

Results of the Lowcountry Graduate Center Research

Executive Summary

The need for more graduate degrees is clear in the Charleston area. Local companies are recruiting individuals from other areas because of the lack of talent especially in the advanced manufacturing, engineering services, and software/information technology fields. One of the main problems is that people are not aware of the opportunities available to them in the area. Other barriers such as the cost of tuition, lack of flexibility in their current work schedule, and time commitments are deterring people employed full-time from pursuing a graduate degree.

The purpose of this study is to determine the interest in and barriers to obtaining a graduate degree in the fields of advanced manufacturing and engineering, education, and healthcare. These three sectors were identified, in large part, based on findings and recommendations of the *Charleston Region Talent Survey* (June 2014) by Avalanche Consulting. Through focus groups and a survey of young adult professionals working in the fields mentioned above, we see opportunities for the Lowcountry Graduate Center to create programs to meet the needs of these groups.

Introduction

The Lowcountry Graduate Center is in the process of developing new graduate programs in several fields of study in the Charleston area. These potential programs are in the advanced manufacturing and engineering, K – 12 education, and health-related fields. The LGC would like to assess the potential for student enrollment in these programs, specifically for individuals between the ages of 25 and 40 who already possess a bachelor's degree, and are employed full time. The LGC would like to identify what potential barriers could exist, and how they could alleviate them as much as possible. This study is an attempt to understand why someone would or would not pursue a graduate degree, and what is believed to be the most valuable aspect of earning one. We are interested in determining in what format people were most comfortable learning, and what time of the week is preferred. The Riley Center launched a two-part study in order to answer these and other questions.

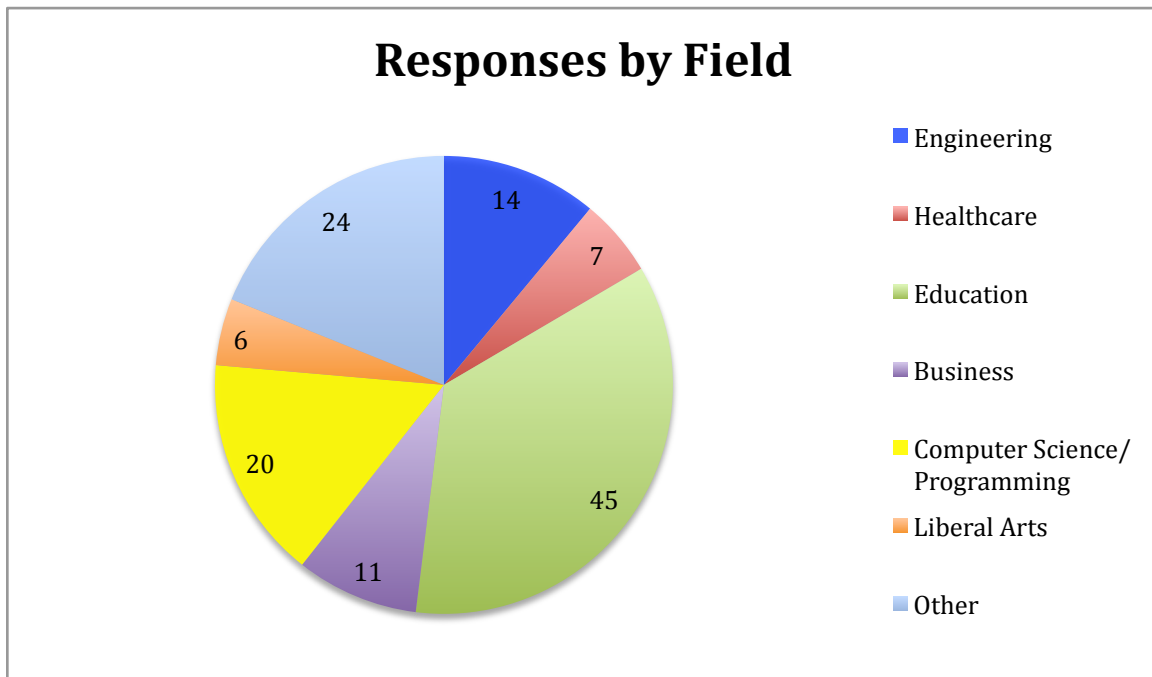
Methodology

In order to investigate what the Lowcountry Graduate Center can do to facilitate full time employees earning graduate degrees, there was first a focus group conducted with human resource representatives from some of the major employers in advanced manufacturing and engineering services, education, and healthcare.

These representatives were from MUSC, Aerotek, Nucor Steel, Porter-Gaud, the Berkeley County School District, Blackbaud, and Boeing. An overview of the projected courses was given, and then a series of questions were posed to the participants in order to get their informed opinions on if and how these programs would be useful to their workforce.

Following the focus group, a survey was distributed that was intended to garner the opinions of employees currently working full time for the participating employers. The focus group participants agreed to send out this survey to their employees and in addition several other organizations were contacted as well. The survey was made available to approximately 3,500 individuals, with 187 surveys completed. This data was put into SPSS and cross-tabs were generated in order to interpret the information. The results were statistically significant, with a margin of error of +/- 7%. The focus group and the survey showed a lot of parallels, and yielded results that should be helpful to the Lowcountry Graduate Center in carving out degrees in the engineering, healthcare, and education sectors. The chart below shows the responses to the survey by field of current employment.

Graph 1.



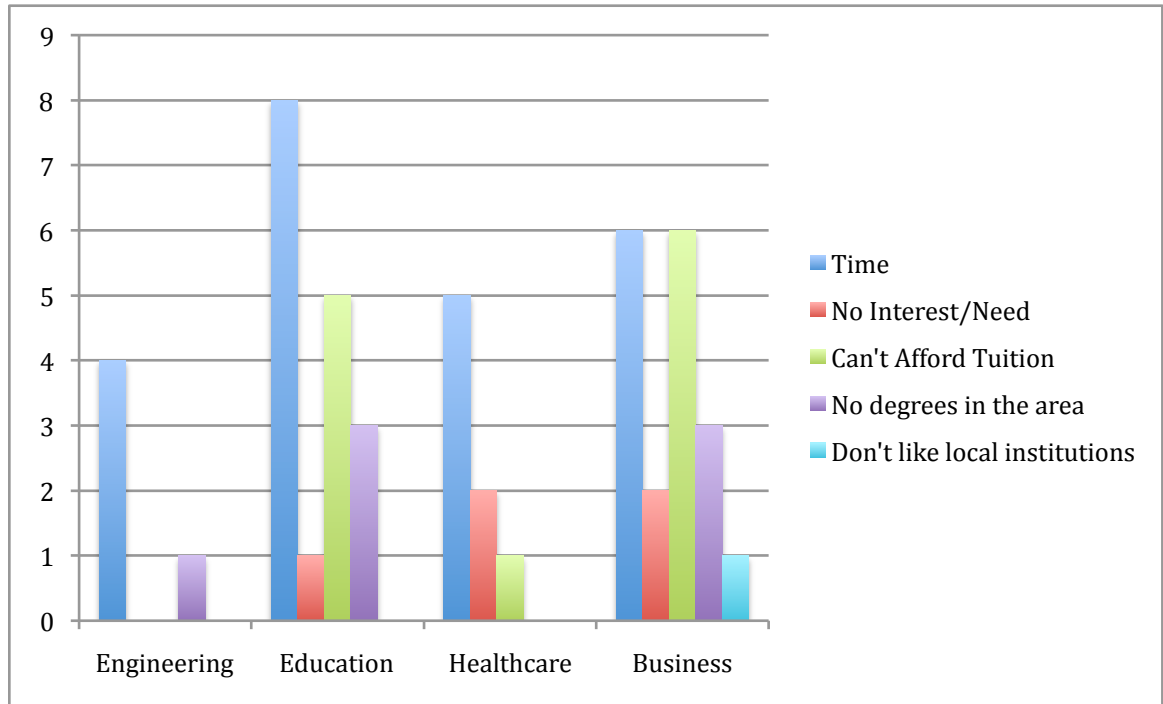
Results

There were three screening questions for the survey – respondents had to be employed full-time, have earned a bachelor’s degree, and be in between the ages of 25-40. Nearly 50% of survey respondents are interested in pursuing a graduate degree to further their career. Additionally, 34% of respondents indicated a desire

to go back to school sometime in the future. Clearly, the need and desire to go back to school for career advancement is present in the Lowcountry. Participants in the focus group also felt that their employees were very interested in getting a graduate degree, as long as it would be affordable and convenient for them. However, knowledge of the degrees that the Lowcountry Graduate Center makes available seems to be a significant issue. Almost all of the attendees of the focus group had either never heard of the LGC or had heard the name but knew nothing about it, and believed the same was true of their colleagues and employees. Similarly, in the survey distributed, 78% of respondents had little to no knowledge of the LGC. Interestingly, 26% of survey respondents said that an obstacle to them earning a degree was that there are not degrees in the area that meet their needs. This could be a result of being unaware about what is actually offered. At the focus group, it was expressed that the new location and signage of the Lowcountry Graduate Center will likely make a difference in increasing awareness.

The most commonly cited barrier for pursuing a degree, by 51% of respondents, was time. This was discussed within the focus group as well, in several different aspects. One major issue is that attending scheduled classes can be difficult, especially for those with unusual work schedules, like those in the field of engineering working shifts. Another part of this is the anticipated workload from these classes. It was expressed in the focus group that the homework given could be too much of a burden for those who are working full time. Many people between the ages of 25 and 40 have a family and want to maintain a manageable balance. One participant, who also teaches graduate school courses, believed that certain elements could be lifted from a syllabus while still getting the main points across. 43% of respondents said that they could not afford tuition, a close second barrier to time. This is especially true in education; many public schools do not offer tuition assistance. Private schools, such as Porter Gaud, sometimes offer to pay for a few graduate courses a semester. Still, tuition assistance seems to be a significant factor in one's decision to go back to school. More people would likely be attracted to the LGC if tuition were perceived to be affordable. Survey results trying to determine barriers by desired field of study are shown in the graph below.

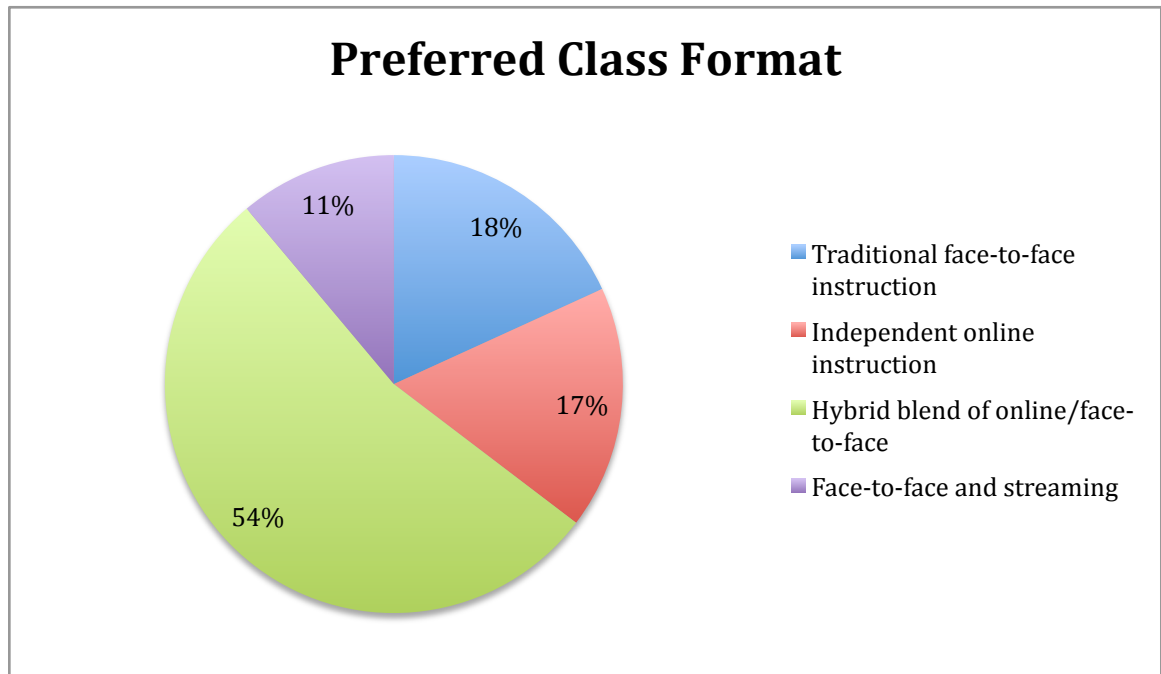
Graph 2: **Barriers to Obtaining a Degree by Desired Field of Study**



Another barrier discussed in the focus group was the inclination of the prospective student towards online or in-class instruction. Some people strongly prefer a live instructor, while others do not mind taking online classes. There is also the aforementioned issue of unusual work schedules. Graduate level courses typically cannot be missed. The question posed in the survey asked, “In what format do you prefer to take classes and interact with a professor?” 54% of respondents said that they would want a hybrid blend of face-to-face and online instruction, 18% said they would want traditional face-to-face instruction in a classroom, 17% said they would want completely online classes with no scheduled meeting times whatsoever, and only 11% said they would want a blend of face-to-face and remote, live video conference/streaming instruction. The last result is somewhat surprising, since in the focus group a blend of face-to-face and video streaming was thought to be a desirable compromise that would cater to both desires of face-to-face and online instruction. It’s possible that survey respondents are not quite comfortable with the idea of a video-streaming instructor yet or do not understand what it is while the focus group participants have a better understanding of how this would work. Regardless of what was assumed by respondents regarding the definition, the results make clear how important flexibility and convenience are to working professionals considering graduate school but not at the expense of opportunity for in-class relationship-building and networking. In terms of which fields preferred which format, the survey results revealed that engineers seemed to have no strong

preference, although no respondents chose a video-streaming instructor. An overwhelming majority of those who wanted to pursue an education degree said that they preferred a hybrid blend of face-to-face and online instruction, and healthcare was split between solely online instruction and a hybrid blend. The results are shown in the graph below, and were found to be statistically significant by field.

Graph 3.

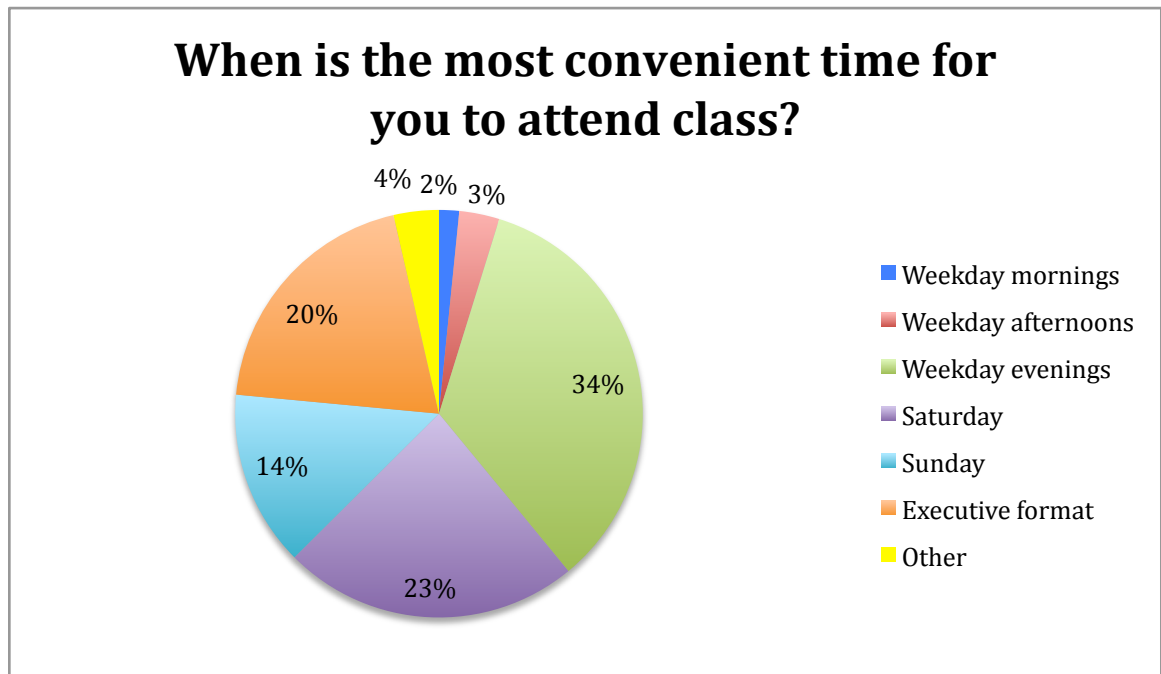


It is also important to consider when potential students would prefer classes to be scheduled. At the focus group, everyone agreed that flexibility was absolutely crucial to make a graduate degree work for someone employed full time. Work schedules vary widely across the engineering, healthcare, and education sectors. In the focus group, participants said that for teachers, classes would obviously have to be in the evening. They also tend to favor classes that are held on the weekends in order to speed up the process. Executive format classes are also desired. Summer classes can be good as well (although, this doesn't apply to administrators in education because they typically do not get summers off as teachers do). For healthcare, their schedules tend to be a little more flexible. Employers are open to working with their employees in assisting them attaining a graduate degree since they will ultimately benefit from employee growth, networking, and development. Of course, this depends on the employer. For engineers, flexibility is crucial – many of these organizations operate 24 hours a day and employees work shifts that vary

from week to week – so even evening classes would be difficult because an individual’s schedule generally varies from week to week.

In the survey, weekday evenings were the most popularly selected time to hold classes, with 81% of respondents selecting it. Still, a considerable percentage of people seemed to be open to the idea of Saturday classes (56%) and executive format (47%). Even Sunday classes could be considered a valid option, with 33% of respondents saying that this would be a convenient time for them. Engineers identified evenings as the most convenient time for them, while those pursuing education were spread fairly evenly between evenings, weekends, and executive format. Those looking into healthcare mainly chose executive format as their preferred method, with evenings and weekends still being a popular choice as well. This is likely because they can arrange in advance to have the day off in the case of an executive format class. The results are shown in the graph below; the graph reflects the choices made divided by the total survey respondents since they could select more than one choice, which is why the numbers show a different perspective than the ones aforementioned.

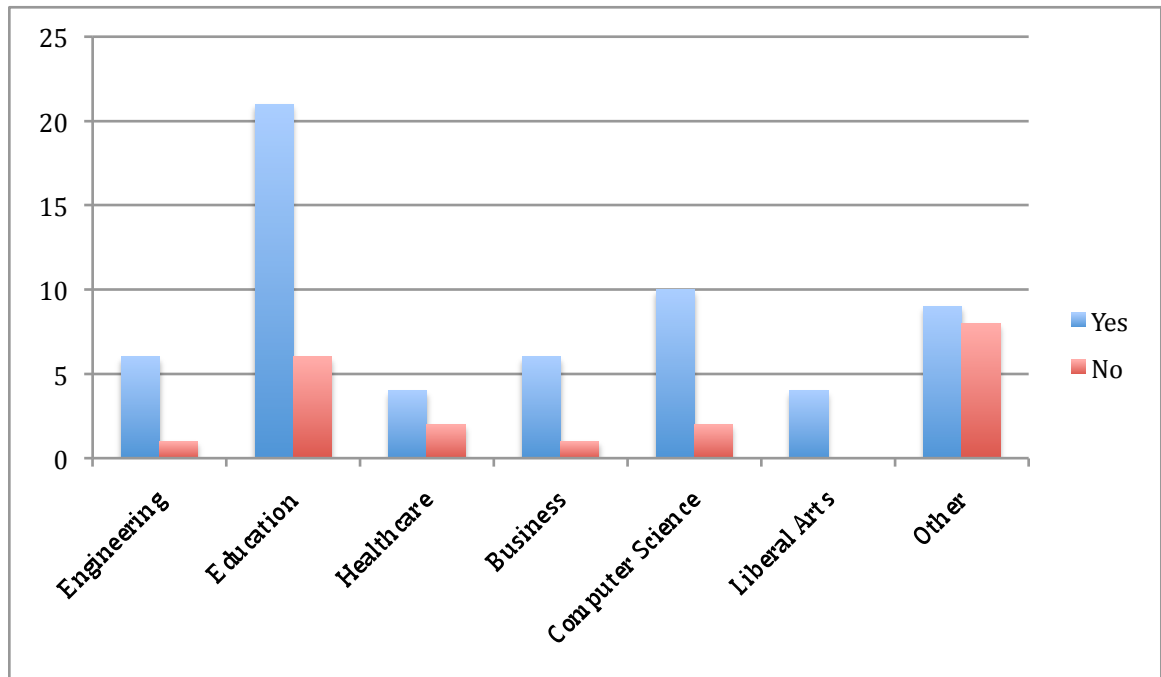
Graph 4.



Motivation for pursuing a graduate degree is another important topic to investigate. It was discussed in-depth in the focus group, with the two most common perceived reasons for pursuing a degree being making more money (especially in education) and attaining a higher position with their current

employer. Staying relevant in the workplace was another very important factor expressed. Technology is clearly changing all the time, and degrees received years ago may no longer be relevant. Engineers were also perceived to be motivated by intrinsic factors such as a desire to be challenged and learn more and the self-satisfaction received in attaining an advanced degree. Interest in returning to school by field of current work is shown in the graph below.

Graph 5: **Interest in Returning to School by Field of Current Work**

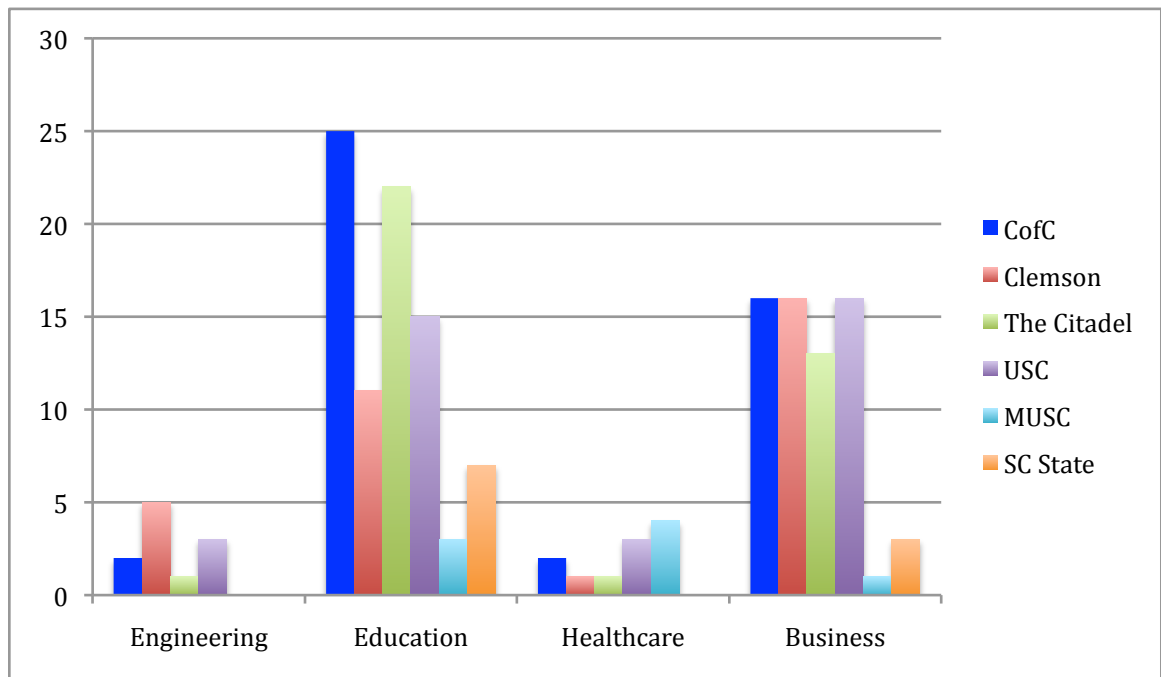


Short answer responses from the survey revealed similar motivations. Many teachers listed a desire for an administrative position in the future upon completing a graduate degree. Others expressed wanting upper management and executive positions. A desire for a higher pay grade was another response given by all fields. Surprisingly, networking wasn't mentioned much in the short responses, but is still an important factor to consider. Several survey responses confirmed the desire to learn new technology in courses. For example, one respondent said that he or she would like to see an MBA with a focus on technology. Especially for those who are older, taking courses in technology can be very beneficial not only in pursuing higher positions in their existing organization, but for simply staying up-to-date with younger graduates. Having courses like this will attract a lot of potential students.

In terms of what school students would prefer to attend, the participants in the focus group believed that there usually is no preference, and that it depends on the program more than anything else. The survey results reflected this as well. College of Charleston (56%), The Citadel (44%), USC (38%), and Clemson (36%)

were the most valued institutions, but clearly do not vary greatly. The one exception discussed in the focus group is that Clemson may be more valued for engineering degrees, but representatives in the focus group were quick to say that they were not that particular about which school prospective employees received their degree from. In the survey, not surprisingly, engineers identified that Clemson was their preferred institution, and those looking to go into healthcare favored MUSC. Education was fairly spread out, with the College of Charleston being the most popular, followed by the Citadel, USC, and Clemson. The relationship between the field of study they would like to pursue and preferred institution was found to be statistically significant, and the most notable results are shown in the graph below. For the relative size of its alumni base, the brand equity of The Citadel is notably strong compared to the other institutions, especially in Education and Business.

Graph 6: Preferred Institution by Field in which to Continue Education



There were other miscellaneous pieces of information noted in the focus group as well. Those currently employed in the education field emphasized the need for more up-to-date programs that address changing demographics in the Charleston community. New challenges such as different languages, cultures, and a growing special needs population are some examples. Programs that address these changes would be very valuable to the community. Once again, technology was listed as an important aspect of these programs. In the engineering and healthcare fields, representatives said that some sort of course in social skills would be very

beneficial. This could be in the form of a leadership or professional communication class. Sometimes, highly skilled technicians get promoted into roles in which they have to supervise others, and this can go badly. These courses could encourage interaction with co-workers in a productive way instead of causing issues.

There were several other beneficial points. The new graduate programs in development were reviewed and received with positive feedback from the human resources representatives. The one caveat to this was the M.S. in Systems Design – it was noted that the title of this does not quite reflect exactly what the degree is. There is a risk that potential students could be lost here if they do not know exactly what the program is offering. Another suggestion in the engineering field was to offer a project management degree. Employers like to believe that potential employees can carry a project from start to finish, and handle it effectively with minimal supervision. The human resources representative from Blackbaud also conveyed their company's frustration with the lack of software degrees offered in the area. They consistently have to recruit nationally. This was also reflected in the survey, with one respondent requesting some sort of software/application development.

The survey also discovered several other interesting pieces of information. Cross-tabulations were generated that showed that most of those people who want to pursue graduate degrees want to remain in their primary field, although a portion want to change fields and pursue a degree in business management. In addition, the majority of those pursuing a degree wished to attain either a Master's or a PhD, not surprisingly. The exception to this was those who wanted to pursue education or computer science appear to be more inclined towards a certificate program (which is not surprising given how prominent they are in these fields). Another important item to note is that the EdD and PhD in education may be too similar. It was emphasized by members of the focus group that a PhD in Curriculum Instruction would be in high demand. Five survey responses also specifically requested this degree. Another response requested EdD courses. It may make sense to combine these degrees in some way; the need for a higher education degree definitely exists, not just by teachers who want a higher degree, but also by employers seeking administrators and higher-level teachers.

Conclusions

One of the main issues found seems to be that awareness of graduate programs offered at the LGC among full time employees in the Lowcountry is low. An example solution suggested in the focus group to increase awareness was starting with guidance counselors at the high school level and advisors at the local colleges. Many counselors just are not aware of the opportunities that the LGC offers and therefore are not equipped to advise students of available programs. Providing information to them could make a difference. Another important element mentioned in the focus groups that were conducted was that the new location and

signage of the LGC was making a difference. Other advertising and marketing could help to increase awareness of the LGC, and provide more opportunities to full time employees in Charleston who want to pursue a graduate degree in order to move up in their organization or to increase their pay grade.

The main barriers to pursuing a degree are money and time. Making these programs as affordable as possible and making people aware that these programs can be financially feasible will likely go a long way in increasing the number of applicants. It may also be beneficial to emphasize that graduate degrees can later result in a higher pay grade and/or a higher position in their current organization. The time barrier can be worked around by making the programs flexible in time and delivery. An overwhelming majority of respondents said that a hybrid blend of online and face-to-face interaction would be the most ideal. This way, they would have to attend certain scheduled classes, but would be able to decide at their discretion when to complete the online work. This would cater to full time employees, especially those with a changing schedule. It is also important to note that people are open to weekend and executive format classes.

It is clear that people in the Charleston area are interested in pursuing graduate degrees. Organizations prioritize employing people locally and have expressed that they wish they could do it more. Especially with more technical positions, employers expressed the desire to employ people who live in Charleston, but the talent is not quite there yet. Not only is this true of existing organizations, but it is important to note that if the talent is here, more companies will be inclined to move to the area. They will not have to pay for relocation costs. Hopefully, by making these degrees as convenient as possible, Charleston will be able to educate and employ locally, moving towards creating a more thriving, progressive city in the years to come.

Appendix 1 – Full Survey

The Lowcountry Graduate Center is conducting a brief survey of individuals throughout the region – age 25-40 and already possessing a bachelor’s degree – to determine their near-term goal of possibly pursuing graduate studies for their career advancement or new career goal altogether.

Our questions should take less than 5 minutes to answer. Please help direct our program development efforts by participating for the benefit of our community. Your answers are strictly anonymous. We are not retaining any contact information without your explicit permission to do so from you.

1. Do you currently possess a Bachelor’s degree?
 - Yes
 - No
2. Are you aged between 25 and 40 years old?
 - Yes
 - No
3. Are you currently employed?
 - Yes
 - No
 - Retired
4. Are you employed full-time or part-time?
 - Full-time
 - Part-time
5. In what field are you currently employed?
 - Engineering
 - Education
 - Healthcare/Public Health/Social Services
 - Business Management
 - Computer Science/Programming
 - Liberal Arts
 - Other
6. Are you considering returning to school to obtain an advanced degree to improve your career opportunities and/or change career paths?
 - Yes
 - No

- Not at this time, but perhaps in the future
7. Is there a particular reason why not? (Select all that apply).
- Don't have the time
 - No interest or need
 - Cannot afford tuition
 - There are no degrees/classes available that meet my career needs and/or interests in the area
 - Don't like any of the local higher education institutions
8. In what field would you be interested in continuing your education?
- Engineering
 - Education
 - Healthcare/Public Health/Social Services
 - Business Management
 - Computer Science/Programming
 - Liberal Arts
 - Other
9. What type of degree are you interested in pursuing?
- Certificate
 - Another Bachelor's degree
 - Master's Degree
 - Doctorate (ph.D.)
 - Juris Doctorate (J.D.)
 - Doctor of Medicine (M.D.)
 - Other
10. Are there any specific courses or topics within that field that you would like to see offered in the area?
11. When is the most convenient time for you to attend class? (Select all that apply).
- Weekday mornings
 - Weekday afternoons
 - Weekday evenings
 - Saturdays
 - Sundays
 - Executive format (an all-day session, once a month)
 - Other

12. In which format do you prefer to take classes and interact with a professor?

- Traditional face-to-face instruction in a classroom
- Independent online instruction (meaning there is no set time to “meet” online)
- A blend of face-to-face and online instruction
- A blend of face-to-face and remote, live video conference/streaming instruction

13. What is your preference in terms of higher education institutions to host the program you are interested in? (Select all that apply).

- The College of Charleston
- The Citadel
- The Medical University of South Carolina
- South Carolina State University
- Clemson
- The University of South Carolina
- Other
- No preference

14. Is there a particular type of job or position you hope to obtain through continuing your education? If so, please explain.

15. What is your level of knowledge and awareness in regards to the Lowcountry Graduate Center?

- I have never heard of it
- I have heard the name, but know little to nothing about it
- I have heard of it and know what it is, but do not know where it is located
- I am familiar with it, its services, and its location
- I am very familiar with it (i.e. I have attended classes here)

We would like to thank you for your time and willingness to contribute to this survey, your response is greatly appreciated. If you wish to receive information regarding the Lowcountry Graduate Center, please enter your contact information below, or you may contact the LGC directly at 843-953-4723.

Name:

Mailing Address:





Phone Number:

Email Address:

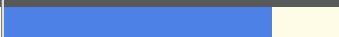

Appendix 2 – Survey Results

1. Do you currently possess a Bachelor's degree?

#	Answer		Response	%
1	Yes		175	99%
2	No		2	1%
	Total		177	100%

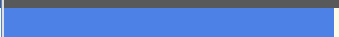

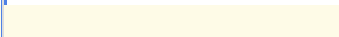
Statistic	Value
Min Value	1
Max Value	2
Mean	1.01
Variance	0.01
Standard Deviation	0.11
Total Responses	177

2. Are you aged between 25 and 40 years old?

#	Answer		Response	%
1	Yes		140	81%
2	No		33	19%
	Total		173	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.19
Variance	0.16
Standard Deviation	0.39
Total Responses	173

3. Are you currently employed?

#	Answer		Response	%
1	Yes		137	99%
2	No		1	1%
3	Retired		0	0%
	Total		138	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.01
Variance	0.01
Standard Deviation	0.09
Total Responses	138

4. Are you employed full-time or part-time?

#	Answer	Response	%
1	Full-time	131	96%
2	Part-time	5	4%
	Total	136	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.04
Variance	0.04
Standard Deviation	0.19
Total Responses	136

5. In what field are you currently employed?

#	Answer	Response	%
1	Engineering	14	11%
2	Education	45	35%
3	Healthcare/Public Health/Social Services	7	6%
4	Business Management	11	9%
5	Computer Science/Programming	20	16%
6	Liberal Arts (Art, Literature, Social Sciences, etc.)	6	5%
7	Other	24	19%
	Total	127	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	3.72
Variance	4.47
Standard Deviation	2.11
Total Responses	127

6. Please list the field in which you are currently employed:

Text Response
Communications
Technology
Marketing
Administer
Software Sales Engineer
IT
Project Management
Non Profit Software/Services
Sales
Communications
Hospitality
Maritime
Non profit conference planner
Industrial Chemistry
Legal
Chemistry
Chemistry
marketing and blogging
College Admissions
hospitality/sales/brewery
Non-profit community development

Statistic	Value
Total Responses	21

7. Are you considering returning to school to obtain an advanced degree to improve your career opportunities and/or change career paths?

#	Answer		Response	%
1	Yes		66	49%
2	No		23	17%
3	Not at this time, but perhaps in the future		45	34%
	Total		134	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.84
Variance	0.81
Standard Deviation	0.90
Total Responses	134

8. Is there a particular reason why not? (Select all that apply.)

#	Answer		Response	%
1	Don't have the time		31	51%
2	No interest or need		21	34%
3	Cannot afford tuition		26	43%
4	There are no degrees/classes available that meet my career needs and/or interests in the area		16	26%
5	Don't like any of the local higher education institutions		3	5%

Statistic	Value
Min Value	1
Max Value	5
Total Responses	61

9. In what field would you be interested in continuing your education?

#	Answer	Response	%
1	Engineering	9	8%
2	Education	35	32%
3	Healthcare/Public Health/Social Services	11	10%
4	Business Management	31	28%
5	Computer Science/Programming	6	5%
6	Liberal Arts (Art, Literature, Social Science, etc.)	11	10%
7	Other	7	6%
	Total	110	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	3.46
Variance	2.87
Standard Deviation	1.70
Total Responses	110

10. Please list what field you are interested in:

Text Response
Organizational Development
statistics/research
Logistics
Chemistry
Chemistry/food science
Public policy
Applied Sciences

Statistic	Value
Total Responses	7

11. What type of degree are you interested in pursuing?

#	Answer	Response	%
1	Certificate	13	12%
2	Another Bachelor's degree	9	9%
3	Master's Degree	81	77%
4	Doctorate (ph.D)	26	25%
5	Juris Doctorate (J.D.)	3	3%
6	Doctor of Medicine (M.D.)	0	0%
7	Other	4	4%

Statistic	Value
Min Value	1
Max Value	7
Total Responses	105

12. Please list the type of degree you are interested in pursuing:

Text Response
graduate courses
Computer Science/Computer Engineering
MBA
Gifted and Talented Certification

Statistic	Value
Total Responses	4

13. Are there any specific courses or topics within that field that you would like to see offered in the area?

Text Response

PhD in Curriculum
 Interpersonal Communications
 Higher caliber MBA programs.
 MBA with focus on technology
 Education with teaching, or student life
 Counseling, Career Counseling
 Student Affairs, Academic Affairs, Educational Leadership, Educational Law
 Entrepreneurship
 Human Resources
 Software development. Application development.
 I am interested in social work as well as counseling (mental or school)
 Most used, current, or cutting-edge languages.
 Jewish history, religious studies
 A master's in Art History, or Museum Studies
 Liquefaction
 Civil Engineering - focus on asphalt materials
 Chemical Engineering, Chemistry, Non-thesis
 chemical engineering
 Nutrition, flavor chemistry
 Reading Specialist
 Corporate Business
 Publix health
 Business administration, international marketing, strategic business management decisions.
 midwifery
 Early childhood
 Educational Administration, Special Education Administration, Reading Programs
 Curriculum, education, behavior, principal
 ph.D in curriculum and design and/or an ed.D
 Educational Leadership
 Environmental studies for teachers already working with students
 Ed.D Courses
 library and information science
 Curriculum and Instruction
 Biochemistry, molecular biology
 I didn't see a place to indicate that I earned my Master's degree already and am National Board Certified. I also have young children, and by the time I am able to pursue another degree, I will be close to retirement. I would be interested in advanced research classes. Gifted and Talented Courses. I already have my M.A.E. in mathematics through the Citadel Graduate College...I am now taking one course sponsored by the state through CofC this summer EDFS 760: nature and Needs of Gifted and Talented: Philosophical, Historical, and Current Perspectives. I want to pursue the continuing courses but financially I have invested a lot of money into my bachelor's and master's degrees. I am hoping the state will continue to sponsor these courses to help teachers continue their education; if so, I will

definitely take advantage of the opportunities provided.
Ph.D. or an Ed.D. in Curriculum or Administration

Statistic	Value
Total Responses	37

14. When is the most convenient time for you to attend class? (Select all that apply.)

#	Answer	Response	%
1	Weekday mornings	4	4%
2	Weekday afternoons	8	8%
3	Weekday evenings	86	81%
4	Saturdays	59	56%
5	Sundays	35	33%
6	Executive format (an all-day session, once a month)	50	47%
7	Other	9	8%

Statistic	Value
Min Value	1
Max Value	7
Total Responses	106

15. Please list the most convenient time for you to attend class:

Text Response
Weekday Evenings
After 7 pm
Saturday
6 pm
Weekends
Monday-Friday 4-9
Weekends or online

Statistic	Value
Total Responses	7

16. In which format do you prefer to take classes and interact with a professor?

#	Answer	Response	%
1	Traditional face-to-face instruction in a classroom	19	18%
2	Independent online instruction (meaning there is no set time to "meet" online)	18	17%
3	A blend of face-to-face and online instruction	55	53%
4	A blend of face-to-face and remote, live video conference/streaming instruction	11	11%
	Total	103	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.56
Variance	0.84
Standard Deviation	0.91
Total Responses	103

**17. What is your preference in terms of higher education institutions to host the program you are interested in?
(Select all that apply.)**

#	Answer	Response	%
1	The College of Charleston	59	56%
2	The Citadel	46	44%
3	The Medical University of South Carolina	10	10%
4	South Carolina State University	11	10%
5	Clemson	38	36%
6	The University of South Carolina	40	38%
7	Other	10	10%
8	No Preference	18	17%

Statistic	Value
Min Value	1
Max Value	8
Total Responses	105

18. Please list your preferred higher education institution

Text Response
South Carolina State University
Coastal Carolina University
Oxford
Georgia Tech
Wharton
any one with a midwifery program
College of Charleston
Clemson

Statistic	Value
Total Responses	8

19. Is there a particular type of job or position you hope to obtain through continuing your education? If so, please explain.

Text Response

Currently a teacher, hoping for an administrative position in the future.

Product Manager.

I have completed my Master of Education in Counselor Education, and I hope to use that certification in the next school year. I am also interested in going back to school to pursue a degree in Student Affairs, Academic Affairs or Educational Law that will allow me to work on the College/University level with students who are attempting to pursue their higher education goals.

College professor

Director level Business Management

Director/Executive

Human Resources Management or Marketing

Same job, more money.

not specifically, but my current position was a new creation to begin with. my hope is to use further education to grow my dept.

Higher position in a school

Management/Director

Software Engineering / Programming

rabbi, mohel (ritual circumciser), shochet (ritual slaughterer), gonef

Curator at a museum

Senior Process Engineer, Project Manager, Research Engineer

President/CEO of company

Reading specialist

management. I am already in a graduate program.

Nothing in particular. I like to keep my options open.

Teacher

My goal is to move into Business Development, and through that to Business Management.

Lawyer Educational Leadership (District)

I hope to increase my pay level.

College Professor

Administration - Principal, Assistant Principal, Curriculum Instructor, Technology Support Admin

Educational Administration (Assistant Principal or Principal)

Vice Principal, Principal, Curriculum Writer

I'd like to be a curriculum coordinator or to work for an organization with higher ed or at the college level

School Principal

Elementary Teacher.

Educational Administration

N/A

Administration

Maintain my position at Academic Magnet High School

Statistic	Value
Total Responses	34

20. What is your level of knowledge and awareness in regards to the Lowcountry Graduate Center

#	Answer	Response	%
1	I have never heard of it	40	38%
2	I have heard the name, but know little to nothing about it	42	40%
3	I have heard of it and know what it is, but do not know where it is located	4	4%
4	I am familiar with it, its services, and its location	9	9%
5	I am very familiar with it (i.e. I have attended classes there)	9	9%
	Total	104	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.09
Variance	1.56
Standard Deviation	1.25
Total Responses	104