Survey Data Packet: 2017-2018

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Fall 2017 Miramar College Student Scheduling Preferences Survey: Summary of Findings

Purpose of study:
- To understand students' scheduling preferences
- Enrollment management to support student success and completion

Instrument and research method:
Design: Online survey
Target Population: SDMC students
Sampling: Census
Administration: Distributed via email, advertised on the college website and twitter feed, and promoted around campus

Number of responses: 1401 students

Key characteristics of respondents:
- Students from the following areas/planned majors were highly represented among survey takers: biology (9%); business (8%); administration of justice (6%); nursing (6%); and undecided/undeclared (8%).

Data application:
- College-wide planning
- Unit-level planning

Findings:

Summary of Findings: College-level	• Although the perceived quality of a Miramar College education is a driver for students, campus proximity to students' work and home and other aspects of convenience (such as parking availability) heavily shape students' choice. • Sixteen week courses serve the majority of students (85%). • Students generally prefer fewer course meetings (e.g., two) per week. • The majority of students prefer course meetings to take place during the traditional work week (e.g., Monday-Thursday). However, some students do prefer courses to be held on Fridays and/or the weekend. • More students prefer morning courses.
Summary of Findings: Course-level	• The most popular courses among students were in Biology, Chemistry, Communications, English, History, and Math. • Overwhelmingly, students preferred these courses to be offered during the traditional work week (with a preference for M-Th). • There was a strong preference for these courses to meet twice per week. • Popular time slots were: 9:35 a.m. to 11:00 a.m.; 11:10 a.m. to 12:35 p.m.; and 12:45 p.m. to 2:10 p.m.

Spring 2018 Miramar College Student Scheduling Preferences Survey: Summary of Findings

Purpose of study:
- To understand students' scheduling preferences
- To validate results from Fall 2017 Miramar College Student Scheduling Survey and shed new light on student preferences

Instrument and research method:
Design: Online survey
Target Population: SDMC students
Sampling: Census
Administration: Distributed via individualized invitations to participate sent to student email addresses

Number of responses: 1756 students

Key characteristics of respondents:
- The sample was split nearly equally between full-time (12 or more credits) and part-time students.
- The majority of students are currently employed (37% part-time, 30% full-time).
- There were a wide variety of student-types represented: online only (13%), day only (27%), day/evening (24%), evening only (13%), and on-campus/online (23%).
- The majority of respondents were seeking a BA/BS.

Data application:
- College-wide planning
- Unit-level planning

Findings:

Student Preferences: College-level	This portion of the survey confirmed the results of the Fall 2017 Student Scheduling Preferences Survey, in particular: • Sixteen week courses serve the majority of students (81% in spring 2018 vs. 85% in fall 2017). • Students generally prefer fewer course meetings (e.g., two) per week. (78% in spring 2018 vs. 56% in fall 2017). • Once again, we find that although the perceived quality of a Miramar College education is a driver for students, campus proximity to students' work and home and other aspects of convenience (such as parking availability) heavily shape students' choice. Students also like Miramar College's smaller size, which they feel make it easier to navigate and a friendlier environment. They rave about the "beautiful campus" and up-to-date facilities and technologies. • A high proportion of students approve of the timeslots that have been proposed by the IEPI Project Bridge Leads as a result of the 2017 Fall Student Scheduling Preferences Survey.
Summer 2018: Preferred time slots	See chart.
Summer 2018: Reasons students plan to take a course at another campus	See chart.
Fall 2018: Preferred time slots	See chart.

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Fall 2018: Reasons students plan to take a course at another campus	• Twenty-seven percent of students (n=254) planning to take a course at Miramar in Fall 2018 also plan to take courses at another college. • Mesa was the most popular alternative (n=187), followed by City (n=120), then continuing ed (n=18). Forty-nine students planned to go to a college or university outside of SDCCD. (Students could select more than one campus). • As was true for summer, there were a wide variety of courses students planned to take elsewhere, with no strong trends (contact PRIE for raw data). • While our students appreciate many of the unique features that Miramar College has to offer, their priority is taking classes during a term, time, and place convenient to them.
Information on "non-returners" (students who did not plan to take any courses at SDMC in summer or fall of 2018)	• Graduation (39%) and transfer (63%) are the two most popular reasons students gave for why they don't plan to return to Miramar College during the next two terms, followed by other (20%), that Miramar College is too far away from home/work (18%), and a preference for Mesa (15%) and City Colleges (12%). • We grouped and analyzed responses by three categories: "success stories"; "unpreventable losses"; and "preventable losses." Students themselves often gave responses that overlapped the categories (for example, students said they were graduating but also that they prefer Mesa to Miramar or students said that they had moved out of the district, but also that school was difficult to afford). (See chart).

Summer 2018: Preferred time slots

- The heat map below shows which time slots students prefer most (green indicates greater popularity, yellow indicates medium popularity, red indicates less popularity).

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 a.m. - 8:59 a.m.	28%	29%	29%	29%	20%	18%	13%
9:00 a.m. - 9:59 a.m.	42%	42%	42%	41%	27%	21%	16%
10:00 a.m. -10:59 a.m.	50%	49%	49%	49%	31%	23%	17%
11:00 a.m. - 11:59 a.m.	47%	45%	46%	45%	28%	21%	16%
12:00 p.m. - 12:59 p.m.	39%	38%	38%	37%	23%	19%	15%
1:00 p.m. - 1:59 p.m.	31%	31%	30%	29%	19%	14%	12%
2:00 p.m. - 2:59 p.m.	26%	25%	26%	24%	16%	13%	10%
3:00 p.m. - 3:59 p.m.	20%	20%	20%	19%	13%	12%	9%
4:00 p.m. - 4:59 p.m.	20%	20%	20%	19%	15%	12%	9%
5:00 p.m. - 5:59 p.m.	28%	29%	28%	28%	22%	13%	10%
6:00 p.m. - 6:59 p.m.	35%	36%	35%	35%	27%	14%	11%
7:00 p.m. - 7:59 p.m.	32%	33%	32%	32%	25%	13%	10%
8:00 p.m. - 8:59 p.m.	28%	28%	28%	28%	22%	12%	9%
9:00 p.m. - 9:59 p.m.	23%	23%	23%	22%	18%	11%	8%

# Summer 2018: Reasons students plan to take courses at another campus
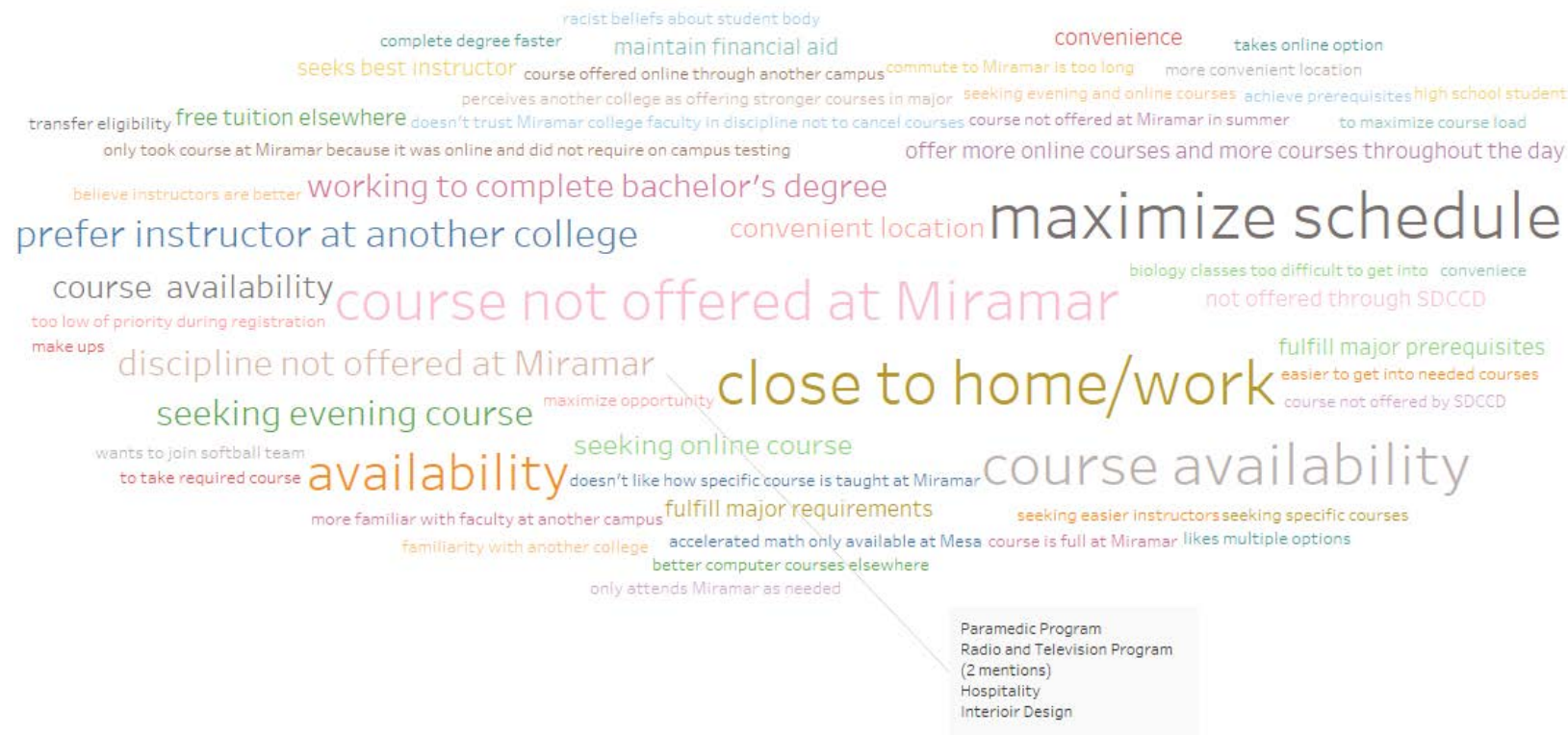
Fall 2018: Preferred time slots

- The heat map below shows which time slots students prefer most (green indicates greater popularity, yellow indicates medium popularity, red indicates less popularity).

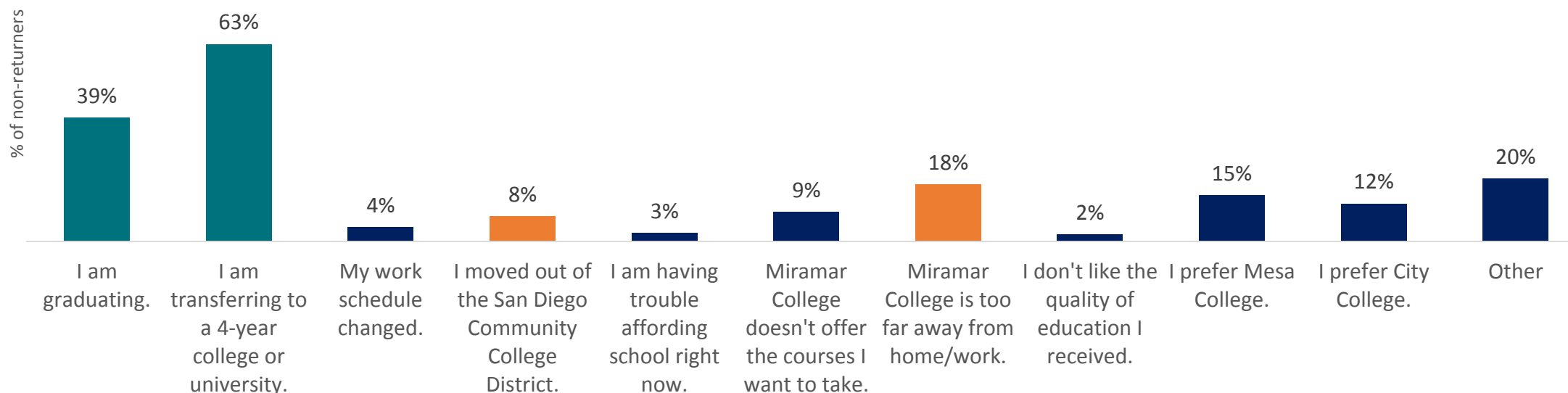|	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 a.m. - 8:59 a.m.	27%	27%	28%	27%	17%	17%	12%
9:00 a.m. - 9:59 a.m.	44%	44%	43%	43%	25%	19%	13%
10:00 a.m. -10:59 a.m.	49%	49%	49%	50%	28%	21%	15%
11:00 a.m. - 11:59 a.m.	51%	50%	49%	49%	27%	21%	15%
12:00 p.m. - 12:59 p.m.	45%	46%	44%	43%	22%	17%	13%
1:00 p.m. - 1:59 p.m.	36%	36%	36%	35%	18%	15%	11%
2:00 p.m. - 2:59 p.m.	29%	30%	29%	28%	15%	12%	10%
3:00 p.m. - 3:59 p.m.	22%	22%	22%	22%	13%	11%	8%
4:00 p.m. - 4:59 p.m.	24%	24%	23%	23%	16%	11%	9%
5:00 p.m. - 5:59 p.m.	32%	31%	31%	31%	22%	12%	10%
6:00 p.m. - 6:59 p.m.	37%	36%	36%	37%	28%	14%	11%
7:00 p.m. - 7:59 p.m.	33%	33%	34%	33%	26%	12%	10%
8:00 p.m. - 8:59 p.m.	28%	27%	28%	28%	22%	10%	9%
9:00 p.m. - 9:59 p.m.	22%	21%	21%	21%	17%	9%	7%

Non-returners: Reasons for not returning

- Graduation (39%) and transfer (63%) are the two most popular reasons students gave for why they don't plan to return to Miramar College during the next two terms, followed by other (20%), that Miramar College is too far away from home/work (18%), and a preference for Mesa (15%) and City Colleges (12%).
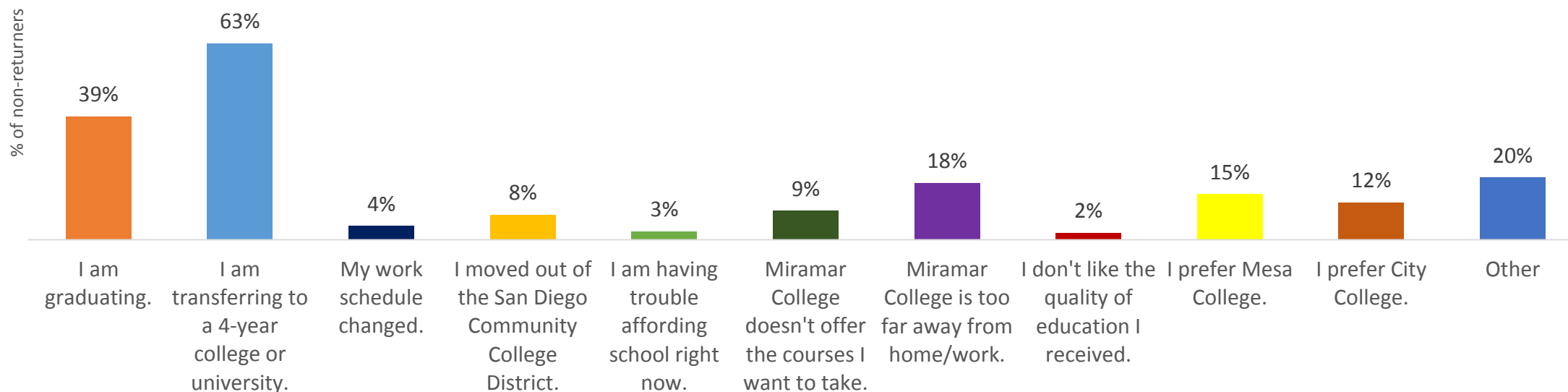
Defining non-returners

- We grouped and analyzed responses by three categories: "**success stories**"; "**unpreventable losses**"; and "**preventable losses**." Students themselves often gave responses that overlapped the categories (for example, students said they were graduating but also that they prefer Mesa to Miramar or students said that they had moved out of the district, but also that school was difficult to afford).

% of non-returners

Category	%
I am graduating.	39%
I am transferring to a 4-year college or university.	63%
My work schedule changed.	4%
I moved out of the San Diego Community College District.	8%
I am having trouble affording school right now.	3%
Miramar College doesn't offer the courses I want to take.	9%
Miramar College is too far away from home/work.	18%
I don't like the quality of education I received.	2%
I prefer Mesa College.	15%
I prefer City College.	12%
Other	20%

Spring 2018 Miramar College Graduation Survey: Summary of Findings

Purpose of study:
- To understand graduates' experiences at Miramar College to inform institutional planning
- To gain insight into students' post-graduation plans

Instrument and research method:
Design: Online survey
Target Population: Candidates for SDMC degrees and certificates in Spring 2018
Sampling: Census of degree/certificate candidates
Administration: Distributed via individualized invitations to participate sent to student email addresses

Number of responses (response rate): 200 students (16.5%)

Key characteristics of respondents:
- FT students were overrepresented in this study, as compared to the number of FT students attending SDMC.
- Two-thirds of respondents reported that they remained employed (FT or PT) throughout the majority of their education at SDMC/in the SDCCD.
- The majority of respondents took their first course in the SDCCD in the 2010s (86%). The median start year was 2015, and the mode was 2016.
- The majority of respondents took courses at other colleges in addition to SDMC. Sister colleges Mesa College and City College were the most heavily trafficked (64% and 36%, respectively).

Data Application:
- College-wide Planning
- Unit-level Planning

Findings:

Goals for attending Miramar College	• The majority of respondents (59%) reported that their primary goal for taking courses at SDMC/in the SDCCD was to obtain a bachelor's degree after earning an associate's degree. Thus, the students who participated in this study are not representative of the majority of students who attend SDMC, who attend community college with a wider array of goals. • Roughly a third of students reported shifting their goals while attending SDMC, such as deciding to pursue a different major or deciding to pursue an associate's degree for transfer on their way to pursuing a bachelor's degree.
Student Experience at Miramar College: Overview	• Results indicated that the majority of respondents felt directed, focused, engaged, nurtured, valued, and connected. • The majority of respondents felt SDMC prepared them for the next steps of their educational and personal journeys. • However, there were several areas where improvement is needed (e.g., more opportunities for career exploration; connecting students to meaningful extracurricular activities; helping students feel like they are part of a larger campus community; helping students feel like they have a voice on campus).
What we do well in supporting students in meeting their career and personal goals	• We have caring, supportive, and knowledgeable classroom instructional faculty who center teaching and students in their work. • We have caring, supportive, and knowledgeable classified professionals who center students in their work. • We have high quality wrap-around services to support student success. • We offer flexibility and support for working professionals and students with complex needs.
What we could do better in helping students meet their career and personal goals	See chart
Challenges students faced to receiving their degrees/certificates	• Students reported the following challenges: health/mental health challenges; problems mastering academic materials; problems getting courses transferred; receiving contradictory advice from SDMC staff

Service use and satisfaction	• Students were fairly knowledgeable regarding the services that SDMC offers, but there remains room for outreach, particularly by mental health services and the student affairs office. Keep in mind that award earners may be more aware of services than the general student body. • The most frequently used services by respondents were counseling, admissions & records, financial aid, and the transfer center. • The majority of students seemed pleased with the services offered on SDMC's campus. However, further research is needed to understand the *whys* behind students' reported satisfaction levels.
Students' plans for the future	• Within the next six months, the majority of respondents plan to continue their education at a 4-year college or university (67%). • Respondents' six-month employment plans vary. • Respondents provided a wide array of responses regarding how SDMC has shaped their career and educational plans and opportunities, including helping them meet concrete goals (transfer, enter new career) to helping them with personal improvement (increased knowledge, increased sense of empowerment, greater confidence).
How Miramar College can support alumni	• Students seek a variety of alumni support: alumni networking events (53%); access to an alumni newsletter (31%); ability to attend campus career fairs and other career-related events (56%); and help with transfer questions, access to trainings, and ability to take more classes outside major.

What we could do better in helping students meet their career and personal goals

everything hold commencement after finals
offer more student clubs and events   more tutors to help with advanced courses   offer more language classes
increase helpfulness and friendliness of staff   offer more career fairs and seminars
increase availability of counseling appointments   offer more weekend courses   more supervision of student workers   offer more challenging courses
offer more online classes more support from professors in the learning process greater communications about the need to register for commencement   Saturday hours for the English Center
offer more online courses better assistance in helping students make transfer plans   offer regular scheduled check-ins with students on their status and progress   make classroom learning more engaging
offer more resources to help students   remove red tape and beaurcacy to improve student material and learning technology
be transparent about work study opportunities   greater insight into what happens after a student tranfers from SDMC to another college support improving GPA   greater promotion of support services
offer more career assistance   allow students to display their expected honors during graduation, even if final grades not submitted   intentionally facilitate a stronger student life/student culture
offer more slots for students to take necessary courses   provide more consistent feedback to students across the campus (student services)
at the college-level, create more intentional opportunities for students to connect with professionals in their fields that do not rely on individual professors' willingness/ability to reach out to their networks

better training and supervision of staff in the counseling center

make room for students with shorter tenure at SDMC to become as involved in student clubs and government as students with longer tenure   increase friendliness of staff
offer more tutoring options   keep student bulletins updated and create centralized system where students can learn about events happening on campus
better support from administrators for students who report unprofessional behavior from a professor   offer more courses on the pathway to transfer   no feedback
provide more opportunities for students to network with professionals in their desired field   more appointment availability in the counseling center
offer faster internet improve knowledge to support students who eventually want to go to medical school   hire students
offer study abroad opportunities   hold more college application meetings to better fit student scheduling needs   provide greater access to research opportunities for science majors   offer phone call advising
heavier advertisement of career services   greater accountability for instructors in how they treat and teach students   better planning and communication with students
accept more transfer credit longer meeting periods for counseling walk-in appointments   offer more classes   connect students to internship opportunities
offer more healthy eating opportunities on campus   better training of tutors in the PLACE better text book buy back offers   more support in the transfer process
make fewer changes to degree requirements   more programs for STEM majors   offer more hands-on experience
greater clarity about degree requirements

n=104