

# Student Instructional Modality Preferences Survey: Spring 2023

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PRESENTED TO THE PLANNING & BUDGETING COUNCIL (PBC)

MAY 3, 2023

OFFICE OF PLANNING, RESEARCH & INSTITUTIONAL EFFECTIVENESS



# Response Rates

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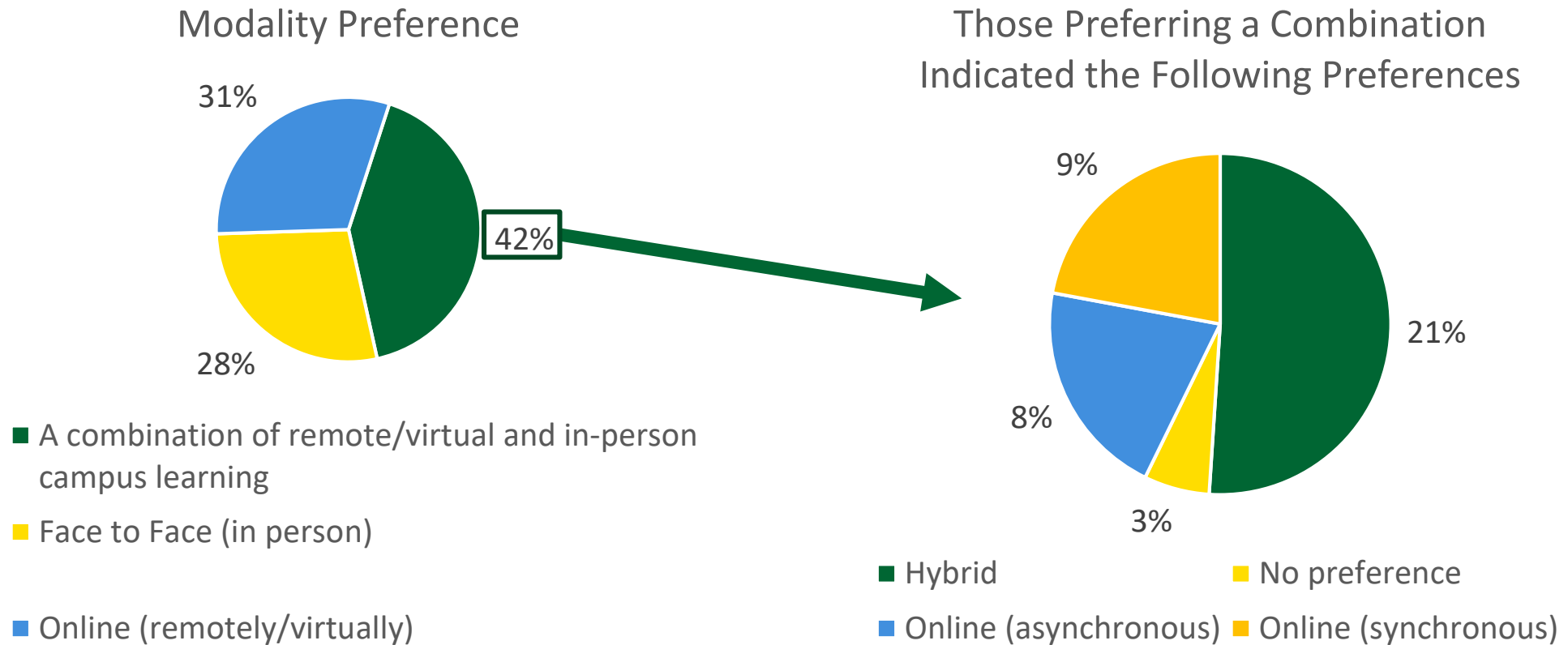
3291 students were contacted

- 495 started the survey (15%)
- 354 completed the survey (10.8%)

The responding students were similar to the total list of students

- Hispanic students were slightly less likely to respond, while White and Asian students were slightly more likely to respond
- Female students were slightly more likely to respond than Male students
- Full-time students were slightly more likely to respond than part-time students

# Spring 2023: Online and Face-to-Face remain approximately equal while those preferring a combination of modalities prefer hybrid

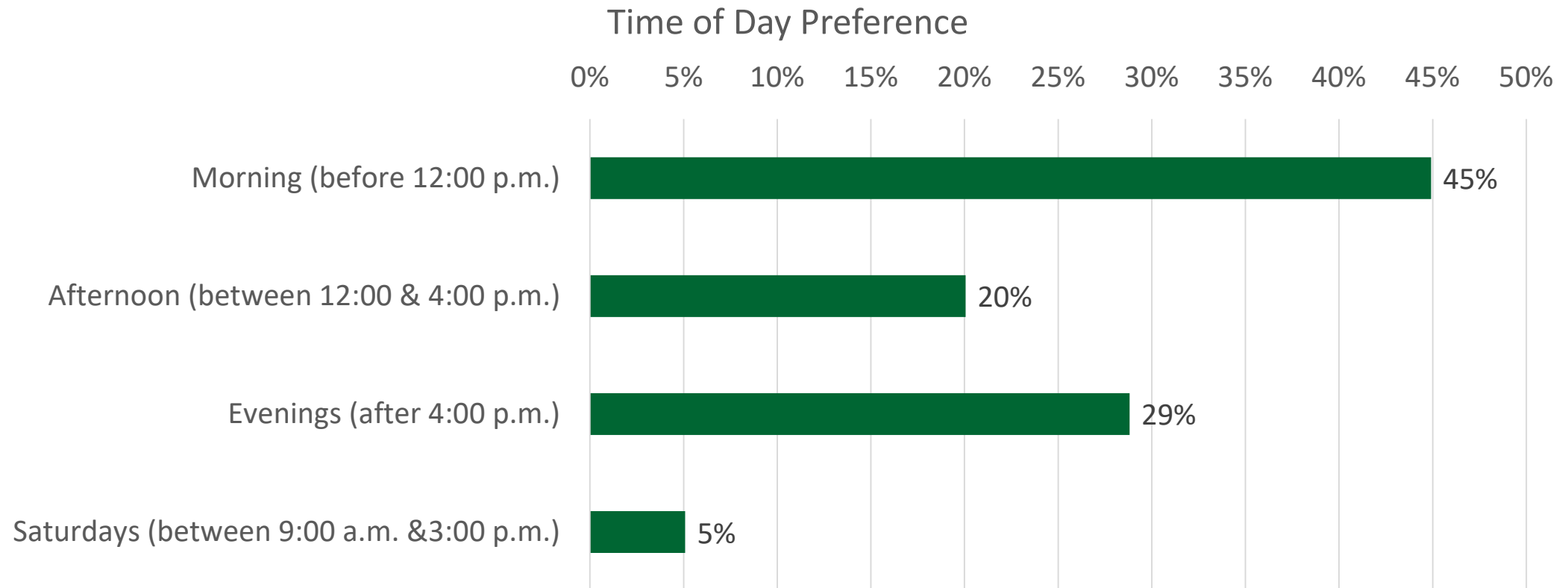


Face to face is the preferred modality for the majority of subjects, followed by asynchronous online. Only in Digital media were preferences relatively even

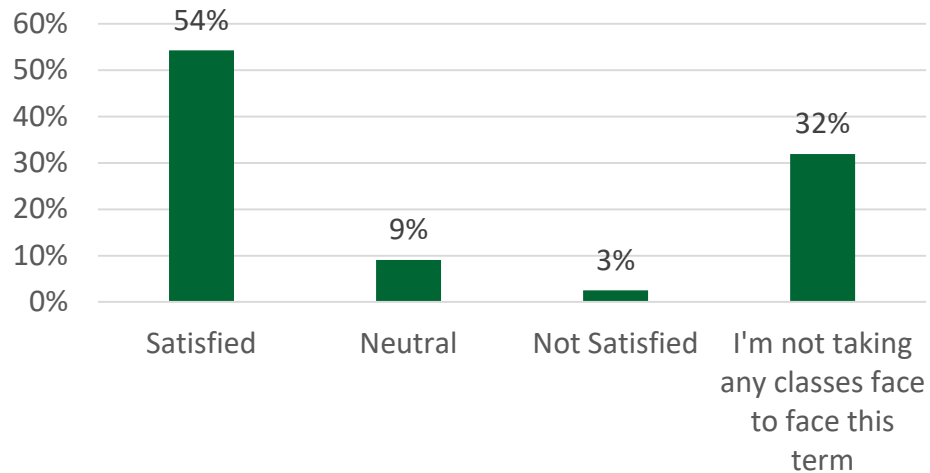
<b>Subject Modality Preferences</b>	<b>Asynch Online</b>	<b>Face to Face</b>	<b>Hybrid</b>	<b>Synch Online</b>
Art Studio	23%	42%	19%	16%
Business	35%	19%	18%	28%
Career Technical Classes	24%	30%	20%	25%
Computer Science	31%	26%	18%	24%
Counseling/Career	33%	23%	18%	26%
Digital Media/Computer Art	29%	25%	20%	27%
Health Sciences	21%	34%	24%	21%
Humanities	31%	29%	21%	19%
Lab activities	16%	55%	17%	13%
Languages	27%	30%	20%	23%
Lectures (general)	33%	23%	21%	23%
Math	24%	35%	20%	21%
Music Labs	18%	53%	18%	11%
Physical Education (P.E.)	25%	53%	11%	11%
Science Classes	19%	38%	22%	20%
Science Labs	14%	53%	20%	13%
Social Sciences	38%	21%	21%	21%

# This distribution mirrors our offerings which might be due to selection bias

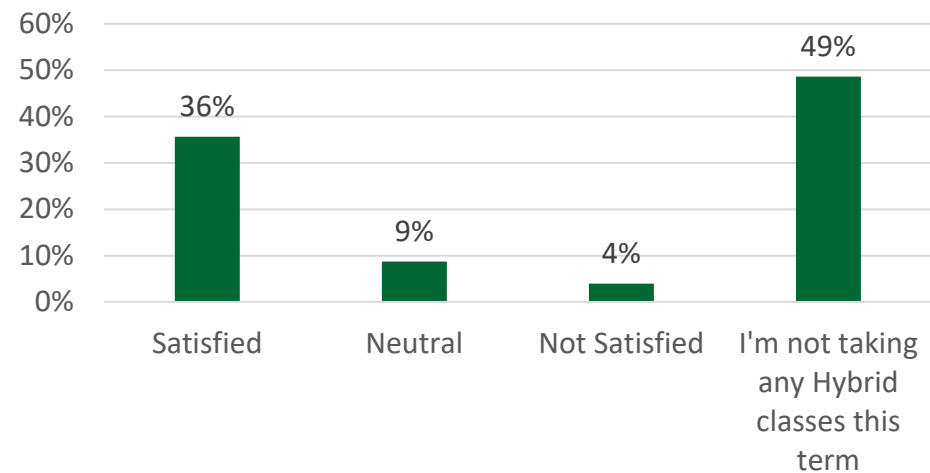
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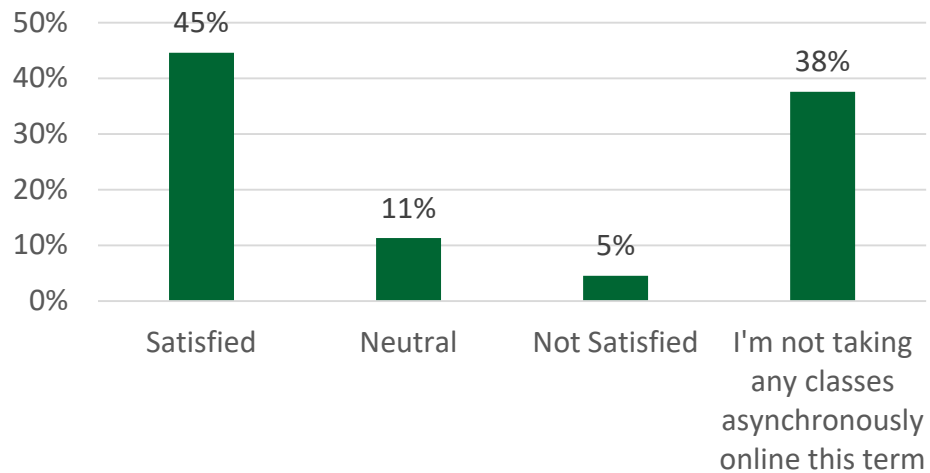
### Face to Face Satisfaction



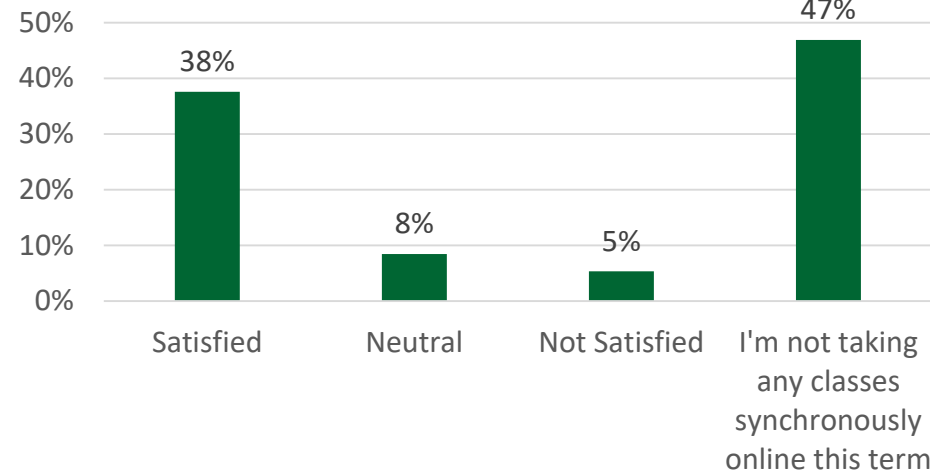
### Hybrid Satisfaction



### Online Asynch Satisfaction



### Online Synch Satisfaction





# Perceived effectiveness in supporting learning by ranking

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- 1. Asynchronous (pre-recorded, view any time) instructional sessions**
2. In-person instructional sessions (everyone in person)
3. Synchronous online instructional sessions (everyone virtual, in real-time)
4. Multi-modal (synchronous online) instructional sessions with a mix of in-person and virtual participants, in which I participate virtually
5. Multi-modal (synchronous online) instructional sessions with a mix of in-person and virtual participants, in which I participate in person
6. Tutoring and other academic support services (eg., Writing/STEM Centers)
7. Office hours with your instructor (in person)
8. Office hours with your instructor (on Zoom)



The most common reasons students come to campus is for in-person interaction with courses, faculty, and their peers. Utilizing campus facilities also ranks highly.

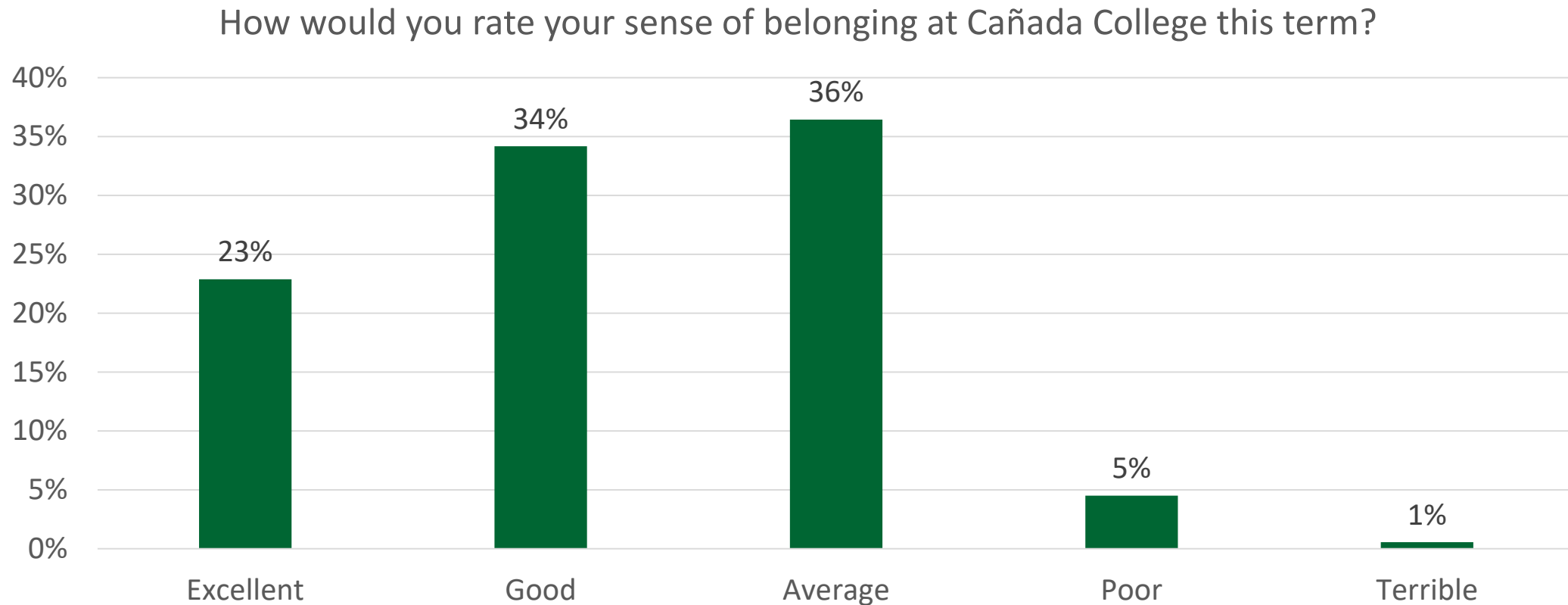
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<b>Top Reasons to Come to Campus</b>	<b>Number Selecting</b>
Attending class in person	217
Working in-person with instructors	139
Being able to focus without distraction	127
Accessing the Library or Learning Center	114
Having a daily schedule/routine	106
Working in-person with other students	104

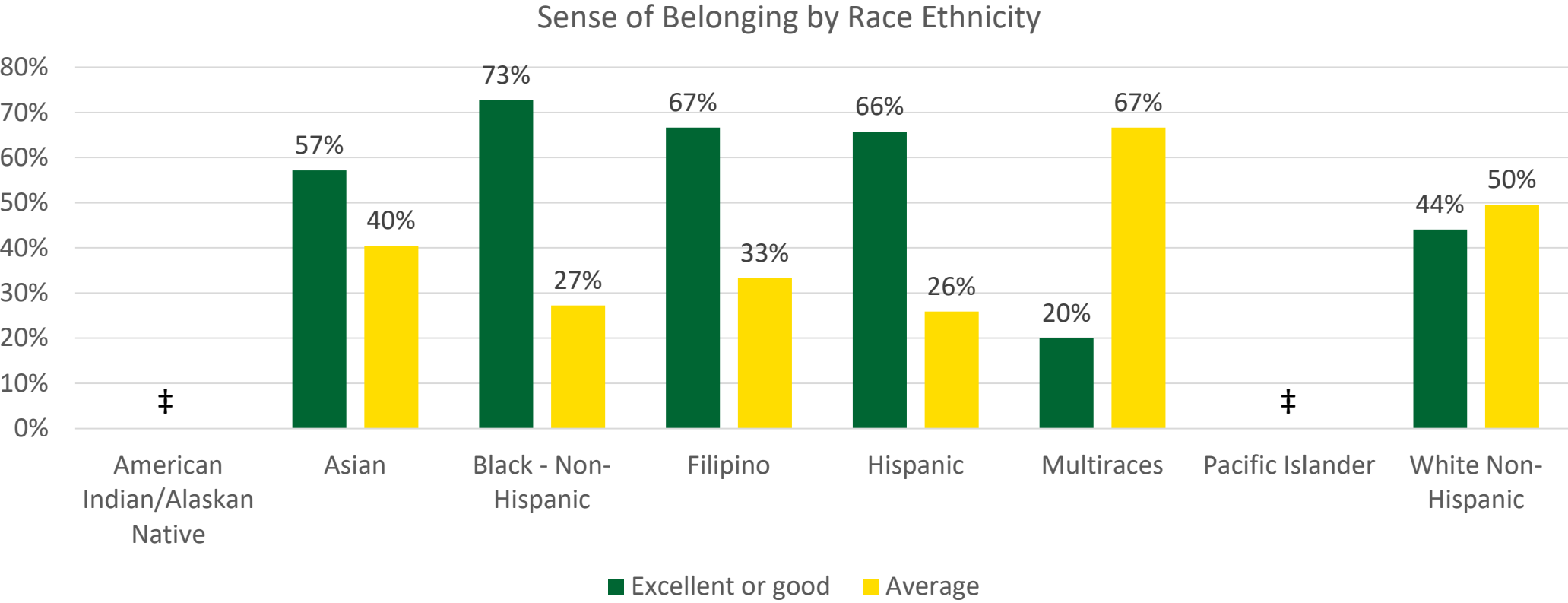




# Relatively few students feel a low sense of belonging at Cañada, which may be selection bias at play again

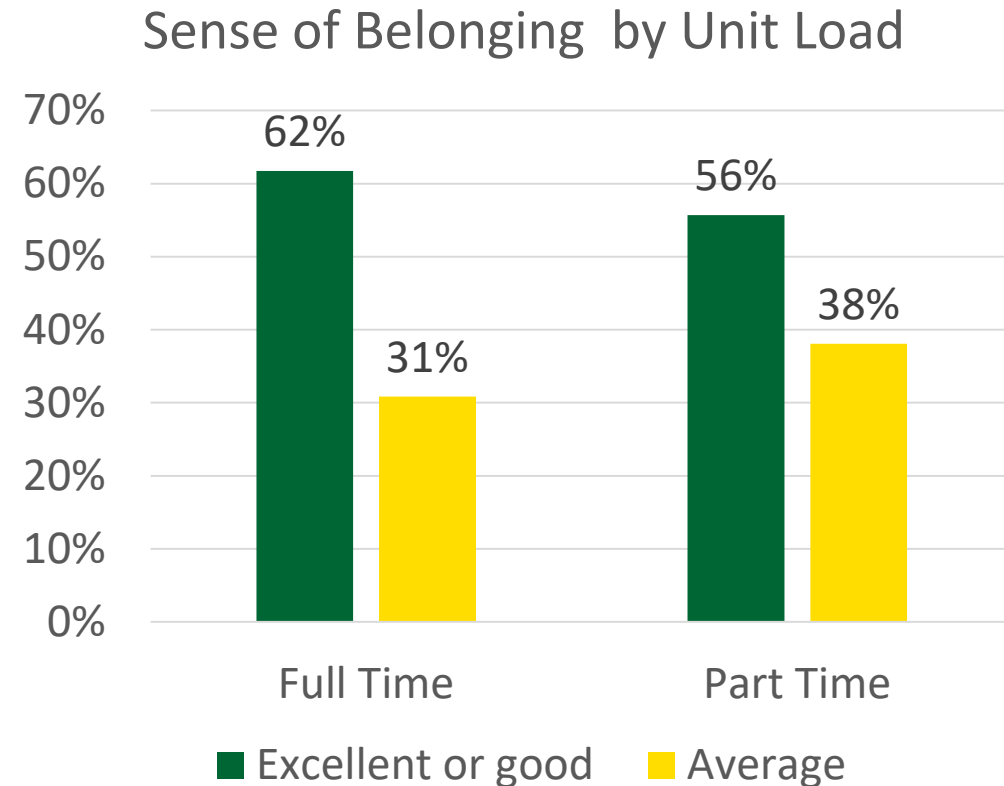
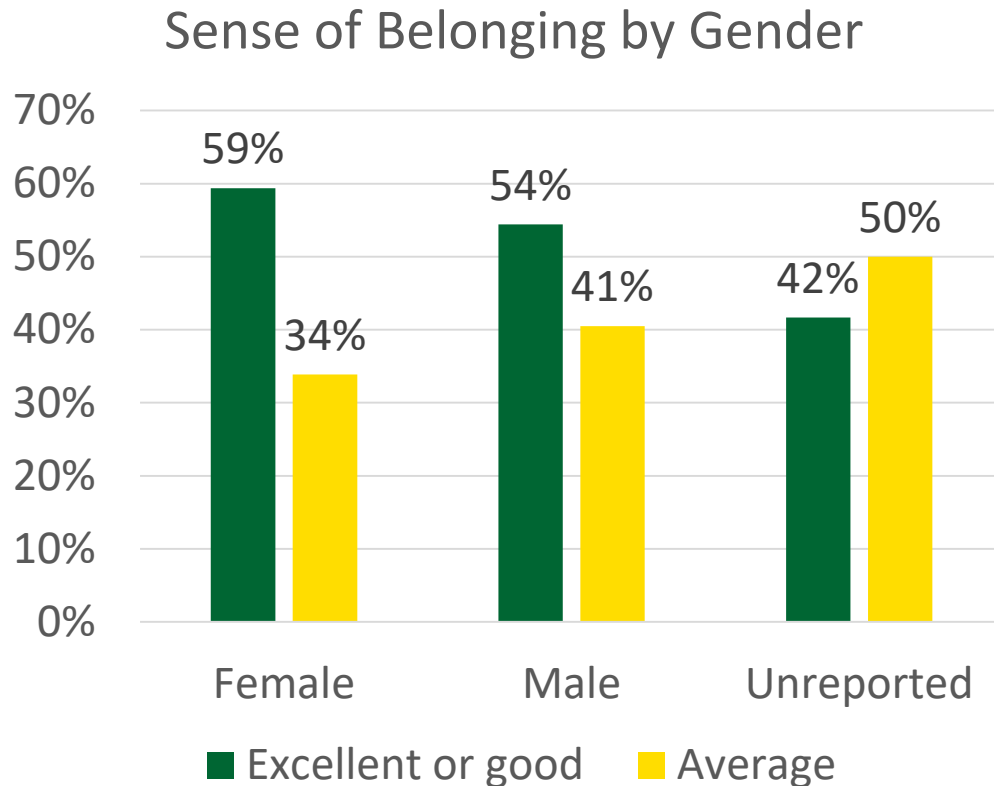


Sense of belonging was relatively stable across race/ethnicities, with a notable exception of multiracial students and white non-Hispanic students



‡ - Sample was too small for reliable results

Sense of belonging was generally consistent across gender identities and unit loads, though those with unreported gender had notably lower sense of belonging



# Take aways

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Our students continue to want a variety of course modalities

- This can be harder to deliver for smaller departments

Generally face to face or asynchronous online are the more preferred modalities

- This showed up across multiple questions
- Topped the perceived support of learning rankings

Satisfaction with modalities is generally high for those enrolling in a given modality

Students Generally feel as though they belong at Cañada, with students identifying as multiracial being the exception – with a majority feeling only an average sense of belonging