COSUMNES RIVER COLLEGE

OFFICE OF RESEARCH & EQUITY

2020-2021 CRC Graduate Exit Survey

Reported in Summer 2021

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Executive Summary

Cosumnes River College's 2020-2021 Graduate Exit Survey was administered online between May 25 and June 14, 2021. Of the 1,329 students who earned an award (degree and/or certificate) in fall 2020, or petitioned to graduate in spring 2021, 326 completed the survey – a response rate of 24.53%. Male graduates were slightly underrepresented in the survey responses, but no other groups were underrepresented.

Of the 326 graduates responding to the survey, the most commonly reported programs of study were Business (N = 52), Psychology (N = 22), Computer Information Science (N = 22), Biology (N = 19), Early Childhood Education (N = 19) and Sociology (N = 15). Graduates in these programs represent about 46% of survey respondents. Respondents did not reflect all 74 disciplines, as 23 of the 74 were not selected.

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 1.3, *the ability to apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes* (average rating of 4.0)
- Several significant differences were found for first generation students, who reported significantly higher self-ratings for many of the ILOs 1.1, 1.3, 1.6, 2.4, 3.1, 3.3, 5.1, 5.2, 6.1, 6.2, and 6.3. No other statistically significant differences were found
- Three-year longitudinal analysis of ILOs:
    - Across three years, female graduates scored several items in ILO 4 (Cultural Understanding, Social Justice, and Equity) higher than other graduates
    - Across three years, Black/African American graduates and graduates of an Unknown race/ethnicity scored ILO 1.3 (Apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes) lower than their peers
    - Across three years, graduates with an income below the poverty level scored ILO 3.1 (Incorporate what is learned to make positive personal and professional changes) higher than other graduates
    - Across three years, first generation graduates scored several items in ILO 1 (Relevant Knowledge, Quantitative Reasoning, and Critical Habits of Mind), ILO 3 (Adaptability), ILO 5 (Competence in Social Responsibility and Sustainability), and ILO 6 (Creativity) higher than their peers

CRC Pathways

- Respondents *strongly agree* or *agree* 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 ratings were for "I began my studies with a general idea of the program I wanted to study" (4.22 out of 5) and "In my first semester, I was able to easily find out what courses I needed to take in order to graduate" (4.05 out of 5)
- On a ten-point scale, respondents gave ratings of 6.0 or higher to the quality, accessibility, affordability, and relevance to their careers of various aspects of their CRC education

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  - Students were most satisfied with the quality of instruction (8.62 out of 10), quality of course materials (8.44/10) and relevance of coursework to future career plans (8.36/10)
  - Students were least satisfied with the affordability of textbooks (6.51/10)
- 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
  - 41% of graduates expected that it would take two years to graduate when they began their studies, but 26% of graduates actually graduated in two years
    - African American, Filipino, and Hispanic/Latinx graduates report higher average times to completion ($F(1, 163) = 2.2249$, $p < .05$)
    - Graduates age 25 and older report higher average times to completion ($F(1, 175) = 12.69$, $p < 0.001$)
- The most commonly reported barriers to completion for graduates were difficulties outside of school, changing majors at least once, not being able to get classes needed to graduate, and taking courses that did not count towards their major
  - Graduates who were less in agreement with the statement "I began my studies at CRC with a general idea of the program I wanted to study" were more likely to report the following barriers to completion:
    - I was confused about which courses to take ($\Delta\chi2(1) = 10.122$, $p < .01$)
    - I took classes that didn't end up counting towards my degree/certificate ($\Delta\chi2(1) = 14.213$, $p < .001$)
    - I changed my major at least once ($\Delta\chi2(1) = 33.338$, $p < .001$)
    - I was uncertain about which major to choose ($\Delta\chi2(1) = 38.188$, $p < .001$)
    - I had a challenging financial situation ($\Delta\chi2(1) = 6.199$, $p < .005$)

Future Plans and Preparation

- 44.8% of survey respondents said that they planned to "transfer to a four-year university"
- 35.6% also indicated that they planned to obtain a job related to their major
- Respondents most frequently cited plans to work in health care (18.4%), human/social services (10.1%), computers/technology (9.2%), and business/management (8.3%)

Overall College Experience

- The majority of respondents (73.9%) are *satisfied* with their experience at CRC, and 21.1% are *somewhat satisfied*. An additional 5.1% are *somewhat dissatisfied or dissatisfied* with their experience.
  - No differences were found in overall satisfaction across race, gender, age group, first generation status, or income level
- Respondents say that CRC could improve students' experience by providing easier access to Counseling and more consistent and trustworthy information regarding required courses and academic planning
  - Multiple students describe the experience of believing they were on track to graduate and then learning of additional requirements
- When asked about their favorite memory at CRC, graduates reference their relationships with faculty, staff, and peers; support from the college and its student services centers; and learning experiences and moments of personal growth

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Background

At the end of the spring 2021 semester, the Research & Equity Office (REO) administered its annual graduate exit survey to students who had earned an award in fall 2020 or petitioned to graduate in spring 2021. The survey instrument was originally developed in spring 2018, using an existing survey from Pima Community College as a template. Spring 2021 is the fourth time this survey tool was administered at CRC. The instrument was modified in spring 2020 to glean more information about students' holistic journeys at CRC. Spring 2021 is the second administration of this instrument, with a few minor changes based on cross-functional feedback about last year's instrument.

As the survey respondents graduated in the 2020-2021 academic year, it is likely that they began their studies prior to fall 2019. 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 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 2020. The survey was active from May 25 to June 14, 2021, and a weekly email invitation with individualized survey links was sent out to the targeted students (*N* = 1,329). By the end of the collection period, 326 responses were collected – a response rate of 24.53%.

After the initial survey invitation and two subsequent reminders, the Research team determined that Asian students and male students were underrepresented in the survey responses compared to the graduating class. Two subsequent reminders were sent to the 392 non-respondents who identified as Asian, male, or a combination of those demographics. Using a cutoff of five percentage points difference from the target population, male students are slightly underrepresented in the survey respondent population, and no other groups are underrepresented. 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	69.43%	64.80%	4.62%
Male	28.66%	33.31%	-4.65%
Unknown / Not reported	1.91%	1.89%	0.02%
Race			
African American / Black	7.64%	8.69%	-1.04%
Asian	27.39%	30.06%	-2.67%
Filipino	4.78%	5.14%	-0.36%
Hispanic / Latinx	24.52%	23.74%	0.81%
Multi-Race	7.32%	6.72%	0.60%
Other Non-White	0.00%	0.38%	-0.38%
Pacific Islander	0.96%	1.81%	-0.86%

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Group	% Respondent Population	% Target Population	Difference
Unknown	1.91%	1.74%	0.17%
White	25.48%	21.45%	4.03%
Age Group			
24 or Younger	52.55%	56.04%	-3.49%
25 or Older	47.45%	43.96%	3.49%
First Generation Status			
First Generation	29.94%	29.15%	0.78%
Not First Generation	70.06%	70.85%	-0.78%
Income Level			
Below Poverty	27.39%	28.85%	-1.46%
Low	25.08%	26.28%	-0.49%
Middle and Above	36.94%	35.65%	1.29%
Unable to Determine	9.87%	9.21%	0.66%

Survey Analysis

Program of Study

Of the 326 graduates responding to the survey, the most commonly reported programs of study were Business (N = 52), Psychology (N = 22), Computer Information Science (N = 22), Biology (N = 19), Early Childhood Education (N = 19) and Sociology (N = 15). Graduates in these programs represent about 46% of survey respondents. Respondents did not reflect all 74 disciplines, as 23 of the 74 were not selected.

Institutional Learning Outcomes

Table 2 displays the average rating per skill/ability identified within each of the six 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 indicates that graduates feel they are able to demonstrate each ability/skill *Well* or *Very well*. ILOs 4.3 (the ability to *be mindful of divergent perspectives accompanied by awareness of personal prejudices and biases when considering issues*) and 4.4 (the ability to *demonstrate empathy, civility, and equitable conflict resolution*) received the highest average ratings. ILO 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 4.0. See table one below for the average rating of each ILO.

Table 2: 2020-2021 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	4.2	269
1.2: Conduct basic research: collect, evaluate, and analyze relevant facts and information	4.3	269
1.3: Apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes	4.0	269
1.4: Employ qualitative evaluation measures	4.1	267
1.5: Examine, reflect upon, and evaluate one's own thinking	4.5	268
1.6: Adapt to new circumstances, challenges, and pursuits	4.4	265

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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 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	267
2.2: Write and verbally communicate in a clear, well-organized manner appropriate to the purpose, audience, and setting	4.4	267
2.3: Demonstrate analytical and discerning listening and reading practices	4.4	266
2.4: Employ graphic, creative, aesthetic, or non-verbal forms of expression	4.2	263
ILO 3: Adaptability		
3.1: Incorporate what is learned to make positive personal and professional changes	4.3	265
3.2: Use technology effectively for career, information, academic, and personal purposes	4.4	266
3.3: Demonstrate ability to update skills to accommodate rapid change in society's technological landscape	4.2	265
ILO 4: Cultural Understanding, Social Justice, and Equity		
4.1: Appreciate artistic expression, aesthetics, languages, and traditions across cultures	4.3	266
4.2: Participate in society with respect, empathy, and appreciation for human diversity	4.5	266
4.3: Be mindful of divergent perspectives accompanied by awareness of personal prejudices and biases when considering issues	4.5	266
4.4: Demonstrate empathy, civility, and equitable conflict resolution	4.5	266
ILO 5: Competence in Social Responsibility and Sustainability		
5.1: Recognize the individual's responsibility in local, national, and global matters	4.3	266
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	264
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	266
6.2: Extend or challenge current understanding or expression through experimentation and divergent thinking	4.3	265
6.3: Exhibit persistence until efforts lead to a successful outcome	4.4	264

Statistical analyses tested for differences across respondent race, gender, age group, income level, first generation status, and Career & Academic Community (CAC). Several significant differences were found for first generation students, who reported significantly higher self-ratings for many of the ILOs, as outlined below:

- ILO 1.1 *Solve complex problems* ($F(1, 267) = 5.4$, $p < 0.05$)
- ILO 1.3, *Apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes* ($F(1, 267) = 15.6$, $p < 0.001$)
- ILO 1.6, *Adapt to new circumstances, challenges, and pursuits* ($F(1, 263) = 4.4$, $p < 0.05$)

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- ILO 2.4, *Employ graphic, creative, aesthetic, or non-verbal forms of expression* ($F(1, 261) = 8.1$, $p < 0.01$)
- ILO 3.1, *Incorporate what is learned to make positive personal and professional changes* ($F(1, 263) = 8.9$, $p < 0.01$)
- ILO 3.3, *Demonstrate ability to update skills to accommodate rapid change in society's technological landscape* ($F(1, 263) = 5.1$, $p < 0.05$)
- ILO 5.1, *Recognize the individual's responsibility in local, national, and global matters* ($F(1, 264) = 4.1$, $p < 0.05$)
- ILO 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* ($F(1, 262) = 4.9$, $p < 0.05$)
- ILO 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* ($F(1, 264) = 12.1$, $p < 0.001$)
- ILO 6.2, *Extend or challenge current understanding or expression through experimentation and divergent thinking* ($F(1, 263) = 12.9$, $p < 0.001$)
- ILO 6.3, *Exhibit persistence until efforts lead to a successful outcome* ($F(1, 262) = 4.7$, $p < 0.05$)

Longitudinal ILO Assessment, 2018-2021

As this is the third year administering the same ILO assessment to CRC graduates, the Research Office was able to compare findings across three years. For the most part, graduates' average ratings for each ILO did not change significantly across those years. Table 3 below shows the average ratings for each ILO for 2018-2019 through 2020-2021.

Several findings from 2018-2019, 2019-2020, and 2020-2021 are reflected in the aggregate across these three years. There is a significant difference by gender for the following ILOs, such that female graduates scored the ILOs higher than male students and students with an unknown/undeclared gender:

- ILO 4.1 ($F(1, 834) = 3.868$, $p < 0.01$)
- ILO 4.2 ($F(1, 835) = 4.775$, $p < 0.05$)
- ILO 4.3 ($F(1, 835) = 4.143$, $p < 0.05$)
- ILO 4.4 ($F(1, 833) = 5.187$, $p < 0.05$)

When excluding groups with a sample size below 10 students, there is a significant difference by race for ILO 1.3 across three years ($F(6, 839) = 3.73$, $p < 0.01$), such that Black/African American students and students of an Unknown race/ethnicity scored the ILO lower than 4.0.

There is a significant difference by income level for ILO 3.1 ($F(2, 764) = 3.167$, $p < 0.05$), such that, across three years, graduates with an income below the poverty level scored the ILO higher than other graduates.

There is a significant difference for first generation students for the following ILOs, such that, across three years, first generation graduates rated the ILOs higher than graduates who were not first generation college students:

- ILO 1.1 ($F(1, 852) = 13.337$, $p < 0.001$)

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- ILO 1.3 ($F(1, 852) = 12.139$, $p < 0.001$)
- ILO 1.6 ($F(1, 845) = 4.720$, $p < 0.05$)
- ILO 3.1 ($F(1, 847) = 5.678$, $p < 0.05$)
- ILO 3.3 ($F(1, 845) = 5.618$, $p < 0.05$)
- ILO 5.1 ($F(1, 848) = 5.648$, $p < 0.05$)
- ILO 5.2 ($F(1, 834) = 1.889$, $p < 0.05$)
- ILO 6.1 ($F(1, 847) = 7.097$, $p < 0.01$)

For a full report of the 2020-2021 Institutional Learning Outcomes findings and the 2018-2021 longitudinal findings, see the Institutional Learning Outcomes summary on the Research and Equity Office website.

CRC Pathways

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 each item, they were offered the choices of *counseling, CRC website, one or more of my instructors, student access center, friends or family, Admissions & Records, other*, or *not applicable.*

When registering for courses, respondents were most likely to report getting information from the CRC website (30.4%) or Counseling (27.6%). This is similar for understanding the GE requirements (38.8% selected *counseling* and 26.4% selected the *CRC website*) and selecting a program of study (30.9% selected *counseling* and 27.3% the *CRC website*). 15.6% of question respondents also indicate that they turn to *friends or family* when deciding on a program of study.

When understanding career options, respondents report finding information from Counseling (27.3%), the CRC website (25.1%), and instructors (20.3%). These responses are also reflected for finding academic support services (26.2% of respondents selected *Counseling*, 25.1% the *CRC website*, and 20.3% *One or more of my instructors*). When finding information about student activities, respondents most often report finding information from the CRC website (42.9%) and instructors (17.8%). The latter represents a 10% decrease from 27.2% on the 2019-2020 survey. As all students participating in this year's survey would have had some experience with learning online during COVID-19, this shift could be related to decreased interaction with instructors during that time. Students who selected "Other for any of the items were asked for more information. These students listed Veteran Services, First-Year Experience, peer mentors, DSPS, and their high school resources as additional sources of information. Table 3 below demonstrates where respondents report turning for information.

Table 3: Please indicate where you found information to help you complete the following

Item	N	%
Register for courses		
Counseling	152	27.64%
CRC website	167	30.36%
One or more of my instructors	53	9.64%
Student Access Center	38	6.91%

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Item	N	%
Friends or family	54	9.82%
Admissions & Records	75	13.64%
Other	11	2.00%
Total	**550**	**100.00%**
Select a program of study		
Counseling	111	30.92%
CRC website	98	27.30%
One or more of my instructors	34	9.47%
Student Access Center	14	3.90%
Friends or family	56	15.60%
Admissions & Records	20	5.57%
Other	26	7.24%
Total	**359**	**100.00%**
Understand the GE requirements of my program of study		
Counseling	157	38.77%
CRC website	107	26.42%
One or more of my instructors	48	11.85%
Student Access Center	15	3.70%
Friends or family	35	8.64%
Admissions & Records	28	6.91%
Other	15	3.70%
Total	**405**	**100.00%**
Understand career options related to my program of study		
Counseling	95	27.30%
CRC website	80	22.99%
One or more of my instructors	67	19.25%
Student Access Center	15	4.31%
Friends or family	45	12.93%
Admissions & Records	12	3.45%
Other	34	9.77%
Total	**348**	**100.00%**
Find academic support services		
Counseling	98	26.20%
CRC website	94	25.13%
One or more of my instructors	76	20.32%
Student Access Center	32	8.56%
Friends or family	33	8.82%
Admissions & Records	26	6.95%
Other	15	4.01%
Total	**374**	**100.00%**
Find information about student activities		
Counseling	23	7.77%
CRC website	127	42.91%
One or more of my instructors	52	17.57%
Student Access Center	29	9.80%
Friends or family	32	10.81%
Admissions & Records	17	5.74%
Other	16	5.41%
Total	**296**	**100.00%**

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Students were asked to indicate their level of agreement 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. 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" (average 4.22 out of 5) and "In my first semester, I was able to easily find out what courses I needed to take in order to graduate" (average 4.05 out of 5). No differences across race, gender, age group, first generation status, or income level were found for these questions.

- *I began my studies at CRC with a general idea of the program I wanted to study* (4.22)
- *In my first semester, I was able to easily find out what courses I needed to take in order to graduate (4.05)*
- *I found it easy to register for the classes I needed to graduate (4.31)*
- *I knew where to go if I needed help in a course (4.49)*
- *I had the support I needed from CRC to complete my educational goal (4.46)*

Relevant 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 generally rated all items above 6.0 on the 10-point scale. Students were most satisfied with the quality of instruction (8.62/10), relevance of coursework to future career plans (8.36/10), quality of course materials (8.44/10), relevance of course materials to future career plans (8.16/10), and quantity of interaction with faculty inside of class (8.16/10). Students were least satisfied with the affordability of textbooks (6.51/10).

There is a significant difference for the "availability of registration in required courses" by CAC, such that respondents with Science, Math, and Engineering majors were more likely to rate this item lower on the 10-point scale ($F(1, 229) = 2.677$, $p < 0.01$). When disaggregating these data by major, most of the responding students who ranked this item lower than 5/10 were Biology majors. It is important to note that, as with many of the items on this survey, these findings may differ for students who did not complete a degree or certificate, and thus were not surveyed.

Charts 1 and 2 below demonstrate respondents' average ratings for each item. Table 4 below lists the average rating, standard deviation, and number of respondents for each item.

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Chart 1: Highest average rated educational experience items on a scale of 1-10

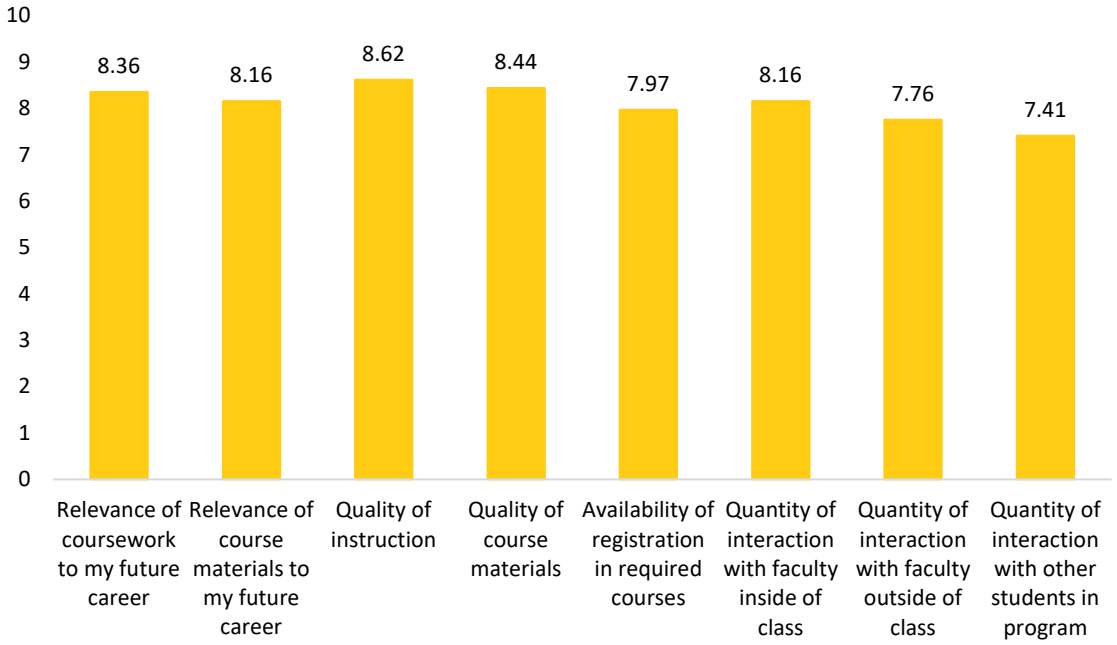

Chart 2: Lowest average rated educational experience items on a scale of 1-10

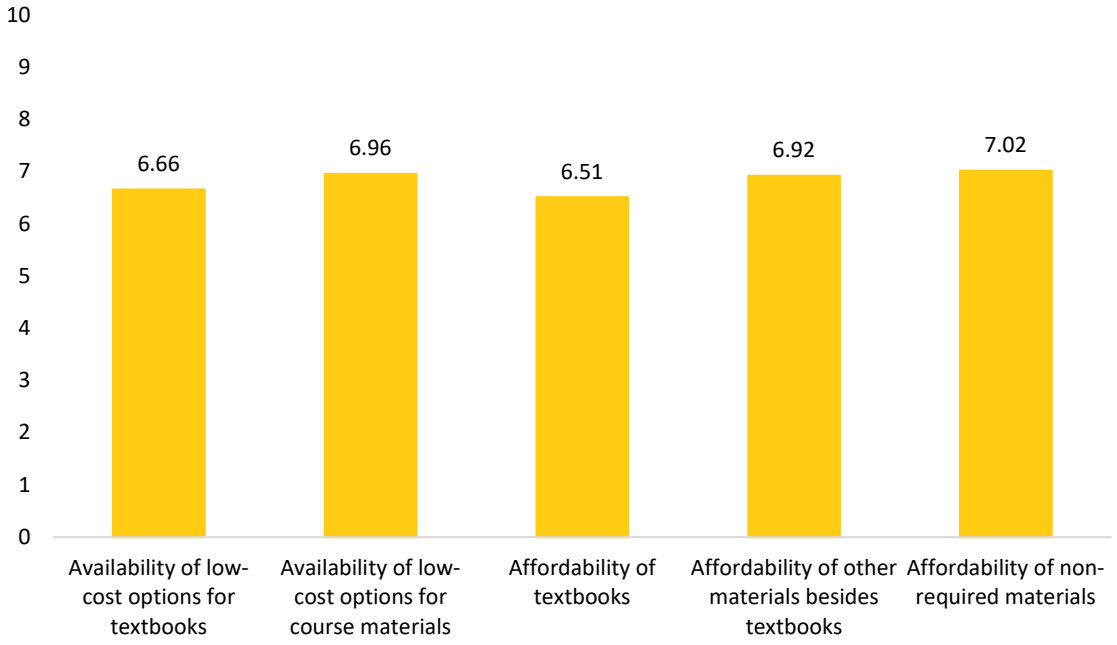

Table 4: Please rate the following items on a scale of 1-10

Item	Mean	Std. Deviation	N
Relevance of _____ to my future career			
Coursework	8.4	1.76	240
Course materials	8.2	4.09	234
Quality of _____			
Instruction	8.6	1.73	241
Course materials	8.4	1.84	235
Ease of acquiring _____			
Registration in required courses	8.0	2.53	238
Low-cost options for textbooks	6.7	2.86	235
Low-cost options for course materials	7.0	2.87	228
Quantity of interactions with _____			
Faculty inside of class	8.2	2.26	233
Faculty outside of class (office hours, emails, events…)	7.8	2.59	230
Other students in my major	7.4	2.66	226
Affordability of _____			
Textbooks	6.5	2.71	235
Other materials besides textbooks	6.9	2.79	221
Other materials I felt I needed that were not required	7.0	2.92	178

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. 41% of graduates expected that it would take them two years to graduate when they began their studies; 26% of graduates actually graduated in two years, while 41% graduated in four or more years. Only 26% of graduates thought it would take them four or more years to graduate when they began their studies.

There is an equity gap in time to completion, such that African American, Filipino, Hispanic/Latinx graduates report higher average times to completion ($F(1, 163) = 2.2249$, $p < .05$). There is an equity gap in time to completion such that graduates age 25 and older reported an higher average time to completion ($F(1, 175) = 12.69$, $p < 0.001$).

Table 5: Reported Time to Completion

Group	Less than 4 years	4+ years	N
African American	50.00%	50.00%	12
Asian	58.00%	42.00%	50
Filipino	50.00%	50.00%	10
Hispanic/Latinx	48.65%	51.35%	37
Multi-Race	60.00%	40.00%	15
White	73.33%	26.67%	45
Total	**59.17%**	**40.83%**	**169**
24 or younger	67.68%	32.32%	99
25 or older	46.15%	53.85%	78
Total	**58.19%**	**41.81%**	**177**

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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 were difficulties outside of school, changing majors at least once, not being able to get the classes they needed to graduate, and taking courses that did not count towards their major. 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 5 lists the response counts for each of the items. Note that, as respondents could select multiple items, the percentages represent the percentage of total survey respondents (N = 326) who selected each item, and thus total more than 100%.

Graduates who were less in agreement with the statement "I began my studies at CRC with a general idea of the program I wanted to study" were more likely to report the following barriers to completion:

- I was confused about which courses to take ($\Delta\chi2(1) = 10.122$, $p < .01$)
- I took classes that didn't end up counting towards my degree/certificate ($\Delta\chi2(1) = 14.213$, $p < .001$)
- I changed my major at least once ($\Delta\chi2(1) = 33.338$, $p < .001$)
- I was uncertain about which major to choose ($\Delta\chi2(1) = 38.188$, $p < .001$)
- I had a challenging financial situation ($\Delta\chi2(1) = 6.199$, $p < .005$)

Table 6: Barriers to Completion

Item	N	%
I experienced difficulties outside of school (health/wellness, family obligations, childcare, etc.)	84	25.8%
I changed my major at least once	79	24.2%
I could not get the classes I needed	68	20.9%
I took classes that didn't end up counting towards my degree/certificate	67	20.6%
I was confused about which courses to take	62	19.0%
I had to take prerequisite courses before I could enroll in my program courses	56	17.2%
I was uncertain about which major to choose	47	14.4%
I wanted to take a lighter course load	44	13.5%
I had a challenging financial situation	44	13.5%
My grades were affected by the time I spent working	34	10.4%
Other	32	9.8%
I was advised to take a lighter course load	18	5.5%
My program required a high number of units	9	2.8%

Future Plans and Preparation

When asked what they plan to do after graduating, 44.8% of survey respondents (N = 326) said that they planned to "transfer to a four-year university." 35.6% also indicated that they planned to obtain a job related to their major. Respondents who selected "Other" said they would be enrolling in trade school, starting a business, studying for a certification exam, getting a job promotion or being previously employed in their field, and being undecided as to their future plans. These answers are not exclusive, as students were asked to select all the plans that applied to them; thus, percentages in table 6 below total to more than 100%.

Table 7: Future Plans

Item	N	%
Transfer to a four-year university	146	44.8%
Obtain a job related to my major	116	35.6%
Additional coursework at CRC	45	13.8%
Starting or raising a family	23	7.1%
Additional coursework at another community college	20	6.1%
Other	16	4.9%
Volunteer work	5	1.5%
Military service	0	0.0%

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 (18.4%), human/social services (10.1%), computers/technology (9.2%), and business/management (8.3%).

Table 8: Post-completion Career Plans

Industry	N	%
Health Care	40	18.4%
Human / Social Services	22	10.1%
Computers / Technology	20	9.2%
Business / Management	18	8.3%
Arts and Entertainment (Theater, dance, art, museums, video/movie industries, sound recording studios, etc.)	11	5.1%
Education (Primary/secondary K-12)	11	5.1%
Government (Public Administration)	11	5.1%
Other	9	4.2%
Education (College/University)	9	4.2%
Undecided	8	3.7%
Early Childhood Education	7	3.2%
Administration and support services	6	2.8%
Construction	5	2.3%
Finance and Insurance	5	2.3%
Marketing / Sales	5	2.3%
Physical or Biological Sciences	5	2.3%
Law / Legal Services	5	2.3%
Communications (Journalism, newspapers, social media, etc.)	4	1.8%
Hospitality and Food Services	4	1.8%
Real Estate, Rental and Leasing	4	1.8%
Agriculture, Forestry, Fishing, and Hunting	3	1.4%
Utilities and Waste Management	2	0.9%
Public Service (Police, Fire, etc.)	2	0.9%
Retail (Supermarkets, clothing stores, electronics stores, etc.)	1	0.5%
Manufacturing	0	0.0%
Military	0	0.0%
Transportation and Warehousing	0	0.0%
Auto mechanics	0	0.0%

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Overall College Experience

Graduates were asked how CRC could have made their experience at the school better. Almost one-third of question respondents referenced an element of Counseling, such as easier access to Counseling, consistent and trustworthy information from Counseling, and increased clarity and consistency in advising about graduation requirements. Multiple students describe the experience of believing they were on track to graduate and then learning of additional requirements. Others describe having their schedules double-checked repeatedly to ensure the requirements they were following were accurate.

> *"More transparency is needed for graduation requirements because almost every student I came in contact with were told to take a class that doesn't count towards their graduation or major."*

> *"I feel like the counseling centre was very hit or miss. There have been occasions where I felt very attended to and cared for by the staff, and where they had given me guidence on where to go next. Other times I felt like I was a bother and was a waste of both my, and the counselor's, time. I understand the counselors are under immense pressure to keep up with many, many students with many issues but they're so critical to a students progress that more support should be given to guiding the student."*

> *"Counseling is not consistent. Often times the counselors told me incorrect information. I always had to get my class schedule builder double checked by another counselor. Creating an appointment was also difficult."*

> *"Some of the professors are extremely lazy that use other coursework from different classes, don't show up to office hours, don't reach out to help, or don't organize their canvas page and then the assignment don't come up on the to-do list. That adds another level of work that the students have to do. Not only that but disciplining bad professors should be mandatory."*

> *"Have teachers being reliable resources if I have any issues with the classes I've taken."*

98 graduates responded to the question, with some touching on more than one theme; thus, the numbers in the table below sum to more than 98. The percentages are based on the number of respondents (N = 98), so the percentages also tally to more than 100%.

Table 9: How could we have made your experience at Cosumnes River College better?

Theme	N	%
Consistent information about courses and academic planning	32	32.7%
Nothing!	22	22.4%
Increased availability of required, online, and evening courses	16	16.3%
Increased student support & career services	8	8.2%
Professional development	7	7.1%
Eliminate effects of COVID-19	5	5.1%
Extra-curricular opportunities and increased awareness of them	4	4.1%
Facilities	3	3.1%
Less expensive books and materials	2	2.0%
Website communication & access to eservices past midnight	2	2.0%

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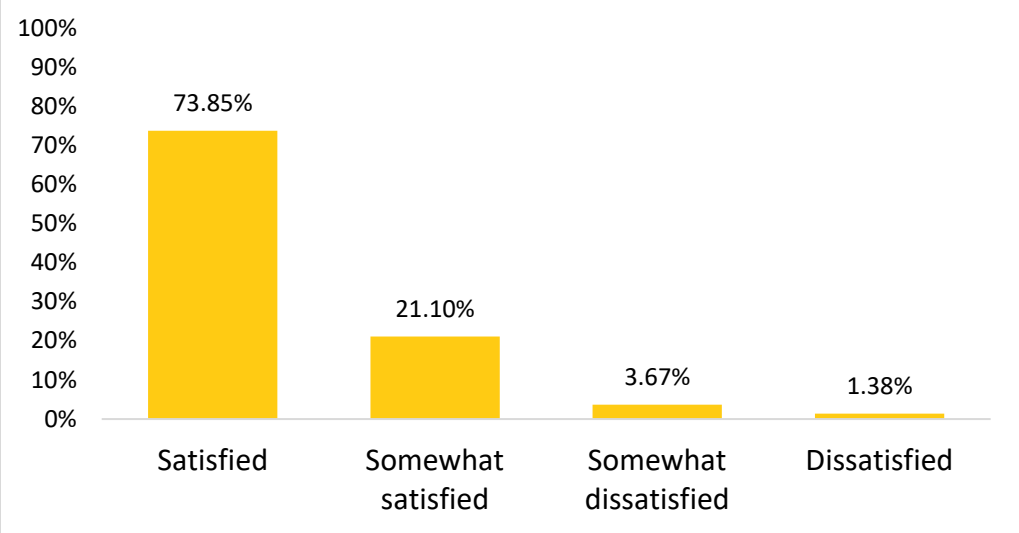
Theme	N	%
Prerequisite flexibility	1	1.0%
Nighttime security	1	1.0%
Total	**98**	

In the last section of the survey, respondents were asked to rate their overall satisfaction with their CRC experience. The majority of respondents (73.9%) are *satisfied* with their experience at CRC, and 21.1% are *somewhat satisfied*. An additional 5.1% are *somewhat dissatisfied or dissatisfied* with their experience. No differences were found in overall satisfaction across race, gender, age group, or income level. Note that previous iterations of this survey used a five-point scale, and it is therefore not possible to compare satisfaction ratings to previous years; moving forward, the office will track responses against this four-point scale, which allows better differentiation between ratings.

Chart 4: Overall, how satisfied are you with your Cosumnes River College Experience?



To close, graduates were asked, "Do you have a favorite memory of CRC that you would like to share with us?" Graduates who responded (N=96) overwhelmingly referenced relationships with faculty, staff, and peers; support from the college and its student services centers; as well as learning experiences and moments of personal growth (see below examples).

> *"I met a lot of great people during my academic studies at CRC. I especially appreciate how my counselor went above to help make sure I had everything necessary for me to graduate. The teachers I had were great, they made sure all of their students were successful in their class."*

> *"I had a great history professor who was very inclusive even in an online setting. It made me feel included for the first time in the last two semesters."*

> *"I think a fond memory of mine was when I finally started getting my mental health in order and I took my first public speaking course. I learned that I'm quite good at it and*

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it's very similar to telling an engaging story. Although the class gave me major panic attacks I passed with my first A in years and my professor was wonderful."

"The Pathways to Success program at the Childhood Development Center building helped create community for us and provided support much needed by most of the students. It was our second home within the campus.

"Photography and Sociology were a time to learn grow and team up with other students to achieve goals. Loved Horticulture and Creative writing were an opportunity to create and watch things grow. Fun times."

Considerations for Future Graduate Exit Survey Design and Research

The Research Office is satisfied with changes made to the Graduate Exit Survey in 2019-2020 and 2020-2021 that gather a more holistic view of graduates' time at CRC. Similarly, changes to the qualitative portion of the survey shorten the time required of respondents while still providing ample information about their experiences. The Research Office will continue to analyze findings from the new instrument longitudinally. Finally, as mentioned throughout this report, 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 is exploring research questions for a survey of students who did not complete.