



COSUMNES
RIVER COLLEGE

2019-2020 CRC Graduate Exit Survey

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Executive Summary

Cosumnes River College's 2019-2020 Graduate Exit Survey was administered online between May 21 and June 24, 2019. Of the 1,361 students who earned an award (degree and/or certificate) in fall 2019, or petitioned to graduate in spring 2020, 423 completed the survey – a response rate of 31.08% (up from the spring 2019 response rate of 20.9%). Female students were overrepresented in the response population compared to the targeted population, whereas male students were underrepresented.

Institutional Learning Outcomes

- On average, respondents indicated they were able to learn each of the outcomes skills *well/very well* (average rating per statement ≥ 4.0)
- Graduates' lowest skill rating was for ILO.3, *the ability to apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes*, with an average rating of 4.0.

Student Satisfaction with Instruction

- Students were *very satisfied* or *satisfied* with the quality of instruction, course content, class size, the relevance of coursework to future career plans, office hours, and the level of faculty involvement with students.
- While generally satisfied with the availability of courses in their program, this was the lowest area of satisfaction for students. Of the programs with a representation of over 20 survey respondents, Biology students reported the least satisfaction with the availability of courses in their major (73.33% *satisfied/very satisfied* compared to 87.97% overall). Graduates age 24 or younger were more likely to be satisfied with the availability of courses.

CRC Pathways

- When clarifying their path at CRC, graduates indicate they were most likely to find information from counselors, the CRC website, and instructors.
- Over half of respondents say they:
 - were easily able to find out what courses they needed to take,
 - found it easy to register for the classes they needed,
 - knew where to go for help, were able to solve any problems that arose, and
 - had the support they needed from CRC to complete their educational goal.
- Of these respondents, *finding out what courses they needed to take to graduate* and *knowing what program they wanted to study* were the areas of most confusion.
- More than half (55.39%) of respondents indicated that it took them *more time than expected* to graduate compared to their expectations when they started at CRC. Students age 25 or older were slightly more likely to report it taking longer than expected to graduate.
- The most commonly reported barriers to completion were difficulties outside of school, changing majors at least one, taking courses that did not count towards their major, and taking prerequisite courses.

Future Plans and Preparation

- When asked what they plan to do after graduating, 56.97% of graduates said that they planned to "transfer to a four-year university." More than half (56.97%) also indicated that they planned to work, either full-time (31.91%), or part-time (25.06%).

- Graduates most frequently cited plans to work in health care, business/management, and human/social services.
- Respondents indicate that CRC prepared them for their industry of choice through hands-on learning and real-world experiences, relationships with instructors and mentors on campus, professional or technical skills related to their industry, gains in critical thinking skills or personal development, and career guidance or exploration.
- Graduates say that, in order to better prepare them for their industry of choice, CRC could increase course offerings and/or availability, offer more practical and hands-on learning opportunities, reform the counseling structure to offer subject area specific counseling and more up-to-date information, and modernize course curricula.

Overall College Experience

- Graduates name their instructors' passion and kindness, the positive and diverse campus climate and learning environment, and caring staff and counselors as their favorite aspects about CRC.
- While many respondents said they had no negative associations with the college, graduates' least favorite aspects about the college included the counseling systems; aspects of instruction such as grading, heavy expectations, and lack of support; lack of online and evening courses, or general availability of courses; and parking fees.
- Graduates provided suggestions for ways CRC could better prepare them for work in their field, including increasing course offerings and/or availability, providing more practical and hands-on learning opportunities, reforming the counseling structure to offer subject area-specific counseling and more up-to-date information; and modernizing curricula.

Considerations for Design of Future Graduate Exit Surveys

- The 2020-2021 survey should include questions that provide graduates an opportunity to indicate the impact of COVID-19 and online learning on their CRC experience
- The Research Office will review the open-ended questions in order to reduce redundancy and provide clarity as to what is being asked.
- Future iterations of this survey provide a good opportunity to longitudinally track students' experiences with Guided Pathways

Background

At the end of the spring 2020 semester, the Research & Equity Office (REO) administered its annual graduate exit survey to students who had earned an award in fall 2019 or petitioned to graduate in spring 2020. The survey instrument was originally developed in spring 2018, using an existing survey from Pima Community College as a template. Spring 2020 is the third time this survey tool was administered at CRC. The instrument was modified this semester in an attempt to get more actionable data from students about their educational journey with Guided Pathways in mind. These changes include removing questions focused on post-graduation outcomes, such as income, as those data are available in external sources, and the survey is administered too close temporally to determine any real post-graduation changes.

As the students who received the 2019-2020 graduate exit survey graduated in the 2019-2020 academic year, it is likely that they began their studies prior to fall 2018. They represent not a cohort of students who began their studies together, but students who graduated with a degree or certificate in fall 2019 or spring 2020. Because of this timing, it is likely that, while these students were present on campus during parts of CRC's implementation of Guided Pathways, their onboarding experience may differ from that of students who began their studies in fall 2018 and beyond. We discuss the implications for findings throughout this report, as well as the potential for longitudinal Guided Pathways evaluation in the "Considerations for Future Graduate Exit Survey Design and Research" section.

Method

The online survey was designed and administered through OIE's online survey vendor, *Qualtrics*. The Research team worked with the Admissions and Records Office to identify students who successfully petitioned to graduate in the spring term, and using the Student Information System, appended a list of students who earned an award in fall 2018. The survey was active from May 21 to June 24, 2020, and a weekly email invitation with individualized survey links was sent out to the targeted students ($N = 1,361$). By the end of the collection period, 423 responses were collected – a response rate of 31.08%.

After the initial survey invitation and three subsequent reminders, the Research team determined that Asian students, White students, students age 25 and older, and male students were underrepresented in the survey responses compared to the graduating class. Two subsequent reminders were sent to the 764 non-respondents who identified as Asian, White, male, age 25 or older, or a combination of those demographics. As a result, only male students are underrepresented in the final survey results by about five percentage points. Table 1 below compares the representation of the respondent population to that of the target population. Male students were underrepresented in the respondent population, and female students were overrepresented. This is not an unusual phenomenon either locally or nationally, though it is important to note that the survey responses may not accurately represent the views of male graduates.

Table 1. Student Demographics – Respondent and Target Populations

	% Respondent Population	% Target Population	Difference
Race / ethnicity			
Asian	24.82%	26.89%	-2.07%
Black / African American	10.17%	8.45%	1.72%

	% Respondent Population	% Target Population	Difference
Filipino	7.09%	6.32%	0.77%
Hispanic/Latino	27.19%	26.38%	0.81%
Multi-Race	5.67%	6.39%	-0.72%
Native American	0.71%	0.29%	0.42%
Pacific Islander	0.47%	1.10%	-0.63%
Unknown	1.65%	1.25%	0.40%
White	22.22%	22.85%	-0.63%
Other Non-White	0.00%	0.07%	-0.07%
Gender			
Female	63.83%	57.90%	5.93%
Male	34.99%	40.26%	-5.27%
Unknown	1.18%	1.84%	-0.66%
Age Group			
24 or younger	49.88%	54.00%	-4.12%
25 or older	50.12%	46.00%	4.12%
Total	423	1,361	

Survey Analysis

Program of Study

Of the 423 graduates responding to the survey, the most commonly reported programs of study were Business (N = 67), Sociology (N = 29), Psychology (N = 28), Liberal Arts (N = 25), Accounting (N = 24), and Biology (N = 21). Graduates in these programs represent about 46% of survey respondents. Respondents did not reflect all 50 disciplines, as 18 of the 50 were not selected.

Institutional Learning Outcomes

Table 2 displays the average rating per skill/ability identified within each of the six Institutional Learning Outcomes (ILOs). For each of the ILOs, the average rating for each skill/ability was greater than 4.0. An average rating of 4.0 or higher indicated that students felt they were able to demonstrate each ability/skill *Well* or *Very well*. Analyses were run to test for differences across respondent race, gender, and age group, for which only gender returned statistically significant findings. For all groups, ILO 4 (cultural understanding, social justice, and equity) had the highest average rating, while ILO 1 (relevant knowledge, quantitative reasoning, and critical habits of mind) received the lowest average rating, while still above 4.0.

Gender correlated with ILO 2.3, ILO 4.1, ILO 4.3, ILO 4.4, ILO 5.1, and ILO 6.3, such that females' average rating was higher than their male peers when assessing the following items. It should be noted, however, that male students were underrepresented in the survey responses compared to their representation among students who graduated; thus, this finding may not be fully accurate.

- ILO 2.3: Their **ability to demonstrate analytical and discerning listening and reading practices** ($F(1, 348) = 5.36, p < 0.05$)

- ILO 4.1: Their ability to **appreciate artistic expression, aesthetics, languages, and traditions across cultures** ($F(1, 347) = 9.29, p < 0.01$)
- ILO 4.3: Their ability to **be mindful of divergent perspectives** ($F(1, 348) = 7.91, p < .01$)
- ILO 4.4: Their ability to **demonstrate empathy, civility, and equitable conflict resolution** ($F(1, 346) = 7.26, p < .01$)
- ILO 5.1: Their ability to **recognize the individual's responsibility in local, national, and global matters** ($F(1, 348) = 5.86, p < .05$)
- ILO 6.3: Their ability to **exhibit persistence** ($F(1, 345) = 5.61, p < .05$).

Table 2 – CRC Institutional Learning Outcomes – Average Ratings

Institutional Learning Outcomes (ILOs)	Mean	Number of Respondents
ILO Survey Items' Likert Scale: 1= Not at all, 2: Not very well, 3=Somewhat, 4=Well, 5=Very well		
ILO 1: Relevant Knowledge, Quantitative Reasoning, and Critical Habits of Mind		
1.1: Solve complex problems	4.3	353
1.2: Conduct basic research: collect, evaluate, and analyze relevant facts and information	4.3	348
1.3: Apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes	4.0	353
1.4: Employ qualitative evaluation measures	4.1	349
1.5: Examine, reflect upon, and evaluate one's own thinking	4.5	351
1.6: Adapt to new circumstances, challenges, and pursuits	4.4	351
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	4.3	354
2.2: Write and verbally communicate in a clear, well-organized manner appropriate to the purpose, audience, and setting	4.4	352
2.3: Demonstrate analytical and discerning listening and reading practices	4.3	354
2.4: Employ graphic, creative, aesthetic, or non-verbal forms of expression	4.2	353
ILO 3: Adaptability		
3.1: Incorporate what is learned to make positive personal and professional changes	4.4	353
3.2: Use technology effectively for career, information, academic, and personal purposes	4.4	351
3.3: Demonstrate ability to update skills to accommodate rapid change in society's technological landscape	4.3	353
ILO 4: Cultural Understanding, Social Justice, and Equity		
4.1: Appreciate artistic expression, aesthetics, languages, and traditions across cultures	4.3	353
4.2: Participate in society with respect, empathy, and appreciation for human diversity	4.5	354
4.3: Be mindful of divergent perspectives accompanied by awareness of personal prejudices and biases when considering issues	4.5	354
4.4: Demonstrate empathy, civility, and equitable conflict resolution	4.5	352
ILO 5: Competence in Social Responsibility and Sustainability		
5.1: Recognize the individual's responsibility in local, national, and global matters	4.3	354
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	354
ILO 6: Creativity		

Institutional Learning Outcomes (ILOs)	Mean	Number of Respondents
ILO Survey Items' Likert Scale: 1= Not at all, 2: Not very well, 3=Somewhat, 4=Well, 5=Very well		
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	353
6.2: Extend or challenge current understanding or expression through experimentation and divergent thinking	4.2	353
6.3: Exhibit persistence until efforts lead to a successful outcome	4.3	351

Student Satisfaction with Instruction

Students were *very satisfied* or *satisfied* with the content of their program courses (96.81%), the quality of instruction in their program courses (95.62%), the quality of instruction in the courses outside their program (94.56%), the availability of courses in their program (87.97%), the availability of general education courses (94.79%), the level of faculty involvement with students (91.96%), class size (95.02%), relevance of coursework to future career plans (92.79%), the availability of office hours (94.23%), and the quality of office hours (93.91%).

While generally satisfied with the availability of courses in their program, this was the lowest area of satisfaction for students. Of the programs with a representation of over 20 survey respondents, Biology students reported the least satisfaction with the availability of courses in their major (73.33% *satisfied/very satisfied* compared to 87.97% overall). No significant differences were found across race or gender. Graduates age 24 or younger were more likely to be satisfied with the availability of courses in their program ($F(1, 339) = 5.1558, p < 0.05$).

CRC Pathways

Clarifying the Path, Entering the Path

Respondents were asked to indicate where they found information to select a program of study, understand the general education requirements, understand career options related to their program of study, register for courses, find academic support services, and learn about student activities. For each item, they were offered the choices of *counseling*, *CRC website*, *one or more of my instructors*, *student access center*, *friends or family*, *other*, or *not applicable*.

When selecting a program of study, respondents were most likely to report getting information from a counselor (43.03%) or the CRC website (41.37%). This is similar for understanding the GE requirements (54.85% selected *counseling* and 40.66% selected the *CRC website*), registering for courses (38.77% *counseling* and 53.19% the *CRC website*), and finding academic support services (33.33% *counseling* and 34.04% the *CRC website*).

When understanding career options, respondents report finding information from instructors (31.44%) and counselors (30.02%). When finding information about student activities, respondents most often report finding information from the CRC website (42.55%) and instructors (27.19%).

For any of these items, students who indicated they received information from another source were asked to cite where else they had received information. In addition to the given choices, students referenced (in no particular order) Admissions & Records, DSPS, Pathways to Success, Native American Higher Education Resources, the Career Center, the Transfer Center, Mesa, and the First Year Experience program. In addition, four respondents indicated they felt they didn't have access to adequate sources

of information while at CRC, and four respondents noted that they felt they first received incorrect information from the Counseling department, whether or not it was eventually corrected.

Students were asked to indicate their level of agreement with statements related to the ease of picking a major, registering for courses, getting academic support, and completing their educational goals. Respondents *strongly agreed or agreed* with all of the statements, with the lowest average ratings for “I began my studies with a general idea of the program I wanted to study” and “In my first semester, I was able to easily find out what courses I needed to take in order to graduate”. Given the college’s recent opt-out schedule for first time new students, the Research & Equity Office will continue to monitor these responses for improvement with future survey cycles. No differences across race, gender, or age group were found for any of these questions. *(Please note, there was a technical error that resulted in the scale missing the “Disagree” value, which is why findings are reported in percentages/frequency distribution rather than means/average score.)*

- *I began my studies at CRC with a general idea of the program I wanted to study (62.43%)*
- *In my first semester, I was able to easily find out what courses I needed to take in order to graduate (53.57%)*
- *I found it easy to register for the classes I needed to graduate (72.22%)*
- *Generally, I knew where to go if I needed help in a course (81.82%)*
- *Generally, when I encountered a problem related to my studies, I was able to solve it (81.64%)*
- *I had the support I needed from CRC to complete my educational goal (81.12%)*

Staying on the Path

More than half (55.39%) of respondents indicated that it took them *more time than expected* to graduate compared to their expectations when they started at CRC. 37.43% of respondents said it took them *about as long as expected*, and 7.19% said it took them *less time than expected*. Students age 25 or older were slightly more likely to report it taking longer than expected to graduate ($F(1, 332), 3.667, p < .1$).

Student respondents were given a list of potential barriers to completion and asked to identify any that they experienced while at CRC; students could select multiple answer choices. The most commonly reported were difficulties outside of school, changing majors at least once, taking courses that did not count towards their major, and taking prerequisite courses. Respondents who indicated that it took them longer than expected to graduate were more likely to report these highly cited barriers to completion. These barriers to completion are non-comprehensive and are 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).

Table 3 – Barriers to Completion

Item	N	%
I experienced difficulties outside of school (health/wellness, family obligations, childcare, etc.)	156	36.88%
I changed my major at least once	148	34.99%
I took classes that didn’t end up counting towards my degree/certificate	134	31.68%
I had to take prerequisite courses before I could enroll in my program courses	128	30.26%
I was confused about which courses to take	122	28.84%
I was uncertain about which major to choose	106	25.06%

My grades were affected by the time I spent working	95	22.46%
I could not get the classes I needed	82	19.39%
I had a challenging financial situation	77	18.20%
I wanted to take a lighter course load	57	13.48%
I was advised to take a lighter course load	38	8.98%
My program required a high number of units	38	8.98%
Other	30	7.09%

Future Plans and Preparation

When asked what they plan to do after graduating, 56.97% of graduates said that they planned to “transfer to a four-year university.” More than half (56.97%) also indicated that they planned to work, either full-time (31.91%), or part-time (25.06%). These answers are not exclusive, as students were asked to select all the plans that applied to them.

Table 4 – Future Plans

What do you plan to do upon graduating from CRC?	N	%
Transfer to a four-year university	241	56.97%
Employment, full-time	135	31.91%
Employment, part-time	106	25.06%
Additional coursework at CRC	65	15.37%
Starting or raising a family	33	7.80%
Additional coursework at another community college	26	6.15%
Other, please specify:	24	5.67%
Volunteer work (Peace Corps, Americorps, etc.)	13	3.07%
Military service	2	0.47%

When asked about their employment status, 49.41% of graduates said that they were “currently employed in the same job I had while attending CRC,” where as 20.41% said “I am not yet employed, but am seeking employment,” and 11.24% said “I am planning to work, but am not yet seeking employment.” No differences were found across race, gender, or age groups for this question.

Table 5 – Employment Status

Please describe the nature of your current employment status	N	%
I am currently employed in the same job I had while attending CRC	167	49.41%
I am not yet employed, but am seeking employment	69	20.41%
I am planning to work, but am not yet seeking employment	38	11.24%
I recently accepted a new employment offer	33	9.76%
I am not planning to work right now	31	9.17%
Total	338	100.00%

Respondents were asked, “What industry are you planning to work in after completing your educational goals?” Graduates most frequently cited plans to work in health care (14.24% of respondents), business/management (12.76% of respondents), and human/social services (12.76% of respondents).

Table 6 – Post-completion Career Plans

What industry are you planning to work in after completing your educational goals?	N	%
Health Care	48	14%
Business / Management	43	13%
Human / Social Services	43	13%
Undecided	22	7%
Other	21	6%
Arts and Entertainment (Theater, dance, art, museums, video/movie industries, sound recording studios, etc.)	20	6%
Education (other)	19	6%
Public Administration / Government	18	5%
Computers / Technology	17	5%
Administrative and support services	16	5%
Education (Primary/secondary K-12)	13	4%
Physical or Biological Sciences	11	3%
Total	337	

Respondents were asked an open-ended question on how CRC prepared them to pursue a future in their industry of choice. Of the students who responded to this question (N= 227), 20% cited their coursework or curriculum, particularly hands-on learning and real-world experiences, including internships. 16% of respondents cited relationships with instructors and mentors on campus, including the EOPS and DSPS programs. One such graduate said, “The teachers encouraged me to continue when I found the courses hard and were there for me whenever I had a question.” 13% of respondents cited professional or technical skills related to their industry, 12% cited gains in critical thinking skills or personal development, and 11% cited career guidance or exploration, mostly related to better understanding their field of study and related career paths. One such graduate said, “I learned a lot about different fields in psychology and the steps I needed to take to get to whichever field I would like to work in. I learned the basics of research as well as general information needed for upper division coursework.” Respondents additionally cited feeling better prepared to transfer or move to upper division courses (8%); the ability to complete general education requirements or change majors more easily than at four-year institutions (6%); and, earning a degree in their field (3%).

Table 7 – Preparation for the field

How has CRC prepared you to pursue a future in [selected industry]?	N	%
Coursework / Curriculum / Hands-on learning	45	20%
Instructors / Mentorship	37	16%
Professional or technical skills	30	13%
Critical thinking / Personal growth	27	12%
Career guidance / Career exploration	26	11%

Prepared for transfer	19	8%
Foundational coursework / General education / flexibility to change major	13	6%
Degree	6	3%
Total	227	100%

Graduates were also asked what CRC could do better to prepare them for a future in their field. Of the respondents who provided open-ended feedback (N=162), 30% of question respondents suggested increasing course offerings and/or availability, such as a greater topical breadth within programs and evening courses. 25% of respondents suggested more practical and hands-on learning opportunities, 18% suggested reforming the counseling structure to offer subject area specific counseling, or providing more up-to-date information, and 10% suggested modernizing curricula, including modern and relevant instructional practices. It should be noted that CRC counseling moved to a case management model in fall 2019 whereby students receive counseling appointments based on their CAC; this would not have been part of the experience of the respondents to this survey and offers a good opportunity for longitudinal tracking of that model.

Table 8 – What could CRC do better?

What could CRC do better to prepare you for a future in [selected industry]?	N	%
Increased course offerings / increased course availability	48	30%
More hands-on learning / Internships / Practical experience / Research opportunities / Job placement	41	25%
Counseling systems / Academic guidance / Career guidance	29	18%
Modern and relevant instructional practices / Curriculum	17	10%
Increase funding for programs / Update equipment	6	4%
Clear communication / Marketing / Outreach	6	4%
Online or hybrid course offerings	4	2%
Eliminate prerequisite requirements	3	2%
Interactions with staff	2	1%
Offer four-year degrees	2	1%
Smaller class sizes	1	1%
Writing skills	1	1%
Work study	1	1%
Sustainability	1	1%
Total	162	100%

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. More than half of the respondents (57.21%) indicated their experience influenced them to continue their education. Nearly one-third (30.97%) of respondents were influenced to engage in other contributions to their profession/career. Close to a quarter (24.82%) were influenced to become more active in their community, and 17.49% were influenced to engage in professional organizational memberships.

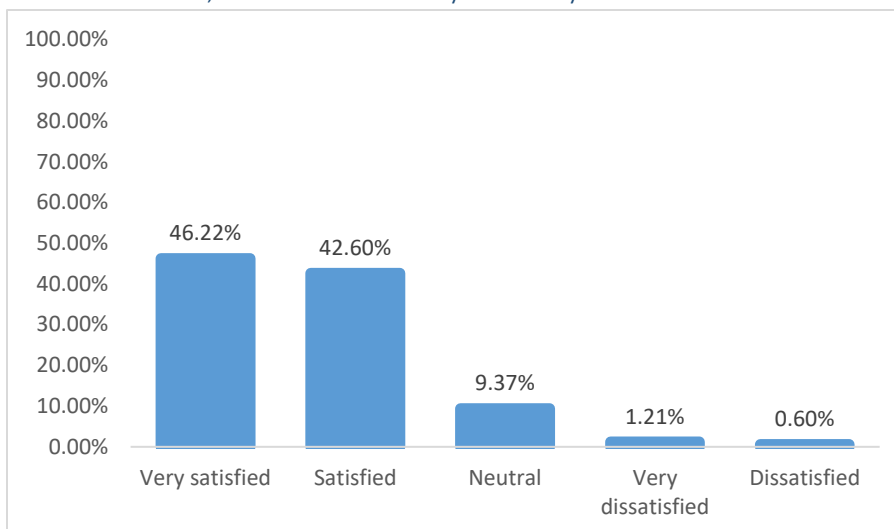
Table 9 – Education, Career, and Community Development

Has your educational experience at CRC encouraged you to do any of the following?	N	%
Continue your education	242	57.21%
Engage in other contributions to your profession/career	131	30.97%
Be more active in the community	105	24.82%
Engage in membership of a professional organization	74	17.49%
Total	423	

When prompted to describe how CRC influenced them to engage in the selected activities, respondents discussed how CRC offered them an opportunity to explore careers and grow their employable skills; continue their education or earn the foundations for transfer; receive mentorship and guidance from instructors, counselors, and peers; develop new perspectives; and increase their confidence, personal growth, and passion for learning and community engagement.

The majority of respondents (88.82%) are *Very satisfied/satisfied* with their experience at CRC. No differences were found in overall satisfaction across race, gender, or age group.

Chart 1: Overall, how satisfied are you with your Cosumnes River College Experience?



In a series of open-ended questions, graduates were asked to share one aspect they liked most about CRC, one aspect they liked least about CRC, and how CRC could have made their experience at the school better. When naming the aspects they most enjoyed about the college (N=289), 32% of respondents made reference to instructors' passion and kindness. 17% mentioned the positive campus climate and learning environment, 9% mentioned the campus facilities or parking specifically, 9% spoke of the diversity on campus, and 5% mentioned friendly and caring staff. 4% of respondents mentioned counseling services and counselors, course availability and scheduling, and affordability.

Table 10 – Graduates' Favorite Attributes about CRC

Please share ONE aspect you liked MOST about Cosumnes River College	N	% of citations
Instructors	92	32%
Campus climate and learning environment	50	17%
Campus / Facilities / Parking (accessible, easy to navigate, clean, open to all)	26	9%
Diversity	25	9%
Staff	15	5%
Affordability	13	4%
Counseling and counselors	13	4%
Course availability and scheduling	13	4%
Proximity and location	10	3%
Student support services and Athletics	9	3%
Availability of online courses and online services (counseling)	8	3%
Curriculum quality	7	2%
Resources	6	2%
Culture of improvement	2	1%
Total	289	100%

When naming the aspects they least enjoyed about the college (N=147), one quarter of respondents (24%) referenced receiving confusing or incorrect pathways information from counseling, long waits for counseling, or needing to change counselors multiple times. It should be noted that the current Case Management/Student Success Team model had not been implemented until late in these students' time at CRC.

14% of respondents made reference to aspects related to course instruction, such as support or encouragement from instructors, heavy expectations, outdated curricula, and slow or inconsistent grading practices. 13% of respondents indicated that they had no least favorite aspects of the college, while another 7% each referred to parking fees, lack of online or evening courses, and overall campus climate.

Table 11 – Graduates' Least Favorite Attributes about CRC

Please share ONE aspect you liked LEAST about Cosumnes River College	N	% of citations
Counseling systems	35	24%
Instruction (support, communication, expectations, classroom management, curriculum, grading)	21	14%
Nothing!	19	13%
Course capacities	11	7%
Parking tickets & fees; public transportation services	11	7%
Course scheduling (predominantly lacking evening and online courses)	11	7%
Campus climate (lack of events, diversity, feeling of community, cleanliness, navigation)	11	7%
Insufficient security / Feeling unsafe	6	4%
Staff attitudes	5	3%
Math	5	3%

Food services	4	3%
Expensive books/materials	3	2%
Financial aid issues	2	1%
Small program funding / outdated equipment and facilities	2	1%
Grievances went unheard	1	1%
Total	147	100%

Graduates were asked to share their ideas as to how CRC could have made their experience at the school better (N=137). These generally aligned with the aspects students liked least about the college. Some of these suggestions include:

"More entertainment, arts & clubs shown at the quad like SCC does"

"More information on major and career advice."

"Teach teachers to prepare students for tests by putting relevant information on tests and/or offering practice tests."

"More interactions with teachers in my major."

"Reevaluating professors who receive a lot of complaints, there is a reason for this. Some professors were bias, prejudice, and unfair in grading."

"Have more updated information about courses, and get professors and counselors be on the same page."

"I think there needs to be a more vocal push for students to get their comprehensive ed plan complete as soon as possible because many of my classmates and even my students as a tutor for ENGWR300 expressed a feeling of being lost in terms of what courses to take next or what courses were equivalent to the ones that were their first choice."

"Counselors that have a vast knowledge of the courses students need to take and being able to stay caught up with changes."

"communication [sic], follow up with any issues, hardship having student."

"More classes offered for subjects (ochem, A&P, ect.)which [sic] fill up so fast. I had to go to other colleges (SCC and ARC) just to get the classes I needed to graduate. If classes and wait-list fills up, more classes NEED to be offered."

"More classes. I had to take some at ARC. I also would have liked more online options."

To close, graduates were asked to share a positive or profound memory of their time at CRC. Graduates who responded (N=145) overwhelmingly referenced relationships with faculty, staff, and peers, as well as learning experiences:

"Taking pictures of the Orion Nebula in Astronomy."

"I started college with the intention of majoring in music. I play guitar and music plays a huge roll in my life. However, I realized that a career in music just wasn't for me. The moment I realized I wanted to pursue a Sociology like major, was a big deal to me."

"I will always be grateful for all the people I met and are a part of my life now."

"I love President Ed Bush, he's a breath of fresh air. I'll always be proud to be a CRC Alumni! I've already helped 3 people enroll there. My college experience there was better than a big university I've attended."

"Hands on zoology and botany labs were some fo [sic] the best educational experiences I've had I'm really grateful for the opportunity to get my education among so many different people who have helped me such as the programs I was in, different services on campus, and the staff. Though I will be leaving now, I plan to come back to CRC to teach once I get my masters."

"I connected a lot with some of my teachers and staff members. I would often have philosophy talks with my professor. My economic professor and I would often talk a long time when we see each other in the halls. I liked being remembered and I'm glad all my professors remembered me outside of class. My most memorable is when I was helping my music professor and she told me I was a good kid; it was memorable because I don't come from the best family and upon hearing that, I cried a little but it was the most amazing feeling of warmth."

Considerations for Future Graduate Exit Survey Design and Research

Because the 2019-2020 survey revealed insights about students' experiences with Guided Pathways, the Research Office recommends upholding changes that allow for graduates to reflect on their overall journeys at CRC. Because the students responding to this survey likely began their studies prior to the implementation of Opt-Out Scheduling and Case Management, questions related to 'Getting on the Path' and onboarding might lend themselves to a longitudinal study of Guided Pathways. The Research Team plans to test this assumption by identifying the terms in which respondents began their studies at CRC and analyzing survey items accordingly.

Respondents to the 2019-2020 instrument either graduate before the onset of the COVID-19 pandemic, or just following the state's Shelter-in-Place order. The instrument did not include questions that asked about the impact of COVID-19 on students' experiences. The 2020-2021 survey should include such questions, as students graduating in fall 2020 or spring 2021 undoubtedly experienced some kind of impact on their studies due to COVID-19.

Finally, some of the qualitative questions at the end of the survey produce similar responses; these questions should be reviewed to eliminate redundancy and increase clarity for survey respondents.