

**Course Enrollment Motivation Survey Analysis:
Fall 2023**

Modesto Junior College
Office of Planning, Research, Innovation, and Institutional Effectiveness
November 8, 2023

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Course Enrollment Motivation Survey Analysis: Fall 2023

Background

The Non-Returning Students Survey conducted in Summer of 2023 revealed that approximately 30.4% of students who do not return to MJC do so as a result of issues with course scheduling and/or registration (MJC PRIIE Office, 2023). More specifically, students who do not return to MJC cite not being able to get the courses they need in the times/days/modalities that work best for their life schedule, being waitlisted for required courses, and lack of guidance on what courses to take as major factors in their decision to not return to campus. Given that these factors are institutional challenges and largely revolve around course offerings and scheduling, it is necessary to explore student preferences & motivation as it relates to course enrollment at MJC.

Purpose

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

Method

Questionnaire Development

The questionnaire consisted of 24 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 24 questions were broken into seven overall sections: Factors Considered When Choosing Courses, Enrollment Motivation, Learning Motivation, Degree Commitment, Institutional Commitment, Support Services Satisfaction, and Additional Information. See Appendix A for complete questionnaire.

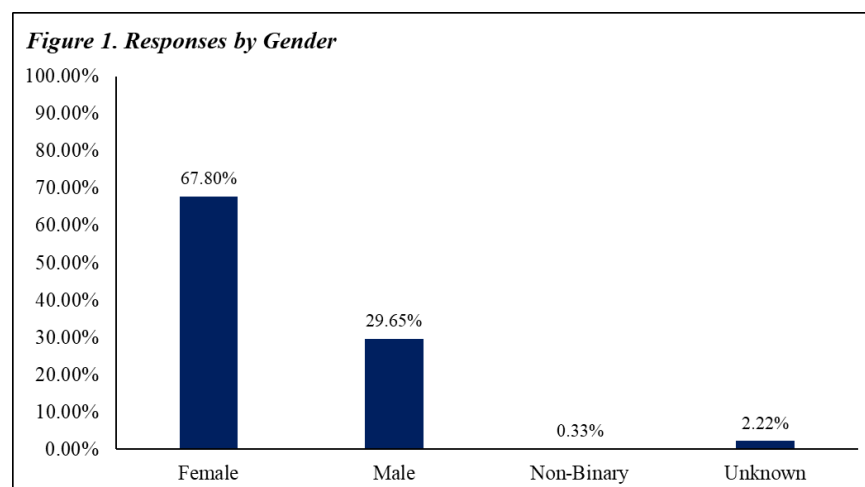
Administration

A total of 17,880 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.

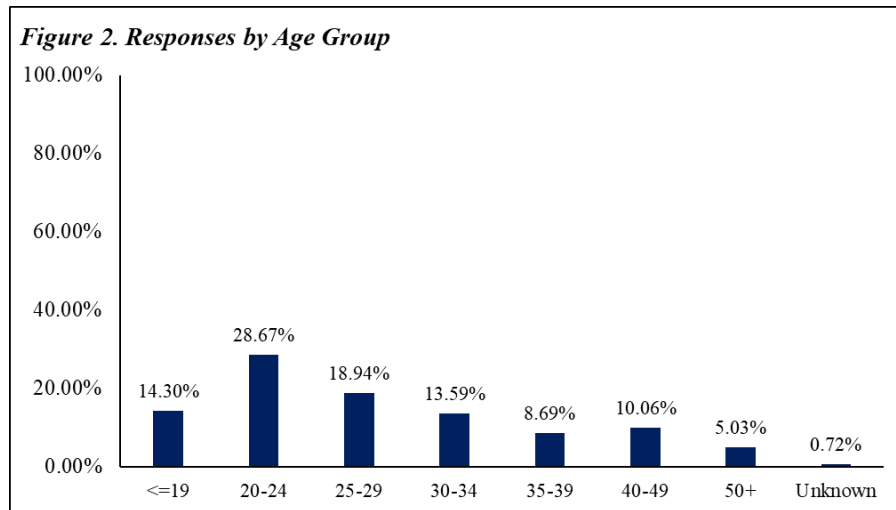
Results

Demographics

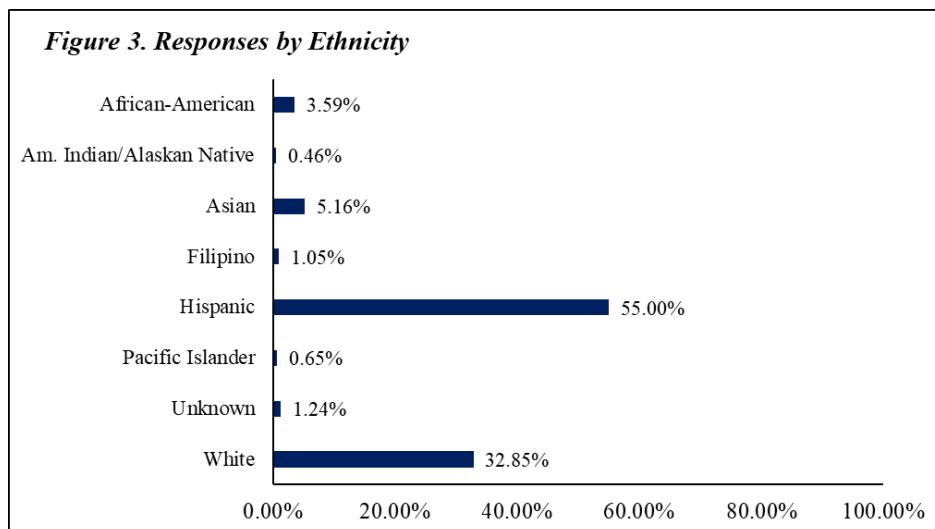
Of the 17,880 students who received the questionnaire, we received a total of 1,832 partial or completed responses (10% response rate). The majority of respondents were female ($n = 1038$), with 454 male respondents, 34 unknown, and less than 10 non-binary (see figure 1).



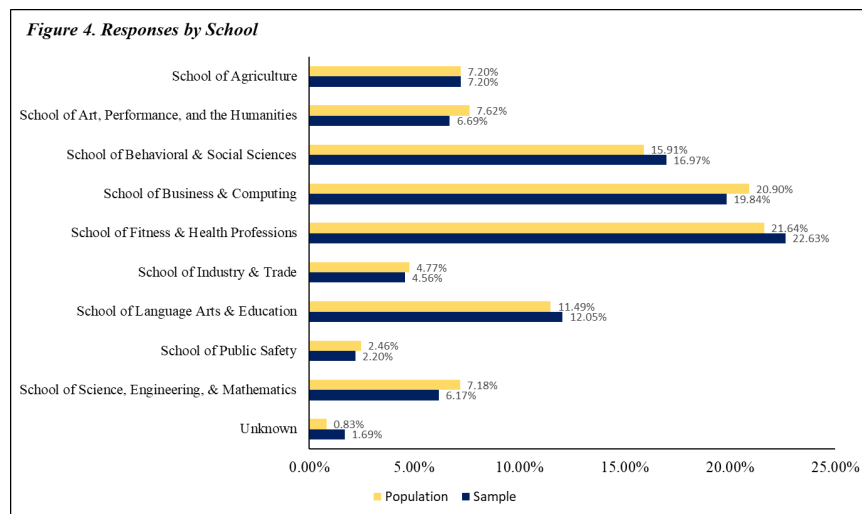
Respondents mostly consisted of students 29 years or younger ($n = 948$), with the remaining 38.1% of respondents collectively made up of 30-34 year-olds ($n = 208$), 35-39 year-olds ($n = 133$) 40-49 year-olds ($n = 154$), 50 + ($n = 77$), and 11 respondents with an unknown age (see figure 2).



Mirroring the college population, most respondents were Hispanic/Latino ($n = 842$) or White ($n = 503$). The remaining 12.15% of respondents identified as African-American ($n = 55$), American Indian/Alaska Native ($n < 10$), Asian ($n = 79$), Filipino ($n = 16$), Pacific Islander ($n = 10$), or unknown ($n = 19$) (see figure 3).

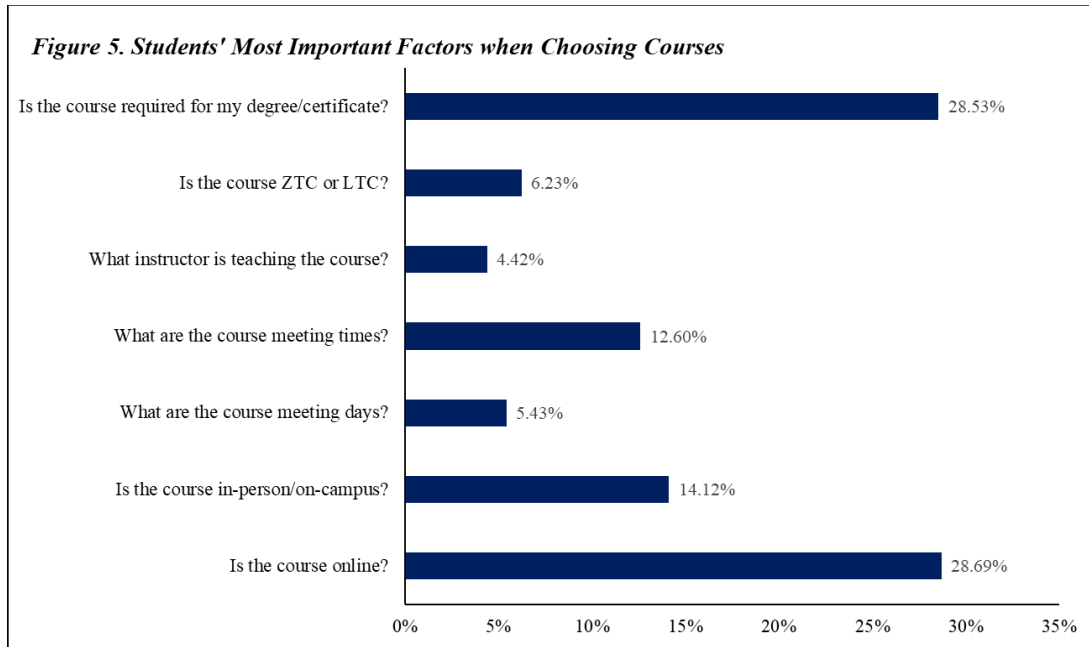


The distribution of respondents across Schools was also proportionate to the distribution at the institutional level (see figure 4), with the largest number of responses provided by students with a declared program in the School of Fitness & Health Professions ($n = 308$), followed by the School of Business & Computing ($n = 270$) and the School of Behavioral and Social Sciences ($n = 231$).

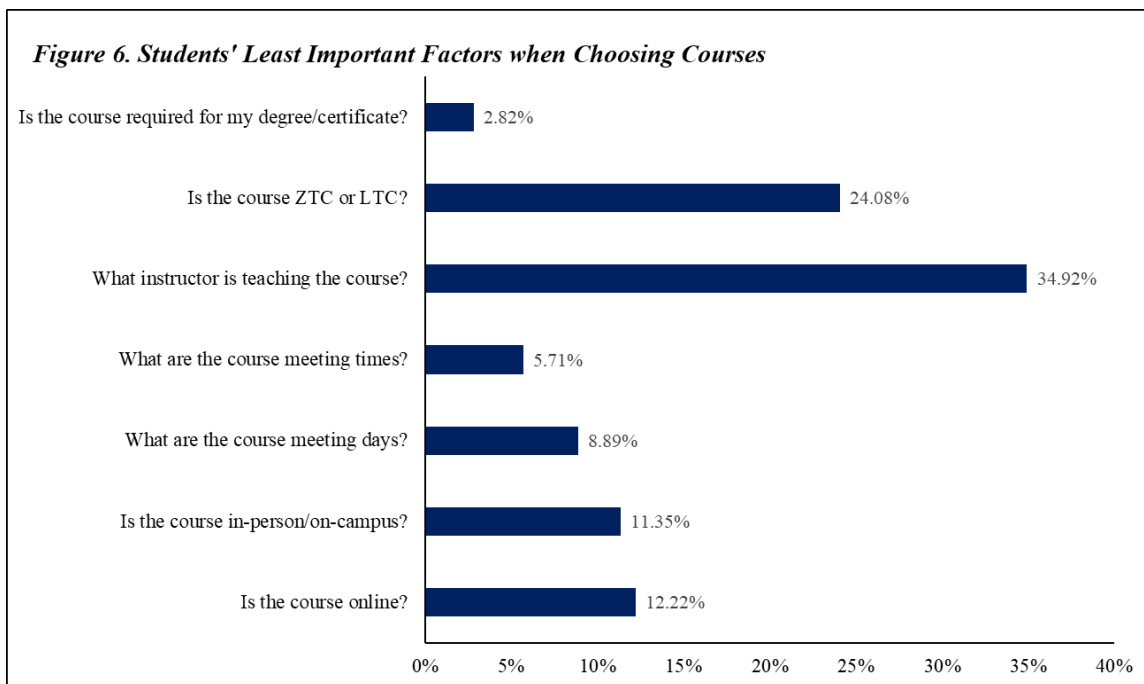


Descriptive Statistics

Factors Considered When Choosing Courses. Respondents were asked seven questions pertaining to their course choice behavior. When asked which factors they consider **most** important when enrolling for courses, 28.7% of respondents considered whether the course is offered online as the most important factor ($n = 396$) and 28.5% considered the most important factor to be whether the course is required for their degree/certificate ($n = 394$) (see figure 5).

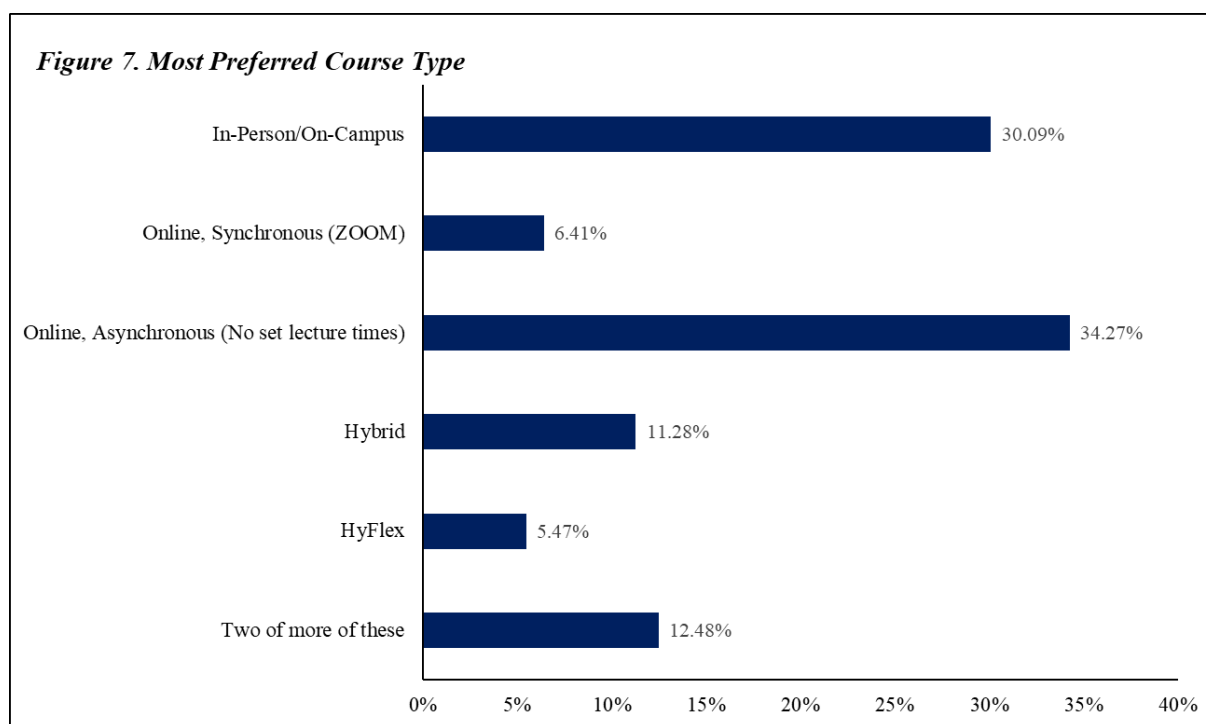


When asked which factors they consider **least** important when enrolling in courses, 34.9% of respondents considered which instructor is teaching the course to be the least important factor ($n = 483$) and 24.1% considered the least important factor to be whether the course is ZTC or LTC ($n = 333$) (see figure 6).



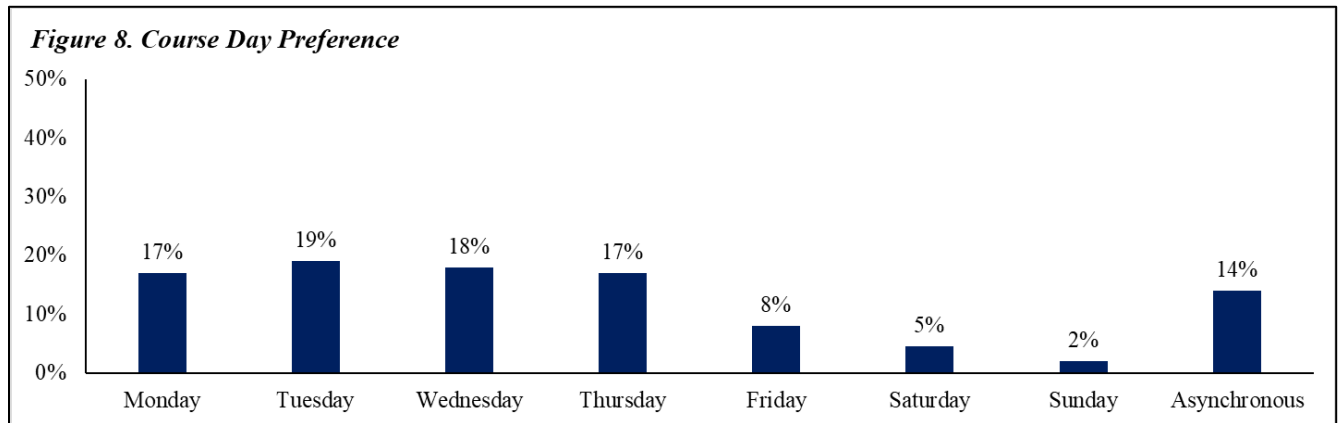
The majority of respondents received guidance/advice on their course selection decisions from academic counselors (55.3%; $n = 871$), with 20% receiving advice from family and friends ($n = 315$). Also of note, 15.2% of respondents did not seek out any advice ($n = 239$), while 2.8% sought out advice but never received help ($n = 44$).

When asked what course modality students prefer, 40.7% of respondents prefer online courses ($n = 476$), with 34.3% of respondents preferring to enroll in online-asynchronous courses ($n = 401$) and 6.4% preferring to enroll in online-synchronous courses ($n = 75$). 30.1% of respondents prefer to enroll in in-person courses ($n = 352$), 11% prefer hybrid courses ($n = 132$), and 5.5% prefer Hyflex ($n = 64$) (see figure 7).

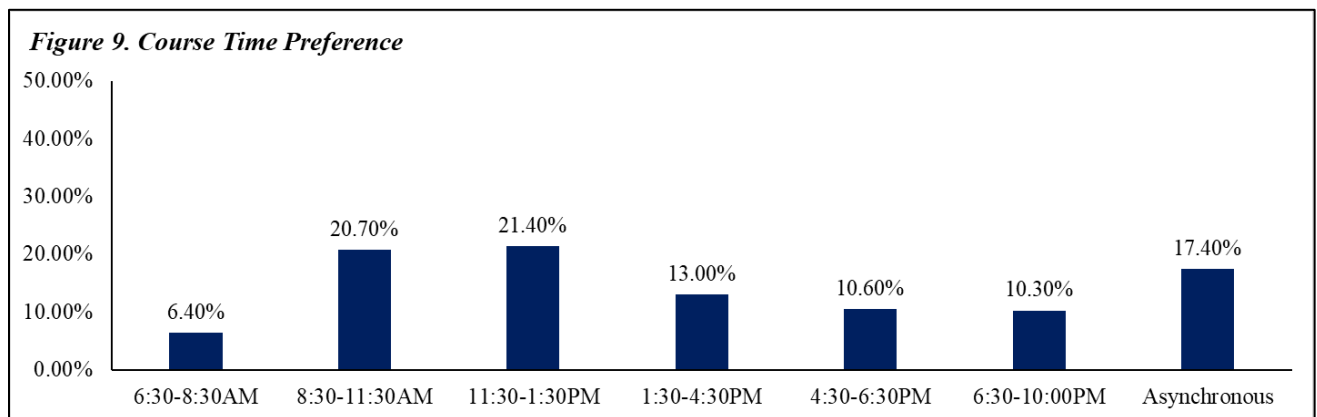


When asked what days respondents prefer to take courses, 72.6% of respondents prefer taking courses Monday through Thursday ($n = 2,710$), with 17% preferring Mondays ($n = 635$), 19% preferring Tuesdays ($n = 718$), 18% preferring Wednesdays ($n = 697$), and 17% preferring

Thursdays ($n = 660$). 14% of respondents prefer to take online-asynchronous courses ($n = 523$), 8.4% prefer Fridays ($n = 314$) and 5% prefer taking courses on Saturday or Sunday ($n = 106$ and 80, respectively) (See figure 8).



When asked what time of day respondents prefer to take courses, 17.4% of respondents prefer to take online-asynchronous courses ($n = 464$). Approximately 21.4% of respondents prefer to take course from 11:30am to 1:30pm ($n = 572$), 20.7% prefer 8:30am to 11:30am ($n = 553$), 13% prefer to take courses from 1:30pm to 4:30pm ($n = 351$), 10.6% prefer 4:30pm to 6:30pm ($n = 285$), 10.3% prefer 6:30pm to 10:00pm ($n = 276$), and 6.4% prefer taking courses from 6:30am to 8:30am ($n = 171$) (see figure 9).



Enrollment Motivation. Respondents were asked five questions regarding enrollment motivations. On average, respondents report they tend to enroll in courses that fulfill their degree/certificate requirements ($M = 4.67$, $SD = 0.86$; $n = 1,339$) and courses that fulfill their credit requirement ($M = 4.40$, $SD = 1.04$; $n = 1,333$). Additionally, respondents report being neither more nor less likely to enroll in a specific course modality (Online: $M = 3.97$, $SD = 1.32$; $n = 1,341$; In-Person: $M = 3.42$, $SD = 1.48$; $n = 1,337$) or elective courses outside of their major ($M = 3.08$, $SD = 1.29$; $n = 1,335$).

Learning Motivation. Respondents were asked seven questions pertaining to learning motivations. On average, respondents report that they are more motivated to learn when they feel they have the opportunity to improve their competence and knowledge through the course ($M = 4.46$, $SD = 0.83$; $n = 1,262$), when they feel the knowledge gained from the course provides insight or long-term benefits ($M = 4.44$, $SD = 0.87$; $n = 1,258$), and when they are able to successfully complete the tasks distributed in the course ($M = 4.38$, $SD = 0.89$; $n = 1,248$). Respondents report being neither more nor less motivated to learn when they feel connected to the course ($M = 3.93$, $SD = 1.00$; $n = 1,261$), when they have a strong relationship with the course instructor ($M = 3.47$, $SD = 1.07$; $n = 1,259$), and when they have a strong relationship with their classmates ($M = 3.17$, $SD = 1.13$; $n = 1,261$).

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 ($M = 4.22$, $SD = 0.84$; $n = 1,228$). Respondents also feel somewhat satisfied with the quality of instruction they are receiving from MJC ($M = 4.27$, $SD = 0.86$; $n = 1,232$). 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 ($M = 4.07$, $SD = 0.94$; $n = 1,232$). Finally, respondents feel that they have access to an average amount of one-on-one interaction opportunities with their instructors ($M = 3.48$, $SD = 0.98$; $n = 1,232$).

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 ($M = 4.20$, $SD = 0.99$; $n = 1,204$). Respondents also reported having a strong intention to persist in their pursuit of a college/degree at any institution ($M = 4.52$, $SD = 0.82$; $n = 1,206$).

Institutional Commitment. Respondents were asked five to six questions pertaining to institutional commitment, based on answer choice. On average, respondents believe they are likely to earn a degree from MJC ($M = 4.46$, $SD = 0.87$; $n = 1,195$). Additionally, respondents feel very confident that MJC is the right community college for them ($M = 4.39$, $SD = 0.79$; $n = 1,199$). Finally, when asked how likely they were to enroll at MJC next semester, respondents reported that they were likely to re-enroll ($M = 4.79$, $SD = 0.76$; $n = 1,186$).

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 ($M = 3.85$, $SD = 1.05$; $n = 1,177$). Respondents also reported finding it neither easy nor difficult to get answers to their questions related to their education at MJC ($M = 3.88$, $SD = 1.05$; $n = 1,177$). When asked when they would be most likely to contact Student Services when they need assistance, 37% would be most likely to contact them in the morning ($n = 430$), 34% of respondents reported they would be most likely to contact students services in the

afternoon ($n = 402$), 13% in the evening ($n = 154$), 4% on the weekends ($n = 43$), and 12% would not contact students services at all ($n = 146$).

Additional Questions. 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, 19% dropped because they felt the course was too difficult ($n = 78$), 16% dropped as a result of financial difficulties ($n = 64$), 13% were struggling with their mental health ($n = 51$), 10% dropped due to family/childcare issues ($n = 42$), 9% changed their major/program ($n = 38$), 4% dropped due to food/housing difficulties ($n = 16$), and 29% dropped for a reason other than what was listed ($n = 116$; See thematic analysis section for a detailed analysis of these other reasons).

Correlational Analysis

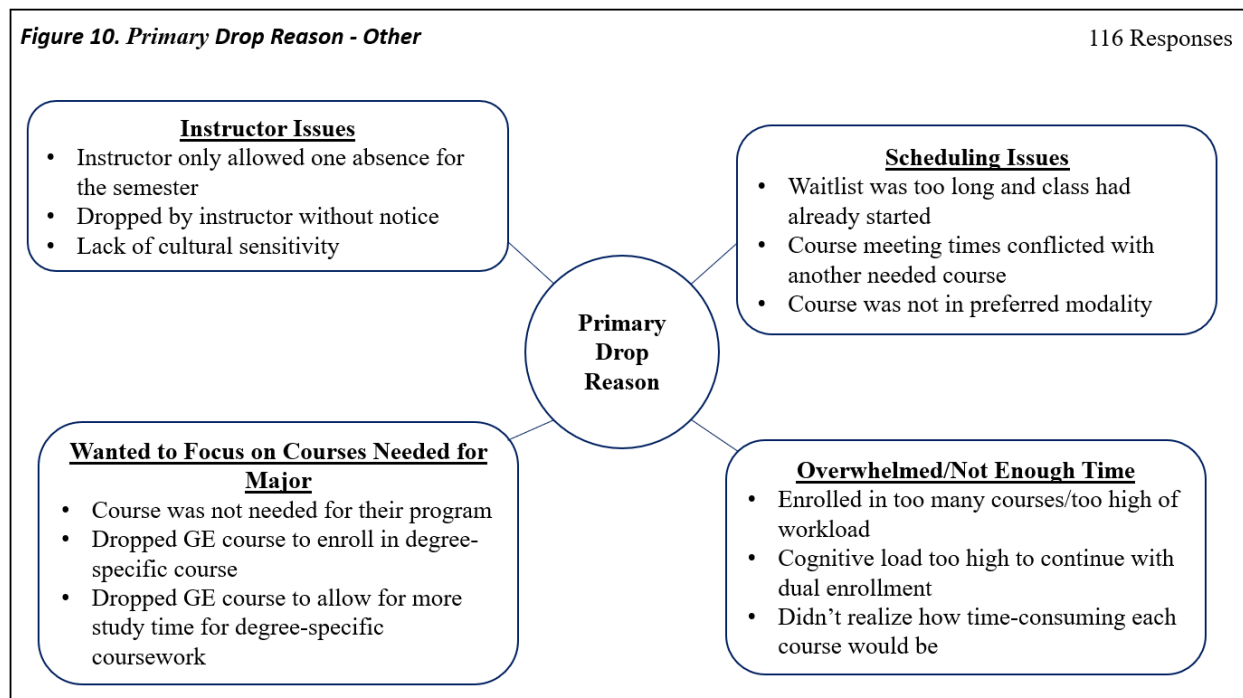
Enrollment in Online Courses. A Pearson's r correlational analysis was used to examine the relationship between one's preference to enroll in online courses and their overall evaluation of their academic integration, degree commitment, institutional commitment, and support services satisfaction. Results indicated that there was a significant positive correlation between online course preference and academic integration ($r(1223) = .066, p = .021$), degree commitment ($r(1201) = .116, p < .001$), institutional commitment ($r(1177) = .067, p = .021$), and support services satisfaction ($r(1174) = .068, p = .020$).

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 ($r(1219) = .066, p = .022$).

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, four major themes emerged: Instructor Issues, Scheduling Issues, Overwhelmed/Not Enough Time, and Wanted to Focus on Course Needed for Major (see figure 10).



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

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. The top two factors students took into consideration when registering for their courses this semester were modality (specifically if the course was offered online) and degree requirements and applicability. As further evidence of these reported preferences, 40.7% of respondents stated that they prefer taking online classes over any other course modality with 34.3% of those respondents preferring online-asynchronous courses. Additionally, on average, respondents reported that they are more motivated to enroll in courses that fulfill their degree/certificate requirements ($M = 4.67, SD = 0.86; n = 1,339$) and courses that fulfill their credit requirement ($M = 4.40, SD = 1.04; n = 1,333$). The above findings, coupled with “Scheduling Issues” and “Wanting to Focus on Courses Needed for Major” being two of the main themes present the thematic analysis on why students chose to drop a course, suggest that it may prove beneficial to offer courses related to student’s major in a variety of modalities and time/day tracks to ensure students are able to complete their degree/certificate in a timely manner. Future research should be done to determine the effectiveness of current program course scheduling practices and the impact of current program scheduling practices on students’ persistence and ability to complete their degree within three years.

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 motivation to enroll in online courses and their 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). This positive correlation was also found between a student's feeling of academic integration and their motivation to enroll in face-to-face courses, suggesting that modality may not have a large impact on a student's feeling of positive interaction in the academic environment. There was also a significant positive correlation between a student's motivation to enroll in online courses and their reported degree commitment and their reported institutional commitment. This suggests that students enrolling in online courses may be not only more set on their degree/certificate path than students who prefer to enroll in other course modalities, but also more set on earning their degree/certificate specifically from MJC. Given that these correlations are based on self-reported measures, future research should look to identifying/developing non-self-reported measures of academic integration, degree commitment, institutional commitment, and support services satisfaction as away to further understand the correlations found in this analysis.

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Appendix A. Fall 2023 Enrollment Motivation Survey Items

1. Which of these factors do you consider MOST important when enrolling for courses?

- a. Is the course online?
- b. Is the course in-person/on-campus?
- c. What are the course meeting days?
- d. What are the course meeting times?
- e. What instructor is teaching the course?
- f. Is the course ZTC (Zero Textbook Cost) or LTC (Low Textbook Cost)?
- g. Is the course required for my degree/certificate?

2. Which of these factors do you consider LEAST important when enrolling for courses?

- a. Is the course online?
- b. Is the course in-person/on-campus?
- c. What are the course meeting days?
- d. What are the course meeting times?
- e. What instructor is teaching the course?
- f. Is the course ZTC (Zero Textbook Cost) or LTC (Low Textbook Cost)?
- g. Is the course required for my degree/certificate?

3. Please explain why the factor you rated highest is so important to you when enrolling in courses?

[Short Answer Response]

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

- a. Family/Friends
- b. Academic Counselors at MJC
- c. Instructors at MJC
- d. I didn't seek out advice
- e. I sought out advice, but didn't receive any

5. Please rate the following statements (1- Strongly Disagree, 5- Strongly Agree)
- a. I enroll in course 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 course to fulfill my credit requirement.
 - e. I enroll in courses to fulfill my degree/certificate requirements.
6. I am motivated to learn when: (1- Strongly Disagree, 5- Strongly Agree)
- a. I can successfully complete the tasks distributed in my courses.
 - b. I am interested in the course content.
 - c. I have the opportunity to improve my competence and knowledge through my courses.
 - d. The knowledge gained from my courses provides insight or long-term benefits.
 - e. I have a strong relationship with my course instructors.
 - f. I have a strong relationship with my classmates.
 - g. I feel connected to my courses.
7. 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
8. 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

9. 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

10. 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

11. 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

12. 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

13. 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

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

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

15a. (If [d] or [e] selected from Q14) Please explain why you feel MJC is the right community college for you.

[Short Answer Response]

15b. (If [a] or [b] selected from Q14) Please explain why you feel MJC is NOT the right community college for you.

[Short Answer Response]

15c. (If [c] selected from Q14) Please explain why you feel UNSURE about MJC being the right community college for you.

[Short Answer Response]

16. 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

17. (If [a] or [b] selected from Q16) Why are you unlikely to enroll at MJC next semester?

[Short Answer Response]

18. 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

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

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

20. When I need help, I am most likely to contact Students Services for assistance during:

- a. Mornings
- b. Afternoons

- c. Evenings
- d. Weekends
- e. Not at all

21. 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 (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)
- f. Two or more of the these; Please Specify

22. 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)

23. 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)

24. 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. Food/housing difficulties
- f. Struggling with mental health
- g. Other; Please specify
- h. I have not dropped a course this semester