



2017-2018 CRC Graduate Exit Survey

Summer 2018

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Executive Summary

Cosumnes River College's 2017-2018 Graduate Exit Survey was administered online between May 8 and June 12, 2018. Of the 1,064 students who earned an award (degree and/or certificate) and received email invitations to participate, 190 completed the survey – a response rate of 17.9%. Female, White, and students whose ethnicity is unknown were overrepresented in the response population compared to the targeted population, whereas male, Hispanic/Latino students and students who identified with multiple race/ethnicities were underrepresented.

Educational Goals

- The majority of the students aspired to complete their degree/certificate and/or transfer (93.2%).
- Many of the students indicated they accomplished their goals at CRC (88.5%).
- Of the students transferring to a 4-year institution, nearly two-thirds (64.5%) identified California State University-Sacramento as their transfer institution.

Satisfaction with Instruction, Student Services, and Campus Life

- Overall, students were satisfied with instructional, student support services, and student life and campus services.
- Some areas, such as online tutoring and specific student support programs (i.e., Food Pantry, Fresh Success, and CARE), were less frequently rated, which may indicate less usage and/or awareness of these services.

Employment

- More than two-thirds (70%) of the students reported they were employed (full and part-time). However, less than half (43.4%) indicated their job was related to their program of study.
- Almost a quarter (22%) attributed their increase in salary to their educational experience in their program of study.
- 64.6% reported that they were assigned new responsibilities at their place of employment.

CRC Educational Experience

- Students were generally satisfied with their overall educational experience at the College (89.3%).
- Many of the students reported that their CRC experience influenced them to continue their education (86.1%). More than half were influenced to become more active in their community (53.9%). And, nearly half became members of professional organizations (47.5%).
- Many of the students cited their professors, their program of study, and friendships made when asked to identify what they like *most* and what was a *favorite memory* at CRC.

Areas for Improvement

- Several themes appeared in the qualitative feedback collected throughout the survey.
 - Improve the class schedule so that students can enroll in the classes they need when they need them.
 - Improve students' experience when meeting with counselors, such as assigning students to one counselor that follows their progress for the duration of their time at the College, receiving consistent and accurate information in support of their educational goals and program of study.
 - Other notable feedback included the need to increase campus activities, extend library hours, improve WiFi connectivity, and improve the variety of food options in the cafeteria.

Future Considerations for the Survey

- The next Graduate Exit Survey may include:
 - Questions that ask about the students' sense of belonging and perceptions of campus climate.
 - Questions that support the evaluation of the College's Intentional Learning Outcomes (ILOs).

Background

During the spring 2018 semester, the Office of Institutional Effectiveness (OIE) designed a graduate exit survey. The survey instrument used an existing survey from Pima Community College as a template, and adapted the questions as needed. The survey was then presented to the Institutional Effectiveness Committee for review. Towards the end of the spring semester, the OIE Research team administered the online survey to students who earned an award in both fall 2017 and spring 2018 semesters to participate in the survey.

Method

The online survey was designed and administered through OIE's online survey vendor, *Qualtrics*. The OIE Research team worked with the Admissions and Records Office to identify students who successfully petitioned to graduate in the spring term and used student contact records to append students' phone numbers and personal email addresses that were provided when they applied to the college. A contact list of students who earned an award in fall 2017 was created using the Student Information System. Weekly email invitation with individual survey links were sent out to the targeted students ($N = 1,064$).

After the second weekly email reminder (third email invitation), text messages were sent to a subset of the target population who were underrepresented. Using R, students who had not yet participated in the survey were randomly sampled to receive text messages with their unique links to the survey. The survey links were shortened to 21 characters using a bulk URL Shortener tool¹ so that they could be easily sent to students in a message capped with a 140 character limit. The text messages were then sent individually to each student's phone number, using *BlackBoardConnect* web application ($N = 270$). The survey was administered from May 8, 2018 to June 12, 2018. By the end of the collection period, 190 responses were collected – a response rate of 17.9%. Below is a demographic table (Table 1) comparing the representation of the respondent population to that of the target population. Male and Hispanic/Latino students and students who identified with multiple race/ethnicities were underrepresented in the respondent population, and female, White, and students whose race/ethnicity is unknown were overrepresented. The sample sizes were too small to note meaningful differences by race and gender.

Table 1. *Student Demographics – Respondent and Target Populations*

	% Respondent Population	% Target Population	Difference
<i>Ethnicity/Race</i>			
Asian	27.4%	26.9%	0.5%
Black	10.0%	8.6%	1.4%
Filipino	7.9%	7.0%	0.8%
Hispanic/Latino	14.2%	23.0%	-8.8%
Multi-Race	0.0%	5.0%	-5.0%
Native American/Alaskan Native	1.6%	0.4%	1.2%
Other Non-White	0.0%	0.3%	-0.3%
Pacific Islander	2.1%	2.3%	-0.2%
Unknown	8.4%	1.6%	6.8%
White	28.4%	24.8%	3.6%
<i>Gender</i>			
Female	65.8%	61.5%	4.3%
Male	31.6%	36.3%	-4.7%
Unknown	2.6%	2.3%	0.4%
<i>Average Age</i>	30.6	29.1	1.51
<i>Total</i>	190	1,064	

¹ <http://www.cekpr.com/goo.gl-bulk>

Survey Analysis

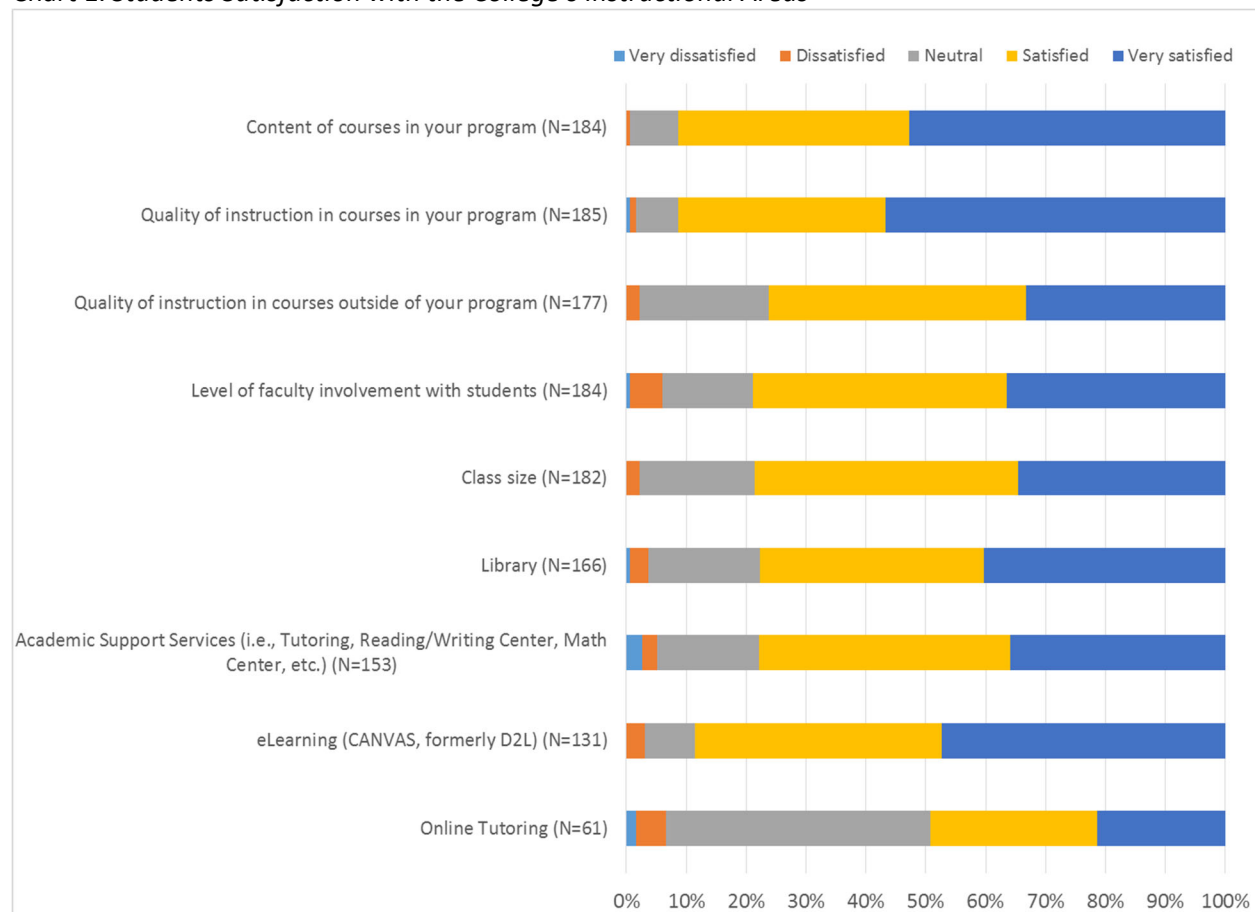
Program of Study and Educational Goals. The first four questions of the survey asked the students to identify their primary program of study, their primary educational goal at the College, if they had completed their goal, and, if applicable, identify their transfer institution. Out of the 71 disciplines listed as programs of study, students studying Business (15.2%), Psychology (7.9%), Accounting (6.8%), Computer Information Science (6.3%) represented almost half of the respondents (42%). Student respondents did not reflect all 71 disciplines, as 32 out of the 71 were not selected. The majority of the students were most likely to state that their primary educational goal was to transfer to a four-year institution (52.1%) or pursue a CRC degree or certificate (41.1%). Three additional students who stated their goal as “Other,” commented that their primary goal was to transfer to a four-year institution.

Most students responded that they accomplished their goal (88.5%). Of the 22 students who reportedly did not accomplish their goal, the most common feedback was that the award they earned did not mean that they completed their educational goal. For example, many of the certificate earners shared they expected to continue on and complete their degree in the same discipline. Some students shared that they changed their educational and/or career goals. And, others noted they had not yet completed their goal due to difficulty in enrolling in the courses they needed.

More than 75% of the students planning to transfer identified a California State University (CSU) as their transfer institution (64.5% transferring to California State University, Sacramento and 17.4% transferring to other CSUs located in the bay area, Chico, central California, Los Angeles, and San Diego). Eight students plan to transfer to UC Davis, and two students identified UC Los Angeles and UC Santa Cruz as their transfer institution. Less than 10 students plan to transfer to private and/or out-of-state public institutions.

Student Satisfaction with Instruction, Student Services and Support Programs, Student Life and Campus Services. Upon completing questions about their educational goals and plans for transfer, students were then asked to evaluate the College’s instructional programs, courses, and services. Students were *Very Satisfied/Satisfied* with the content of their program courses (91.3%), the quality of instruction in their program courses (91.4%), and their experience using eLearning (Canvas) (88.5%). While somewhat lower than their satisfaction with their program’s instruction, more than three-quarters of the students were *Very Satisfied/Satisfied* with the quality of instruction in courses outside their program (76.3%), level of faculty involvement (78.8%), class size (78.6%), academic support services (77.8%), and the Library (77.7%). Out of the 190 students participating in the survey, 61 rated the Online Tutoring service, with nearly half giving a rating of *Very satisfied/Satisfied* (49.2%) and 44.3% giving a *Neutral* rating; this may signal a need to create more awareness of the Online Tutoring service. For more details, see Chart 1 (next page). Students who rated any of the above items with a dissatisfied rating were prompted to share their feedback. Of the students who shared their feedback (N = 15), the feedback primarily focused on their inability to get the classes they needed, which they felt prolonged the time it took to complete their program of study.

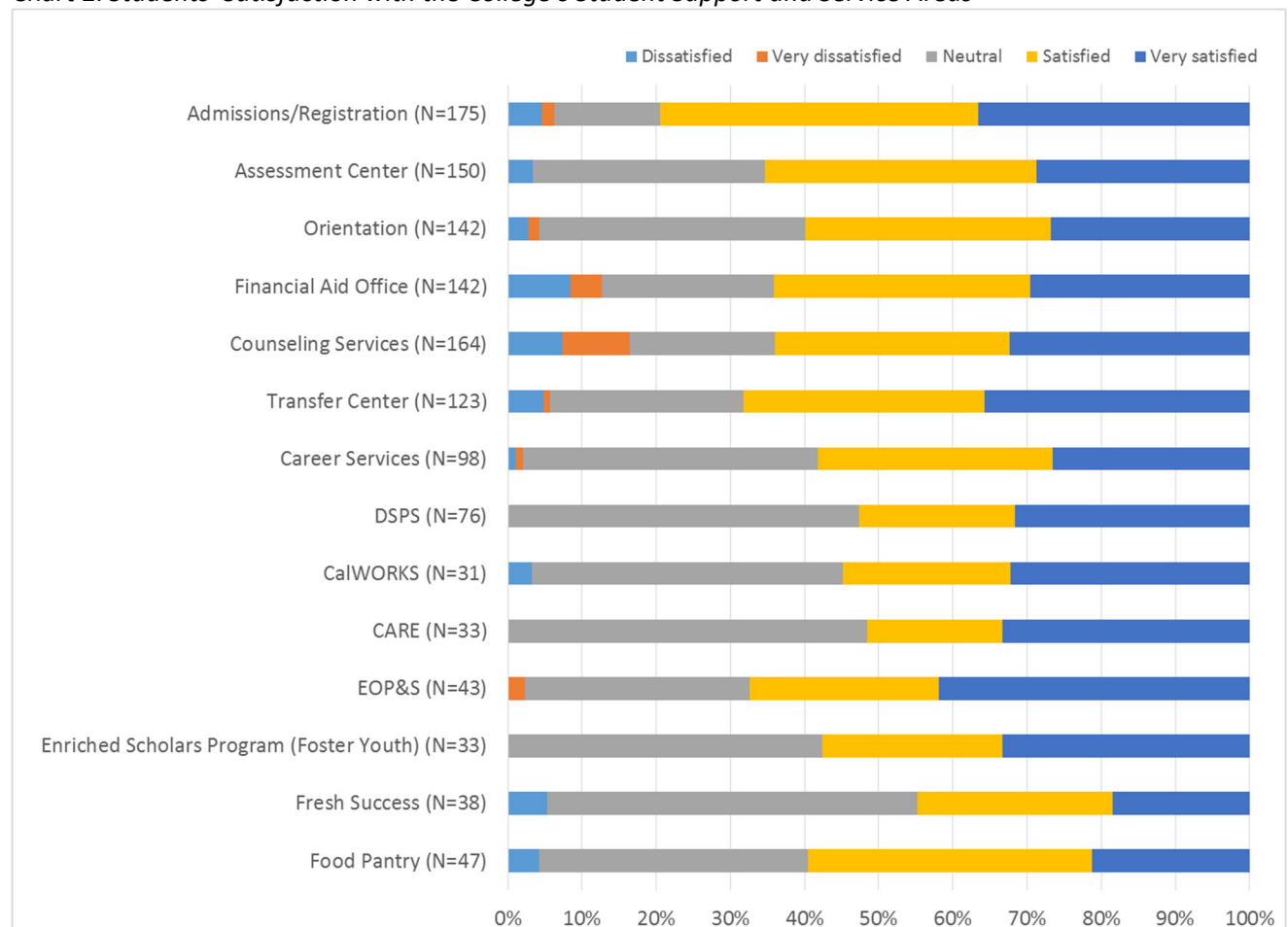
Chart 1. *Students Satisfaction with the College's Instructional Areas*



Within student support and services, Admissions/Registration received the highest satisfaction rating (79.4% Very satisfied/Satisfied). With the exception of Fresh Success (which had both a low number of responses and a 50% *Neutral* rating), more than 50% of the students gave satisfactory ratings (*Very satisfied/Satisfied*) for the various student services and programs. However, students appeared more indifferent with more specific categorically funded programs and services based on the increase in *Neutral* ratings given and the drop in the number of students rating these areas. For more details, see Chart 2 (next page).

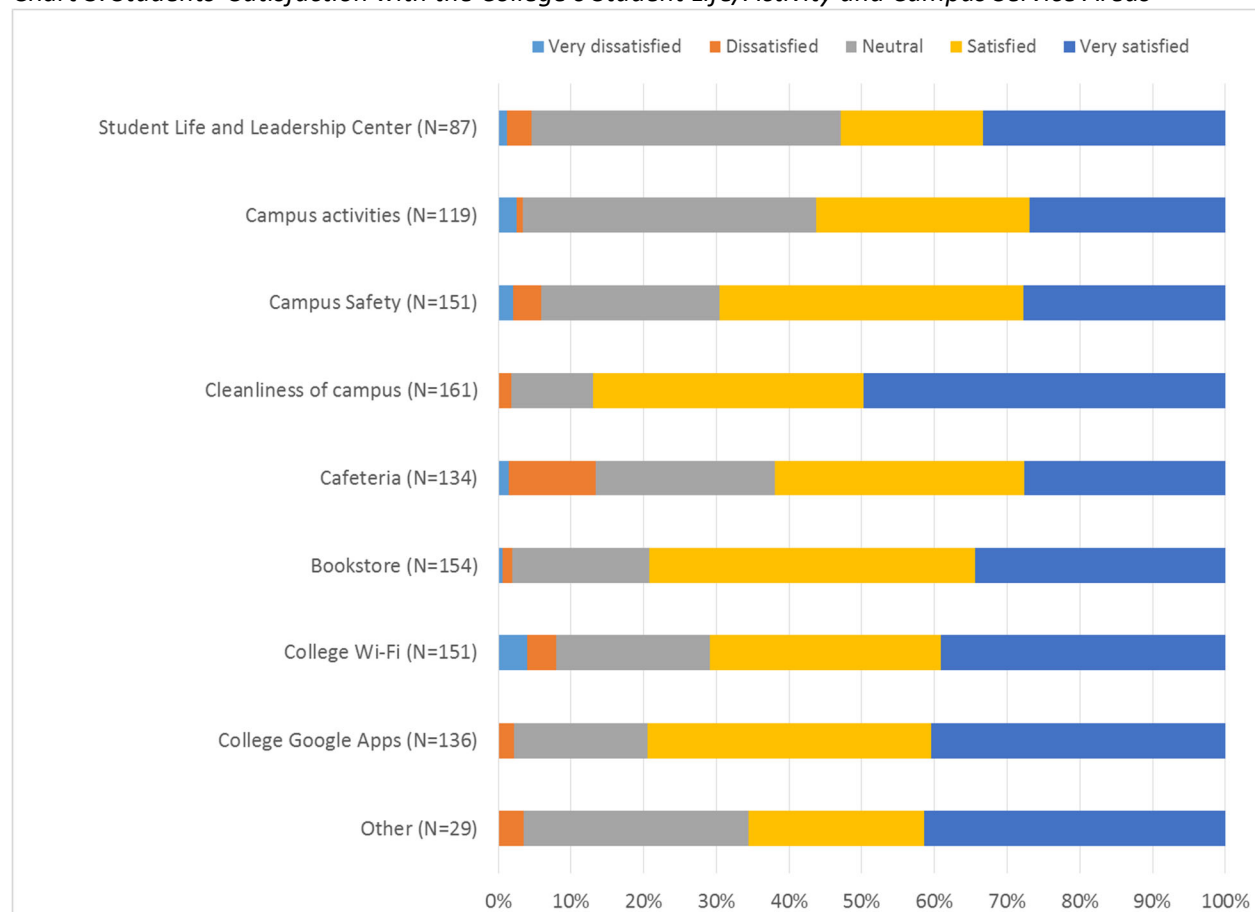
Students who rated any of the above items with a dissatisfied rating were prompted to share their feedback. Most of the feedback from students (N = 26) were based on experiences with specific student service areas, which included financial aid, admissions and records, and counseling services. In general, students were unhappy with the quality of customer service. With regard to Financial Aid, students were dissatisfied with wait times, the financial aid process, and the Financial Aid Office's communication with other student service areas. Specific to Counseling, students were dissatisfied with having a different counselor at each appointment, counselors giving inconsistent information that contradicted advising by other counselors, receiving education plans with missing courses required for their program of study/educational goal, and being advised to take unnecessary courses. Some students recommended assigning counselors to students for the duration of the students' time at the College.

Chart 2. *Students' Satisfaction with the College's Student Support and Service Areas*



Students were then asked to rate their satisfaction with the College's campus activities and services (facilities/operations) areas. Students were most satisfied with the cleanliness of campus (87%). For more details, see Chart 3 on the following page. Students who rated any of the items with a dissatisfied rating were prompted to share their feedback. Of the students who shared their feedback (N = 21), most of them were dissatisfied with the cafeteria's food options, quality of customer service, and the College's WiFi connection.

Chart 3. *Students' Satisfaction with the College's Student Life/Activity and Campus Service Areas*

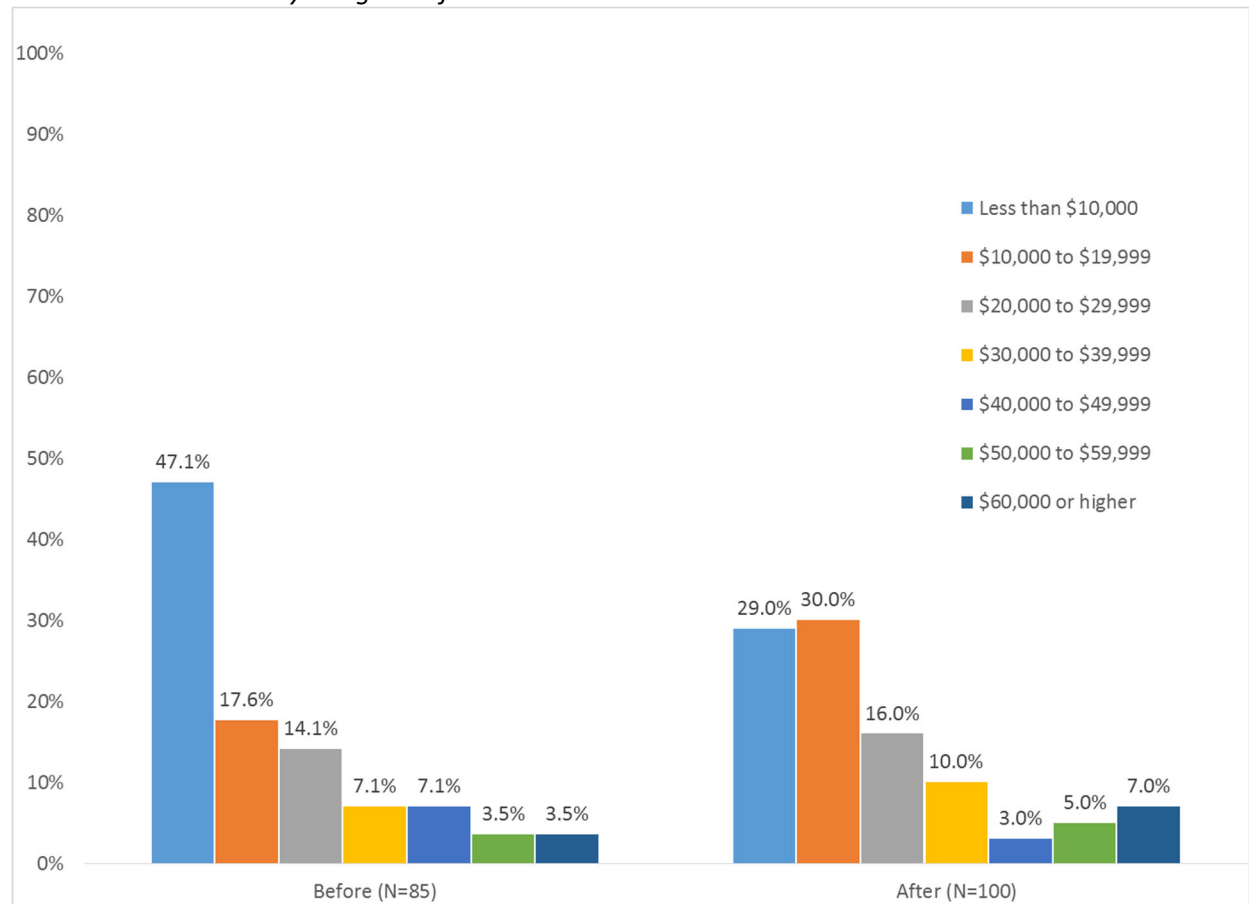


Employment. If students indicated they were employed, the next series of questions asked them about their employment and its relatedness to their program of study.

More than two-thirds of the students indicated they were employed (30% full-time, and 40% part-time). When asked if their current employment was due to their educational experience at CRC, nearly a quarter said “Yes” (24.3%). When asked more specifically if their job was related to their program of study, almost half of the students said “Yes” (43.4%; 49 out of 113). Students were then asked to share their job titles. Of the 99 responses, the most common jobs were office/clerical, child care/education, banking, information technology, and food services. They were then asked to provide the name of their employer. Among the 94 responses, 26.6% identified an employer from the public sector, such as California state agencies, California community colleges, and K-12 school districts. Of the students working in the private sector, the following industries most frequently identified were: food service, healthcare, automotive, and finance. Four students stated they were self-employed.

When asked to indicate their salary before and after they started their program, nearly half of the students were earning less than \$10,000 (47%) before attending, and a smaller percentage (29%) reported they earned less than \$10,000 after; this signals a growth in earnings from when they started their program at CRC. For details, see Chart 4. However, when students were asked if their salary increased as a result of their program participation, 22% of them said “Yes.”

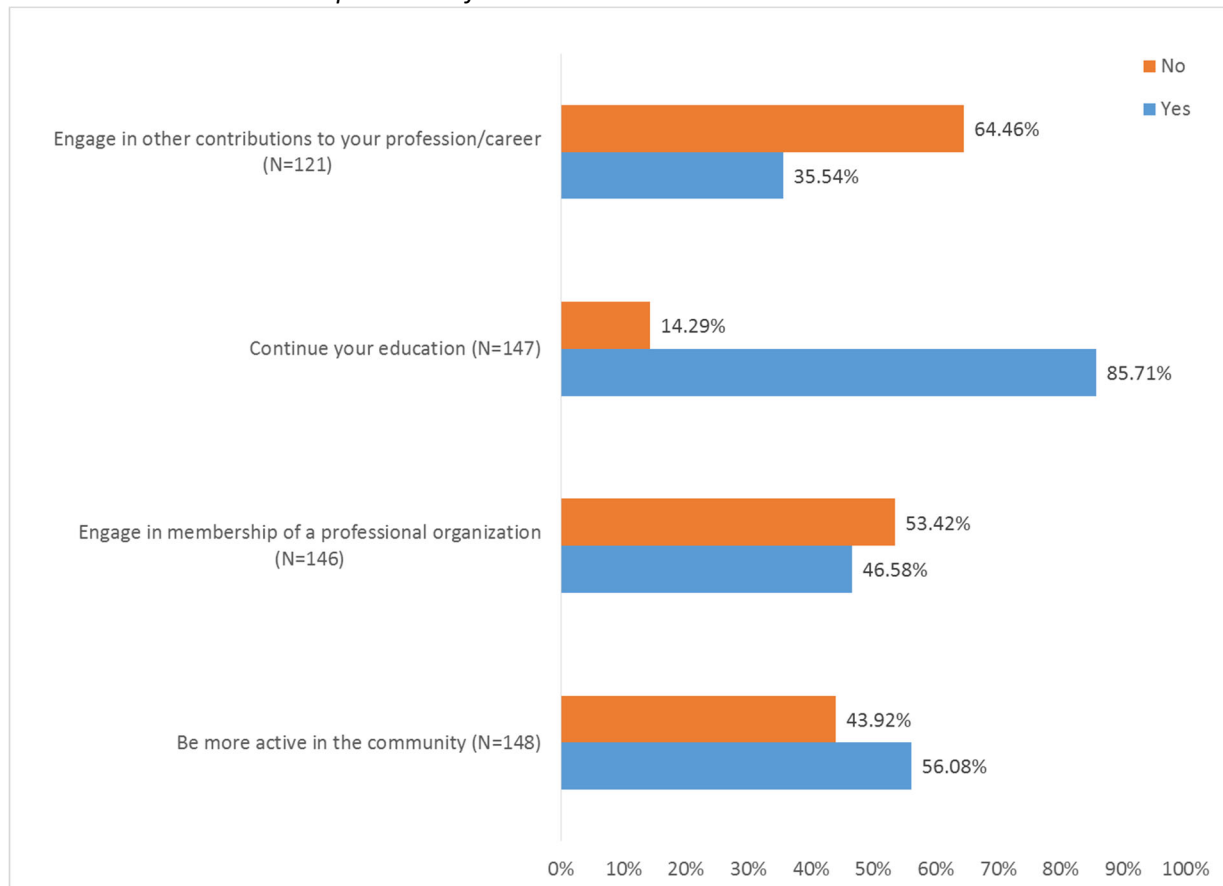
Chart 4. *Students' Salary Ranges: Before and Current*



In addition to an increase in earnings, 64.5% (71 out of 110) of the students indicated they were given more responsibilities since they began their studies at the College; 26.4% were given significant new responsibilities and 38.1% were given some new responsibilities. With the ability to check more than one answer choice, students were asked if their employers provided flexible work schedules, encouragement/support, and financial support. Most of employed the students reported that their employers provide flexible work schedules (86.2%, 75 out of 87). More than half (57.5%) indicated their employers provided encouragement/support and 23% received financial support.

Overall College Experience. In the last section of the survey, all students were asked if their CRC educational experience influenced them to engage in activities that support their professional growth, community, and continued education. Many of the students (85.7%) indicated their experience influenced them to continue their education. More than half (56.1%) were influenced to become more active in their community and 46.6% were influenced to engage in professional organizational memberships. More than a third (35.5%) were influenced to engage in other contributions towards their profession/career. When prompted to describe these contributions, 21 students responded with open-ended feedback with a general focus in participating in career-related activities, including furthering their education and training.

Chart 5. *CRC Educational Experience Influenced Students to...*



When asked to share how they picked their major, 105 responded. The general themes were focused on students' interests: personal, career, or subject-specific. In particular, students with a personal and/or subject interests expressed always having a passion or interest in something that led them to their program of study. And, students with a career interest sought their program as a means to get into a particular program elsewhere (i.e., nursing) or that their program would prepare them to enter their career field. Some students credited their instructors and the courses in their program of study for influencing their decision. Other students shared that their counselors, friends, and family helped them determine their program of study, and a few students researched programs on their own.

Students were then asked to rate their satisfaction with their CRC experience. Nearly 90% of the students were *Very satisfied/Satisfied* with their CRC experience. Of the 149 students who responded to this survey item, five were not satisfied with their experience and 11 remained neutral.

The final four survey questions were designed to collect qualitative feedback about the students' experience about the college, including what they liked *most* and *least* about CRC, things the College could have done to make their experience better, and their favorite CRC memories.

Students were prompted to provide feedback describing one aspect they liked *most* about the College. Of the 115 comments shared, the general themes identified professors who made a positive impact on their experiences; the affordability of community college education; the accessibility of courses (online, time of day, weekends, and location); the variety of courses; the campus community with regard to the diversity, the friendliness, and cleanliness; abundance of parking; and specific academic and student support services/programs (i.e., A Focus for Women, Enriched Scholar Program, DSPS, and the Reading Writing Center).

They were then prompted to share what they liked *least*. Of the 101 comments provided, the general themes covered instructional areas, student service areas, campus life and facilities. With instruction, students struggled with having access to courses they needed when they needed them (i.e., time of day, semester, number of sections available, issues with waitlist policy, etc.); some were unhappy with class sizes and classroom facilities; and, others shared feedback that were instruction-related but too specific to generalize. In the student services areas, students disliked their experience with the financial aid process and with counseling services. Their comments were similar to the student services' feedback given earlier in the survey. With regard to campus life, students frequently commented on the lack of campus community/spirit at CRC (and at the Elk Grove Center) as something they disliked; this included students' observations of areas being short staffed, perceived lack of student activities and social clubs, treatment of students, and perceived lack of campus communication and connection. Students also shared their dislike for the cafeteria space, food options, the limited places to study, and not having access to the Library in the evening. They also expressed the need to improve campus safety with police presence in evening and weekends.

Students also shared their feedback about what the College could have done to make their experience better. Of the 90 comments gathered, themes that appeared in these comments paralleled with students' comments about what they liked *least*. They recommended improvement in class scheduling (class time, modality, and evening/weekends), course offerings that meet the needs of students and their programs of study, and enrollment (i.e., priority registration and waitlist process). In the student services areas, students recommended improvement in the matriculation experience (i.e., orientation, financial aid, and campus tours) and counseling services (i.e., one counselor assigned to a student, improve scheduling of appointments and wait times, and advising students). For the campus community, students would have liked to have seen more student activities and school spirit (at both CRC and the Elk Grove Center); improve staffing and overall customer service and communication across campus; and, extend library hours and/or access to study rooms later.

In closing, 74 students shared their favorite CRC memory. Many of the students shared memorable experiences with their instructors, programs of study, and specific courses.

"The professors at this college truly change lives. I have learned some of the most important lessons of my life from these passionate individuals."

Some students' feedback credited the campus environment (diversity of students and facilities), academic and student support programs, and individual instructional and counseling faculty.

"If it weren't for DSPS, math, writing, computer labs at Los Rios, I would have not been able to achieve graduation. These programs are vital."

A few students highlighted the friendships they made on campus and in classes.

"I've made a lot of great friends through the Ford ASSET program, with tons of memories."

Other students shared that their favorite experience has been their overall learning experience at CRC.

"CRC help me to conquer my fear about college, and made me realize that I can pursue my dream, and I can do it. Thank you CRC!!!"