UDC Community College Online Education Enrollment Report

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Available at: https://works.bepress.com/bradley_coverdale/1/
INVESTING IN TODAY’S WORKFORCE

An Analysis of Online Continuing Education Participation

November 2011 – December 2012

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**Background**

Since November 2011, Washington DC public employees have been offered the opportunity to enroll in Continuing Education courses online.

Participants in the online courses were invited to respond to a survey asking questions about their experience. Students were asked about their perception of online classes overall, as well as feedback about two specific courses they enrolled in. These responses provided the following information:

**Who Enrolls in Online Continuing Education Courses?**

- Most survey participants are non-Hispanic, African American females who completed graduate school or obtained a Bachelor’s degree
- These participants have worked for DC Government for at least four-six years as Administrative Staff or Police & Law.

**Major Findings**

- Participants commented on one or two online courses taken.
- Students enrolled in online courses because of convenient time and location.
- Overall, students did not suggest changes to the courses taken.
- Continuing Education courses taken to improve existing skills or develop new skill.
- Despite busy life schedule, students spent 1-4 hours per week on online courses. Most students completed courses they started.
- Those who did not complete the course did not have enough time, or encountered personal life conflicts.
- Satisfied with online experience, students would recommend courses to colleagues.

- Students want a greater variety of course offerings and easier instructor communication and feedback.

**Suggestions**

- Survey DC employees to gain ideas about future class offerings.
- Create workshop that helps online students access electronic platform.
- Work with instructors to develop online student communication protocol.
INTRODUCTION

This feedback report:

- Identifies who enrolled in online continuing education courses.
- Describes students’ perceptions about their online learning experiences.
- Discusses results of research report and highlights future suggestions.

Methodology

A survey of students who enrolled in online continuing education courses was conducted April to May 2013. The survey included six demographic questions, three questions about online education overall experience, and eleven questions about reflections of specific courses. Students had the opportunity to comment on two different courses they enrolled in. The response rate of 25% displays an adequate representation of the students surveyed. An expected response rate for online is between 25-30%. The survey instrument was created and then sent to Continuing Education staff for comments and feedback.

Students were selected to participate in the study based on enrolling in an online continuing education course. On April 19th, all students were sent an introductory letter with a link to the instrument created in SurveyMonkey (Appendix B). A follow-up email was generated by SurveyMonkey and sent to nonparticipants on April 30th (Appendix B). A final letter was sent to remaining nonparticipants on May 13th. The survey was closed for analysis on Saturday, May 18th.

Who Enrolls in Online Continuing Education Courses?

Figure 1

Gender of Continuing Education Students

- Female: 80.10%
- Male: 17.60%
- No Response: 2.30%

Figure 2

Continuing Education Students With Hispanic Origin

- Non-Hispanic Origin: 95.50%
- Hispanic Origin: 4.50%

Figure 3

Race & Ethnicity of Continuing Education Students

- White: 83.3%
- Black or African American: 9.8%
- American Indian or Alaska Native: 4.0%
- Asian: 2.3%
- Multiracial: 0.6%
As Figures 1-3 indicate, most survey participants are non-Hispanic African American females. Participants completed graduate school or obtained a Bachelor’s degree (Figure 4). These findings suggest that most of the courses commented by survey participants were expected to help develop new skills, explore areas of interest, or review previously gained abilities.

Most survey participants indicated that they work as administrative staff or police & law. These categories were derived based on the job titles indicated by the participants as well as similar positions noted in the Occupational Outlook Handbook.

Most of the survey participants indicated that they have worked for DC Government for at least four-six years, and a large portion have worked there for over 20 years. This suggests that many who enrolled in online continuing education courses are experienced professionals.
Students indicated that they enjoyed the flexible time and location provided through enrolling in online courses. These findings resonate with other distance learning research (). Employees are able to develop new skills or explore areas of interest while balancing their other life commitments. This format also allows students to learn at their own pace. However, some students indicated that “some classes need to be in a hands-on classroom setting” or simply preferred the traditional format over online courses.

Overall, students were satisfied with the online course format. However, some felt that instructor feedback could be more consistent. Additionally, several students commented that they wanted a greater variety of courses as well as a deeper study of the subject matter. Other suggestions and comments can be found in the Appendix.
**Table 1: Online Courses Enrolled Between November 2011-December 2012**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of Project Management</td>
<td>21.7%</td>
</tr>
<tr>
<td>Fundamental Accounting</td>
<td>9.3%</td>
</tr>
<tr>
<td>Leadership Essentials</td>
<td>8.3%</td>
</tr>
<tr>
<td>Grammar Refresher</td>
<td>7.2%</td>
</tr>
<tr>
<td>Effective Business Writing</td>
<td>5.7%</td>
</tr>
<tr>
<td>Grant Proposal Writing</td>
<td>5.7%</td>
</tr>
<tr>
<td>Spanish 1</td>
<td>5.7%</td>
</tr>
<tr>
<td>Speed Spanish</td>
<td>4.1%</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>3.6%</td>
</tr>
<tr>
<td>Lean Six Sigma</td>
<td>3.1%</td>
</tr>
<tr>
<td>Keys to Effective Communication</td>
<td>3.1%</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>3.1%</td>
</tr>
<tr>
<td>Managing Customer Service Outcomes</td>
<td>2.6%</td>
</tr>
<tr>
<td>Computer Skills For the Workplace</td>
<td>2.1%</td>
</tr>
<tr>
<td>Database Development</td>
<td>2.1%</td>
</tr>
<tr>
<td>Speed Spanish 2</td>
<td>2.1%</td>
</tr>
<tr>
<td>Accounting II</td>
<td>1.0%</td>
</tr>
<tr>
<td>Decision Making</td>
<td>0.5%</td>
</tr>
<tr>
<td>Ethics</td>
<td>0.5%</td>
</tr>
<tr>
<td>French</td>
<td>0.5%</td>
</tr>
<tr>
<td>Marketing</td>
<td>0.5%</td>
</tr>
<tr>
<td>Meyers Brigg Personality Test</td>
<td>0.5%</td>
</tr>
<tr>
<td>Microsoft Word</td>
<td>0.5%</td>
</tr>
<tr>
<td>Mindleaders</td>
<td>0.5%</td>
</tr>
<tr>
<td>Spanish II</td>
<td>0.5%</td>
</tr>
<tr>
<td>Six Sigma: Total Quality Applications</td>
<td>0.5%</td>
</tr>
<tr>
<td>Technical Writing</td>
<td>0.5%</td>
</tr>
<tr>
<td>Unknown or Not Reported</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Most continuing education students enrolled in project management, leadership, or accounting courses. Writing courses were also popular selections.

**General Reflections about Online Courses**

Survey participants were asked to comment about their experiences in the online courses they enrolled in. These results were compiled and organized into common themes. Specific feedback from courses can be found in the appendix.

**Figure 10**

Most students enrolled in online continuing education courses to improve existing skills or develop a new skill. Others commented that they selected online courses to develop a business, seek certification, or to advance in the organization.

**Figure 11**

Even though most survey respondents work full-time and manage other life responsibilities, they still invested between 1-4 hours per week in their online course.
Nearly all of the survey participants reported that they completed the online courses they enrolled in. This suggests that this format of education is effective for improving employee skillsets.

Despite most students reported that they finished the online course, those who could not mention they did not have enough time or encountered personal life conflicts prevented the course completion. Other responses can be located in the Appendix.

Like other courses, most students who completed the online courses reported that they benefited from the acquired knowledge gained by participating. Other responses can be located in the Appendix.
Overall, survey respondents were satisfied with their online experience and did not have any suggestions for improvement. Some students want a wider variety of classes offered. Others want improved course components. Additional responses can be located in the Appendix.

*Figure 16*

![Likelihood of Recommending Course to Colleague](chart)

Note: Average Score: 4.658; 1 = Extremely Unlikely, 5 = Extremely Likely

These findings support other information that suggests that online continuing education courses are both desired and beneficial. Most students approve of online education courses and would recommend them to colleagues.

*Figure 17*

![Likelihood To Take Course If Forced To Pay](chart)

Note: Average Score: 3.208; 1 = Extremely Unlikely, 5 = Extremely Likely

Students are divided about having to pay for an online course in order to enroll. Overall, they are willing to pay for the course or indicate a neutral opinion about the situation.

*Figure 18*

![Course Enrollment if Required to Pay](chart)

Similar to Figure 17, students are divided about enrolling in any online course they have to pay for.

*Figure 19*

![Reasons Students Would Not Pay for Online Course](chart)

Given the current economic climate, it is little surprise that the primary reason students would not pay to enroll in an online course is because they are unable to afford it. Some students commented that the course material is not challenging. Other comments included coursework not applicable towards credential,
and only taking the course because it was a benefit for DC employees. Additional responses can be located in the Appendix.

Discussion of Results

Overall, students are pleased with the offerings of online continuing education courses. Most find the information they receive meaningful and the format allows for students to learn when they are ready instead of arranging their life schedule around set times to travel to a college campus and listen to a lecture or professional development session. Students are able to devote a couple of hours per week towards learning new information, and would even recommend these classes to colleagues. Some students requested that they had access to a greater variety of classes as well as courses that can be earned towards a credential.

While the responses from students were positive overall, others shared negative experiences. Some expected easier methods of contacting instructors for additional help. Changes to class content were also suggested. Some wanted a more thorough exploration of course concepts while others wanted more time to complete the work as they felt rushed which may have hindered learning.

Limitations of the Study

Because all of the data is self-reported, bias could exist in the results. Many responses did not include further comments regarding what students liked best about the online course or what should be improved. They may not recall areas that should be changed since the students may have taken the course nearly two years ago. Additionally, survey respondents do not tend to voice an opinion about a topic unless they have a very positive or negative experience.

Recommendations

In conclusion, government employees were satisfied overall with the offerings of online continuing education courses. In today’s economy, it can be difficult to afford to pay for professional development or skill-building courses, even if the new knowledge can lead to a more desired lifestyle. This suggests that these online courses are a desired benefit for government employees and this program should continue to be funded.
Appendix A: Open Responses from Survey Participants

9. What areas of online learning should be changed or modified?

- Add systematic reminders about being away too long from the course.
- It should have been made clearer that the course was for students in any area, at any level. I was under the impression that it was only serving DC.
- Discounted rate to attend class after retiring from DC.
- Response from the administrative side. I had problems with my access and to date no response!
- Assigned projects or home work with due dates.
- Consider making it easy/easier for students to share comments, questions or personal stories (specific to the lessons, of course) for others to read.
- For the subject matter I was studying, it was difficult to learn online. The class I enrolled in should have been taken in the classroom.
- The classes aren't truly a class. It was like reading lessons in a book. I was very disappointed.
- Enhanced interactivity for feedback and learning
- Augmenting the learning experience - give me tools to learn via mobile (while I'm commuting), email, chat, Web conference / Skype like, etc.
- Virtualize the community - allow me to connect with others that have common interests, using some of the same technologies described above (and opportunities to give you feedback as I go, so that we collaborate in optimizing the virtual education experience, for all)

14. Reasons for not completing the online courses

- “There was too much info to learn for each lesson and I had a hard time keeping up”.
- “Course was not up-to-date and did not match my current skill level.”
- “It wasn't really the professor's fault. I just didn't have the time and focus to concentrate on such complex information.”
- “Didn't get a chance to take it because it was during my working hours.”
- “did not get the right answers when I needed them”

15. Benefits of completing online courses

- “What Words to Take Out” in the course was most helpful chapter. Also, the feedback from the instructor was invaluable.”
- “Able to print out the course and being able to go over it for future use.”
- “I believe it just improved my Customer Service Skills that I was already getting complimented on”
- “Defining the project score early on was very helpful and how project management can advance the goal of the organization.”
- “none, I did not complete, could not open links, could not contact instructor...”
16. Content Areas That Can Be Improved

- “a wider variety of courses since most classes are being offered on-line”
- “I didn't have a problem with the content itself, just the fact it was presented in a very disorganized way”
- “It course appeared to be of a cookie cutter nature as if one size fit all.”
- “I needed more help and when I didn't understand and reached out to my instructor I didn't think he wanted to help me he was very rushy and I emailed him on several occasions stating I didn't understand and I got so discouraged I dropped out.”
- “Real time question and answer sessions. Do it like a regular course, i.e., give a reading assignment, maybe a practice exercise, “come to class” for a short lecture followed by Q&A. Students unable to attend the real-time session could then look at a recorded copy of the lecture and discussion.”
- “To follow-up, students could collaborate on putting together case studies that could be presented to the rest of the class. Students would then be required to work together, setting up their own meeting times and being responsible for content sections, which would have to be packaged for sharing”.
- “On-line associate degree. I attended the community college for one semester and was extremely disappointed in what the Community College offered. Now I am paying for one of the worst services I have every received for education.”
- “Offer more free classes per year; not just two. Offer certification prep classes for free.”

19. Reasons for Not Paying for an Online Course

- Classes that are taken to improve work performance should be paid by the employer.”
- “Feel the money could have been better spent on more focused trainings.”
- “I did not receive the continuing education credits as promised and applied for”
- “I would prefer a more interactive interpersonal setting”
- “If it wasn't advertised through my job I probably would not have gone out of my way to take it.”
Appendix B: Specific Course Comments

I. Fundamentals of Project Management
   a. Other Reasons Students Enrolled in Course
      - “I am seeking certification at some point”
      - “Job related”
      - “It was required to take for PMP certification.”
      - “to meet job continuing education requirement”
   
   b. Other Reasons Students Did Not Complete Course
      - “Course was not up-to-date and did not match my current skill level.”
      - “work load”
      - “Completed only part 1, part 2 was not offered”
      - “Currently enrolled”
   
   c. Content Areas Students Found Beneficial
      - “I thought the order in which the information was presented was very helpful. I enjoyed the quizzes.”
      - “The critical thinking required by the course”
      - “Instructor presentations were pretty decent. He communicated clearly and without ambiguity.”
      - “none, I did not complete, could not open links, could not contact instructor...”
      - “the tests and references”
      - “overall knowledge of subject and getting a certificate”
      - “All of the content was beneficial I learned a lot of project terms and definitions.”
      - “What material to present to a group.”
      - “Strategic approaches to planning”
      - “Defining the project score early on was very helpful and how project management can advance the goal of the organization.”
      - “Get to know the following: project, organization, team members, internal and external clients. Also communicate with all the players regularly.”
      - “The application of information to work experience, the reading materials were informative and the test matched well with the course work”
      - “Understanding the budget, the organizational politics.”
      - Problems, Roles, and Competencies of a Project Manager
   
   d. How to Improve Content Areas
      - “The assignments required work related task which I did not relate with.”
      - “It course appeared to be of a cookie cutter nature as if one size fit all.”
      - “More interactive work or projects”
      - “Real time question and answer sessions. Do it like a regular course, i.e., give a reading assignment, maybe a practice exercise, “come to class” for a short lecture followed by Q&A. Students unable to attend the real-time session could then look at a recorded copy of the lecture and discussion. To follow-up, students could collaborate on putting together case studies that could be presented to the rest of the class. Students would then be required to work together, setting up their own meeting times and being responsible for content sections, which would have to be packaged for sharing.”
• “How to organize a project The importance of communicating with stakeholders
  How to communicate effectively with peers re project in which I am the manager
  or team led”
• “Access to links as advertised”
• “Geared towards those with project management exposure/ experience.”

e. Why students would not pay to enroll in this course?
  • “It was clearly behind the times, and too much of an introductory course. It was
    not challenging. The work load was not sufficient for me to feel that I was getting
    any value out of it.”
  • “The course doesn’t provide enough structure for me to want to pay for it.”
  • No, if it’s not pertaining to my major I will not pay for it. These are basic classes,
    nothing towards my degree”
  • “I would prefer a more interactive interpersonal setting”
  • “Waste of time. I could have read the material in a book.”
  • “The course was a refresher.”
  • “Didn’t learn much from course, too technical.”

II. Leadership Essentials
a. Content Areas Students Found Beneficial
  • “The qualities of a leader, differences between leadership and management”
  • “Leadership styles”
  • “Knowing that the basic principles of leadership are still important.”
  • “I took solace in learning that the skills I learned in Servant Leadership School
    still are being taught, albeit with a somewhat modified approach. Leadership by
    example, it seems, is still a very effective approach.”

b. How to Improve Content Areas
  • “Taking more time to study.”
  • “I did find some of the concepts discussed a bit ambiguous. Since I took the
    course last summer, I would have to look over my notes to see what, exactly, I found
    lacking.”

c. Why students would not pay to enroll in this course?
  • “I could have obtained the same experience reading a book on leadership.”
  • “I was interested to see whether there was some cross-over between leadership
    and project management. Turns out, the leadership course was not particularly
    relevant.”

III. Fundamental Accounting
a. Content Areas Students Found Beneficial
  • “I didn't land the job that I applied, but landed another that really didn't need it. I
    kept all my paper work through for re-freshen if needed.”
  • “Journals and ledgers”
  • “Bookkeeping skills”

b. How to Improve Content Areas
  • “Math/general college math as a refresher course with calculating interest,
    decimals”
c. Why students would not pay to enroll in this course?
   • “It was reading a lesson from a book”
   • “This course does not pertain to my major”

IV. Grammar Refresher Course
   a. Content Areas Students Found Beneficial
      • “Would have loved to take English 101.”
      • “The course helped me remember the grammar learned long ago”
      • “Punctuation”
      • “Parts of Speech”
      • “Refreshing skills”

   b. How to Improve Content Areas
      • “On line associate degree. I attended the community college for one semester and was extremely disappointed in what the Community College offered. Now I am paying for one of the worst services I have every received for education.”
      • “Each of the parts of speech needs to be broken down in to individual parts to get a complete understanding of grammar.”

V. Effective Business Writing
   a. Content Areas Students Found Beneficial
      • “in general it was a great class and the grammar refresh was a plus..”
      • “What Words to Take Out” in the course was most helpful chapter. Also, the feedback from the instructor was invaluable.”
      • “Writing as problem solving, sequencing your ideas, how to write your ending, and getting the right tone for the writing document.”
      • “Structure for business writing also composing an email “
      • “Updating of style of writing. I was stuck on the edge of the ‘Perrin Guide to Business Writing’.”

   b. How to Improve Content Areas
      • “At this point, a wider variety of courses since most classes are being offered on-line.
      • “The technique of teaching was a little complicated”
      • “Course in writing white papers and MOUs.”

   c. Why students would not pay to enroll in this course?
      • “If it wasn't advertised through my job I probably would not have gone out of my way to take it.”
      • “It wasn't a course I would choose, though I have used it outside of work.”
      • “These courses should be available for persons who work just as they are for persons who receive government aid.”
      • “This particular course was not engaging enough for me”
VI. Grant Proposal Writing
   a. Content Areas Students Found Beneficial
      - “Resources & Links.”
      - “I liked having the ability to copy the materials as I took the course after the module closed in order to review info”
      - “There was a great demand to retain so much information in very little time.”
      - “Research and how to deliver a winning proposal”
      - “Correct punctuation, better writing skills.”
      - “Sending thank you letter even when the grant application was denied.”
      - “The instructor appeared truthful as she revealed the reality of obtaining grants. She was very thorough and kept it interesting.”

   b. How to Improve Content Areas
      - “Decrease information overload.”
      - “Proofreading my documents”

VII. Spanish I
   a. Other Reasons Students Did Not Complete Course
      - “Didn't get a chance to take it because it was doing my working hours.”
      - “There was too much info to learn for each lesson and I had a hard time keeping up.”

   b. Content Areas Students Found Beneficial
      - “I thoroughly enjoyed the course. Changed my understanding of how to learn a new language.”

   c. How to Improve Content Areas
      - “I needed more help and when I didn't understand and reached out to my instructor I didn't think he wanted to help me he was very rushy rushy and I emailed him on several occasions stating I didn't understand and I got so discouraged I dropped out.”
      - “Pronunciation of more words”

   d. Why students would not pay to enroll in this course?
      - “Not if I got the same teacher he wasn't that savvy to me or helpful.”
      - “prefer a real (in-person) class”
      - “It wasn't a class. it was reading from an online book”
      - “Pace was too quick for me.”

VIII. Speed Spanish
   a. Content Areas Students Found Beneficial
      - “It was an online course and I could access the materials even from the first lesson the whole time I was taking the class. Just in case I missed something important on grammar or vocabulary”
      - “The tips the instructor share and his ability to 'keep it simple'.”
IX. Lean Six Sigma
   a. Content Areas Students Found Beneficial
      • “The ability to think critically.”
      • “The discussion of different decision-making styles and methods”
   b. Why students would not pay to enroll in this course?
      • “Feel the money could have been better spent on more focused trainings.”
      • “Not relevant to my current responsibilities”

X. Keys to Effective Communication
   a. Content Areas Students Found Beneficial
      • “Understanding development of communication skills as children grow older. Also, different learning/receptive communication styles.”
      • “The different ways of communicating.”
      • “The application of what was discussed (ie. engaging your communication partner, learning types of communication and how people receive information, practicing communication techniques on my staff, etc...).”
      • “Comprising memos”

XI. Administrative Assistant
   a. Content Areas Students Found Beneficial
      • “I learned more about time-management.”

XII. Managing Customer Service Outcomes
   a. Content Areas Students Found Beneficial
      • “Role of a Manager to help improve customer services.”
      • “I believe it just improved my Customer Service Skills that I was already getting complimented on”
      • “Examples and Assignments.”
   b. How to Improve Content Areas
      • “More on how to improve customer services.”

XIII. Database Development
   a. Content Areas Students Found Beneficial
      • “The course was very helpful. I did learn a great deal about database design and I was given information on other resources to further enhance my learning experience.”
      • “How to create the variables in the database.”
Appendix C: Introductory Letter

To: [Email]
From: "bjcoverdale@gmail.com via surveymonkey.com" <member@surveymonkey.com>
Subject: Looking for feedback from Continuing Education online course experiences
Body: Dear Student,

University of District of Columbia Community College's Continuing Education Program is conducting a survey of students' online course feedback for those who enrolled in classes between November 2011 and December 2012. We are very focused on providing the best educational opportunity for our students, and we need your course reflections to make this possible. Because you are on record for taking at least one course in this time period, you are invited to participate in this research study by clicking on the survey link at the bottom of this email.

The following questionnaire will require approximately 10-15 minutes to complete. All responses will remain confidential as any identification information will be separated from the actual survey. You have received this email via SurveyMonkey, but your responses will not be connected back to your email address in any way. If you choose to participate in this project, please answer all questions as honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time.

Thank you for taking the time to provide us feedback on your online education experiences. By clicking on the survey below, you indicate your willingness to participate in this study.

https://www.surveymonkey.com/s.aspx

If you do not wish to participate, please click the bottom link:

https://www.surveymonkey.com/optout.aspx

If you have any questions/concerns about this survey, please do not hesitate to contact:

Bradley Coverdale, UDC-CC Institutional Research Intern
bjcoverdale@gmail.com

Takeshi Yanagiura, UDC-CC Institutional Researcher
tyagiura@udc.edu

1st Follow-Up Email

To: [Email]
From: "ewestfall@udc.edu via surveymonkey.com" <member@surveymonkey.com>
Subject: Reminder: Please Provide Feedback from UDC-CC Continuing Education Course Experience
Body: This is a reminder that UDC-CC's Continuing Education Department is conducting a survey, and your response would be appreciated.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
https://www.surveymonkey.com/optout.aspx
Dear Student,

This is your last opportunity to provide feedback about your UDC-CC Continuing Education Online Course experience. Because you are on record for taking at least one course between November 2011 and December 2012, you are invited to participate in this research study by clicking on the survey link at the bottom of this email. It will take approximately 10-15 minutes to complete.

All responses will remain confidential as any identification information will be separated from the actual survey. Participation is strictly voluntary and you may refuse to participate at any time. This survey will be available until 11:59 PM Friday, May 17th.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx

If you have any questions/concerns about this survey, please do not hesitate to contact:

Bradley Coverdale, UDC-CC Institutional Research Intern
bjcoverdale@gmail.com

Takeshi Yanagiura, UDC-CC Institutional Researcher
tyanagiura@udc.edu

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
https://www.surveymonkey.com/optout.aspx