

Executive Summary

Enrollment Motivation Questionnaire: Fall 2022

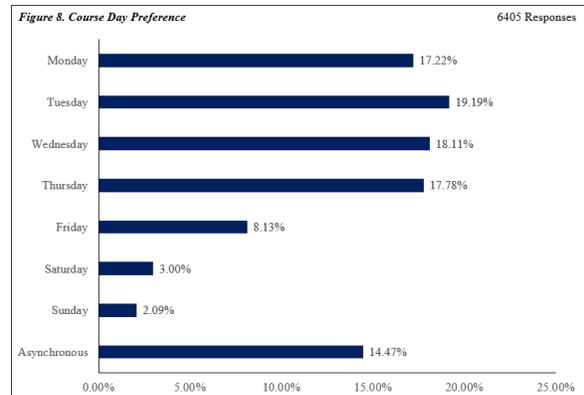
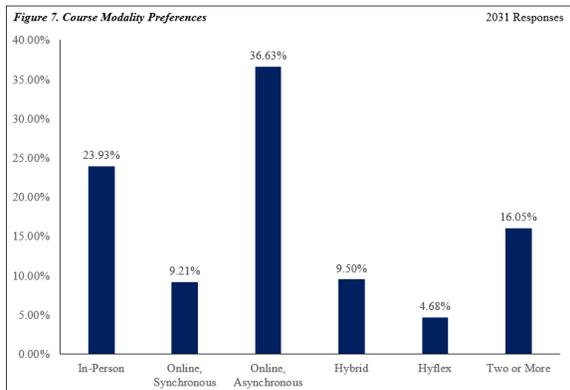
Background & Purpose

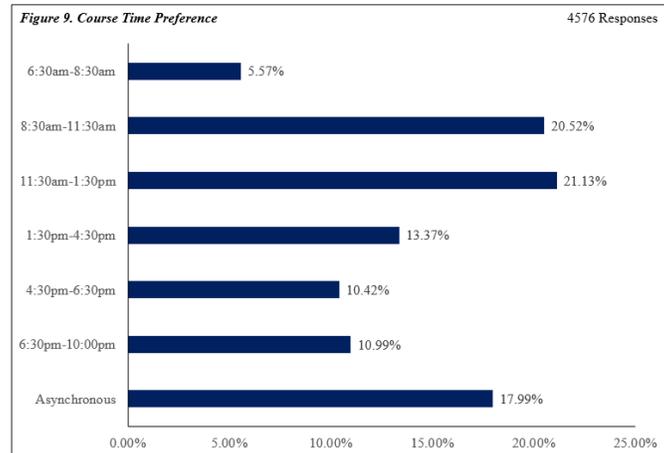
A major factor that should be considered when deciding the amount of face-to-face and online courses offered by an institution is student learning success. It has been established that which courses a student selects are “among the most defining in the success of their learning” (Zocco, 2009, p. 2). 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). 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.

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 learning motivations, academic integration, degree commitment, institutional commitment, and support services satisfaction on course enrollment.

Results

- Total Number of Partial/Completed Responses: 3,331 out of 26,174 enrolled students (12.7% Response Rate)





- Correlational Analysis
 - Significant positive correlation between online course preference and academic integration, $r(2097) = .045, p = .037$
 - Significant positive correlation between online course preference and degree commitment, $r(2077) = .067, p = .002$
 - Significant positive correlation between in-person course preference and academic integration, $r(2095) = .071, p = .001$

Discussion & Recommendations

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 80% 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.