2018 GRADUATING STUDENT SURVEY REPORT

May 2018
TABLE OF CONTENTS

Executive Summary 2
Introduction 4
   About the Respondents 4
Time to Degree Completion 5
Work & Students 7
Student Satisfaction 9
   College Experience 9
   Student Life 10
   Experiential Learning 10
   Re-Enrollment 11
   Institutional Promotion 11
   Personal & Academic Growth 12
   General Education 13
   Program of Study 14
   First Destination 15
Open-Ended Comments 16
Conclusion 17
Recommendations 18
Appendix: Graduating Student Survey instrument 19
Executive Summary

Students graduating from the College of Coastal Georgia (CCGA) generally leave with a positive attitude regarding their experiences at the institution with a high percentage indicating they would recommend the College to a prospective student and return, if given a chance to start over.

Certain themes emerged across survey questions and categories. Graduating student respondents reported that they have been able to overcome potential obstacles and succeed at earning their degrees. A substantial majority of working students reported being able to maintain satisfactory academic progress and graduate in the time they expected. Student satisfaction with the physical environment, social opportunities, experiential learning, and the approachability of faculty was rated consistently high.

Given the intent to gather data and information for institutional assessment and quality improvement purposes, the Graduating Student Survey did not require IRB review or approval because such activities “serve to assess and document matters specific to the institution, rather than contribute to generalizable knowledge.” The privacy of survey participants was protected and participation was voluntary.

Key Findings

Students completed their program of study on time.

Overall, 81% of graduating students completed all their degree requirements on time. For those who were unable to do so, personal factors (e.g., working full-time) were cited as a significant deterrent. From an academic perspective, the most prevalent open-ended comment was that required courses were not offered regularly.

Students prompted by “greater interest” in changing intended majors.

Of the 55% of graduating students who changed majors, the primary reason cited was an expressed “greater interest” in another major, while 16% noted that courses for their originally intended major were offered at inconvenient times.

Students who worked while pursuing a program of study made satisfactory academic progress.

The majority of students (63%) worked while enrolled at CCGA. The main reasons provided were the need to support themselves and/or their families or to meet various college and personal expenses. An overwhelming 95% of those students who worked maintained satisfactory academic progress.

Students were satisfied with their college and student life experiences.

On average, 87% of students were either “very satisfied” or “satisfied” with their college experience based on their responses to several statements that ranged from helpfulness of library services to career advising in major. When specifically asked about their student life experience, 75% rated it either “excellent” or “good” with 16% being “neutral” in their response.

Students engaged in various experiential learning environments.

Service-learning garnered a 28% response when students were asked about experiential learning involvement followed by practicum (21%), clinical (17%), internship (16%) and student teaching (10%). Only 2% of students did not report completing some type of experiential learning.
Students experienced personal and academic growth.

When offered a slate of areas that impacted their personal and academic growth, the top three receiving the highest level of satisfaction were developing personal independence; improving leadership ability; and increasing knowledge in the chosen academic field.

Students were satisfied with their overall program experience.

Eighty-two percent of students expressed satisfaction in their majors with particular focus on the following attributes: program faculty explained course goals and requirements; program evaluation methods were fair and consistent; program faculty members were respectful; program faculty members were approachable; and program provided sufficient technological support.

Students had determined their post-graduation plans.

When students were asked to indicate their primary plan following graduation, 28% were still engaged in finding employment, while 16% stated that they were continuing their studies. Fourteen percent had accepted a full-time position in a field related to their major, while 14% indicated already being employed. Six percent indicated that they were continuing their academic studies, progressing from an associate to a baccalaureate degree at the College.

Students would start over again at CCGA and recommend the institution to a prospective student.

Of the graduating student survey respondents, 81% indicated they would attend CCGA if given another chance to enroll, while 86% would recommend the College to a prospective student.
Introduction

Methodology
The 2018 Graduating Student Survey is a collaborative institutionally-developed survey to understand graduation outcomes related to time-to-degree, barriers to degree completion, demographics, involvement, and satisfaction. The survey was administered by the Office of Institutional Effectiveness to all students who applied for graduation during the spring semester and contains skip logic to streamline the experience for students. All data are self-reported and presented anonymously in aggregate form. Survey content validity was ensured by involving different reviewers during the survey design stage. Cronbach’s alpha statistic was above .70, suggesting a high level of item consistency. The survey was administered a few weeks before May commencement. Students receive two reminders to complete the survey. The survey response rate was 34.3 percent (113 of 329 students).

Descriptive statistics were used to analyze data for the Graduating Student Survey. The Office of Institutional Effectiveness utilized Qualtrics to capture and evaluate student responses. Questions were asked utilizing both nominal and interval (Likert-type) scales. Students were also given the opportunity to provide an open-ended comment to several questions posed in the survey. Content analysis was completed to determine prevalent themes.

Since this is the first administration of this new version of the graduating student survey that takes a more holistic look at various student aspects, results can be used as baseline data against which to establish targets and initiatives and measure future progress. This survey, along with others that are disseminated annually, will help create a more comprehensive picture of CCGA students and ways in which the institution can ensure success for all enrolled students.

About the Respondents
Of the 113 survey respondents, 86% were enrolled primarily as full-time students, while 14% attended as part-time students. Seventy-four percent of the survey respondents took the majority of their classes in the day, while 26% enrolled in late afternoon and evening courses. The average age of survey respondents was 26.
Ninety-four percent took most of their classes in Brunswick, while 6% were primarily enrolled at the Camden Center. Regarding School affiliation, 42% were enrolled in Arts & Sciences; 36% in Education, Health Sciences & Nursing; and 22% in Business & Public Management.

**Time to Degree Completion**

Based on the responses to this survey, the majority of student respondents noted that they completed their degrees as quickly as they planned. For those that indicated that completion of their degree was delayed, students received a follow-up question about the reason(s) they perceived for the delay. Students could indicate both personal and institutional factors.

The data suggest that personal factors (e.g., needing to work more for my family; working full-time) have a greater impact on student’s graduation than institutional factors. Regarding institutional factors that students perceive as delaying their degree completion, the most prevalent response was that required courses were not offered regularly. Several students cited having failed a course and the extra time it took to retake it.
Of the students who responded to this survey, 45% indicated they had not changed their majors. For the 55% who indicated that they had, 42% “found another major of greater interest,” 14% noted that “courses in original major were too difficult,” and 16% stated that “courses for original major were offered at inconvenient times.” Several cited “other reasons” rather than selecting one of the options provided, including “changed my mind,” “stopped out to have a child,” and “my original major offers few job prospects.”
Work & Students

To understand the reasons why the majority of student respondents (63%) had to work while they attended CCGA, a question was asked to obtain their reason(s). The majority of those 71 students who indicated that they had to work while in school, 52% did so to “support myself and/or my family” while 21% used the money to “pay college and personal expenses” while in school. Ten percent indicated that they wanted to “gain work experience” or “pocket extra spending money.” Other reasons included “paying back a personal loan” and “saving money for graduate school.”
An overwhelming 95% of those who worked while attending classes at CCGA indicated that they made satisfactory academic progress during their studies.

For the graduating students who had to work while enrolled at the College, 52% worked on average 25-30 hours per week, while 28% worked 31 or more hours.
Student Satisfaction

College Experience
When it comes to assessing graduating students’ overall satisfaction with their college experience, these factors received the highest levels of satisfaction (‘very satisfied’ or ‘satisfied’): personal security & safety (97%); helpfulness of library services (97%); overall social experience (95%); level of interaction with other students (93%); quality of student life and housing services (93%). The factors that had an unusually high percentage of dissatisfaction included preparation to enter job market (29%); preparation for further academic study (24%); helpfulness of financial aid advising services (22%); career advising in major (22%); and variety of courses in major (19%).
Student Life
Seventy-five percent of graduating students rated their student life experience at CCGA as either “excellent” or “good.”

Experiential Learning
The better students get to know the institution, the better able they are to engage in the educational process. Students who are involved are more likely to stay and finish their program of study. This metric allows the college to measure itself against other institutions of comparable demographics involved in high-impact practices and the baseline is benchmarked against previous participation results.

Service-learning is the most popular type of experiential learning reported by respondents, with 28% reported having enrolled in a service-learning course(s). Twenty-one percent indicated completing a practicum experience while 17% reported completion of a clinical, and 16% reported having done an internship. Only 2% reported not completing any type of experiential learning.
Re-Enrollment
When survey respondents were asked if they would attend CCGA if they had to start all over again, 84% indicated “definitely” or “probably.” The remaining 16% would “probably not” or “definitely not” attend if given another chance to enroll.

![If you had to start all over again, would you still choose to attend CCGA?](image)

Institutional Promotion
When student respondents were asked if they would recommend CCGA to prospective students, overwhelmingly the response was “yes” (86%) while 14% indicated that they would not.

![Based on your college experiences, would you recommend CCGA to prospective students?](image)

Among the 14% who said they would “probably not” or “definitely not” choose to attend, the following reasons were provided in an open-ended comment section:

- “Not all faculty are on the same page with advisement which leads to much confusion.”
- “Lack of majors and lack of pre-professional internships opportunities.”
- “The level of education which I received was sub-par to other schools’ standards that I attended.”
• “Program scheduling was very hectic, and changes were often made last minute with no time to prepare, which put certain students in bad positions at times.”
• “CCGA does not offer stable degree tracts. Often, courses necessary to graduate are backlogged or simply not offered.”
• “There is a strong lack of intellectual diversity at this institution.”
• “I would recommend that if someone wanted to have the ‘university’ experience complete with football games, etc., they would need to look elsewhere.”

Personal & Academic Growth
When asked about their satisfaction concerning personal and academic experiences that contributed to their growth, the top three experiences receiving the highest levels of satisfaction (‘very satisfied’ or ‘satisfied’) included (1) developing personal independence; (2) improving leadership ability; and (3) increasing knowledge in the chosen academic field. Dissatisfaction centered on “developing global competencies to live and work in today’s interconnected world” and “developing good health habits and physical fitness.”

![Chart showing levels of satisfaction]

**Indicate your level of satisfaction with how your experiences at CCGA have helped you in the following areas**

- Developing global competencies to live and work in today’s interconnected world
- Engaging in community-based service-learning activities
- Developing good health habits and physical fitness
- Interacting with others who have different viewpoints or who come from different backgrounds
- Improving leadership ability
- Increasing knowledge in chosen academic field
- Interacting with academic advisors
- Developing personal independence
- Working cooperatively as a group member

[Legend: Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied]
General Education

Overall, general education received high marks (‘very satisfied’ or ‘satisfied’), ranging from 83% to 93%.

The highest level of satisfaction (93%) focused on two general education areas:

“Produce well-organized communication that exhibits logical thinking, demonstrates appropriate style for circumstance and audience, meets conventional standards of usage, and acknowledges the use of information sources when necessary” and “Solve problems and draw conclusions by analyzing situations into numeric, graphical, or symbolic form.”

The only general education area that exhibited a noticeable level of dissatisfaction (12%) was “demonstrate an understanding of the evolving political, social or institutional developments of the United States.”

<table>
<thead>
<tr>
<th>Indicate your satisfaction with how your general education has helped you in the following areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the complexity of human behavior and how historical, economic, political, or spatial relationships develop, persist, or change</td>
</tr>
<tr>
<td>Demonstrate an understanding of the evolving political, social or institutional developments of the United States</td>
</tr>
<tr>
<td>Understand fundamental scientific concepts, the scientific method, and utilize laboratory procedures to observe natural phenomena</td>
</tr>
<tr>
<td>Analyze, or critically evaluate, the meanings of texts or artistic works</td>
</tr>
<tr>
<td>Engage in diversity of thought, communication, technology, or culture in the modern world</td>
</tr>
<tr>
<td>Solve problems and draw conclusions by analyzing situations into numeric, graphical, or symbolic form</td>
</tr>
<tr>
<td>Produce well-organized communication that exhibits logical thinking, demonstrates appropriate style for circumstance and audience, meets conventional standards of usage, and acknowledges the use of information...</td>
</tr>
</tbody>
</table>

![Graph showing satisfaction levels](image-url)
Program of Study

When it comes to assessing graduating students’ program of study, the top statements with the highest levels of satisfaction (‘very satisfied’ or ‘satisfied’) were the following: “program faculty explained course goals and requirements; program evaluation methods were fair and consistent; program faculty members were respectful; program faculty members were approachable; and program provided sufficient technological support. Program of study areas that received “dissatisfied” or “strongly dissatisfied” ratings: “program was organized and consistent; program faculty prepared me to enter my professional field; and program faculty provided advice on career plans.

Please rate your overall experience in your program of study

- Amount and pace of the required work is justified by the amount and depth of learning required
- Laboratory, teaching or simulation activities were sufficient preparation for clinicals, practicums or...
- Supplemental learning resources were adequate in quantity, quality and accessibility
- Program would be recommended to others
- Program evaluation methods were fair and consistent
- Program provided sufficient technological support
- Program was organized and consistent
- Program faculty prepared me to enter my professional field
- Program faculty provided advice on career plans
- Program faculty explained course goals and requirements
- Program faculty were interested in my success
- Program faculty members were respectful
- Program faculty members were approachable
- Program faculty used effective teaching methods

Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree
First Destination
Students were asked to indicate their primary plan following graduation. Not surprisingly, full-time employment is the most frequently indicated, followed by further education.

Which best describes your post-graduation career plan?

- I am seeking employment: 28%
- I will enroll in another college, university or professional school to continue my education: 16%
- I have accepted a full-time position in a field related to my major: 14%
- I am employed currently: 14%
- I have accepted a part-time position in a field related to my major: 10%
- I am currently interviewing for a job: 8%
- I will continue my education at CCGA (Associate to Baccalaureate): 6%
- I have accepted a full-time position in a field NOT related to my major: 2%
- I have accepted a part-time position in a field NOT related to my major: 2%
Open-Ended Comments

The final portion of the Graduating Student Survey asked participants to provide any additional comments regarding their experience at CCGA. Sixty-six respondents took the opportunity to express both positive and negative statements that are captured thematically below.

Positive themes
- Small class sizes and affordability of education
- Quality of faculty and staff
- Size of the campus and new degree program offerings
- Campus security and safety
- Student clubs and organizations
- Available student support services
- Modern campus housing and residential support services
- Camden Center student activities

Negative themes
- Access to a broad inventory of online classes
- Limited availability of online degree programs
- Last minute course schedule changes
- Lack of courses required to complete a specific degree on time
- Few higher-level thinking courses in General Education classes
- Limited social events or clubs geared toward the non-traditional student
- Parental understanding of the Dual-Enrolled High School Program
- No degree offerings at the Camden Center
Conclusion

Students graduating from CCGA generally leave with a positive attitude regarding their experiences at the institution. Twenty percent indicated dissatisfaction with their overall CCGA experience.

Certain themes emerged across questions and categories. On the positive side, graduating students report that they have been able to overcome potential obstacles and succeed at earning their degrees; for example, a substantial majority of working students report being able to maintain satisfactory academic progress and graduate in the time they expected. Student satisfaction with the physical environment, social opportunities, experiential learning, and the approachability of faculty is consistently high. On the other hand, two themes emerge that perhaps are cause for concern.

The first theme—concern over how adequately CCGA is preparing graduates for the world of work—is best introduced by those responses that confirm what we already know: our student body includes many Pell-eligible and first-generation students concerned, foremost, with upward mobility. A combined 73% of students who reported working while attending college indicated that they did so either, "To support myself and/or my family," or, "To pay college or personal expenses," indicating economic necessity. Few reported working for extra spending money or gaining experience. Further, "Full-Time Employment" is stated as the immediate goal of the majority of graduates. Some responses indicated that students are concerned about how well CCGA is preparing them for that goal. Nearly a third of respondents were dissatisfied with "Preparation to enter the job market," and a fifth were dissatisfied with "Career advising in major."

Under the Program of Study section, 17% of respondents disagreed or strongly disagreed with the statement, “Program faculty prepared me to enter my professional field,” and 14% with the statement, “Program faculty provided advice on career plans.”

Under the section Personal and Academic Growth, 12% were dissatisfied or extremely dissatisfied with CCGA's help in "Developing global competencies to live and work in today's interconnected world," a goal with "work" as one of its components.

In the free responses, one student cited, “Lack of pre-professional internships,” experience particularly valued by employers (see the National Association of Colleges and Employers) who gave the highest ratings to “Has completed an internship with your organization” and “Has internship experience in your industry” in terms of influencers of the attributes they value most in candidates.

The second theme that may be cause for concern has to do with the availability of classes required for one's major. Among the free responses was the comment, “CCGA does not offer stable degree tracts. Often, courses necessary to graduate are backlogged or simply not offered.” As this was the comment of only one student, it might not be cause for concern. However, while a plurality (42%) of students who changed majors reported that it was because they found a major of greatest interest, the second most frequent response (16%) was, “Courses for original major were offered at inconvenient times.” If a significant number of students who graduate report changing majors because of unavailability of classes, the issue might be of even greater significance among students who do not graduate. Finally, there may be an intersection of concerns when a majority of our students work while attending college, and a significant subset of all students report having difficulty taking required courses. Establishing whether there is a connection between the two issues would require further analysis.
2018 Graduating Student Survey Report

Recommendations

- Undergraduate students may benefit from more information about the optimal time for degree completion
- More exploration of both personal and institutional barriers are needed to understand how these factors impact students’ time to completion
- More in-depth analysis of gender differences earlier in students’ academic career would provide greater insight into the differences seen at graduation and assist the institution with planning
- Greater study is needed regarding the preparation of students for employment, perhaps in the form of focus groups or other qualitative methods among former students several months after graduation
- Further study should be completed to understand the role of work, engagement and time to completion
- Further analysis should be completed into how the availability of classes and the necessity of work are interrelated and may present obstacles to student success
Appendix

Graduating Student Survey
2018 Graduating Student Satisfaction Survey

Please evaluate the following statements relating to the campus environment at the College of Coastal Georgia and indicate to what extent you agree or disagree with each

(Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree)

- CCGA assisted me in accomplishing my educational goals
- CCGA provided me with the knowledge, skills and personal development to prepare for the job market or continue my education
- CCGA provided me with the support I needed to succeed academically
- CCGA provided me with the learning support services needed to succeed
- CCGA provided opportunities for me to be involved socially
- CCGA offered opportunities for me to participate in campus activities and events
- CCGA provided support for my overall well-being (recreation, counseling, etc.)

What types of experiential learning were you involved in at CCGA? (select one or more)

- Clinical
- Internship
- Practicum
- Service-Learning
- Study Abroad
- Student Teaching
- No experiential learning experience
- Other

How would you rate your overall student life experience at CCGA?

- Excellent
- Good
- Neutral
- Fair
- Poor

If you had to start all over again, would you still choose to attend CCGA?

- Definitely
- Probably
- Probably not
- Definitely not
2018 Graduating Student Survey Report

Were you employed during your program of study?

- Yes
- No

Were you able to maintain satisfactory academic progress while working?

- Yes
- No

What was the primary reason for working?

- Pay college and personal expenses
- Support myself and/or my family
- Gain work experience
- Pocket extra spending money
- Other

On average, how many hours did you work for pay per week while a student at CCGA?

- 31 or more
- 21-30
- 11-20
- 6-10
- 5 or less

Were you able to complete all your degree requirements on time?

- Yes
- No

What prohibited you from completing your program of study on time?

Based on your college experiences, would you recommend CCGA to prospective students?

- Yes
- No

What would be the reason(s) you would not recommend CCGA to a prospective student?

Did you at any time change your original major to another?

- Yes
- No
What was the reason(s) for changing your major?

- My original major was not challenging
- Courses for original major were offered at inconvenient times
- Found another major of greater interest
- Courses in original major were too difficult
- I did not get admitted to my original major
- Other

Please evaluate the following statements relating to your college experiences and indicate to what extent you were satisfied or dissatisfied with each.

(*Very Satisfied / Satisfied / Dissatisfied / Very Dissatisfied*)

- Overall social experience
- Level of interaction with other students
- Personal security & safety
- Helpfulness of faculty in major
- Challenge of courses in major
- Quality of instruction in major
- Variety of courses in major
- Academic advising in major
- Career advising in major
- Accessibility of faculty
- Availability of student activities
- Helpfulness of financial aid advising services
- Helpfulness of library services
- Helpfulness of registration services
- Helpfulness of bursar's services
- Quality of dining services
- Quality of general academic advising
- Quality of personal counseling services
- Quality of student life and housing services
- Quality of technology services
- Preparation to enter the job market
- Preparation for further academic study

What else would you like to tell us about your college experience at CCGA?
How would you rate your overall college experience at CCGA?

- Excellent
- Good
- Neutral
- Fair
- Poor

Indicate your satisfaction with how your general education has helped you in the following areas.

*(Very Satisfied / Satisfied / Dissatisfied / Very Dissatisfied / NA)*

- Produce well-organized communication that exhibits logical thinking, demonstrates appropriate style for circumstance and audience, meets conventional standards of usage, and acknowledges the use of information sources when necessary
- Solve problems and draw conclusions by analyzing situations into numeric, graphical, or symbolic form
- Engage in diversity of thought, communication, technology, or culture in the modern world
- Analyze, or critically evaluate, the meanings of texts or artistic works
- Understand fundamental scientific concepts, the scientific method, and utilize laboratory procedures to observe natural phenomena
- Demonstrate an understanding of the evolving political, social or institutional developments of the United States
- Analyze the complexity of human behavior and how historical, economic, political, or spatial relationships develop, persist, or change

Which School are you affiliated with?

- School of Arts & Sciences
- School of Business & Public Management
- School of Education, Health Sciences & Nursing

Which degree are you receiving?

*If receiving both an associate and baccalaureate degree, select the baccalaureate degree*

- Associate of Applied Science in Culinary Arts
- Associate of Applied Science in Hospitality Management
- Associate of Arts for Transfer
- Associate of Science for Transfer
- Associate of Science in Nursing/Registered Nurse
- Associate of Science in Radiologic Science
- Bachelor of Applied Science in Workforce Management and Leadership
- Bachelor of Arts in American Studies
- Bachelor of Arts in French Language & Literature
- Bachelor of Arts in Spanish Language & Literature
- Bachelor of Business Administration
2018 Graduating Student Survey Report

- Bachelor of Science in Biological Sciences
- Bachelor of Science in Criminal Justice
- Bachelor of Science in Education (Early Childhood/Special Education)
- Bachelor of Science in Environmental Science
- Bachelor of Science in Health Informatics
- Bachelor of Science in Health Science
- Bachelor of Science in Hospitality & Tourism Management
- Bachelor of Science in Interdisciplinary Studies
- Bachelor of Science in Mathematics
- Bachelor of Science in Middle Grades Education
- Bachelor of Science in Nursing
- Bachelor of Science in Public Management
- Bachelor of Science in Psychology

Please rate your overall experience in your program of study

(Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree)

- Program faculty used effective teaching methods
- Program faculty members were approachable
- Program faculty members were respectful
- Program faculty were interested in my success
- Program faculty explained course goals and requirements
- Program faculty provided advice on career plans
- Program faculty prepared me to enter my professional field
- Program was organized and consistent
- Program provided sufficient technological support
- Program evaluation methods were fair and consistent
- Program would be recommended to others
- Supplemental learning resources were adequate in quantity, quality and accessibility
- Laboratory, teaching or simulation activities were sufficient preparation for clinicals, practicums or internships
- Amount and pace of the required work is justified by the amount and depth of learning required

Indicate your level of satisfaction with how your experiences at CCGA have helped you in the following areas:

(Very Satisfied / Satisfied / Dissatisfied / Very Dissatisfied)

- Working cooperatively as a group member
- Developing personal independence
- Interacting with academic advisors
- Increasing knowledge in chosen academic field
- Improving leadership ability
• Interacting with others who have different viewpoints or who come from different backgrounds
• Developing good health habits and physical fitness
• Engaging in community-based service-learning activities
• Developing global competencies to live and work in today’s interconnected world

Please write any comments relating specifically to your experience in your program of study in the box below:

Which best describes your post-graduation career plan?
• I am employed currently
• I am seeking employment
• I have accepted a part-time position in a field related to my major
• I have accepted a full-time position in a field related to my major
• I have accepted a part-time position in a field NOT related to my major
• I have accepted a full-time position in a field NOT related to my major
• I am currently interviewing for a job
• I will continue my education at CCGA
• I will enroll in another college, university or professional school to continue my education
• Other

What is your gender?
• Male
• Female
• Other

What is your ethnicity?
• Hispanic
• Not Hispanic or Latino

What is your race?
• American Indian or Alaska Native
• Asian
• Black or African American
• Native Hawaiian or Other Pacific Islander
• White
• Two or more races
What is your age?
- 18-22
- 23-25
- 26-29
- 30-39
- 40-61
- 62 and over

What is your primary enrollment status?
- Full-Time (12 or more hours a semester)
- Part-Time (11 or fewer hours a semester)

During which time periods did you take most of your classes?
- Day
- Late afternoon and evening

Where did you take most of your classes?
- Brunswick
- Camden

Please provide any additional comments regarding your experience at CCGA ...