# Fall 2022 COM Student Survey

In Fall 2022, COM conducted a student survey to inform the College's master scheduling efforts and program review for various student services. The survey was administered to all COM students registered in any Fall 2022 credit or noncredit course as of November 9, 2022. A total of 5,316 students (4,256 credit students and 1,060 noncredit students) received survey invitations via Canvas announcement, myCOM email, and SMS (text message); 878 students completed the survey, for a response rate of 17%. The survey was offered in both English and Spanish; 730 (83%) completed the survey in English, and 148 (17%) completed the Spanish version.

Response rates by enrollment status (full-time, part-time, and noncredit), race/ethnicity, gender, and age group are shown in Appendix A. Response rates by subgroup ranged from 0% to 22%. Oneway ANOVA analysis shows that response rates were significantly higher compared to other subgroup members among full-time credit students and females, and lower among students under age 18. These groups are therefore disproportionately represented in the aggregate results compared to their peers. For example, full-time credit students comprise 19% of enrolled students in Fall 2022, and 26% of the survey sample; part-time credit students are 61% of enrolled students and 54% of the survey sample; and noncredit students are 20% of enrolled students, and 20% of the survey sample (see "Appendix A: Representation in Survey Sample by Subgroup," pp. 41-42). The confidence intervals for proportions shown in the disaggregated results are also slightly larger for groups with lower response rates.

Key descriptive findings for all survey questions are described in the "Key Findings" section below. Subgroup differences were analyzed using oneway ANOVA and chi-square statistics. Differences between subgroups are noted only where they are statistically significant.

For all survey items, frequencies and crosstabulations for key subgroups (enrollment type, race/ethnicity, educational goal, and age group) are displayed in pages 7-40 of this report. Response rates by subgroup are displayed on pages 41-42.

# Key Findings

## *Course Offerings and Availability*

### Q1. Thinking about the schedule of course offerings in Fall 2022, how much do you agree with the following?

#### Q1a. I was able to enroll in the courses I needed. (p.7).

- Seventy percent of respondents strongly agreed and 20% somewhat agreed that they were able to enroll in the courses they needed; 10% did not agree.
- Part-time students (87%) and students were more likely than full-time (67%) and noncredit students (69%) to strongly agree.
- Students identifying as Black/African American (19%) or multiracial (17%) were the most likely to disagree.

#### Q1b. There were enough in-person course choices offered. (p.7)

- Overall, 70% of respondents strongly agreed, 24% somewhat agreed, and 5% disagreed that there were enough in-person courses offered.

### Q1c. There were enough online course choices offered. (p.8).

- About half of respondents strongly agreed (49%), 37% somewhat agreed, and 15% disagreed that there were enough online course choices offered.
- Full-time (42%) and noncredit students (39%) were less likely than part-time students (82%) to strongly agree.

## *Students' Experiences in Registering for Courses*

### Q2. Still thinking about the Fall 2022 course schedule, if you had challenges getting the classes that you needed, what were the main reasons? (p.10)

- Respondents who reported challenges getting the classes they needed in Fall 2022 most frequently cited issues with the time of day the course was offered (50%) and course modality (45%), followed by the course section being full (34%), the course section not being offered (27%), and the course offered on a day of the week that did not work for them (24%).
- Part-time students (12%) reported modality of course offerings as a challenge far less frequently than full-time (45%) or noncredit (49%) respondents.
- Full-time students indicated that courses needed were not offered (40%) more frequently than part-time (6%) or noncredit (24%) respondents.

### Q2a. If you were not able to get a course that you needed, what did you do? (p.11)

- Overall, respondents who did not get the class they needed most frequently enrolled in a different course (51%) or put off the course requirement (47%). Eighteen percent took the course somewhere else, and 14% rearranged their course schedule to take the course, asked the course instructor to add them, or changed their work or other personal schedule.
- Full-time students (61%) were the most likely to enroll in a different course, while part-time students (31%) were the most likely to change their work or other personal schedule to accommodate.

### Q3. When you register for your COM courses, which of the following factors are most important to you? (p.12)

- Students were asked to rank 8 factors impacting their course registration decisions in terms of highest to lowest importance. Looking at students' top two priorities, the largest proportion of respondents ranked time of day (40%), major requirements (36%), in-person modality (31%), and online modality (30%) within their top two priorities. Day of week and instructor were ranked in the middle, while materials/textbook cost and course difficulty were ranked least important.
- For full-time respondents, course major requirement was by far the most important factor (44%), while part-time students ranked modality (in-person/hybrid (30%) and online (25%) as their most important factor.

### Q4. As you plan ahead to meet your educational goal at COM, how far ahead of time do you need to know what course schedule offerings will be available? (p.13)

- When planning for completion of their educational goals, 45% of students said they need to plan one semester ahead, 44% need to plan two semesters (1 year) ahead, and just 11% of respondents said they need to plan ahead for 4 semesters (2 years).
- Full-time students (52%) were more likely than part-time (45%) or noncredit students (44%) to say they need to plan ahead for two semesters rather than one.

Q5. This semester you are enrolled in [X] courses at COM. How many courses do you intend to enroll in for the Spring 2023 semester? (p.14)

- Most respondents (95%) intend to enroll at COM in Spring 2023. The majority (62%) said they intend to enroll in 3 or fewer courses, while about one-third intend to enroll in 4 ore more courses.
- Students under 18 were the most likely to say the do not plan to re-enroll (25%).

Q5a. What is the main reason you don't intend to enroll at College of Marin in Spring 2023? (p.15)

- Half of those who do not intend to return graduated or transferred (31%) or don't have time to take classes (19%).

## *Students' Preferences for Course Scheduling*

Q6. You said you would enroll in [# FROM Q5] COM courses in Spring 2023. Of these, how many would you prefer to take… online? in person/hybrid? (p.16)

- More than half of respondents who intend to enroll in Spring 2023 would prefer to take only in person classes; 30% prefer to take a combination of online/in-person courses and 18% prefer online courses only.
- Most students intending to take just one course intend to enroll in an in-person/hybrid course (76%), while half of those taking 2-3 courses and 38% of those taking 4 or more courses will take them all in-person/hybrid. Half of those taking 4 or more courses intend to enroll in both online and in-person courses.

Q7. What are the best times of the day and days of the week for you to attend in-person/hybrid courses at COM? (p.17)

- Full time and part time students who intended to enroll in Spring 2023 were most interested in late morning classes followed by early morning and afternoon, Monday through Thursday.
- Noncredit students preferred early morning and evening courses Monday through Friday.
- Respondents showed substantially less interest in Friday and Saturday courses, except for noncredit students, who were interested in early morning (36%) classes on Friday and early (41%) and late (20%) morning classes on Saturday.

Q8. If the following course options were available, how likely are you to enroll in them? (Short-term courses (8 weeks rather than 16 weeks), Friday courses, Saturday courses) (p. 18-20)

- Overall, about three quarters of respondents indicated they were very (43%) or somewhat (31%) likely to enroll in short term courses.
- Respondents showed less interest in weekend courses; 35% and 56% said they were not very likely to enroll in Friday or Saturday courses, respectively.
- Part time respondents showed the most interest in alternative course schedule offerings, very likely to enroll in short-term (61%), Friday (30%), and Saturday classes (45%).

Q9. Are there classes that you would prefer to take online at COM that aren't currently offered online? This may be classes you are currently enrolled in in-person, or courses you want to take in the future. (p.21)

- More than a third of respondents (36%) indicated an interest in online classes at COM that were not currently offered online. Math (12%), English (6%), Art (6%), Anatomy/Physiology (6%) and

ESL (6%) were the most popular courses that respondents indicated they would prefer to take online.

### *Students' Time Commitments*

#### Q10. About how many hours do you spend in a typical 7-day week doing each of the following? (p.22-26)

- Almost half of all respondents (47%) spend 1-5 hours preparing for class, with about another quarter spending 6-10 hours. Nearly a third of respondents reported not working, while about another third work 1-10 hours per week. Most (73%) of respondents don't participate in college-sponsored activities, but respondents who did often spent 1-5 hours per week on those activities. Half of respondents did not provide care for dependents, with 24% of respondents spending 1-5 hours per week providing care. Eighty one percent of all respondents spent time commuting to class, with 69% spending 1-5 hours per week.
- Few respondents in any group reported not studying at all. Full time respondents, students age 18-19 and 40-49, and those pursuing an associate degree, transfer, or meeting a four year requirement spent the most time studying; more than 60% of each of these groups spent more than five hours per week studying.
- The youngest (76%) and oldest (45%) students reporting not working at among the highest frequencies. Respondents pursuing an associate degree (29%) and certificates (24%) as well as Asian (24%) and Multi-Racial (28%) students most frequently worked 21-30 hours.
- Notably, time spent caring for dependents gradually increased for older age groups; more than half of students age 40-49 spent 6 or more hours per week, while just 18% of students age 18-19 did the same. Asian and Hispanic students spent relatively more hours caregiving than Black or African American, Multiracial and White students.

### *Preferences for Accessing Student Services at COM*

#### Q11. When you need help from someone in the following student services, how would you prefer to meet with them? (p.27)

- Enrollment services (92%) and academic counseling (89%) were the most frequently utilized services. Student health (30%) and mental health (32%) services were among the least frequently accessed services, along with accessibility services (32%) and student clubs (31%).
- For most services, accessing services either online or in person was the most frequent response, ranging from 37% to 42%. Over 40% of respondents indicated the strongest preference for in-person access to student organizations, student health and mental health services, the library, and tutoring support services and labs. Online access only was not the strongest preference for any services.
- Learning communities (92%) and the ESL lab (97%) had very high service use among their members. Students in learning communities showed a strong preference for in-person services (57%), over half of ESL students would use the ESL lab online or in-person, and EOPS respondents were relatively evenly distributed between online, in-person, or ether modality.

#### Q12. When you need help from someone in the following student services, when would you prefer to meet with them? (p.28-32)

- Generally, respondents preferred to access most services in the morning and afternoon rather than the evening. A low of 41% and a high of 52% of respondents showed an interest in morning hours, across all services, while a low of 22% and a high of 31% of respondents wanted evening hours. Noncredit students typically showed the most interest in evening hours, across services.

In most cases full time students preferred afternoon hours to morning hours. Respondents showed a preference to morning over afternoon hours for online meetings.

- EOPS students showed strong interest in morning hours (78%), while students in learning communities were equally interested in morning and afternoon hours (52%). ESL students showed the least interest in afternoon hours (14%), preferring evening access to the ESL lab (27%).

## *Student Challenges and Support*

### Q13. COM has provided me with adequate information to support my accessibility needs (reasonable accommodations, disability, support services, etc.). (p.33)

- Seventeen percent of all respondents said they had not needed information about Student Accessibility Services; of the remaining respondents, 93%, agreed or strongly agreed that COM provided adequate information to support accessibility needs, and 7% disagreed or strongly disagreed.

### Q14. COM has provided me with adequate information about financial assistance (scholarships, grant, loans etc.) (p.34)

- Nineteen percent of all respondents said they had not needed information about financial assistance at COM; of the remaining respondents, 84%, agreed or strongly agreed that COM provided adequate information to them, and 15% disagreed or strongly disagreed.
- Students enrolled part-time were more likely than full-time or noncredit students to agree that they had been provided with adequate information about financial assistance.
- Students with educational goal of transfer or certificate were more likely than those seeking an AA/AS degree to disagree that they'd been provide adequate information.

### Q15. Someone at COM contacts me if I am struggling with my studies to help me get the assistance I need. (p.35)

- When asked if COM responds when them if they are struggling academically, (46%) answered "not applicable;" those remaining were equally likely to answer yes (26%) or no (27%).
- Full time students were less likely than part-time students to answer "yes."
- Students identifying as Black/African American or Hispanic were more likely than White or Asian students to answer "yes," and were also less likely to answer "not applicable."

### Q16. How likely is it that the following issues would cause you to withdraw from a class or from COM? (p.36-40)

#### Working full time

- Overall, 62% of respondents said that working full time would be likely or somewhat likely to cause them to withdraw from a class or from COM; 21% were not likely, and 18% answered not applicable.
- Students identifying as Hispanic were more likely than White students to say they were very or somewhat likely to drop because of working full time.
- Students age 25 to 39 were more likely than those in younger and older age groups to say they were very or somewhat likely to drop out because of working.

#### Caring for dependents

- Fifty-one percent of respondents indicated they were somewhat or very likely to withdraw from COM to care for dependents; 24% said not likely, and 25% answered "not applicable."

- Students age 25-49 were more likely than those in younger or older age groups to say they were very or somewhat likely to withdraw due to dependent care.

### Being academically unprepared

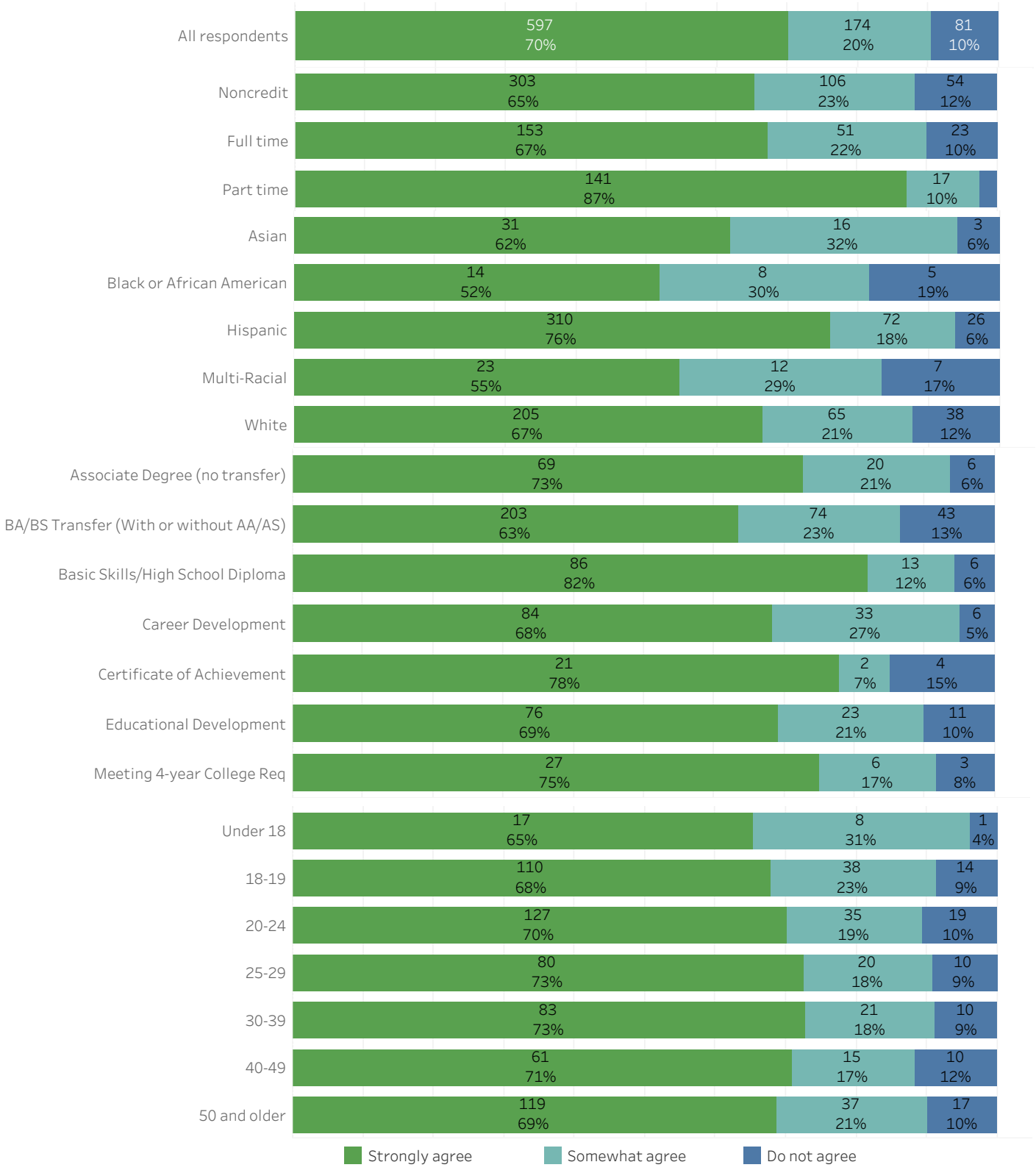
- Forty-eight percent of all respondents said that they were very or somewhat likely to withdraw due to being academically unprepared; 35% said they were not likely, and 16% answered “not applicable.”
- White students were less likely than other students to say they would drop because they were academically unprepared.
- Students age 50 or older were the least likely to say they may drop because of being academically unprepared.

### Lack of finances

- Fifty-nine percent of respondents said they were very likely or somewhat likely to withdraw from COM due to lack of finances; 24% said they were not likely, and 16% answered “not applicable.”
- Part-time students were more likely than full=-time or noncredit students to say they may withdraw due to finances.
- Students age 24-39 were more likely than younger or older age groups to say finances may cause them to withdraw.

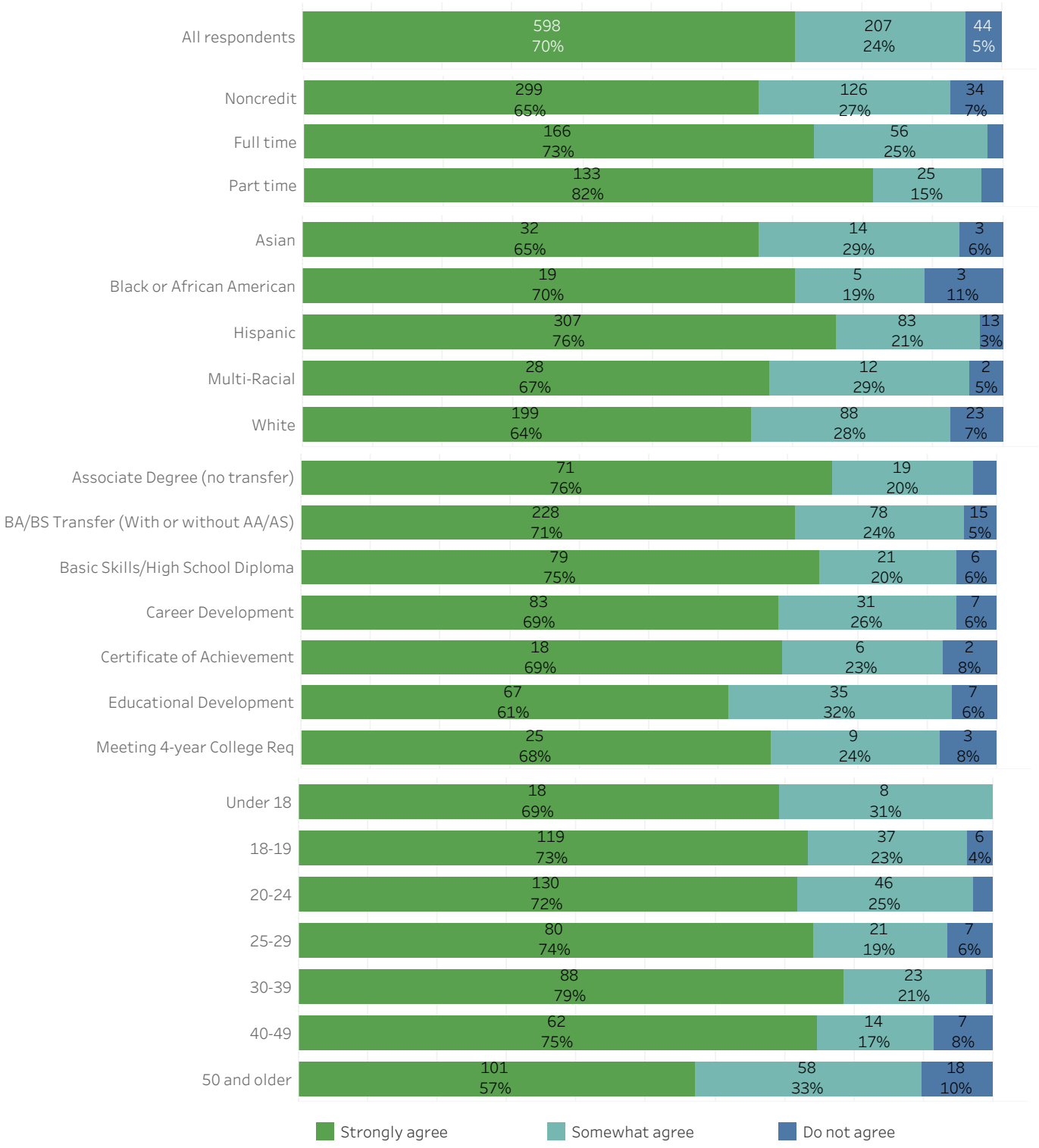
Q1. Thinking about the schedule of course offerings in Fall 2022, how much do you agree with the following?

I was able to enroll in the courses I needed.



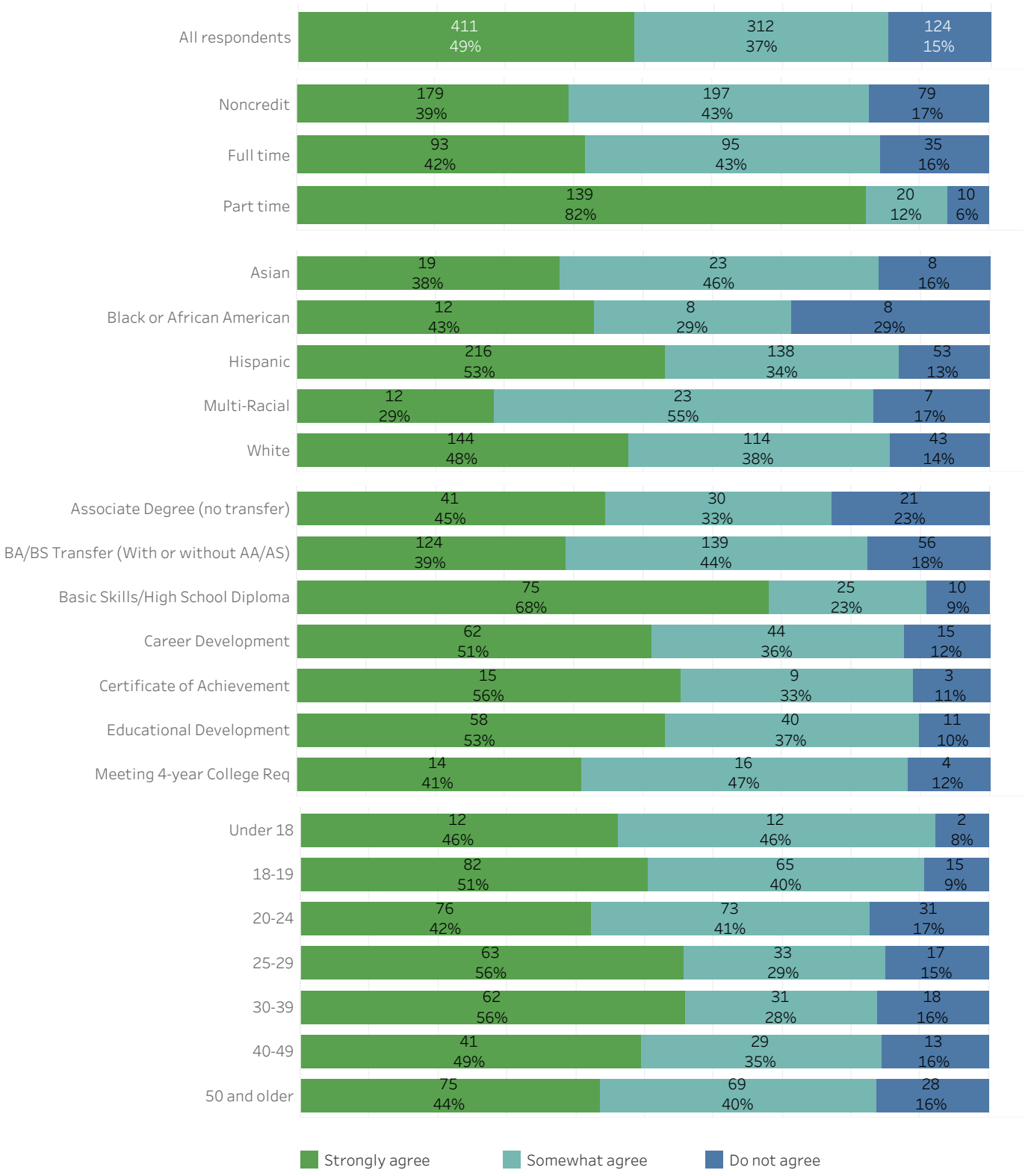
Q1. Thinking about the schedule of course offerings in Fall 2022, how much do you agree with the following?

There were enough in-person course choices offered.

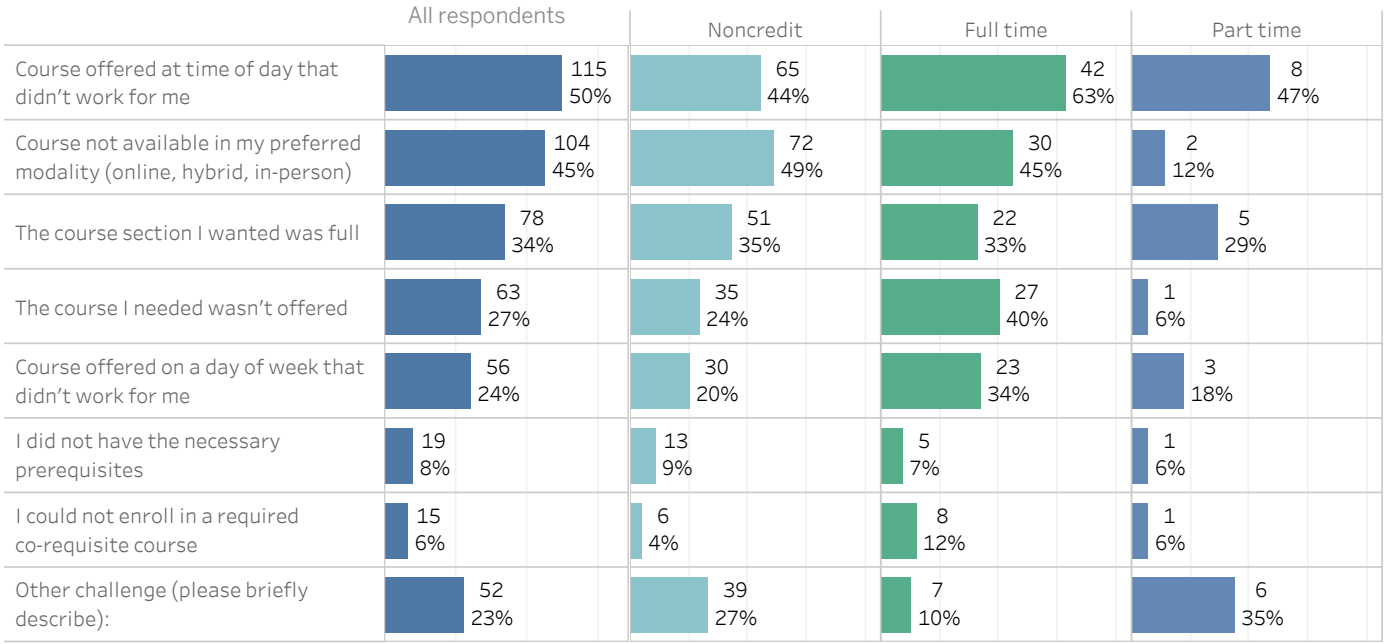


Q1. Thinking about the schedule of course offerings in Fall 2022, how much do you agree with the following?

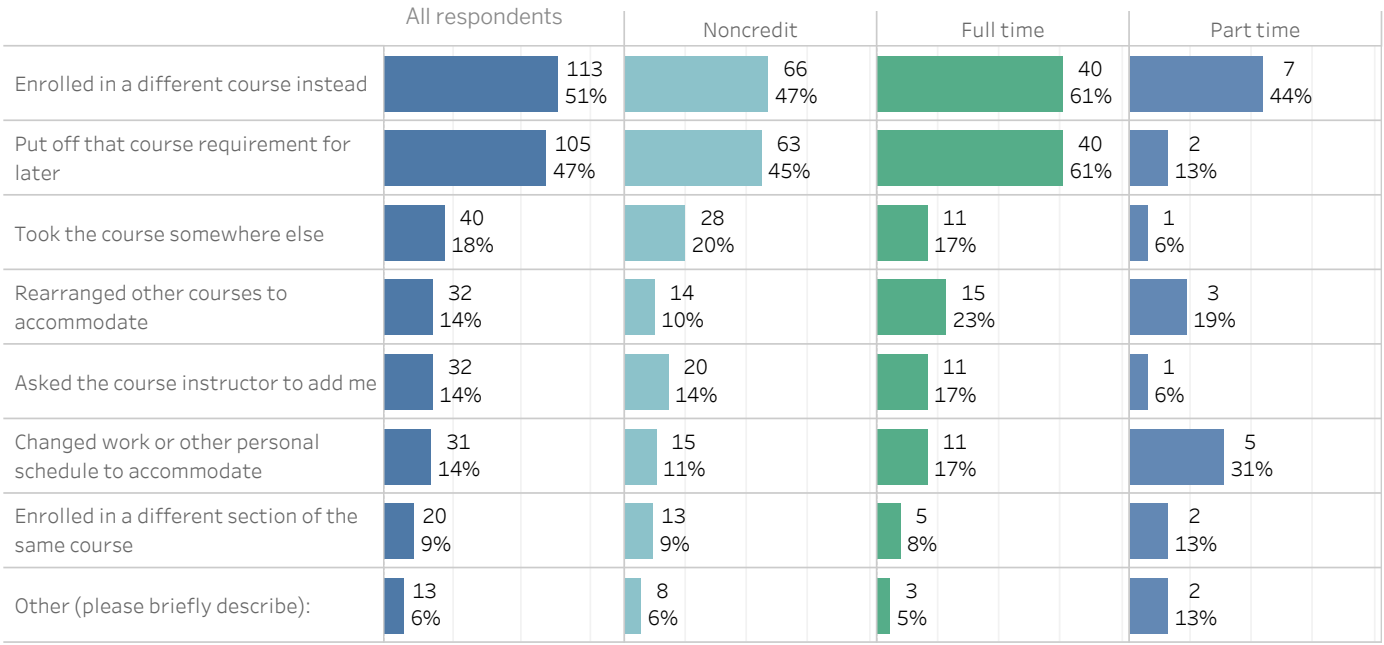
There were enough online course choices offered.



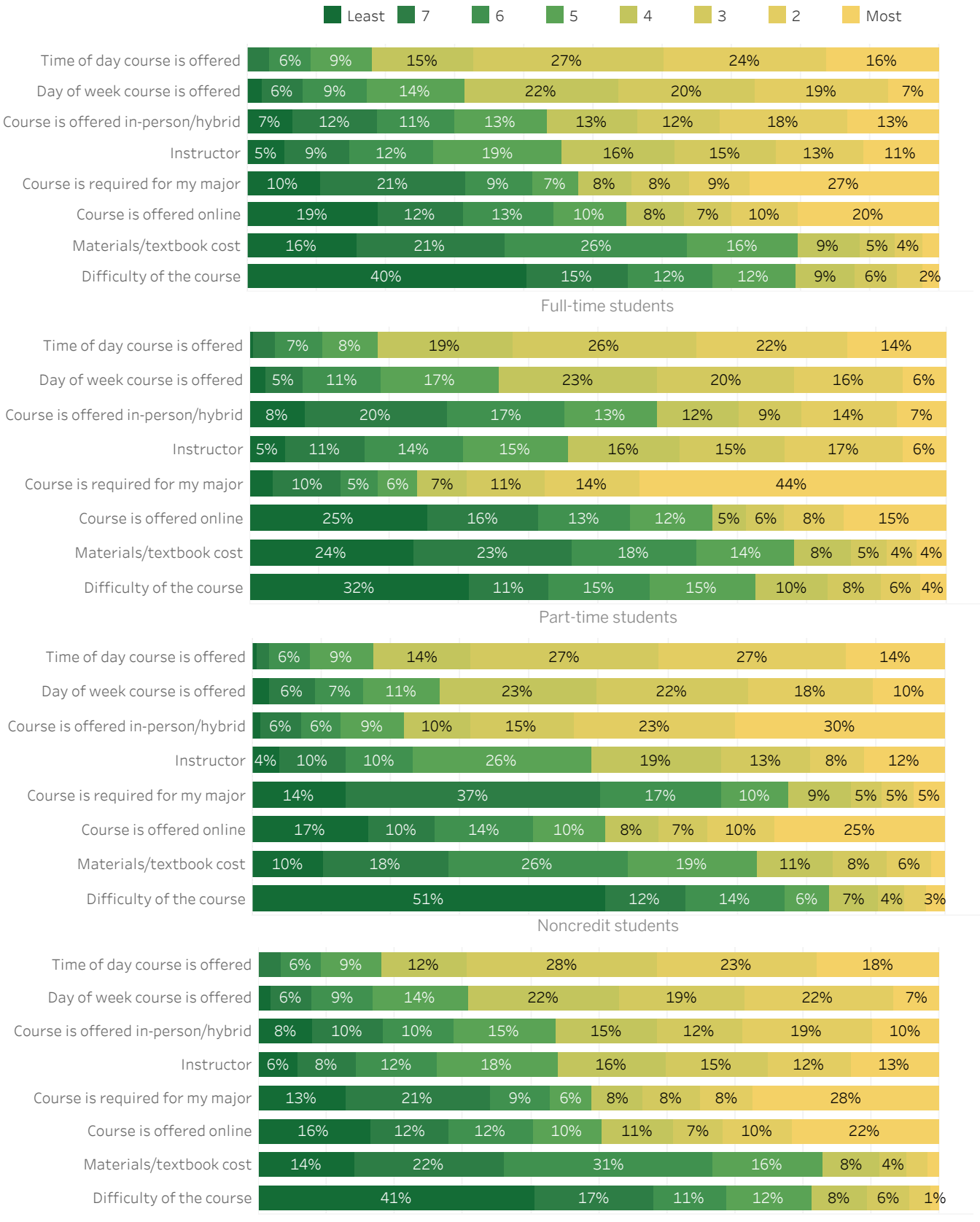
Q2.Still thinking about the Fall 2022 course schedule, if you had challenges getting the classes that you needed, what were the main reasons?



Q2a. If you were not able to get a course that you needed, what did you do?



## Q3. When you register for your COM courses, which of the following factors are most important to you?



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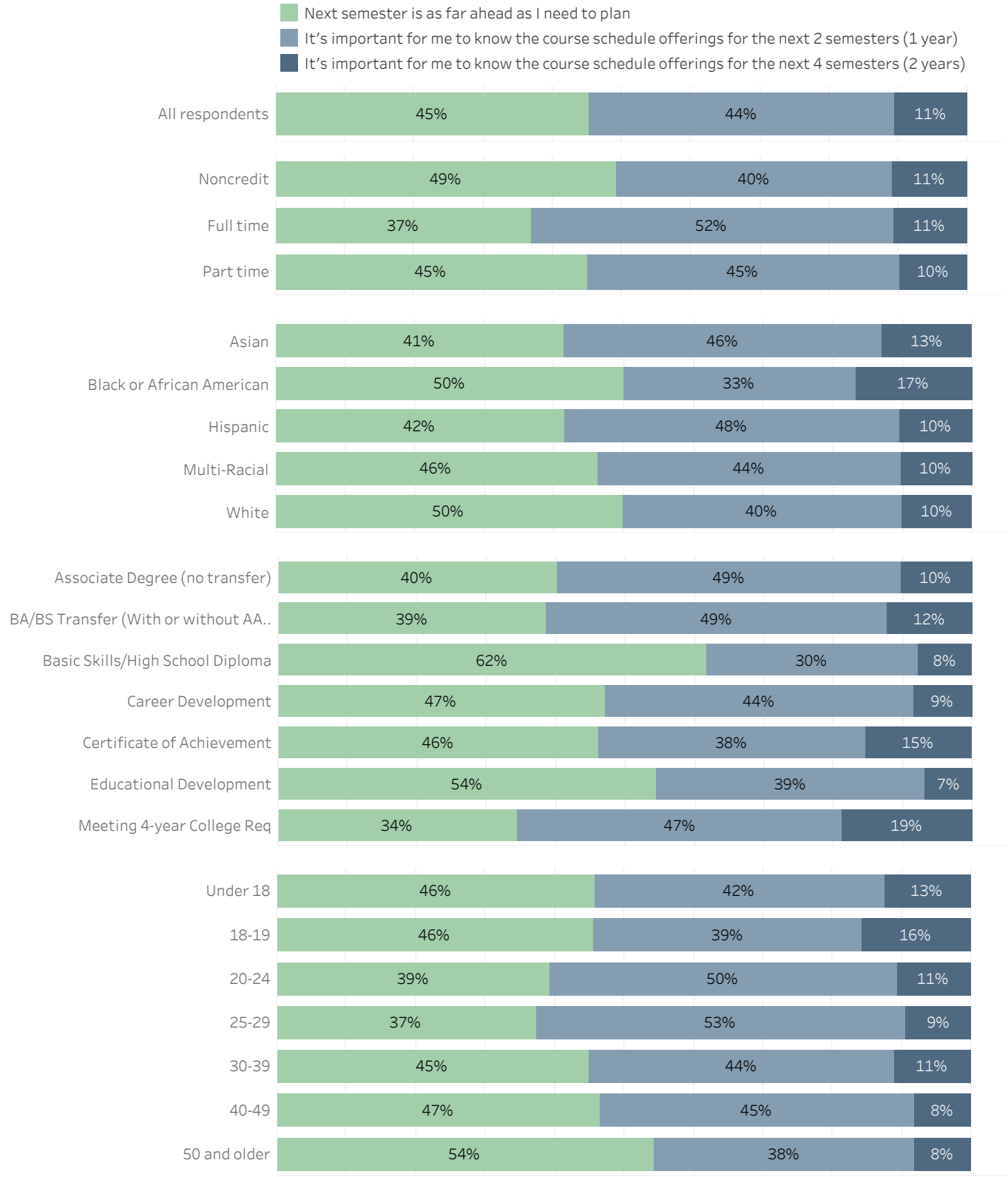
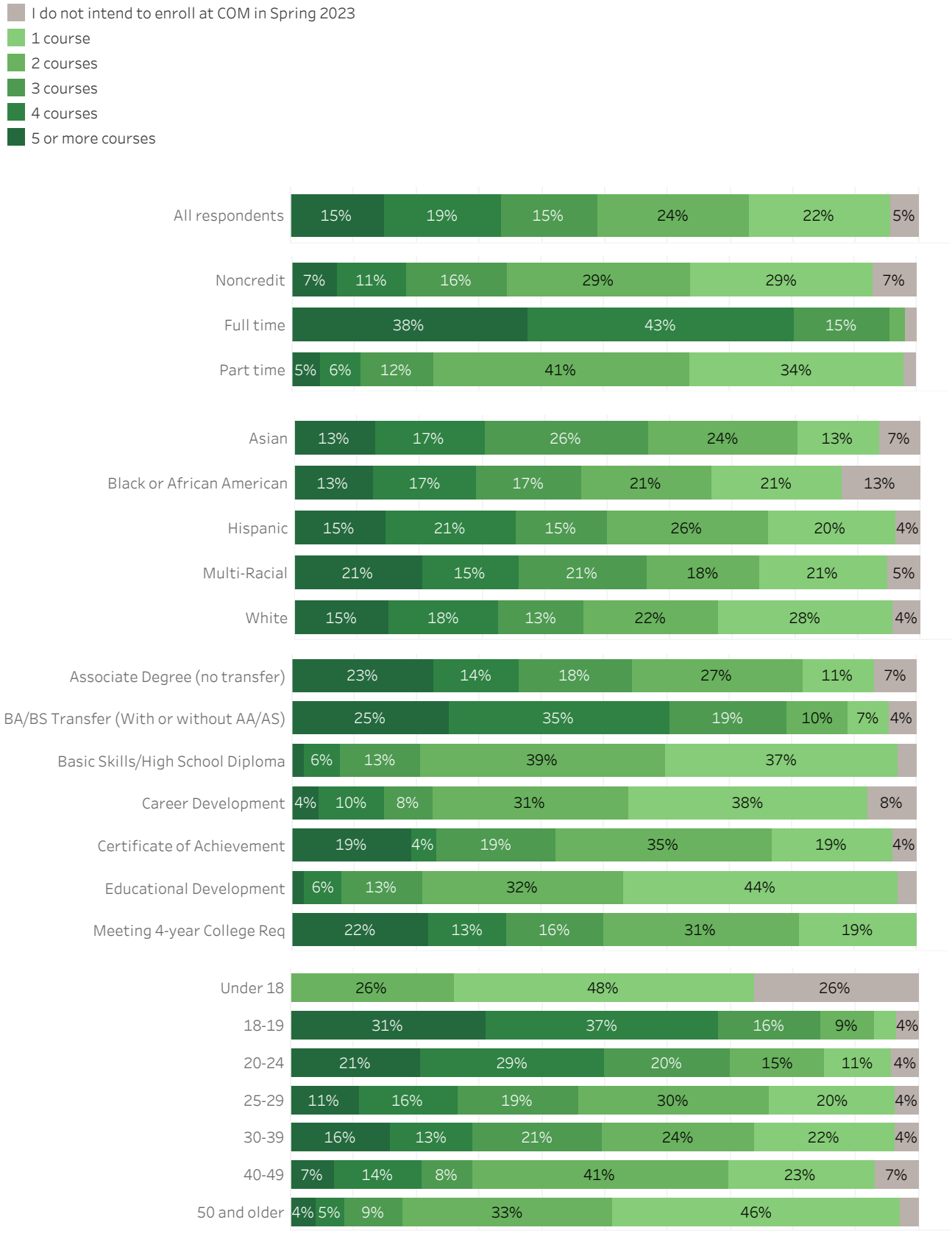
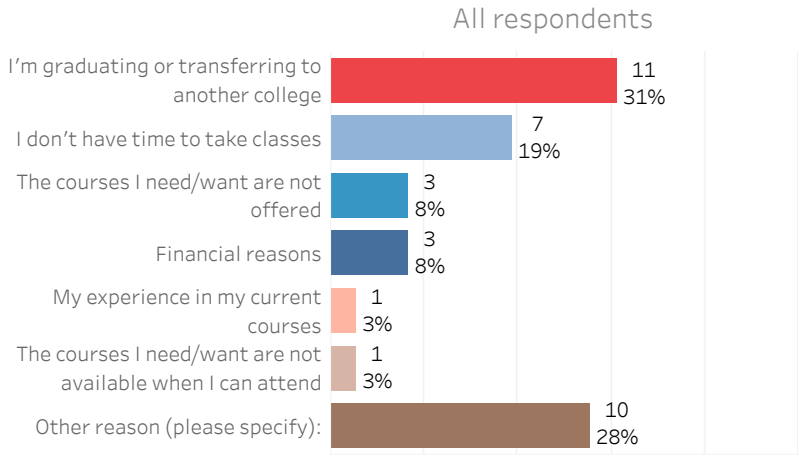


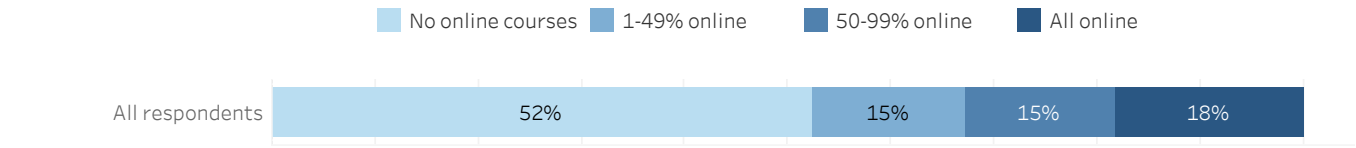
Q5. This semester you are enrolled in [X] courses at COM. How many courses do you intend to enroll in for the Spring 2023 semester?



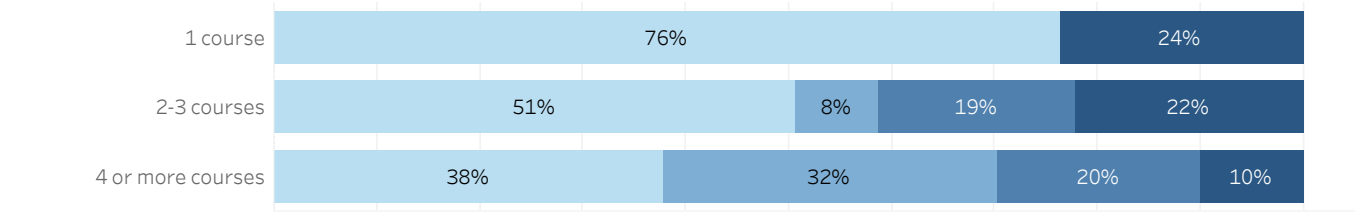
Q5a. What is the main reason you don't intend to enroll at College of Marin in Spring 2023?



Q6. You said you would enroll in [# FROM Q5] COM courses in Spring 2023. Of these, how many would you prefer to take... online?  in person/hybrid?




Q6 by Q5-intended course load in Spring 2023



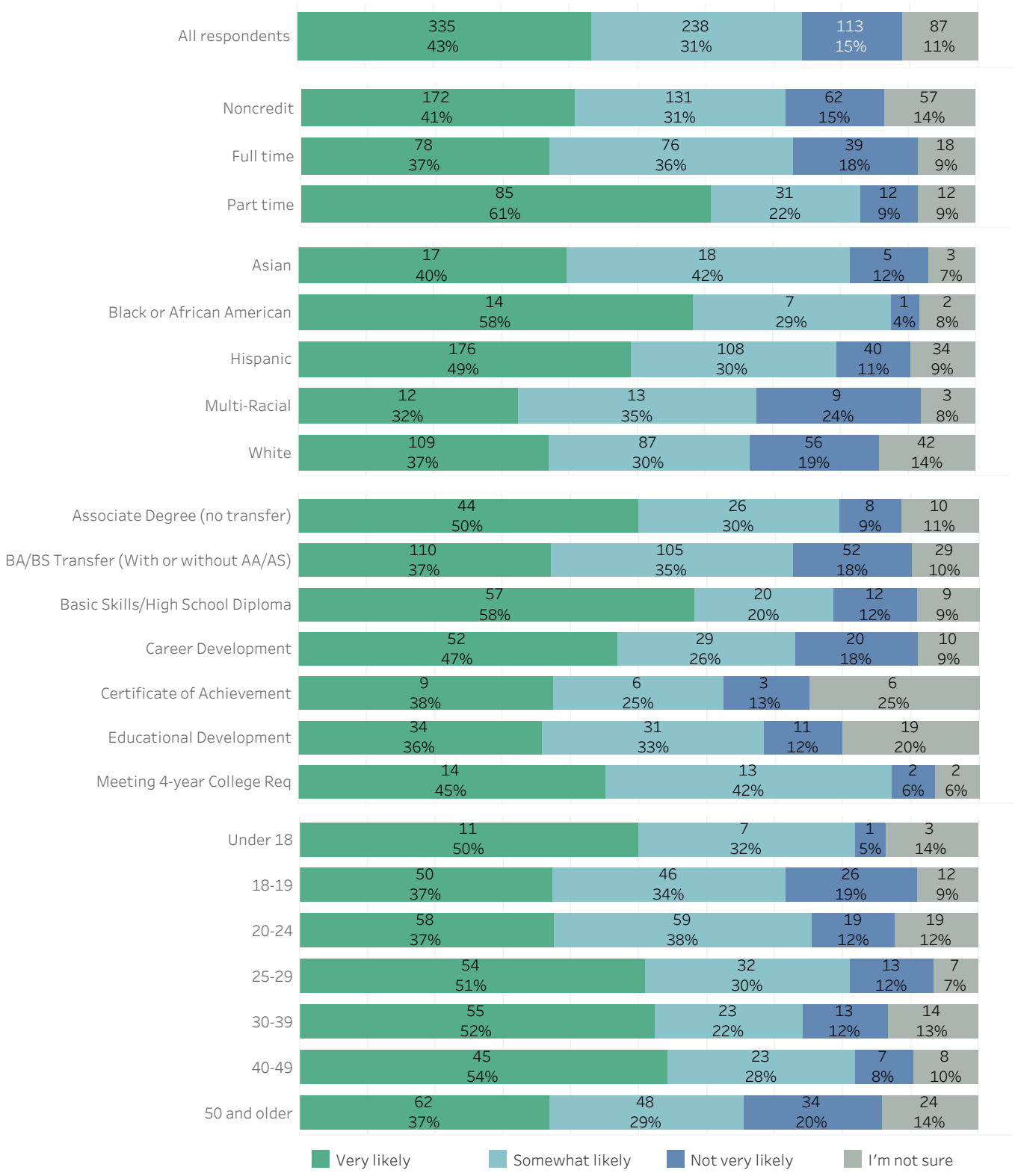
Q7. What are the best times of the day and days of the week for you to attend in-person/hybrid courses at COM?

*(only students who intend to take at least one in-person/hybrid course in Spring 2023)*

| N=488 | | All respondents | Part time | Full time | Noncredit |
|---|---|---|---|---|---|
| Mon | Early morning (8am-10am) | 46% | 43% | 54% | 36% |
| | Late morning (10am-noon) | 59% | 56% | 76% | 26% |
| | Afternoon (noon-3pm) | 44% | 44% | 58% | 10% |
| | Late afternoon (3-6pm) | 24% | 26% | 30% | 8% |
| | Evening (6-10pm) | 33% | 33% | 24% | 47% |
| Tues | Early morning (8am-10am) | 50% | 45% | 61% | 36% |
| | Late morning (10am-noon) | 62% | 63% | 78% | 22% |
| | Afternoon (noon-3pm) | 45% | 44% | 63% | 14% |
| | Late afternoon (3-6pm) | 26% | 26% | 34% | 16% |
| | Evening (6-10pm) | 33% | 31% | 23% | 59% |
| Wed | Early morning (8am-10am) | 48% | 44% | 56% | 52% |
| | Late morning (10am-noon) | 60% | 59% | 75% | 35% |
| | Afternoon (noon-3pm) | 43% | 44% | 57% | 17% |
| | Late afternoon (3-6pm) | 23% | 24% | 29% | 16% |
| | Evening (6-10pm) | 31% | 32% | 21% | 48% |
| Thurs | Early morning (8am-10am) | 49% | 43% | 59% | 47% |
| | Late morning (10am-noon) | 61% | 60% | 78% | 30% |
| | Afternoon (noon-3pm) | 44% | 43% | 60% | 12% |
| | Late afternoon (3-6pm) | 24% | 23% | 33% | 8% |
| | Evening (6-10pm) | 32% | 27% | 22% | 51% |
| Fri | Early morning (8am-10am) | 22% | 17% | 25% | 36% |
| | Late morning (10am-noon) | 26% | 27% | 31% | 15% |
| | Afternoon (noon-3pm) | 16% | 17% | 20% | 6% |
| | Late afternoon (3-6pm) | 12% | 15% | 12% | 6% |
| | Evening (6-10pm) | 16% | 16% | 12% | 30% |
| Sat | Early morning (8am-10am) | 19% | 14% | 12% | 41% |
| | Late morning (10am-noon) | 16% | 17% | 14% | 20% |
| | Afternoon (noon-3pm) | 9% | 10% | 8% | 7% |
| | Late afternoon (3-6pm) | 7% | 9% | 6% | 4% |
| | Evening (6-10pm) | 8% | 9% | 7% | 10% |

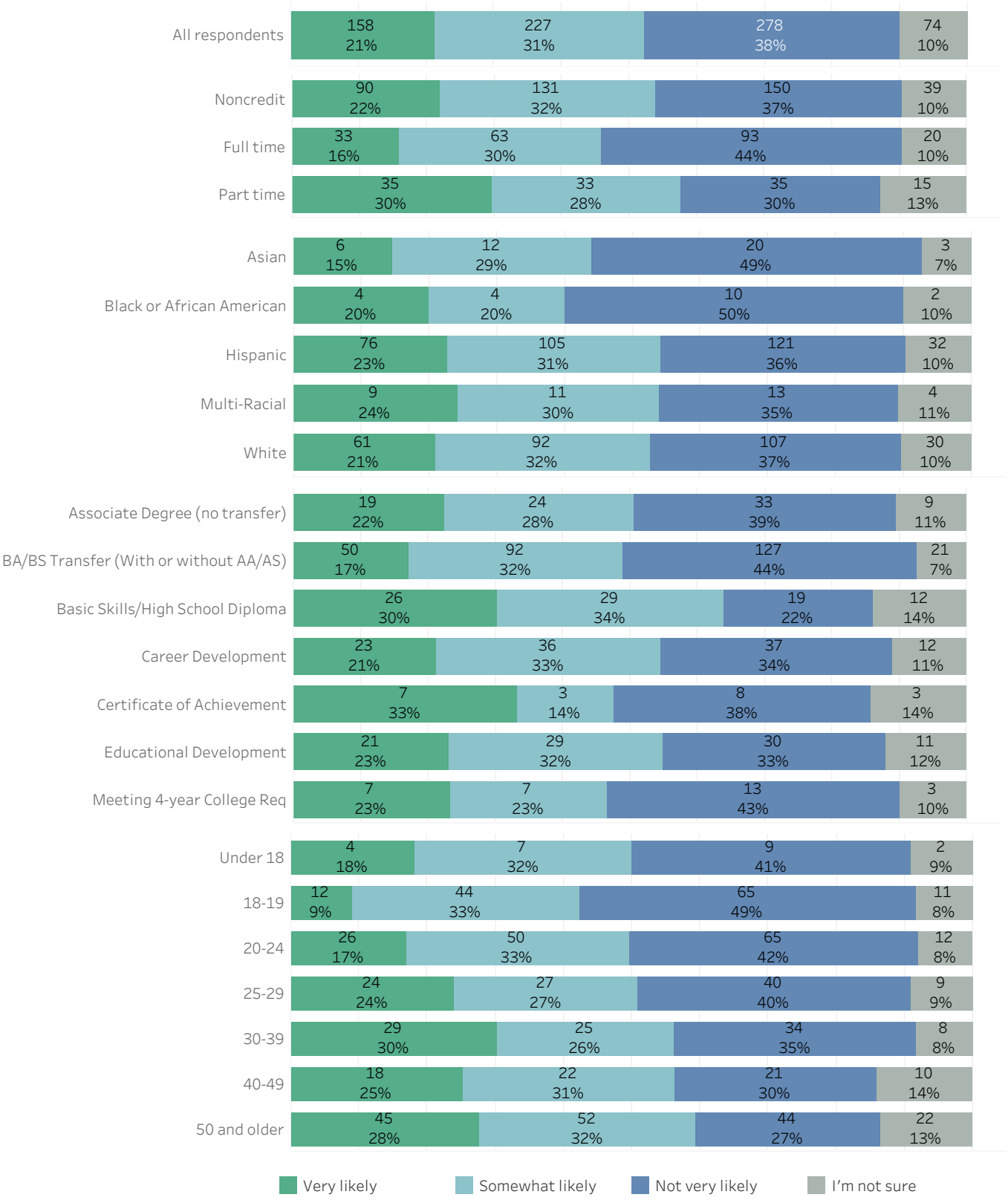
Q8. If the following course options were available, how likely are you to enroll in them?

Short-term courses (8 weeks rather than 16 weeks)



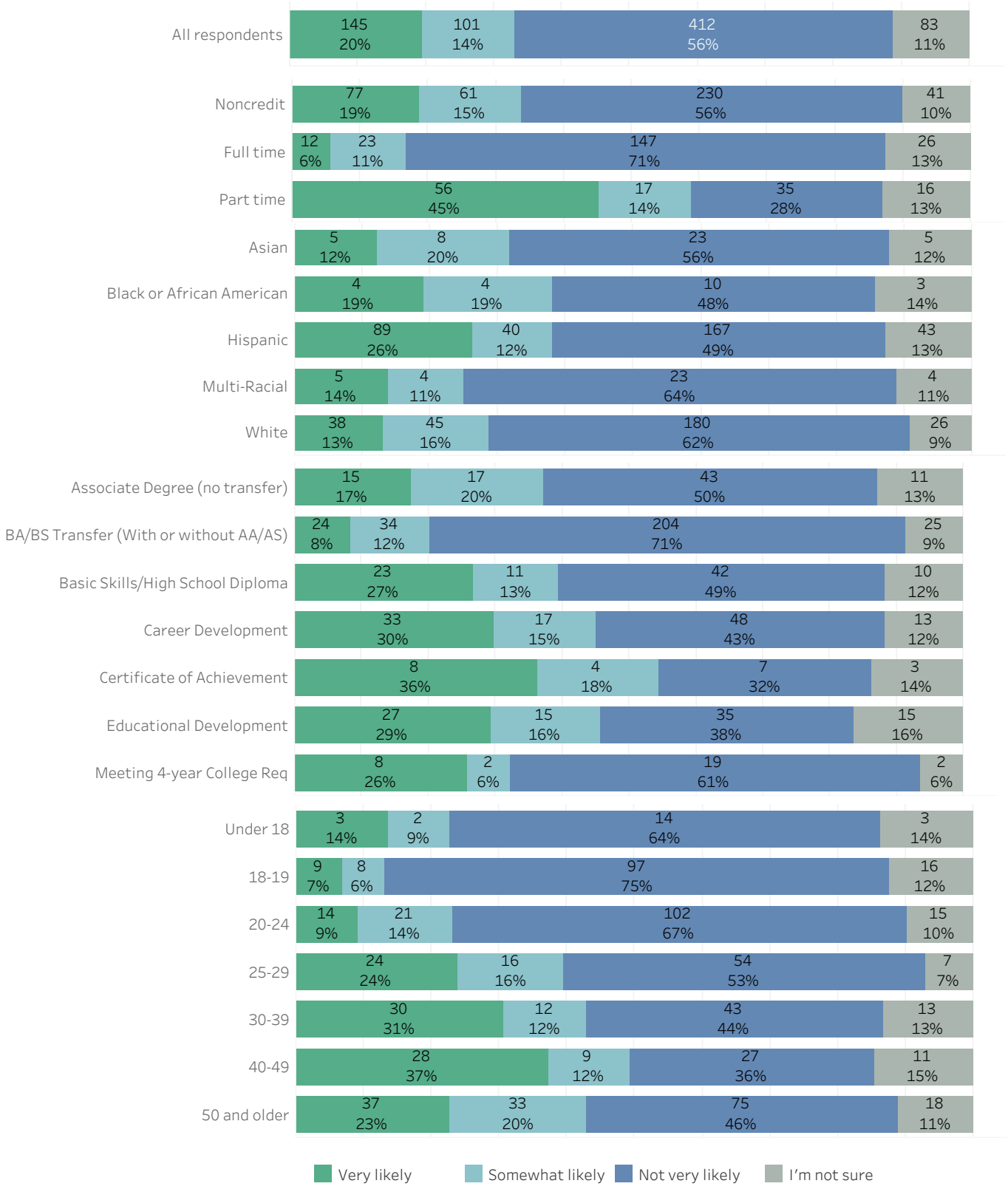
Q8. If the following course options were available, how likely are you to enroll in them?

Courses that meet on Fridays



Q8. If the following course options were available, how likely are you to enroll in them?

Courses that meet on Saturdays



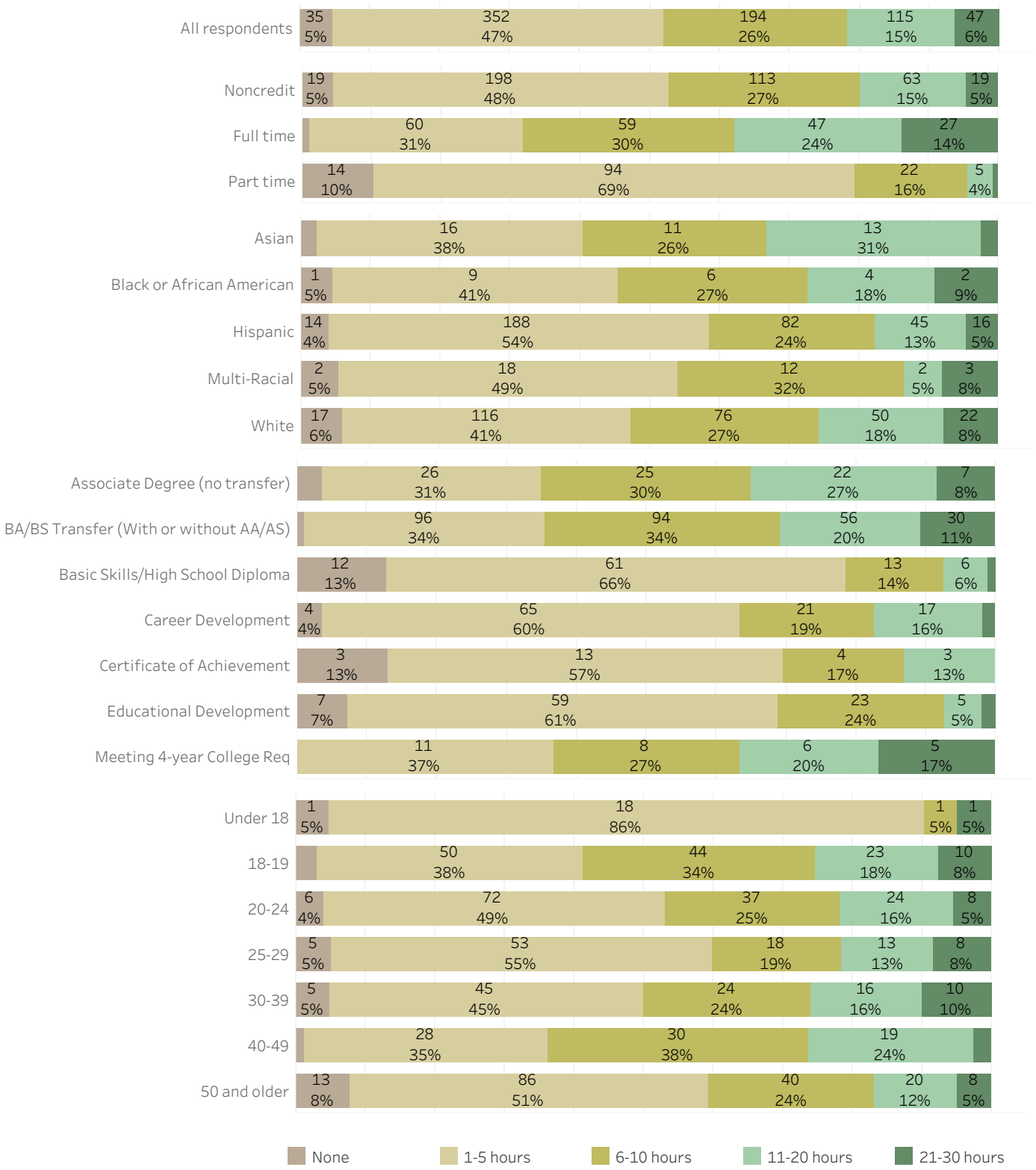
Q9. Are there classes that you would prefer to take online at COM that aren't currently offered online? This may be classes you are currently enrolled in-person, or courses you want to take in the future.

Q9a. Which courses would you prefer to take online? Again, this may be classes you are currently enrolled in in-person, or courses you want to take in the future.

| Department/Subject | # | % of students answering "Yes" to Q9 |
|---|---|---|
| Math/Statistics | 33 | 12% |
| English | 18 | 6% |
| Art | 16 | 6% |
| Anatomy/Physiology | 16 | 6% |
| ESL | 16 | 6% |
| CIS | 12 | 4% |
| Early Childhood Education | 12 | 4% |
| Languages (Spanish, French, Japanese) | 12 | 4% |
| History | 10 | 4% |
| Biology | 10 | 4% |
| Business/Accounting | 9 | 3% |
| Psych | 8 | 3% |
| Communications/Speech | 8 | 3% |
| Nursing | 7 | 2% |
| Political Science | 7 | 2% |
| Real | 6 | 2% |
| Anthropology | 6 | 2% |
| Economics | 5 | 2% |
| Music | 3 | 1% |
| Medical Assisting (160/166) | 3 | 1% |
| Chemistry | 3 | 1% |
| Multimedia | 2 | 1% |
| Ethnic Studies | 2 | 1% |

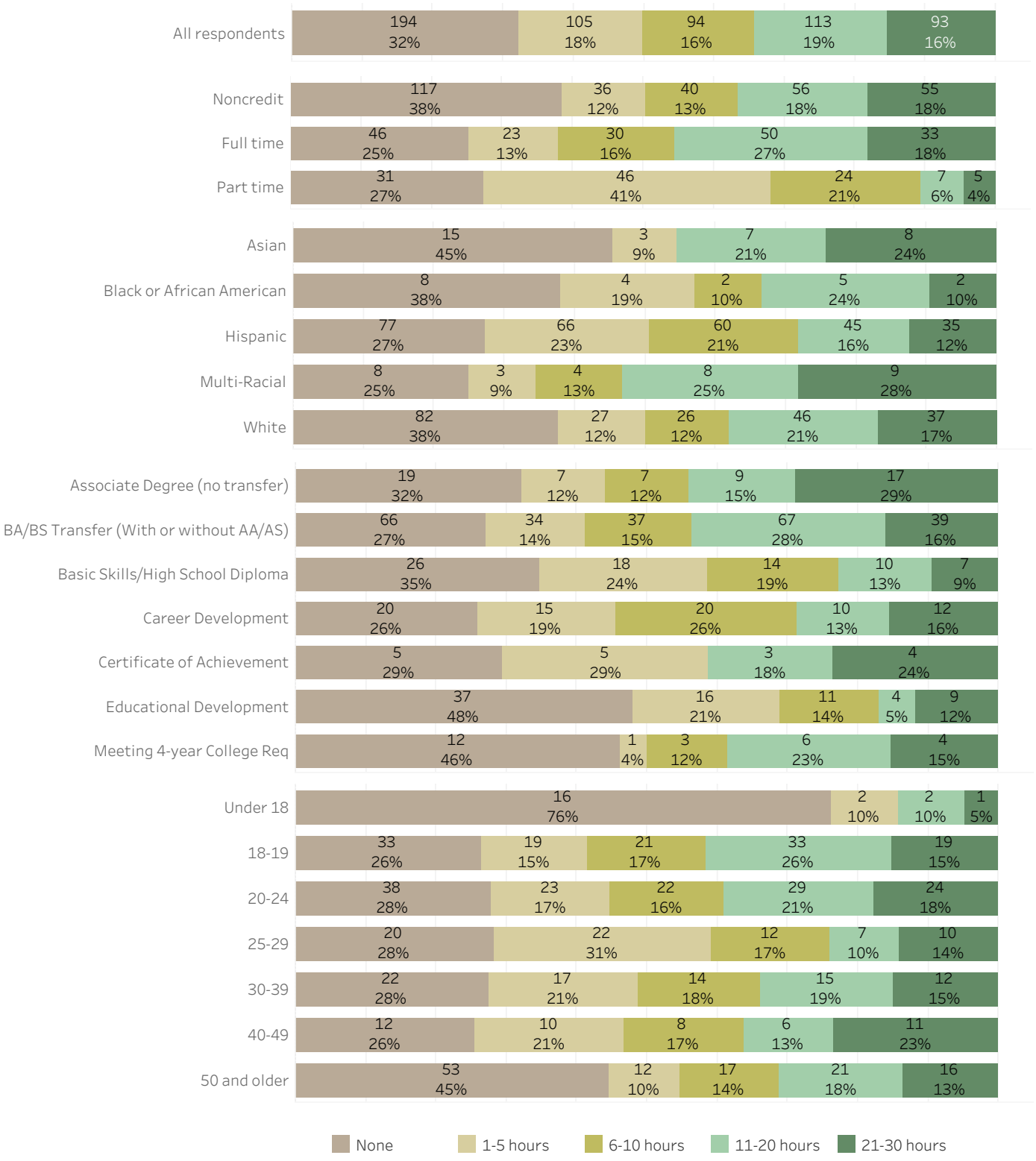
Q10. About how many hours do you spend in a typical 7-day week doing each of the following?

Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)



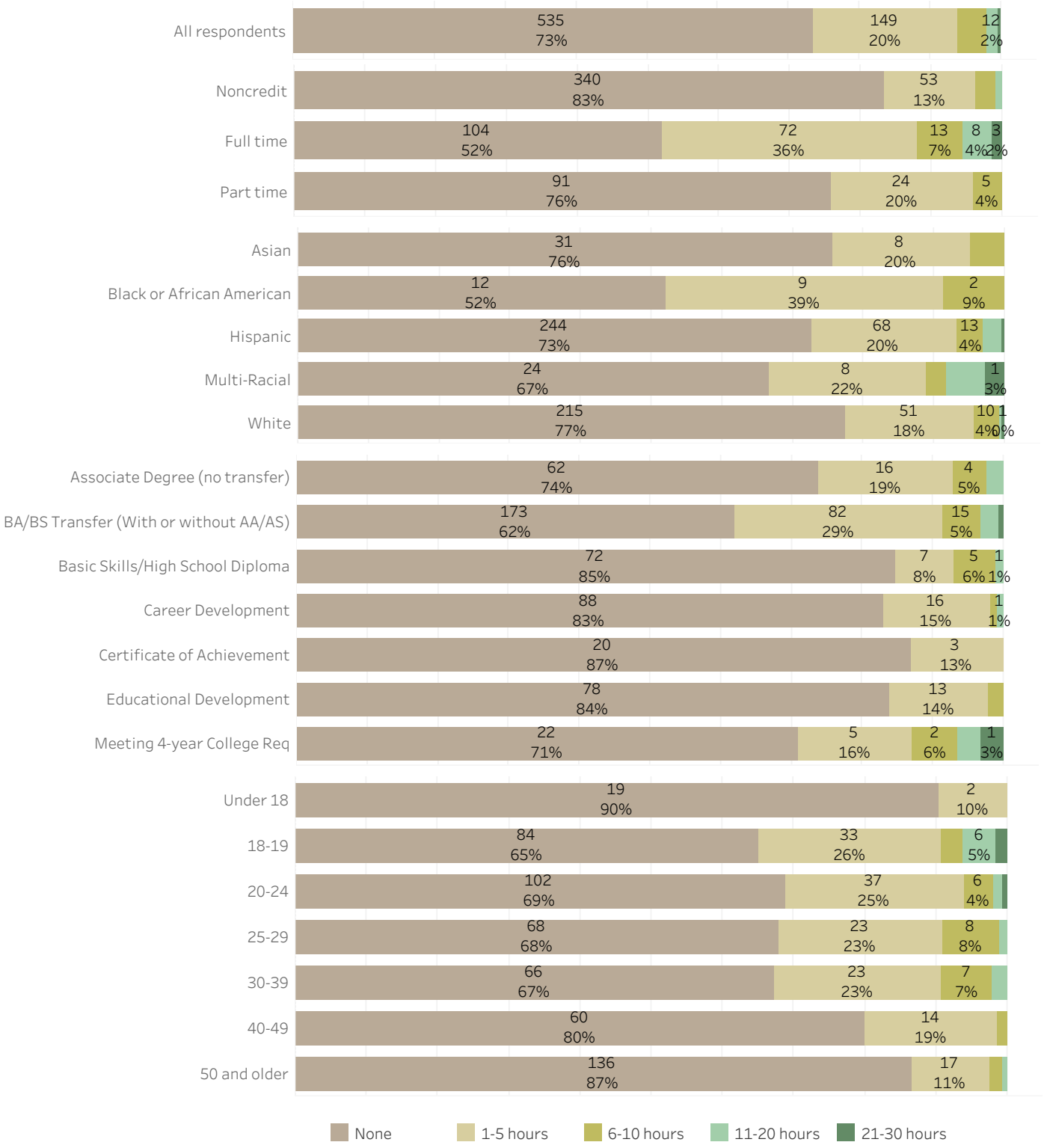
Q10. About how many hours do you spend in a typical 7-day week doing each of the following?

Working for pay



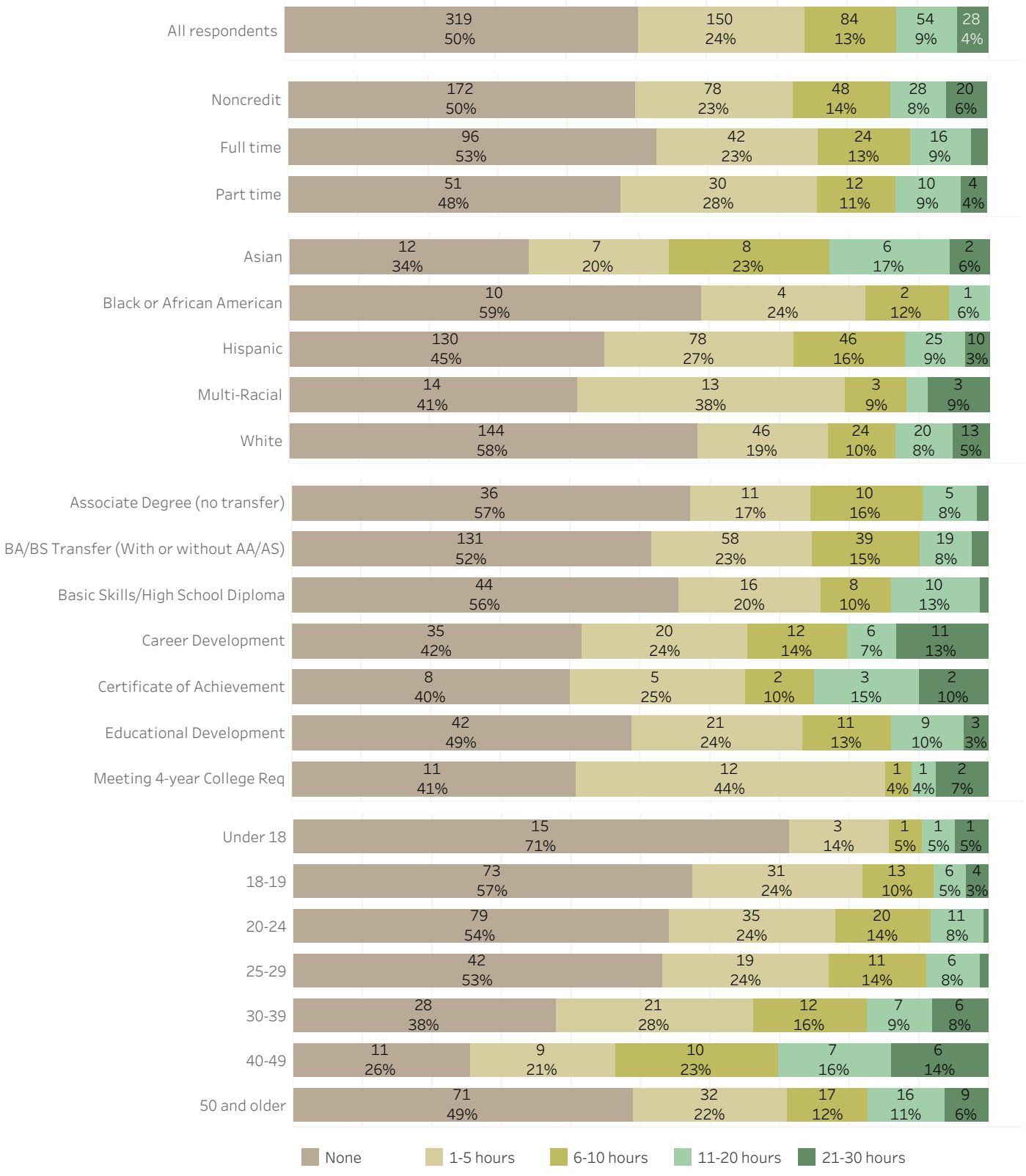
Q10. About how many hours do you spend in a typical 7-day week doing each of the following?

Participating in college-sponsored activities (organizations, campus publications, student government, intramural sports, etc.)



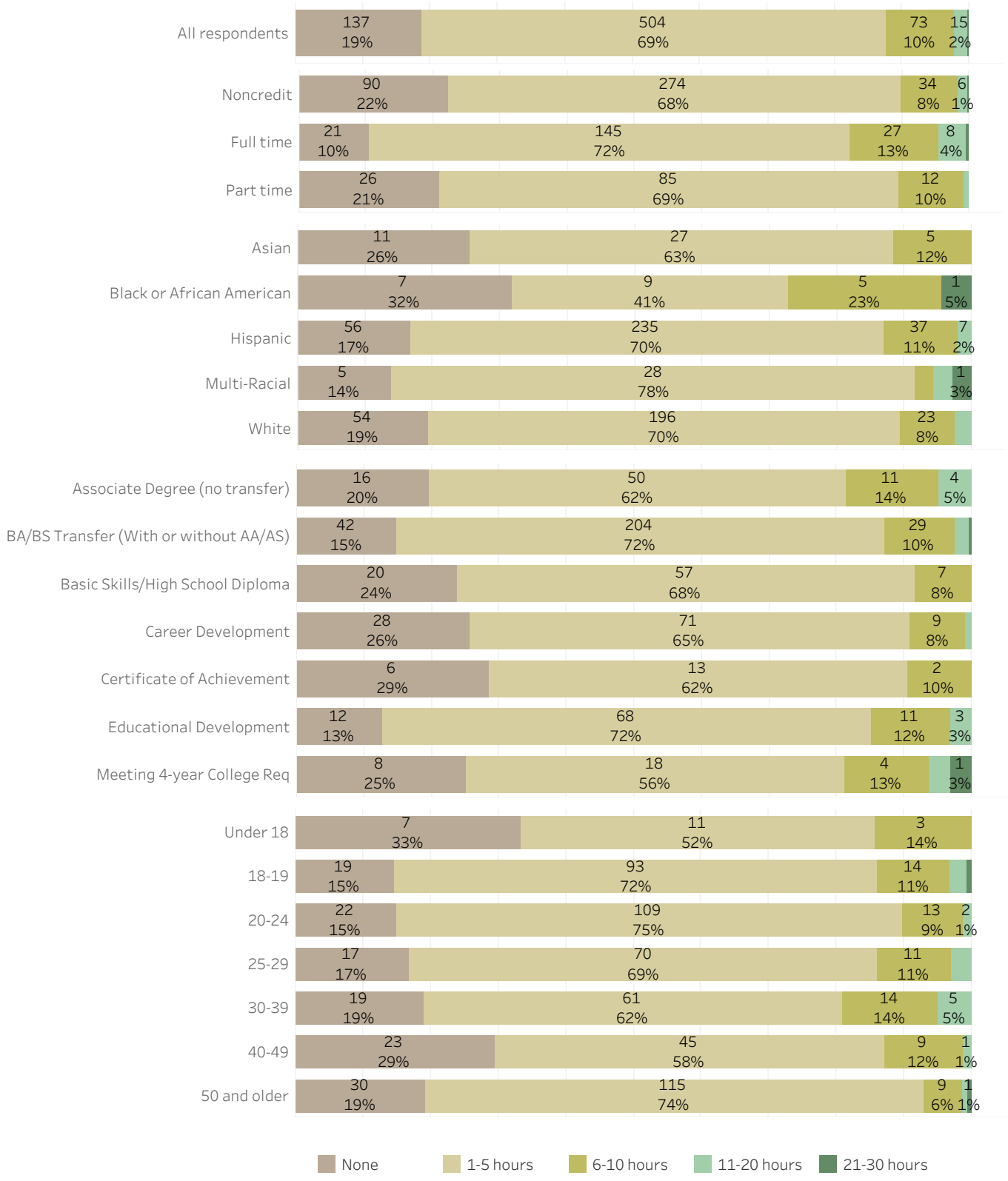
Q10. About how many hours do you spend in a typical 7-day week doing each of the following?

Providing care for dependents living with you (parents, children, spouse, etc.)

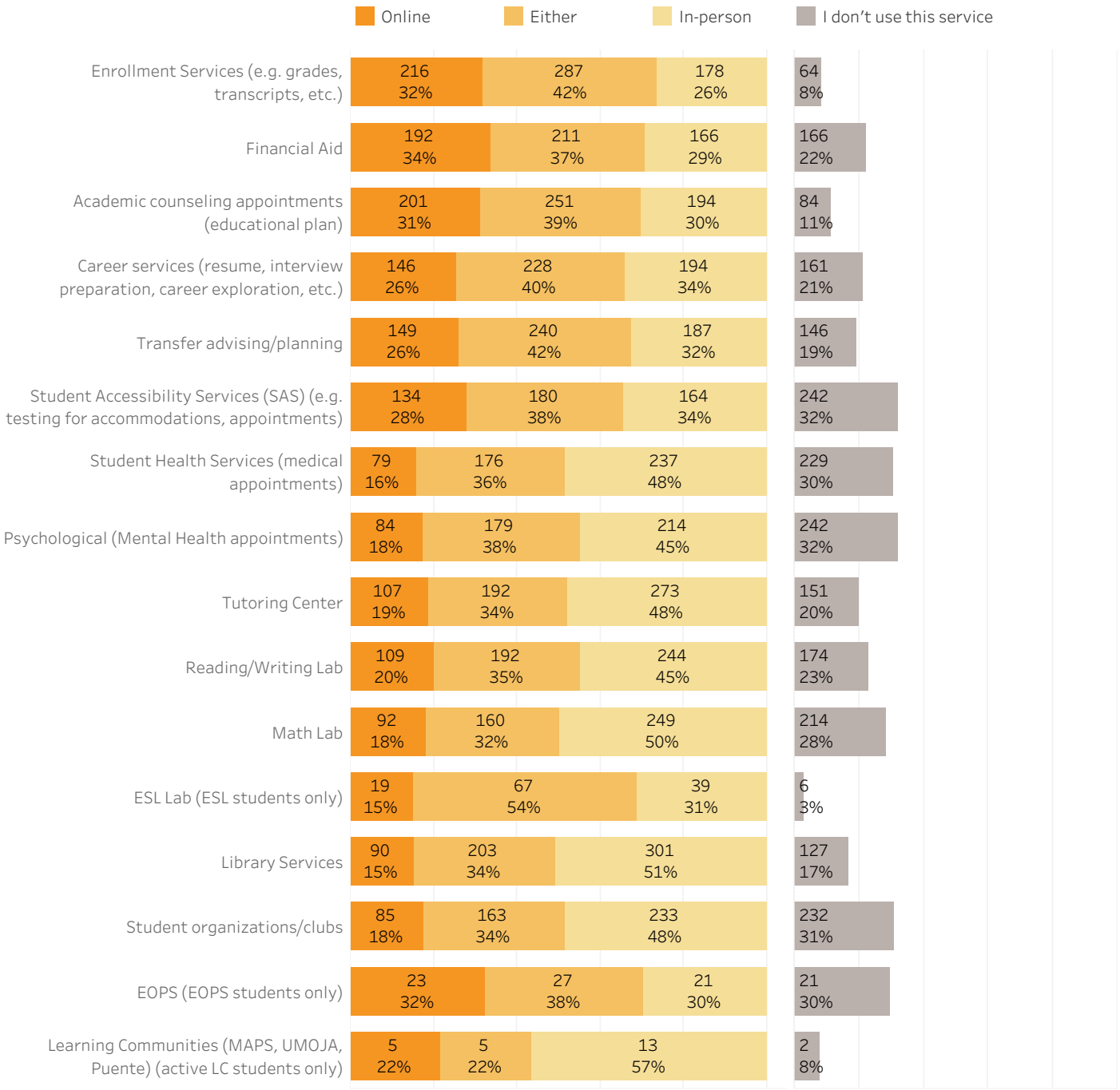


Q10. About how many hours do you spend in a typical 7-day week doing each of the following?

## Commuting to and from classes



Q11. When you need help from someone in the following student services, how would you prefer to meet with them?



Q12. When you need help from someone in the following student services, when would you prefer to meet with them?

| | Morning (8am-noon) | Afternoon (noon-5pm) | Evening (5pm-9pm) |
|---|---|---|---|
| **Enrollment Services (e.g. grades, transcripts, etc.) (N=689 responses)** | | | |
| All respondents | 52% | 42% | 25% |
| Part time | 41% | 48% | 22% |
| Full time | 55% | 60% | 16% |
| Noncredit | 39% | 23% | 41% |
| Either online or in-person meetings work for me | 53% | 47% | 22% |
| In-person meetings | 58% | 51% | 19% |
| Online meetings | 48% | 46% | 30% |
| **Financial Aid (N=587 responses)** | | | |
| All respondents | 47% | 46% | 27% |
| Part time | 51% | 45% | 24% |
| Full time | 51% | 62% | 18% |
| Noncredit | 30% | 21% | 50% |
| Either online or in-person meetings work for me | 53% | 51% | 28% |
| In-person meetings | 50% | 47% | 25% |
| Online meetings | 43% | 44% | 29% |
| **Academic counseling appointments (educational plan) (N=669 responses)** | | | |
| All respondents | 47% | 48% | 24% |
| Part time | 50% | 49% | 25% |
| Full time | 54% | 62% | 19% |
| Noncredit | 27% | 23% | 29% |
| Either online or in-person meetings work for me | 52% | 57% | 24% |
| In-person meetings | 45% | 48% | 23% |
| Online meetings | 48% | 43% | 28% |
| **Career services (resume, interview preparation, career exploration, etc.) (N=592 responses)** | | | |
| All respondents | 44% | 44% | 22% |
| Part time | 47% | 44% | 23% |
| Full time | 51% | 58% | 16% |
| Noncredit | 23% | 21% | 31% |
| Either online or in-person meetings work for me | 45% | 53% | 23% |
| In-person meetings | 46% | 44% | 23% |
| Online meetings | 45% | 36% | 25% |

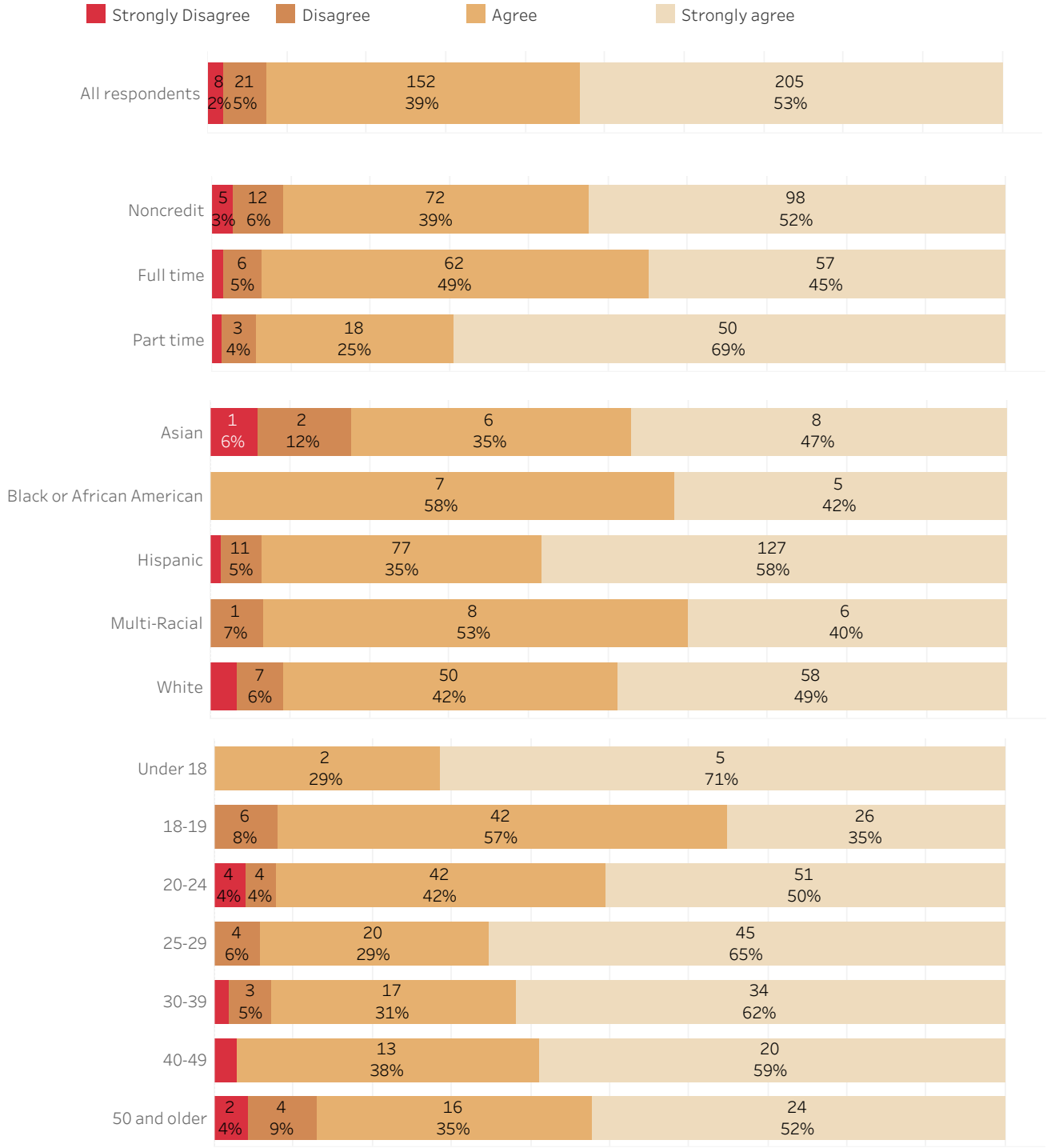
| | Morning (8am-noon) | Afternoon (noon-5pm) | Evening (5pm-9pm) |
|---|---|---|---|
| **Transfer advising/planning (N=607 responses)** | | | |
| All respondents | 46% | 45% | 23% |
| Part time | 48% | 44% | 25% |
| Full time | 53% | 60% | 16% |
| Noncredit | 27% | 18% | 31% |
| Either online or in-person meetings work for me | 48% | 53% | 26% |
| In-person meetings | 49% | 47% | 21% |
| Online meetings | 50% | 38% | 26% |
| **Student Accessibility Services (SAS) (e.g. testing for accommodations, appointments) (N=511 resp** | | | |
| All respondents | 44% | 42% | 22% |
| Part time | 44% | 41% | 24% |
| Full time | 54% | 57% | 15% |
| Noncredit | 28% | 21% | 28% |
| Either online or in-person meetings work for me | 47% | 50% | 24% |
| In-person meetings | 47% | 49% | 21% |
| Online meetings | 46% | 32% | 26% |
| **Student Health Services (medical appointments) (N=524 responses)** | | | |
| All respondents | 46% | 43% | 23% |
| Part time | 47% | 42% | 25% |
| Full time | 54% | 57% | 17% |
| Noncredit | 30% | 23% | 24% |
| Either online or in-person meetings work for me | 47% | 48% | 28% |
| In-person meetings | 53% | 46% | 21% |
| Online meetings | 41% | 37% | 25% |
| **Psychological (Mental Health appointments) (N=511 responses)** | | | |
| All respondents | 43% | 44% | 24% |
| Part time | 46% | 43% | 28% |
| Full time | 51% | 59% | 17% |
| Noncredit | 24% | 24% | 27% |
| Either online or in-person meetings work for me | 46% | 51% | 32% |
| In-person meetings | 49% | 47% | 23% |
| Online meetings | 38% | 38% | 23% |

| | Morning (8am-noon) | Afternoon (noon-5pm) | Evening (5pm-9pm) |
|---|---|---|---|
| **Tutoring Center (N=602 responses)** | | | |
| All respondents | 47% | 46% | 31% |
| Part time | 52% | 64% | 27% |
| Full time | 19% | 25% | 25% |
| Noncredit | 48% | 49% | 34% |
| Either online or in-person meetings work for me | 46% | 56% | 28% |
| In-person meetings | 40% | 40% | 29% |
| Online meetings | | | |
| **Reading/Writing Lab (N=579 responses)** | | | |
| All respondents | 42% | 47% | 28% |
| Part time | 44% | 45% | 30% |
| Full time | 50% | 65% | 24% |
| Noncredit | 26% | 21% | 31% |
| Either online or in-person meetings work for me | 46% | 48% | 36% |
| In-person meetings | 46% | 53% | 26% |
| Online meetings | 41% | 44% | 28% |
| **Math Lab (N=539 responses)** | | | |
| All respondents | 41% | 45% | 29% |
| Part time | 42% | 43% | 31% |
| Full time | 50% | 63% | 25% |
| Noncredit | 25% | 20% | 29% |
| Either online or in-person meetings work for me | 45% | 48% | 36% |
| In-person meetings | 45% | 52% | 28% |
| Online meetings | 41% | 41% | 30% |
| **ESL Lab [ONLY IF ENROLLED IN ESL] (N=190 responses)** | | | |
| All respondents | 24% | 14% | 27% |
| Part time | 19% | 25% | 38% |
| Full time | 29% | 43% | 0% |
| Noncredit | 24% | 12% | 28% |
| Either online or in-person meetings work for me | 30% | 25% | 45% |
| In-person meetings | 44% | 15% | 44% |
| Online meetings | 42% | 21% | 26% |

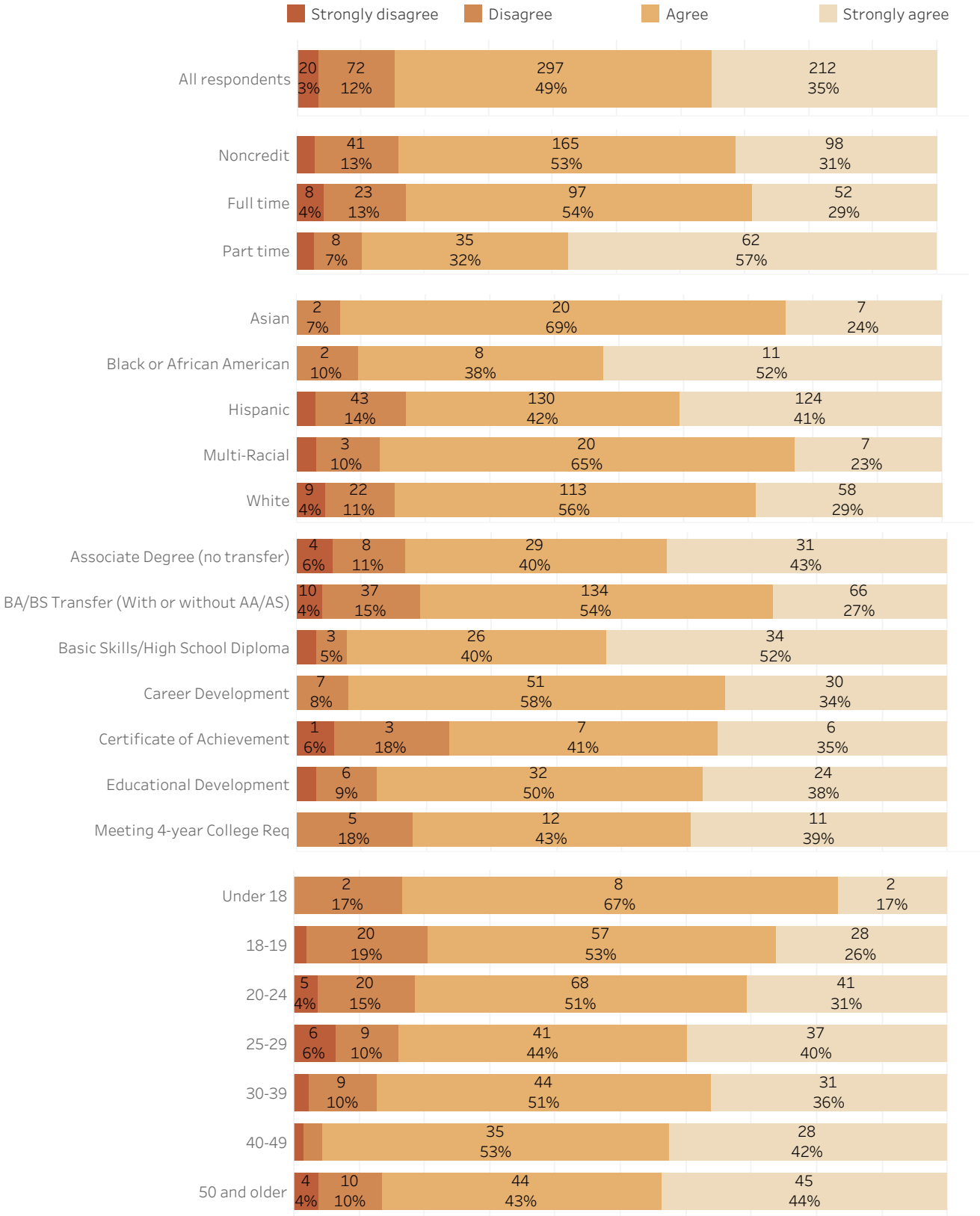
| | Morning (8am-noon) | Afternoon (noon-5pm) | Evening (5pm-9pm) |
|---|---|---|---|
| **Library Services (N=626 responses)** | | | |
| All respondents | 39% | 42% | 25% |
| Part time | 40% | 40% | 26% |
| Full time | 46% | 59% | 23% |
| Noncredit | 25% | 22% | 25% |
| Either online or in-person meetings work for me | 40% | 39% | 27% |
| In-person meetings | 42% | 47% | 24% |
| Online meetings | 34% | 39% | 29% |
| **Student organizations/clubs (N=521 responses)** | | | |
| All respondents | 37% | 45% | 26% |
| Part time | 37% | 44% | 30% |
| Full time | 44% | 63% | 17% |
| Noncredit | 25% | 20% | 30% |
| Either online or in-person meetings work for me | 39% | 52% | 28% |
| In-person meetings | 42% | 54% | 27% |
| Online meetings | 35% | 31% | 29% |
| **Computer lab (N=689 responses)** | | | |
| All respondents | 42% | 44% | 29% |
| Part time | 43% | 42% | 31% |
| Full time | 48% | 61% | 23% |
| Noncredit | 30% | 24% | 32% |
| Either online or in-person meetings work for me | - | - | - |
| In-person meetings | - | - | - |
| Online meetings | - | - | - |
| **EOPS (N=50 responses)** | | | |
| All respondents | 78% | 63% | 31% |
| Part time | 84% | 55% | 44% |
| Full time | 74% | 66% | 26% |
| Noncredit | | | |
| Either online or in-person meetings work for me | 78% | 52% | 26% |
| In-person meetings | 100% | 100% | 100% |
| Online meetings | 70% | 52% | 26% |

| | Morning (8am-noon) | Afternoon (noon-5pm) | Evening (5pm-9pm) |
|---|---|---|---|
| **Learning Communities (MAPS, UMOJA, Puente) (only actively enrolled LC students) (N=23 respon** | | | |
| All respondents | 52% | 52% | 22% |
| Part time | 45% | 64% | 27% |
| Full time | 58% | 42% | 17% |
| Noncredit | - | - | - |
| Either online or in-person meetings work for me | 60% | 60% | 20% |
| In-person meetings | 46% | 54% | 8% |
| Online meetings | 60% | 40% | 60% |

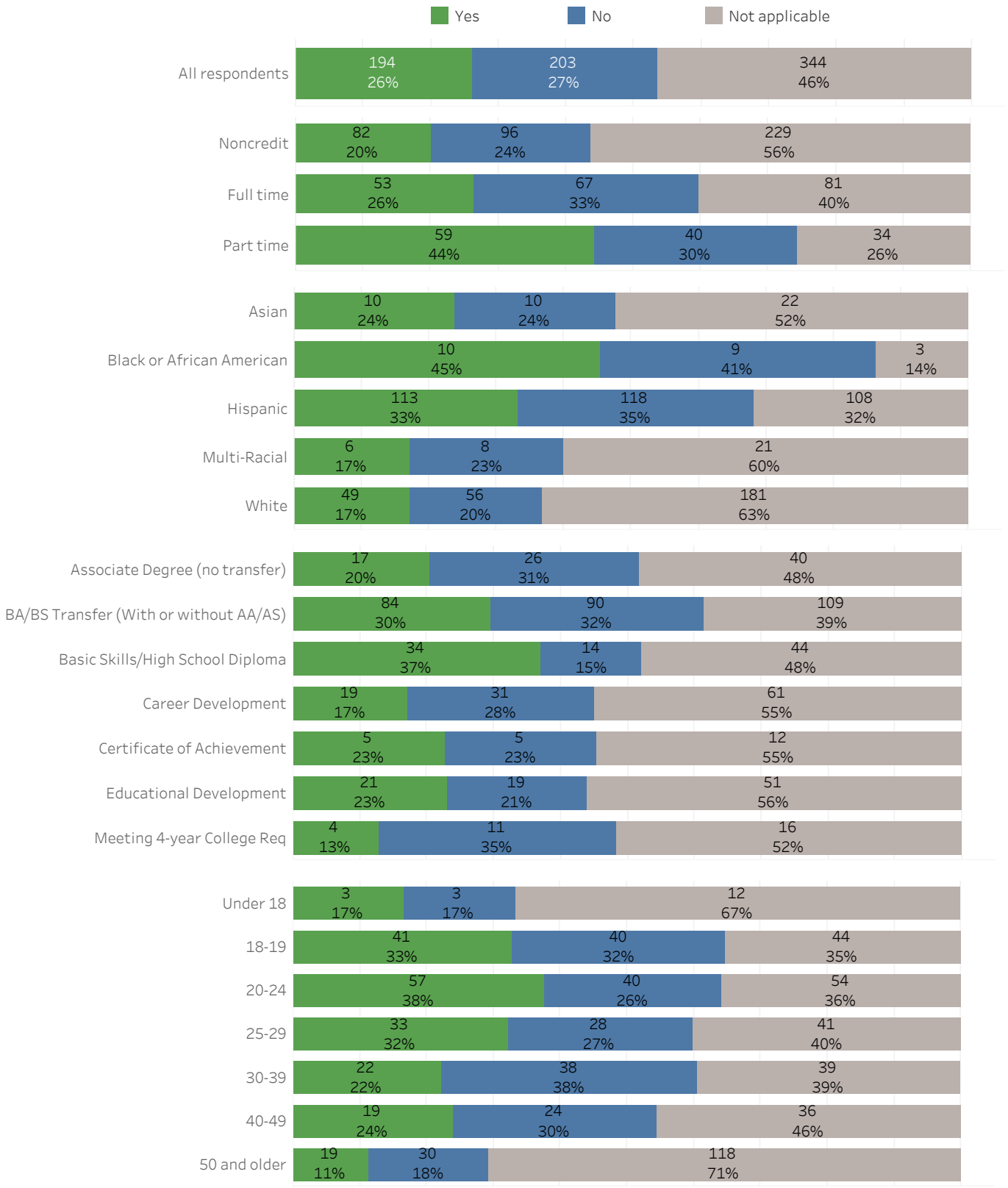
Q13. COM has provided me with adequate information to support my accessibility needs (reasonable accommodations, disability, support services, etc.).



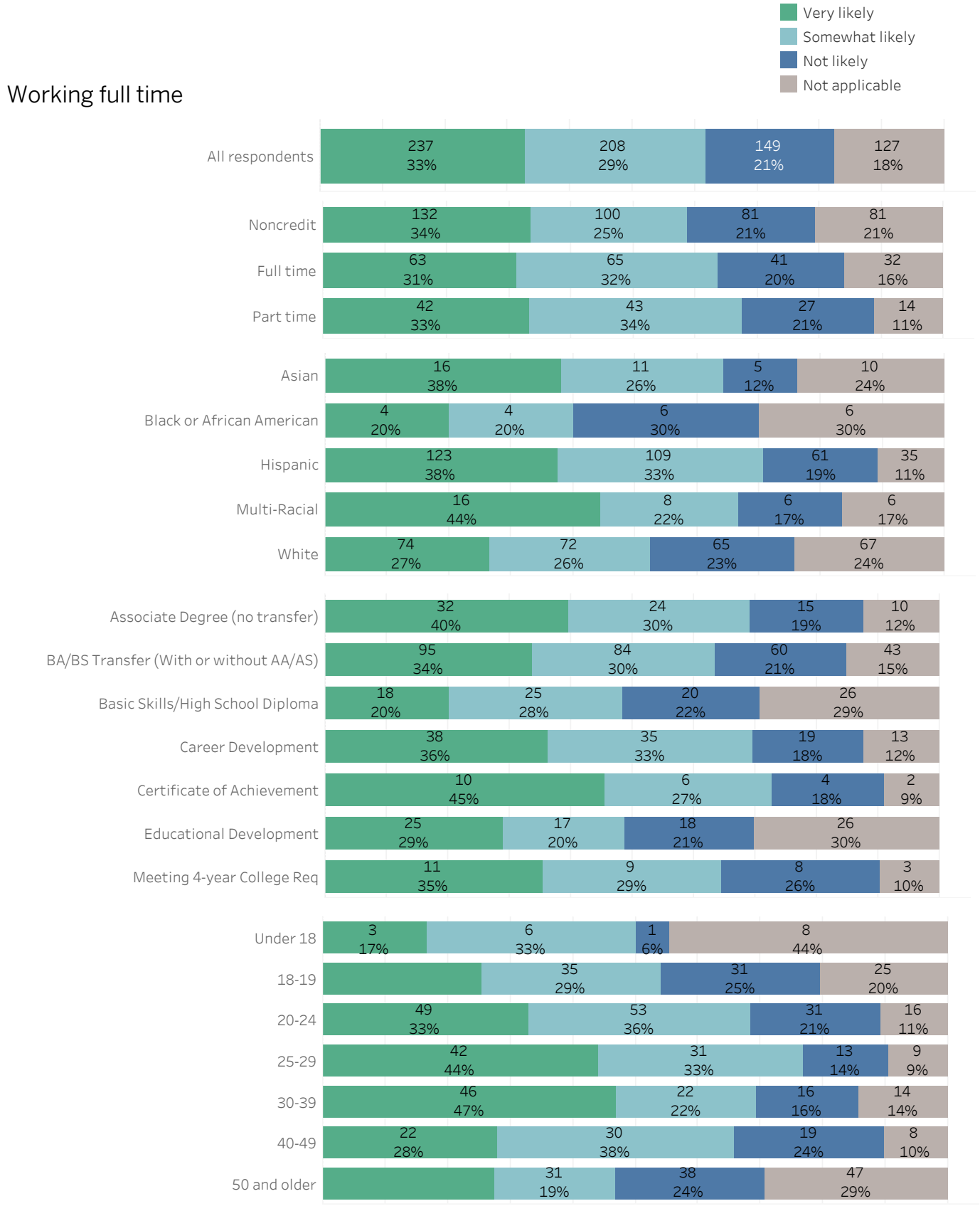
Q14. COM has provided me with adequate information about financial assistance scholarships, grant, loans etc.



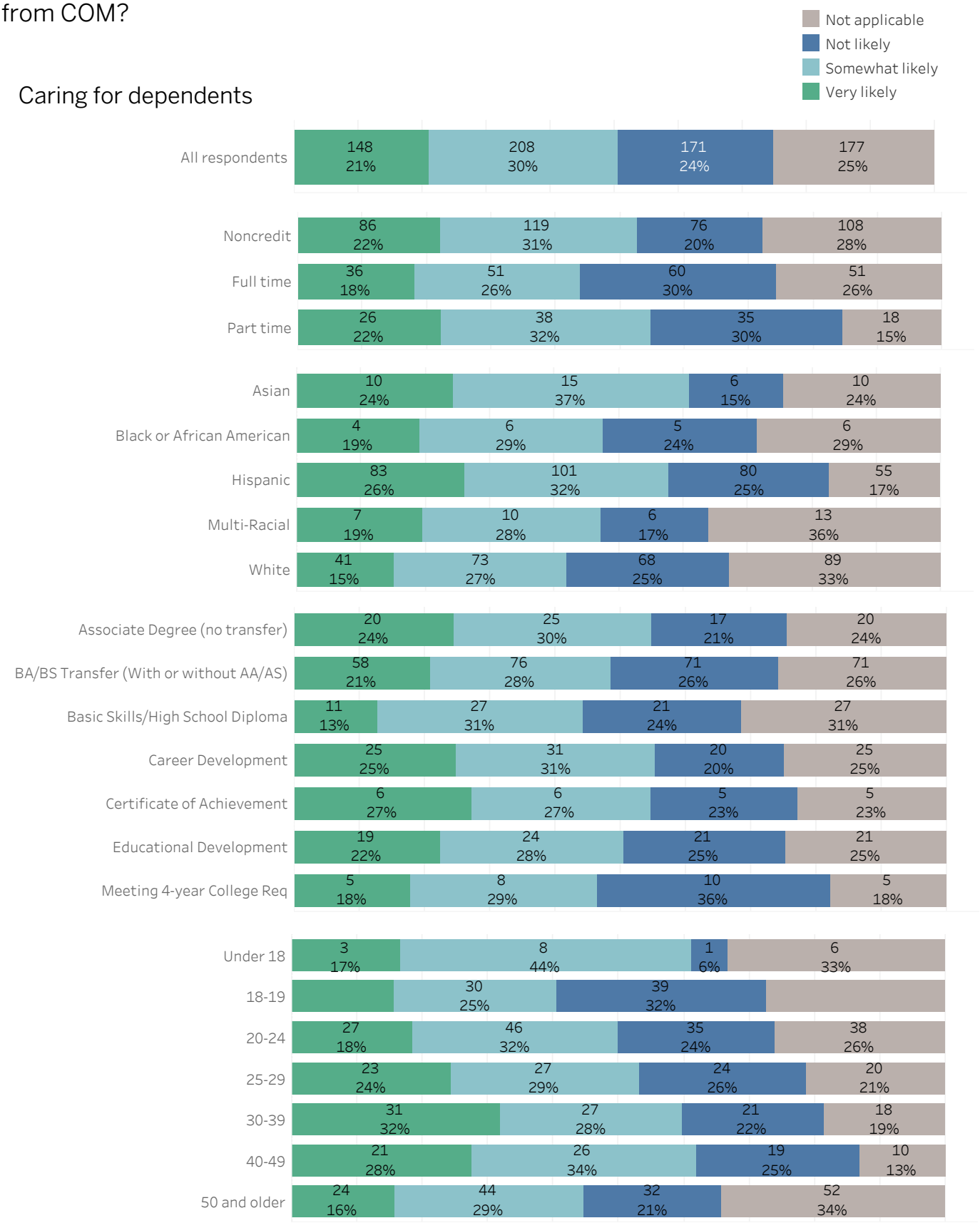
Q15. Someone at COM contacts me if I am struggling with my studies to help me get the assistance I need.



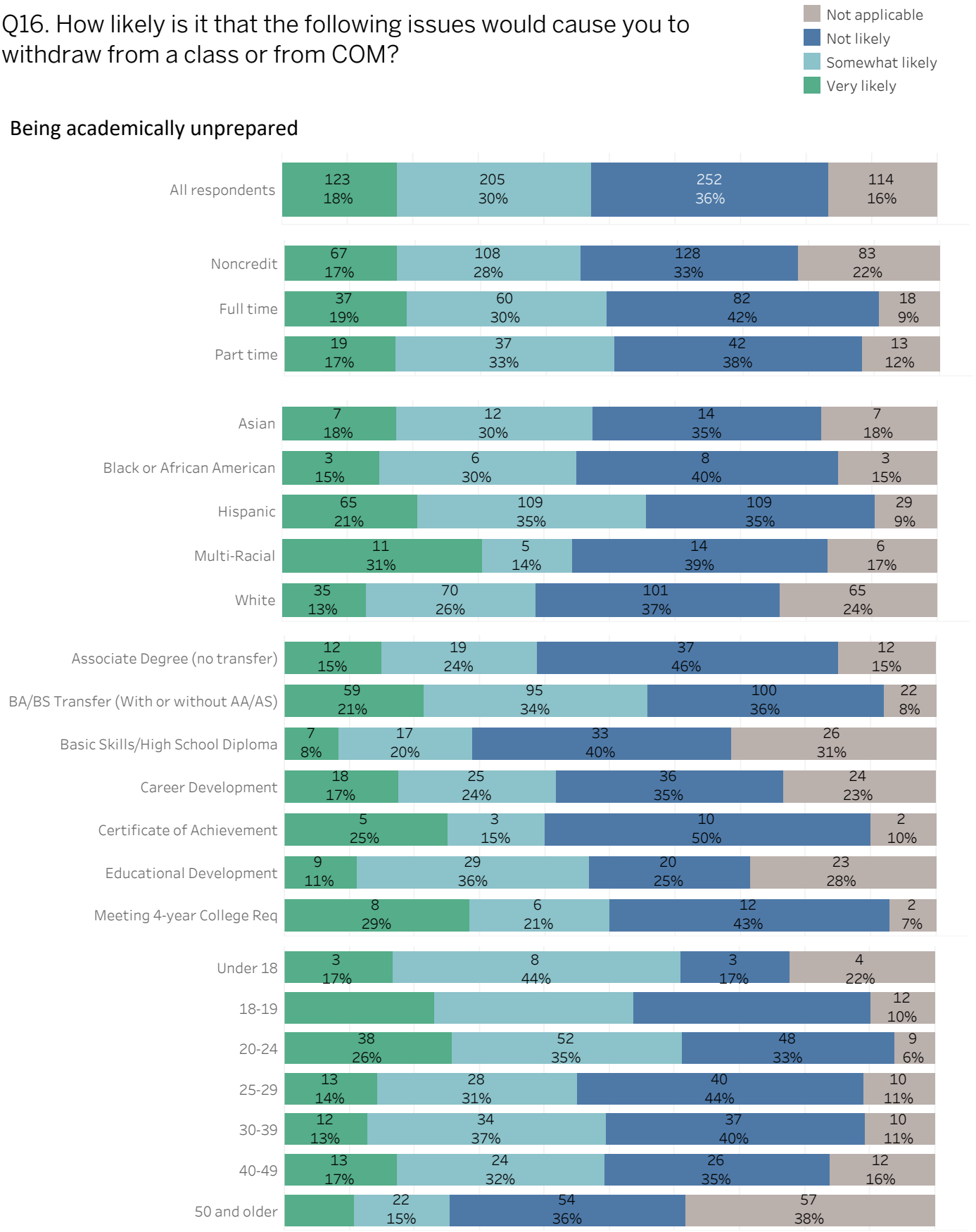
Q16. How likely is it that the following issues would cause you to withdraw from a class or from COM?



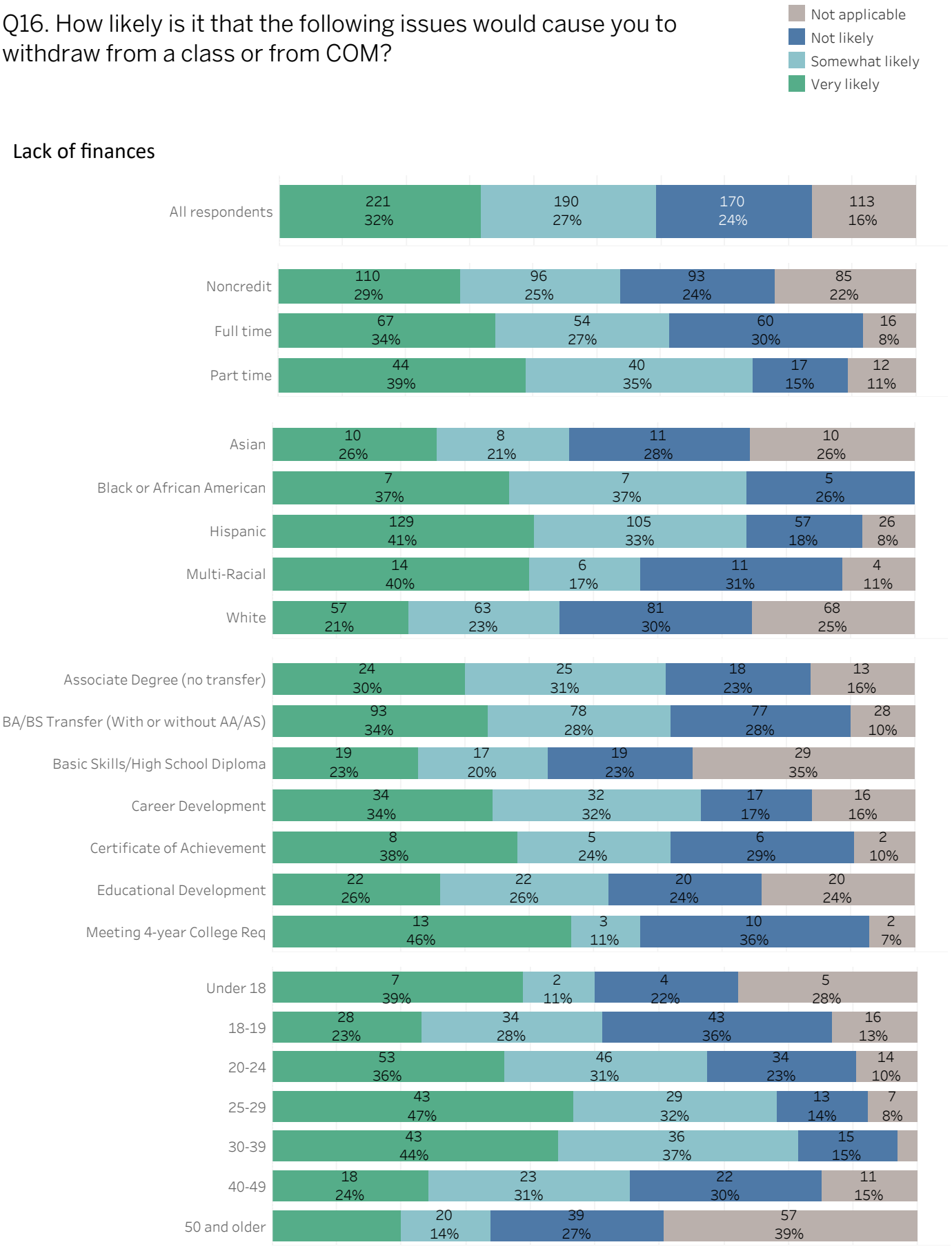
Q16. How likely is it that the following issues would cause you to withdraw from a class or from COM?



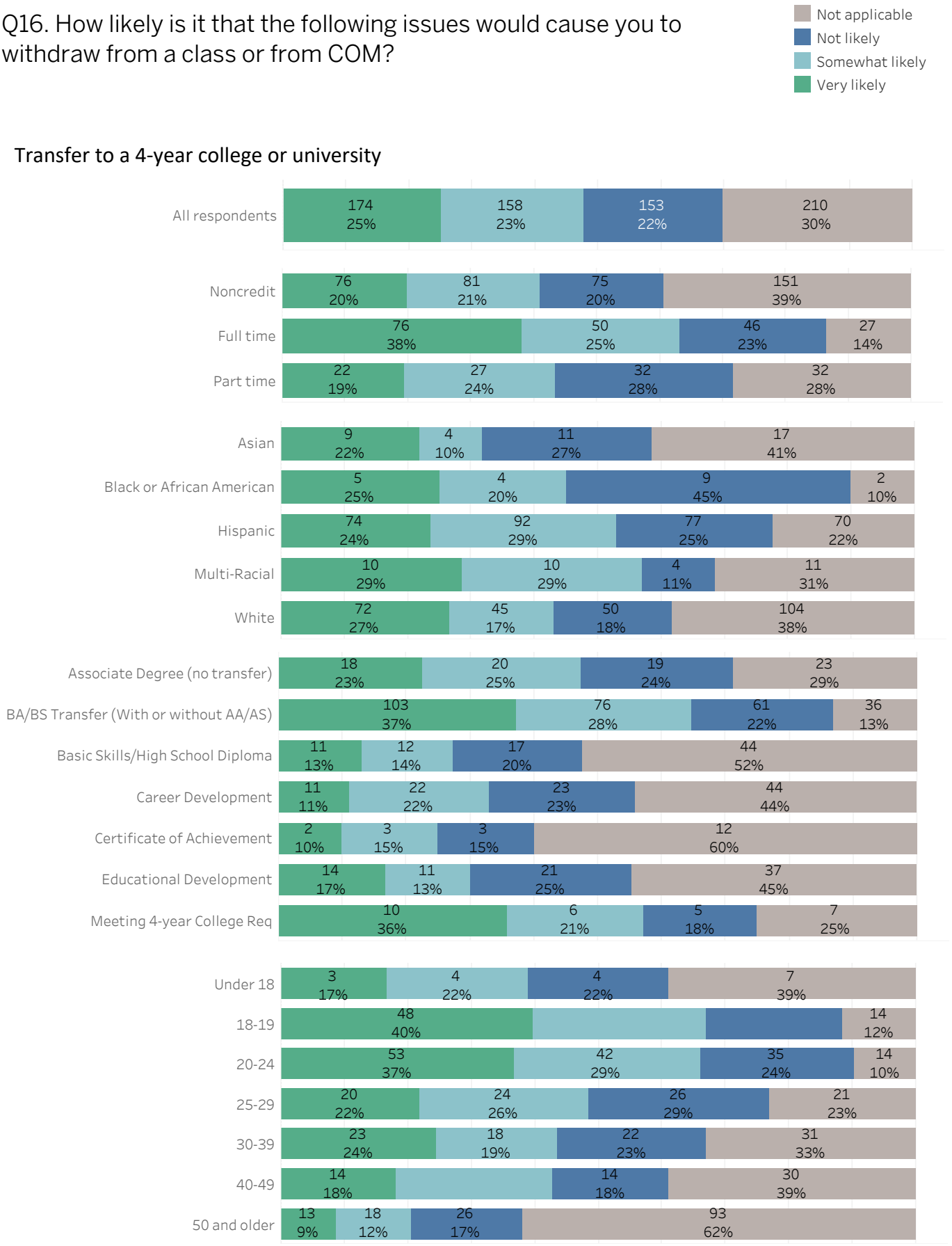
Q16. How likely is it that the following issues would cause you to withdraw from a class or from COM?



Q16. How likely is it that the following issues would cause you to withdraw from a class or from COM?

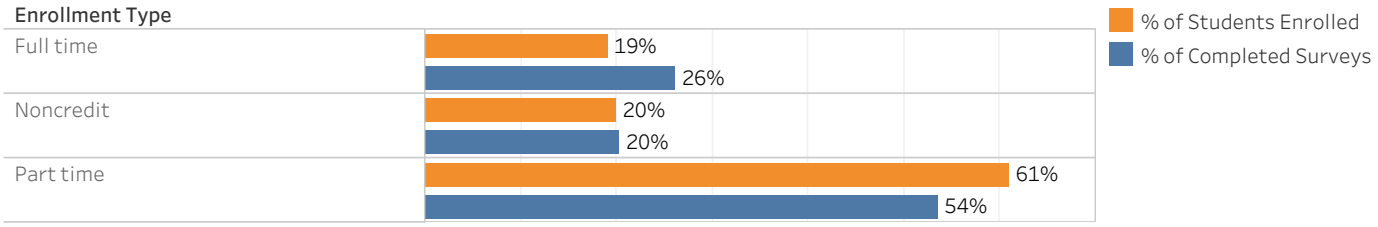
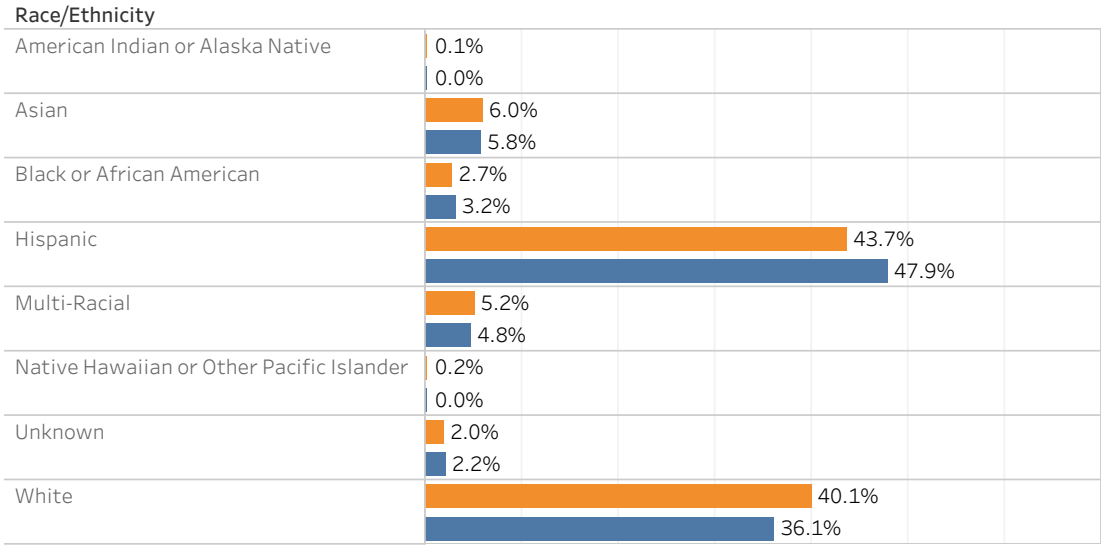
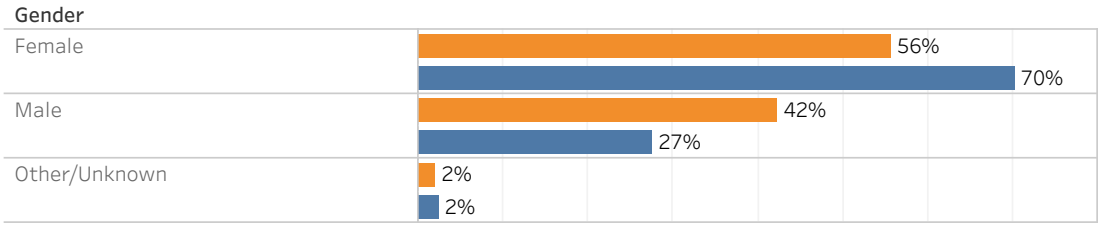
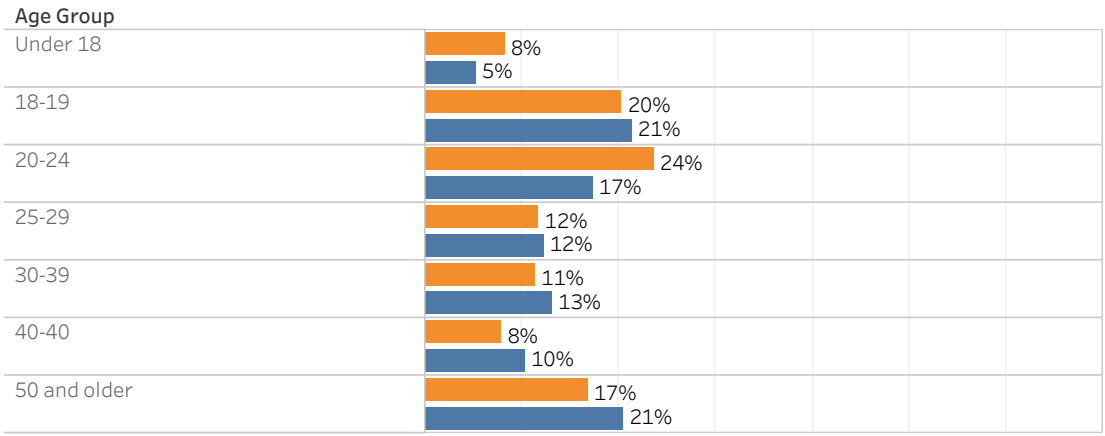


Q16. How likely is it that the following issues would cause you to withdraw from a class or from COM?



# Appendix A. Response Rates

## Response Rates by Subgroup

| Enrollment Type | N enrolled students | N Completed Survey | Response Rate |
|---|---|---|---|
| Full time | 1,018 | 229 | 22% |
| Noncredit | 1,060 | 178 | 17% |
| Part time | 3,238 | 471 | 15% |
| | | | |
| Race/Ethnicity | | | |
| American Indian or Alaska Native | 4 | 0 | 0% |
| Asian | 319 | 51 | 16% |
| Black or African American | 145 | 28 | 19% |
| Hispanic | 2,325 | 421 | 18% |
| Multi-Racial | 275 | 42 | 15% |
| Native Hawaiian or Other Pacific Islander | 11 | 0 | 0% |
| Unknown | 106 | 19 | 18% |
| White | 2,131 | 317 | 15% |
| | | | |
| Gender | | | |
| Female | 2,954 | 616 | 21% |
| Male | 2,253 | 241 | 11% |
| Other/Unknown | 109 | 21 | 19% |
| | | | |
| Age Group | | | |
| Under 18 | 441 | 46 | 10% |
| 18-19 | 1,077 | 187 | 17% |
| 20-24 | 1,252 | 152 | 12% |
| 25-29 | 627 | 108 | 17% |
| 30-39 | 606 | 115 | 19% |
| 40-40 | 421 | 90 | 21% |
| 50 and older | 892 | 180 | 20% |

# Representation in Survey Sample by Subgroup