

# Graduation Report

2020-21



On June 9<sup>th</sup>, 2021, a Graduate Survey was sent out to 784 students who had completed an Associate's Degree. The survey instrument was primarily adopted from Riverside City College with some minor modifications to align with Norco College's offering of programs and services. Eighty-four students replied to the survey which is an 11% response rate. Students were asked to provide their college ID number and out of the 84 respondents only one respondent did not provide an ID. Through the use of student IDs, we were able to identify that the Graduate Survey sample had the following demographics as compared to all students receiving an Associate's Degree.

Ethnicity	Survey Respondents		Degree Earners		Difference
	Count	Percent	Count	Percent	
Asian	5	6.0%	100	9.2%	-3.2
Black/ African American	11	13.1%	63	5.8%	7.3
Hispanic/Latino	45	53.6%	632	58.1%	-4.5
Two or More	1	1.2%	17	1.6%	-0.4
American Indian or Alaskan Native	0	0.0%	3	0.3%	-0.3
Native Hawaiian or Pacific Islander	0	0.0%	4	0.4%	-0.4
White	19	22.6%	263	24.2%	-1.6
Unknown	0	0.0%	6	0.6%	0.6
Total	84	100.0%	1088	100.0%	

Gender	Survey Respondents		Degree Earners		Difference
	Count	Percent	Count	Percent	
Female	53	63.1	655	60.2	2.9
Male	27	32.1	426	39.2	-7.1
Unknown	1	1.2	7	0.6	0.6
Total	84	100.0	1088	100.0	

Age	Survey Respondents		Degree Earners		Difference
	Count	Percent	Count	Percent	
19 and under	17	20.2	125	11.5	8.7
20-24	32	38.1	574	52.8	-14.7
25-29	10	11.9	179	16.5	-4.6
30-34	4	4.8	78	7.2	-2.4
35-39	5	6.0	42	3.9	2.1
40-49	5	6.0	61	5.6	0.4
50 and above	8	9.5	29	2.7	6.8
Unknown	3	3.6	0	0.0	3.6
Total	84	100.0	1088	100.0	

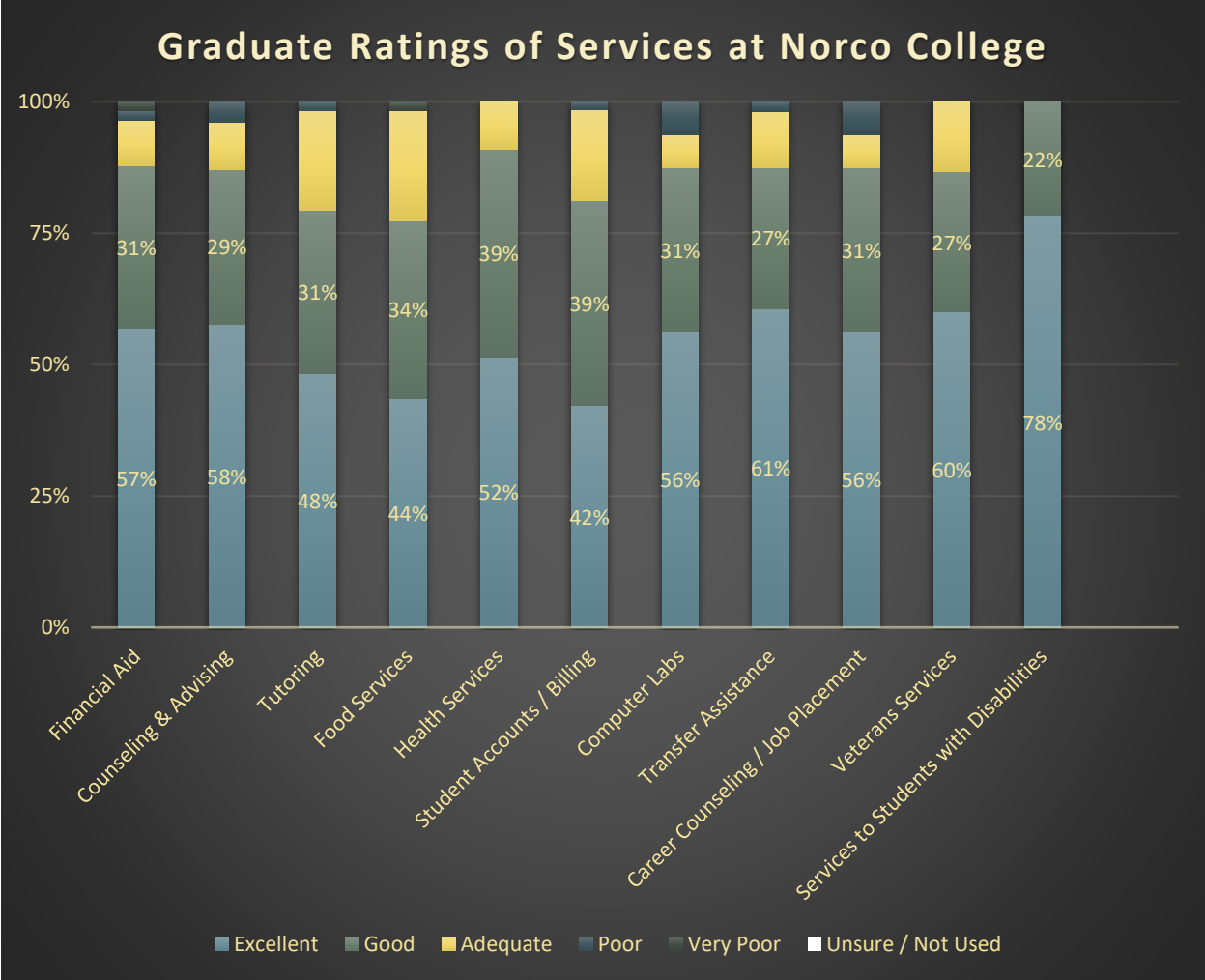
Based on the comparison of ethnicity, gender and age variables it appears that the sample was somewhat underrepresented in all ethnicity areas, except for Black/African-American. In gender and age, males and younger students (24 and under) were underrepresented. In terms of sample size, eighty-four students is somewhat small which could also account for some of the differences between sample and population percentages. Even with these limitations, the sample is adequate to generalize to the population but results should be interpreted with these limits in mind.

The first area of the survey assessed the most important reason they chose Norco for their college. The table below shows the frequency of responses sorted from highest to lowest.

<b>What is the most important reason for your choosing Norco College?</b>	<b>Frequency</b>	<b>Percent</b>
<b>The college is conveniently located to my home and /or work</b>	40	47.6%
<b>The college offered the courses I needed to meet my educational goals</b>	22	26.2%
<b>Recommended by a friend or family member</b>	10	11.9%
<b>Recommended by a teacher or counselor</b>	4	4.8%
<b>Affordability</b>	1	1.2%
<b>Amazing staff and perfect school</b>	1	1.2%
<b>For JFKMCHS</b>	1	1.2%
<b>I chose Norco College because I was able to always find fast parking.</b>	1	1.2%
<b>I didn't know what to choose as a career and a community college was a good start.</b>	1	1.2%
<b>I was not sure what I wanted to do quite yet. That is why I felt that going to Norco College was the smartest way to figure out what I wanted to do and strive to go to a four-year university that was fitting for my goals.</b>	1	1.2%
<b>Saving money and it was close to home</b>	1	1.2%
<b>Work required degree for promotion</b>	1	1%
<b>Total</b>	84	100.0%

As can be seen from the top two reasons above, the most important reasons for choosing Norco College would fall into the category of convenience/location/access. Convenience in location and also access to courses that would advance them toward their goal comprised almost three-quarters of the motivation that graduates said guided them to select Norco as their college. The next two highest reasons were in the category of word-of-mouth. Recommendations by friends, family, or teachers/counselors were also noteworthy reasons graduates chose Norco College. The remaining reasons were written in under "Other".

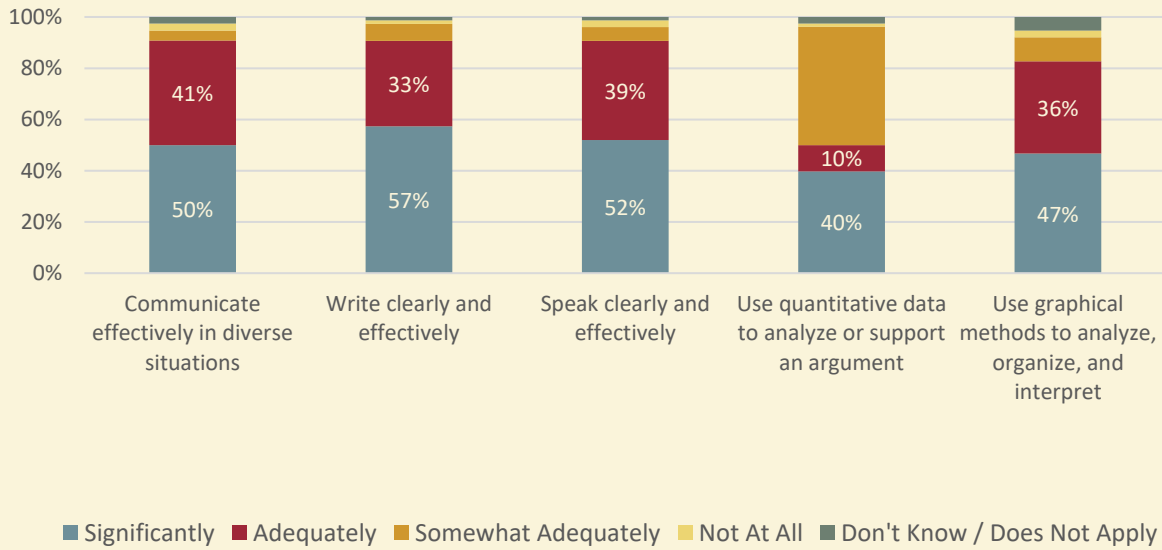
The next area of the survey assessed graduates' quality ratings of student and learning support services. Respondents used a six-point Likert scale ranging from Excellent to Poor and also included Unsure/Not Used. The following bar chart shows the percent responding Excellent to Poor by services, but the Unsure/Not Used category was omitted since services with lower usage would artificially lower the other response categories.



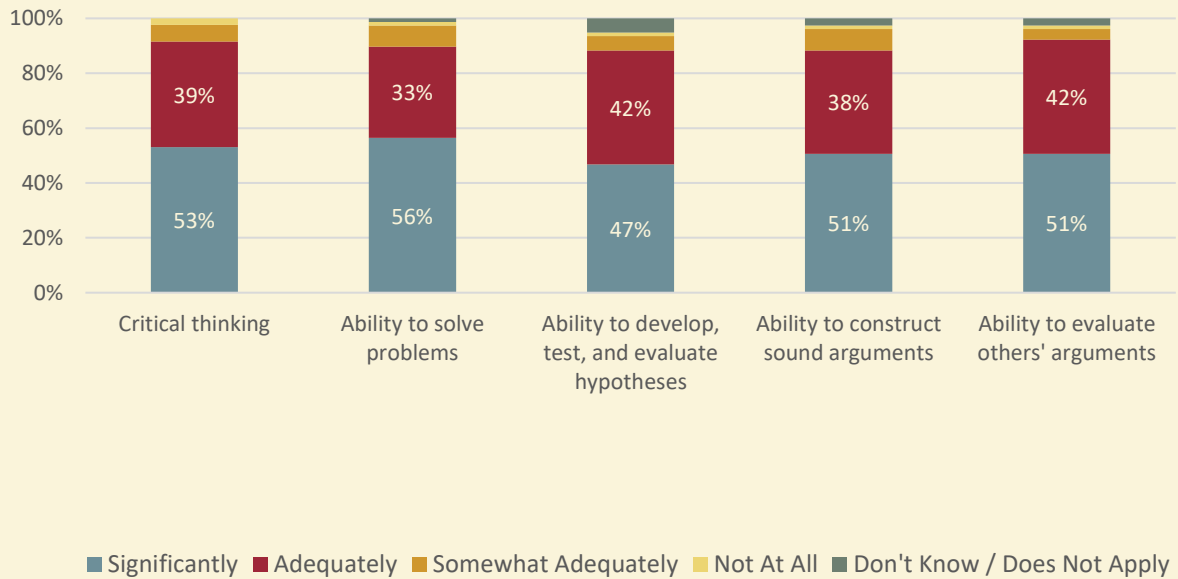
Overall, positive ratings (the sum of Excellent and Good percentages) show that all student and learning support services were rated as providing quality service to responding graduates. The positive ratings ranged from a high of 100% for Services to Students with Disabilities to 78% for Food Services.

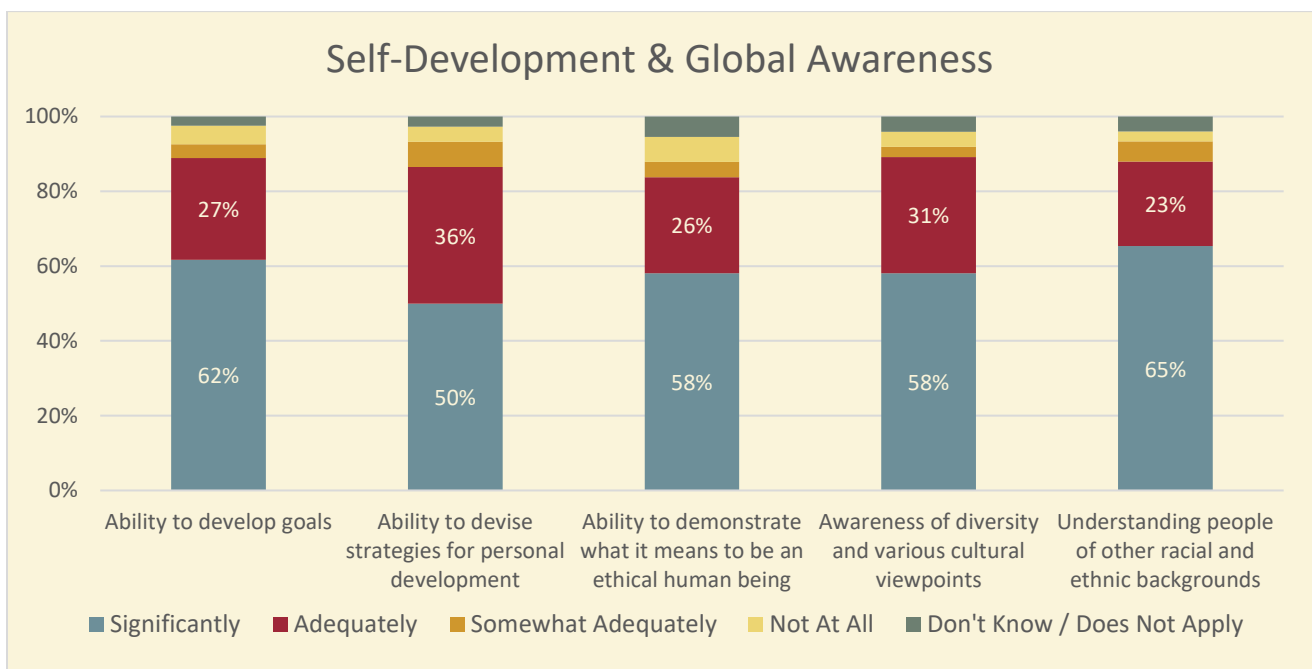
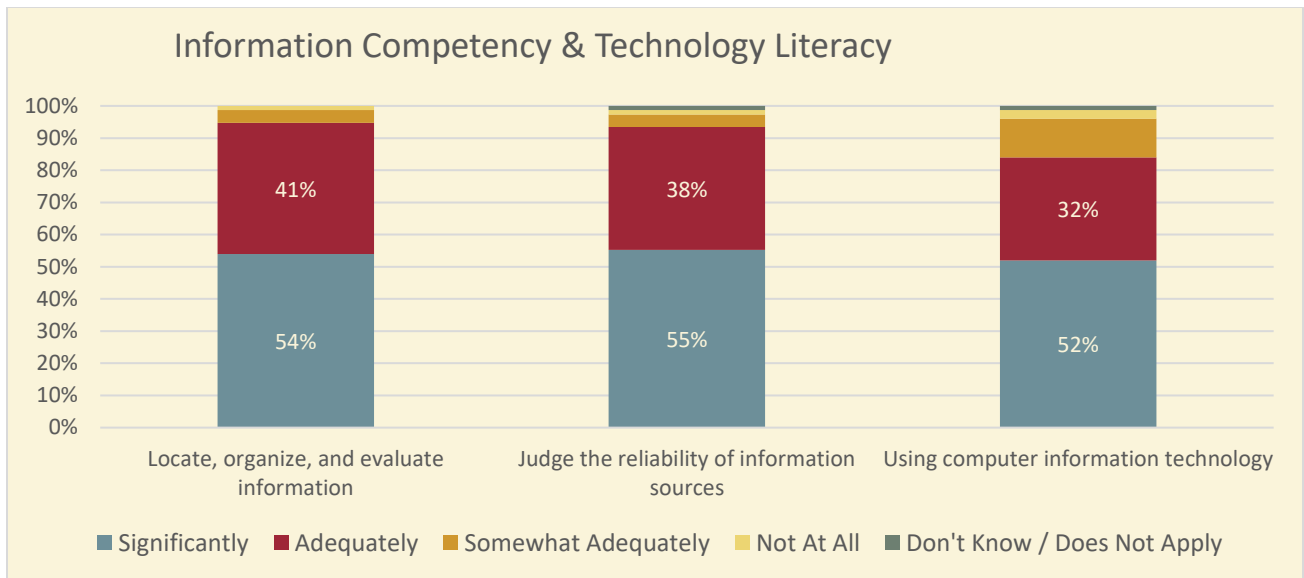
The next area of the survey asked graduates to rate how their experiences at Norco College affected their knowledge and capabilities through 28 different statements. Eighteen of these knowledge and capability areas could be grouped into the four General Education Learning Outcomes (GELOs), also referred to as Institutional Learning Outcomes, which are the areas in which all graduates should demonstrate mastery regardless of major. It is important to note that on a student survey of learning gains, the results are an indirect assessment of learning. In essence, the ratings on the following four charts are students' perceptions of their gains in learning, not necessarily their actual learning which is assessed through faculty utilizing SLO assessment.

## Communication



## Critical Thinking

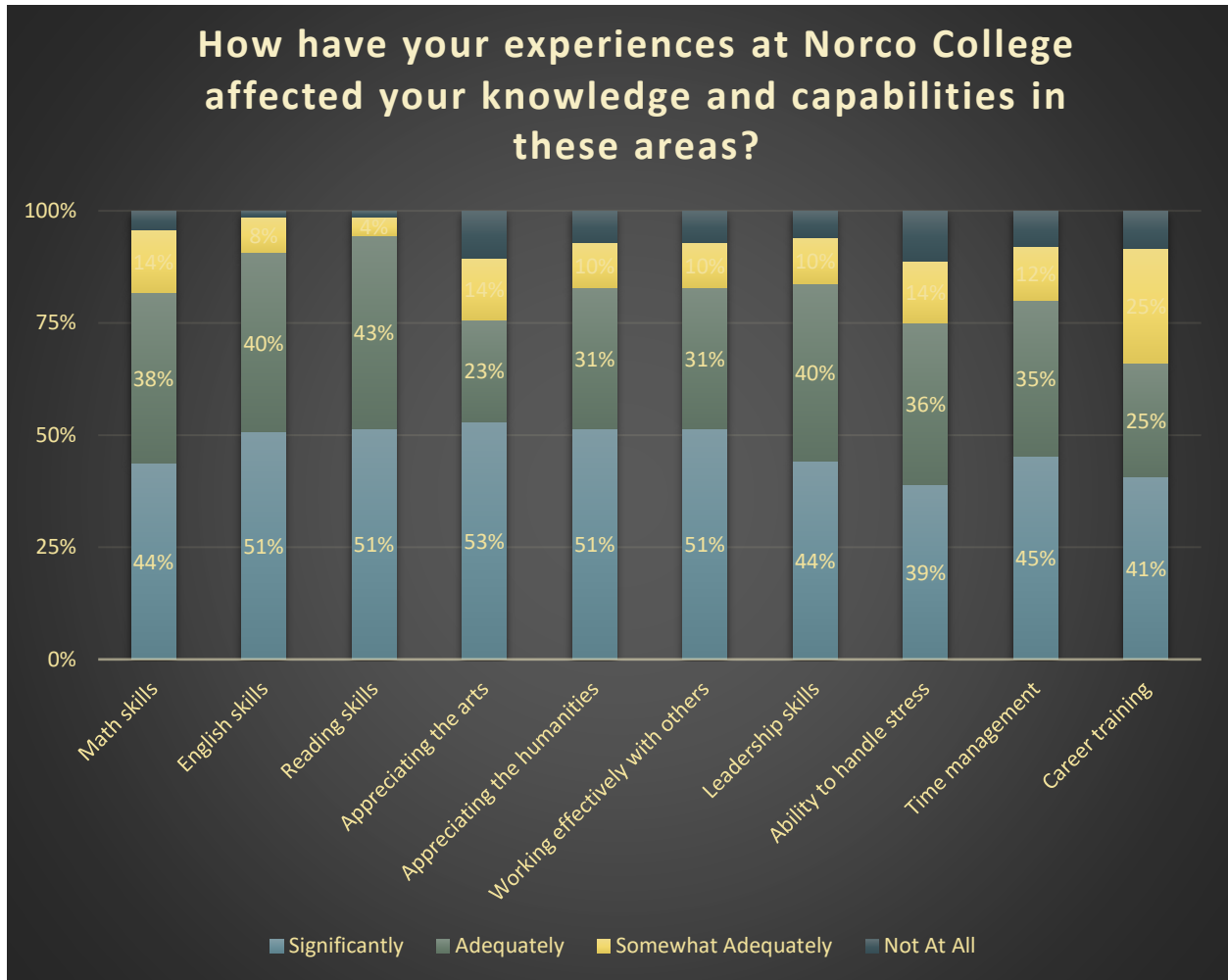




Similar to ratings of services in the previous area, positive ratings were defined as the combined percentage of those who rated GELO learning gains as Significantly or Adequately. Definitions for each of the GELOs are provided in the appendix, but the individual statements rated by graduates can be seen in each of the four GELO charts. Most of the GELO statements showed positive ratings ranging from high eighty percent into low ninety percent, with one exception. In the Communication GELO, “Use quantitative data to analyze or support an argument” was given a positive rating of 50%. This may show a gap students perceive in their learning and capabilities while at Norco College.

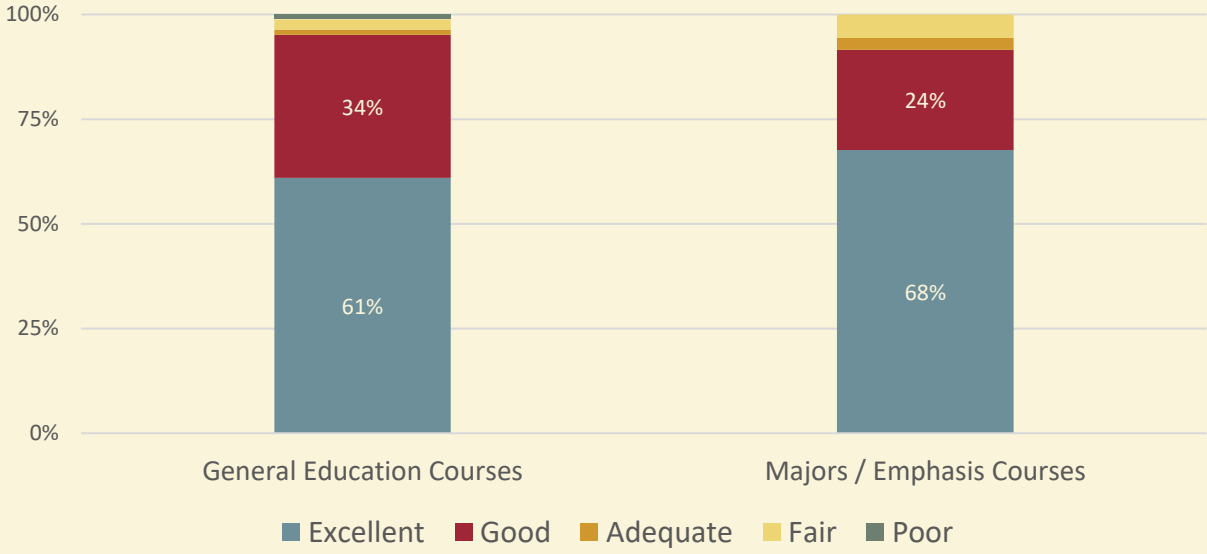
The remaining ten statements assess the college impact in basic skills (math, English, reading), appreciation of the arts/humanities, and personal skills (leadership, stress & time management, career).

The chart below shows the percentages for each of the response choices (excluding Don't Know/Does Not Apply) made by graduates.

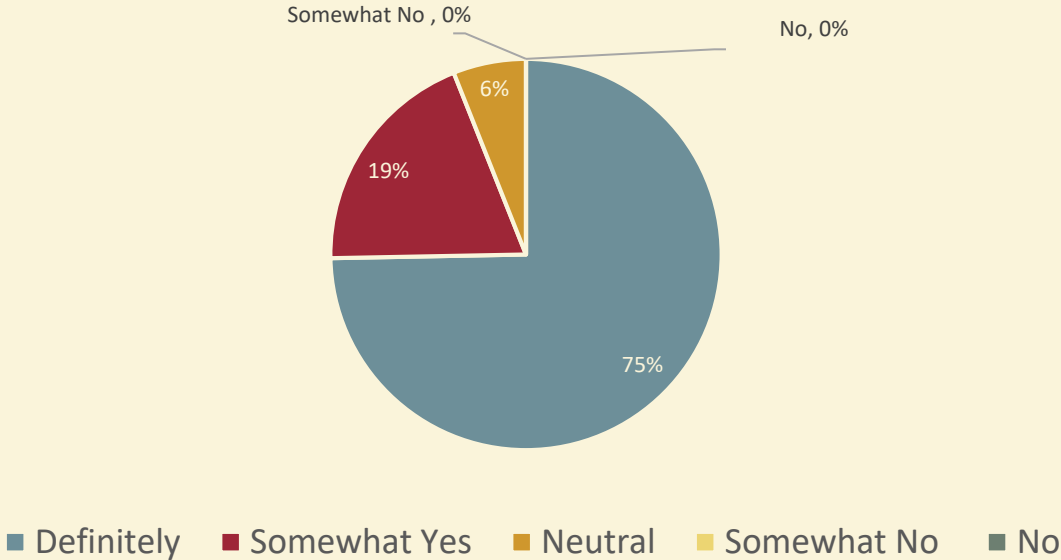


Graduates' responses showed they perceived the most positive gains in the areas of English Skills (91%) and Reading Skills (94%). The lowest areas in positive gains were in Career Training (66%) and Ability to Handle Stress (75%). It appears that there could be some focus on improving training in these two personal skills areas, although almost 2/3 to ¾ of the graduates felt Norco College had positively affected these areas.

**Please provide your overall rating for each of these course categories:**



**Do you feel your degree and/or certificate has prepared you for your next step academically or in the workplace?**





General Education and major courses clearly had strong ratings receiving combined Excellent and Good percentages at 95 and 92, respectively. In addition, graduates positive ratings (Definitely plus Somewhat Yes) were at 94% in terms of feeling prepared for their next step academically or in the workplace.

#### SUMMARY

Overall findings from the Graduate Survey was that respondents were generally positive about student and learning support services; perceived gains in GELOs, basic skills and personal skills; ratings for general education and major courses; and feeling prepared for their next step academically or in the workplace. Most ratings in these areas were in the high-80% to low-90% range. There was only one area that showed room for improvement, and that was “Use of quantitative data to analyze or support and argument” within the Communication GELO. One other area of concern was the low number of respondents (n=84). Though it wasn’t low enough to invalidate the findings, it may be worth considering aggregating findings from subsequent years if the survey continues, to see if any other trends become clear as the sample size increases.

## **Appendix A**

### **General Education Student Learning Outcomes**

1. **CRITICAL THINKING** Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.
2. **INFORMATION COMPETENCY & TECHNOLOGY LITERACY** Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.
3. **COMMUNICATION** Students will be able to communicate effectively in diverse situations. Be able to create, express and interpret meaning in oral, visual and written forms. Will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic and numerical methods to analyze, organize, and interpret data.
4. **SELF-DEVELOPMENT AND GLOBAL AWARENESS** Students will be able to develop goals and devise strategies for personal development and well-being. Be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.