

**Course Enrollment Motivation Questionnaire Analysis:
Fall 2022**

Modesto Junior College
Office of Planning, Research, Innovation, and Institutional Effectiveness
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Background

In Spring of 2020, United States higher education institutions experienced physical school closures and a large disruption to courses as a result of the pandemic created by COVID-19 (Efuribe, Barre-Hemingway, Vaghefi, & Suleiman, 2020; Murphy, Eduljee, & Croteau, 2020; Viner et al., 2020). On the whole, over 4,200 institutions and 25.7 million students in the United States rapidly had to transition to remote modes of teaching and learning, with little-to-no advance notice to prepare for this shift in instruction modality (Hechinger & Lorin, 2020). Due to this shift in instruction modality, many courses, that were previously only been offered face-to-face, have shifted to online instruction whether that be synchronous or asynchronous in nature. As we start to slowly see a shift back toward “normal”, many higher education institutions are left with deciding if they should continue to offer more online courses and, if so, which courses would best benefit from continuing to offer online sections.

A major factor that should be considered when deciding the number of face-to-face and online courses offered by an institution is student learning success. It has been established that which courses a student selects are “among the most defining in the success of their learning” (Zocco, 2009, p. 2). In recent years, undergraduate students have had more choice than ever to make regarding their courses – not only deciding which courses to take and when to take them, but now also how they experience the class in terms of modality (Seaman, Allen, & Seaman, 2018; Johnson, 2019).

Over the past decade, we have started to understand the complexity of the students’ choice of course modality (O’Neill & Sai, 2014; Willging & Johnson, 2009; Brown, 2012;

Kowalski, Dolph, & Young, 2014; Kuzma, Kuzma, & Thiews, 2015; Harris & Martin, 2012; Bailey, Ifenthaler, Gosper, Kretzschmar, & Ware, 2015; Artino, 2010; Wladis, Hachey, & Conway, 2015; O’Neill, Lopes, Nesbit, Reinhardt, & Jayasundera, 2021). Students often cite “convenience” and “flexibility” as primary reasons for choosing to enroll in online courses (Willgling & Johnson, 2009; Braun, 2008; Kowalski, Dolph, & Young, 2014; Harris & Martin, 2012). In a multiple semester study across three years, Brown (2012) found that 33-44% of respondents chose to take online courses because they believed it would be less difficult. 22-26% of respondents reported not having time to attend face-to-face courses. 13-18% of respondents reported online courses being easier to balance with family commitments. Finally, 11-15% of respondents chose online courses to minimize travel need. Bailey, Ifenthaler, Gosper, Kretzschmar, and Ware (2015) found that students who choose to take face-to-face courses felt the campus environment to be of high importance, while online students found the campus environment experience to be of low importance.

Recent literature suggests students who choose to take face-to-face courses tend to have stronger social goal orientations and are more likely to seek out assistance when they are struggling in their courses. Also of note, there wasn’t a significant difference in modality preference based on geographical location (i.e. enrolling in online course is not unique to students living far away from campus), as well as no significant difference in number of work hours per week (O’Neill, Lopes, Nesbit, Reinhardt, & Jayasundera, 2021).

Purpose

Overall, student course selection motivations remain largely unclear, even more so on the community college level seeing as a large majority of student course selection research being conducted at the university level. Because of this, the purpose of this questionnaire was to (1)

identify which factors Modesto Junior College students consider when enrolling in courses each semester and (2) examine the impact of student academic integration, degree commitment, institutional commitment, and support services satisfaction on course enrollment.

Method

Questionnaire Development

The questionnaire consisted of 35 questions. Questions administered were based on recent student enrollment motivation and student retention literature (Davidson, Beck, & Milligan, 2009; Law, Geng, & Li, 2019; Han & Ellis, 2020; Allen, 2021; O’Neill, Lopes, Nesbit, Reinhardt, & Jayasundera, 2021), as well as surveys conducted by MJC in previous years.

The 35 questions were broken into seven overall sections: Factors Considered When Choosing Courses, Enrollment Motivations, Learning Motivations, Degree Commitment, Institutional Commitment, Support Services Satisfaction, and Demographics. See Appendix A for complete questionnaire.

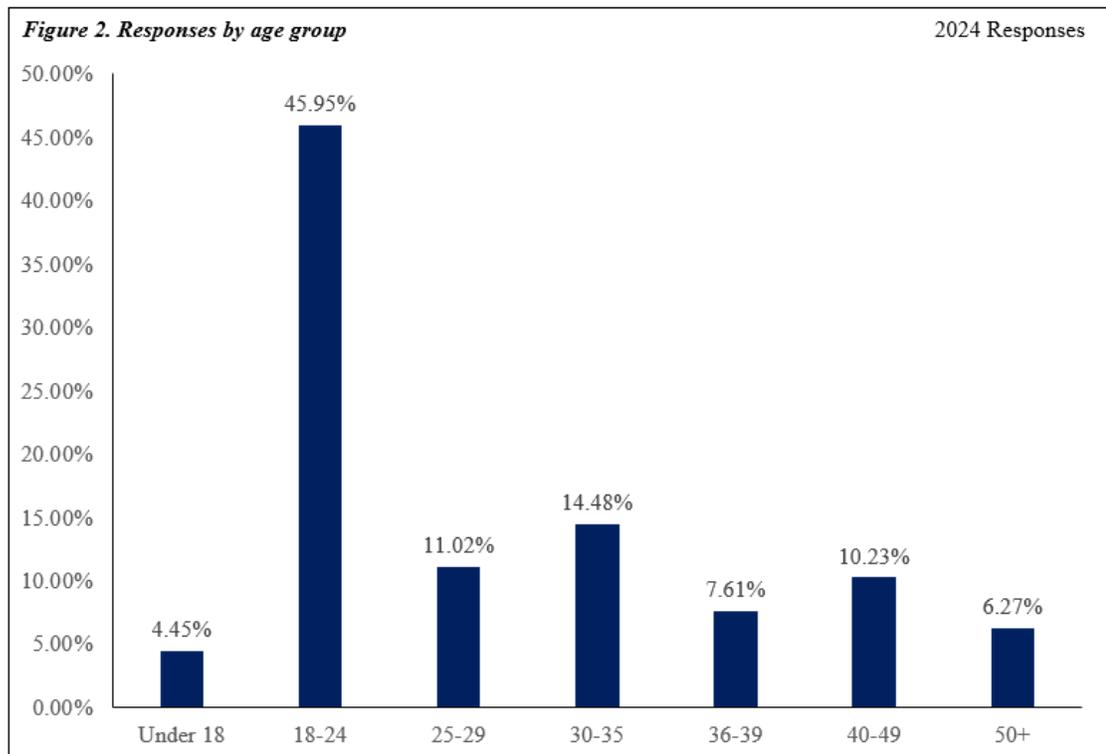
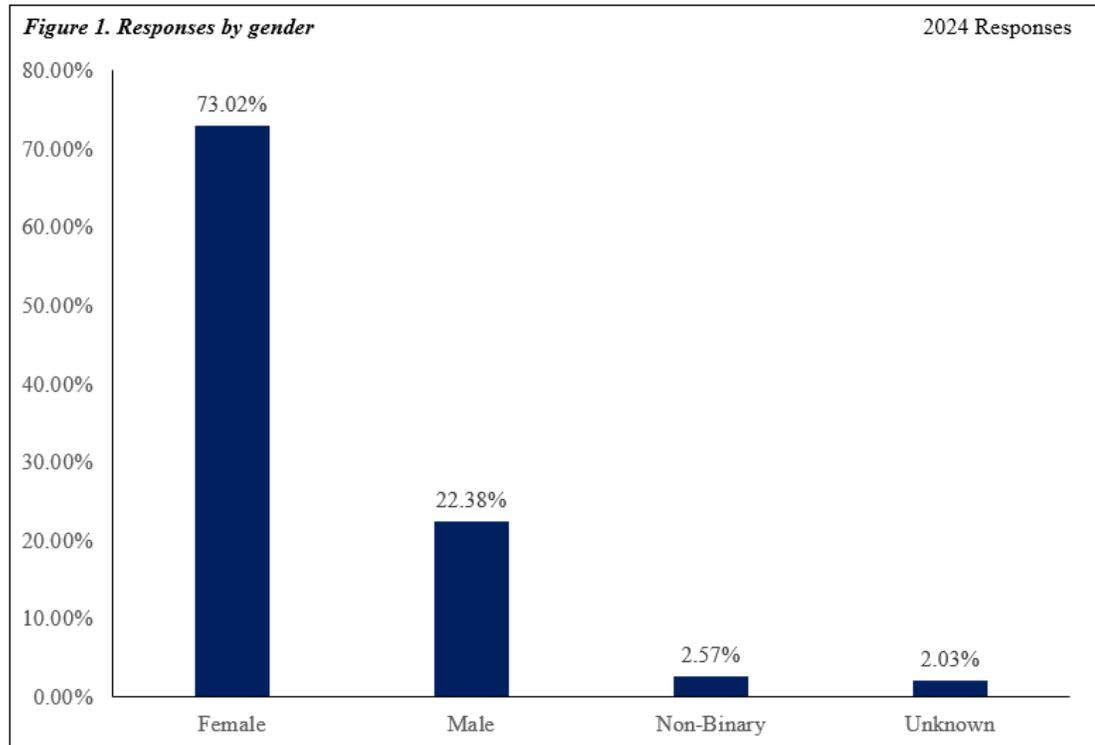
Administration

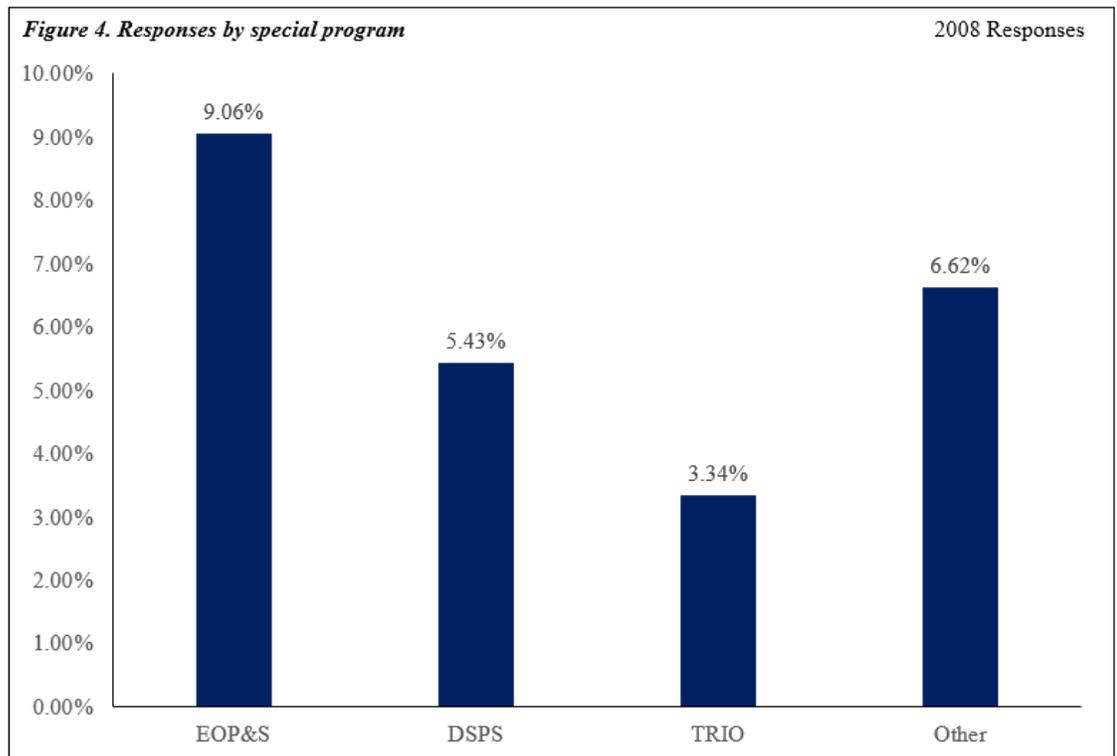
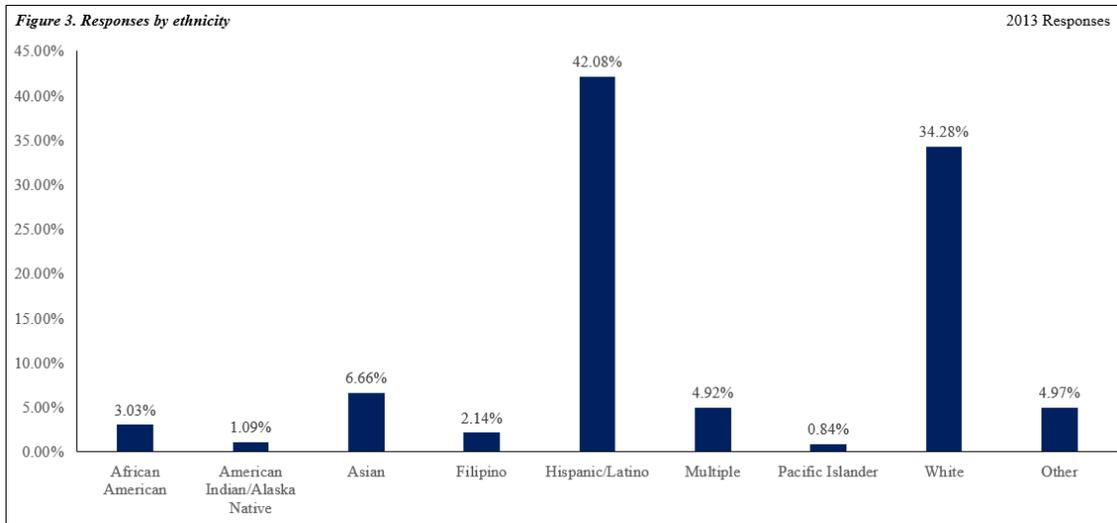
A total of 26,174 students were then sent a link to the questionnaire via email and text message. The questionnaire link accepted responses for 14 days before data collection closed. Questionnaire was administered through Qualtrics.

Results

Demographics

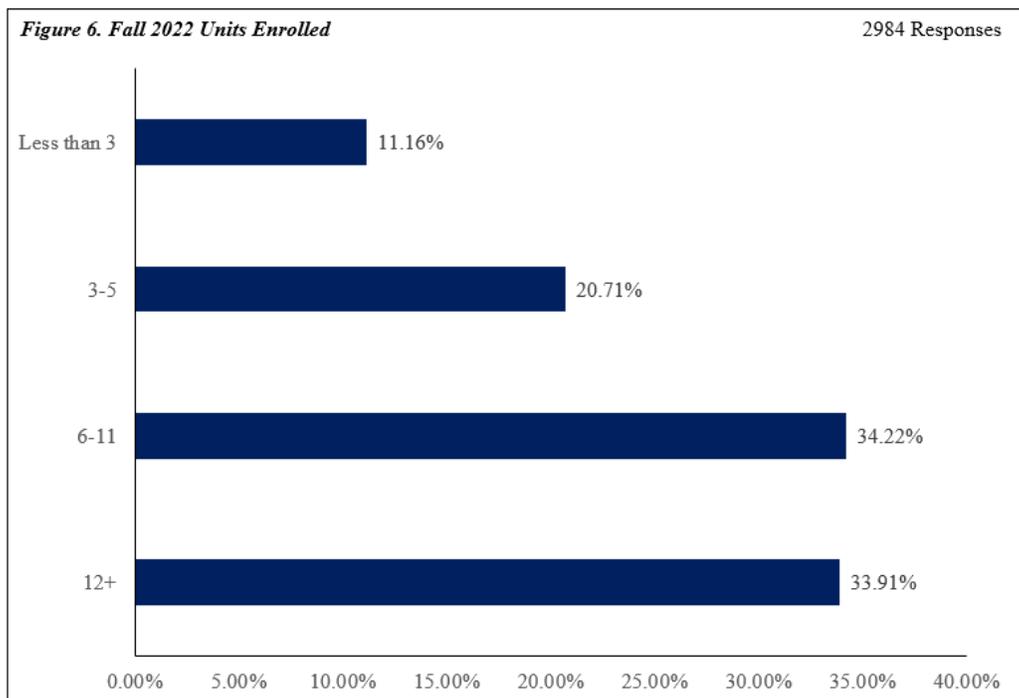
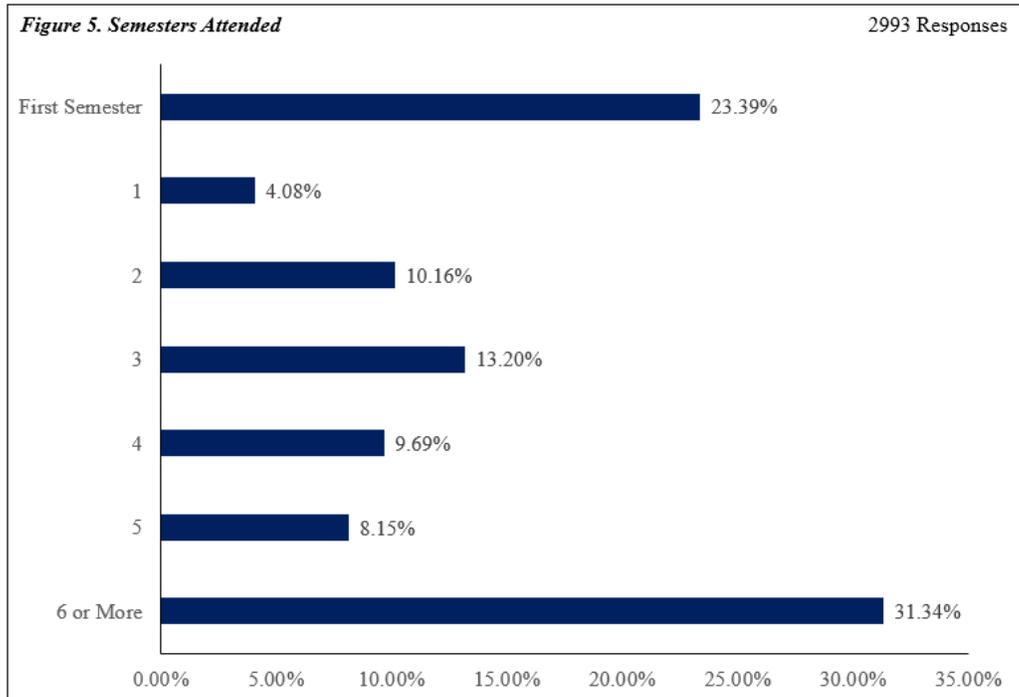
Of the 26,174 students who received the questionnaire, we received a total of 3331 partial or completed responses. The majority of respondents were female ($n = 1478$), with 453 male respondents, 52 non-binary, and 41 respondents who preferred not to state their gender (see figure 1). Respondents mostly consisted of 18-24 year-olds ($n = 930$), with the remaining 54% of respondents collectively made up of 25-29 year-old individuals ($n = 223$), 30-35 year-olds ($n = 293$), 36-39 year-olds ($n = 154$), 40-49 year-olds ($n = 207$), 50 + ($n = 127$), and 90 respondents under the age of 18 (see figure 2). Mirroring the college population, most respondents were Hispanic/Latino ($n = 847$) or White ($n = 690$). The remaining 23.6% of respondents identified as African-American ($n = 61$), American Indian/Alaska Native ($n = 22$), Asian ($n = 134$), Filipino ($n = 43$), Multiple Ethnicities ($n = 99$), Pacific Islander ($n = 17$), or Other ($n = 100$) (see figure 3). When asked about involvement in special programs, 182 respondents were a part of EOP&S, 109 were involved in DSPS, 67 in TRIO, and 133 in other special programs such as Veteran Services, Dual Enrollment, RSN, CalWorks, Collaborative, and Umoja (see figure 4). 75.6% of respondents were not involved in a special program.





Overall, 31% of respondents ($n = 938$) have attended MJC for at least six semesters. 38% of respondents reported this being their first year at MJC, having attended 1, 2, or 0 semesters ($n = 122, 304, \text{ and } 700$, respectively) (See figure 5). When asked for the current unit load, 68% of respondents reported taking at least 6 units this semester, with 1021 taking 6-11 units and 1012 taking 12 or more units. 32% of respondents report taking less than six units, with 618 taking 3-

5 units and 333 taking less than three units (see figure 6). 19% of respondents reported having never attended an in-person course at MJC ($n = 547$), while 52% reported taking an in-person course this semester ($n = 1507$).

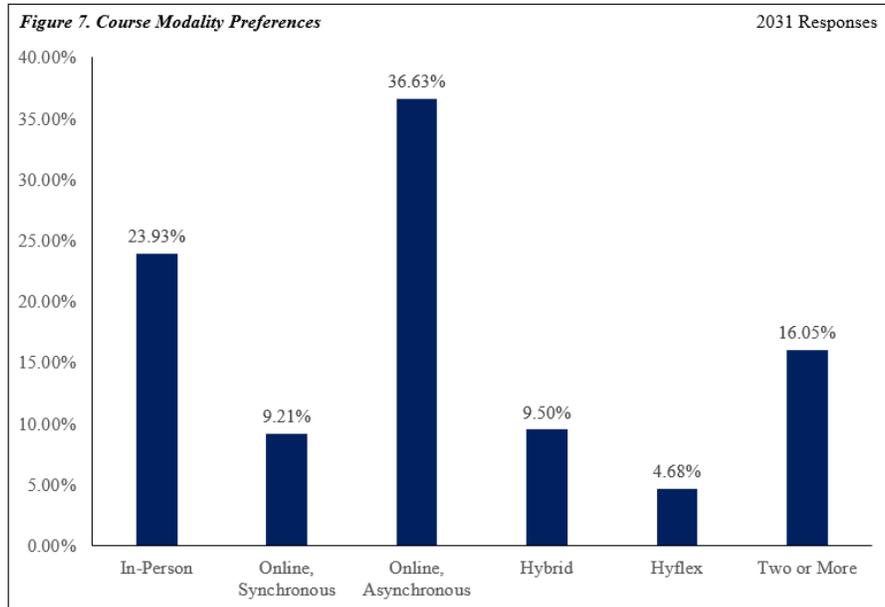


Descriptive Statistics

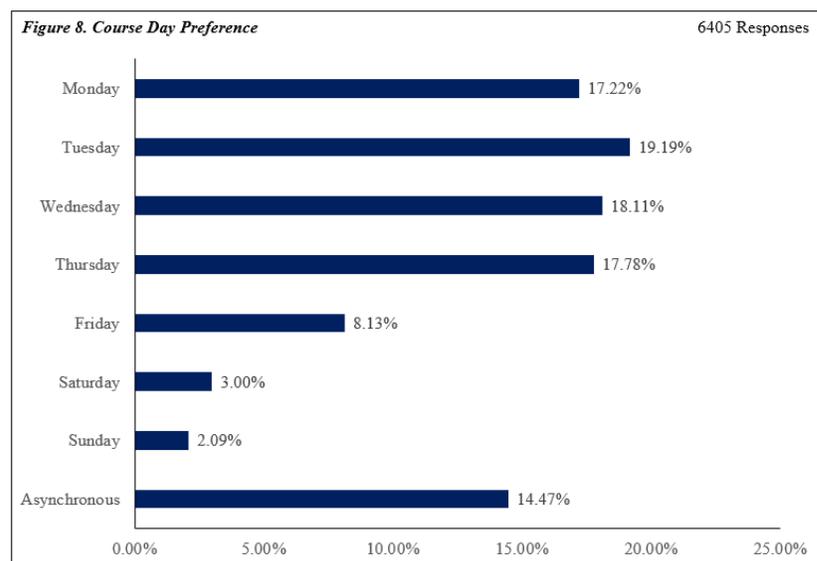
Factors Considered When Choosing Courses. Respondents were asked seven questions pertaining to student's course choice behavior. When asked to rank which factors they consider important when enrolling for courses, 37% of respondents considered course modality (specifically if the course was online) to be the most important factor ($n = 793$). Respondents also ranked if the course was in-person ($n = 283$) and if the course is in their award pathway ($n = 215$) consistently as primary factors as well.

A majority of respondents received guidance/advice on their course selection decisions from academic counselors ($n = 1252$) or family/friends ($n = 337$). Also of note, 13% of respondents did not seek out any advice ($n = 286$), while 3.2% sought out advice but never received help ($n = 70$).

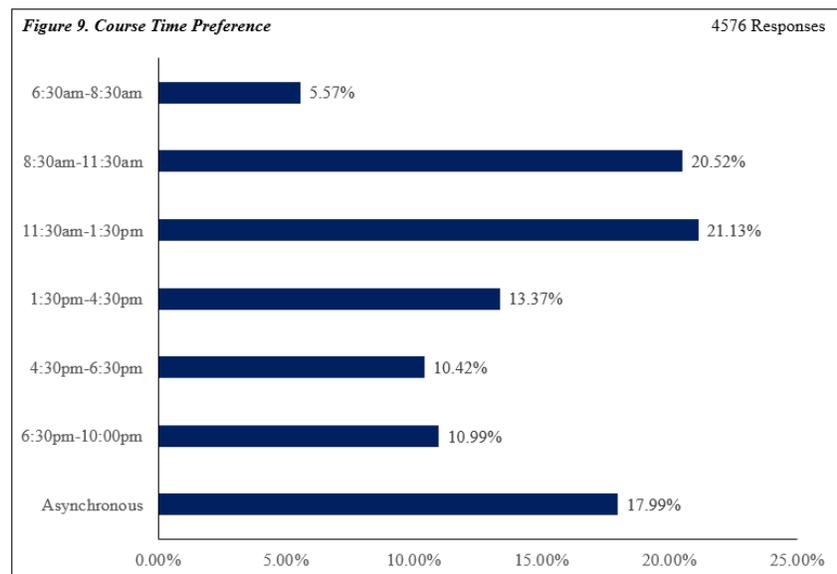
When asked what course modality students prefer, 46% of respondents prefer online courses ($n = 931$), with 37% of respondents preferring to enroll in online-asynchronous courses ($n = 744$) and 9% preferring to enroll in online-synchronous courses ($n = 187$). 24% of respondents prefer to enroll in in-person courses ($n = 486$), 10% prefer hybrid courses ($n = 193$), and 5% prefer Hyflex ($n = 95$) (see figure 7).



When asked what days respondents prefer to take courses, 72% of respondents prefer taking courses Monday through Thursday ($n = 4631$), with 17% preferring Mondays ($n = 1103$), 19% preferring Tuesdays ($n = 1229$), 18% preferring Wednesdays ($n = 1160$), and 17% preferring Thursdays ($n = 1139$). 15% of respondents prefer to take online-asynchronous courses ($n = 927$), 8% prefer Fridays ($n = 521$) and 5% prefer taking courses on Saturday or Sunday ($n = 192$ and 134 , respectively) (See figure 8).



When asked what time of day respondents prefer to take courses, 18% of respondents prefer to take online-asynchronous courses ($n = 823$). Approximately 21% of respondents prefer to take course from 11:30am to 1:30pm ($n = 967$), 21% prefer 8:30am to 11:30am ($n = 939$), 13% prefer to take courses from 1:30pm to 4:30pm ($n = 612$), 11% prefer 6:30pm to 10:00pm ($n = 503$), 10% prefer 4:30pm to 6:30pm ($n = 447$), and 6% prefer taking courses from 6:30am to 8:30am ($n = 255$) (see figure 9).



Enrollment Motivations. Respondents were asked five questions regarding enrollment motivations. On average, respondents tend to enroll in courses that are offered online ($M = 4.12$, $SD = 1.25$; $n = 2194$). Additionally, respondents tend to enroll in courses that fulfill their degree/certificate requirements ($M = 4.63$, $SD = 0.88$; $n = 2190$) and help them meet their credit requirement ($M = 4.34$, $SD = 1.07$; $n = 2180$). Finally, respondents report being neither more nor less motivated to enroll in in-person courses ($M = 3.21$, $SD = 1.48$; $n = 2192$) or elective courses outside their major ($M = 3.14$, $SD = 1.24$; $n = 2193$).

Learning Motivations. Respondents were asked seven questions pertaining to learning motivations. On average, respondents report that they are more motivated to learn when they can successfully complete the tasks distributed in their courses ($M = 4.55$, $SD = 0.83$; $n = 2086$), are interested in the course content ($M = 4.68$, $SD = 0.74$; $n = 2107$), have the opportunity to improve their competence and knowledge through their courses ($M = 4.49$, $SD = 0.82$; $n = 2114$), when the knowledge gained from their courses provides insight or long-term benefits ($M = 4.57$, $SD = 0.80$; $n = 2109$), and when they feel connected to their courses ($M = 4.40$, $SD = 0.87$; $n = 2125$). Additionally, having a strong relationship with their course instructors ($M = 4.03$, $SD = 1.05$; $n = 2116$) and/or classmates ($M = 3.49$, $SD = 1.20$; $n = 2126$) has little to no impact on respondent's reported motivation to learn.

Academic Integration. Respondents were asked four questions pertaining to academic integration. On average, respondents report being somewhat satisfied with the extent of their intellectual growth since coming to MJC ($M = 4.23$, $SD = 0.87$; $n = 2112$). Respondents also feel somewhat satisfied with the quality of instruction they are receiving from MJC ($M = 4.25$, $SD = 0.89$; $n = 2120$). When asked how much of a connection students see between their course content and its application to their career choice, respondents reported there being a somewhat strong connection ($M = 4.04$, $SD = 0.96$; $n = 2115$). Finally, respondents feel that they have access to an average amount of one-on-one interaction opportunities with their instructors ($M = 3.50$, $SD = 1.01$; $n = 2118$).

Degree Commitment. Respondents were asked two questions pertaining to degree commitment. On average, respondents felt very confident that they will earn a college degree/certificate at any institution ($M = 4.16$, $SD = 0.99$; $n = 2088$). Respondents also reported

having a slightly strong intention to persist in their pursuit of a college/degree at any institution ($M = 4.48$, $SD = 0.86$; $n = 2090$).

Institutional Commitment. Respondents were asked five to six questions pertaining to institutional commitment, based on answer choice. On average, respondents believe they are somewhat likely to earn a degree from MJC ($M = 4.40$, $SD = 0.90$; $n = 2075$). Additionally, respondents feel very confident that MJC is the right community college for them ($M = 4.30$, $SD = 0.86$; $n = 2076$). Finally, when asked how likely they were to enroll at MJC next semester, respondents reported that they were extremely likely to re-enroll ($M = 4.74$, $SD = 0.84$; $n = 2046$).

Support Services Satisfaction. Respondents were asked three questions pertaining to support services satisfaction. On average, respondents felt MJC communicates important information, such as academic rules, degree requirements, and individual course requirements, moderately well ($M = 3.89$, $SD = 1.04$; $n = 2042$). Respondents also reported finding it neither easy nor difficult to get answers to their questions related to their education at MJC ($M = 3.94$, $SD = 1.04$; $n = 2041$). When asked when they would be most likely to contact Student Services when they need assistance, 33% of respondents reported they would be most likely to contact students services in the afternoon ($n = 996$), 31% would be most likely to contact them in the morning ($n = 923$), 18% in the evening ($n = 545$), 9% on the weekends ($n = 260$), and 9% would not contact students services at all ($n = 265$).

Additional Questions. Respondents were also asked how comfortable they would feel taking a Hyflex course. On average, respondents reported they would feel somewhat comfortable taking a course in the new teaching modality ($M = 4.05$, $SD = 1.14$, $n = 2030$).

Considering the importance of course retention, students were asked to provide their primary reason for dropping a course this semester (if they had done so) to potentially identify some commonalities among course dropping behavior. Of the respondents who *did* drop a course this semester, 25% dropped because they felt the course was too difficult ($n = 159$), 14% dropped due to family/childcare issues, 15% dropped as a result of financial difficulties, 8% changed their major/program, and 38% dropped for a reason other than what was listed (See thematic analysis section for a detailed analysis of these other reasons).

When asked for their preference on receiving direct communication for MJC, 57% of respondents stated that they prefer to receive direct communication via their school-issued email account ($n = 1147$), 28% prefer text messaging ($n = 572$), 12% would like to receive communication through their personal email account ($n = 234$), and only 4% of respondent would prefer to be contacted by phone call ($n = 71$).

Correlational Analysis

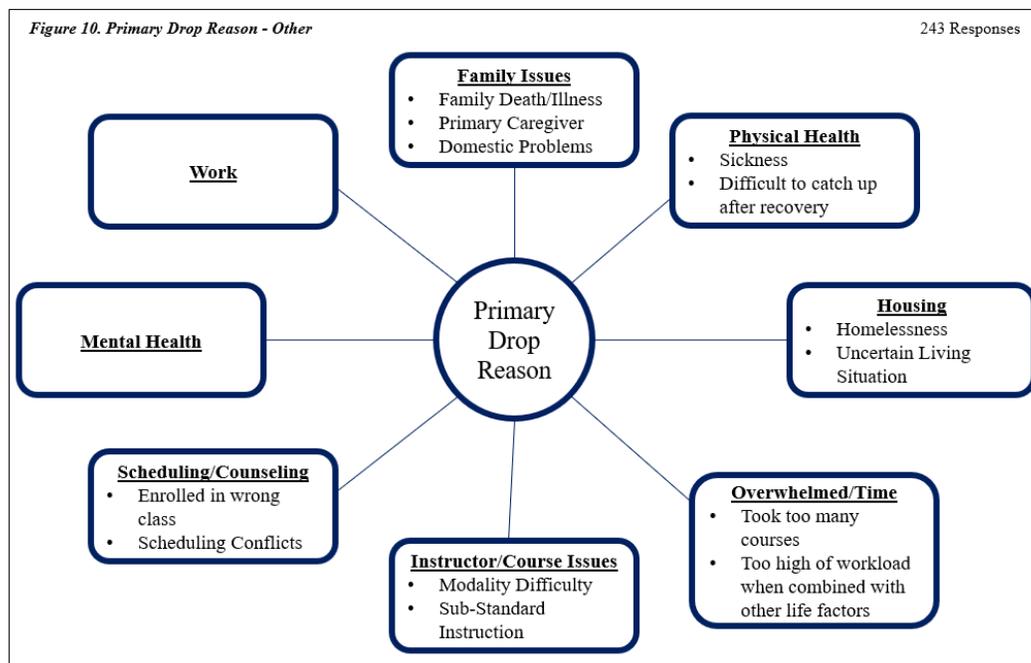
Enrollment in Online Courses. A Pearson's r correlational analysis was used to examine the relationship between one's preference to enroll in online courses and their overall evaluation of their academic integration, degree commitment, institutional commitment, and support services satisfaction. Results indicated that there was a significant positive correlation between online course preference and academic integration ($r(2097) = .045, p = .037$) and degree commitment ($r(2077) = .067, p = .002$).

Enrollment in In-Person Courses. A Pearson's r correlational analysis was used to examine the relationship between one's preference to enroll in in-person courses and their overall evaluation of their academic integration, degree commitment, institutional commitment,

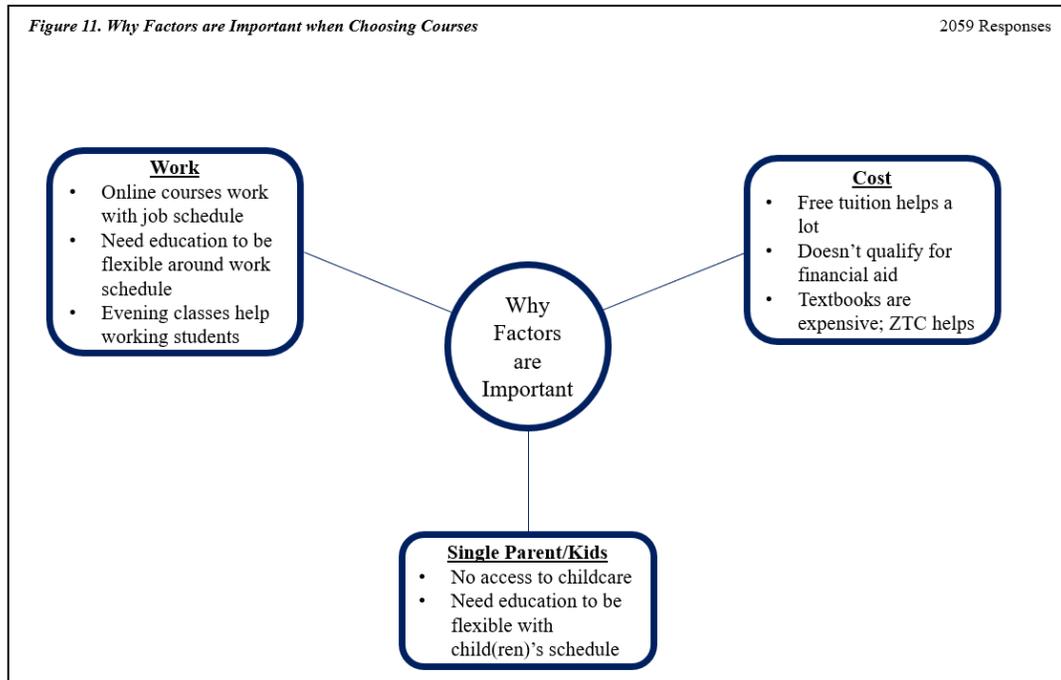
and support services satisfaction. Results indicated that there was a significant positive correlation between in-person course preference and academic integration ($r(2095) = .071, p = .001$).

Thematic Analysis

A thematic analysis was conducted to derive common themes present in comments provided by respondents who selected ‘other’ as their primary reason for dropping a course in the Fall 2022 semester. From these comments, eight major themes emerged: family issues, housing, instructor/course issues, mental health, overwhelmed/time, physical health, scheduling/counseling issues, and work (figure 10).



A thematic analysis was also conducted to derive common themes present in respondents’ answers to the following survey item: “Please explain why the factors you rated highest are so important to you when enrolling in courses”. From these answers, three major themes emerged: Cost, Single Parent/Kids, and Work (figure 11).



Discussion and Recommendations

The objectives of this survey were to (1) identify which factors Modesto Junior College students consider when enrolling in courses each semester and (2) examine the impact of student academic integration, degree commitment, institutional commitment, and support services satisfaction on course enrollment.

Through the “Factors Considered when Choosing Courses” items on the survey, we were able to gain some insight on what students identified as the most important factors when registering for courses this semester. Whether the course was online was consistently rated as the top factor students consider when registering. When asked why the factor they ranked first was most important, respondents expressed “flexibility” as their main reason for looking to online courses, as many find themselves needing to work around job and child(ren) schedules. This reasoning is consistent with findings in established literature (Willging & Johnson, 2009; Braun, 2008; Brown, 2012; Harris & Martin, 2012; Kowalski, Dolph, & Young, 2014). As further

evidence of this reported preference, 46% of respondents stated that they prefer taking online courses over any other course modality with 37% of those respondents preferring asynchronous courses. Additionally, on average, respondents reported that they are more motivated to enroll in courses that are offered online ($M = 4.12$, $SD = 1.25$; $n = 2194$), while remaining apathetic about enrollment in face-to-face courses ($M = 3.21$, $SD = 1.48$; $n = 2192$). Given these findings, continuing to offer a variety of online courses (synchronous and asynchronous) in the areas of both general education *and* core program coursework where possible could prove beneficial to many MJC students.

This study also shed some light on how students' academic integration, degree commitment, institutional commitment, and support services satisfaction correlate with their reported enrollment behavior. A statistically significant positively correlation was found between a student's feeling of academic integration (i.e. how well/much the student: understands lectures, believes faculty care about their intellectual growth, takes interest in class discussions, and sees a connection between their courses and career path) and their motivation to enroll in online courses. A similar positive correlation was also found between a student's feeling of academic integration and their motivation to enroll in face-to-face courses. These correlations suggest that modality may not have a large impact on a student's feeling of positive interaction in the academic environment, however, additional research would need to be conducted to determine the full extent of that impact. There was also a significant positive correlation found between a student's reported degree commitment and their motivation to enroll in online courses, suggesting that students enrolling in online course may be more set on their degree path than students who prefer to enroll in other course modalities.

One of the largest limitations to this study is that the data is strictly self-reported data which severely limits the conclusions that can be drawn from the analysis. Additionally, ranking and “check all that apply” question formats may have muddled some findings that would have been more pronounced if students were limited to only selecting a single choice. Future research should adapt ranking and “check all that apply” question formats to a single choice selection format to allow for cleaner data. It may also prove fruitful to examine *actual* course enrollment behavior and non-self-reported measures of academic integration, degree commitment, institutional commitment, and support services satisfaction as a way to further understand the correlations that were seen in this analysis.

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Appendix A. Fall 2022 Enrollment Motivation Survey Items

Q1. How many semesters have you attended MJC?

- a. 6 or more
- b. 5
- c. 4
- d. 3
- e. 2
- f. 1
- g. This is my first semester

Q2. Approximately how many units are you enrolled in this semester?

- a. 12+
- b. 6-11
- c. 3-5
- D. Less than 3

Q3. When was the last semester you attended an in-person/on-campus course at MJC?

- a. This semester (Fall 2022)
- b. Summer 2022
- c. Spring 2022
- d. Fall 2021
- e. Summer 2021
- f. Spring 2021
- g. Fall 2020
- h. Summer 2020
- i. Spring 2020
- j. Fall 2019
- k. Summer 2019
- l. Spring 2019
- m. Fall 2019

n. Before Fall 2018

o. I have never attended an in-person/on-campus course at MJC

Q4. On a scale of 1-10 (1-Most Important, 10-Least Important), please rank what factors you consider important when enrolling for courses.

a. Is the course online?

b. Is the course in-person/on-campus?

c. What are the course meeting times?

d. What instructor is teaching the course?

e. Is the course ZTC (Zero Textbook Cost) or LTC (Low Textbook Cost)?

f. Is the course in my award pathway?

g. Is there free tuition for this course?

h. Are there cash incentives for taking this course?

i. Other; please specify

Q5. Please explain why the factors you rated highest are so important to you when enrolling in courses.

(Short Text Response)

Q9. Who gave you guidance or advice when making your course selection decisions?

a. Family/Friends

b. Academic Counselors

c. Instructors at MJC

d. I didn't seek out advice

e. I sought out advice, but didn't receive any

f. Other; please specify

Q10. Please rate the following statements: (5pt scale – Strongly Disagree to Strongly Agree)

a. I enroll in courses that are offered online.

b. I enroll in courses that are offered in-person/on-campus.

c. I enroll in elective courses outside of my major to gain the related knowledge/skills.

d. I enroll in courses to fulfill my credit requirement.

e. I enroll in courses to fulfill my degree/certificate requirements.

Q11. Please rate the following statements: (5pt scale – Strongly Disagree to Strongly Agree)

- a. I am motivated to learn when I can successfully complete the tasks distributed in my courses.
- b. I am motivated to learn when I am interested in the course content.
- c. I am motivated to learn when I have the opportunity to improve my competence and knowledge through my courses.
- d. I am motivated to learn when the knowledge gained from my courses provides insight or long-term benefits
- e. I am motivated to learn when I have a strong relationship with my course instructors.
- f. I am motivated to learn when I have a strong relationship with my classmates.
- g. I am motivated to learn when I feel connected to my courses.

Q12. How satisfied are you with the extent of your intellectual growth since coming to MJC?

- a. Extremely Dissatisfied
- b. Somewhat Dissatisfied
- c. Neither Satisfied nor Dissatisfied
- d. Somewhat Satisfied
- e. Extremely Satisfied

Q13. In general, how satisfied are you with the quality of instruction you are receiving at MJC?

- a. Extremely Dissatisfied
- b. Somewhat Dissatisfied
- c. Neither Satisfied nor Dissatisfied
- d. Somewhat Satisfied
- e. Extremely Satisfied

Q14. How much of a connection do you see between your course content and its application to your career choice?

- a. No connection at all
- b. Very Weak Connection
- c. Some Connection
- d. Somewhat Strong Connection
- e. Very Strong Connection

Q15. How much access to one-on-one interaction opportunities with your instructors do you currently feel you have?

- a. Far Below Average
- b. Somewhat Below Average
- c. Average
- d. Somewhat Above Average
- e. Far Above Average

Q16. At this moment in time, how confident are you that you will earn a college degree/certificate, at MJC or elsewhere?

- a. Not at all Confident
- b. Slightly Confident
- c. Moderately Confident
- d. Very Confident
- e. Extremely Confident

Q17. How would you rate your intention to continue toward completing a college degree/certificate, at MJC or elsewhere?

- a. Very Weak
- b. Slightly Weak
- c. Moderate
- d. Slightly Strong
- e. Very Strong

Q18. How likely are you to earn a degree/certificate from MJC?

- a. Extremely Unlikely
- b. Somewhat Unlikely
- c. Neither likely nor unlikely
- d. Somewhat likely
- e. Extremely likely

Q19. How confident are you that MJC is the right community college for you?

- a. Not at all Confident

- b. Slightly Unconfident
- c. Unsure
- d. Very Confident
- e. Extremely Confident

Q19a (If d/e were selected). Please explain why you feel MJC is the right community college for you.

(Short Text Response)

Q19b (If a/b were selected). Please explain why you feel MJC is NOT the right community college for you.

(Short Text Response)

Q19c (If c was selected). Please explain why you feel UNSURE about MJC being the right community college for you.

(Short Text Response)

Q20. How likely are you to enroll at MJC next semester?

- a. Extremely unlikely
- b. Somewhat unlikely
- c. Neither likely nor unlikely
- d. Somewhat likely
- e. Extremely likely
- f. Not applicable (Graduating/Transferring)

Q20a (if a/b were selected). Why are you unlikely to enroll at MJC next semester?

(Short Text Response)

Q21. How well does MJC communicate important information such as academic rules, degree requirements, individual course requirements, and financial aid services?

- a. Not well at all
- b. Slightly well
- c. Moderately well
- d. Very well
- e. Extremely well

Q22. How easy is it to get answers to your questions about things related to your education at MJC?

- a. Extremely difficult
- b. Somewhat difficult
- c. Neither easy nor difficult
- d. Somewhat easy
- e. Extremely easy

Q23. When I need help, I am more likely to contact Student Services for assistance during:
(Select all that apply)

- a. Mornings
- b. Afternoons
- c. Evenings
- d. Weekends
- e. Not at all

Q24. Hyflex is a new teaching modality that allows students the continuous option to either come to class or participate on Zoom (e.g. I can choose to come to class in-person one day and choose to be on Zoom the next day). How comfortable would you feel taking a course that allows this kind of flexibility?

- a. Extremely uncomfortable
- b. Somewhat uncomfortable
- c. Neutral
- d. Somewhat comfortable
- e. Extremely comfortable

Q25. What is your most preferred/needed course type?

- a. In-Person/On-Campus
- b. Online, Synchronous (ZOOM)
- c. Online, Asynchronous (No set lecture times)
- d. Hybrid
- e. Hyflex
- f. Two or more of these; Please Specify

Q26. What day(s) do you prefer/need to have courses? (Select all that apply)

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Thursday
- e. Friday
- f. Saturday
- g. Sunday
- h. Asynchronous (No set lecture days)

Q27. What time of day do you prefer/need to take your courses? (Select all that apply)

- a. Early Morning (6:30am to 8:30am)
- b. Morning (8:30am to 11:30am)
- c. Late Morning/Early Afternoon (11:30am to 1:30pm)
- d. Afternoon (1:30pm to 4:30pm)
- e. Late Afternoon (4:30pm to 6:30pm)
- f. Evening (6:30pm to 10:00pm)
- g. Asynchronous (No set lecture times)

Q28. Please indicate your gender.

- a. Male
- b. Female
- c. Non-binary/third gender
- d. Prefer not to say

Q29. Please indicate your age range.

- a. Under 18
- b. 18-24
- c. 25-29
- d. 30-35
- e. 36-39

f. 40-49

g. 50 +

Q30. Please indicate your ethnicity.

a. African American

b. American Indian/Alaska Native

c. Asian

d. Filipino

e. Hispanic/Latino

f. Multiple Ethnicities

g. Native Hawaiian or Pacific Islander

h. White

i. Other; Please Specify

Q31. Which programs, if any, are you a part of here at MJC?

a. EOP&S

b. DSPS

c. TRIO

d. I'm not a part of any program

e. Other; Please Specify

Q32. If you have dropped a course this semester, please select your primary reason for doing so.

a. I changed my major/program

b. The course was too difficult

c. Financial difficulties

d. Family/child care issues

e. Other; Please specify

f. I have not dropped a course this semester

Q33. How do you prefer to receive direct communication from MJC?

a. Text message

b. Phone call

- c. Personal Email Account
- d. School-issued Email Account

Q34. How would you rate your awareness of MJC news, events, and activities?

- a. Very aware
- b. Somewhat aware
- c. Neutral
- d. Somewhat Unaware
- e. Very Unaware

Q35. I learn about MJC news, events, and activities through (check all that apply):

- a. MJC Social Media
- b. MJC Text Notifications
- c. MJC Weekly Update Emails
- d. MJC Website
- e. Canvas Announcements
- f. Announcements in Class
- g. My Friends
- h. Campus Posters & Signs
- i. Other; Please Specify