NSSE 2020 Executive Report

College of Coastal Georgia

(For Internal Review and Discussion Only)

Office of Institutional Effectiveness
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Introduction

Every three years, the University System of Georgia monetarily supports the participation of its institutions in the National Survey of Student Engagement that asks first-year students and seniors to answer questions about their educational experiences—for example, their classroom participation, interaction with faculty, and time spent on various enriching activities. The goal is to help colleges and universities determine how engaged their students are in activities that lead to learning. Based on these questions, NSSE created five benchmarks of effective educational practices to focus discussions about the importance of student engagement and to guide institutional improvement efforts – Academic Challenge, Active & Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. According to NSSE, these behaviors and institutional features are among the more powerful contributors to learning and personal development.
Highlights

First-Year Students

- Compared to the Georgia System, similar Carnegie classification institutions, and peer institutions, CCGA first-year students rated the College significantly higher in six out of ten engagement indicators, which are: Reflective & Integrative Learning\(^1\), Learning Strategies\(^2\), Quantitative Reasoning\(^3\), Student-Faculty Interaction\(^4\), Effective Teaching Practices\(^5\), and Supportive Environment\(^6\).
- CCGA first-year students rated Collaborative Learning\(^7\) and Discussions with Diverse Others\(^8\) slightly lower than students in the Georgia System, but higher compared to Carnegie peers and peer institutions.
- With the exception of Collaborative Learning and Quality of Interactions\(^9\), CCGA was comparable to Top 50% of institutions for the eight remaining engagement indicators (Higher-Order Learning\(^10\), Reflective & Integrative Learning, Learning Strategies, Quantitative Reasoning, Discussions with Diverse Others, Student-Faculty Interaction, Effective Teaching Practices, and Supportive Environment). Also, CCGA was comparable to Top 10% of institutions on Learning Strategies, Quantitative Reasoning, and Effective Teaching Practices.
- About 51% of CCGA first-year students participated in at least one High Impact Practice. The percentage was slightly lower than that of the Georgia System and Carnegie Class, but higher than that of peer institutions.
- Compared to the results of 2017, with the exception of Collaborative Learning and Discussions with Diverse Others, the means of CCGA first-year students’ rating on the remaining engagement indicators were higher in 2020. Specifically, the largest (4.8 points) increase was on Effective Teaching Practices.

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\(^1\) Relates to students’ understandings and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, reexamining their own beliefs and considering issues and ideas from others’ perspectives.

\(^2\) Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Knowledge about the prevalence of effective learning strategies helps colleges and universities target interventions to promote student learning and success.

\(^3\) Ability to use and understand numerical and statistical information in everyday life; develop students’ ability to reason quantitatively—to evaluate, support, and critique arguments using numerical and statistical information.

\(^4\) Talked about career plans with a faculty member; worked with a faculty member on activities other than coursework (committees, student groups, etc.); discussed course topics, ideas, or concepts with a faculty member outside of class; discussed your academic performance with a faculty member.

\(^5\) Examples of effective teaching practices include clearly explaining course goals and requirements, teaching course sessions in an organized way, using examples or illustrations to explain difficult points, providing feedback on draft or work in progress, and providing prompt and detailed feedback on tests or completed assignments.

\(^6\) Relates to how much the institution emphasizes providing support to help students succeed academically, using learning support services, providing opportunities to be involved socially, attending campus activities and events, etc.

\(^7\) Working on group projects, asking others for help with difficult material or explaining it to others, and working through course material in preparation for exams all represent collaborative learning activities.

\(^8\) Students afforded new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation in a diverse and interdependent world.

\(^9\) Relates to the quality of students’ interactions with academic advisors, faculty, peers, student services staff and other administrative staff and offices.

\(^10\) Captures how much students’ coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis—applying facts, theories, or methods to practical problems or new situations; analyzing an idea, experience, or line of reasoning in depth by examining its parts; evaluating a point of view, decision, or information source; forming a new idea or understanding from various pieces of information.
Highlights

Seniors

- About 87% of seniors rated their overall experience at CCGA as “Excellent” or “Good,” which was similar to the percentage of peer institutions.
- About 89% of seniors would “Definitely” or “Probably” attend CCGA again. The percentage was higher than that of peer institutions.
- With the exception of Collaborative Learning, CCGA seniors rated the College higher on nine engagement indicators (Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, Quantitative Reasoning, Discussions with Diverse Others, Student-Faculty Interaction, Effective Teaching Practices, Quality of Interactions, and Supportive Environment) than the Georgia System, similar Carnegie classification institutions, and peer institutions.
- In comparison to the Top 50% and Top 10% of NSSE institution, CCGA seniors rated the institution comparable to the Top 50% of institutions on nine engagement indicators, with the exception of Collaborative Learning. CCGA seniors rated the institution comparable to the Top 10% of institutions on eight engagement indicators, with the exception of Collaborative Learning and Student-Faculty Interaction.
- By spring of their senior year, only 37% of students had done (or were doing) a culminating senior experience compared to 57% in NSSE 2017.
- By spring of their senior year, 44% of students had participated in some form of an internship or field experience compared to 61% in NSSE 2017.
- Only 19% of seniors worked on a research project with a faculty member compared to 35% in NSSE 2017.
- Compared to seniors in the Georgia System, similar Carnegie institutions, and peer institutions, 61% of CCGA seniors participated in two or more high impact practices; a 10% decrease compared to NSSE 2017.
- Compared to the results of 2017, the means of CCGA seniors’ rating on ten engagement indicators were increased in 2020. Specifically, the largest (6 points) increase was on Effective Teaching Practices.

“...
Administration

In Spring 2020, 1341 students \( (N_{\text{first-year}} = 832, N_{\text{senior}} = 509) \) at College of Coastal Georgia were invited to take the National Survey of Student Engagement (NSSE). A total of 354 students responded, for a 23% response rate. The response rate is higher than the average across all NSSE participating institutions. Out of 832 first-year students sampled, 194 responded (response rate = 23%); among 509 seniors sampled, 160 responded (response rate = 31%).

In comparison with CCGA’s peer groups (see below), the College had the highest response rates.

<table>
<thead>
<tr>
<th>NSSE 2020 Response Rate</th>
<th>CCGA</th>
<th>Georgia System</th>
<th>Carnegie Class</th>
<th>Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>23%</td>
<td>14%</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>Senior</td>
<td>31%</td>
<td>14%</td>
<td>27%</td>
<td>24%</td>
</tr>
</tbody>
</table>

The Office of Institutional Effectiveness (OIE) coordinated with NSSE to administer the surveys. A census of all first-year and seniors from the fall term was produced and reviewed by the OIE to ensure a valid and available survey group. The students were invited by Ron Harding, Senior Research Associate, to participate in the NSSE survey. Over the course of several weeks, students received several email contacts containing a hyperlink to the web-based version of the survey. Additionally, a strategic marketing campaign was instituted to help generate student interest and participation in taking the survey.

<table>
<thead>
<tr>
<th>Representativeness</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respondent %</td>
<td>Population %</td>
</tr>
<tr>
<td>Female</td>
<td>77</td>
<td>67</td>
</tr>
<tr>
<td>Full-time</td>
<td>83</td>
<td>76</td>
</tr>
<tr>
<td>First-time, first-year</td>
<td>59</td>
<td>54</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islands</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>60</td>
<td>61</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foreign or nonresident</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Two or more races/ethnicities</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

The characteristics of the CCGA students who responded to the NSSE were representative across full-time status for seniors, first-time status for first-year students and race/ethnicity for both first-year students and seniors. The percentage differences between respondents and the population are less than 5%. However, for gender, the first-year respondents over-represent female by 10% and the senior respondents over-represents female by 9%. For full-time status, the first-year respondents over-represent full-time status by 7%. 
Comparative Groups

**Georgia System (N = 21)**
Abraham Baldwin Agricultural College (Tifton, GA)
Albany State University (Albany, GA)
Augusta University (Augusta, GA)
Clayton State University (Morrow, GA)
Columbus State University (Columbus, GA)
Dalton State College (Dalton, GA)
Fort Valley State University (Fort Valley, GA)
Georgia College & State University (Milledgeville, GA)
Georgia Gwinnett College (Lawrenceville, GA)
Georgia Institute of Technology (Atlanta, GA)
Georgia Southern University (Statesboro, GA)
Georgia Southwestern State University (Americus, GA)
Georgia State University (Atlanta, GA)
Gordon State College (Barnesville, GA)
Kennesaw State University (Kennesaw, GA)
Middle Georgia State University (Macon, GA)
Savannah State University (Savannah, GA)
University of Georgia (Athens, GA)
University of North Georgia (Dahlonega, GA)
University of West Georgia (Carrollton, GA)
Valdosta State University (Valdosta, GA)

**Carnegie Class (N = 7)**
CUNY Medgar Evers College (Brooklyn, NY)
Dixie State University (Saint George, UT)*
Kent State University at Salem (Salem, OH)
Kent State University at Trumbull (Warren, OH)
Kent State University at Tuscarawas (New Philadelphia, OH)
Mount Aloysius College (Cresson, PA)*
Ohio State University at Newark, The (Newark, OH)*

**Peer Institutions (N = 7)**
Abraham Baldwin Agricultural College (Tifton, GA)
Dalton State College (Dalton, GA)
Dixie State University (Saint George, UT)*
Farmingdale State College (Farmingdale, NY)
Gordon State College (Barnesville, GA)
Rogers State University (Claremore, OK)
University of Maine at Augusta (Augusta, ME)

*2019 participant
Four NSSE Student Engagement Themes

Academic Challenge

Higher-Order Learning
During the current school year, how much has your coursework emphasized the following:
- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning
During the current school year, how often have you:
- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies
During the current school year, how often have you:
- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning
During the current school year, how often have you:
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical data

Learning with Peers

Collaborative Learning
During the current school year, how often have you:
- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments
Discussions with Diverse Others
During the current school year, how often have you had discussions with...
- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction
During the current school year, how often have you:
- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices
During the current school year, to what extent have your instructors done the following?
- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions
Indicate the quality of your interactions with the following people at your institution:
- Students / Academic advisors / Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment
How much does your institution emphasize the following?
- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues
Engagement Indicators Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.

The table below displays the mean comparisons of CCGA students and those in peer institutions in 2017 and 2020. In 2020, CCGA first-year students rated the College higher for eight out of ten indicators than peer institutions with statistically significant differences. Seniors rated the College higher for all ten indicators with statistically significant differences. Moreover, the effect sizes of the five indicators are larger than .30.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher Order learning</td>
<td>--</td>
<td>--</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>--</td>
<td>△</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>--</td>
<td>△</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>--</td>
<td>△</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
<td>△</td>
<td>△</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>△</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
<td>--</td>
<td>△</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>--</td>
<td>△</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>--</td>
<td>△</td>
<td>--</td>
<td>△</td>
</tr>
</tbody>
</table>

▲ Significantly higher (p < .05) with an effect size at least .3 in magnitude.
△ Significantly higher (p < .05) with an effect size less than .3 in magnitude.
-- No significant difference.

What follows is a presentation on the aggregated results for the ten NSSE engagement indicators. The College’s aggregated results are compared to three groups of institutions: Georgia System, similar Carnegie Classification institutions, and peer institutions. Examining these results will help explain which specific factors contribute to the average scores that are higher or lower than the comparison groups.

Academic Challenge

First-Year Students

Compared to the three comparison groups - Georgia System, similar Carnegie classification institutions, and peer institutions, CCGA first-year students rated the College higher for four engagement indicators (Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning). In particular, the means of CCGA first-year students were significantly higher than the
means of peer institutions in Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning, with the effect size .39, .24, and .34, respectively.

To compare the engagement of our students with those attending two groups of institutions identified by NSSE for their “high average” levels of student engagement\textsuperscript{11}, CCGA was comparable to Top 50\% of institutions for all four indicators with response means not found to be significantly different. Also, CCGA was comparable to Top 10\% of institutions on Learning Strategies and Quantitative Reasoning with response means not found to be significantly different.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|c|c|c|}
\hline
\multicolumn{2}{|c|}{
\textbf{Engagement indicator}} & \textbf{CCGA} & \textbf{Georgia System} & \textbf{Carnegie Class} & \textbf{Peer Institutions} \\
\hline
\multicolumn{2}{|c|}{
\textbf{Mean}} & 38.0 & 37.8 & 37.2 & 35.5 \\
\hline
\textbf{Higher-Order Learning} & \textbf{Effect size} & 0.02 & 0.06 & 0.17 & \\
\hline
\textbf{Reflective & Integrative Learning} & 36.6 & 34.4 & 35.4 & 32.7 \\
\hline
\textbf{Learning Strategies} & 41.7 & 38.8 & 38.3 & 38.1 \\
\hline
\textbf{Quantitative Reasoning} & 31.4 & 28.7 & 28.5 & 25.6 \\
\hline
\end{tabular}
\caption{Mean Comparisons}
\end{table}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{mean_comparisons.png}
\caption{Mean Comparisons}
\end{figure}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{academic_challenge_first_year.png}
\caption{Academic Challenge: First-Year}
\end{figure}

\textbf{Seniors}

For the four engagement indicators (Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning), CCGA seniors rated the College higher than the three comparison groups. With the exception of the mean difference with Georgia System on Quantitative Reasoning, the remaining indicators exhibit statistically significant differences, with the effect sizes ranging from .20 (small) to .35 (medium).

\textsuperscript{11} Institutions with average scores placing them in the top 10\% and top 50\% of all 2019 and 2020 NSSE institutions
In comparison to the Top 50% institutions, CCGA seniors rated the institution comparable to that of the high-performing group in Higher-Order Learning, Reflective and Integrative Learning, and Quantitative Reasoning with no significant differences, and in Learning Strategies with a statistically significant difference. Also, CCGA was comparable to the Top 10% of institutions for all four indicators with response means not found to be significantly different.
Learning with Peers

First-Year Students

CCGA first-year students rated Collaborative Learning and Discussions with Diverse Others higher than Carnegie and institution peers, but slightly lower than the Georgia System. Specifically, the mean differences between CCGA and peer institutions were statistically significant, with an effect size of .28 on Collaborative Learning, and an effect size of .26 on Discussions with Diverse Others.

CCGA was comparable to Top 50% of institutions for Discussions with Diverse Others with response means not found to be significantly different. However, CCGA was not comparable to the Top 50% of institutions for Collaborative Learning with a significant difference. In comparison to the Top 10% institutions, CCGA was incomparable for Collaborative Learning and Discussions with Diverse Others with significant differences.
Seniors

CCGA seniors rated Collaborative Learning higher than Carnegie and institution peers, while rating slightly lower in comparison with Georgia System institutions. For Discussions with Diverse Others, CCGA seniors’ rating was higher than all three comparison groups with statistically significant differences and the range of the effect sizes was from .27 (small) to .57 (medium).

CCGA was comparable to Top 50% and Top 10% of institutions for Discussions with Diverse Others with significant response mean differences. However, CCGA was not comparable to Top 50% and Top 10% of institutions for Collaborative Learning.
Experiences with Faculty

First-Year Students

CCGA first-year students rated Student-Faculty Interaction and Effective Teaching Practices higher than all three comparison groups. The mean differences were statistically significant with small effect sizes ranging from .13 to .31.

In comparison to the highest performing Top 50% institutions, CCGA qualified on Student-Faculty Interaction and Effective Teaching Practices. The mean difference in Effective Teaching Practices was statistically significant. Comparing to the Top 10% institutions, CCGA was comparable for Effective Teaching Practices, but incomparable for Student-Faculty Interaction.

Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>CCGA</th>
<th>Georgia System</th>
<th>Carnegie Class</th>
<th>Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Faculty Interaction</td>
<td>23.9</td>
<td>20.4 ** .23</td>
<td>21.8 .13</td>
<td>19.1 *** .31</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>41.7</td>
<td>38.3 ** .25</td>
<td>38.3 ** .23</td>
<td>37.5 ** .29</td>
</tr>
</tbody>
</table>

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect sizes and p-values: *p < .05, **p < .01, ***p < .001 (2-tailed).
Seniors

CCGA seniors rated Student-Faculty Interaction and Effective Teaching Practices higher than all three comparison groups. The mean differences are statistically significant with effect sizes ranging from .24 (small) to .39 (medium).

In comparison to the highest performing Top 50% institutions, CCGA rated higher on Student-Faculty Interaction and Effective Teaching Practices. The mean difference in Effective Teaching Practices was statistically significant. Comparing to the Top 10% institutions, CCGA was comparable for Effective Teaching Practices, but incomparable for Student-Faculty Interaction.

### Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>CCGA Mean</th>
<th>Georgia System Effect Size</th>
<th>Carnegie Class Effect Size</th>
<th>Peer Institutions Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Faculty Interaction</td>
<td>30.0</td>
<td>24.4 *** .34</td>
<td>24.3 *** .37</td>
<td>23.6 *** .39</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>44.6</td>
<td>39.8 *** .34</td>
<td>41.2 * .24</td>
<td>40.0 *** .32</td>
</tr>
</tbody>
</table>

Note: Results weighted by institution-reported size and enrollment status (and institution size for comparison groups). Effect size: Mean difference divided by pooled standard deviation. Symbols on the Overview page are based on effect size and p before rounding: *p < .05, **p < .01, ***p < .001 (1-tailed).
**Campus Environment**

**First-Year Students**

Compared to the three comparison groups, CCGA first-year students rated the College higher for Quality of Interactions and Supportive Environment. The mean difference in Supportive Environment was statistically significant, with effect sizes ranging from .20 (small) to .35 (medium).

Supportive Environment was rated comparable to NSSE institutions in the Top 50%; but Quality of Interactions did not place it in either the top-performing category.

### Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>CCGA Mean</th>
<th>Georgia System Mean</th>
<th>Carnegie Class Mean</th>
<th>Peer Institutions Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Interactions</td>
<td>42.9</td>
<td>42.2</td>
<td>41.4</td>
<td>42.6</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>38.5</td>
<td>35.6 *</td>
<td>34.6 **</td>
<td>33.3 ***</td>
</tr>
</tbody>
</table>

*Note: Results weighted by institution-reported size and enrollment status (and institution size for comparison groups). Effect size: Mean difference divided by pooled standard deviation. Symbols on the Overview page are based on effect sizes only before rounding: *p < .05, **p < .01, ***p < .001 (2 tailed)*

![Campus Environment: First-Year Students](image-url)
Seniors

Seniors rated Supportive Environment higher than students in the Georgia System, similar Carnegie Class institutions, and peer institutions. The mean differences were statistically significant with small to medium effect sizes (ranging from .24 to .43).

Quality of Interactions and Supportive Environment were rated comparable to Top 50% and 10% institutions. The mean difference in Quality of Interactions with NSSE Top 50% institutions was statistically significant.

### Mean Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>Mean</th>
<th>Georgia System</th>
<th>Carnegie Class</th>
<th>Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Interactions</td>
<td>47.3</td>
<td>42.0 ***</td>
<td>44.7 *</td>
<td>44.3 **</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>36.9</td>
<td>32.5 ***</td>
<td>32.7 **</td>
<td>32.2 ***</td>
</tr>
</tbody>
</table>

Notes: Results weighted by institution-explored sex and enrollment status (and institution type for comparison groups). Effect size: Mean differences divided by pooled standard deviation. Symbols on the Overview page are based on effect size only before rounding: *p < .05, **p < .01, ***p < .001 (2-tailed).
Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items.

Time spent preparing for class

This figure indicates the average weekly class preparation time for CCGA students compared to students in peer institutions. CCGA first-year and senior students spent more time each week preparing for class than students in peer institutions.

Reading and Writing

These figures summarize the number of hours CCGA students spent reading for their courses and the average number of pages of assigned writing compared to students in the comparison group. Each is an estimate calculated from two or more separate survey questions. As you can tell, CCGA first-year and senior students spent more hours per week on course reading than students from peer institutions. However, compared to students in peer institutions, CCGA first-year and senior students had fewer pages of assigned writing.
Academic Emphasis

Regarding the question “How much did students say their institution emphasizes spending significant time studying and on academic work,” more CCGA first-year and senior students thought the College put more emphasis on academic study than students in peer institutions.

Academic Emphasis (percentage responding "Very much" or "Quite a bit")
Top and Bottom Performing Items

Below is a snapshot of the greatest differences in CCGA respondents compared to peer institutions.

**Highest Performing Items Relative to Peers**

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>Associated Indicator</th>
<th>% Above Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked with other students on course projects or assignments</td>
<td>Learning with Peers (Collaborative Learning)</td>
<td>+19</td>
</tr>
<tr>
<td>Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>Academic Challenge (Reflective &amp; Integrative Learning)</td>
<td>+16</td>
</tr>
<tr>
<td>Prepared for exams by discussing or working through course material with other students</td>
<td>Learning with Peers (Collaborative Learning)</td>
<td>+15</td>
</tr>
<tr>
<td>Evaluated what others have concluded from numerical information</td>
<td>Academic Challenge (Quantitative Reasoning)</td>
<td>+14</td>
</tr>
<tr>
<td>Institution emphasis on using learning support services (tutoring services, writing center, etc.)</td>
<td>Campus Environment (Supportive Environment)</td>
<td>+14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seniors</th>
<th>Associated Indicator</th>
<th>% Above Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>About how many courses have included a community-based project (service-learning)?</td>
<td>High Impact Practice</td>
<td>+18</td>
</tr>
<tr>
<td>Discussed your academic performance with a faculty member</td>
<td>Experiences with Faculty (Student-Faculty Interaction)</td>
<td>+15</td>
</tr>
<tr>
<td>Discussions with Diverse Others - People of a race or ethnicity other than your own</td>
<td>Learning with Peers (Discussions with Diverse Others)</td>
<td>+14</td>
</tr>
<tr>
<td>People of a race or ethnicity other than your own</td>
<td>Learning with Peers (Discussions with Diverse Others)</td>
<td>+14</td>
</tr>
<tr>
<td>Quality of interactions with student services staff (career services, student activities, housing, etc.)</td>
<td>Campus Environment (Supportive Environment)</td>
<td>+14</td>
</tr>
</tbody>
</table>

The specific highest-performing items compared to first-year and senior students share little similarity. However, the two engagement themes – **Learning with Peers** and **Campus Environment** appear for both first-year and senior students (highlighted in blue). For first-year students, the remaining themes deal with Academic Challenge. And for seniors, the remaining themes are associated with High Impact Practices and Experiences with Faculty.
### Lowest Performing Items Relative to Peers

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>Associated Indicator</th>
<th>% Compared with Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of interactions with other administrative staff and offices (registrar, financial aid, etc.)</td>
<td>Campus Environment (Quality of Interactions)</td>
<td>+1</td>
</tr>
<tr>
<td>Asked another student to help you understand course material</td>
<td>Learning with Peers (Collaborative Learning)</td>
<td>0</td>
</tr>
<tr>
<td>Quality of interactions with academic advisors</td>
<td>Campus Environment (Quality of Interactions)</td>
<td>-1</td>
</tr>
<tr>
<td>Extent to which courses challenged you to do your best work</td>
<td>N/A</td>
<td>-1</td>
</tr>
<tr>
<td>Assigned more than 50 pages of writing</td>
<td>N/A</td>
<td>-7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seniors</th>
<th>Associated Indicator</th>
<th>% Compared with Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of interactions with students</td>
<td>Campus Environment (Quality of Interactions)</td>
<td>+1</td>
</tr>
<tr>
<td>Asked another student to help you understand course material</td>
<td>Learning with Peers (Collaborative Learning)</td>
<td>+1</td>
</tr>
<tr>
<td>Worked with a faculty member on a research project</td>
<td>High Impact Practice</td>
<td>-1</td>
</tr>
<tr>
<td>Assigned more than 50 pages of writing</td>
<td>N/A</td>
<td>-2</td>
</tr>
<tr>
<td>Completed a culminating senior experience</td>
<td>High Impact Practice</td>
<td>-4</td>
</tr>
</tbody>
</table>

From the tables above, you will find that two items exist for first-year and senior students, which are:
- Asked another student to help you understand course material
- Assigned more than 50 pages of writing

The common engagement themes across the first-year students and seniors are: **Campus Environment** and **Learning with Peers** (highlighted in blue). The remaining theme for seniors is associated with High Impact Practices.

It is interesting to note that both the highest- and the lowest-performing items deal with engagement themes—**Campus Environment** and **Learning with Peers**. In terms of Campus Environment, the highest-performing items are associated with Supportive Environment, while the lowest-performing ones deal with Quality of Interactions. However, for Learning with Peers, both the highest and the lowest performing items are regarding Collaborative Learning. One possible explanation for this is that CCGA students were able to understand course material well by themselves or ask help from faculty, so it is not often that they ask another student for help in understanding the course material.
Perceived Gains Among Seniors

Students reported how much their experience at CCGA contributed to their knowledge, skills, and personal development in ten areas.

<table>
<thead>
<tr>
<th>Perceived Gains Among Seniors</th>
<th>Percentage of Seniors Responding &quot;Very much&quot; or &quot;Quite a bit&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and analytically</td>
<td>87%</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>84%</td>
</tr>
<tr>
<td>Acquiring job- or work-related knowledge and skills</td>
<td>79%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>74%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>73%</td>
</tr>
<tr>
<td>Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)</td>
<td>71%</td>
</tr>
<tr>
<td>Developing or clarifying a personal code of values and ethics</td>
<td>70%</td>
</tr>
<tr>
<td>Analyzing numerical and statistical information</td>
<td>67%</td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>65%</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>63%</td>
</tr>
</tbody>
</table>

The top and bottom three perceived gains among seniors in 2020 and 2017 are shown in the table below.

<table>
<thead>
<tr>
<th>Perceived Gains Among Seniors</th>
<th>2020</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top Three</strong> Thinking critically and analytically</td>
<td>Thinking critically and analytically</td>
<td></td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>Speaking clearly and effectively</td>
<td></td>
</tr>
<tr>
<td>Acquiring job- or work-related knowledge and skills</td>
<td>Working effectively with others</td>
<td></td>
</tr>
<tr>
<td><strong>Bottom Three</strong> Analyzing numerical and statistical information</td>
<td>Understanding people of other backgrounds</td>
<td></td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>Analyzing numerical and statistical information</td>
<td></td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>Being an informed and active citizen</td>
<td></td>
</tr>
</tbody>
</table>

As noted, among the top three perceived gains, the two common ones for 2017 and 2020 are thinking critically and analytically and working effectively with others. For 2020, the new item in the top-three list is acquiring job- or work-related knowledge and skills.
Among the bottom three perceived gains, the two common items across 2017 and 2020 are analyzing numerical and statistical information and being an informed and active citizen. The lowest item for 2020, which was not in the bottom-three list in 2017, is solving complex real-world problems.

**High-Impact Practices (HIPs)**

NSSE asks students about their participation in the six HIPs shown in the list below. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

**High-Impact Practices in NSSE**

- **Service-Learning**
  *Courses that included a community-based project*

- **Learning Community**
  *Formal program where groups of students take two or more classes together*

- **Research with Faculty**
  *Work with a faculty member on a research project*

- **Internship or Field Experience**
  *Internship, co-op, field experience, student teaching, or clinical placement*

- **Study Abroad**

- **Culminating Senior Experience**
  *Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.*

**Overall & Specific HIP Participation**

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.
The charts below display the percentages of CCGA students and students from the three comparison groups who participated in a given High-Impact Practice.

Compared to students from peer institutions, CCGA first-year students had a higher participation rate in service-learning, learning community and research with faculty (see the figure below).

For seniors (see the figure below), with the exception of research with faculty and culminating senior experience, CCGA students’ participation rate was slightly lower than peer institutions. The remaining practices’ participation rates for CCGA students were higher than that of peer institutions.
Student Comments

Is there anything your institution could have done better to prepare you for your career or further education?
A total of 40 seniors responded to this question in the Senior Transitions module. The major themes generated from students’ comments are shown below.

- More opportunities to apply the assignments to real-world scenarios
- More courses and resources for non-traditional students and off-campus students
- More internships and community involvement
- More information on life after graduation
- A better system for enrollment
- More student activities
- More consistency within a program
- More engaging advisors
- More night class options

What has been most satisfying about your experience so far at this institution, and what has been most disappointing?

First-year Students

A total of 91 first-year students responded to this question. The major themes generated from students’ comments are shown below.

<table>
<thead>
<tr>
<th>Most Satisfying Experience</th>
<th>Most Disappointing Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professors care about student success</td>
<td>• Dining service and cafeteria food</td>
</tr>
<tr>
<td>• Classes</td>
<td>• Limited student activities</td>
</tr>
<tr>
<td>• Courses offered online</td>
<td>• Limited majors</td>
</tr>
<tr>
<td>• Small size</td>
<td>• Limited classes after work hours</td>
</tr>
<tr>
<td>• Meeting new people</td>
<td>• Limited classes at the Camden campus</td>
</tr>
<tr>
<td>• Getting involved in student organizations</td>
<td>• Limited social gatherings at the Camden campus</td>
</tr>
<tr>
<td>• Being able to get the help from staff</td>
<td>• Poor quality of academic advising</td>
</tr>
<tr>
<td>• On-campus housing</td>
<td></td>
</tr>
<tr>
<td>• Tutoring services</td>
<td></td>
</tr>
<tr>
<td>• Writing center</td>
<td></td>
</tr>
<tr>
<td>• Library</td>
<td></td>
</tr>
<tr>
<td>• Campus space and facility</td>
<td></td>
</tr>
<tr>
<td>• Location</td>
<td></td>
</tr>
</tbody>
</table>
Seniors

A total of 46 seniors responded to this question. The major themes generated from students’ comments are shown below.

<table>
<thead>
<tr>
<th>Most Satisfying Experience</th>
<th>Most Disappointing Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Achieving the goal/graduating</td>
<td>• Limited diverse class time offerings</td>
</tr>
<tr>
<td>• Professors</td>
<td>• Disorganization of some classes</td>
</tr>
<tr>
<td>• Meeting people and making friends</td>
<td>• Service of the Registrar’s Office</td>
</tr>
<tr>
<td>• Student support for each other</td>
<td>• The lack of consistency of leadership and departments</td>
</tr>
<tr>
<td>• Knowledge, skills, and confidence learned and obtained from the College</td>
<td>• Limited classes and activities at the Camden Campus</td>
</tr>
<tr>
<td>• The use of D2L to exchange coursework</td>
<td>• Food</td>
</tr>
<tr>
<td>• The help from the TRiO program</td>
<td></td>
</tr>
<tr>
<td>• Study abroad</td>
<td></td>
</tr>
</tbody>
</table>
Results Comparison of 2017 & 2020

In 2017, a total of 183 students responded to NSSE, for a 13% response rate, while in 2020, a total of 354 students responded, for a 23% response rate, which is 10% higher than that of 2017. The specific response rate and the number of respondents for first-year and senior students are displayed in the table below.

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Response rate</td>
<td>Total respondents</td>
</tr>
<tr>
<td>First-year Students</td>
<td>11%</td>
<td>98</td>
</tr>
<tr>
<td>Seniors</td>
<td>18%</td>
<td>85</td>
</tr>
</tbody>
</table>

Engagement Indicators and Additional Items

First-Year Students

As shown in the table below, compared to the results of 2017, CCGA first-year students’ rating on most (8 out of 10) of the engagement indicators and additional items were increased in 2020. For the ten engagement indicators, Effective Teaching Practices has the largest increase – increased by 4.8 points from 2017 to 2020. The only decrease is associated with the theme Learning with Peers. Specifically, the means of students’ ratings on Collaborative Learning and Discussions with Diverse Others decreased by 1.3 and 2.1, respectively.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>2017</th>
<th>Difference</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
<td>37.7</td>
<td>0.3</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>34.1</td>
<td>2.5</td>
<td>36.6</td>
</tr>
<tr>
<td></td>
<td>learning Strategies</td>
<td>39.7</td>
<td>2</td>
<td>41.7</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>27.5</td>
<td>3.9</td>
<td>31.4</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
<td>33.1</td>
<td>-1.3</td>
<td>31.8</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>42.3</td>
<td>-2.1</td>
<td>40.2</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
<td>20.4</td>
<td>3.5</td>
<td>23.9</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>36.9</td>
<td>4.8</td>
<td>41.7</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
<td>41.4</td>
<td>1.5</td>
<td>42.9</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>36.2</td>
<td>2.3</td>
<td>38.5</td>
</tr>
<tr>
<td>Academic Challenge (additional items)</td>
<td>Preparing for Class (hrs/wk)</td>
<td>13.4</td>
<td>-0.3</td>
<td>13.1</td>
</tr>
<tr>
<td></td>
<td>Course Reading (hrs/wk)*</td>
<td>6.8</td>
<td>-0.5</td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td>Assigned Writing (pages)*</td>
<td>32.2</td>
<td>23</td>
<td>55.2</td>
</tr>
<tr>
<td></td>
<td>Course Challenge**</td>
<td>5.4</td>
<td>-0.1</td>
<td>5.3</td>
</tr>
<tr>
<td></td>
<td>Academic Emphasis***</td>
<td>3.2</td>
<td>-0.1</td>
<td>3.1</td>
</tr>
</tbody>
</table>

*Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.
**Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
***How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
Seniors

The table below indicates that CCGA seniors rated the College higher on all ten engagement indicators in 2020 than in 2017. Similar to the first-year students’ rating, the largest increase is in **Effective Teaching Practices**, which increased by 6 points. For additional items of Academic Challenge, compared to 2017, seniors spent less time preparing for class every week and they were assigned fewer pages of writing in 2020.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>2017</th>
<th>Difference</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>43.2</td>
<td>0</td>
<td>43.2</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>37.6</td>
<td>3.8</td>
<td>41.4</td>
</tr>
<tr>
<td></td>
<td>learning Strategies</td>
<td>41.6</td>
<td>1.6</td>
<td>43.2</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>29.7</td>
<td>3.5</td>
<td>33.2</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
<td>33.1</td>
<td>0.3</td>
<td>33.4</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>42.5</td>
<td>4.7</td>
<td>47.2</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>26.3</td>
<td>3.7</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>38.6</td>
<td>6</td>
<td>44.6</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>43.5</td>
<td>3.8</td>
<td>47.3</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>33.6</td>
<td>3.3</td>
<td>36.9</td>
</tr>
<tr>
<td><strong>Academic Challenge (additional items)</strong></td>
<td>Preparing for Class (hrs/wk)</td>
<td>15.4</td>
<td>-1.7</td>
<td>13.7</td>
</tr>
<tr>
<td></td>
<td>Course Reading (hrs/wk)*</td>
<td>7.1</td>
<td>0.4</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Assigned Writing (pages)*</td>
<td>62</td>
<td>-4.2</td>
<td>57.8</td>
</tr>
<tr>
<td></td>
<td>Course Challenge**</td>
<td>5.6</td>
<td>0.4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Academic Emphasis***</td>
<td>3.1</td>
<td>0.1</td>
<td>3.2</td>
</tr>
</tbody>
</table>

*Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.  
**Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").  
***How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
High Impact Practices (HIPS)

For CCGA first-year students, the participation rate of each specific HIP was increased in 2020, compared to the data in 2017. However, seniors’ participation rates on all HIPs were decreased in 2020. Specifically, seniors’ participation rates in Research with Faculty, Internship or Field Experience and Culminating Senior Experience decreased by 16%, 17% and 20%, respectively.

<table>
<thead>
<tr>
<th></th>
<th>2017 (%)</th>
<th>Difference</th>
<th>2020 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service-Learning</td>
<td>46</td>
<td>2</td>
<td>48</td>
</tr>
<tr>
<td>Learning Community</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Participated in at least one</td>
<td>51</td>
<td>1</td>
<td>52</td>
</tr>
<tr>
<td>Participated in two or more</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service-Learning</td>
<td>80</td>
<td>-3</td>
<td>77</td>
</tr>
<tr>
<td>Learning Community</td>
<td>36</td>
<td>-8</td>
<td>28</td>
</tr>
<tr>
<td>Research with Faculty</td>
<td>35</td>
<td>-16</td>
<td>19</td>
</tr>
<tr>
<td>Internship or Field Exp.</td>
<td>61</td>
<td>-17</td>
<td>44</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Culminating Senior Exp.</td>
<td>57</td>
<td>-20</td>
<td>37</td>
</tr>
<tr>
<td>Participated in at least one</td>
<td>86</td>
<td>-1</td>
<td>85</td>
</tr>
<tr>
<td>Participated in two or more</td>
<td>71</td>
<td>-10</td>
<td>61</td>
</tr>
</tbody>
</table>
Executive Summary of Suggested Intervention Points

First-Year Students

- Create greater opportunities to challenge first-year students to do their best through coursework
- Improve the quality of interactions for students with academic advisors and other administrative staff (registrar, financial aid, etc.)
- Assign more pages of writing in coursework for first-year students
- Create greater opportunities for first-year students to more frequently interact and learn from each other
- Increase the number of first-year students’ participation in high-impact practices

Seniors

- Provide more opportunities for seniors to complete a culminating senior experience
- Investigate the percentage drop (-20%) in seniors’ participation rate in completing a culminating a senior experience
- Provide more opportunities for seniors to accumulate internships or field experiences
- Create greater opportunities for seniors to more frequently interact and learn from each other
- Create more opportunities for seniors to participate in research projects with faculty members
- Assign more pages of writing in coursework for seniors
- Create more opportunities for seniors to apply the assignments to real-world scenarios

Institutional

- Improve the service quality of academic advising and financial aid
- Provide training to staff or publish policy to improve the consistency of student services
- Improve the quality of dining services
- Identify how results fit assessment plans
- Raise awareness of NSSE 2023 and increase participation rates
### Appendix: Original Students Comments

**Is there anything your institution could have done better to prepare you for your career or future education? Please describe.**

No, the nursing department at CCGA is phenomenal and there is no other program I would want to be apart of. They have provided me with the highest quality education that gives me confidence that I will be a great nurse.

Implementation of African American history and real world problems that they face when they finish their degrees. Teach courses on real world issues like Racism and Poverty. Instead of downsizing it in economics class. Having the ability to identify other Blacks in the profession, that 20% of the student capacity identified with. Help with more scholarships for all class of students. Teach the professors to identify more with current examples and not be afraid of the backlash that comes with teaching truth about their subjects. Allow more specialized research to help students learn better. Help establish more courses and resources for non-traditional students. Build up night classes for working people. Lastly, really try and push for this place to become a masters program recipient.

| Great learning experience better than I expected |
| Having a class to help in practicums for counseling |
| I think there needs to more opportunities for single parents and non traditional students to feel apart of the college..It's twice as hard on us to be active on campus, join clubs, and attend events when majority of them don't start until late in the afternoon or at night. There is a large amount of students, who doesn't even live in Brunswick and have to drive a ways to get there. I live over an hour way from the college and there's noway I'm driving the far back plus spending extra money in gas. I wish our professors would take into consideration that overall half their students do not live on campus and have other responsibilities beside doing busy work or work that I feel isn't necessary for the course. I care about my grades and my education but the fact I only get 1 to 2 hours a sleep per day due to the work load outside the classroom is ridiculous. I'm all about making sacrifices for the things I want in life but the amount of work, especially the amount of reading isn't unrealistic. I know I'm not the only person that feel this way because many of my classmates has either dropped most of the classes that I attend or quit coming to school altogether. Students gain more knowledge with hands on assignments, open discussions, class group activities rather than sitting down for hours reading a boring text book and completing busy work. My Leadership and English professors does a wonderful job keeping their students active within the classroom and giving assignments that doesn't take several hours just to complete. The only thing the college is getting in returned is a large group of students who are just memorizing a bunch of material just to pass a test/class then a week later can't remember anything from the week before because they never retain the information to begin with. I personally learn so much more when I am actively participating in a class verses sitting in a classroom for over an hour trying not to fall asleep. |
| More information on life after graduation |
| CCGA could have provided more printing credits, so I don’t have to pay 100$ at the end of the semester just to take notes on paper in class. |
| Honestly I believe that the financial aid office should get done with financial aid by the start of the semester. That way students have access to their money so they can purchase books on time and not have to worry about how they are going to purchase them. Throughout my time I’ve had to place my books on my credit card and then later take my financial aid money to pay off my card from the supplies I've needed. I also feel that the Camden campus should offer more upper level classes on their campus. |
A lot of military families who want to better themselves should have the opportunity to take these classes without having to drive 45-60 to get to campus. I also think that the campus needs a better system when it comes to enrolling in to the campus. I had some trouble when I transferred and the amount of hoops I had to jump through to graduation was unbelievable. However I will say that the struggles definitely helped me become a better communicator. Otherwise I think this school was a wonderful experience. I’m happy to finally be graduating this spring.

More training opportunities
include off campus students

More availability of the courses necessary to complete the degree/program. I’m limited by when classes are open and what times of year it’s hard to accept I have to wait a year to graduate due to the availability of a course.

I could have benefited from more activities being offered. I did have some moments where I felt I had no friends and no one to talk to. If more clubs were advertised and more activities were planned then maybe I wouldn’t have had moments like those.

I wish that I was able to make deeper connections with faculty and professors. I’m graduating and feel like I haven’t made a relationship with someone for graduate school references, work references, etc.

The Educational Department is highly unorganized, lost my application folder more than once and had to reapply to the program and ask professor to rewrite letters of recommendations. They also changed the secondary education program of study three times in the past two years. I was advised to take and pay for classes that did not count as credit and my graduated date was delayed by a year. Avoiding this would have allowed me to enter my career sooner.

I think that everyone should be required to submit their resume to career services in order to graduate. Saved my butt. More internship opportunities for psych students and relationships with the community in order to establish those would also be great.

No. I think this is a great college and I’ve enjoyed my time here tremendously.

This institution could have better prepared me for my future career by implementing less “busy work” and applying real-life classroom situations. There is also an extreme lack of consistency between professors within the same program. For example, I have been given two completely different grades (A and an F) from different professors after teaching identical lesson plans. I am not sure how to improve with such inconsistency. I have also failed assignments from the same professor, only to find that the same assignment is being used as an "exceptional example of what TO DO" in class. The lack of consistency in the education department needs to be addressed in order for future educators to be fully prepared.

Overall this has been the best experience of my life.

The school could have provided professors and advisors that actually cared about their students instead of where their next pay check was coming from.

Revamp programs to require classes more suited to field of the chosen major (i.e don’t require classes that seem to have little to no importance or relevance to the declared major)

The college needs a better Veterans Affair department.

More engaging advisers to help people realize that the end is coming soon and to help them with a plan because most people are nervous or scared of what comes next after college and it isn’t thought of too much and that I find concerning.

I do not think the college could do much, because try they have helped me also form a better resume.

More night class options or even online for non-traditional students

There needs to be a requirement class to help those who are unsure of their plans after graduating.
I would appreciate feedback in a timely manner. There is one class where I have turned in 4 papers at this point. There has been no grade given, or feedback offered.

Yes, someone, within the past eight months of communication, could have told me that in order to get a degree from this institution, then at least 75% of my credits would have had to be earned at this institution. I transferred in 108 credits thinking that credits from FLETIC and one class, bringing me to 120 credit hours, would give me a degree. But no, no one thought to advise me of that. Not the registrar’s office, not my advisor, no one! So I’ve wasted eight months that I could’ve been taking more classes and also about $700, And could be closer to the degree, but now I’ve wasted all this time and all this money. A complete and total waste of my time and very unprofessional. Not to mention it took three months before the registrar’s office even emailed me back about those credits being transferred. I wish somebody cared about my situation but it doesn’t seem like anyone does.

Love CCGA

Offer my concentration and more biology internship partnering with hospitals all over ga

Not that I can think of

Have more programs in culinary arts masters and a forensic program

Better advisors help with classes.

The school needs to have more help in student life. Its disorganized and its difficult for clubs and student orgs to function well with how many hoops they have to jump through to make an event happen. Those in leadership there are slow to reply to emails and don't fully understand their role. Honestly the student workers are more help than the person hired to help with student orgs. I think training up there would help student orgs be able to be more successful. Other than that I have loved my experience here at CCGA. Yall are doing a great job!

yes, offer sororities or fraternities on campus.

I would say that they need to explain the REU, scholarships, and internships before our senior year because I wasn't aware of their significance or how to apply for them until it was too late as most won't accept graduating students, rather they prefer juniors. Telling me how to build a CV, cover letter, resume, and other such important documents my final semester doesn't do me any good as I would have already applied to graduate schools or employers. It is backwards and needs to be addressed

My coursework did a great job of applying the assignments to real-world scenarios. I would only recommend more of these types of assignments. Anytime that you can take the words from the page and apply them in the real world is a bonus.

I do not know. I will bring up ides to people and either I do not see them in action or they ignore them. Like a scientific journal, to give pre-med and ecology students practice. All the idea seemed to do was scare some of my peers. Professors will bring up the importance of needle exchanges and the horror story of the Eugenics Movement, but they appear to refuse themselves to go further.
What has been most satisfying about your experience so far at this institution, and what has been most disappointing?

**First-Year Students’ Comments**

<table>
<thead>
<tr>
<th>Satisfying Comments</th>
<th>Disappointing Comments</th>
</tr>
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<tbody>
<tr>
<td>The teacher, students, and activities have been the most satisfying experience so far. The cafeteria food was my most disappointing experience at this institution.</td>
<td>I have been very satisfied with my experience so far at this institution. I love the atmosphere, people, classes, etc. The only disappointing things so far have been the amount I have to spend each semester on the rest of tuition and books as well as spending money in gas to drive an hour to school and back home.</td>
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<tr>
<td>I have been most satisfied with the classes and disappointed that there weren't many organizations that applied to my interests.</td>
<td>The most satisfying part of this institution meeting new people and being able to get the help I get from students and staff. The worst part here is the horrendous smell.</td>
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<tr>
<td>The class for History are the most satisfying but the most disappointing is the fact not a lot of classes are offered at the Camden campus.</td>
<td>I have been really satisfied with my professors and all of the help we are supplied. I feel like the school really cares about their students' success. I also like that the college provides so many resources to students with disabilities. I'm also extremely satisfied with on campus housing. I have not been disappointed by anything.</td>
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<tr>
<td>The best thing about CCGA is the atmosphere created by the faculty, they genuinely want you to succeed and there is so many tutoring services offered on campus. The worst thing about this campus is the meal plan. Breakfast is CONSTANTLY the same thing every morning. Lunch is the only good part about the meal plan because faculty and staff attend lunch. Dinner is the worst. It is consistently bad. The lack of options is very evident, and the staff doesn't really care for cleanliness because it's just the on campus student that attend dinner and it feels like they lower the standard at dinners. Weekend food has been getting increasingly scarce.</td>
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<td>The most satisfying about my experience at CCGA is the close knit community that we have as a college I really love that.</td>
<td>I can work around my schedule to take care of my child. I'm more disappointed with the lack of classes in the Camden Center.</td>
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<tr>
<td>Most satisfying is the size of the college and the professors. Most of the time I’ve had really great experiences with my professors- Haven’t had a bad one yet. Most disappointing is probably the dining hall and the only social things to do here being getting drunk or high. (I don’t do either but it seems everybody else does)</td>
<td>Most satisfying: how available a lot of professors are for after class discussions and the number of clubs and activities available. Most Disappointing: the college seems to be going through growing pains with its recent expansion as evidenced by several professors seem to be knowledgeable in their fields but aren’t that good at teaching.</td>
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<tr>
<td>The most satisfying about my college experience is knowing my professors care about me. They know me by name and care and all the thing the campus brings in like including the end it movement. There's nothing that's been disappointing so far in my college experience here at the College of Coastal Georgia.</td>
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Most satisfying would be the space. I enjoy the student lounge and the availability of the library so I can have a quiet space to focus on my studies. The various benches and chairs around campus allow a place to gather my thoughts or interact with other students. The vending machine is a plus for when I forget to eat, although it's disappointing that I cannot use my debit card to purchase snacks.

The most satisfying experience has been getting involved in SGA. I would not have found my place and have been as happy if it were not for SGA. The most disappointing is the lack of communication that the school has.

The campus facility and everything is great.

Most satisfying is really feeling like I'm getting the most out of each class.
Most disappointing though I still feel that the Camden campus has less opportunities to have social gatherings.

Meeting my prerequisites in a timely fashion; mix up over a clep that caused me to have to take it again and raised questions about my eligibility to apply for nursing school.

Professors are awesome. Limited majors is not awesome.

The most satisfying experience I have had at Coastal so far was getting involved with the on campus ministry. The Gathering Place has been a great outlet for me and is where I have met the majority of my friends. I have not been greatly disappointed in any way at this institution but the café could probably improve. Overall, I have loved my time at Coastal thus far and am very upset that the final semester of my first year had to be cut short.

The education and the job responsibilities

I really enjoy how dedicated many of the professors are to making sure that we as students are capable of not only completing assignments but to also be able to understand and teach it.

The most disappointing thing about this institution, if I had to be picky, would be the lack of enthusiasm of faculty and staff outside of the classroom. Very few professors will acknowledge you if you are outside class unless met during office hours. The bookstore however can be aggravating working with students when you need to have something addressed or have a problem.

Altogether, I highly recommend the institution.

I have enjoyed the College of Coastal Georgia greatly. I love this school and I could not imagine going anywhere else. This is my home, and one day I will be proud to call CCGA my alma mater. I have encountered struggles with some individual classes, as well as freshman advisors. Otherwise, my experience here has been more than I ever expected it to be.

I can really only discuss my most disappointing experiences so far at CCGA. The advisement staff that I have had interactions with have been absolutely horrible. Every time I set up a meeting with someone we meet and then the next day nothing is done pursuant to the conversation that was held and signed off on in the meeting. Every time I call the college office to get information I am normally transferred around the office a number of times, and then nobody can answer my question OR everybody has a different answer.

Nobody at this college really wants to listen to what the concerns from the students are, and most importantly the advisement staff, I feel, do not care for what they are doing for their students. Students should feel confident in their decisions when meeting with an advisor. Students should not walk out of the meeting wondering what just took place. College is a huge role and stepping stone for most students, especially freshmen. Compassionate staff and staff that are willing to sit down with students one on one and discuss what is BEST for the student is what is needed. NOT rushing through the meeting so the advisor can get to lunch in a timely manner. (I AM speaking from experience....)
To say my time at CCGA has been an absolute nightmare is a complete understatement. It has been literally horrible, and that is why after the completion of my summer classes I will not be returning to this college if I can help it.

So far everything has been as expected. I’ve also participated in intramural sports and enjoyed that. I am currently in a philosophy class and the instructor has assigned a 20 page paper... not excited about that!

My most satisfying experience at this institution was when I completed the Fall 2019 semester with a 4.0 GPA and I haven’t really had a disappointing experience that really stands out or that I can think of right now.

I really like the quality of the education, and the class sizes. I can really interact with my professors and understand the subject. However the most disappointing thing is that it costs me 3000 dollars to live on campus per semester, if the college gets 3000 dollars from each person in a 4 bed room a semester the college gets paid 24000 dollars for 8 months of living to where if I lived off campus in a 3 bedroom apartment for 1300 a month the cost of living for the room would only be 3200 for 8 months.

The most satisfying experience so far has been my relationships and rapport with my professors. I have enjoyed getting to know and being instructed by the majority of my professors and I am glad to have the experience. The most disappointing would be the lack of a mock trial team sponsored by the school.

The faculty has been very understanding and friendly. I have yet to meet someone on campus I did not like or who was not willing to help. I have nothing disappointing.

The people are great. It’s good to feel like people believe in you and genuinely care about your success.

Attending CCGA has enabled me to stay in this area. I had considered moving due to the lack of local intellectual stimulation. Thankfully, the college has solved that issue and I have met a lovely group of people.

My most satisfying experience is the continuing opportunity to help in the Writing Center, and the least satisfying is the occasional brown broccoli in the cafeteria, ha.

Thanks CCGA for allowing me to be part of your community.

The most satisfying thing about my experience in college so far this year is finding out how history, communication and English comp can interact with one another to create a larger picture. It seems I have often felt things are clicking for me in reference to my comprehension about why people do what they do. I feel like this institution has really gone out of this way to see me as an individual and to make sure my needs are met. The lack of a cafeteria, in my local division of the college, is very frustrating as I often have to leave campus to get food. Vending machines that are overpriced are not used by most students.

The most satisfying part of my experience at this institution has been being able to take a large amount of my classes online. The most disappointing part has been the school not offering enough classes after work hours. A large portion of my classes are either not available at my current campus or they are offered during the day which I can’t attend the class because I work full time.

Satisfying: a lot of courses offered online, which is all I can afford to do with the little time I have in my schedule. I work full-time and need online classes only.

Disappointing: teaching program makes it difficult to already be in the school system, such as a paraprofessional (my current job). I would have to quit my job in order to attend my junior and senior classes if I had stayed in the teacher program. Even if I found a night job (as I would still need to have a paycheck), I would be in classes or student teaching all day. There would be no time to study. So, I changed my major.
Most satisfying was how the world opened up to me more a I became more educated.

The clubs are the most satisfying.

The faculty and staff really do care about the student’s well-being. The Campus is extremely boring.

Nice campus

I don’t know

It is a very comforting and helpful environment

I get to go to a college with my friends, but the college doesn’t offer what I really want to major in.

Most satisfying is the professors I’ve had, most disappointing is various fees for amenities I do not utilize

most satisfying: pretty and beautiful area

most disappointing: cafe, other colleges give more food options while allowing students to come in multiple times a day during breakfast, lunch, or dinner. I rely on this food because I have no other way to eat and it is limited.

I hate the people

The most satisfying thing was the academic advising and the most disappointment was some of the students being mean.

The most satisfying experience I have had at this institution was probably the RA staff and other college students. The most disappointing college experience I’ve had here has been the rude environment and dangerous surroundings. I have been followed home from work at the rec, brig, and gym. I do not feel safe walking home at night. I am also disappointed by the fire alarm system that has had many problems.

The most satisfying experience I’ve had is utilizing the library and going to the Church functions around campus. The most disappointing experience I’ve had was when I got into multiple arguments with my good friend.

The resources to get help.

The most satisfying experience I have had is being able to make friends. The most disappointing experience that I have had is failing one of my classes.

Work is very hard. Met new people.

The most satisfying has been the location and the most disappointing has been the lack of clubs that interest me as well as the lack of recycling.

The most satisfying things about my college experience here at Coastal i would have to say meeting new people and how involved everyone is in the school. The most disappointing is the food.

The ease that comes with attending a small college, but confusion can result since I’m attending a local branch.

The most satisfying has been getting involved at school and meeting new people. the most disappointing has not having the opportunities to get involved around Brunswick and doing things to help me with my major ( coastal ecology)

I love our biology teachers. They will most likely be the reason I complete my degree here!

The most satisfying thing has been having support on campus and the different activities done for fun.

the most satisfying thing is the push for getting my degree

Class sizes and the most disappointing is hearing about how hard and competitive the nursing program is. Also the drop/fail rate for the nursing program isn’t the best either

love going to school here a CCGA, it is amazing. It is so welcoming and positive.
Classes are very understandable and what's most disappointing has to be either the laundry situation or the food being terrible 3 days out of the week

Great teachers, no disappointment

The most satisfying, or most exciting, is just stepping foot into a college campus and feeling like I moved up a step in my life. It's a good accomplishment and I feel grown up by a little bit. The most disappointing is knowing that I will have to walk away with debts under my name.

Some classes the work is a lot but the teachers interacts and makes sure she puts grades in. Others classes it's almost like my teacher is a ghost she gives a huge reading material and things I've turned in I still haven't received a grade for so I don't know what my grade is within that one class

That is available all online.
That the courses aren't all structured the same.

The most satisfying experience I have had is being able to easily take my classes online, as I am a full time mom with a full time job so offering online classes is very helpful to me. The most disappointing is how little time I have to do the lessons or readings. Being as they are online classes, they tend to go at a much faster pace, which I knew this from the beginning of school, it just becomes overwhelming as some points.

The most satisfying experience thus far has been the overall sense of achievement when a course is complete. As far as disappointments, I have not experienced any institutionally related.

I love the professors and the staff the only disappointing factor is camden campus has NO events there is nothing for students to encourage them to attend. It's boring and you really do not see where your tuition is being spent

I take courses here for personal success and to encourage my children. Some faculty members have been slightly intimidating to speak with.

The community of students and faculty. In High School, I visited many schools and learned I like smaller class sizes. I believe this school gives you the opportunity to have a personal relationship with your professors. It is satisfying to go into a class and know most of the students, the professor, and for them to know you.

The physical classes were fantastic, loved the instructors and the subject matter. I definitely feel enriched from the experience. I wouldn't be able to attend college without the availability of online classes.

The most satisfying thing about this college experience has been how easy the classes are. The least satisfying thing has been the fact that the college is not good with communication to students.

it's actually been bad.

The tutoring and SI's have multiple hours to fit my time

To realize that I can achieve higher grades and learning experiences than I expected. Some Professors lack of consideration of external factors resulting in failing a course.

Most satisfying was meeting and being exposed to news culture and being able to get more knowledge about My Major and the disappointing was not having Greek life and more of a campus life

Some of the professors are so nice and genuine. But some are not. Those professors are not helpful and could care less. Some are so unorganized. Some are just there for their paychecks. This institution does not take into how the reviews are for a professor.

The teachers. They make class nice to attend. The advisors in the beginning didn't show me what to do and threw me to the wolves. I learned the rest from another student or just looking till I found it myself. I get to the department head to set my further schedule and I've taken none of the classes i needed in the beginning. Thank you to the professors that helped me.
Decent

some of the learning resources such as Knewton are abysmally aggravating. I do like some of the on campus activities.

Love it's close to a beach

Most satisfying is I’m getting some kind of degree and technically not going in debt. The most disappointing is as a student with disabilities I have to take a smaller class load and therefore have not been able to get financial help or assistance and the tuition is breaking my family and I’s bank.

The job it allowed me to find. I love my job, it is putting me on a great career path. I have my doubts about the college at times, but I continue to stay because I am very content with where I live and work now.

My experience at college has been pretty poor. From the other students, to how there's never anything actually fun to do on campus as well as there's barely any school spirit, All the way down to the nasty dining hall. I thought coming to this school would be fun and exciting but I just count the days down to when I can go back home.

Hard

No help from professors when needed. No understanding or assistance when needing special accommodations. The fact that I completed my entire school career with an IEP and its not good enough for this college. They want me to travel to Statesboro for 2 days and pay 500 just for them to have "what they need" to offer me accommodations. My family cannot afford that and because of this I have failed a class. I feel like this school has set me up for failure. 2 other schools accepted my IEP documents but we could not afford the tuition. I'm stuck going here but may not return since I cannot get the help I desperately seek.
**Seniors’ Comments**

Achieving my goal and building my self-esteem was most satisfying. Disappointing experience is when I reached out to one of my instructors about my lack of internet network in Nigeria and I did not get any form of support.

The most satisfying aspect of CCGA has definitely been the professors. So many of them make it a point to show that they truly care about the education and evolution of their students, and it’s made a huge difference in my personal college experience. The most disappointing has been the lack of diverse class time offerings. This is to be expected from a small school, but as CCGA grows in size, I’d hope that they’d offer more available times for necessary courses to future students (mostly an issue in my junior and senior years with the more specialized, major-related courses).

I’m very satisfied with my choice to go into the nursing program. It is rigorous and I am pretty confident that I will be prepared for the job I want. What has been most disappointing is the disorganization of some of the professors and classes, and the fact that some of our BSN classes are beginning to be taught by ASN teachers. They are two separate programs and need to stay that way. Combine and have one bachelor’s program if you want everyone to do the same thing, but don’t change the programs midway. I want the rigor so that I’ll be a prepared nurse when I graduate. As far as the disorganization, at the program level some things about our schedule and clinical schedules were not complete at the time of our orientation, and changes were made more than once. If we were that disorganized as students, we would be receiving alerts and be at jeopardy in the program.

I loved my experience with study abroad! The whole process was so easy and stress free. The criminal justice program could have had more to it— with our school so close to FLETC, EMA, and other major CJ related buildings and with some of our professors working in those buildings, our classes should have been more focused to what’s in our community.

My most satisfying experience has been working at the college. I’ve gotten very important work experience, but I also got to meet a lot of wonderful people. The most disappointing experience was missing out on a class because I wasn’t driving at the time and there was no way I could attend the class.

Most satisfying is the education. I feel like I’ve learned a lot and made good friends. The most disappointing is what I stated in the previous answer.

I feel empowered and valued as a student here. I was given a safe place to learn and grow at CCGA. My time here was a true blessing to me.

The confidence I gained from overcoming all coursework challenges has been the most satisfying thing. I have had some difficulty accessing resources from student life as a club president. I feel their processes could be revised. However, I know there has been some turnover there.

I love my professors. They all know my name and are willing to help whenever I need it. I love the community and being accepted by so many.

Graduating

The most satisfying quality of my academic experience has been the faculty and staff of CCGA. All of my professors have been exceedingly knowledgeable in the content, and they have also been much more caring and kind than I ever would have expected. Overall, I have been incredibly pleased with my time at this institution. For my experience there has been nothing disappointing.

Dr. Mathews and Dr. Trussell

The most satisfying is the ability to utilize local islands as living labs for certain STEM classes. The most disappointing is having to deal with the registrar’s office. They’ve placed unnecessary holds on my account due to not having a certain class. I then was unable to easily sign up for that class due to
that same hold. Additionally, they’ve often taken it upon themselves to recommend what’s best for students (colleagues of mine) when they have no right to do so nor is it their place. That is for a student and their advisor to decide. Not the poor excuse of a registrar’s office. The best help I’ve gotten from there was from student employees. Not the actual Full Time employees.

The most satisfying thing has been definitely the way to be involved on campus and make new friends. The most disappointing has been the lack of consistency of leadership and the organization on campus. Communication throughout campus is in shambles and leadership changes each year it seems like. I have had 6 different bosses in 3 years of working.

Great program, great teachers, great prices.

I am thankful for my advisor Dr Robert Bleil. He helped me figure out what I needed to take to graduate and if he didn’t know the answer, he would find out and let me know. He is a true asset to CCGA.

The interaction with the professors. I am an older student and I can feel their compassion for all of the students to be successful in their course.

Most satisfying is the student support for each other, most dissatisfying is the fact that the nursing programs only start in the fall semester and don’t offer a summer session to get ahead

The fact that my entire degree field was online based and I could complete as a working adult.

The interactions and discussions that I had with other students are what I enjoyed the most. I didn’t have any disappointing experiences at this school.

Satisfaction- Meeting mentors who pour into you. They help guide your thought process and passions. The student unity of working together to help each other with classes.

Disappointments- Working with staff, not enough representation of African American Professors, the food is not so pleasant at times. Not that many options to choose from.

The most satisfying experience is the fun event do take place during the day and all the things they offer to students. When you attend the Camden campus full time, they received very little and I can only remember once receiving something free or have a fun event on campus. I just wish I could attend the other events and clubs that take place during the afternoon/night. The most disappointing thing has to be the difference in work load compared to the Camden Campus. I don’t have time for my job, my kids, my family or my personal life. I have never felt so overwhelmed and defeated in one school semester. If this is how the other semesters will be, I’m really taking into consideration about my future here.

Most satisfying, the help from the TRiO program that helps students who are first generation students and have no prior knowledge of college life.

The most difficult, there seems to be a disconnect between professors and students. I know that professors have many students to teach but there needs to be more time to focus on students in need for example: meeting the instructor after class for a more in depth learning opportunity for students. Many of the instructors here are required to be involved in other activities such as research and I understand this... however, the students should be top priority for instructors.

Most satisfying has been being able to have adequate amount of clinical hours in the hospital and use practical skills in a real world setting. My most disappointing had been the utter disorganization and arrogance of the nursing program. I have not been able to speak up in fears of getting written up or dropped from the nursing program. They are not student advocates and have violated our student handbook multiple times, but expect us to follow it blindly. They expect so much from us and all we want is a fraction from them back. I want to feel like I can speak my mind and not be punished.
The most satisfying was the knowledge and skills learned to help shape my growth to become a better more informed member of society. The most disappointing was the lack of classes offered at Camden campus.

I love how we all feel like a family. I do not like how much food is.

Professors

I can see the passion many faculty have at this institution. What's disappointing and frustrating is the length of time it takes to complete the degree due to reasons mostly outside of the control of the student.

The most satisfying will be getting my degree! Most disappointing is not enough activities

The most satisfying was my night class about professional and personal development with professor Scott Williamson. The most disappointing is that as a student worker, you can't be promoted and also that so many people get such giant refunds to spend on whatever they want while I’m an above average student with over $15000 in debt.

I have enjoyed the small class sizes and the personal relationships I have built with my professors. I was extremely disappointed when I transferred here from Georgia Military College. When I moved here and had taken 5 classes to transfer, I was told I had to retake a Biology class and the lab. I brought my syllabus from the other college, as well as the new syllabus, to registrar to show that the two classes were identical. I was denied and told I had retake the class. I fought this for weeks until I finally just paid the $800 for the Biology lecture and lab. I work 2 jobs to pay my school, rent, and bills all out of pocket alone, so this was a lot of money for a class I had already taken! After completing the course, I reviewed my Final grades and saw that biology had been "Satisfied by Georgia Military College" and that I had an insufficient grade because I had already taken the course at another college. I was never refunded any money, nor am I allowed to use the extra "A" toward my GPA or replace any other science classes. This is unfair and it happens often at this school.

I loved the faculty at the college, but I disliked the Veterans affairs person. Vale ska was argumentative and unhelpful usually.

My best experience at this college would be the instructors, and the most disappointing part would be the difficulty of some of the material.

Friends made but coursework unnecessary for degree credits not transferring

My campus is like nice and quiet.

Most satisfying would be the relationships with professors and staff. Disappointing is that classes that are needed for several degrees fill up fast, as in they do not offer enough classes for the needed classes which can cause people not to graduate on time.

I loved working on the personal research. It was fun, satisfying, and real hands on learning that I was able to promote on my graduate school applications. As for the disappointing, I would say that they need to focus on the success of the student and not money. I was kept from graduating because of an outdated rule and the college's inability to relay the fact that biological research should be done before senior seminar. As a transfer student, my path wasn't the standard route and so when it came to trying to fill my classes and graduate when planned, I was prevented from doing so and forced into another semester for 2 classes. This included several hundred dollars in school fees because of an additional semester. This school doesn't have the ability to offer several options for a course to where there is always some sort of overlap causing students to not get all of the required courses done in time.

The use of D2L to exchange coursework is very helpful. The low number of evening classes is a hindrance to my working schedule.
Overall Student Services has been the most satisfying. They are constantly working to insure students have an engaging and fun college experience. This education departments secondary ed program is very disappointing and unorganized.

The advice from my adviser

My most disappointing has been being told that even though I take all my classes online, that I MUST take certain courses on campus, even though the particular classes were offered online, or I would be unable to register for any classes henceforth. My most satisfying has been getting an A in a class.

no sorority or fraternity on campus has been most disappointing.

What has been most satisfying at this institution are being with some of the professors and fellow students, even if I do not see them anymore or socialize with them much. Most disappointing is the inability for me to suggest action beyond speech. I do not know if they are bound by a force beyond my control or if they disagree with my style. I would say they disagree with my idea, but they do not usual say anything back. I have also have had a hard time knowing how many classes I need to finish both my Associates and Bachelor’s degree. I have the degrees now, but I am still taking the class so there are no issues down the road.

Satisfying= leaving
Disappointing= The lack of care in the environment. Where the faculty, staff, and professors only cared about their paychecks and not what the students need to succeed

The professor had for my class was very great. However, my student advisor, the registrar’s office, admissions office, were the worst. I don’t understand how, at some point when my credits from my previous college were transferred to CCGA, no one thought to tell me hey, you need to have 75% of your credit earned from this institution in order to get a bachelor’s degree. I transferred in 108 credits. And then I have another 12 transferred in. And then I took one course, Which I was advised to do so that my other 12 a transfer in from FLETC... and that gave me 120 credits. And then after I do all this, after eight months, I email and say hey, I have 120 credits how do I get my degree. Then somebody decides to tell me oh you need 75 credits earned from this institution before you can get a degree, sorry. I’ve wasted 8 months at CCGA. And $650. Time I can’t get back. And all I got was a “sorry.” Extremely disappointing.