



Feather River College

**2022 Year End Student Survey (YESS)
Summary**

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Contents

Background 3

Limitations 3

Executive Summary 4

Respondents 5

College-Wide Student Learning Outcomes (CWSLO)8

Satisfaction 11

Conclusions and Recommendations 15

Background

The Year End Student Survey (YESS) is conducted annually prior to the completion of the spring term. The survey has a variety of uses, but its main purpose is to evaluate College-Wide Student Learning Outcomes (CWSLO) and solicit feedback from students in order to improve services. The results are broken down into the following sections: Respondents, CWSLO, Satisfaction, and Conclusions and Recommendations. The Respondents section examines the demographic data of the students who participated, CWSLO reviews the set of questions designed to evaluate outcomes at the campus level, Satisfaction centers around departments/services that cater to our students, and Conclusions and Recommendations are self-explanatory. The target population for this questionnaire is on-campus students; polling for incarcerated and distance education students is accomplished through separate instruments with the acknowledgement that some off-campus students may have responded due to method of distribution. The Student Learning Outcome Assessment Cycle (SLOAC) Committee is responsible for question development, with input from relevant campus bodies as needed. The office of Institutional Research (IR) conducts the analysis and disseminates the findings via on-campus presentations and this report posted on the IR website. Question summaries for the multiple choice and multiple answer questions by section are included in the question appendix at the end of this report for completeness. Individual response data is available from IR upon request with a demonstrated need. Comparison to previous surveys is avoided when possible (limited to CWSLOs). While it may be helpful to look at overall trend; it is important to remember that each sample of students is unique and may not be generalizable to the student population as whole for a given year. Samples (especially in consecutive years) are not independent, and therefore do not lend themselves to common comparison tests (e.g., 2-sample t, ANOVA).

Limitations

Sample size: The challenge of minimal counts is ever-present at a small rural college, and this project is no exception. This manifests in a variety of ways from generalizing results to limiting analysis. Question summaries and graphics are reported as descriptive and minimal disaggregation is performed within subgroups. Future iterations may add categorical/correlational analysis and modeling with the inclusion of additional identifying questions, additional respondents, and a refinement of research questions.

Non-response bias: The quintessential question when it comes to this issue: “Are the non-respondents qualitatively different from the sample that responded?” This researcher may have inadvertently contributed to this effect by limiting the survey to online platforms, thus excluding students without access to technology (paper copies will once again be available to mitigate this in the future). Non-response must be addressed at the survey level (e.g., “Who didn’t participate?”) and at the question level (e.g., “Who skipped this question?”). The inclusion of “No opinion/not applicable” and “Not used/unfamiliar” answer choices can further exacerbate

this problem (though this may be unavoidable) and make comparison of results more challenging. The other fundamental question in this sphere, “Are the results generalizable to the student population as a whole?” Something to consider from this year’s results are that over half of the responses were collected over the first two days; roughly two thirds of those responses occurring on the day of the annual graduation information session where the survey was heavily promoted. The over representation of graduating students could directly skew results for the graduation (Q26) and transfer (Q27) questions and influence others (e.g., CWSLO). Weighting and imputation of responses were not used in the analysis of responses.

Executive Summary

The online survey platform SurveyMonkey was used for administration with the instrument being available from April 25th through May 19th 2022. Overall response rate was 17% (113 of 650 on-campus students) with 73% (83) completing the survey in its entirety. SurveyMonkey defines completion as answering all required questions and clicking “done” on the last page of the survey; partial or incomplete status is answering at least one question and advancing to a new page by clicking “next”. This version of YESS did not have any required questions meaning that a student simply had to answer one question on each page to advance to the last page and click “done” to be counted as a completion. This resulted in differing response totals on a question-by-question basis. Response totals reported in parentheses following the percentage; multiple question totals proceeded by “~” to denote approximation. Participation was solicited through links sent via email, Canvas notifications, and QR codes posted throughout campus. This year YESS was entirely online.

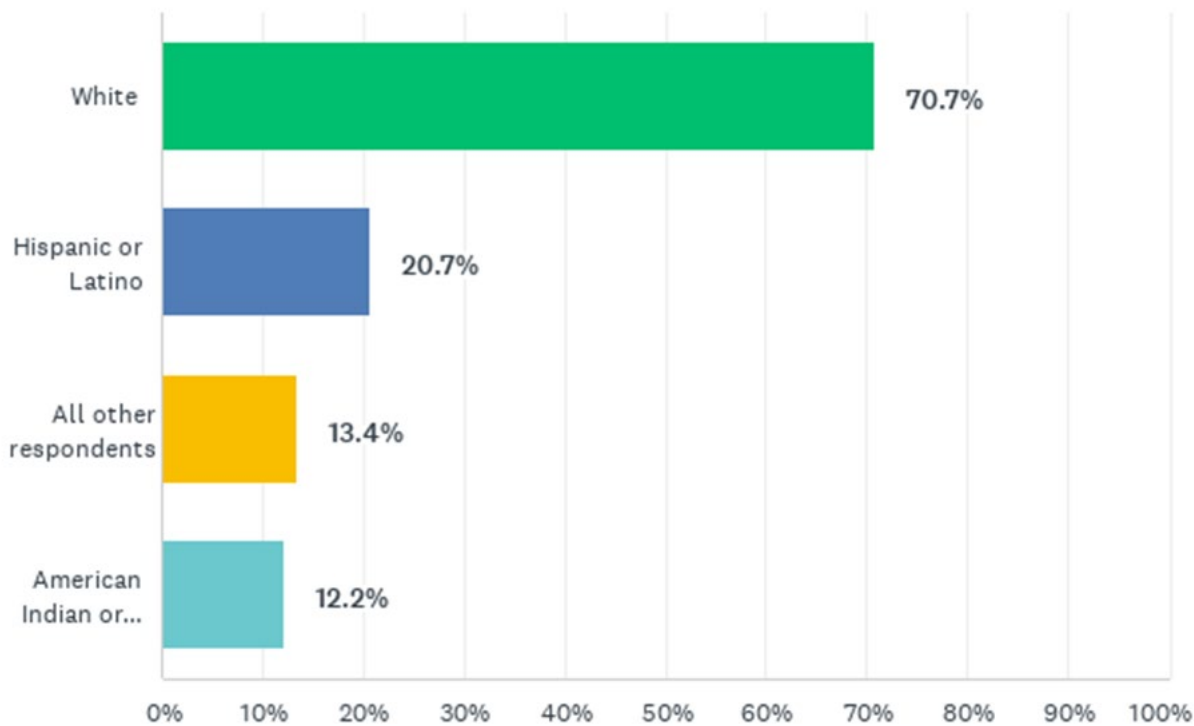
Survey highlights:

- ❖ 82% (69) identified as female (see Respondents).
- ❖ 95% (~91) of respondents are glad they came to FRC and benefited from courses they have taken.
- ❖ 90% (78) of respondents plan to graduate with a degree or certificate (see Limitations).
- ❖ 54% (47) plan to transfer; Chico State University, Cal Poly Humboldt, and the University of Nevada, Reno were the most mentioned transfer destinations.
- ❖ 90% (1604) Overall adjusted¹ satisfaction rate across various department/services (Q24).
- ❖ Food services (Eagles Perch) had a 98.7% (74) adjusted¹ satisfaction rate.
- ❖ 7 of the 12 CWSLO questions saw a percentage increase when compared to 2021 levels.
- ❖ Competency with technology saw the largest increase (+7%) among the CWSLO.
- ❖ Written communication competency saw the largest decrease (-6%).

¹ Satisfaction rate was calculated by omitting “Not used/Unfamiliar” responses from the denominator

Respondents

Figure 1: To which racial or ethnic group do you most identify?



As we can see from Figure 1 (above) over 70% of respondents identified as White, with Latinx (Hispanic or Latino) being the second largest group at roughly 20%. Racial categories with fewer than 5 responses were collapsed into “All other respondents”. When we compare the results to Table 1 (below) we can see that both of these populations are overrepresented in the survey (along with American Indian/Alaskan Native). The gender breakdown is more concerning with over 82% (69) respondents identifying as female. Looking again to Table 1 we can see that female students made up roughly half (53.5%) of the spring 2022 student population.

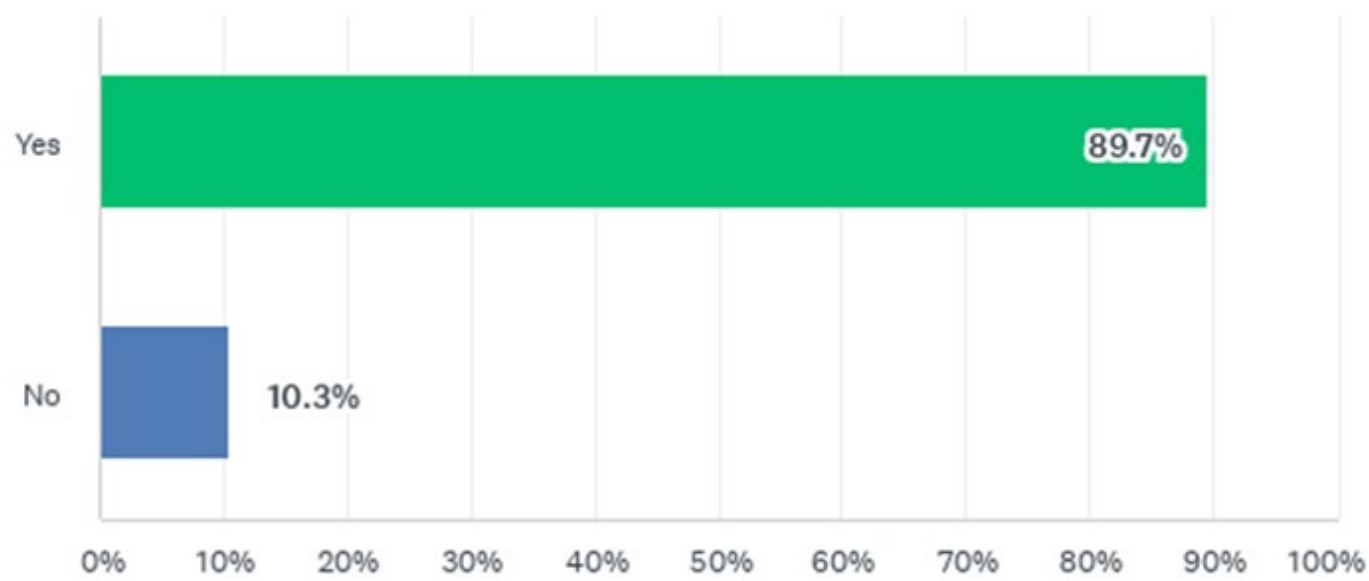
Table 1: FRC Spring 2022 Unique Students by Race and Sex

IPEDS Race	Female	Male	Unknown/Unreported	Total
American Indian/Alaskan Native	6.0% (21)	3.5% (10)	0.0% (0)	4.8% (31)
Asian	2.9% (10)	***	***	2.2% (14)
Black or African American	2.6% (9)	10.2% (29)	0.0% (0)	5.8% (38)
Latinx	12.9% (45)	14.7% (42)	5.9% (1)	13.5% (88)
Native Hawaiian or Pacific Islander	1.7% (6)	***	***	1.4% (9)
Unreported or Unknown	13.5% (47)	11.9% (34)	64.7% (11)	14.2% (92)
White	60.3% (210)	57.5% (164)	23.5% (4)	58.2% (378)
Overall	53.5% (348)	43.8% (285)	2.6%(17)	100.0% (650)

Note: Counts exclude ISP and ISA students. The FRC local application does not include a non-binary category.
Note: Cell counts of less than 5 in an identifiable category have been suppressed due to FERPA considerations

Why does this matter? If an overwhelming majority of respondents identify as female, our survey lacks feedback from other gender groups and therefore is not generalizable to the student population as a whole. Figure 2 (below) visualizes graduation intentions.

Figure 2: Are you planning on graduating from FRC with a degree or certificate?



This response makes intuitive sense; most students enroll with the intention of graduating with a degree or certificate. The response rate could be influenced by particular student groups (e.g., graduating students; see limitations) inflating this rate if other student groups are underrepresented or omitted from the sample (e.g., students without a clear education goal). Table 2 (below) looks at graduation intentions disaggregated by gender.

Table 2: Q26 Graduation Intentions by Gender

Gender	Yes	No	Unique Students
Female	88% (61)	12% (8)	69
Male	93% (14)	7% (1)	15
Overall	89% (75)	11% (9)	84

Note: Non-binary was included as a gender category; no students selected this answer choice (29 skipped the question)

From the table we can see that graduation intentions do not significantly differ by gender (despite the small sample of male students). Focusing on gender in this section is not to suggest that students in these respective groups are a monolith, or that there are qualitative differences between these groups with respect to the questions explored. Gender is highlighted here simply because it is the most lop-sided demographic category. Transfer is another important question to consider in terms of student success and funding for the institution. The overall breakdown from the survey was 54% (47) planned on transferring, 15% (13) were not

Page 6 of 22

transferring, and 31% (27) were unsure. In total 87 students answered the transfer question. Chico State University, Cal Poly Humboldt, and the University of Nevada, Reno were the most mentioned transfer destinations in the open-ended portion of this question. Table 3 (below) breaks down the question by gender. Only 84 students answered both Q27 (transfer) and Q28 (gender) accounting for the difference in unique students from Q27 alone (87 vs. 84).

Table 3: Q27 Transfer Intentions by Gender

Gender	Transferring	Not Transferring	Unsure	Unique Students
Female	57% (39)	16% (11)	28% (19)	69
Male	40% (6)	13% (2)	47% (7)	15
Overall	54% (45)	15% (13)	31% (26)	84

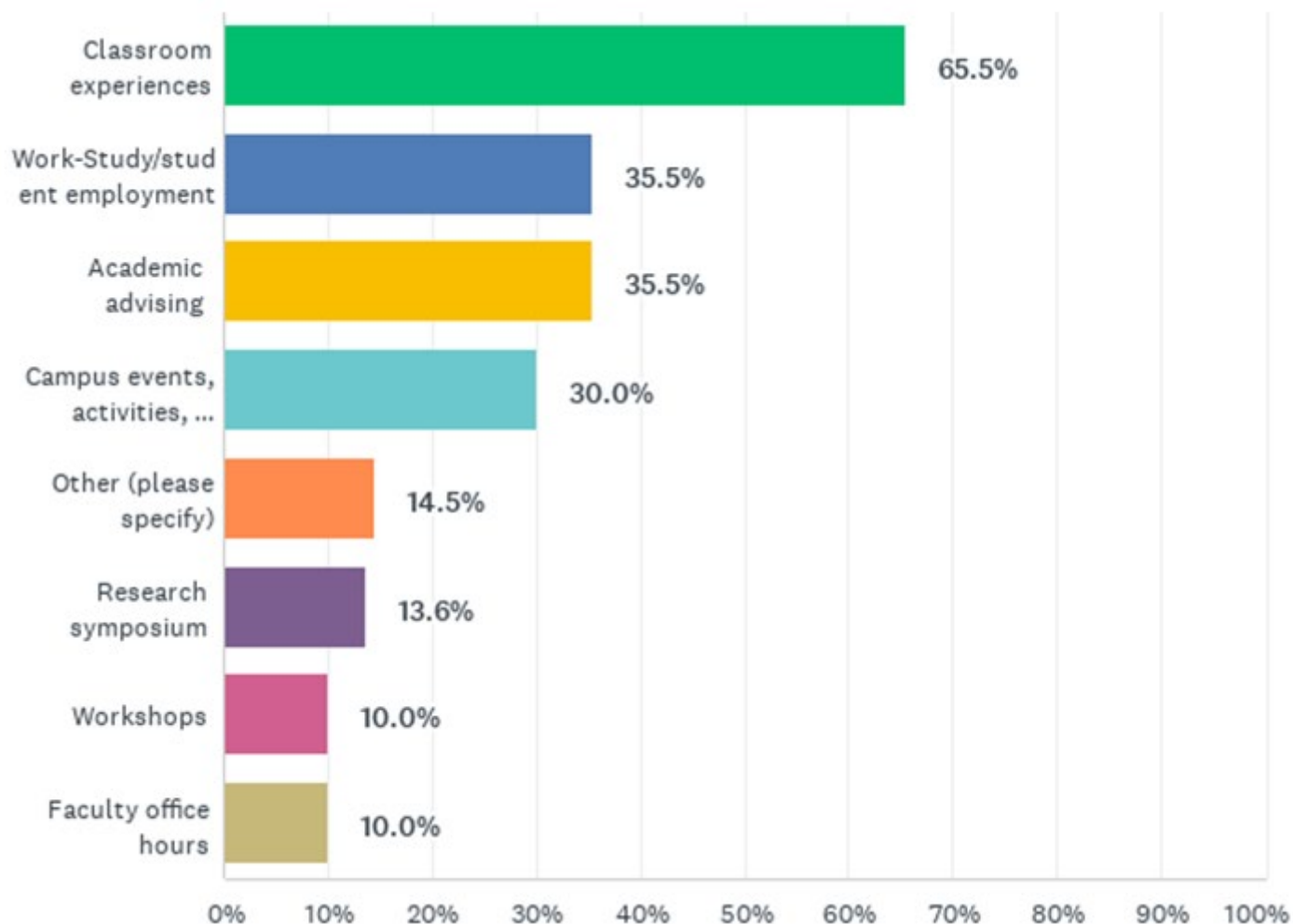
Note: Non-binary was included as a gender category; no students selected this answer choice (29 skipped the question)

Here comparing transfer intentions across gender is a little more difficult. The addition of another answer category severely stretched the limited number of male responses. The main takeaway is that male respondents were more likely to be unsure than their female counterparts accounting for 27% (7) of the unsure responses while only accounting for 17% (15) of overall responses. To reiterate, this only applies to the respondents of the survey and is not generalizable to the male student population of FRC as a whole.

Notable results from the other questions in this section: 76% (65) of students who responded to the age Q29 were 18-24 with students aged 20-21 accounting for 39% (33) of overall responses on their own. First-generation students (neither parent attending college) accounted for 46% (39) of the sample. Question summaries for the multiple-choice and multiple-answer questions from this section can be found in the appendix.

College-Wide Student Learning Outcomes (CWSLO)

Figure 3: Which experiences had the greatest impact on your learning?



The question above is a new addition to YESS with the goal of gaining insight into where the formative experiences occur at FRC. Over 65% (72) of respondents pointed to the classroom as the location that shaped their learning the most, with work-study and advising being mentioned about half as frequently 35.5% (39). Although this result is not exactly surprising, it further reinforces the notion that the classroom plays an outsized role in the overall student experience.

Table 4 on the following page breaks down the responses to the various CWSLO questions on the survey. Across the 12 questions, 76% (968) of the responses were “Competent” or “Very Competent” which was very encouraging. Question 10: “How competent do you feel about your knowledge/ability in ethical reasoning and responsibility?” saw the largest share of “Competent” or “Very Competent” responses with 87% (90) falling into one of these categories.

Table 4: College-Wide Student Outcomes Summary

Question - CWSLO	Not At All Competent	Somewhat Competent	Competent	Very Competent	No Opinion / Not Applicable	Total Responses
Q2 - Written Communication	2.7% (3)	17.9% (20)	49.1% (55)	30.4% (34)	0% (0)	112
Q3 - Oral Communication	5.4% (6)	18.8% (21)	45.5% (51)	30.4% (34)	0% (0)	112
Q4 - Critical Reading and Writing	1.8% (2)	18.2% (20)	49.1% (54)	30.9% (34)	0% (0)	110
Q5 - Critical Thinking	3.7% (4)	17.6% (19)	47.2% (51)	29.6% (32)	1.9% (2)	108
Q6 - Scientific Reasoning	6.6% (7)	26.4% (28)	34.9% (37)	30.2% (32)	1.9% (2)	106
Q7 - Mathematical Concepts	13.1% (14)	29.9% (32)	29.9% (32)	22.4% (24)	4.7% (5)	107
Q8 - Global Perspective	5.7% (6)	19% (20)	46.7% (49)	23.8% (25)	4.8% (5)	105
Q9 - Information Technology	3.8% (4)	15.4% (16)	49% (51)	31.7% (33)	0% (0)	104
Q10 - Ethical Reasoning	0% (0)	9.7% (10)	54.4% (56)	33% (34)	2.9% (3)	103
Q11 - Goal Setting	1% (1)	13% (13)	45% (45)	41% (41)	0% (0)	100
Q12 - Group Work	4% (4)	9.9% (10)	45.5% (46)	39.6% (40)	1% (1)	101
Q13 - Civic Responsibility	2% (2)	15.2% (15)	43.4% (43)	35.4% (35)	4% (4)	99
Overall	4.2% (53)	17.7% (224)	45% (570)	31.4% (398)	1.7% (22)	1267

There are a number of factors to consider when comparing survey results over time (e.g., response rates, demographics, method of delivery, etc.), which are not taken lightly by this researcher. As mentioned in the background section of this report, weighting and imputation (tools to mitigate some of the factors listed above) were not used in the analysis of the data. At the risk of crossing a statistically dubious Rubicon I still find it meaningful to provide some limited trend analysis (prior year) to provide context, with the disclaimer that year-to-year rates can be highly volatile especially when coupled with small sample sizes and large demographic changes in the respondents.

Table 5 (below) compares the 2021 results of YESS to 2022 on a percentage basis. Counts of responses are displayed in parentheses and the “Percent Difference” column is simply subtracting the 2021 value from 2022. From the table, 7 out of the 12 CWSLO questions saw a percentage increase in 2022. Of these 7, the largest gain was made on Q7: “How competent do you feel about your knowledge/ability in locating, evaluating, and using a wide variety of information technologies?” where 7% more respondents selected into “Competent” or “Very Competent” when compared to 2021. This was the largest change (gain or loss) between the 2 surveys, with the second largest change coming as a 6% gain for mathematical concepts. The increase in information technology and mathematical concepts could be attributed to a myriad of factors some of which were alluded to in previous sections (e.g., higher proportion of graduating students as respondents, significant demographic variation, variability due to small sample size, etc.). If this is a real skill gain it would be a marked increase with positive implications for our students and the college as whole. A student body more comfortable in the online setting would open up possibilities for the expansion of online courses. Gains in mathematical reasoning would translate to more students completing transfer-level math, which could contribute to closing equity gaps (depending on where those gains occur) as well as an increasing funding to the college through the student

success allocation portion of the Student Centered Funding Formula (SCFF) once the institution moves out of hold harmless funding levels.

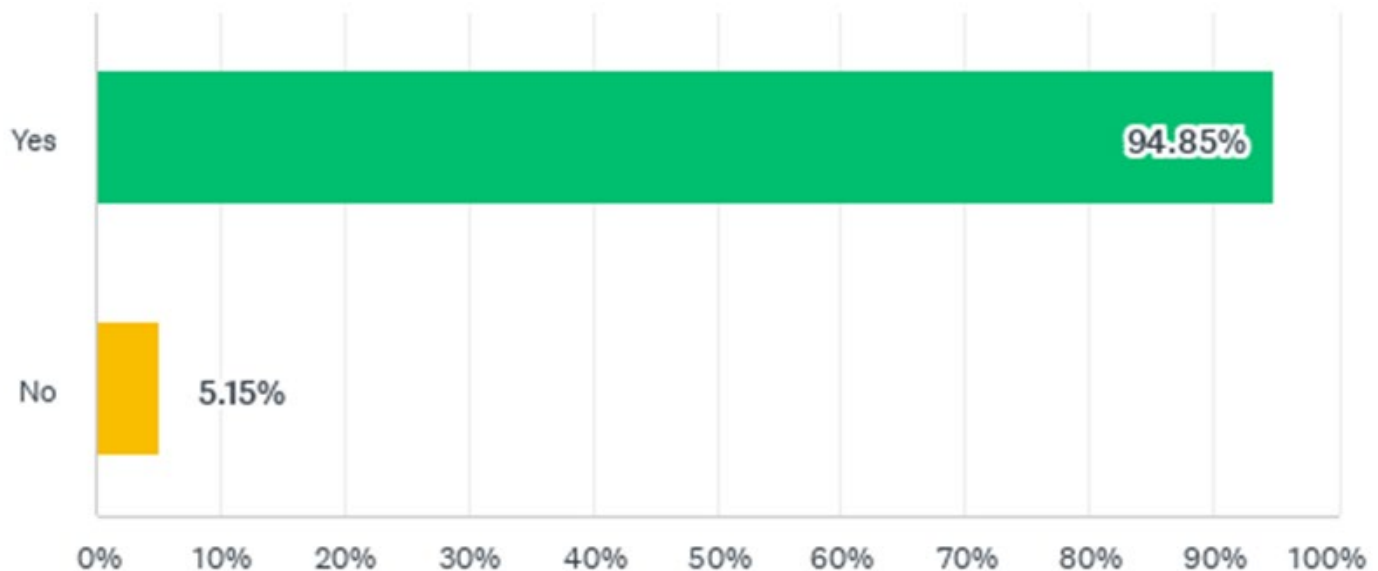
Table 5: CWSLO Comparison 2021 vs. 2022

Question - CWSLO	2021 Competent / Very Competent	2022 Competent / Very Competent	Percent Difference (2022-2021)
Q2 - Written Communication	85.4% (129)	79.5% (89)	-5.9%
Q3 - Oral Communication	77.2% (112)	75.9% (85)	-1.3%
Q4 - Critical Reading and Writing	78% (110)	80% (88)	2.0%
Q5 - Critical Thinking	75.9% (104)	76.9% (83)	1.0%
Q6 - Scientific Reasoning	64% (87)	65.1% (69)	1.1%
Q7 - Mathematical Concepts	46.3% (63)	52.3% (56)	6.0%
Q8 - Global Perspective	76.1% (102)	70.5% (74)	-5.6%
Q9 - Information Technology	73.7% (98)	80.8% (84)	7.1%
Q10 - Ethical Reasoning	91.5% (118)	87.4% (90)	-4.1%
Q11 - Goal Setting	82.8% (106)	86% (86)	3.2%
Q12 - Group Work	81.1% (103)	85.1% (86)	4.0%
Q13 - Civic Responsibility	83.3% (105)	78.8% (78)	-4.5%
Overall	76.2% (1237)	76.4% (968)	-

Losses (if attributable to a real skill loss) could be equally impactful, the 2 largest being written communication and global perspective. Written communication affects more than just English classes, but this is where it would be felt most acutely; further exacerbating equity gaps and ceding any ground gained in math achievement as it pertains to the SCFF. Global perspective while not directly captured in any of the Chancellor's Office Key Performance Indicators (KPIs) and therefore less consequential from a funding perspective could not be more important given the polarized political landscape and information silos that many Americans have sorted themselves into. The college should continue to monitor these trends and intervene through appropriate means (e.g., curriculum, workshops, etc.) if they continue. Interpretation of smaller gains and losses from Table 5 is tenuous at best for all the reasons mentioned previously. Question summaries for this section (along with the previous) can be found in the appendix at the end of this report.

Satisfaction

Figure 4: Are you glad you came to FRC?



The simple graphic above captures the quintessential query of this section with nearly 95% (92) of respondents answering in the affirmative. Below is a sample of comments that accompanying responses:

“Didn't believe I could get this far. Had a fear I would have to start over, but that was not true. Care shown from staff encouraging; beautiful campus!”

“It was an excellent academic experience.”

“I couldn't have picked a more beautiful campus or staff of any higher caliber. I feel totally blessed”

The responses to: “Did you benefit from the courses you have taken at FRC?” were equally positive with over 95% (89) of respondents selecting “Yes” to the prompt. Various courses and instructors are mentioned in the comments, with praise evenly distributed across programs and departments. This speaks to the consistency of quality instruction college-wide, and the commitment of our faculty. Q25 was in a similar vein asking respondents if they would tell others to enroll at FRC, 93% (80) said they would. The results of these 3 straightforward questions should serve as a compass as we navigate the various service areas and programs in the paragraphs to follow. Results may vary, but each area contributed to the overall satisfaction cited above.

Table 6 (on the following page) is a breakdown of satisfaction sentiment by service area. The answer choices for the corresponding question (Q24) were unbalanced with 2 positive responses (“Very Satisfied” and “Satisfied”), 1 negative response (“Dissatisfied”), and 1 not applicable (“Not used/Unfamiliar”). To ease interpretation and balance responses the “Satisfied” and “Very Satisfied” answer choices were combined into 1 category (“Satisfied”). Across all of the areas polled, the overall satisfaction rate was 69.7% (1604 responses). The table is sorted from highest satisfaction to lowest, but it is worth noting that areas in the bottom half of the

Page **11** of **22**

table (with the exception of parking) had a large percentage of responses in the “Not used/Unfamiliar” category, which brought down their overall satisfaction rate. Admissions and Records along with the “Overall FRC experience” saw the highest satisfaction ratings (93.3%, 83) followed closely by the website (88.8%, 79).

Table 6: Satisfaction Summary

How satisfied are you with the following at FRC?	Satisfied	Dissatisfied	Not used/ Unfamiliar	Total Responses
Admissions/ Records	93.3% (83)	4.5% (4)	2.2% (2)	89
Overall FRC experience	93.3% (83)	5.6% (5)	1.1% (1)	89
FRC website	88.8% (79)	7.9% (7)	3.4% (3)	89
Quality of education in your major	87.6% (78)	10.1% (9)	2.2% (2)	89
Academic advising and counseling	86.5% (77)	7.9% (7)	5.6% (5)	89
Financial Aid services	86.5% (77)	3.4% (3)	10.1% (9)	89
Course offerings	83.1% (74)	16.9% (15)	0% (0)	89
Food services (Eagles Perch)	83.1% (74)	1.1% (1)	15.7% (14)	89
Bookstore	76.4% (68)	10.1% (9)	13.5% (12)	89
Preparation for work/career	76.4% (68)	6.7% (6)	16.9% (15)	89
Preparation for transferring to a 4 year institution	74.2% (66)	7.9% (7)	18% (16)	89
Computer and internet access	70.5% (62)	20.5% (18)	9.1% (8)	88
New Student Orientation	70.5% (62)	2.3% (2)	27.3% (24)	88
Library	69.3% (61)	2.3% (2)	28.4% (25)	88
TRIO Student Support Services	64% (57)	3.4% (3)	32.6% (29)	89
Tutoring/ IRC	61.4% (54)	4.5% (4)	34.1% (30)	88
Mental Health & Wellness Center	60.7% (54)	3.4% (3)	36% (32)	89
Gym and athletic fields	58% (51)	4.5% (4)	37.5% (33)	88
Disability Services (DSPS)	57.5% (50)	2.3% (2)	40.2% (35)	87
Health Services (Annex)	56.8% (50)	3.4% (3)	39.8% (35)	88
Relieving food insecurity (e.g. Food Pantry, events with free food)	56.8% (50)	3.4% (3)	39.8% (35)	88
Extended Opportunity Services and Programs (EOPS)	56.2% (50)	1.1% (1)	42.7% (38)	89
CalWorks	55.2% (48)	3.4% (3)	41.4% (36)	87
Parking	52.3% (46)	37.5% (33)	10.2% (9)	88
FRC Housing (Residences, Meadows, Pines)	46.6% (41)	14.8% (13)	38.6% (34)	88
Public transportation (Plumas Transit buses)	46.6% (41)	3.4% (3)	50% (44)	88
Overall	69.7% (1604)	7.4% (170)	22.9% (526)	2300

Table 7 (on the next page) is an adjusted summary of satisfaction. In Table 6 (above) the highest performers (with the exception of course offerings) are those areas/programs with the fewest “Not used/Unfamiliar” responses. These are service areas/programs used by almost all respondents (e.g., admissions and records, the website, academic counseling). Table 7 removes the “Not used/Unfamiliar” field and subtracts these responses from the total recalculating the “Satisfied” and “Dissatisfied” categories with a new denominator “Adjusted Total”. This allows comparison across service areas that are not utilized by all students (e.g., EOPS, DSPS, etc.). This table is a truer measure of satisfaction because it only considers those respondents that used/interacted with the service area or program. There was a reshuffling at the top under

this methodology with the Eagles Perch slotting into the top spot with almost a 99% (74) satisfaction rating followed closely by EOPS 98% (50) and New Student Orientation 97% (62). The overall satisfaction rating across all service areas/programs was an impressive 90% (1604).

Table 7: Adjusted Satisfaction Summary

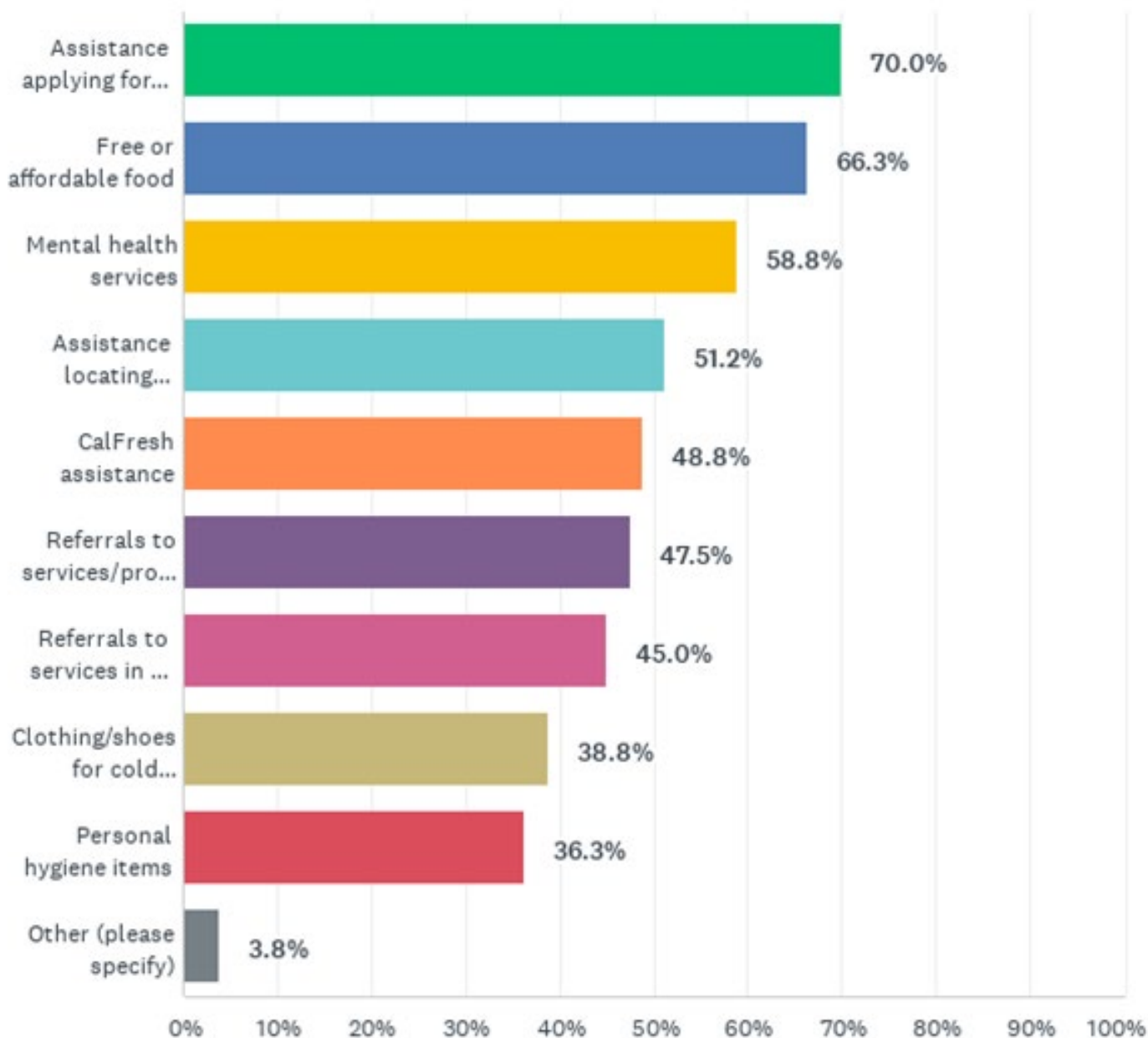
How satisfied are you with the following at FRC?	Satisfied	Dissatisfied	Adjusted Total¹
Food services (Eagles Perch)	98.7% (74)	1.3% (1)	75
Extended Opportunity Services and Programs (EOPS)	98% (50)	2% (1)	51
New Student Orientation	96.9% (62)	3.1% (2)	64
Library	96.8% (61)	3.2% (2)	63
Financial Aid services	96.3% (77)	3.8% (3)	80
Disability Services (DSPS)	96.2% (50)	3.8% (2)	52
Admissions/ Records	95.4% (83)	4.6% (4)	87
TRIO Student Support Services	95% (57)	5% (3)	60
Mental Health & Wellness Center	94.7% (54)	5.3% (3)	57
Overall FRC experience	94.3% (83)	5.7% (5)	88
Health Services (Annex)	94.3% (50)	5.7% (3)	53
Relieving food insecurity (e.g. Food Pantry, events with free food)	94.3% (50)	5.7% (3)	53
CalWorks	94.1% (48)	5.9% (3)	51
Public transportation (Plumas Transit buses)	93.2% (41)	6.8% (3)	44
Tutoring/ IRC	93.1% (54)	6.9% (4)	58
Gym and athletic fields	92.7% (51)	7.3% (4)	55
FRC website	91.9% (79)	8.1% (7)	86
Preparation for work/career	91.9% (68)	8.1% (6)	74
Academic advising and counseling	91.7% (77)	8.3% (7)	84
Preparation for transferring to a 4 year institution	90.4% (66)	9.6% (7)	73
Quality of education in your major	89.7% (78)	10.3% (9)	87
Bookstore	88.3% (68)	11.7% (9)	77
Course offerings	83.1% (74)	16.9% (15)	89
Computer and internet access	77.5% (62)	22.5% (18)	80
FRC Housing (Residences, Meadows, Pines)	75.9% (41)	24.1% (13)	54
Parking	58.2% (46)	41.8% (33)	79
Overall	90.4% (1604)	9.6% (170)	1774

¹Adjusted Total = Total Responses - Not Used/Unfamiliar Responses

The next question we will consider in this section is another new addition for 2022, and arguably could have been included in the respondents section (though it does not exactly fit in either). Q33 “Feather River College is establishing a Basic Needs Center for students. Which of the following do you feel there is a greatest need for?” This was a multiple answer question so respondents could choose more than one response. Figure 5 (on the next page) is a visualization of the responses to this question. 70% (56) of respondents identified “Assistance applying for grants/maximizing financial aid available to me” as the greatest need, followed by “Free or affordable food” 66% (53), and “Mental health services” 59% (47). These responses were in line with national trends, but the second most popular selection was a bit surprising given the existence of the Eagles Perch and ubiquitous campus messaging surrounding the CalFresh Program. The Mental Health and Wellness

Center is under new management this fall, and has a much larger footprint on campus. It will be interesting to see if this shapes student’s perception of need in subsequent surveys.

Figure 5: Which of the following do you feel there is a greatest need for?



Additional results from this section: 84% (80) of respondents agreed that degree, certificate, and transfer programs met their educational needs. Q20 “Which features of your classes did you enjoy?” was a multiple answer question with mixed results 73% (68) of respondents selecting “Face-to-face” (in-person) instruction, and 62% (58) choosing “Flexibility with online instruction”. This may be less of a contradiction and more about course taking behavior and reasons for it. Finally in Q22 83% (77) agreed with the statement: “FRC faculty, staff, administrators, and students work together for the good of the students.” As with previous sections the question summaries are available in the appendix.

Conclusion & Recommendations

The lower overall response rate (17%) and uneven demographic distribution can be mitigated in future iterations by coordinating with the Office of Communications and Marketing early, offering additional modes of collection, and nominal incentives such as gift cards. This could open the door to additional analysis techniques if the sample is more representative of the student population as a whole (and larger). Question structure and settings (e.g., requiring a response) should be reviewed. While there is a trade-off in requiring responses and the number of students who complete the survey, the alternative is more variability at the respondent level. Additional identifying questions should be explored (e.g., “Are you graduating this term?”) to aid in the subgroup analysis.

Overall sentiment and responses were positive; the adjusted overall satisfaction rating of 90% from the previous section was remarkable when you consider that it was across all service areas, including those that are traditionally unpopular like parking and Wi-Fi. The response to the trio of questions opening the satisfaction section were equally impressive (“Are you happy you came to FRC?”, “Did you benefit from the courses you took?”, and “Would you tell others to enroll?”) all 3 over 93% positive. The college is excelling in a number of areas, a testament to the dedication of faculty and staff. However, now is not the time to be complacent; CWSLO trends should be closely monitored to determine if the year over year changes were due to the variability in the sample or represent real losses and there are still improvements to be made among those competencies.

Question Appendix

Summary tables for the multiple choice and multiple answer questions from each section are included. Note: The tables here reflect the raw output from SurveyMonkey, transformations may have been performed (e.g., combining categories) to produce the tables and graphs in the body of the report.

Respondents

Q26. Are you planning on graduating from FRC with a degree or a certificate?

Answer Choices	Responses		Answered	87
Yes	89.66%	78	Skipped	26
No	10.34%	9		

Q27. Are you transferring to another institution?

Answer Choices	Responses		Answered	87
I do not know if I am transferring	31.03%	27	Skipped	26
I am not transferring	14.94%	13		
I am transferring	54.02%	47		

Q28. What is your gender?

Answer Choices	Responses		Answered	84
Female	82.14%	69	Skipped	29
Male	17.86%	15		
Non-binary	0.00%	0		

Q29. How old are you?

Answer Choices	Responses		Answered	85
Under 18	3.53%	3	Skipped	28
18-19	27.06%	23		
20-21	38.82%	33		
22-24	10.59%	9		
25-29	4.71%	4		
30-34	4.71%	4		
35-39	5.88%	5		
40-49	4.71%	4		
50-64	0.00%	0		
65 and over	0.00%	0		

Q30. Did either of your parents attend college?

Answer Choices	Responses		Answered	85
Yes	54.12%	46	Skipped	28
No	45.88%	39		

Q31. To which racial or ethnic group do you most identify?

Answer Choices	Responses		Answered	82
Hispanic or Latino	20.73%	17	Skipped	31
American Indian or Alaska Native	12.20%	10		
Asian (including Filipino)	3.66%	3		
Black, African-American	4.88%	4		
Pacific Islander	0.00%	0		
White	70.73%	58		
Mixed/ Multiple race	4.88%	4		
Specific national origin, ethnic group, or tribal community:		7		

College-Wide Student Learning Outcomes (CWSLO)

Q1. Which experiences had the greatest impact on your learning? (Check all that apply)

Answer Choices	Responses		Answered	110
Research symposium	13.64%	15	Skipped	3
Classroom experiences	65.45%	72		
Work-Study/student employment	35.45%	39		
Workshops	10.00%	11		
Campus events, activities, and speakers	30.00%	33		
Faculty office hours	10.00%	11		
Academic advising	35.45%	39		
Other (please specify)	14.55%	16		

Q2. How competent do you feel about your knowledge/ability in written communication?

Answer Choices	Responses		Answered	112
Very competent	30.36%	34	Skipped	1
Competent	49.11%	55		
Somewhat competent	17.86%	20		
Not at all competent	2.68%	3		
No opinion/not applicable	0.00%	0		

Q3. How competent do you feel about your knowledge/ability in oral communication?

Answer Choices	Responses		Answered	112
Very competent	30.36%	34	Skipped	1
Competent	45.54%	51		
Somewhat competent	18.75%	21		
Not at all competent	5.36%	6		
No opinion/not applicable	0.00%	0		

Q4. How competent do you feel about your knowledge/ability in critical reading and writing?

Answer Choices	Responses		Answered	110
Very competent	30.91%	34	Skipped	3
Competent	49.09%	54		
Somewhat competent	18.18%	20		
Not at all competent	1.82%	2		
No opinion/not applicable	0.00%	0		

Q5. How competent do you feel about your overall knowledge/ability in critical thinking?

Answer Choices	Responses		Answered	108
Very competent	29.63%	32	Skipped	5
Competent	47.22%	51		
Somewhat competent	17.59%	19		
Not at all competent	3.70%	4		
No opinion/not applicable	1.85%	2		

Q6. How competent do you feel about your knowledge/ability in scientific reasoning?

Answer Choices	Responses		Answered	106
Very competent	30.19%	32	Skipped	7
Competent	34.91%	37		
Somewhat competent	26.42%	28		
Not at all competent	6.60%	7		
No opinion/not applicable	1.89%	2		

Q7. How competent do you feel about applying mathematical concepts that you've learned?

Answer Choices	Responses		Answered	107
Very competent	22.43%	24	Skipped	6
Competent	29.91%	32		
Somewhat competent	29.91%	32		
Not at all competent	13.08%	14		
No opinion/not applicable	4.67%	5		

Q8. How competent do you feel about your knowledge/ability to formulate a global perspective?

Answer Choices	Responses		Answered	105
Very competent	23.81%	25	Skipped	8
Competent	46.67%	49		
Somewhat competent	19.05%	20		
Not at all competent	5.71%	6		
No opinion/not applicable	4.76%	5		

Q9. How competent do you feel about your knowledge/ability in locating, evaluating, and using a wide variety of information technologies?

Answer Choices	Responses		Answered	104
Very competent	31.73%	33	Skipped	9
Competent	49.04%	51		
Somewhat competent	15.38%	16		
Not at all competent	3.85%	4		
No opinion/not applicable	0.00%	0		

Q10. How competent do you feel about your knowledge/ability in ethical reasoning and responsibility?

Answer Choices	Responses		Answered	103
Very competent	33.01%	34	Skipped	10
Competent	54.37%	56		
Somewhat competent	9.71%	10		
Not at all competent	0.00%	0		
No opinion/not applicable	2.91%	3		

Q11. How competent do you feel about your knowledge/ability in setting and achieving goals?

Answer Choices	Responses		Answered	100
Very competent	41.00%	41	Skipped	13
Competent	45.00%	45		
Somewhat competent	13.00%	13		
Not at all competent	1.00%	1		
No opinion/not applicable	0.00%	0		

Q12. How competent do you feel about your knowledge/ability to work in groups?

Answer Choices	Responses		Answered	101
Very competent	39.60%	40	Skipped	12
Competent	45.54%	46		
Somewhat competent	9.90%	10		
Not at all competent	3.96%	4		
No opinion/not applicable	0.99%	1		

Q13. How competent do you feel about your knowledge/ability in engaging in civic responsibility?

Answer Choices	Responses		Answered	99
Very competent	35.35%	35	Skipped	14
Competent	43.43%	43		
Somewhat competent	15.15%	15		
Not at all competent	2.02%	2		
No opinion/not applicable	4.04%	4		

Q14. During my time at FRC I've become more independent and resourceful.

Answer Choices	Responses		Answered	97
Yes	94.85%	92	Skipped	16
No	5.15%	5		

Q15. During my time at FRC its become easier to communicate/advocate my wants and needs.

Answer Choices	Responses		Answered	97
Yes	88.66%	86	Skipped	16
No	11.34%	11		

Satisfaction

Q17. Are you glad you came to FRC?

Answer Choices	Responses		Answered	97
Yes	94.85%	92	Skipped	16
No	5.15%	5		

Q18. Did you benefit from the courses you have taken at FRC?

Answer Choices	Responses		Answered	93
Yes	95.70%	89	Skipped	20
No	4.30%	4		

Q19. College degree, certificate, and transfer programs met your educational needs.

Answer Choices	Responses		Answered	95
Strongly agree	46.32%	44	Skipped	18
Somewhat agree	36.84%	35		
Neutral	11.58%	11		
Somewhat disagree	4.21%	4		
Strongly disagree	1.05%	1		

Q20. Which features of your classes did you enjoy? (Check all that apply)

Answer Choices	Responses		Answered	93
Synchronous (Zoom) instruction	17.20%	16	Skipped	20
Flexibility with online courses	62.37%	58		
Canvas for online classes	56.99%	53		
Online content (e.g., homework support, online labs, videos posted by instructors)	40.86%	38		
Face-to-face (in-person) instruction	73.12%	68		
Hybrid (online and face-to-face) instruction	34.41%	32		
Canvas for in-person classes	43.01%	40		
In-person hands-on-learning/projects	47.31%	44		
In-person class discussions	49.46%	46		
Other (please specify)	2.15%	2		

Q21. In general, the way courses are taught at FRC fit your learning style (or are adaptable to it).

Answer Choices	Responses		Answered	93
Strongly agree	37.63%	35	Skipped	20
Somewhat agree	46.24%	43		
Neutral	9.68%	9		
Somewhat disagree	5.38%	5		
Strongly disagree	1.08%	1		

Q22. FRC faculty, staff, administrators, and students work together for the good of the students.

Answer Choices	Responses		Answered	93
Strongly agree	56.99%	53	Skipped	20
Somewhat agree	25.81%	24		
Neutral	9.68%	9		
Somewhat disagree	4.30%	4		
Strongly disagree	3.23%	3		

Q25. Would you tell others to enroll at FRC?

Answer Choices	Responses		Answered	86
Yes	93.02%	80	Skipped	27
No	6.98%	6		

Q33. Feather River College is establishing a Basic Needs Center for students. Which of the following do you feel there is a greatest need for, check all that apply:

Answer Choices	Responses		Answered	80
Free or affordable food	66.25%	53	Skipped	33
CalFresh assistance	48.75%	39		
Personal hygiene items	36.25%	29		
Mental health services	58.75%	47		
Clothing/shoes for cold weather	38.75%	31		
Referrals to services/programs on campus	47.50%	38		
Referrals to services in the community (child care, utilities, etc.)	45.00%	36		
Assistance applying for grants/maximizing financial aid available to me	70.00%	56		
Assistance locating housing	51.25%	41		

Q24. How satisfied are you with the following at FRC?

Department/Service	Very satisfied		Satisfied		Dissatisfied		Not used/Unfamiliar		Total
Academic advising and counseling	53.93%	48	32.58%	29	7.87%	7	5.62%	5	89
Admissions/ Records	49.44%	44	43.82%	39	4.49%	4	2.25%	2	89
Bookstore	37.08%	33	39.33%	35	10.11%	9	13.48%	12	89
CalWorks	33.33%	29	21.84%	19	3.45%	3	41.38%	36	87
Computer and internet access	27.27%	24	43.18%	38	20.45%	18	9.09%	8	88
Course offerings	33.71%	30	49.44%	44	16.85%	15	0.00%	0	89
Disability Services (DSPS)	34.48%	30	22.99%	20	2.30%	2	40.23%	35	87
Extended Opportunity Services and Programs (EOPS)	39.33%	35	16.85%	15	1.12%	1	42.70%	38	89
Financial Aid services	46.07%	41	40.45%	36	3.37%	3	10.11%	9	89
Food services (Eagles Perch)	61.80%	55	21.35%	19	1.12%	1	15.73%	14	89
FRC website	39.33%	35	49.44%	44	7.87%	7	3.37%	3	89
FRC Housing (Residences, Meadows, Pines)	21.59%	19	25.00%	22	14.77%	13	38.64%	34	88
Gym and athletic fields	28.41%	25	29.55%	26	4.55%	4	37.50%	33	88
Health Services (Annex)	28.41%	25	28.41%	25	3.41%	3	39.77%	35	88
Library	37.50%	33	31.82%	28	2.27%	2	28.41%	25	88
Mental Health & Wellness Center	35.96%	32	24.72%	22	3.37%	3	35.96%	32	89
New Student Orientation	30.68%	27	39.77%	35	2.27%	2	27.27%	24	88
Parking	17.05%	15	35.23%	31	37.50%	33	10.23%	9	88
Public transportation (Plumas Transit buses)	21.59%	19	25.00%	22	3.41%	3	50.00%	44	88
Quality of education in your major	47.19%	42	40.45%	36	10.11%	9	2.25%	2	89
TRIO Student Support Services	43.82%	39	20.22%	18	3.37%	3	32.58%	29	89
Relieving food insecurity (e.g. Food Pantry, events with free food)	36.36%	32	20.45%	18	3.41%	3	39.77%	35	88
Tutoring/ IRC	32.95%	29	28.41%	25	4.55%	4	34.09%	30	88
Preparation for work/career	38.20%	34	38.20%	34	6.74%	6	16.85%	15	89
Preparation for transferring to a 4 year institution	30.34%	27	43.82%	39	7.87%	7	17.98%	16	89
Overall FRC experience	53.93%	48	39.33%	35	5.62%	5	1.12%	1	89
								Answered	89
								Skipped	24