2018-2019 CRC Graduate Exit Survey

Office of Research & Equity
Spring 2020

Author:
Sabrina Sencil,
Director of Research & Equity
Cosumnes River College

Executive Summary

Cosumnes River College's 2018-2019 Graduate Exit Survey was administered online between May 20 and June 19, 2019. Of the 1,276 students who petitioned for or earned an award (degree and/or certificate) 267 completed the survey – a response rate of 20.9%. 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.

Institutional Learning Outcomes
- On average, the student respondents indicated they were able to learn each of the outcome skills well/very well (average per statement > 4.0).
- Students' lowest skill rating was for their ability to apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes (ILO 1.3), with an average rating of 4.1.

Educational Goals
- The majority of the students aspired to complete a degree/certificate and/or transfer (93.6%).
- Many of the students indicated they accomplished their goals at CRC (89.9%).
  - Of those who indicated they had not yet completed their goal at CRC, they cited needing to either complete courses for transfer, waiting to transfer, or after having completed their certificate they were now working towards their associate's degree.
- Of the students transferring to a 4-year institution, more than half (56.9%) identified California State University-Sacramento as their transfer institution.
  - Nearly two-thirds (66.4%) identified a California State University 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
- Nearly two-thirds (66.5%) of the students reported they were employed (full and part-time). Of the students working part or full-time, 30.9% indicated their job was related to their program of study.
- Almost a quarter (21%) attributed their increase in salary to their educational experience in their program of study.
- 60.4% 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 (93.4%, Satisfied/Very satisfied).
- Many of the students reported that their CRC experience influenced them to continue their education (90.3%). More than half were influenced to become more active in their community (60.6%). And, 59.4% reported that they became members of professional organizations.

Background

During the spring 2019 semester, the Office of Institutional Effectiveness (OIE) administered a graduate exit survey to gauge the experiences of students who completed awards/certificates at CRC. The survey instrument was developed in spring 2018, using an existing survey from Puma Community College as a template. In spring 2019, this survey was administered for the second time. The OIE Research team administered the online survey to students who earned an award in both fall 2018 and spring 2019 semesters.

Method

The online survey was designed and administered through the 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. In addition to petitioning students, students who earned an award were also contacted to participate in the survey. Weekly email invitations with individual survey links were sent out to this target population (N = 1,276).

The survey was active from May 20 to June 19, 2019. By the end of the collection period, 267 responses were collected – a response rate of 20.9%. Below is a demographic table (Table 1) that compares the representation of the respondent population to the target population. Female, White, students who identify with more than one race/ethnicity were overrepresented response group, as well as students 25 and older and students whose income level was middle or higher.

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

	% Respondent Population	% Target Population	Difference
Ethnicity/Race			
African American/Black	10.9%	10.7%	0.2%
Asian	24.3%	25.5%	-1.2%
Filipino	3.7%	5.6%	-1.9%
Hispanic/Latino	22.8%	24.5%	-1.6%
Multi-Race	7.5%	5.3%	2.2%
Native American/Alaskan Native	0.0%	0.4%	-0.4%
Other Non-White	0.7%	0.5%	0.3%
Pacific Islander	0.4%	1.4%	-1.0%
Unknown	1.9%	1.6%	0.2%
White	27.7%	24.5%	3.3%
Gender			
Female	68.2%	62.1%	6.1%
Male	29.6%	36.0%	-6.4%
Unknown	2.2%	2.0%	0.2%
Age Group			
24 and younger	39.0%	47.7%	-8.8%
25 and older	61.0%	52.0%	9.0%
Unknown	0.0%	0.2%	-0.2%
Income Level			
Below poverty	30.0%	31.3%	-1.3%
Low-income	27.0%	28.4%	-1.4%
Middle and above	35.2%	31.5%	3.7%
Unable to determine/Unknown	7.9%	8.62%	-0.8%
Special Populations			
First Generation	33.7%	31.90%	1.8%
Foster Youth	0.4%	1.30%	-0.9%
Veteran	3.4%	3.10%	0.3%
Total	267	1,276	

Survey Analysis

Program of Study and Educational Goals. The first four questions of the survey asked participants 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 (14.2%), Liberal Arts (6%), Accounting (5.6%), Sociology (5.2%), Computer Information Science (6.3%), Psychology (4.5%), Medical Assisting (3.4%), and Biology (3.4%) represented almost half of the respondents (47.9%). Student respondents did not reflect all 71 disciplines, as 51 out of the 71 were not selected.

The majority of the students stated that their primary educational goal was to transfer to a four-year institution (53.2%) or pursue a CRC degree or certificate (38.6%). Six additional students, who stated their goal as "Other," wrote in comments that paralleled degree/transfer goals. Most students responded that they accomplished their goal (89.9%). Of the 27 students who reportedly did not accomplish their goal, common feedback reflected the need to complete additional transfer units, waiting to transfer, switching majors, switching Los Rios schools, or pursuing additional certificates and/or associate degrees.

Close to two-thirds (66.4%) of the students planning to transfer identified a California State University (CSU) as their transfer institution (56.9% transferring to California State University, Sacramento and 9.5% transferring to other CSUs located in the bay area, Chico, central California, Los Angeles, Orange County, and San Diego). Fifteen students plan to transfer to UC Davis, and nine students identified five additional UC institutions. Less than 10% of the students plan to transfer to private and/or out-of-state public institutions.

Institutional Learning Outcomes. During the 2018-2019 academic year, the College adopted its revised Institutional Learning Outcomes (ILOs). Students who successfully complete an associate degree or transfer program at Cosumnes River College should achieve these ILOs through a depth of study within the chosen discipline and the appropriate general education course pattern. These ILOs were included in the graduate exit survey for assessment of students' learning. Using a five-point Likert scale (1=*Not at all*, 5=*Very well*), students participating in the survey rated how well they were able to do each of the skills outlined within each ILO (see table 2 on next page). On average, the student respondents indicated they were able to achieve each of the learning outcome skills well/very well (average per statement > 4.0). Students' lowest skill rating was for their ability to apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes (ILO 1.3), with an average rating of 4.1.

When comparing the ratings by students' race/ethnicity, age, gender, first generation status, and income, there were very few significant differences revealed. Ethnicity was correlated students ability to persist until successful (ILO 6.3), such that African American students had the highest average rating (F $F(5, 209) = 2.5632$, $p < 0.05$). Gender correlated with ILO 1.3 and ILO 1.4, such that females' average rating was lower than their male peers when assessing their ability to apply mathematical skills ($F(1, 226) = 8.8657$, $p < 0.01$) and use qualitative measures for evaluation ($F(1, 226) = 4.0517$, $p < 0.05$). Lastly, income level correlated with several ILOs (ILO 4.1, 4.2 and 6.2). Students whose income levels were *Middle class or higher* had lower ratings with regard to their ability to be mindful of divergent perspectives (ILO 4.1; $F(2, 209) = 3.5206$, $p < 0.05$) and demonstrate empathy, civility, and equitable conflict resolution (ILO 4.2; $F(2, 209) = 3.4134$, $p < 0.05$). Their average rating was also lower than their peers for their ability to challenge their understanding or expression through experimentation and divergent thinking (ILO 6.2; $F(2, 208) = 3.6252$, $p < 0.05$).

Table 2. *Institutional Learning Outcomes – Student Responses*

Institutional Learning Outcomes (ILOs) *ILO Survey Items' Likert Scale: 1= Not at all, 2: Not very well,* *3=Somewhat, 4=Well, 5=Very well*	Mean	Number of Respondents
ILO 1: Relevant Knowledge, Quantitative Reasoning, and Critical Habits of Mind		
1.1: Solve complex problems	4.3	232
1.2: Conduct basic research: collect, evaluate, and analyze relevant facts and information	4.4	231
1.3: Apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes	4.1	232
1.4: Employ qualitative evaluation measures	4.2	232
1.5: Examine, reflect upon, and evaluate one's own thinking	4.5	231
1.6: Adapt to new circumstances, challenges, and pursuits	4.5	231
ILO 2: Effective Communication in Professional and Personal Situations		
2.1: Utilize principles of critical thinking and logic to inform, persuade, or otherwise participate in discourse	4.4	231
2.2: Write and verbally communicate in a clear, well-organized manner appropriate to the purpose, audience, and setting	4.5	232
2.3: Demonstrate analytical and discerning listening and reading practices	4.5	229
2.4: Employ graphic, creative, aesthetic, or non-verbal forms of expression	4.2	230
ILO 3: Adaptability		
3.1: Incorporate what is learned to make positive personal and professional changes	4.5	231
3.2: Use technology effectively for career, information, academic, and personal purposes	4.4	231
3.3: Demonstrate ability to update skills to accommodate rapid change in society's technological landscape	4.3	229
3.4: Appreciate artistic expression, aesthetics, languages, and traditions across cultures	4.4	231
ILO 4: Cultural Understanding, Social Justice, and Equity		
4.1: Participate in society with respect, empathy, and appreciation for human diversity	4.5	231
4.2: Be mindful of divergent perspectives accompanied by awareness of personal prejudices and biases when considering issues	4.5	231
4.3: Demonstrate empathy, civility, and equitable conflict resolution	4.5	231
ILO 5: Competence in Social Responsibility and Sustainability		
5.1: Recognize the individual's responsibility in local, national, and global matters	4.3	230
5.2: Address, through ethical reasoning, issues of social, political, and environmental well-being in the workplace, the greater community, the government, and the world	4.3	227
ILO 6: Creativity		
6.1: Employ inspiration and imagination in synthesizing existing ideas and material to generate original work such as novel solutions to problems, alternatives to traditional practices, and other innovations	4.2	230
6.2: Extend or challenge current understanding or expression through experimentation and divergent thinking	4.2	230
6.3: Exhibit persistence until efforts lead to a successful outcome	4.4	228

Student Satisfaction with Instruction. Upon completing questions about their educational goals and plans for transfer, students were asked to evaluate the College's instructional programs, courses, and services. Students were *Very Satisfied/Satisfied* with the content of their program courses (90.1%), the quality of instruction in their program courses (90.5%), and their class size(s) (86%). While somewhat lower than program instruction, 84% of the students were *Very Satisfied/Satisfied* with the quality of instruction in courses outside their program.

Out of the 267 students participating in the survey, 79 rated the Online Tutoring service, with nearly half giving the rating of *Very satisfied/Satisfied* (49.4%) and 44.3% gave a *Neutral* rating. This may signal a need to continue building more awareness of the Online Tutoring service. For more details, see Chart 1 (below).

When comparing ratings across student race/ethnicity, age, gender, first generation status, and income, there were very few significant differences revealed. Ethnicity was correlated with course content satisfaction ($F(5, 210) = 2.8005$, $p < 0.05$, and ($F,3$) = 3.056, $p < 0.05$). White students had the lowest rating on this scale. Income level was correlated with satisfaction with the Library ($F,3$) = 3.056, $p < 0.05$); students whose income could not be determined had the lowest satisfaction rating on this scale. First generation students were more likely than their peers to be satisfied with the content of their courses ($F(1,221) = 8.0385$, $p < 0.01$ and the academic support services ($F(1, 189) = 6.9801$, $p < 0.01$).
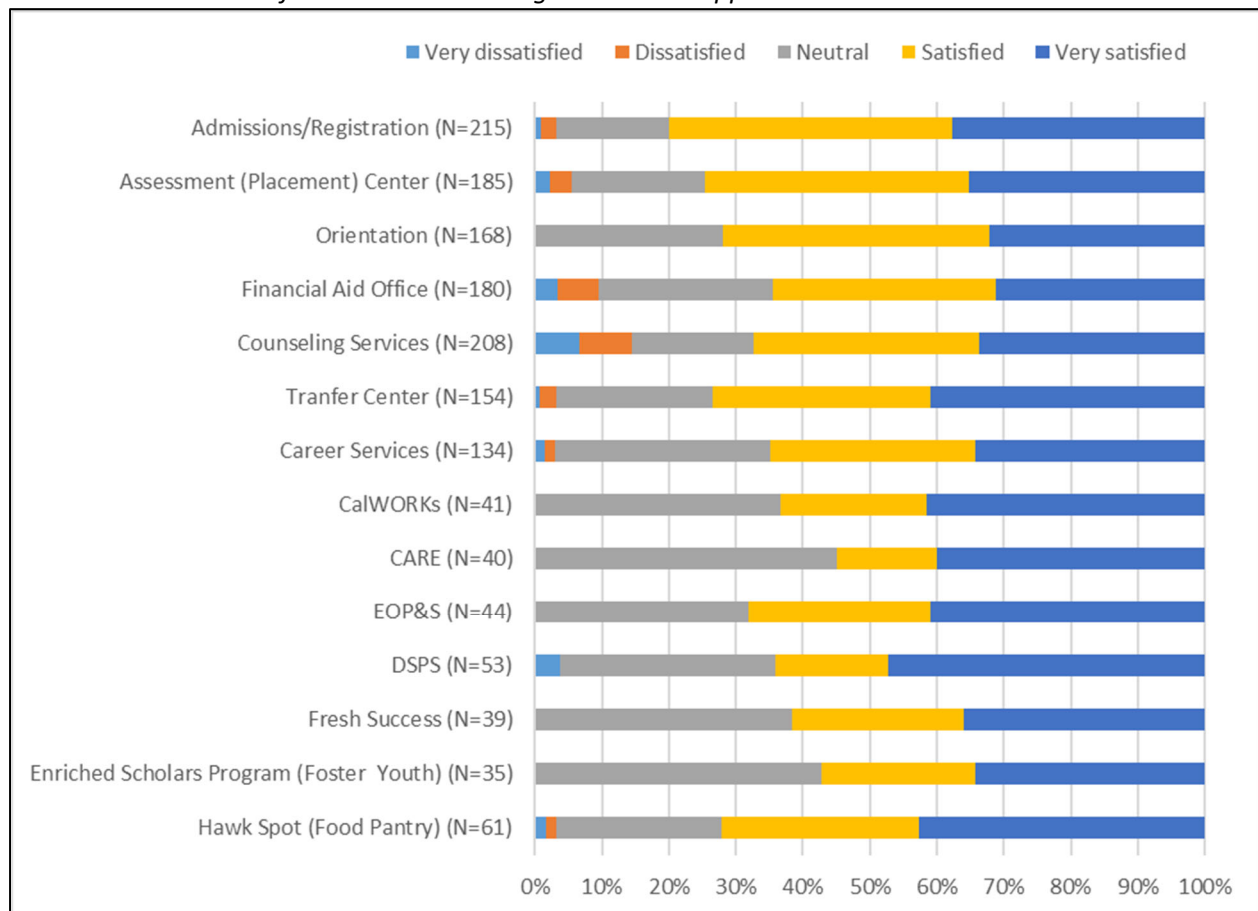
Chart 1. *Students Satisfaction with the College's Instructional Areas*
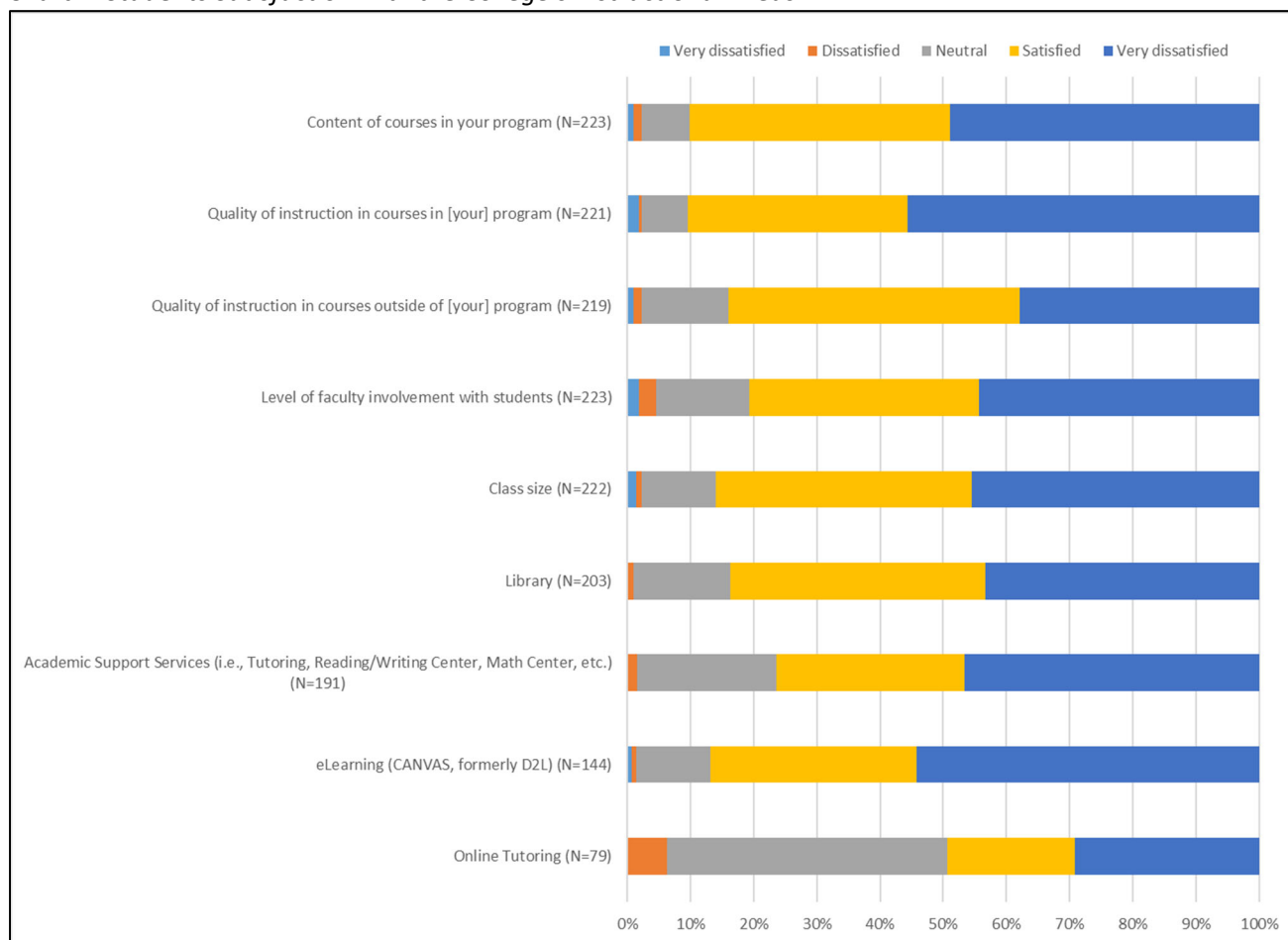
Student Services and Support Programs. Within student support and services, Admissions/Registration received the highest satisfaction rating (80% Very satisfied/Satisfied). More than 50% of the students gave satisfactory ratings (*Very satisfied/Satisfied*) for the various student services and programs. However, students appeared more indifferent with more specific student support programs and services (e.g., Fresh Success, CARE, etc.) based on the proportion of *Neutral* ratings given and the drop in the number of students rating these areas. Stated another way, the proportion of student responses that represented dissatisfaction did not exceed more than 4%, on average, across the different services and support programs listed. For more details, see Chart 2 (see below).

When comparing ratings across student race/ethnicity, age, gender, first generation status, and income, several significant differences were revealed. Race/ethnicity was correlated with satisfaction of Career Center Services ($F(5, 124) = 4.0415$, $p < 0.01$); Hispanic/LatinX students had the highest satisfaction rating for this scale. Male students were more likely than their female peers to be satisfied with Counseling services ($F(1, 206) = 10.573$, $p < 0.01$). Income level was correlated with satisfaction with Orientation ($F(3, 164) = 3.3206$, $p < 0.05$) and satisfaction with the Transfer Center ($F(3, 150) = 2.7132$, $p < 0.05$). Students whose income level was *Below Poverty* had the highest satisfaction rating for Orientation, and students whose income level could not be determined had the lowest satisfaction rating for the Transfer Center. Older students were more likely to be satisfied with CalWORKs ($F(1, 39) = 4.9227$, $p < 0.05$). *Please interpret this last finding with caution given the small sample size for CalWORKs (N=41).*

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

Campus Life and Services. 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 (93.3%), followed closely by CANVAS (90.5%). The proportion of student response that represented dissatisfaction did not exceed more than 4%, on average, across the different campus activities and services. For more details, see Chart 3 (below).

When comparing ratings across student race/ethnicity, age, gender, first generation status, and income, there were very few significant differences revealed. Ethnicity was correlated with campus safety ($F(5,191) = 2.5165$, $p < 0.05$). Hispanic/LatinX students had the highest satisfaction rating for this scale. First generation students were more likely than their peers to be satisfied with the cafeteria ($F(1,170) = 5.5424$, $p < 0.01$) and the College Google Apps ($F(1,174) = 4.4083$, $p < 0.05$). Income level was correlated with satisfaction with Student Life and Leadership ($F(3,134) = 4.8579$, $p < 0.01$), the Bookstore ($F(3,203) = 43.7018$, $p < 0.05$), and campus safety ($F(3, 200) = 4.2741$, $p < 0.01$). Students from low-income backgrounds had the highest satisfaction ratings with Student Life and Leadership, whereas students whose income background could not be determined had the lowest satisfaction ratings for Bookstore and campus safety.

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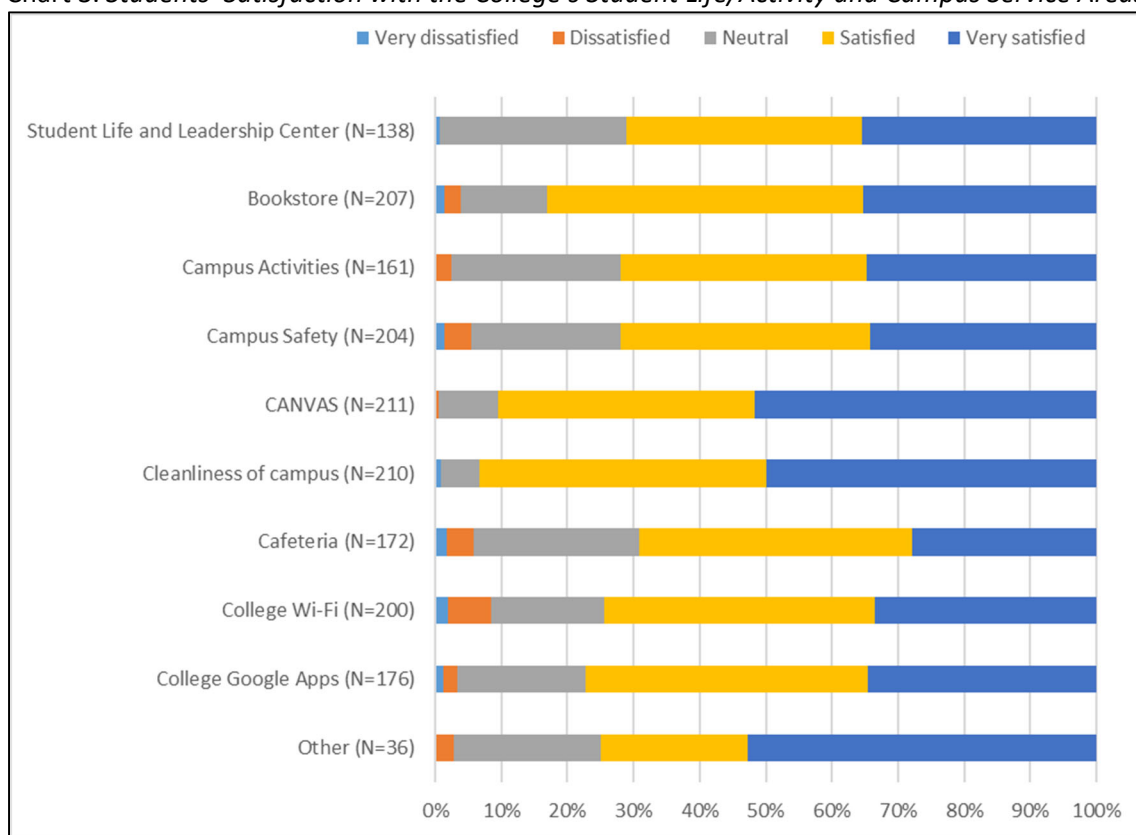

Employment. If students indicated they were employed, the next series of questions asked them about their employment and its relatedness to their program of study. Nearly two-thirds of the students indicated they were employed (29.8% full-time, and 36.7% part-time). When asked if their current employment was due to their educational experience at CRC, a quarter said "Yes" (25.6%). When asked more specifically if their job was related to their program of study, almost a third of the students said "Yes" (30.8%; 42 out of 136).

When asked to indicate their salary before and after they started their program, while 43.8% of the students reported earning less than $10,000 before attending, and a smaller percentage (24.8%) 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, 21.1% of them said "Yes."

Chart 4. *Students' Salary Ranges: Before and Current*
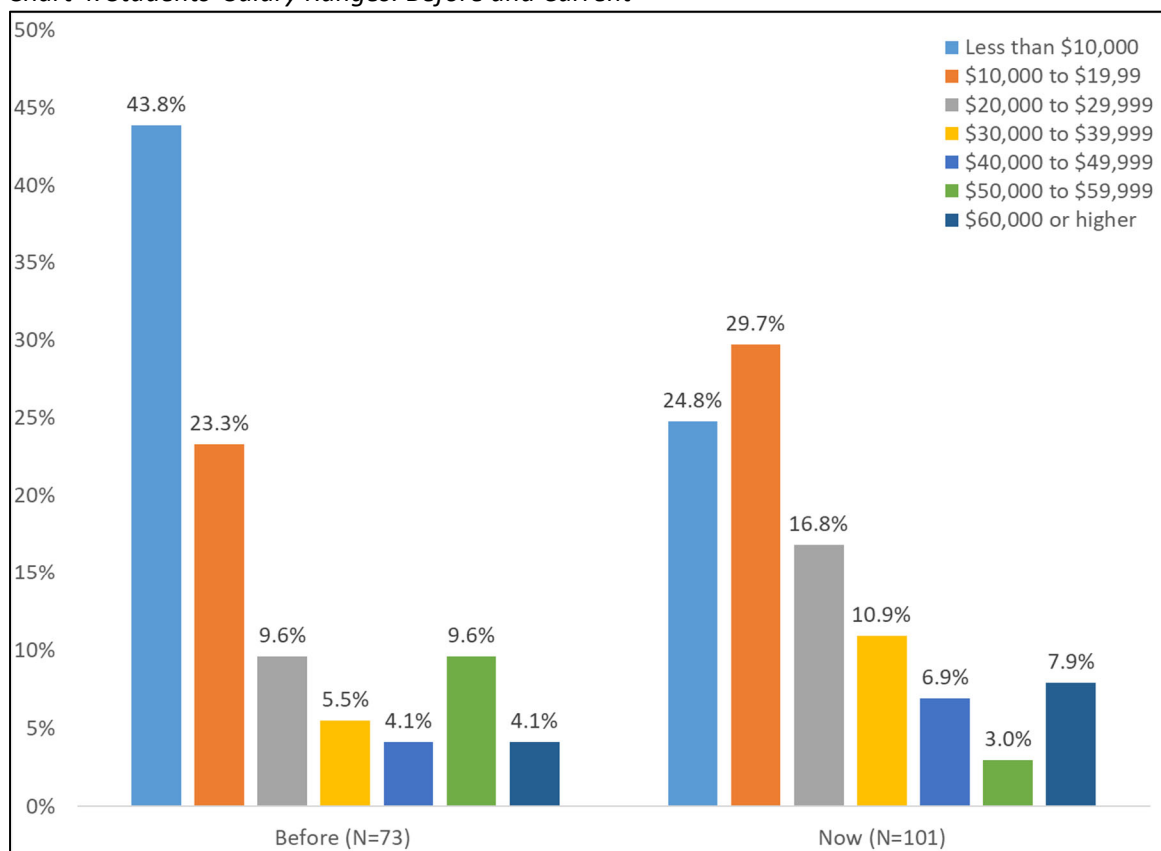
In addition to an increase in earnings, 60.5% (81 out of 134) of the students indicated they were given more responsibilities since they began their studies at the College; 26.1% were given significant new responsibilities and 34.3% were given some new responsibilities. With the ability to check more than one answer choice, students were asked if their employers provided flexible work schedules, encouragement/support, and financial support. Nearly two-thirds of employed students reported that their employers provide flexible work schedules (63.6%, 91 out of 143). More than half (53.1%) indicated their employers provided encouragement/support and 12.6% received financial support.

Overall College Experience. In the last section of the survey, the survey asked all students if their CRC educational experience influenced them to engage in activities that support their professional growth, community, and continued education. Many of the students (90.3%) indicated their experience influenced them to continue their education. More than half (60.6%) were influenced to become more active in their community and 59.4% were influenced to engage in professional organizational memberships. Race/ethnicity was associated with indicating CRC influenced them to continue their education and to engage in professional organizations ($F(5,175) = 23.859$, $p < 0.001$; $F(5,177) = 18.136$, $p < 0.01$). White students were less likely to indicate CRC influenced them to continue their education compared to their peers; and, a larger proportion of Hispanic/Latinx students credited CRC for their engagement with professional organizations. First generation students were more likely than their peers to indicate that CRC influenced them to become more active in their community ($F(1,178) = 4.4128$, $p < 0.05$). Nearly 40% reported that their experience influenced them to engage in other contributions towards their profession/career. Race/ethnicity was associated with students indicating CRC influenced them to engage in other contributions towards their profession; a larger proportion of Asian and

Hispanic/Latinx students reported engagement in other contributions ($F(5,126) = 17.629$, $p < 0.01$. When prompted to describe these contributions, 27 students responded with open-ended feedback with a general focus in participating in career-related activities, including furthering their education and training, as well as seeking opportunities to volunteer and personal growth.

Chart 5. *CRC Educational Experience Influenced Students to…*
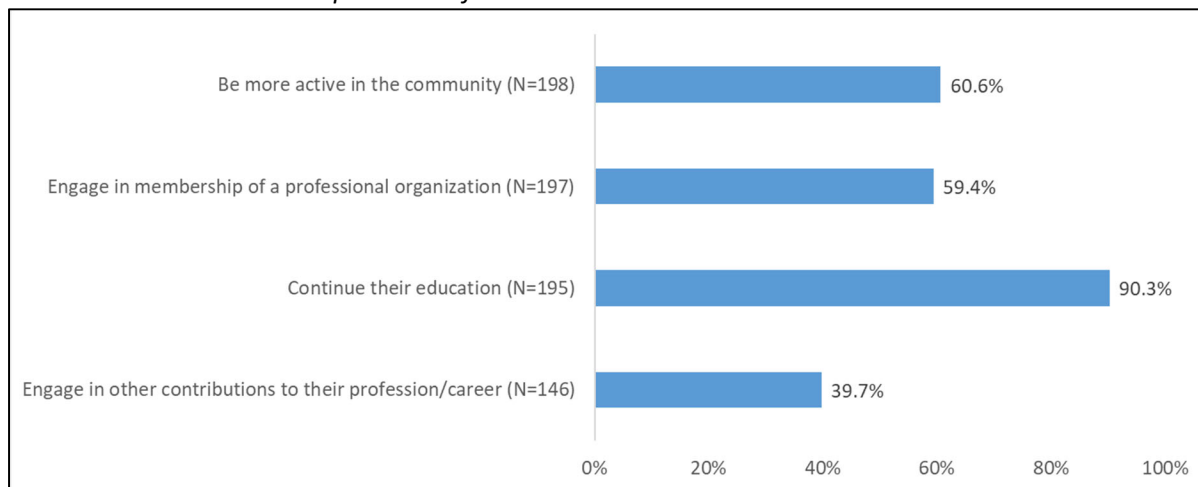
When asked to share how they picked their major, 153 responded. The general themes focused on students' interests: personal, career, or subject-specific. In particular, students with personal and/or subject interests expressed always having a passion or interest in something that led them to their program of study. 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/promote in their career field or for a career change. Some students credited their instructors and the courses in their program of study for influencing their decision, while others 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 93.4% of the students were *Very satisfied/Satisfied* with their CRC experience. Of the 198 students who responded to this survey item, four were not satisfied with their experience and nine remained neutral. Students who were 25 years or older and students who were first generation had higher satisfaction ratings than their peers ($F(1,189) = 4.2827$, $p < 0.05$; $F(1,196) = 7.2055$, $p < 0.001$).

The final four survey questions were designed to collect qualitative feedback about the experience at CRC, 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 151 comments shared, several general themes were very apparent. Students recalled professors and staff who made a positive impact on their experiences. They also liked the ability to afford and access their courses, which included the modality, schedule, and location, as well as the quality of instruction. Many students were appreciative of the campus community's diversity, friendliness, and cleanliness; and, specific academic and student support services/programs (i.e., CalWORKs, MESA, Veterans Center, accounting lab, tutoring services, and computer labs).

They were then prompted to share what they liked *least*. Based on the feedback from 141 students, the themes somewhat reflected the opposite of what they liked most in the areas of instruction, student

services, and campus life. For example, with instruction, students struggled with being able to take specific courses they needed when they needed them – wanting more courses available during the evenings, summer terms, and more than once an academic year. Some were unhappy with the classroom facilities being too small, too hot or too cold, while others shared unpleasant experiences with individual faculty. In the student services areas, students disliked their experiences with the financial aid and counseling services. While some comments were too specific too generalize, several expressed the need to improve student to counselor ratio, meet with one counselor (assigned), and receive consistent/accurate information. With regard to campus life, students expressed the need to improve campus safety and police presence in the evening and weekends. They also shared their dislike for the cafeteria space, lack food options, and the food prices.

Students also shared their feedback about what the College could have done to make their experience better. Of the 107 comments gathered, themes that appeared in these comments paralleled comments about what they liked *least.* They recommended improvements in class scheduling (class time, modality, and evening/weekends), course offerings that meet the needs of students, and their programs of study. They also expressed a desire to see an increase in the diversity of faculty and staff. In the student services areas, students recommended improvements in the financial aid process, customer service, and counseling services. With respect to campus life, they suggested more activities and events, as well as improve the food options in the cafeteria. Lastly, they restated the need to improve and increase security,

In closing, 90 students shared their favorite CRC memory. Many of the students shared memorable experiences with specific instructors, counselors, and programs.

> *"As a returning student, I have met great peers, amazing professors and encouraging advisors that I have never found such support when I needed when I started college. Thank you for giving me the chance to thrive in a supportive and respectful community."*

> *"Being able to have enjoyable professors who are very knowledgeable and love being able to help and encourage community college students."*

Some students' feedback credited academic and student support programs.

> *"Favorite memory is anything with umoja meeting people that you don't know and out of nowhere it's a whole community that genuinely care and you can play with and be serious."*

> *"The Tutoring Center really encouraged a supportive and caring environment that allowed me to gain a solid understanding of my chemistry and biology courses…"*

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

> *"My dream of graduating college couldn't have been possible without the incredible support of my school family I was able learn, grow and experience many wonderful things that I am able to take with me in the next chapter of my life."*

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

> *"CRC gave me a chance to become a better version of myself. The teachers are great, everything is clean, and there's abundant parking..."*