

Supplemental Material

CBE—Life Sciences Education

Hsu *et al.*

Supplemental materials

Student motivations and barriers towards online and in person office hours in STEM classes (Hsu et al.)

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Student survey

1. Personal info

1. Name and email
2. Which of the following classes are you currently enrolled in? Check all that apply. (*list of classes provided*)
3. Semester that you started at Chapman

2. Office hours questions

1. Have you attended any of your course instructors' office hours this semester (spring 2021) for any of the science, technology, engineering, or math (STEM) courses you are currently enrolled in? Office hours are defined in this survey as any non-course times set aside by the course's primary instructor to meet with students to help with the course, and do not include review sessions or any scheduled session where the instructor is providing structured content. [Yes/no/not sure]
2. Why do you attend office hours? If you have not attended office hours this semester, you may indicate that here.
3. For any STEM classes where you have not attended office hours, why have you not attended? If this does not apply to you, you may leave this blank.

3. Office hours frequency

1. How would you estimate your average weekly frequency of attending office hours for the STEM courses you are enrolled in this semester as compared to last spring (spring 2020) at this same point in the semester, when most office hours were in person prior to the transition to online learning?
 1. Not enrolled at Chapman in spring 2020
 2. About the same as last spring
 3. Increased frequency of attending office hours this semester as compared to spring 2020, prior to the transition to online learning
 4. Decreased frequency of attending office hours this semester as compared to spring 2020, prior to the transition to online learning
 5. Not sure/don't remember

4. Office hours format

1. What advantages, if any, do you perceive of online office hours as compared to in person office hours?
2. What disadvantages, if any, do you perceive of online office hours as compared to in person office hours?

3. Imagine that we are out of the pandemic in the future and that all classes are now fully in person. Suppose your instructor offers a choice of online versus in person office hours. Which of the following best describes the impact of the office hours format on your likelihood to attend office hours?
 1. No preference / equally likely to attend
 2. Slightly more likely to attend if in person
 3. Much more likely to attend if in person
 4. Slightly more likely to attend if online
 5. Much more likely to attend if online
4. In this scenario, when we are out of the pandemic and courses are offered fully in person, what would be your preference for office hours?
 1. All office hours in person
 2. All office hours online
 3. Most office hours in person, but some online
 4. Most office hours online, but some in person
 5. Half of office hours online, and half of office hours in person
 6. No preference
5. Demographic data
 1. Do you self-identify as a transfer student, i.e., previously enrolled part-time or full-time in another undergraduate institution? This does not include dual enrollment during high school.
 2. Do you self-identify as a first-generation student, i.e., first in your immediate family to attend college?
 3. Gender
 4. Race/ethnicity

Instructor survey

1. What do you see as the purpose or goals of office hours?
2. Why do you think some students do not attend office hours?