of students report yes, that they have considered dropping out or have known someone else who has dropped out. Students who reported yes were asked to describe why they had considered dropping out, or why someone they knew had dropped out. The primary reasons were financial concerns, conflicts with their work schedule or work demands, and feeling discouraged or overwhelmed.

*Table 7: Reasons Students Considered Dropping Out*

	# of Respondents (n=144)	% of Respondents
Financial concerns	51	35%
Work schedule / Work demands	40	28%
Discouraged / Overwhelmed	27	19%
Childcare responsibilities	13	9%
Health issues / Mental health issues	12	8%
Family issues	11	8%
Lack of course availability	11	8%
Lack of time / Busy schedule	11	8%
Homework load / Difficulty of class	10	7%
Personal issues / Outside stressors	9	6%
Lack of motivation	8	6%

### Student Comments:

- *Due to lack of alternative class options, I am considering transferring to an online university*
- *Because it is too hard to work and go to class at the same time and work enough to support myself financially.*
- *Financial issues and academic burnout. There are professors that assign ungodly amounts of homework*
- *Honestly, college has been a bit much and there are times where I want to give up. As I have taken geometry twice, if I failed it a second time, I would feel like it's the end of the world and would want to just drop out of college.*
- *I got sick for three weeks and had to drop the whole semester and just work. Also... working is a must and makes it seem impossible to graduate.*
- *I have anxiety disorders and keeping to a strict rigorous schedule can be overwhelming. With few options on scheduling time that don't conflict with work or my body chemistry is very difficult.*
- *I have known several fellow students who have stopped attending for a period of time because of various reasons including personal health reasons, family/life reasons or financial reasons; also one student I know needs to take a break because they are unsure of which direction to take next in their program*
- *Juggling school and work is difficult. It can be very demoralizing. I have friends who constantly are quitting classes because they have to work to keep up with rent or have family emergencies.*
- *Sometimes I get very overwhelmed about school and I get discouraged easily. It makes me at least want to take like one semester off just to have a breather but I also don't want to take forever to finish college and taking a break would definitely make it take longer*
- *I know multiple people who stopped because of academic probation*
- *There are a few times I have felt lost in what I want to pursue and haven't felt a whole lot of support from my family or peers. I felt like it was better to take a break possibly then what I felt like was wasting time and money.*

## Guidance to Students

Students were asked a series of question about receiving the needed guidance related to selecting their major, potential jobs related to their major, identifying the best courses to take, and the transfer process. The majority of students somewhat or strongly agreed that they received the guidance needed to plan out the courses needed to complete to earn a degree or certificate in their major (78%), and to identify the best courses to take (74%). Students were less likely to agree that they received the guidance needed about the transfer process (61%) and selecting a major of interest (62%). Students were least likely to agree that they received the guidance needed related to potential jobs in their major (44%).

**Table 8. Receiving Needed Guidance**

	# of Respondents	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I received the guidance I needed to select a major of interest to me.	390	33%	29%	23%	8%	8%
I received the guidance I needed related to potential jobs in my major.	382	23%	21%	29%	15%	12%
I received the guidance I needed to identify the best courses to take.	408	41%	33%	14%	7%	5%
I received the guidance I needed to plan out the courses I need to complete to earn a certificate or degree in my major.	408	47%	31%	12%	7%	4%
I received the guidance I needed about the transfer process.	380	33%	28%	19%	12%	7%

Students were offered the opportunity to provide comments related to the above questions about receiving guidance. Many students commented that they had receive inaccurate advice from a counselor, while many other students reported counseling and the Career & Transfer Center to be very helpful services. Students also commented that more career-based information would be helpful guidance.

**Table 9: Comments Related to Guidance**

	# of Respondents (n=74)	% of Respondents
Inaccurate advice from a counselor	18	24%
Counseling / Career & Transfer Center very helpful	9	12%
Need more career-based information	7	9%
Transfer process difficult / confusing	3	4%

### Student Comments:

- *It is difficult to act on a counselor's advice, because every counselor tells you something different. My sister was unable to transfer to a university when she originally intended due to wrong information from a school counselor.*
- *The Career Counseling Department at FLC is phenomenal! I could not and would not have done it without their help!*
- *Have talked to counselors about courses and majors, nothing ever came up about careers though.*
- *There should be more outreach to the students who are already in the process of transferring, or some other milestone in their education, so they can be more aware of what actions to take. As the first person in my family to go to college I was unaware of how to get the help I needed, when to reach out, and when not to. There should be more support for those students rather than assuming we know how the system works.*

## Student Preferences: Location of Classes

Students were asked where they typically take most of their classes, and where they would prefer to take most of their classes (see Table 10). The overall majority of students typically take most of their classes at FLC main (59%), but only 51% of students prefer to take most of their classes at that location. Ten percent of students typically take most of their classes online, but overall 18% of students would prefer to take most of their classes online.

*Table 10. Typical Location & Preferred Location for Classes*

	# of Respondents	El Dorado Center	FLC Main	Rancho Cordova Center	Online	Other Los Rios College
Where do you typically take most of your classes?	412	13%	59%	11%	10%	7%
Where would you prefer to take most of your classes?	409	14%	51%	13%	18%	3%

When we compare the student’s preferred location for most of their classes by looking at the location where they typically take most of their classes (see Table 11), we see a significant gap between preferred location and typical location. The vast majority of students typically taking most of their classes at FLC Main, Rancho Cordova Center, and online (69-71%) are taking courses at their preferred location. The majority of students at El Dorado Center (64%) are taking courses at their preferred location, but 25% would prefer to take courses at FLC Main, and 9% would prefer online courses. Only 21% of students taking courses at other Los Rios Colleges are taking courses at their preferred location; 43% would rather take courses at FLC Main and 25% would prefer online courses.

*Table 11. Preferred Location by Typical Location*

		Student’s Preferred Location					
Student’s Typical Location	# of Respondents	El Dorado Center	FLC Main	Rancho Cordova Center	Online	Other Los Rios College	% taking classes outside of preferred location
El Dorado Center	53	64%	25%	0%	9%	2%	36%
FLC Main	239	10%	70%	7%	11%	2%	30%
Rancho Cordova Center	45	0%	18%	69%	13%	0%	31%
Online	42	0%	14%	10%	71%	5%	29%
Other Los Rios College	28	0%	43%	11%	25%	21%	79%

## Student Preferences: Schedule of Classes

Students were asked when they typically take most of their classes, and when they would prefer to take most of their classes (see Table 12). The overall majority of students typically take most of their classes during the day (52%) or split between day & evening (25%), but 56% of students prefer to take most of their classes during the day and only 11% prefer to split their classes between the day and evening. Eleven percent of students typically take most of their classes online, but overall 21% of students would prefer to take most of their classes online.

*Table 12. Typical Schedule & Preferred Schedule*

Student's Typical Schedule	# of Respondents	Day	Evening	Split between Day & Evening	Online
When do you typically take most of your classes?	413	52%	12%	25%	11%
When would you prefer to take most of your classes?	411	56%	12%	11%	21%

When we compare the student's preferred schedule for most of their classes by looking at the schedule of when they typically take most of their classes (see Table 13), we see a significant gap between preferred schedule and typical schedule. The vast majority of students typically taking most of their classes during the day (77%) are taking courses at their preferred schedule. A slight majority of students taking evening classes (56%) are taking courses at their preferred schedule, but 21% would prefer to take courses online, and 15% would prefer to take classes during the day. Only 25% of students taking courses split between day and evening are taking courses at their preferred schedule; 52% would rather take courses during the day and 15% would prefer online courses.

*Table 13. Preferred Schedule by Typical Schedule*

		Student's Preferred Schedule				
Student's Typical Schedule	# of Respondents	Day	Evening	Split between Day & Evening	Online	% taking classes outside of preferred schedule
Day	213	77%	3%	6%	14%	23%
Evening	48	15%	56%	8%	21%	44%
Split between Day & Evening	103	52%	8%	25%	15%	75%
Online	47	11%	17%	2%	70%	30%

## Demographics

Students were asked a series of demographic questions. When compared to the college-wide demographics for the entire FLC student body for the spring 2018 term, those participating in the survey were fairly representative of the larger group in most areas. Survey respondents were somewhat more likely to be younger students, significantly more likely to identify as female, and somewhat more likely to have attended FLC for 2 years or less.

**Table 14: Age**

	# of Respondents (n= 412)	% of Respondents	College-Wide Comparison Data
19 or less	121	29.4%	26.3%
20-24	136	33.0%	36.9%
25-29	54	13.1%	13.0%
30-39	55	13.3%	12.2%
40-49	22	5.3%	6.0%
50-59	17	4.1%	3.7%
60+	7	1.7%	1.9%

**Table 15: Gender Identity**

	# of Respondents (n=406)	% of Respondents	College-Wide Comparison Data
Female	299	73.6%	54.4%
Male	104	25.6%	43.3%
Non-binary	3	0.7%	<i>Option Not Available</i>
Other	0	0.0%	<i>Option Not Available</i>

**Table 16: Ethnic/Racial Identity**

	# of Respondents (n=410)	% of Respondents	College-Wide Comparison Data
African American / Black	12	2.9%	3.9%
American Indian/ Alaska Native	4	1.0%	0.6%
Asian	43	10.5%	10.0%
Filipino	10	2.4%	2.2%
Hispanic/Latino	50	12.2%	18.3%
Multi-Ethnic	20	4.9%	6.3%
Pacific Islander	2	0.5%	0.5%
White (non-Hispanic)	254	62.0%	57.0%
Other (survey only) / Unknown	15	3.7%	1.3%

**Table 17: Length of Time at FLC**

	# of Respondents (n=413)	% of Respondents	College-Wide Comparison Data
One year or less	195	47.2%	46.4%
Two years	126	30.5%	20.8%
Three years	46	11.1%	13.7%
Four years or more	46	11.1%	19.1%

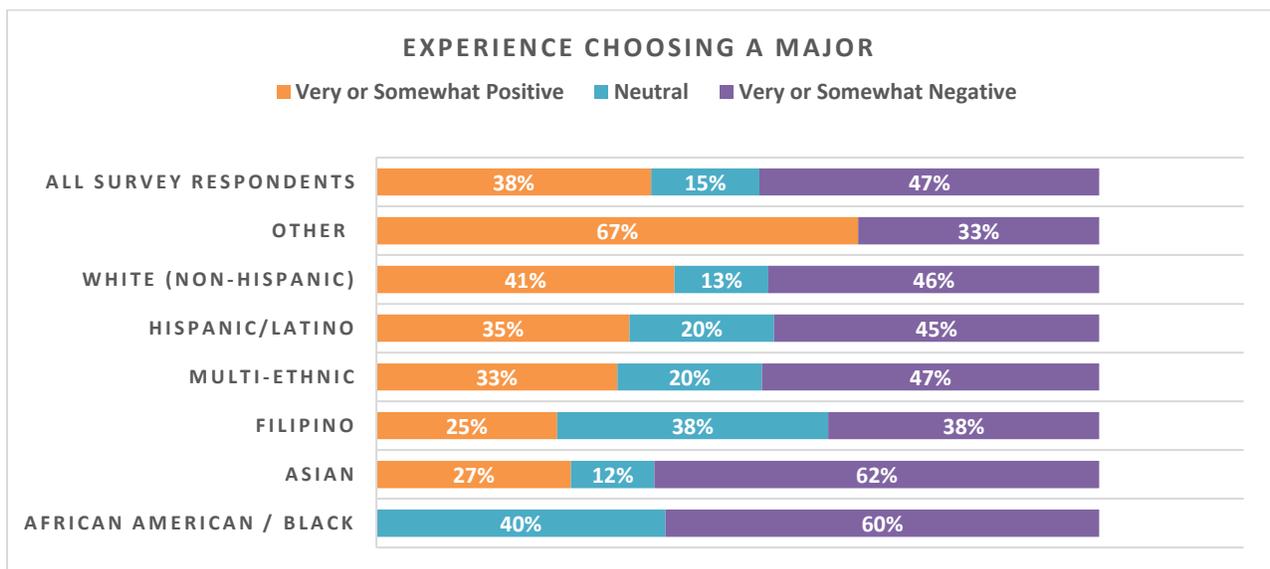
## Addendum: Sub-Analysis of Select Items by Student Populations

The following data provides a sub-analysis of survey question responses by student populations. The data was analyzed by the student demographic questions included in the survey: age, gender identity, ethnic/racial identity, and length of time at FLC. There were no substantive differences in survey responses based on the respondent’s age, gender identity, or length of time at FLC. For some questions, there were significant differences in survey responses by ethnic/racial identity. Please note: data should be interpreted with caution, as the majority of sub-populations have a small sample size of 20 or less survey respondents.<sup>3</sup>

### The Student Experience in Choosing a Major

The student experience in choosing a major varies widely by the student’s ethnic/racial identity. Students who identify as White or Other are much more likely to describe their experience in choosing a major as very or somewhat positive. Students who identify as Asian or African American/Black are much more likely to describe their experience in choosing a major as very or somewhat negative; with no African American/Black students reporting having a positive experience.

*Figure A: Experience Choosing a Major by Ethnic/Racial Identity*



	# of Respondents	Very Positive	Somewhat Positive	Neutral	Somewhat Negative	Very Negative
<b>ALL SURVEY RESPONDENTS</b>	<b>320</b>	<b>15%</b>	<b>23%</b>	<b>15%</b>	<b>32%</b>	<b>15%</b>
African American / Black	12	0%	0%	40%	40%	20%
Asian	43	15%	12%	12%	42%	19%
Filipino	10	0%	25%	38%	13%	25%
Hispanic/Latino	50	10%	25%	20%	33%	13%
Multi-Ethnic	20	20%	13%	20%	27%	20%
White (non-Hispanic)	254	15%	27%	13%	31%	15%
Other	15	67%	0%	0%	17%	17%

<sup>3</sup> To protect student confidentiality, sub-populations that had very small sample sizes (less than 10) have been excluded from data analysis (American Indian / Alaska Native and Pacific Islander).

## How Students Choose Their Major

Students reported a wide variety of ways in which they choose their major. Looking at just the top 5 ways in which students reported choosing their major by ethnic/racial identity, we see significant differences between sub-populations of students (see Table 18). Students who identify as African American/Black students are much more likely to choose their major based on career/job opportunities (50%). Students who identify as Asian are much more likely to rely on advice from family/friends/peers (14%) in choosing their major, and students who identify as Filipino are much more likely to rely on personal interests (60%). Students who identify as African American/Black and Filipino reported that they did not rely on advice counselors or family/friends/peers in process of choosing their major.

*Table 18: Top 5 Ways in Which Students Choose Their Major by Ethnic/Racial Identity*

	# of Survey Respondents	Personal Interests	Career / Job Opportunities	Academic Counselor Advice	Personal Skills/ Strengths	Family, Friends, Peers
<b>ALL SURVEY RESPONDENTS</b>	<b>418</b>	<b>41%</b>	<b>29%</b>	<b>8%</b>	<b>7%</b>	<b>6%</b>
African American / Black	12	42%	50%	0%	8%	0%
Asian	42	43%	24%	5%	2%	14%
Filipino	10	60%	40%	0%	10%	0%
Hispanic/Latino	50	38%	26%	12%	6%	8%
Multi-Ethnic	20	40%	20%	10%	0%	5%
White (non-Hispanic)	250	43%	32%	7%	8%	5%
Other	14	14%	21%	14%	7%	7%

## How Students Select the Best Courses to Take

Students reported a wide variety of ways in which they select the best courses to take. Looking at just the top 6 ways in which students reported selecting the best courses by ethnic/racial identity, we see some moderate differences between sub-populations of students (see Table 19). Students who identify as African American/Black and Other are more likely to rely on the advice on an academic counselor, and students who self-identify as Filipino and Multi-Ethnic are more likely to rely on transfer requirements when selecting best courses to take.

*Table 19: Top 6 Ways in Which Students Select Best Courses by Ethnic/Racial Identity*

	# of Survey Respondents	Academic Counselor	Required by degree/cert.	Transfer requirement	Personal Interests	Course Schedule/ Availability	Peer feedback about Professor
<b>ALL SURVEY RESPONDENTS</b>	<b>420</b>	<b>42%</b>	<b>32%</b>	<b>12%</b>	<b>11%</b>	<b>10%</b>	<b>9%</b>
African American / Black	12	50%	17%	0%	8%	8%	8%
Asian	42	31%	21%	5%	14%	10%	12%
Filipino	10	40%	30%	20%	10%	0%	20%
Hispanic/Latino	50	46%	34%	14%	6%	10%	4%
Multi-Ethnic	20	40%	25%	25%	5%	5%	15%
White (non-Hispanic)	252	41%	34%	13%	12%	10%	9%
Other	14	57%	29%	7%	0%	7%	14%

## Barriers to Choosing the Best Courses

Students reported a wide range of barriers in choosing the best courses to take. Looking at just the top 5 reported barriers to choosing the best courses to take, we see some differences between sub-populations of students (see Table 20). Student who identify as African American/Black are much more likely to report experiencing barriers related to course scheduling (e.g. location, time of time, etc.). Students who identify as Filipino and Hispanic are more likely to experience barriers related to personal scheduling conflicts. Wait lists are a more frequently reported barrier for student who identify as Asian and Filipino.

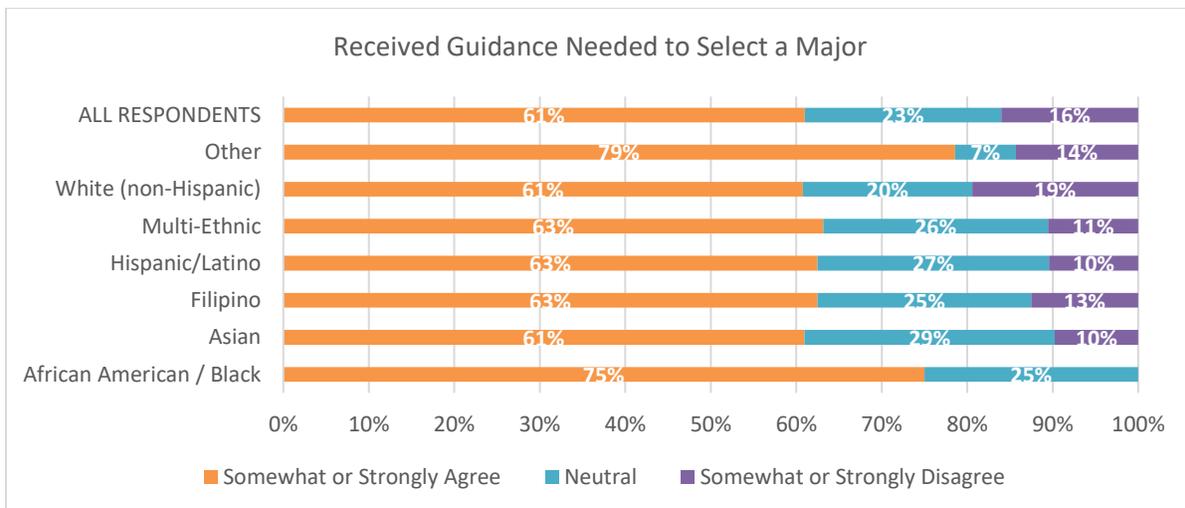
*Table 20: Top 5 Barriers to Choosing the Best Courses by Ethnic/Racial Identity*

	# of Survey Respondents	Course Scheduling	Wait Lists	Personal scheduling conflicts	Travel / Transportation	Work Scheduling Conflicts
<b>ALL SURVEY RESPONDENTS</b>	<b>314</b>	<b>30%</b>	<b>26%</b>	<b>18%</b>	<b>11%</b>	<b>9%</b>
African American / Black	10	70%	20%	0%	10%	10%
Asian	29	31%	38%	14%	14%	10%
Filipino	<10	33%	33%	33%	0%	11%
Hispanic/Latino	42	19%	26%	24%	7%	10%
Multi-Ethnic	18	33%	28%	17%	6%	6%
White (non-Hispanic)	187	30%	25%	18%	10%	9%
Other	11	18%	9%	9%	55%	18%

## Guidance to Students

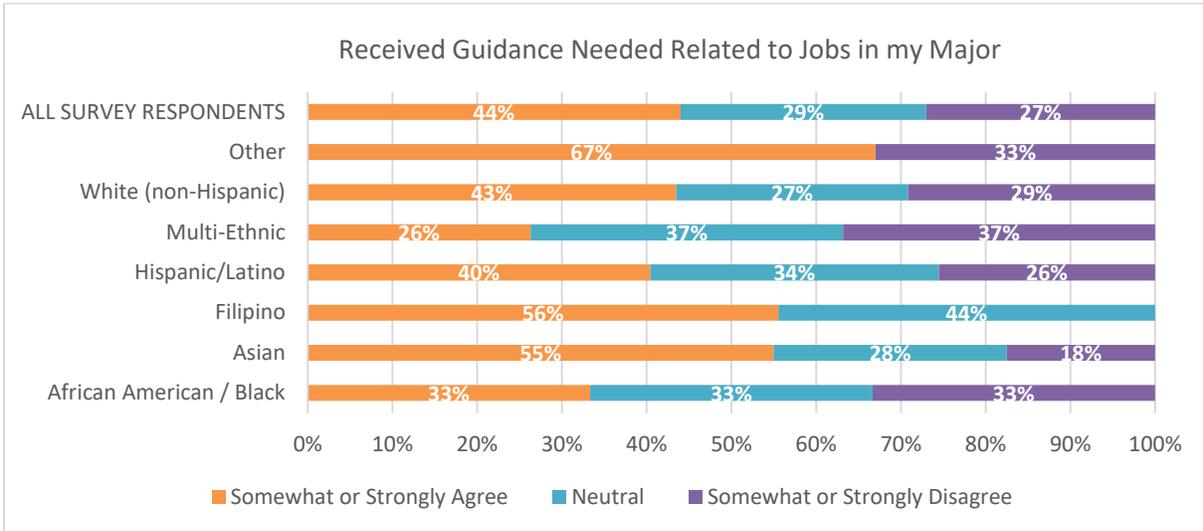
Students were asked if they received the guidance they needed to select a major of interest (see Figure B). Students who identify as Other and African American Black were more likely to report receiving the guidance they needed to select a major. Students who identify as White were more likely that other groups to report that they did not receive the guidance they needed to select major.

*Figure B: Received Guidance Needed to Select a Major by Ethnic/Racial Identity*



Students were asked if they received the guidance they needed related to potential jobs in their major (see Figure C). Students who identify as Other, Filipino, and Asian were more likely to report receiving the guidance they needed related to jobs in their major. Students who identify Multi-Ethnic and African American/Black were least likely to have received the guidance they needed related to jobs in their major.

**Figure C: Received Guidance Related to Jobs in Major by Ethnic/Racial Identity**



Students were asked if they received the guidance they needed about the transfer process (see Figure D). Students who identify as Other, Filipino, and Hispanic were more likely to report receiving the guidance they needed related to the transfer process. Students who identify Multi-Ethnic and African American/Black were least likely to have received the guidance they needed about the transfer process.

**Figure D: Received Guidance Needed About Transfer Process by Ethnic/Racial Identity**

