

# Preferred Modality Survey Report

Prepared by the Office of Research, Planning, & Institutional Effectiveness (ORPIE), Spring 2023

The preferred modality for courses and student services survey was administered to Fall 2022 students excluding dual enrollment/concurrent enrollment students. The survey invitation and reminders were sent to students' emails. Flyers were posted on social media and staff/faculty were asked to encourage students to complete the survey. Five gift cards were provided as incentives for students to complete the survey. The survey received a total of 1,140 responses.

## Report Summary

- In general, respondents were continuing GWC students (40%), enroll in credit courses only (90%), and/or have already enrolled in Winter Intersession/Spring 2023 (40%).
- 31% of respondents were on campus two days per week in Fall 2022.
- 30% of respondents indicated they would prefer to be on campus two days per week in future semesters.
- 31% of respondents indicated On-Campus/In-Person as their preferred course modality.
- 72% of respondents indicated that their preferred course modality depends on the time and day.
- 58% of respondents accessed student services via email in Fall 2022.
- Email (60%), On-campus/In-person (50%), and Phone Call (45%) were most frequently in respondents' top three preferred modalities for accessing student services.
- 70% of respondents indicated that their preferred modality for accessing student services on any given day/time depends on whether they have class on campus.
- English (61%), Vietnamese (21%), and Spanish (14%) were the top three languages preferred by respondents for accessing student services.
- 30% of respondents indicated that it would be difficult for them to get to campus for an On-Campus/In-Person course or to access student services.
- 10% of respondents indicated that it would be difficult for them to access materials for online courses or to access student services via Zoom, phone call, text, and/or live chat.

## Respondent Demographics

Figure 1. Survey Response Rate

	Number of Responses	Total Number	Response Rate
Fall 2022 Students	1,140	9,878	11.5%

Note: The unduplicated headcount for Fall 2022 was 10,673 students. "Total Number" in the table excludes dual enrollment/concurrent enrollment students.

Respondents were mostly continuing GWC students (40%), degree seeking (40%), enrolled in 3 or more courses in Fall 2022 (60%), and/or enrolled in credit courses only (90%). For a detailed breakdown of these categories and other demographics please refer to Appendix A.

Thirty-one percent of respondents indicated they were on campus 2 days a week during Fall 2022 (Figure 2). A similar percent of respondents (30%) indicated they would prefer to be on campus two days per week in future Fall/Spring semesters (Figure 2).

Figure 2. Respondents' Average On-Campus Days Per Week (n=1,140)

	Fall 2022	Future Semesters
<b>0 Days</b>	--	17.0%
<b>1 Day</b>	8.9%	7.7%
<b>2 Days</b>	<b>30.6%</b>	<b>29.6%</b>
<b>3 Days</b>	11.6%	21.9%
<b>4 Days</b>	19.7%	18.0%
<b>5 Days</b>	6.0%	5.4%
<b>Did not go on campus this semester.</b>	23.2%	--
<b>No Response</b>	--	0.3%

Fifty-one percent of respondents have already enrolled or are planning to enroll for Winter Intersession/Spring 2023 (Figure 3).

Figure 3. Respondents' Enrollment in Winter Intersession/Spring 2023

	Number	Percent
<b>Yes, I am already enrolled.</b>	461	<b>40.4%</b>
<b>Yes, I will enroll.</b>	125	11.0%
<b>No, I do not plan to enroll.</b>	99	8.7%
<b>I have not decided whether to enroll or not.</b>	26	2.3%
<b>No Response</b>	429	37.6%
<b>Total</b>	1,140	100.0%

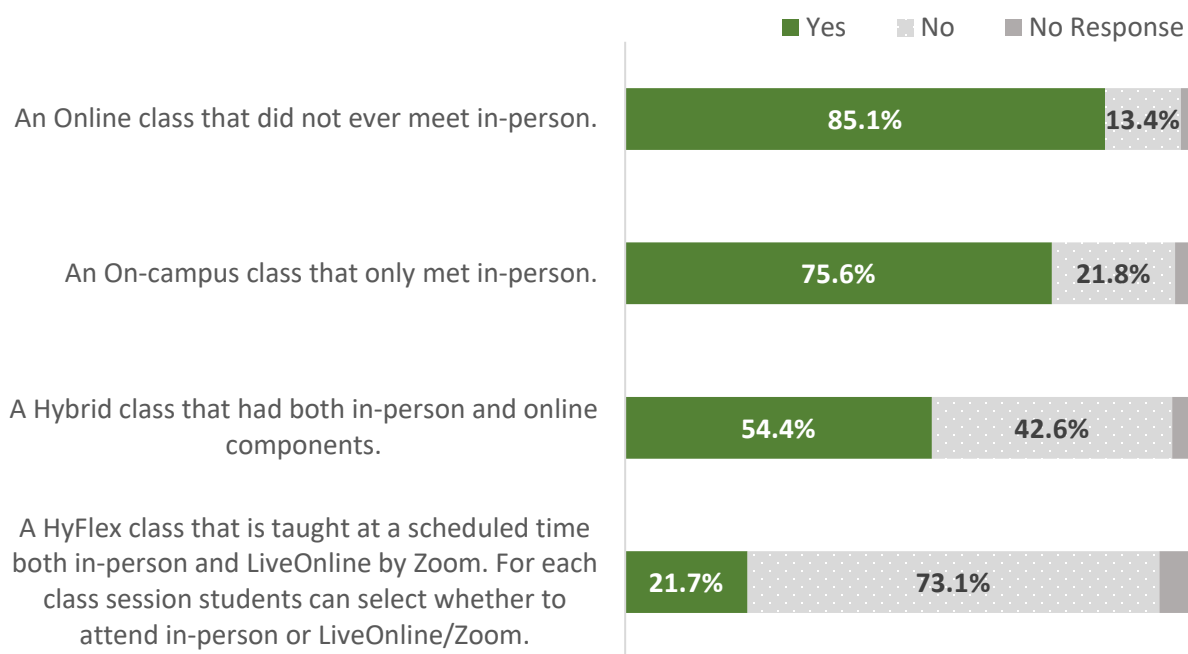
Respondents' who had not yet decided to enroll or not at GWC were asked to elaborate on their response. Twenty-four respondents provided one or more reasons on why they have not decided to enroll. Respondents shared that they completed their program of study (4 respondents), were generally not sure (5), their enrollment depends on the Spring 2023 schedule (5), they have another primary campus (4), and that their enrollment depends on their work schedule (3). Other respondents indicated that their enrollment is impacted by finances (1), commute time (2), and which instructor is teaching the course (1).

## Course Modality Preferences

### Course Taking History

As shown in Figure 4 below, half or more of the respondents have experience with online classes (85%), on-campus (76%), and/or hybrid classes (54%).

Figure 4. Respondents' Course Modality Experience (n=1,140)



Note: Respondents were asked to indicate if they had taken any of the following course modalities at the university or college level. In Fall 2022 GWC had two HyFlex courses with a total of 42 unique students enrolled.

### Course Modality Preferences

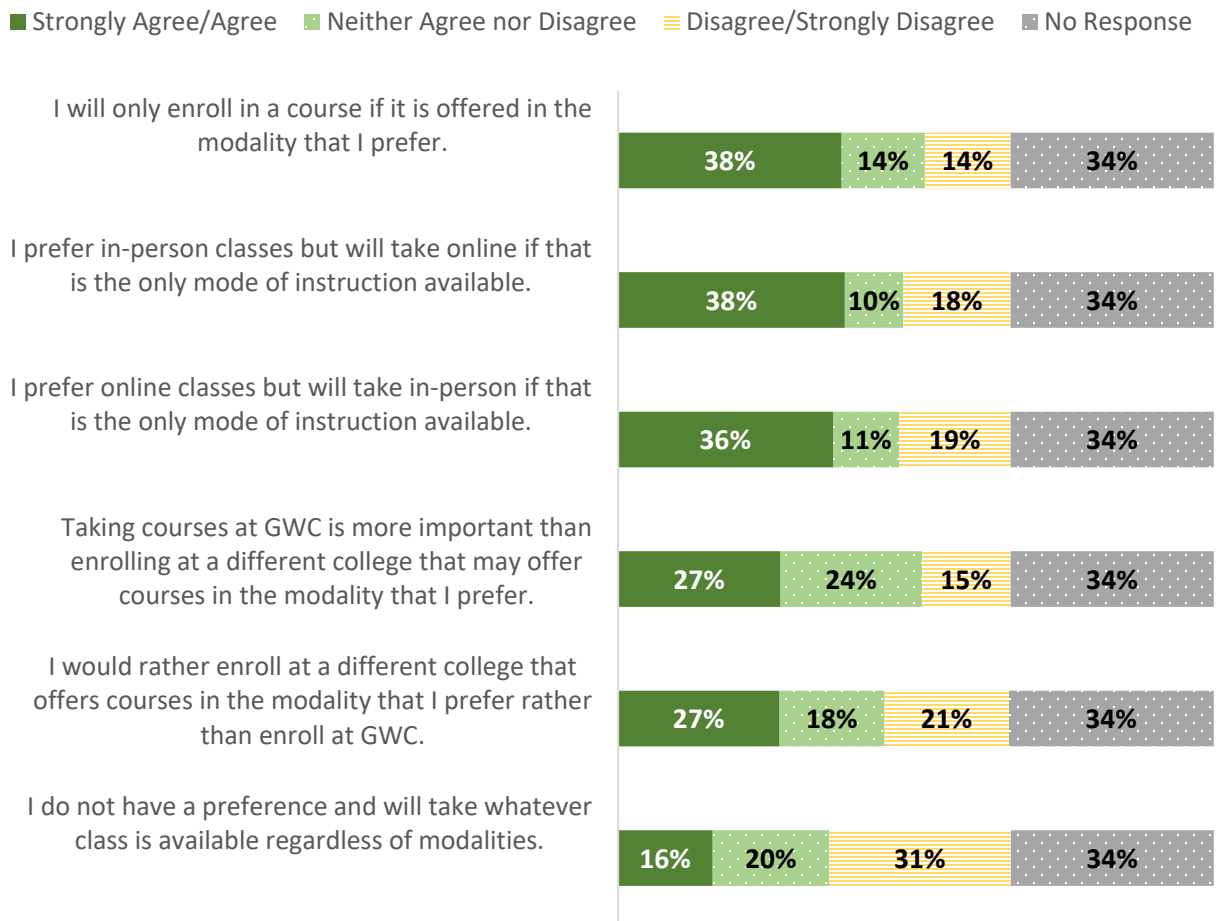
Thirty-one percent of respondents indicated “On-Campus/In-Person” as their preferred modality, making it the single most selected modality (Figure 5). Online Asynchronous is the online modality that was most frequently selected (19.5%). Approximately 46% of respondents preferred courses with an online component, varying from Online Asynchronous to HyFlex. Please note that Online Asynchronous, Hybrid In-Person, Online Synchronous, HyFlex, and Hybrid LiveOnline/Zoom modalities all have an online component.

Figure 5. Respondents' Preferred Course Modality

	Number of Responses	Percent of Responses
<b>On-Campus/In-Person</b>	354	<b>31.1%</b>
<b>Online Asynchronous</b> (Online)	222	19.5%
<b>Hybrid In-Person</b> (On-campus & either Online or LiveOnline/Zoom)	143	12.5%
<b>Online Synchronous</b> (LiveOnline/Zoom)	82	7.2%
<b>HyFlex</b> (Simultaneously On-campus and LiveOnline/Zoom)	40	3.5%
<b>Hybrid LiveOnline/Zoom</b> (Online & LiveOnline/Zoom)	37	3.2%
<b>No Preference</b>	21	1.8%
<b>No Response</b>	241	21.1%
<b>Total</b>	1,140	100.0%

Thirty-eight percent of respondents either “strongly agreed” or “agreed” that they will only enroll in a course that is offered in the modality that they prefer (Figure 6). Approximately a third of respondents “strongly agreed” or “agreed” that they prefer in-person classes but would enroll in online courses if it was the only mode of instruction available. Similarly, a third of respondents also “strongly agreed” or “agreed” that they prefer online classes but would enroll in in-person courses if it was the only mode of instruction available.

Figure 6. Respondents' Agreement Level with Statements Regarding Preferences (n=1,140)



### Course Modality Preferences Based on Subject/Area

On-Campus/In-person course modality was most frequently selected modality for all subjects/areas (Figure 7). Online Asynchronous was the second most frequently selected modality for all subjects/areas.

Figure 7. Respondents' Preferred Course Modality by Subject/Area (n=1,140)

	On-Campus/In- Person	Hybrid In- Person	Hybrid LiveOnline/Zoom	HyFlex	Online Synchronous	Online Asynchronous	No Preference	N/A, No answer
<b>Business Courses</b>	<b>16%</b>	4%	3%	1%	7%	9%	8%	53%
<b>Career Technical Courses (ex. Automotive, Cosmetology, Criminal Justice, Nursing)</b>	<b>28%</b>	4%	3%	1%	4%	6%	5%	49%
<b>Communication Courses</b>	<b>23%</b>	5%	5%	1%	9%	16%	5%	37%
<b>Counseling Courses</b>	<b>17%</b>	5%	4%	1%	9%	13%	8%	43%
<b>English Courses</b>	<b>25%</b>	7%	5%	1%	9%	17%	4%	33%
<b>Humanities Courses</b>	<b>18%</b>	5%	4%	1%	8%	16%	7%	41%
<b>Language Arts Courses (ex. Spanish, Sign Language, Vietnamese)</b>	<b>24%</b>	4%	5%	2%	8%	11%	6%	41%
<b>Math Courses</b>	<b>30%</b>	5%	5%	2%	9%	13%	4%	33%
<b>Science Lab Courses (ex. class usually held in a laboratory that is separate from lecture)</b>	<b>41%</b>	5%	3%	1%	6%	8%	3%	31%
<b>Science Lecture Courses (ex. Biology, Chemistry, Geology, Physics)</b>	<b>33%</b>	7%	4%	2%	8%	11%	4%	33%
<b>Social and Behavioral Science Courses (ex. Sociology, Political Science, Psychology)</b>	<b>20%</b>	6%	5%	1%	10%	18%	5%	34%
<b>Studio Arts/Performance Courses (ex. arts courses with hands-on component; design/dance/music)</b>	<b>31%</b>	3%	3%	0%	5%	9%	5%	43%
<b>Theater Arts Courses</b>	<b>23%</b>	3%	2%	1%	7%	9%	6%	50%

### Schedule Preferences Based on Modality

Seventy-two percent of respondents (647 of 903) indicated that their preferences for course modality depends on the time and day that the course is offered. Generally, a larger number of respondents preferred late morning and early afternoon times for attending on-campus/in-person or hybrid in-person classes (Figure 8 and Figure 9). A larger number of respondents also indicated they would prefer to take Hybrid LiveOnline/Zoom classes at or after 4:00pm (Figure 10). The days/times respondents preferred Online Synchronous and HyFlex courses were varied (Figure 11 and Figure 12).

Figure 8. Respondents' Preferred On-campus/In-person Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before 7:50am</b>	68	66	63	52	29
<b>7:50am-9:25am</b>	122	131	112	108	59
<b>9:30am-11:05am</b>	207	206	196	177	93
<b>11:10am-12:30pm</b>	210	216	200	184	107
<b>12:35am-2:25pm</b>	172	173	167	157	93
<b>2:30-3:55pm</b>	130	130	121	119	79
<b>4:00pm-5:40pm</b>	80	78	82	76	53
<b>6:00pm-7:10pm</b>	58	56	55	54	36
<b>7:15pm-8:30pm</b>	48	46	42	44	35
<b>After 8:30pm</b>	37	34	31	32	25

Figure 9. Respondents' Preferred Hybrid In-Person Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before 7:50am</b>	6	14	13	9	5
<b>7:50am-9:25am</b>	21	22	22	23	16
<b>9:30am-11:05am</b>	32	33	31	35	24
<b>11:10am-12:30pm</b>	21	25	23	25	19
<b>12:35am-2:25pm</b>	18	24	25	25	19
<b>2:30-3:55pm</b>	25	30	31	30	22
<b>4:00pm-5:40pm</b>	15	16	18	18	17
<b>6:00pm-7:10pm</b>	16	18	19	15	14
<b>7:15pm-8:30pm</b>	9	11	10	13	8
<b>After 8:30pm</b>	6	8	5	10	3

Figure 10. Respondents' Preferred Hybrid LiveOnline/Zoom Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 7:50am	18	12	15	19	16
7:50am-9:25am	11	12	17	19	17
9:30am-11:05am	15	16	17	20	20
11:10am-12:30pm	26	22	24	26	22
12:35am-2:25pm	18	18	25	19	22
2:30-3:55pm	20	21	23	22	24
4:00pm-5:40pm	33	32	32	33	27
6:00pm-7:10pm	33	36	33	37	26
7:15pm-8:30pm	27	31	29	30	23
After 8:30pm	28	26	27	22	21

Figure 11. Respondents' Preferred Online Synchronous Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 7:50am	33	35	33	36	32
7:50am-9:25am	48	38	45	38	26
9:30am-11:05am	35	44	38	42	32
11:10am-12:30pm	31	35	40	33	30
12:35am-2:25pm	41	38	34	40	25
2:30-3:55pm	30	32	35	33	26
4:00pm-5:40pm	36	38	38	34	30
6:00pm-7:10pm	45	43	42	37	32
7:15pm-8:30pm	33	31	35	30	28
After 8:30pm	32	29	32	27	27

Figure 12. Respondents' Preferred HyFlex Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 7:50am	7	6	5	6	4
7:50am-9:25am	10	10	9	9	6
9:30am-11:05am	12	12	10	10	7
11:10am-12:30pm	10	11	10	9	9
12:35am-2:25pm	12	9	11	10	7
2:30-3:55pm	12	10	9	10	7
4:00pm-5:40pm	11	11	10	10	7
6:00pm-7:10pm	11	9	9	7	7
7:15pm-8:30pm	11	9	9	11	7
After 8:30pm	3	7	5	5	2



## **Other Written Feedback**

Respondents were asked to provide additional feedback for administrators to consider when creating course schedules. One-hundred forty-five respondents provided written feedback on one or more topics related to course modalities, flexibility, time/schedule, and subjects/area among other themes. The four main themes are summarized below.

### Modality

In terms of modality, 44 respondents requested that administrators either continue to offer or offer additional online (33 respondents), on-campus (7), Hybrid (6), HyFlex (5), Online Asynchronous (3), and/or Online Synchronous courses (3).

### Flexibility

Thirty-five respondents requested flexibility in terms of the course options available, times/days, and variety of modalities offered (18 requested a variety of modalities and 11 specified online options). Nine of 35 respondents who requested offerings that permit for a flexible schedule specified that they need flexible course options due to their health, work schedule, care of dependents and/or athlete training schedule. An additional six respondents (who did not mention flexibility directly) asked administrators to consider that they work full-time.

### Time/Schedule Preferences

Thirty-five respondents shared time/schedule preferences or feedback. Eleven of these respondents shared their time preferences which included morning (5), afternoon (5), evening (1), and Friday (1) classes. The remaining twenty-four respondents asked administrators to allow for breaks between classes (10 respondents), avoid class scheduling conflicts (e.g., no overlapping STEM and/or business classes; 3 respondents), offer additional course sections at different times (5), schedule major/program of study classes on the same days (2), and/or consider the athlete training schedule when creating the course schedule (4).

### Subject/Area Related Feedback

Twenty-two respondents requested additional course options for specific subjects/areas.

- Art: Offer more afternoon/evening classes.
- Business: Offer more on-campus/in-person classes and online options.
- Computer Science: Offer more on-campus classes.
- Criminal Justice: Offer more evening classes.
- General Education: Offer online asynchronous options for all general education classes.

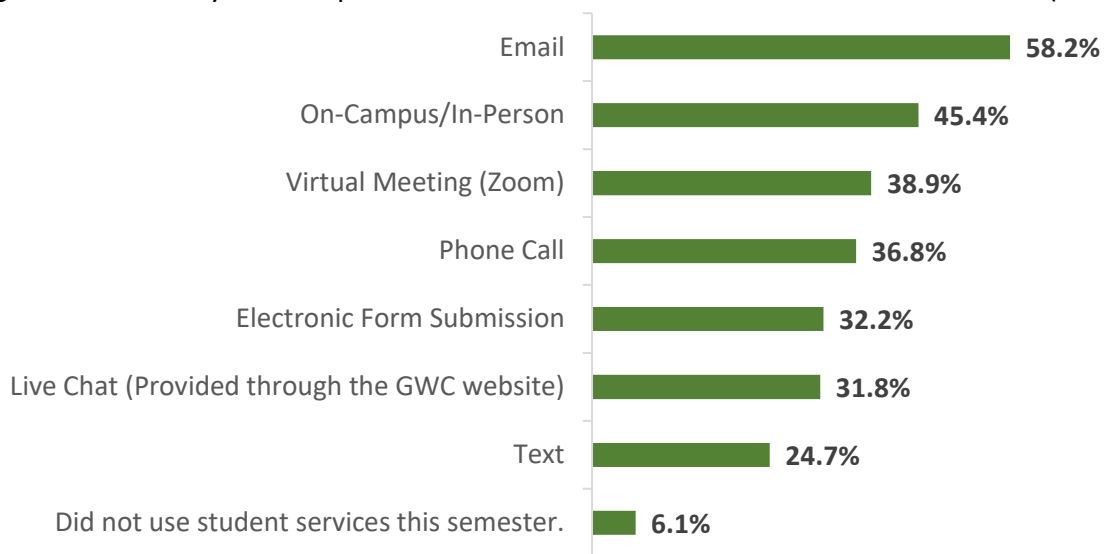
- Math: Offer additional business calculus sections in the morning, advanced math courses in the evening, additional course sections in general, and additional on-campus class options.
- Science: Offer evening options for higher level science course, online biology courses, online physiology courses, additional course sections in general, and additional hybrid/online/on-campus class options. Offer morning science lab options and PHYS 220 in spring semesters.
- Theater Arts: Offer more evening classes.

## Modality Preferences for Accessing Student Services

### Use of Student Services by Modality

Survey respondents were asked to indicate one or more modalities that they used to access student services during Fall 2022. Fifty-eight percent of respondents accessed student services via email (Figure 13).

Figure 13. Modality that Respondents Used to Access Student Services in Fall 2022 (n=1,140)



Note: Respondents were able to select all that applied.

### Modality Preferences

On-Campus/In-person was the modality most frequently ranked (26%) as the preferred modality for accessing student services (Figure 14). Email communication was also frequently selected as the first (22%) or second (20%) preferred modality to access student services. Overall, Email (60%), On-campus/In-person (50%), and Phone Call (45%) were most frequently within respondents' top three preferred modalities for accessing student services.

Figure 14. Respondents' Modality Preferences for Accessing Student Services

	Ranking		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>On-Campus/In-Person</b>	<b>26%</b>	14%	10%
<b>Email</b>	22%	<b>20%</b>	18%
<b>Electronic Forms</b>	13%	9%	10%
<b>Virtual Meeting</b>	12%	16%	11%
<b>Live Chat</b>	11%	14%	16%
<b>Phone Call</b>	8%	16%	<b>22%</b>
<b>Text</b>	7%	12%	14%

### Day/Time Preferences for On-Campus Events/Student Services

Seventy percent of respondents (622 of 887) indicated that their preferred modality for accessing student services on any given day/time depends on whether they have class on campus. Respondents were asked to indicate which days/times they prefer to 1) attend on-campus/in-person events and 2) access student services. The most frequently selected day/times for both those items are very similar, most respondents preferred Monday through Thursday from 10:05am to 2pm (Figure 15 and Figure 16).

Figure 15. Respondents' Preferred Day/Time to Attend On-campus/In-person Events

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Before 8am</b>	123	126	121	106	79	57
<b>8:05am-10am</b>	242	244	256	224	129	83
<b>10:05am-12pm</b>	343	359	357	335	192	107
<b>12:05-2pm</b>	330	353	343	326	204	114
<b>2:05-5pm</b>	248	276	273	272	168	106
<b>5:05pm-7pm</b>	173	176	176	162	127	82
<b>7:05pm-9pm</b>	121	123	117	120	99	67

Figure 16. Respondents' Preferred Day/Time to Access Student Services On-campus/In-person

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Before 8am</b>	132	120	125	111	93	64
<b>8:05am-10am</b>	296	304	302	276	213	126
<b>10:05am-12pm</b>	368	365	375	348	253	130
<b>12:05-2pm</b>	355	385	373	363	260	134
<b>2:05-5pm</b>	298	304	321	295	222	119
<b>5:05pm-7pm</b>	186	192	192	181	140	81
<b>7:05pm-9pm</b>	108	113	108	110	90	59

On-Campus/In-person modality was the most frequently selected modality for accessing student services (Figure 17).

Figure 17. Respondents' Preferred Modality by Student Services Area (n=1,140)

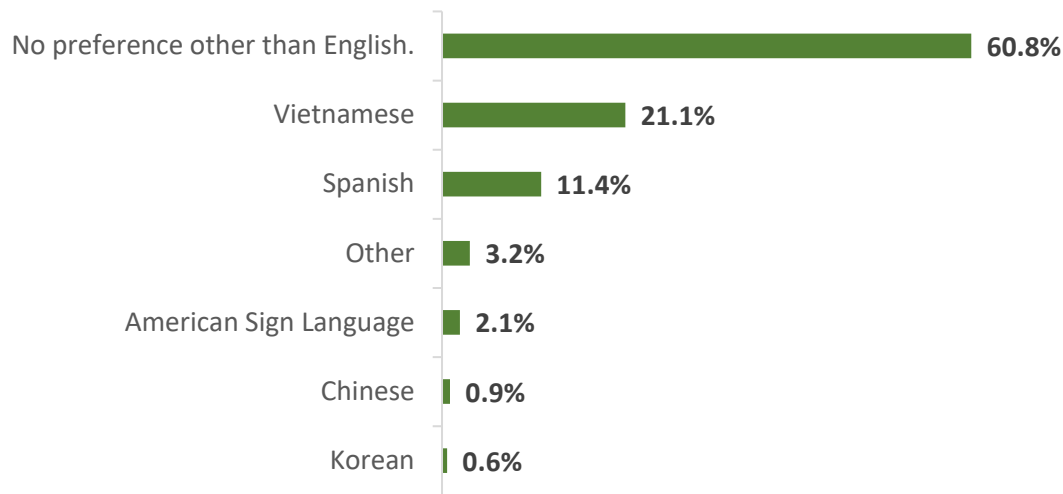
	Electronic Form Submission	Email	Live-Chat	On-Campus/In-Person	Phone Call	Text	Virtual Meeting (Zoom)	No Preference	N/A, No response
<b>Admissions and Records</b>	3.7%	6.4%	3.5%	<b>23.2%</b>	5.6%	1.5%	11.5%	6.1%	38.4%
<b>Academic Success Center (e.g., Tutoring, Writing Center, Workshops, Math Lab)</b>	1.0%	2.2%	2.7%	<b>32.5%</b>	1.7%	1.7%	14.1%	5.9%	38.3%
<b>Bookstore</b>	2.0%	3.0%	2.3%	<b>39.9%</b>	3.2%	1.6%	3.9%	7.7%	36.5%
<b>Bursar's/Cashier's Office</b>	2.5%	4.3%	1.8%	<b>25.3%</b>	3.4%	1.8%	5.0%	11.4%	44.6%
<b>CalWORKS</b>	2.5%	5.9%	1.9%	<b>17.7%</b>	3.3%	2.0%	7.3%	11.4%	47.9%
<b>Campus Life (Student government and student clubs)</b>	0.9%	4.6%	1.5%	<b>25.4%</b>	1.5%	1.8%	8.3%	10.4%	45.7%
<b>Career Center</b>	1.1%	4.6%	2.3%	<b>27.9%</b>	2.2%	1.6%	10.5%	8.4%	41.5%
<b>International Student Program (Center for Global &amp; Cultural Programs)</b>	0.7%	4.1%	1.0%	<b>19.1%</b>	1.2%	1.1%	6.8%	10.4%	55.5%
<b>Counseling</b>	0.4%	3.3%	2.5%	<b>28.9%</b>	3.3%	1.3%	20.0%	4.4%	35.9%
<b>Disabled Students Programs &amp; Services (DSPS)</b>	0.8%	3.2%	0.9%	<b>16.3%</b>	1.7%	1.4%	7.3%	10.0%	58.4%
<b>EOPS/CARE/Guardian Scholars</b>	1.1%	4.8%	1.6%	<b>17.7%</b>	1.6%	1.4%	10.1%	9.1%	52.5%
<b>Financial Aid</b>	2.9%	8.0%	2.5%	<b>23.8%</b>	4.5%	1.4%	13.3%	5.8%	37.8%
<b>Health Center</b>	0.7%	4.1%	1.1%	<b>33.2%</b>	2.2%	1.5%	5.9%	8.1%	43.2%
<b>Library (including Librarian reference help)</b>	0.4%	3.8%	2.5%	<b>37.5%</b>	1.3%	1.5%	6.1%	7.6%	39.3%
<b>Public Safety</b>	1.1%	4.6%	1.1%	<b>26.5%</b>	1.9%	2.4%	5.4%	11.7%	45.3%
<b>STEM Center</b>	0.6%	3.7%	1.2%	<b>30.4%</b>	1.1%	2.2%	4.2%	9.6%	47.1%

	Electronic Form Submission	Email	Live-Chat	On-Campus/ In-Person	Phone Call	Text	Virtual Meeting (Zoom)	No Preference	N/A, No response
<b>Student Ally Center (e.g., chromebooks, emergency grants, and basic needs resources)</b>	1.3%	5.2%	1.1%	<b>29.5%</b>	1.5%	1.7%	5.4%	9.9%	44.5%
<b>Transfer Center</b>	0.8%	4.5%	2.0%	<b>28.4%</b>	1.8%	1.4%	13.4%	7.7%	39.9%
<b>Veterans Resource Center</b>	0.6%	3.7%	1.1%	<b>14.0%</b>	1.2%	1.4%	5.3%	11.2%	61.4%
<b>The Stand/The Rack (Food Pantry &amp; Professional Clothing Closet)</b>	0.7%	3.8%	1.1%	<b>32.2%</b>	0.9%	1.7%	3.6%	9.3%	46.8%

### Language Preferences

Most respondents (61%) did not have a language preference other than English (Figure 18). Vietnamese (21%) and Spanish (14%) were the top two preferred languages selected, aside from “no preference other than English”.

Figure 18. Respondents' Preferred Language for Accessing Student Services (n=878)



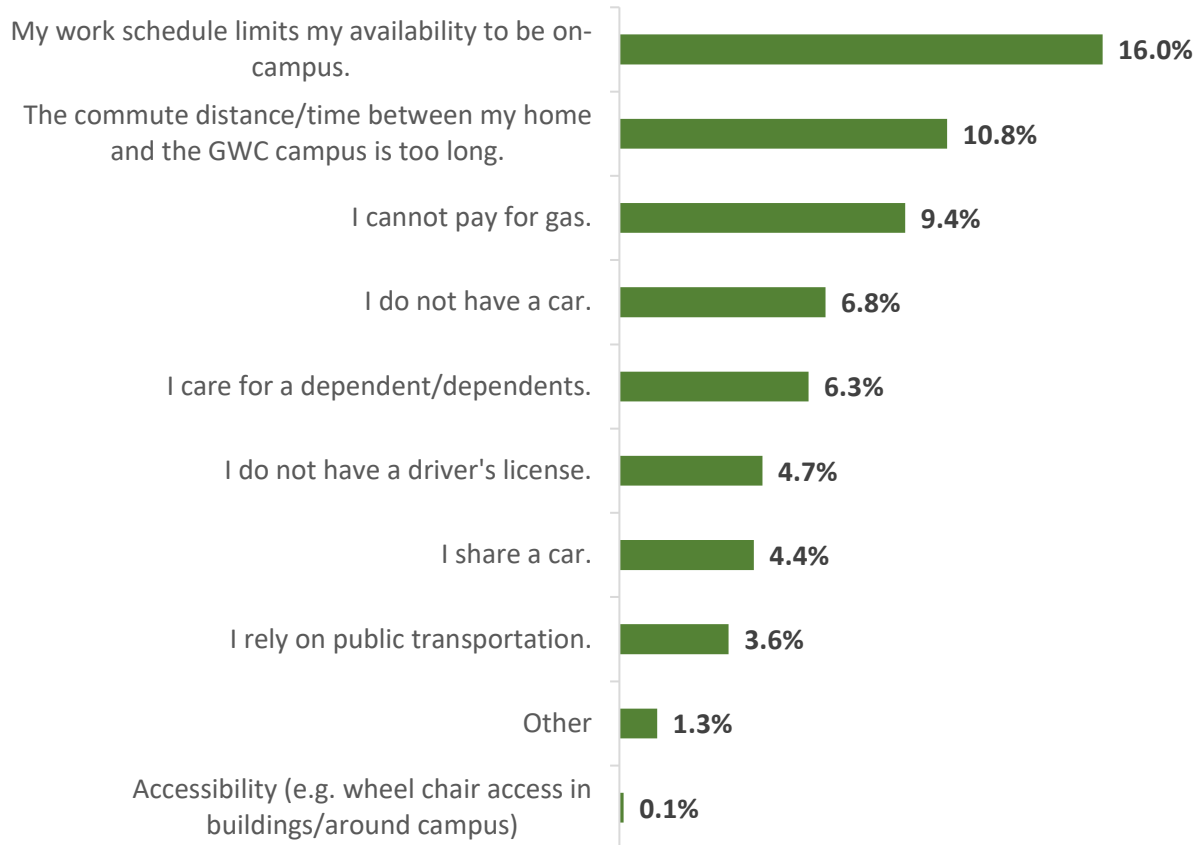
Note: Those who indicated “Other” listed Arabic, Burmese, Farsi, French, German, Italian, Japanese, Portuguese, Russian, Somalian, or Tagalog as their preferred language for accessing student services.

## Challenges Encountered

### Challenges to Being On-Campus

Thirty percent of respondents (214 of 720) indicated that it would be difficult for them to get to campus for a course or to access student services. Sixteen percent of respondents (115 of 720) indicated that their work schedule limits their ability to be on-campus (Figure 19).

Figure 19. Respondents' Barriers to Being On-Campus (n=720)



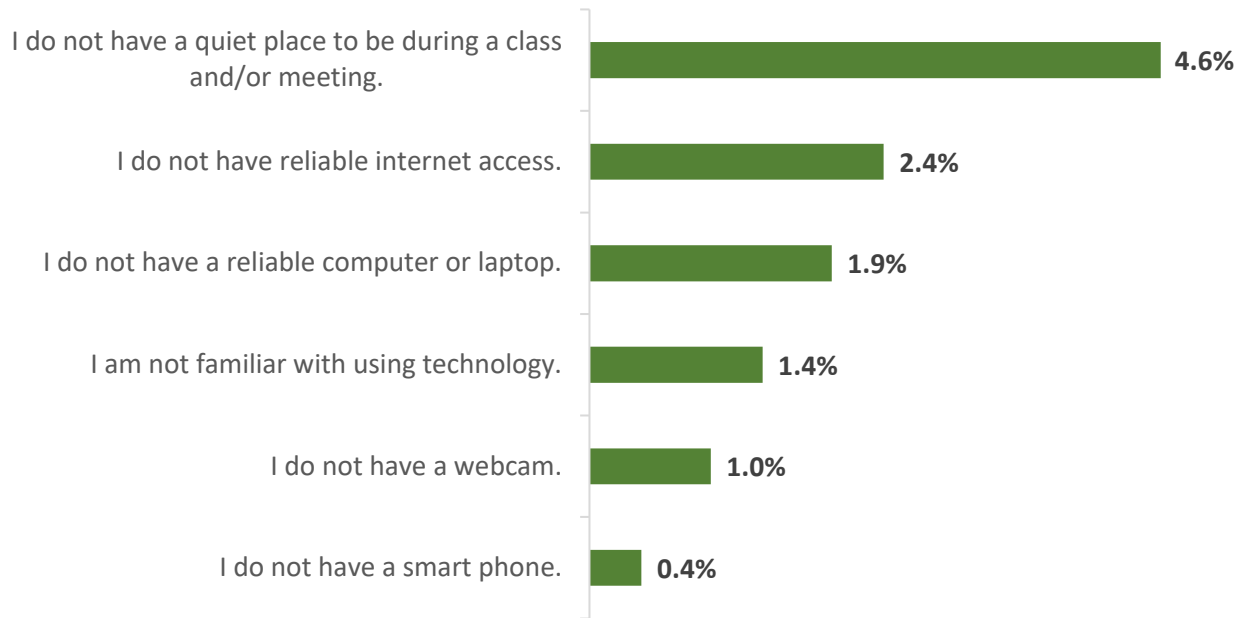
Note: Respondents were able to select all that applied.

The respondents who indicated “Other” (1.3% or 9 respondents) shared that family responsibilities (3 respondents), high risk of COVID-19 (2), social anxiety (2), poor health (1), and/or fear of driving (1) are barriers for them traveling to campus.

### Challenges to Accessing Online Materials/Resources

Ten percent of respondents (72 of 720) indicated that it would be difficult for them to access materials for online courses or to access student services via Zoom, phone call, text, and/or live chat. Five percent respondents (33 of 720) do not have a quiet place to be during a class and/or meeting which poses a challenge for them to access online courses and/or to remotely access student services (Figure 20).

Figure 20. Respondents' Barriers to Accessing Online Materials/Resources (n=720)



Note: Respondents were able to select all that applied.

## Appendix A: Respondent Details

Figure 21. Respondents' Demographics (n=1,140)

	Number	Percent
<b>Race/ethnicity</b>		
American Indian/Alaska Native	5	0.4%
Asian	322	28.2%
Black/African American	13	1.1%
Hispanic/Latinx	173	15.2%
Native Hawaiian/Pacific Islander	3	0.3%
Two or more races	47	4.1%
White	142	12.5%
<b>Gender</b>		
Man	206	18.1%
Non-binary	26	2.3%
Woman	479	42.0%
<b>Age Group</b>		
Under 18	7	0.6%
18-24	451	39.6%
25-29	102	8.9%
30-39	87	7.6%
40-49	33	2.9%
50-59	18	1.6%
60 and over	12	1.1%
<b>Special Populations</b>		
CalWORKS	74	6.5%
CARE (single parents)	32	2.8%
Disabled/Differently abled	51	4.5%
EOPS	161	14.1%
Financial Aid Recipient	300	26.3%
Foster Youth	4	0.4%
International Student	24	2.1%
Out of State Student	9	0.8%
Puente	13	1.1%
Student Athlete	14	1.2%
Student Veteran	12	1.1%
Umoja	3	0.3%



Figure 22. Respondents' Student Type (n=1,140)

	Number of Responses	Percent of Responses
<b>Continuing college student (e.g., enrolled at GWC in the previous semester)</b>	456	40.0%
<b>First time college student</b>	140	12.3%
<b>First time college student at GWC, but have attended another college/university</b>	82	7.2%
<b>Returning to this college (e.g., not continuously enrolled at GWC)</b>	29	2.5%
<b>No Response</b>	433	38.0%

Figure 23. Respondents' Education Goal (n=1,140)

	Number of Responses	Percent of Responses
<b>Degree-Seeking (AA Degree or Bachelor's Degree)</b>	460	40.4%
<b>Four-year college student enrolling to meet university course requirements</b>	127	11.1%
<b>Prepare for a new career</b>	29	2.5%
<b>Certificate seeking only</b>	24	2.1%
<b>Seeking two-year vocation degree</b>	17	1.5%
<b>Personal development/interest</b>	15	1.3%
<b>Discover career interests/goals</b>	12	1.1%
<b>Improve basic skills</b>	9	0.8%
<b>Maintain License/Certificate</b>	7	0.6%
<b>Complete credits for GED or high school</b>	6	0.5%
<b>No Response</b>	434	38.1%

## Respondent Course Taking History

Figure 24. Number of Respondents' Fall 2022 Courses Enrollments (n=1,139)

	Number of Responses	Percent of Responses
<b>1 Course</b>	256	22.5%
<b>2 Courses</b>	202	17.7%
<b>3 Courses</b>	242	21.2%
<b>4 Courses</b>	308	27.0%
<b>5 Courses</b>	86	7.6%
<b>6 or more courses</b>	45	4.0%

Figure 25. Respondents' Credit/Non-Credit Enrollment History (n=1,138)

	Number of Responses	Percent of Responses
<b>Credit Courses only</b>	1,026	90.2%
<b>Both Credit and Non-Credit Courses</b>	91	8.0%
<b>Non-Credit Courses only</b>	21	1.8%