COSUMNES RIVER COLLEGE

OFFICE OF RESEARCH & EQUITY

EST. 1970

2023-2024 CRC Graduate Exit Survey

Reported in Summer 2024

Author:
Katy Wilson, Faculty Researcher
Cosumnes River College

Executive Summary

The 2023-2024 Graduate Exit Survey was electronically administered in May 2024 to 1,634 students who either graduated in summer or fall 2023 or petitioned to graduate in spring 2024, with a 12.61% response rate (n=206). Of the 206 graduates responding to the survey, the most commonly reported programs of study were Business (N = 34), Computer Information Science (N = 23), Biology (N = 20), and Psychology (N=16). Respondents represent 50 of CRC's 74 distinct disciplines.

For more tables, charts, and disaggregation, see the CRC Graduate Exit Survey Data Dashboard. If not on a campus network, users will be prompted to log in with their WID to access the dashboard. Appendix A contains instructions for utilizing the dashboard to disaggregate survey responses.

Institutional Learning Outcomes Assessment

For each of the six Institutional Learning Outcomes (ILOs), the average rating for each skill/ability was greater than 4.0. An average rating of 4.0 or higher indicates that graduates feel they are able to demonstrate each ability/skill Well or Very well. Further disaggregation of the ILO ratings can be found in the Graduate Exit Survey dashboard or the 2023-2024 Institutional Learning Outcomes summary on the Research and Equity Office website.

Clarifying the Path

Respondents generally *agreed or somewhat agreed* with statements related to the ease of picking a major, finding out what courses they needed to take, registering for courses, getting academic support, and completing their educational goals.

- The lowest average rating was for the statement, "In my first semester, I was able to easily find out what courses I needed to take in order to graduate" (average 3.11 out of 4).
- Generally, students age 25 or older rated their agreement with these statements higher than their younger peers.

Ensuring Learning

On a ten-point scale, respondents gave ratings of 6.5 or higher to the quality, accessibility, affordability, and relevance to their careers of various aspects of their CRC education. Respondents were most satisfied with the quality of instruction (8.5 out of 10) and least satisfied with the affordability of textbooks (6.8 out of 10). Several statistically significant differences were found based on CAC and student demographics:

- As with last year's survey, Science, Math, and Engineering majors were more likely to rate the "availability of registration in required courses" lower than their peers in other CACs.
- Graduates age 25 or older rated almost every item higher than their peers.
- Male students rated the "relevance of required textbooks for my future career" lower than their peers.
- Middle/higher-income students rated the "relevance of required textbooks", "quality of textbooks", and "level of interaction with faculty" lower than their peers with lower incomes.

Campus Climate

Respondents were asked to rate their level of agreement with statements related to their sense of belonging, community, and safety at the college. Respondents generally *Agreed* or *Somewhat Agreed* (a

COSUMNES
RIVER COLLEGE
OFFICE OF RESEARCH & EQUITY

8401 Center Parkway | Sacramento, CA | 95823-5704
Phone: 916.691.7303
www.crc.losrios.edu

score of 3 or 4 out of 4) with each of these statements. Respondents were least likely to agree with the statement "Generally, I feel safe at CRC" (12.2% of respondents *Disagree* or *Somewhat Disagree*). Students age 24 or younger were statistically more likely to disagree with this statement than their older peers.

Time to Completion

Graduates were asked to report on how long they expected it would take them to graduate when they began their studies at CRC, and how long it actually took them to graduate. Respondents report that they under-estimated the amount of time it would take them to graduate by .96 years on average.

Barriers to Completion

Graduates were asked to identify any experiences that they felt delayed their time to completing their degree/certificate. The most commonly reported internal barriers to completion were changing majors (42.7%) and needing to take prerequisite courses prior to major courses (42.0%). The most commonly reported external barriers to completion were difficulties outside of school (68.6%) and challenging financial situations (42.4%). Several statistically significant differences were found based on CAC and graduate age group:

- Respondents in Health and Human Services were more likely to report the barrier 'I had to take prerequisite courses before I could enroll in my program courses'.
- Students age 24 or younger were more likely to identify the following barriers:
    - 'I experienced difficulties outside of school'
    - 'I was advised to take a lighter course load'
    - 'I was confused about which courses to take'
    - 'I took classes that didn't end up counting towards my degree/certificate'
    - 'I had difficulties securing appropriate or safe housing'
    - 'I had difficulties accessing quality internet.'
- Students age 25 or older were more likely to report the barrier 'I had a challenging financial situation'.

Overall College Experience

The majority of respondents (74.84%) are *satisfied* with their experience at CRC, and 21.29% are *somewhat satisfied*. An additional 3.87% are *somewhat dissatisfied or dissatisfied* with their experience. A statistically significant difference was found such that older students reported greater overall satisfaction than younger students. When asked how CRC could have improved their experience, eight respondents suggested improvements to Counseling services, with an additional four requesting increased availability of counseling appointments. Six respondents requested more empathy from instructors, and five respondents requested greater support with finding and navigating financial aid.

To close, graduates were asked, "Do you have a favorite memory of CRC that you would like to share with us?" 13 graduates mentioned their relationships with and support received from instructors, and nine respondents referenced the community they found, clubs, or special programs they participated in at CRC.

Background

At the end of the spring 2024 semester, the Research & Equity Office (REO) administered its annual graduate exit survey to students who had earned an award in summer or fall 2023 or petitioned to graduate in spring 2024. The survey instrument was originally developed in spring 2018, using an existing survey from Pima Community College as a template. Spring 2024 is the seventh iteration of CRC's instrument; a few minor adjustments are made each year based on cross-functional feedback and question utility. As survey respondents graduated in the 2023-2024 academic year, it is likely that they began their studies prior to or during fall 2021. They represent not a cohort of students who began their studies together, but students who concluded their studies together. Thus, it is important to contextualize the survey results with the idea that survey respondents might have experienced vastly different versions of onboarding and other services while at CRC.

Method

The online survey was designed and administered through the Office of Research & Equity's online survey vendor, *Qualtrics*. The survey was active from May 14 to June 17, 2024, and regular email reminders with individualized survey links were sent out to the targeted students (N = 1,634). By the end of the collection period, 206 responses were collected – a response rate of 12.6%.

After the initial survey invitation and four subsequent reminders, it was determined that students under age 25 and male students were underrepresented in the survey responses compared to the graduating class. Four subsequent reminders were sent to the underrepresented groups; students under age 25 are ultimately underrepresented in the survey results compared to their proportion of the graduating class. Younger students are typically underrepresented in CRC survey results. Table 1 below compares the representation of the respondent population to that of the target population.

Table 1: Student Demographics – Respondent and Target Populations

Group	% Respondent Population	% Target Population	Difference
Gender			
Female	61.17%	59.12%	2.05%
Male	37.38%	39.29%	-1.91%
Non-binary	1.46%	0.67%	0.79%
Unknown / Not reported	0.00%	0.92%	-0.92%
Race			
African American / Black	10.19%	8.08%	2.11%
Asian	30.58%	28.03%	2.55%
Filipino	8.25%	6.73%	1.52%
Hispanic / Latinx	27.18%	27.54%	-0.36%
Multi-Race	5.83%	7.10%	-1.27%
Native American	0.00%	0.43%	-0.43%
Other Non-White	0.00%	0.12%	-0.12%
Pacific Islander	0.97%	1.41%	-0.44%
Unknown	0.49%	1.41%	-0.92%
White	16.50%	19.16%	-2.66%
Age Group			
24 or Younger	51.94%	59.18%	-7.24%
25 or Older	48.06%	40.82%	7.24%

Group	% Respondent Population	% Target Population	Difference
First Generation Status			
First Generation	26.70%	28.76%	-2.06%
Not First Generation	73.30%	71.11%	2.19%
Unknown	0.00%	0.12%	-0.12%
Income Level			
Below Poverty	21.36%	23.99%	-2.63%
Low	26.21%	25.09%	1.12%
Middle and Above	38.35%	36.41%	1.94%
Unable to Determine	14.08%	14.50%	-0.42%
Veteran Status			
Veteran	2.43%	2.08%	0.35%
Not Veteran	97.57%	97.92%	-0.35%
Foster Youth Status			
Foster Youth	0.49%	1.59%	-1.10%
Not Foster Youth	99.51%	98.41%	1.10%

Survey Analysis

Program of Study

Of the 206 graduates responding to the survey, the most commonly reported programs of study were Business (N = 34), Computer Information Science (N = 23), Biology (N = 20), and Psychology (N=16). Respondents to the survey represented 50 of CRC's 74 distinct disciplines.

Institutional Learning Outcomes

Survey respondents are asked to self-assess how well they demonstrate the college's Institutional Learning Outcomes. For each of the six ILOs, the average rating for each skill/ability was greater than 4.0. An average rating of 4.0 or higher indicates that graduates feel they are able to demonstrate each ability/skill Well or Very well. ILO skill 4.4 (the ability to *demonstrate empathy, civility, and equitable conflict resolution*) received the highest average rating, 4.5. ILO skill 1.3 (the ability to *apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes*) received the lowest average rating, though still at 4.1. Further disaggregation of the ILO ratings can be found in the Graduate Exit Survey dashboard. Appendix A contains instructions for utilizing the dashboard to disaggregate survey responses. If not on a campus network, users will be prompted to log in with their WID to access the dashboard. For a full report of the 2023-2024 Institutional Learning Outcomes findings, as well as longitudinal findings from the past five surveys, see the Institutional Learning Outcomes summary on the Research and Equity Office website.

Clarifying the Path

Respondents were asked to indicate where they found information to help them register for courses, select a program of study, understand the general education requirements, understand career options related to their program of study, find academic support services, and learn about student activities. For the first time on this survey, respondents were asked to select their *primary* source of information for each of the items. For each item, they were offered the choices of *Admissions & Records, Counseling, CRC website, Friends or family, One or more of my instructors, student welcome center,* or *not*

applicable. For most items, respondents selected Counseling as their primary source of information. Notably, 53% of respondents selected Counseling as their primary source for understanding the general education requirements of their program of study. The CRC website was the number one choice for finding information about student activities (44%) and finding academic support services (30%), as well as a close second to Counseling for course registration (36% and 38%, respectively). For full responses to this question, see the Graduate Exit Survey dashboard.

Students were asked to indicate their level of agreement, on a scale of 1-4 from "Disagree" to "Agree", with statements related to the ease of picking a major, finding out what courses they needed to take, registering for courses, getting academic and financial support, and completing their educational goals. Respondents generally *agreed or somewhat agreed* with all of the statements, with the lowest average ratings for "In my first semester, I was able to easily find out what courses I needed to take in order to graduate" (average 3.11 out of 5). Table 2 below lists the average rating, standard deviation, and number of respondents for each item.

Table 2: We'd like to know more about your experience navigating CRC throughout your time here. Please indicate the extent to which you agree with the following statements:

Item	Mean	Std. Deviation	N
I began my studies at CRC with a general idea of the program I wanted to study.	3.35	0.95	158
In my first semester, I was able to easily find out what courses I needed to take in order to graduate.	3.11	1.00	160
I found it easy to register for the classes I needed to graduate.	3.40	0.77	159
I knew where to go if I needed help in a course.	3.46	0.86	160
I had the academic support I needed from CRC to complete my educational goal	3.47	0.82	154
I had the financial support I needed from CRC to complete my educational goal	3.46	0.84	149

Statistical analyses found that higher/middle income students (as compared to students with incomes below the poverty line or low-income students) rated "I had the academic support I needed from CRC to complete my educational goal" lower than their peers ($F_{(1, 150)} = 4.64$, $p < 0.01$). Respondents age 25 or older also rated most of these statements higher than their younger peers, with the exception of *I had the financial support I needed from CRC to complete my educational goal*:

- *I had the academic support I needed from CRC to complete my educational goal* ($F_{(1, 152)} = 4.26$, $p < 0.05$)
- *I knew where to go if I needed help in a course* ($F_{(1, 158)} = 8.50$, $p < 0.01$)
- *I found it easy to register for the classes I needed to graduate* ($F_{(1, 157)} = 5.44$, $p < 0.05$)
- *I began my studies at CRC with a general idea of the program I wanted to study* ($F_{(1, 156)} = 11.38$, $p < 0.001$)
- *In my first semester, I was able to easily find out what courses I needed to take in order to graduate* ($F_{(1, 158)} = 8.09$, $p < 0.01$)

Ensuring Learning

Several questions on the survey asked respondents to rate the quality, accessibility, affordability, and relevance to their careers of various components of their experience at CRC. For each item, respondents were given a scale of 0 to 10, with 10 representing "very relevant", "high quality", "easy to get", "a lot of interaction", and "very affordable". Students rated all items above 6.5 on the 10-point scale, with the

highest rating for "quality of instruction" (8.5 out of 10) and the lowest rating for "affordability of textbooks" (6.8 out of 10). Table 3 below lists the average rating, standard deviation, and number of respondents for each item.

Table 3: Please rate the following items on a scale of 1-10

Item	Mean	Std. Deviation	N
Relevance of _____ to my future career			
Coursework	7.8	2.4	167
Textbooks or required reading materials	7.0	2.8	167
Quality of _____			
Instruction	8.5	1.9	168
Coursework	8.2	2.0	164
Textbooks or required reading materials	7.4	2.6	166
Inclusivity of diverse racial and gender identities in _____			
Instruction	8.5	2.5	164
Coursework	8.1	2.4	165
Textbooks or required reading materials	7.7	2.6	165
Ease of acquiring _____			
Registration in required courses	7.8	2.3	164
Level of interaction with _____			
Faculty inside of class	7.8	2.3	163
Faculty outside of class (office hours, emails, events…)	7.2	2.9	164
Other students in my major	7.3	2.7	160
Affordability of _____			
Textbooks	6.8	2.8	166
Other materials besides textbooks	6.9	2.7	166

Statistical analyses found differences for several student demographic groups on various items in this section. Graduates age 25 or older ranked almost every item statistically higher than their peers, with the exceptions of the "inclusivity of instruction" and the "affordability of textbooks".

- *Relevance of textbooks or required reading materials to my future career* ($F(1, 165) = 21.04$, $p < 0.001$)
- *Relevance of coursework to my future career* ($F(1, 165) = 9.76$, $p < 0.01$)
- *Quality of instruction* ($F(1, 166) = 5.68$, $p < 0.05$)
- *Quality of coursework* ($F(1, 162) = 8.40$, $p < 0.01$)
- *Quality of textbooks or required reading materials* ($F(1, 164) = 14.08$, $p < 0.001$)
- *Inclusivity of textbooks or required reading materials* ($F(1, 163) = 14.37$, $p < 0.001$)
- *Inclusivity of coursework* ($F(1, 163) = 7.43$, $p < 0.01$)
- *Ease of acquiring registration in required courses* ($F(1, 162) = 8.48$, $p < 0.01$)
- *Level of interaction with faculty inside of class* ($F(1, 161) = 4.93$, $p < 0.05$)
- *Level of interaction with faculty outside of class* ($F(1, 162) = 16.97$, $p < 0.001$)
- *Level of interaction with other students in my major* ($F(1, 158) = 7.12$, $p < 0.01$)
- *Affordability of other materials besides textbooks* ($F(1, 164) = 5.02$, $p < 0.05$)

As with last year's survey, there was also a significant difference for the "availability of registration in required courses" by CAC, such that Science, Math, and Engineering majors were more likely to rate this item lower than graduates in other CACs ($F(8, 155) = 2.32$, $p < 0.05$).

A new difference was found for the "relevance of required textbooks for my future career" such that lower ratings were provided by male students (F(2, 164) = 5.00, *p* < 0.01) and middle/higher-income students (F(3, 163) = 3.62, *p* < 0.05). Middle/higher-income students also rated the following items lower than their peers:

- *Quality of textbooks or required reading materials* (F(3, 163) = 4.64, *p* < 0.01)
- *Level of interaction with faculty inside of* class (F(3, 159) = 3.67, *p* < 0.05)
- *Level of interaction with faculty outside of class* (F(3, 160) = 4.65, *p* < 0.01)

Campus Climate

Respondents were asked to rate their level of agreement with statements related to their sense of belonging, community, and safety at the college. Respondents generally *Agreed* or *Somewhat Agreed* (a score of 3 or 4 out of 4) with each of these statements. Respondents were least in agreement with the statement "Generally, I feel safe at CRC" (12.2% of respondents *Disagree* or *Somewhat Disagree*). Table 4 below lists the average rating, standard deviation, and number of respondents for each item.

Table 4: Please indicate the extent to which you agree with the following statements:

Item	Mean	Std. Deviation	N
The CRC learning environment was welcoming and inclusive.	3.74	0.53	155
The CRC campus community encourages free and open discussion of difficult topics.	3.66	0.64	146
People at CRC care about my success.	3.55	0.73	154
My perspective was valued during class discussions.	3.63	0.64	148
Generally, I feel safe at CRC.	3.41	0.70	148
CRC staff and managers treat people of all racial, ethnic, and cultural backgrounds with equal respect.	3.77	0.55	146
CRC staff and managers treat people of all genders/gender identities with equal respect.	3.74	0.55	145
CRC faculty treat people of all racial, ethnic, and cultural backgrounds with equal respect.	3.79	0.55	149
CRC faculty treat people of all genders/gender identities with equal respect.	3.80	0.47	147

A statistically significant difference was found such that students age 25 or older rated their agreement with the following statements higher than their younger peers:

- *Generally, I feel safe at CRC.* (F(1, 146) = 11.74, *p* < 0.001)
- *The CRC campus community encourages free and open discussion of difficult topics.* (F(1, 144) = 6.06, *p* < 0.05)

Time to Completion

Graduates were asked to report their expected and actual time to completion. 65.4% of respondents say they expected it would take two years or less to graduated, while only 29.0% of respondents actually reported graduating in two years or less. On average, respondents report that they under-estimated the amount of time it would take them to graduate by about .96 years. No statistically significant differences were found for any student demographic groups or CAC.

Barriers to Completion

Graduates were asked to identify any experiences that they felt delayed their time to completing their degree/certificate. Barriers to completion were sorted into internal to CRC (scheduling, major selection) and external (barriers students face outside of school). The most commonly reported internal barriers to completion for graduates were changing majors (42.7%) and needing to take prerequisite courses prior to major courses (42.0%). The most commonly reported external barriers to completion were difficulties outside of school (68.6%) and challenging financial situations (42.4%). These barriers to completion are non-comprehensive and are possibly skewed by the sample population (e.g., graduates report overcoming these barriers in order to graduate, while students who did not complete did not take the survey).

Several statistically significant differences were found based on CAC and graduate age group:
- Respondents in Health and Human Services were more likely to report the barrier 'I had to take prerequisite courses before I could enroll in my program courses' ($\Delta\chi2(8) = 14.65$, $p < .01$).
- Students age 24 or younger were more likely to report the barriers:
    - 'I experienced difficulties outside of school' ($\Delta\chi2(1) = 4.09$, $p < .05$).
    - 'I was advised to take a lighter course load' ($\Delta\chi2(1) = 5.59$, $p < .05$).
    - 'I was confused about which courses to take' ($\Delta\chi2(1) = 10.97$, $p < .01$).
    - 'I took classes that didn't end up counting towards my degree/certificate' ($\Delta\chi2(1) = 7.84$, $p < .01$).
    - 'I had difficulties securing appropriate or safe housing' ($\Delta\chi2(1) = 5.74$, $p < .05$).
    - 'I had difficulties accessing quality internet.' ($\Delta\chi2(1) = 5.66$, $p < .05$).
- Students age 25 or older were more likely to report the barrier 'I had a challenging financial situation' ($\Delta\chi2(1) = 6.78$, $p < .01$).

Future Plans

Respondents were asked, "What industry are you planning to work in after completing your educational goals?", with multiple choice industries taken from the US Census Industry and Occupation codes. Respondents most frequently cited plans to work in health care (21.3%), business / management (12.9%), computers/technology (10.9%), undecided (8.9%), and arts & entertainment (6.9%). Each CAC is encouraged to view the planned industries of their future graduates in the Graduate Exit Survey dashboard. Appendix A contains instructions for disaggregating data on the dashboard.

Overall College Experience

In the last section of the survey, respondents were asked to rate their overall satisfaction with their CRC experience. The majority of respondents (74.84%) are *satisfied* with their experience at CRC, and 21.29% are *somewhat satisfied*. An additional 3.87% are *somewhat dissatisfied or dissatisfied* with their experience. Older students reported greater overall satisfaction than younger students (a rating of 3.9 out of 4 v. 3.4 out of 4) ($F(1, 153) = 14.45$, $p < 0.001$). No other differences were found across student demographic groups.

Graduates were asked how CRC could have made their experience at the school better. Respondents mostly stated that they were happy with their experience at CRC. Eight respondents suggested improvements to Counseling services, with an additional four requesting increased availability of counseling appointments. Six respondents requested more empathy from instructors, and five respondents requested greater support with finding and navigating financial aid.

I went to many different counselors and almost all of them told me completely different requirements to graduate. There seemed to be an overall sense of confusion when I would ask for help with mapping out my classes. If it is possible to clear this problem that would be great…The online sign up for sessions always shows everything booked at all times. I always had to do drop ins which cut into my education and work time.

Many of the teachers I came in contact with seemed that they did not care to be there and when asking questions it seemed like it was an inconvenience. Additionally, some professors that I took…would not grade any assignments throughout the semester even after the semester has officially ended. This is difficult and frustrating because I didn't know what improvements I needed to make to became a better student for these classes and to earn the grade I deserve as for the very few assignments that were graded the professor did not leave any comments on why I received the grade I did. Overall, only a small handful of Professors…actually seemed excited to be there and always happy to help. Unfortunately, this led me to seek out classes at other Los Rios Colleges…

To close, graduates were asked, "Do you have a favorite memory of CRC that you would like to share with us?" 13 graduates mentioned their relationships with and support received from instructors, and nine respondents each referenced the community they found, as well as the clubs and special programs they participated in at CRC.

I had great teachers who really made me feel capable of my goals and dreams. I also felt excepted (sic) *in every class for who I was.*

My professors were the best professors. They really cared for my success and my understanding on the subject they were teaching. I loved my Microbiology and Anatomy & Physiology professors. They only wanted the best for us and it encouraged me to try my best in those courses.

I have amazing memories with the Math Center/Math Tutor Program, MESA, and especially the Transfer Center and Transfer Club. I also loved taking "fun" classes like Hip Hop Dance.
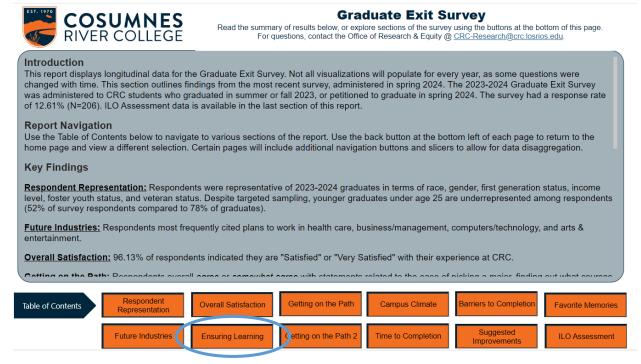
Considerations for Future Graduate Exit Survey Design and Research

The Research & Equity Office will continue to analyze findings from the new instrument longitudinally. As mentioned in previous evaluations, this survey offers a limited view of students' experiences at CRC, as it only surveys students who received a degree or certificate. The Office of Research & Equity was able to conduct two campus climate surveys in 2021-2022 and 2022-2023, and an external consultant began an equity audit in 2023-2024. The Research Office will continue to work with College and District stakeholders to determine a sustainable schedule for student surveys that both equitably captures the student experience while reducing survey fatigue and redundancy. The Research & Equity Office will also continue to bring major findings to relevant stakeholders; for example, the Counseling Department has already collaborated with Research to further explore students' Counseling needs as a direct result of the Graduate Exit Survey findings.

COSUMNES
RIVER COLLEGE
OFFICE OF RESEARCH & EQUITY

8401 Center Parkway | Sacramento, CA | 95823-5704
Phone: 916.691.7303
www.crc.losrios.edu

Appendix A: Disaggregating Data in the Graduate Exit Survey Dashboard

To disaggregate any findings discussed in this report, navigate to the Graduate Exit Survey dashboard.
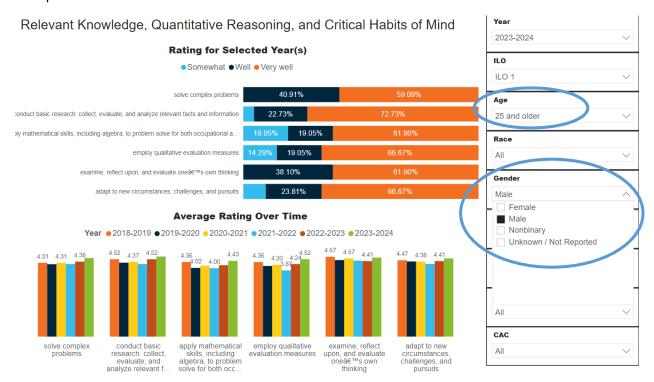On the home page, select the orange button for the survey section in question.

Most sections include a rating for the select year as well as longitudinal ratings, as seen below in the "Ensuring Learning" section. To view responses for a specific student group, CAC, or year, use the filters on the right-hand side of the page, which will change the data displayed for the selected student groups.

You may select multiple options at once; for example, male students who are also 25 or older. Keep in mind that making more than one selection tends to produce very small sample sizes from which little extrapolation can be made.

Be sure to double check your selections and hit the "erase" button on any slicer to reset the selections within that slicer.