

Factors Affecting College Students Satisfaction With Major

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ZAYDEN BURKE

Four Critical Years Springer Nature

Explores the causes and consequences of job stress to show how it has a direct influence on the health of employees and the productivity of the companies they work for.

Relationship Between Honors College Membership, Student Satisfaction and Personality at Eastern Michigan University Athabasca University Press

This study investigated whether college students' self-efficacy, level of learning strategy use, academic burnout, and school support predict course satisfaction and learning persistence. To this end, self-efficacy, level of learning strategy use, academic burnout, and school support were used as prediction variables, and course satisfaction and learning persistence were used as criterion variables. Subjects were 178 students registered for online and mobile "Culture and Art History" courses in the 2012 second quarter of K cyber university. They participated in an online survey. Multiple regression analysis revealed that self-efficacy and level of learning strategy use positively predicted course satisfaction and learning persistence, and academic burnout negatively predicted course satisfaction and learning persistence. However, school support did not predict either course satisfaction or learning persistence. Accordingly, we suggest that raising self-efficacy and level of learning strategy use, and reducing academic burnout in the learning environment will improve course satisfaction and learning persistence of cyber learners. [For the complete proceedings, see ED557171.].

Research Anthology on Preparing School Administrators to Lead Quality Education Programs Christos Frangos

This book features research papers presented at the International Conference on Emerging Technologies in Data Mining and Information Security (IEMIS 2018) held at the University of Engineering & Management, Kolkata, India, on February 23-25, 2018. It comprises high-quality research work by academicians and industrial experts in the field of computing and communication, including full-length papers, research-in-progress papers, and case studies related to all the areas of data mining, machine learning, Internet of Things (IoT) and information security.

A Study of Students Satisfaction with Specific Institutional Factors by Age Groups Springer

The delivery of quality education to students relies heavily on the actions of an institution's administrative staff. Effective leadership strategies allow for the continued progress of modern educational initiatives. It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times and promote the accomplishments of their organization. *Research Anthology on Preparing School Administrators to Lead Quality Education Programs* is a vital reference source that offers theoretical and pedagogical research concerning the management of educational systems on both the national and international scale. It also explores academic administration as well as administrative effectiveness in achieving organizational goals. Highlighting a range of topics such as strategic planning, human resources, and school culture, this multi-volume book is ideally designed for educators, administrators, principals, superintendents, board members, researchers, academicians, policymakers, and students.

Design, Operation and Evaluation of Mobile Communications Emerald Group Publishing

Postsecondary curricula are often the first opportunity where students can and are compelled to make choices regarding their adult professional life and the first opportunity students have to engage in serious and focused exploration of the various career options that might be available to them. While the general impact of a postsecondary education on career experience, including job satisfaction and success, is well documented, the factors influencing postsecondary students' career choice and how those factors impact college outcomes, including motivation towards, satisfaction with, and achievement in their chosen major field, appear to be more obscure and uneven. Self-determination theory (SDT) is a well-established motivational construct in the educational psychology field and the goal of this study is to explore the role that SDT may play in the relationship between determinants influencing a student's choice of major and their satisfaction and achievement outcomes. Using self-reported survey data from students across five disciplines at a large public four-year university, a cluster analysis was performed to

determine if students could be grouped meaningfully based on their self-determination and the determinants that influenced their choice of major. Meaningfulness was assessed based primarily on the differences across the clusters on the satisfaction and achievement measures. Students were found to be too similar across the clusters on the achievement measure for meaningful interpretation on that outcome, but there did appear to be an important relationship between the influence of future outcomes and personal experiences in choosing a major and the students' satisfaction with their major. Multiple regression analysis was also employed to assess the degree to which achievement could be predicted by students' satisfaction, self-determined motivation, and determinants influencing choice of major. Self-determined autonomy was an important mediator and moderator of the effects that the determinants influencing choice of major had on satisfaction and achievement. Future directions in the research program, as well as the practical implications of the results, are discussed.

Proceedings of the 3rd International Conference: Quantitative and Qualitative Methodologies in the Economic & Administrative Sciences (QMEAS 2013) Jossey-Bass Incorporated Pub

This study examined the impact of undergraduate college student Facebook usage on college student satisfaction. Participants in the study completed an electronic survey to determine academic Facebook usage tendencies, non-academic Facebook usage tendencies, levels of involvement with in-person college-related activities, and feelings of being connected to the college or university environment. Both academic and non-academic Facebook usages, and level of satisfaction with the college experience were also topics of focus. Participants were undergraduate college students who were enrolled in Ohio colleges and universities during the spring of 2010. This study found that undergraduate college student Facebook usage impacts college student satisfaction, mediated by student's feelings of being connected to his or her college or university. Data from this survey (Appendix B) are discussed in conjunction with an extensive study on student involvement, social media websites, and student satisfaction. Participants reported using Facebook both for academic and non-academic purposes. Participants also reported using Facebook regularly, often multiple times a day for various activities. Data analysis conducted within this study suggest that participants who used Facebook regularly are more satisfied with various facets of their college experience, including academic and social experiences. This increase in level of satisfaction among participants appears to be mediated by feelings of being connected to the college or university environment. Results from the study have implications for both academic and student affairs professionals, concerning policy decisions on how college or university stakeholders utilize social media for academic purposes including pedagogy, recruiting, student learning, and student outreach.

Explore Business, Technology Opportunities and Challenges After the Covid-19 Pandemic diplom.de

The purpose of this study was to explore what institutional factors affect retention and student success at a Florida public, 4-year university for commuter students. This study included institutional factors controlled by the university that affect retention with students who commute to the institution. Commuter students compose over 80% of enrollment at the nation's college and university campuses. This mixed-method study included both a survey and focus groups. In the first part of the study, quantitative data were collected, using the Noel-Levitz Student Satisfaction Inventory (SSI). The survey analysis of the data collected using the SSI indicated that the scores for the scales were not statistically significant in determining whether or not a student would choose the university again. In the second part, focus groups were conducted to better understand student satisfaction with the institutional factors. Four main themes emerged from data analysis: (a) location and other reasons to attend the institution, (b) connectedness to the institution, (c) institutional factors that assist with progression toward degree, and (d) obstacles to graduation. Four major conclusions were addressed: students who participated in this study had higher levels of satisfaction with library services and academic advising services than with other institutional factors, commuter students were not participating in student organizations or social activities on campus because they needed to balance external obligations with their academic careers, that students in the focus groups appeared to have an instrumental view of their college experiences and are focused on what they needed to do to complete course and degree requirements, and commuter

student desired to have increased regular interactions with faculty teaching courses in their major fields. In conclusion, because commuter student are the majority population on many campuses, college administrators and faculty will need to continue providing opportunities for commuter student engagement and academic success.

A Study of Personality Need Factors with Respect to College Student Satisfaction in a Small, Private College Located in Mississippi IGI Global

Little is known about student success in online learning environments, especially how the predisposing characteristics that the learner brings to the learning environment may differentially affect student outcomes. This study explored the question of whether a student's "readiness" to be a self-directed learner is a predictor of student success in an online community college curriculum. The specific goal of this investigation was to determine whether there was a significant relationship between self-directed learning readiness-as measured by Guglielmino's (1977) Self-Directed Learning Readiness Scale (SDLRS)- and student success-as measured by course completion, grade point average (GPA) and student satisfaction, the latter assessed by student responses to an opinion poll. The subjects of this study were community college students in the state of Washington, enrolled in one or more transfer-level online courses delivered via WashingtonONLINE (WAOL) during fall quarter 1999. Students who voluntarily chose to respond to two elective surveys comprised the study sample. A correlational research design was used to test the explanatory power of self-directed learning readiness and to describe the relationships between variables. Since this study was designed to test hypothesized relationships, the resulting correlation coefficients were interpreted in terms of their statistical significance. The expected outcome of this study was to confirm or disconfirm a statistically significant relationship between self-directed learning readiness and student success in an online community college curriculum. The findings of this study failed to achieve this outcome due to (1) the lack of statistical reliability of the SDLRS among the subject population; (2) the resulting lack of validity of the SDLRS among the study sample; (3) a nonresponse effect; and (4) a self-selection effect. The unanticipated outcome of this study was evidence that student perception of student/instructor interactions is a single variable predictor of student success among community college students in an online learning environment. Recommendations for further study include Web-specific research methodologies that address the potentially deleterious effects of nonresponse and self-selection in cyber-research environments and continued exploration of the multiple facets of student success in asynchronous learning domains.

Universal-Publishers

The Third International Conference on Hybrid Learning (ICHL 2010) was organized by the School of Continuing and Professional Studies of The Chinese University of Hong Kong, Beijing Normal University, Goethe-Institut China, Caritas Francis Hsu College, and Caritas Bianchi College of Careers. ICHL 2010 provided a platform for knowledge exchange on hybrid learning among educators, researchers and computer scientists, who share a common goal to enhance the quality of learning and teaching in this fast-changing knowledge world, with the support of technology innovation. Hybrid learning has been an ongoing trend for a number of years. It is not merely a simple combination of face-to-face and technology-mediated instruction, but also encompasses different learning strategies for teaching and learning. It places emphasis on outcome-based teaching and learning, and provides a diversified learning environment. Hybrid learning is probably the most efficient learning mode in the present age of globalization, when learning has to be borderless and dynamic in order to address the diverse learning needs of students. Students are given more opportunities to - velop into active independent learners, and to practice practical skills for work and study. It was our pleasure to have three keynote speakers for the ICHL 2010. They were Rebecca Launer from Goethe-Institut, Germany, Bebo White from Stanford University, and Yan Ji Chang from Tsinghua University, all of whom shared with us their valuable insights in the hybrid learning field.

A Study of Factors Contributing to Student Satisfaction at a Historically Black College (HBCU) McGraw-Hill Education (UK)

This LNCS 12216 constitutes the refereed proceedings of the First International Conference on Design, Operation and Evaluation of Mobile Communications, MOBILE 2020, held as part of HCI International 2020 in Copenhagen, Denmark in July 2020. The

conference was held virtually due to the corona pandemic. The total of 1439 papers and 238 posters included in the 40 HCII 2020 proceedings volumes was carefully reviewed and selected from 6326 submissions. The regular papers of Design, Operation and Evaluation of Mobile Communications, MOBILE 2020, presented in this volume were organized in topical section around the subject: Design, Operation and Evaluation of Mobile Communications. *A Comparative Analysis of College Students' Satisfaction as Perceived by Selected Foreign and American Students at the University of Minnesota* Factors Affecting Student Satisfaction in Community College Honors Programs Technology-Enhanced Learning

Student satisfaction is a high priority for universities across the nation, as high levels of satisfaction have been correlated with higher enrollment and retention rates. There are an infinite number of things that can potentially influence a student's level of satisfaction with a college or university, making it increasingly difficult for the institution to maintain high levels of satisfaction across their diverse populations of students. Factors such as academic advising, registration effectiveness, instructional effectiveness, and campus climate have been shown to influence student satisfaction, and thus impact an individual's college experience. It was predicted that students who are members of the Honors College at Eastern Michigan University are more satisfied than students that are not a member. I began to wonder if the level of satisfaction was a result of something more than whether or not a student was a member of the Honors College. Things such as personality type may be an influence, beyond the control of the university, on a student's experiences. The aim of this study is to investigate the relationship between Honors College membership, personality, and student satisfaction/experience.

ECEL 2020 19th European Conference on e-Learning BRILL Teaching in Blended Learning Environments provides a coherent framework in which to explore the transformative concept of blended learning. Blended learning can be defined as the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies. A direct result of the transformative innovation of virtual communication and online learning communities, blended learning environments have created new ways for teachers and students to engage, interact, and collaborate. The authors argue that this new learning environment necessitates significant role adjustments for instructors and generates a need to understand the aspects of teaching presence required of deep and meaningful learning outcomes. Built upon the theoretical framework of the Community of Inquiry – the premise that higher education is both a collaborative and individually constructivist learning experience – the authors present seven principles that provide a valuable set of tools for harnessing the opportunities for teaching and learning available through technology. Focusing on teaching practices related to the design, facilitation, direction and assessment of blended learning experiences, Teaching in Blended Learning Environments addresses the growing demand for improved teaching in higher education.

Factors Affecting Student Satisfaction in Community College Honors Programs Springer

This book constitutes the refereed proceedings of the International Conference on Business and Technology (ICBT2021) organized by EuroMid Academy of Business and Technology (EMABT), held in Istanbul, between November 06–07, 2021. In response to the call for papers for ICBT2021, 485 papers were submitted for presentation and inclusion in the proceedings of the conference. After a careful blind refereeing process, 292 papers were selected for inclusion in the conference proceedings from forty countries. Each of these chapters was evaluated through an editorial board, and each chapter was passed through a double-blind peer-review process. The book highlights a range of topics in the fields of technology, entrepreneurship, business administration, accounting, and economics that can contribute to business development in countries, such as learning machines, artificial intelligence, big data, deep learning, game-based learning, management information system, accounting

information system, knowledge management, entrepreneurship and social enterprise, corporate social responsibility and sustainability, business policy and strategic management, international management and organizations, organizational behavior and HRM, operations management and logistics research, controversial issues in management and organizations, turnaround, corporate entrepreneurship, and innovation, legal issues, business ethics, and firm governance, managerial accounting and firm financial affairs, non-traditional research and creative methodologies. These proceedings are reflecting quality research contributing theoretical and practical implications, for those who are wise to apply the technology within any business sector. It is our hope that the contribution of this book proceedings will be of the academic level which even decision-makers in the various economic and executive-level will get to appreciate.

Global Perspectives on Recruiting International Students Jossey-Bass

Factors Affecting Student Satisfaction in Community College Honors Programs Technology-Enhanced Learning BRILL

A Study of Factors Related to Satisfaction Among Sophomore Engineering Students at Michigan State University Springer Science & Business Media

Designing for technology enhanced learning (TEL) is often a demanding process. It involves creating challenging learning tasks, making sure that students have access to the right tools and resources, and ensuring there are appropriate opportunities for them to learn with and from each other. This book introduces the use of design patterns and pattern languages as ways of capturing and sharing TEL design knowledge. The editors have assembled a team of authors who have pioneered research and development in this rapidly expanding field.

Hybrid Learning Springer Nature

Author's abstract: The researchers purpose of this study was to examine the relationship of the students identification of importance and satisfaction with institutional factors (those factors that the institutions can control) of Georgias technical colleges and to determine the extent of the differences between importance of and satisfaction with institutional factors. For the study, two databases were analyzed that were comprised of data from Georgias technical college students who took the Noel Levitz Student Satisfaction Inventory questionnaire. To explain the findings from the analysis, discussion topics were derived from the themes and trends and were presented to two, five person focus groups of students who attended a technical college in Georgia for discussion. The researchers findings revealed that students ranked the factors of instructional effectiveness, registration effectiveness, and academic advising/counseling as the most important factors within the institution. The researcher found that service excellence, safety and security issues, and campus support services were ranked by technical college students in Georgia as factors with which they were least satisfied. Students reported the least differences between the importance and satisfaction of the factors in the categories of safety and security, admissions and financial aid, and registration effectiveness reflected the greatest differences. The focus group expressed discontent with safety and security and the student services department of the institutions. The students are most satisfied with the faculty of the college. Administrators and decision makers may use the information garnered by this research to promote the areas that students feel are important and those in which students are satisfied, while focusing on correcting the items within the institution in which students are not satisfied. Policies and procedures can focus on factors that students feel are important such as instructional effectiveness, registration effectiveness, and academic advising and counseling. Coupled with this, policies should bolster factors that students are satisfied with such as institutional effectiveness, student centeredness, and concern for the individual while adding or changing policies that affect the factors that students are not satisfied; academic services, safety and security, and campus support services.

Investigation of Factors Affecting Completion of Distance-learning Courses at a Community College for a Seven-year Period Academic Conferences International Limited

The long awaited sequel to the landmark work first published in 1991, this volume continues the longitudinal study of how the college experience impacts on the lives of students in the US.

Job Satisfaction Springer Nature

Inhaltsangabe:Abstract: The aim of the research presented here is to assess student satisfaction at the Aarhus School of Business (ASB) for the Summer University that was first introduced in July 2006. The European Performance Satisfaction Index (EPSI) was adapted to incorporate student satisfaction in order to reach this aim, and was used as the main approach in our thesis. The necessary data was gathered from online surveys we derived from the students. Two studies complemented this model. On the one hand, structured interviews were conducted with all relevant lecturers and on the other hand, a survey was conducted in two waves with Summer University participants. In the first wave, the students initial expectations were measured and in the second wave it was the degree of fulfilment for these expectations that were measured. Results from the EPSI model indicated that participants of the Summer University were satisfied overall with the program and will remain loyal. Surprisingly however, the variable image showed no direct impact on perceived value, satisfaction, and loyalty. The results from the interviews showed that lecturers were well chosen, but not adequately prepared for the program. In addition, the survey results indicated that expectations were to some degree fulfilled, but certain attributes of lecture quality experienced a negative disconfirmation of expectations. Furthermore, the direct comparison of data from the lecturers and the students suggested problems with the information flow between ASB, the lecturers, and the students. From these findings it can be concluded that overall, the Summer University was a success in the introduction of a new study program; however, there are some areas that need to be improved. Thus, our suggestions include new positioning and better marketing for next year, concrete improvement of quality attributes and information flow, and a strategy for sustainability and expansion of the Summer University. Our work successfully presents student satisfaction with a threefold approach, not used hitherto. Combining all three approaches in one dissertation and establishing linkages and interrelations between them, provides an extensive insight towards student satisfaction. Considering ASB Summer University took place for the first time in 2006, the insights we provide and the recommendations we are able to give, will influence the further organisational and managerial development of the program. When [...]

Technology-Enhanced Learning Springer Nature

Although many countries have created effective strategies to recruit more international students due to proven economic and social benefits, recruiting international students as a field of research lacks coherence. Filling this gap, this book provides a holistic and comprehensive overview of this emerging research area.

Importance and Satisfaction with Institutional Factors Among Students in Technical Colleges in Georgia Jossey-Bass

This book presents the proceedings of the 11th Conference on Theory and Applications of Soft Computing, Computing with Words and Perceptions and Artificial Intelligence, ICSCCW-2021, held in Antalya, Turkey, on August 23-24, 2021. The general scope of the book covers uncertain computation, decision making under imperfect information, neuro-fuzzy approaches, natural language processing, and other areas. The topics of the papers include theory and application of soft computing, computing with words, image processing with soft computing, intelligent control, machine learning, fuzzy logic in data mining, soft computing in business, economics, engineering, material sciences, biomedical engineering, and health care. This book is a useful guide for academics, practitioners, and graduates in fields of soft computing and computing with words. It allows for increasing of interest in development and applying of these paradigms in various real-life fields.