



COSUMNES RIVER COLLEGE

OFFICE OF RESEARCH & EQUITY

2021-2022 CRC Graduate Exit Survey

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Executive Summary

Cosumnes River College's 2021-2022 Graduate Exit Survey was administered online between May 25 and June 21, 2022. Of the 1,490 students who earned an award (degree and/or certificate) in summer/fall 2021, or petitioned to graduate in spring 2022, 218 completed the survey – a response rate of 14.63%. The respondents to the 2021-2022 Graduate Exit Survey were representative of the 2021-2022 graduating class in terms of gender, race, age group, first generation status, income level, and foster youth status.

Of the 218 graduates responding to the survey, the most commonly reported programs of study were Business (N = 37), Psychology (N = 15), Biology (N = 13), Computer Information Science (N = 12), and Early Childhood Education (N = 11). Respondents to the survey represented 50 of CRC's 74 distinct disciplines.

For more tables, charts, and disaggregations, 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.

Institutional Learning Outcomes Assessment

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*.

Ensuring Learning

Respondents *agree* or *somewhat 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 “In my first semester, I was able to easily find out what courses I needed to take in order to graduate” (3.12 out of 4) and “I began my studies with a general idea of the program I wanted to study” (3.27 out of 4).

On a ten-point scale, respondents gave ratings of 6.2 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 instructional inclusivity of diverse racial and gender identities (8.5 out of 10).
- Respondents were least satisfied with the affordability ‘other materials I felt I needed that were not required’ (6.2 out of 10) and the affordability of textbooks (6.5 out of 10).

Campus Climate

Respondents generally *Agreed* or *Somewhat Agreed* to items under the campus climate section. Respondents were least in agreement with the statement “People at CRC care about my success” (10.91% of respondents *Disagree* or *Somewhat Disagree*).

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 .91 years on average.



Barriers to Completion

The most commonly reported barriers to completion for graduates were difficulties outside of school, experiencing a challenging financial situation, 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 barriers related to finding out what courses they needed to take and taking courses that didn’t end up counting towards their major.

Overall College Experience

The majority of respondents (77.11%) are *satisfied* with their experience at CRC, and 17.47% are *somewhat satisfied*. An additional 5.42% are *somewhat dissatisfied or dissatisfied* with their experience. When asked how CRC could improve, respondents mostly stated that they were happy with their experience at CRC. Seven students said they received inconsistent information from the college, and four students said they had issues receiving responses from staff either by phone or email.

Respondents were asked how COVID-19 affected their learning at CRC, if at all. Respondents were mixed as to whether the transition was more of a struggle (N = 32) or a success (N = 18). Several students pointed out that they had difficulties focusing or that the move to online was disjointed, while others said that the move to remote learning opened up more opportunities for them in and outside of school.

To close, graduates were asked, “Do you have a favorite memory of CRC that you would like to share with us?” Fourteen respondents pointed out a specific instructor who inspired them with their passion or teaching style. Eight respondents said they enjoyed collaborating with their peers in and outside of class, and six respondents mentioned the friendships they formed while at CRC.

Background

At the end of the spring 2022 semester, the Research & Equity Office (REO) administered its annual graduate exit survey to students who had earned an award in summer or fall 2021 or petitioned to graduate in spring 2022. The survey instrument was originally developed in spring 2018, using an existing survey from Pima Community College as a template. Spring 2022 is the fifth 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 2022 is the third administration of the modified instrument, with a few minor changes based on cross-functional feedback about last year’s instrument.

As the survey respondents graduated in the 2021-2022 academic year, it is likely that they began their studies prior to or during 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 summer or fall 2021. The survey was active



from May 25 to June 21, 2022, and a weekly email invitation with individualized survey links was sent out to the targeted students ($N = 1,490$). By the end of the collection period, 218 responses were collected – a response rate of 14.63%.

After the initial survey invitation and four subsequent reminders, the Research team determined that students under age 25 were underrepresented in the survey responses compared to the graduating class. Two subsequent reminders were sent to the 815 non-respondents who were under age 25. As a result of this oversampling, the respondents to the 2021-2022 Graduate Exit Survey were representative of the 2021-2022 graduating class in terms of age, gender, race, first generation status, income level, veteran, and foster youth status. 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	63.30%	61.14%	2.16%
Male	33.94%	36.78%	-2.84%
Unknown / Not reported	2.75%	2.08%	0.67%
Race			
African American / Black	11.47%	7.65%	3.82%
Asian	29.36%	27.99%	1.37%
Filipino	5.50%	5.50%	0.00%
Hispanic / Latinx	21.56%	25.91%	-4.35%
Multi-Race	6.88%	7.52%	-0.64%
Native American	0.92%	0.54%	0.38%
Other Non-White	0.00%	0.07%	-0.07
Pacific Islander	3.67%	1.81%	1.86%
Unknown	0.92%	1.74%	-0.82%
White	19.72%	21.28%	-1.56%
Age Group			
24 or Younger	54.59%	55.50%	-0.91%
25 or Older	45.41%	44.50%	0.91%
First Generation Status			
First Generation	28.90%	27.58%	1.32%
Not First Generation	71.10%	72.42%	-1.32%
Income Level			
Below Poverty	28.90%	28.46%	0.44%
Low	27.52%	25.91%	1.61%
Middle and Above	31.65%	34.36%	-2.71%
Unable to Determine	11.93%	11.28%	0.65%
Veteran Status			
Veteran	3.67%	2.68%	0.99%
Not Veteran	96.33%	97.32%	-0.99%
Foster Youth Status			
Foster Youth	1.38%	1.41%	-0.03%
Not Foster Youth	98.62%	98.59%	0.03%



Survey Analysis

Program of Study

Of the 218 graduates responding to the survey, the most commonly reported programs of study were Business (N = 37), Psychology (N = 15), Biology (N = 13), Computer Information Science (N = 12), and Early Childhood Education (N = 11). Respondents to the survey represented 50 of CRC's 74 distinct disciplines.

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 1.5 (the ability to *examine, reflect upon, and evaluate one's own thinking*) received the highest average rating, 4.6. 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. Statistical analyses tested for differences across respondent race, gender, age group, income level, first generation status, veteran status, Career & Academic Community (CAC), and primary course modality. Several differences across subgroups were found:

- Hispanic/Latinx students self-rated higher than their peers on ILO 2, *Effective Communication in Professional and Personal Situations*, and ILO 3, *Adaptability*.
- Science, Math, and Engineering (SME) students self-rated lower than their peers on ILO 3, *Adaptability*.
- Students who said they took an equal mix of online and in-person classes self-rated lower than their peers in primarily online or in-person coursework on ILO 6.3, *Exhibit persistence until efforts lead to a successful outcome*.

Longitudinal ILO Assessment, 2018-2021

Graduates' average self-ratings for each ILO did not change significantly across the past four years of survey administration. However, when aggregating findings across four years, several statistically significant differences for various student demographic groups were found, as outlined below:

- Across four years, male graduates self-rated lower than their peers on ILO 2, *Effective Communication in Professional and Personal Situations*, and ILO 4, *Cultural Understanding, Social Justice, and Equity*.
- Across four years, there are several significant differences by student race/ethnicity on ILOs 1, 2, 3, 4, and 6. Consistent with last year's evaluation, Black/African American graduates and graduates of an Unknown race self-rated lower on ILO 1.3, *Apply mathematical skills, including algebra, to problem solve for both occupational and personal purposes*.
- Consistent with last year's evaluation, graduates with an income below the poverty level self-rated higher on ILO 3, *Adaptability*, ILO 5, *Competence in Social Responsibility and Sustainability*, and ILO 6, *Creativity*.
- Consistent with last year's evaluation, first generation graduates self-rated higher than graduates who were not first generation college students on ILOs 1, 3, 5, and 6.



For a full report of the 2021-2022 Institutional Learning Outcomes findings and the 2018-2022 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 (N = 124) or Counseling (N = 107). This is similar for understanding the GE requirements and selecting a program of study.

When understanding career options, respondents report finding information from Counseling (N = 66), the CRC website (N = 62) and instructors (N = 50). These responses are also reflected for finding academic support services.

When finding information about student activities, respondents most often report finding information from the CRC website (N = 79) and instructors (N = 32). Respondents were also asked to list any other sources of information. In response, they shared:

- The list of CRC Graduation Requirements
- Signs on campus
- EOP&S, DSPS, Mi Casa, and the Veterans' Resource Center
- Other students and CRC alumni

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 *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 3.12 out of 5) and "I began my studies at CRC with a general idea of the program I wanted to study" (average 3.27 out of 5). No differences across race, gender, age group, first generation status, or income level were found for these questions (average response in parentheses).

- *I found it easy to register for the classes I needed to graduate (3.46)*
- *I knew where to go if I needed help in a course (3.44)*
- *I had the financial support I needed from CRC to complete my educational goal (3.43)*
- *I had the support I needed from CRC to complete my educational goal (3.41)*
- *I began my studies at CRC with a general idea of the program I wanted to study (3.27)*
- *In my first semester, I was able to easily find out what courses I needed to take in order to graduate (3.12)*



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 6.2 on the 10-point scale. Respondents were most satisfied with the quality of instruction (8.5 out of 10) and instructional inclusivity of diverse racial and gender identities (8.5 out of 10). Students were least satisfied with the affordability ‘other materials I felt I needed that were not required’ (6.2 out of 10) and the affordability of textbooks (6.5 out of 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 ($F(8, 175) = 3.31, p < 0.1$). 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.

Table 2 below lists the average rating, standard deviation, and number of respondents for each item.

Table 2: Please rate the following items on a scale of 1-10

Item	Mean	Std. Deviation	N
Relevance of _____ to my future career			
Coursework	7.9	2.5	183
Textbooks or required reading materials	7.2	2.1	185
Quality of _____			
Instruction	8.5	1.9	186
Coursework	8.1	2.0	183
Textbooks or required reading materials	7.6	2.4	182
Inclusivity of diverse racial and gender identities in _____			
Instruction	8.5	2.2	182
Coursework	8.3	2.3	180
Textbooks or required reading materials	7.8	2.6	181
Ease of acquiring _____			
Registration in required courses	8.1	2.4	184
Low-cost options for textbooks	6.8	3.0	182
Low-cost options for course materials	7.3	3.0	181
Quantity of interactions with _____			
Faculty inside of class	7.6	2.8	182
Faculty outside of class (office hours, emails, events...)	7.1	2.8	184
Other students in my major	6.9	2.9	179
Affordability of _____			
Textbooks	6.5	2.7	176
Other materials besides textbooks	6.8	2.7	146
Other materials I felt I needed that were not required	6.2	3.1	81



Campus Climate

Respondents generally *Agreed* or *Somewhat Agreed* (a score of 3 or 4 out of 4) with items under the campus climate section. Respondents were least in agreement with the statement “People at CRC care about my success” (10.91% of respondents *Disagree* or *Somewhat Disagree*). Table 3 below lists the average rating, standard deviation, and number of respondents for each item.

Table 3: 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.	3.6	0.7	166
The CRC campus community encourages free and open discussion of difficult topics.	3.6	0.7	158
People at CRC care about my success.	3.4	0.9	165
My perspective was valued during class discussions.	3.5	0.7	159
Generally, I feel safe at CRC.	3.6	0.7	157
CRC staff and managers treat people of all racial, ethnic, and cultural backgrounds with equal respect.	3.7	0.6	158
CRC staff and managers treat people of all genders/gender identities with equal respect.	3.7	0.6	157
CRC faculty treat people of all racial, ethnic, and cultural backgrounds with equal respect.	3.7	0.7	160
CRC faculty treat people of all genders/gender identities with equal respect.	3.7	0.7	157

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. On average, respondents report that they under-estimated the amount of time it would take them to graduate. Respondents age 25 or older tend to under-estimate the amount of years it will take to graduate slightly more than their younger peers ($F(1, 158) = 3.36, p < 0.1$). Unlike last year, there was no significant difference in completion times by student race or ethnicity.

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, experiencing a challenging financial situation, 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 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).

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:

- They were more likely to disagree with the statement, “In my first semester, I was able to easily find out what courses I needed to take in order to graduate.” ($F(4, 154) = 14.83, p < 0.05$)
- They were more likely to agree with the statement, “I was confused about which courses to take” ($F(4, 213), 10.30, p < .001$)



- They were more likely to agree with the statement, “I took classes that didn’t end up counting towards my degree/certificate” (F(4, 213), 8.61, $p < .001$)

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 (14.15%), undecided (12.74%), business / management (11.32%), computers/technology (8.02%), arts and entertainment (7.08%), and human/social services (6.60%).

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 (77.11%) are *satisfied* with their experience at CRC, and 17.47% are *somewhat satisfied*. An additional 5.42% are *somewhat dissatisfied* or *dissatisfied* with their experience. No differences were found in overall satisfaction across race, gender, age group, or income level.

Respondents were asked how COVID-19 affected their learning at CRC, if at all. Respondents were mixed as to whether the transition was more of a struggle (N = 30) or a success (N = 18). Several students pointed out that they had difficulties focusing or that the move to online was disjointed, while others said that the move to remote learning opened up more opportunities for them outside of school.

The Covid-19 pandemic affected my learning experience in the most amazing way. I actually thrived during this time because professors had to make lectures and study material available to us in digital and visual form in Canvas. Which allowed students to review the materials at any time and how many times they needed; this helped with understanding the materials and have a better understanding overall. I could schedule my school around my life instead of the other way around; this gave me more free time to devote to my studies because it cuts out travel time spent. The professors were actually more available to help students on zoom office hours; this is so helpful for students who cannot get to campus but can make office hours online. Honestly, there should be MORE Online Learning Class Options regardless of when Covid-19 is not an issue anymore. The pandemic proved that most classes can be taught online and do not require to be in person.

It impacted me in a positive way. I was able to take more classes from the comfort of my home, instead of having to commute straight after work, like I did the first year. I also became a father and the time I spent with my son could not have been the same if it was regular classes. It would have taken me longer to graduate and might have even considered dropping a few classes or entirely.

Online learning was not as difficult for me as others, but it did cut down on motivation and delay my graduation by at least a year. My grades really suffered during this time.

I first enrolled at CRC in the Spring semester of 2020. At the time all of my classes were in-person. Shifting to online classes was a big change and required a lot of learning from both the students and professors. However, I learned to adapt and have found myself becoming a stronger student because of the support I found at CRC.

It was extremely hard transitioning from in person courses to being fully online once the pandemic started. A lot of professors had a hard time navigating applications like zoom which made it hard to pass certain courses.



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. Seven students said they received inconsistent information from Counseling, and four students said they had issues receiving responses from staff either by phone or email. Three respondents suggested providing more proactive counseling/advising to students, and three respondents recommended drawing more concrete connections to the professional world.

Having a support team that checks in once a semester might be beneficial in feeling more supported academically and emotionally.

I did not have a great experience with planning courses with a counselor. I wish they were more aware of the difference between UC and CSU transfer requirements. I eventually started planning courses without assistance because the counselor I talked to unintentionally misled me.

Admissions and financial aid does not have enough staff to respond to calls or emails in a timely manner.

Having more opportunities to explore different career paths and more career counseling would have helped find what path I needed to take sooner.

To close, graduates were asked, “Do you have a favorite memory of CRC that you would like to share with us?” Fourteen respondents pointed out a specific instructor who inspired them with their passion or teaching style. Eight respondents said they enjoyed collaborating with their peers in and outside of class, and six respondents mentioned the friendships they formed while at CRC.

Working on projects on campus with other students would be my favorite memory.

I have quite a few but to sum it up I enjoyed good conversation and laughs with my classmates.

The many professors that were patient, understanding, kind, and just amazing with helping me through the last 2 years. I appreciated all the staff who helped me with questions I had and were fast with getting back to me.

I will definitely miss most of my professors that helped me through this journey. I have three instructors who really wanted me to succeed and made me believe I could finish. I will miss them and I hope that if any future students that attend CRC will have the same experience like me.

Considerations for Future Graduate Exit Survey Design and Research

The Research & Equity Office will continue to analyze findings from the new instrument longitudinally. Part of this analysis includes the publication of a data dashboard that allows campus users to disaggregate survey items and compare responses across the years. The Research & Equity Office will continue to standardize survey items so that more items are available for longitudinal comparison in the 2022-2023 update.

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 have not yet completed an award.