

Rancho
Santiago
Community
College
District



**Santa Ana College
Graduate Student Study**

June 2011



Santa Ana College Graduate Student Study

June 2011

Table of Contents

	Page
Introduction	1
Graduate Respondents' Satisfaction with SAC	
Highlights	2
Overall Satisfaction	3
Satisfaction by Ethnicity.....	4
Support Programs and Services.....	5
Graduate Respondents Currently Enrolled in School	
Highlights	7
Current Enrollment.....	8
Preparation Provided by SAC	9
Contribution to Knowledge and Skills	10
Graduate Respondents Currently Employed	
Highlights	12
Respondents' Occupational Status	13
General Information About All Graduates	
Highlights	15
Degrees/Certificates Awarded.....	16
Demographics and Characteristics	17
Respondent Comments:	
Reasons Respondents Were Not Able to Graduate in Time Planned.....	19
Additional Comments Respondents Shared	19
Survey Instrument	21

Introduction

During Spring semester, the RSCCD Research Department sent a follow-up survey to every 2008-2009 SAC Associate of Arts/Sciences and Certificate recipient. The purposes of the survey were 1) to discover what SAC's graduates were doing one year later, and 2) to assess their overall impression of campus life while they were at Santa Ana College. One hundred twenty-nine (9%) of 1294 AA/AS earners and 524 certificate recipients responded. Analysis of this information can assist program staff to identify program needs.

The information provided by respondents is divided into four sections. The first section concentrates on those graduates who responded to the survey and who were still enrolled at any college. Here, questions were aimed at finding out which schools they were currently attending, their majors, and how well SAC prepared them for upper-division work at those institutions.

Because many community colleges graduates go to work immediately after completing their educational program, it was important to find out if our graduates perceive that SAC contributed to their employment success. Section Two looks at those former students who were currently employed. They were asked their current job title, the number of hours they were working, if their job was related to their studies while they were attending SAC and, finally, how well SAC prepared them for their work.

SAC makes many services and programs available to students in the hope of enhancing their success in college. The third section asked survey respondents if they were satisfied with the environment at SAC and to rate their satisfaction with the various services and programs.

Section Four describes demographic characteristics of all graduates (including those who did not respond to this survey), such as age, ethnicity, number of semesters it took to graduate, and a breakdown of the degree majors awarded to them at Santa Ana College.

Perhaps the most important section is the appendices. Students commented on a variety of issues, such as the quality of academic preparation, quality of services provided, and overall impression of the campus environment. They told us what they were most pleased or satisfied with at SAC. However, the graduates were also very anxious to tell us what is in need of improvement. When similar comments were combined, the number of respondents who expressed that view is noted in parentheses.

The Research Department would like to thank the graduates who responded to this survey for their valuable input.

Graduate Respondents' Satisfaction with SAC

Highlights

Overall Satisfaction

- All respondents reported that they would enroll at Santa Ana College again!
- Respondents were generally satisfied with Santa Ana College. Eighty-eight percent or more of survey respondents gave “good” or “excellent” ratings to “the overall experience at SAC,” “the effectiveness of classroom learning experience,” and “the campus environment.”
- Respondents, however, were not as satisfied with the “appearance & maintenance of grounds/facilities.”
- Overall, 2008-09 graduates’ ratings were similar to those of the 2007-08 graduates.

Support Programs and Services

- The 23 programs and services listed received from a moderate 68% to a high of 86% ratings of “good” or “excellent.”
- The Service Learning Center and the Bookstore received the highest percentage (86%) of “good” and “excellent” ratings. The Math Study Center and the Library followed closely each with 85%.
- Respondents did not use many of the programs and services available to support their academic goals. 57% of the programs were NOT used by more than half of the respondents.

Overall Satisfaction

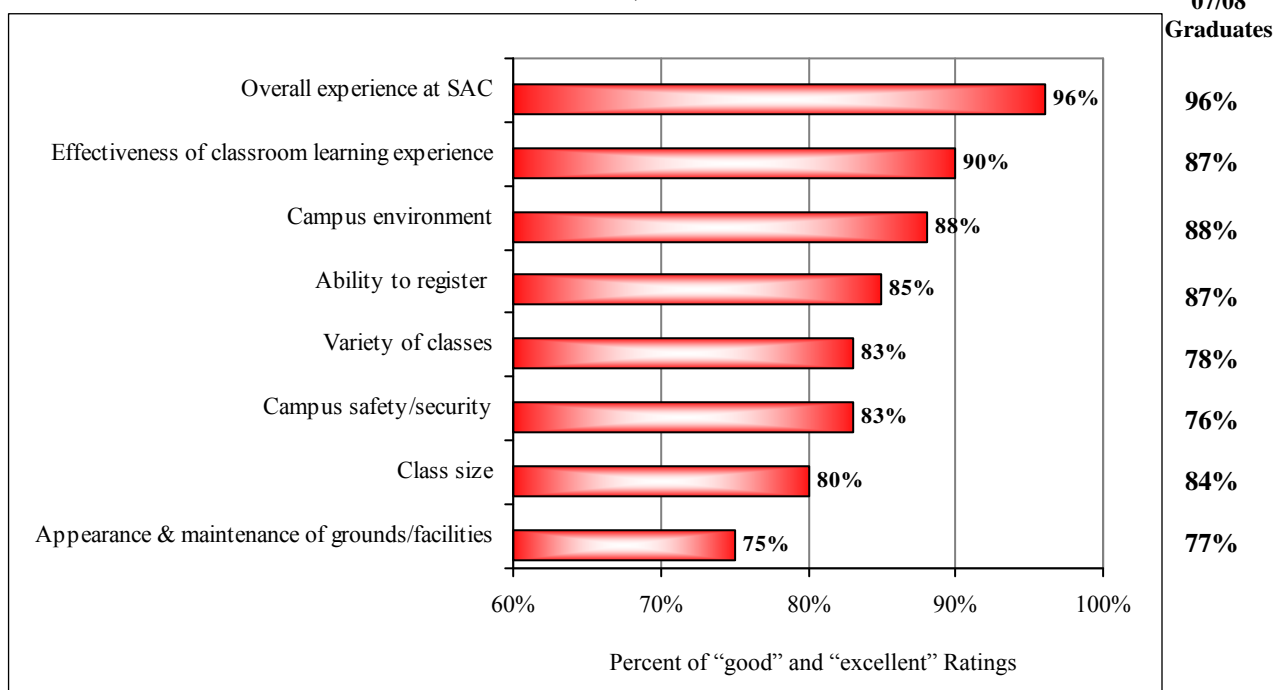
Respondents were generally satisfied with the college, the education and the services they received at Santa Ana College. All respondents reported that they would enroll at SAC again!

While the majority of respondents expressed satisfaction in all categories, general categories such as the “overall experience at SAC,” the “effectiveness of classroom learning experience,” and the “campus environment” received higher ratings than the category “appearance and maintenance of grounds/facilities.”

In retrospect, would you choose to enroll at SAC again?	
Yes	100%
No	0%

	Percent of Respondents				
	Excellent	Good	Average	Below Average	Poor
My overall experience at SAC	46%	50%	4%	0%	0%
The campus environment (activities, students, etc.)	40%	48%	11%	0%	0%
Effectiveness of classroom learning experiences	39%	51%	10%	0%	0%
Your ability to register for classes you want/need	41%	44%	12%	1%	2%
Variety of courses offered	39%	44%	16%	1%	0%
Class size (number of students in a class)	31%	49%	18%	2%	0%
Campus safety/security	38%	45%	14%	3%	0%
Appearance and maintenance of grounds/facilities	24%	51%	21%	3%	1%

Overall Satisfaction, 08/09 Graduates



Satisfaction by Ethnicity

Overall, ratings among the four major ethnic groups were comparable with the exception of a lower rating by Latinos in rating class size.

Note: the small number of respondents in each category, especially American-Indian, may cause dramatic fluctuations in percentage distributions across response categories and should be considered with caution.

Overall Satisfaction by Ethnicity Percent of “good” and “excellent”

	Ethnicity			
	American-Indian (n=3)	Asian (n=23)	Latino (n=58)	White (n=44)
My overall experience at SAC	100%	100%	95%	95%
The campus environment (activities, students, etc.)	100%	92%	88%	84%
Effectiveness of classroom learning experiences	100%	88%	88%	93%
Your ability to register for classes you want/need	100%	88%	86%	80%
Variety of courses offered	100%	88%	83%	80%
Class size (number of students in a class)	100%	86%	74%	84%
Campus safety/security	67%	90%	83%	82%
Appearance and maintenance of grounds/facilities	50%	71%	75%	71%

Support Programs and Services

Respondents do not use many of the programs and services offered to support them as they pursue their college education. The most highly used programs and services were usually “required” ones where students needed to interact with the Bookstore, Admissions and Records, Registration, the Library, Counseling, etc. in order to purchase necessary books, to enroll and select their classes, to complete their assignments, etc.

“Optional” programs, such as CalWORKS, the Disabled Student Program, Center for Teacher Education, the Honors Transfer Program and MESA had very few respondent-participants (less than 24%).

Students were asked to rate the 23 programs and services made available to them as they study at SAC. The second column in the table below shows the percentage of all respondents who had used the given SAC program or service. Subsequent columns list the program ratings given by those respondents who had used the programs and services.

SAC Programs and Services	Percent of Respondents Who Used	Percent of Program/Service Ratings by Users				
		Excellent	Good	Average	Below Average	Poor
Bookstore	98%	30%	56%	13%	1%	0%
Admissions & Records	98%	36%	48%	14%	3%	0%
Registration	97%	39%	41%	18%	1%	2%
Library	89%	45%	40%	13%	3%	0%
Counseling	81%	39%	37%	14%	6%	4%
Testing Center	61%	31%	45%	18%	5%	1%
Health Center	57%	39%	39%	17%	3%	1%
Math Study Center	55%	45%	39%	14%	2%	0%
Financial Aid Office	54%	35%	45%	15%	3%	2%
University Transfer Center	52%	50%	34%	11%	5%	0%
Service Learning Center	48%	32%	54%	12%	2%	0%
Tutorial Learning Center	43%	49%	31%	16%	4%	0%
Career/Job Resource Center	41%	33%	42%	21%	4%	0%
Scholarship Services	39%	34%	38%	23%	2%	2%
Freshman Experience	34%	37%	41%	20%	0%	2%
Student Support Services	32%	29%	47%	21%	3%	0%
EOPS	28%	50%	32%	15%	3%	0%
Success Center	27%	28%	47%	22%	3%	0%
CalWORKS	24%	11%	57%	29%	4%	0%
Disabled Student Programs	21%	44%	32%	20%	4%	0%
Center for Teacher Education (CFTE)	20%	38%	42%	17%	4%	0%
Honors Transfer Program	15%	28%	44%	28%	0%	0%
MESA	15%	39%	44%	17%	0%	0%

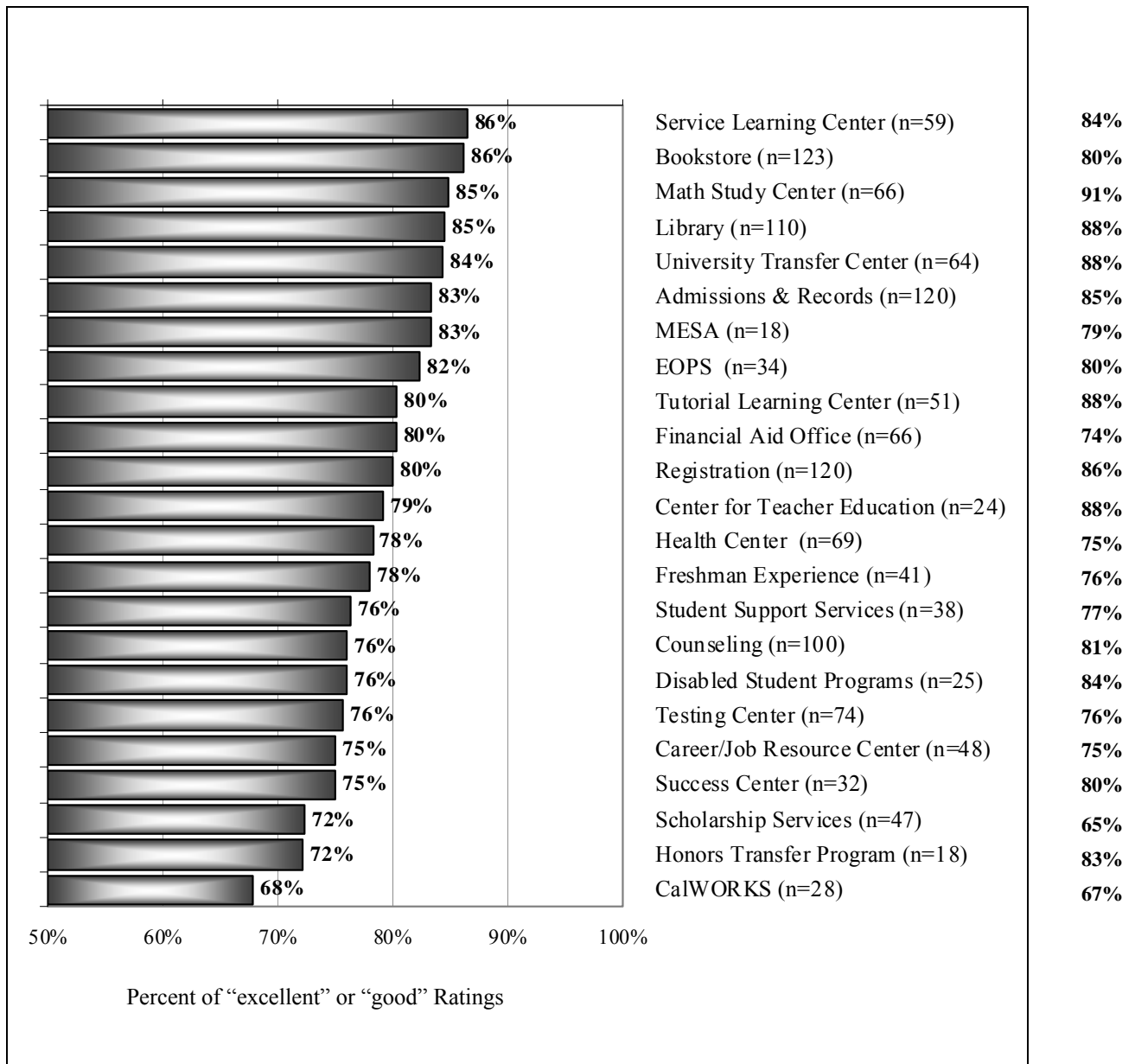
Overall, regardless of the number of users (n), participants rated the quality of the various support programs and services from a moderate 68% to a high of 91% “good” and “excellent.”

Programs with smaller numbers of users, such as MESA, the Honors Transfer Program, the Center for Teacher Education and the Disabled Student Program received high ratings of 72% or higher satisfaction. However, many of the programs and services that serve a high volume of students, such as the Bookstore, Admissions and Records, and Registration received slightly higher ratings of 80% or higher satisfaction.

On average, 2008-09 graduate-respondents rated support programs and services similarly to the 2007-08 graduate-respondents.

Ratings of SAC Programs and Services, 08/09 Graduates

07/08
Graduates



Graduate Respondents Currently Enrolled in School

Highlights

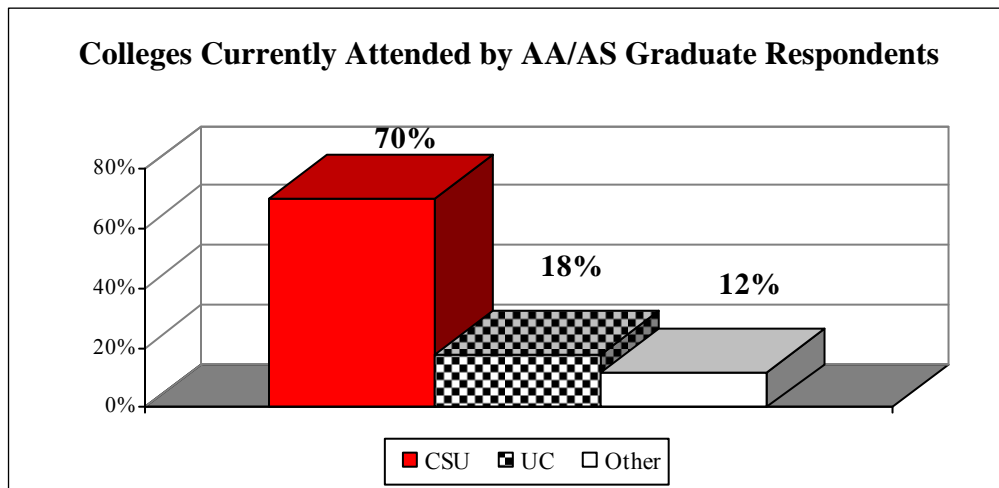
- The majority (58%) of the graduate respondents with AA/AS degrees was currently attending universities, and 37% of the certificate recipient respondents were also in school.
- Most (70%) of SAC's AA/AS earners who responded were currently attending school at one of the California State Universities.
- Of those who were still in school, 70% of the AA/AS graduate respondents said that SAC prepared them well for upper-division coursework at their present school.
- More than three-quarters (77-80%) of graduates who responded reported that they were able to graduate in the amount of time they had planned.
- AA/AS recipient respondents who were currently enrolled at another school reported their current majors as: 8% Business Administration, 8% in Criminal Justice, and 6% each in Nursing, English and Psychology. Certificate recipients reported that they were currently enrolled in Business Administration (11%) and Computer Science (11%).
- Respondents reported SAC had contributed most to their abilities to “listen actively and respectfully to others,” to “respect and work with people of different cultural and linguistic backgrounds and abilities,” and to “interact with others with integrity and awareness of others' opinions and values.”
- While respondents reported that SAC did not contribute significantly to their abilities to “conduct research using print material and computer technology,” to “select and develop a career,” and “produce and respond to artistic and creative expression” to as great a degree, at least 73% reported that SAC did contribute in these areas.
- Generally, graduate respondents' comments expressed satisfaction with their experiences at SAC, fondness and respect for their instructors and the knowledge and skills they gained.
 - The most-often cited problems were misinformation from counselors that impacted the time it took to transfer and/or complete degree/certificate requirements, balancing school, work, and family, and class availability. A complete transcription of students' comments can be found at the end of this report.

Current Enrollment

Almost one year after obtaining an AA/AS degree from SAC, slightly over half of the 2008-2009 AA/AS graduates were currently attending universities. Slightly more than one-third (38%) of the certificate recipients were also in school.

Of those who were currently attending school, most were at CSU campuses (70% of AA/AS graduates and 54% of the certificate recipient-respondents), such as Fullerton, Long Beach, and Dominguez Hills.

	AA/AS Degree	Certificate
Currently enrolled in school	n=62	n=15
Yes	58%	37%
No	42%	63%
School of Attendance	n=63	n=15
CSU, Fullerton	54%	40%
UC, Irvine	9%	7%
CSU, Long Beach	5%	7%
CSU, Dominguez Hills	5%	0%
Other CSU campuses	6%	7%
Other UC campuses	2%	0%
Private	6%	7%
UC, San Diego	5%	7%
UC, Los Angeles	2%	7%
Other colleges	6%	20%



Preparation Provided by SAC

Slightly more than two-thirds (70%) of the AA/AS recipient respondents who were currently attending universities stated that SAC prepared them “well” to deal with upper-division coursework at their present college.

Of the 109 respondents, more than three-quarters reported they were able to graduate in the amount of time that they had planned for their studies at SAC (77% - 80%).

The most popular programs that respondents were currently enrolled in at the universities were business administration, criminal justice and nursing.

	AA/AS Degree N=109	Certificate N=40
SAC preparation for upper-division coursework	n=63	n=15
Well prepared	70%	80%
Somewhat prepared	24%	7%
Not prepared	2%	7%
Not applicable	5%	7%
Graduated in amount of time planned	n=105	N=39
Yes	77%	80%
No	23%	20%
Respondents' current majors	n=64	n=18
Business Administration	8%	11%
Criminal Justice	8%	6%
Nursing	6%	6%
English	6%	0%
Psychology/Psych & Social Beh.	6%	0%
Child Development	3%	0%
Human Services	3%	0%
Health Science	3%	0%
Computer Science	3%	11%
Chicano Studies	3%	0%
Public Administration	3%	0%
Other (majors with <2%)	48%	66%

Contribution to Knowledge and Skills

After a year of study at another institution, our alumni can give us an idea of how well SAC prepared them for higher learning. Respondents were asked to rate six areas of skills and knowledge that are in line with the core competencies identified by SAC faculty.

Some respondents were not comfortable rating some of these skills and knowledge. The abilities to “produce and respond to artistic and creative expression,” to “use college-level mathematical concepts and methods,” to “understand ethical issues on the environment,” and to “demonstrate habits of intellectual and physical well-being” are examples of skills that at least 10% of the respondents may have felt that SAC did not contribute to their learning and therefore did not rate them.

Level of Preparation Received at SAC in Skills and Knowledge Associated with General Education’s Core Competencies

Core Comp.	Skills and Knowledge	SAC preparation reported by respondents					
		N/A	Excellent	Good	Average	Below Ave.	Poor
Communication	Listen actively and respectfully to others	7%	39%	50%	10%	2%	0%
	Speak in a clear and organized fashion to explain ideas, feelings and conclusions	7%	33%	51%	14%	2%	0%
	Read effectively & analytically at the college level	6%	32%	53%	13%	2%	0%
	Write in an organized and grammatically correct fashion to explain ideas, feelings, and conclusions	7%	32%	51%	15%	3%	0%
Thinking & Reasoning	Formulate original ideas and concepts and integrate ideas	4%	30%	49%	18%	3%	0%
	Think logically, solve problems, explain conclusions, and evaluate ideas of others	4%	37%	48%	14%	1%	0%
	Understand ethical issues in order to make sound decisions and judgments	8%	37%	45%	14%	4%	0%
	Use college-level mathematical concepts and methods	14%	28%	50%	17%	4%	1%
Information Competency	Conduct research using printed materials and computer technology	7%	35%	40%	23%	2%	0%
Diversity	Respect and work with people of different cultural and linguistic backgrounds and abilities	5%	44%	42%	11%	3%	0%
	Interact with others with integrity and awareness of others’ opinions and values	6%	38%	48%	12%	2%	0%
	Understand ethical issues on the environment	11%	31%	48%	16%	5%	1%
Life Skills	Produce and respond to artistic & creative expression	18%	26%	47%	23%	3%	0%
	Demonstrate habits of intellectual and physical well-being	10%	29%	50%	17%	2%	2%
	Participate effectively in teams and groups to make decisions and seek consensus	6%	35%	41%	20%	3%	1%
Career	Select and develop a career	9%	32%	43%	18%	3%	4%

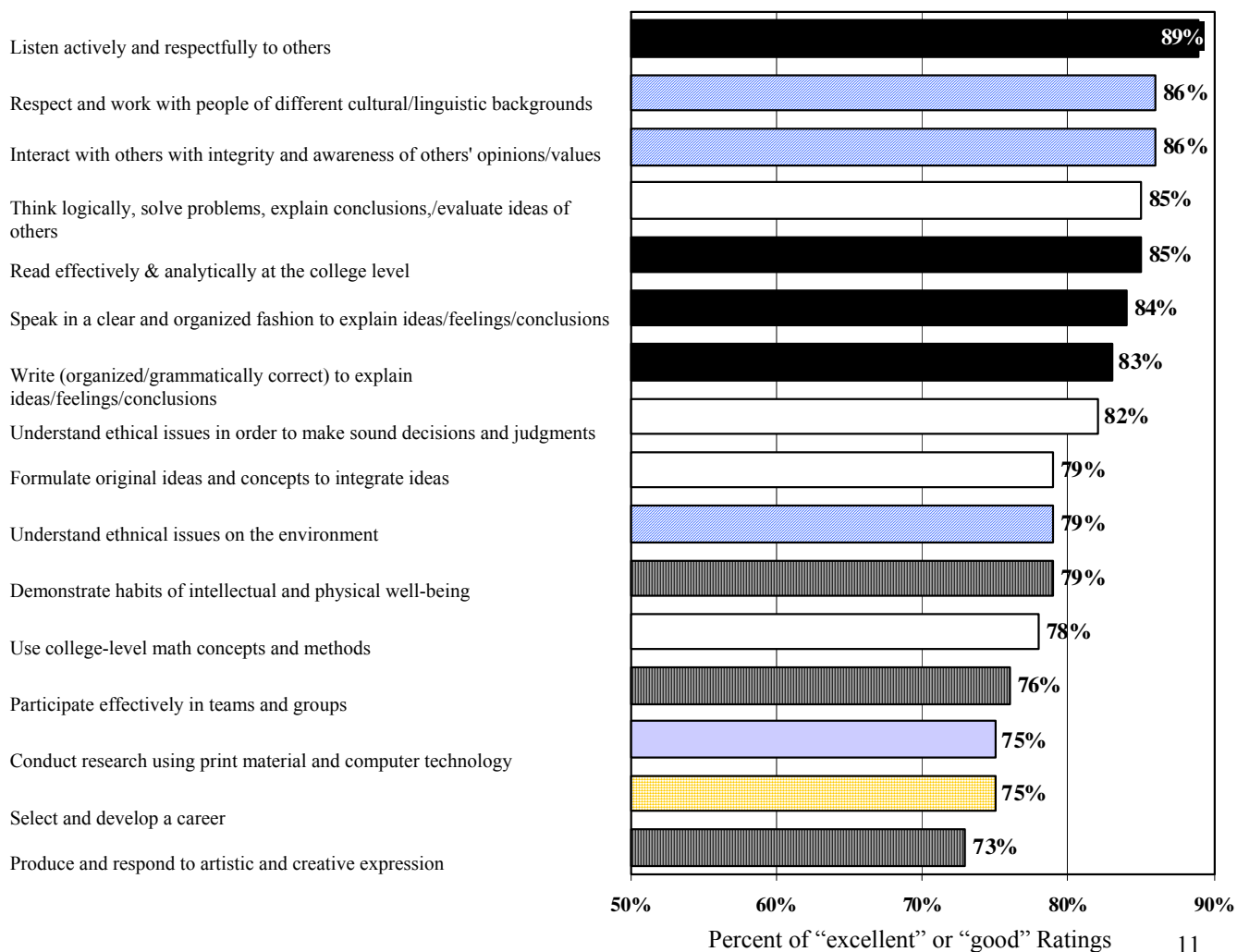
Overall, respondent ratings of SAC’s contribution were generally good. The top three skills in which SAC graduates received preparation at SAC were the ability to “listen actively and respectfully to others” (89% of “excellent” or “good”), to “respect and work with people of different cultural and linguistic backgrounds and abilities” (86% of “excellent” or “good”), and to “interact with others with integrity and awareness of others' opinions and values” (86% of “excellent” or “good”).

Conversely, respondents reported lower contribution by SAC in their abilities to “conduct research using print material and computer technology” (75%), to “select and develop a career” (75%), and to “produce and respond to artistic and creative expression” (73%).

Readers may want to consider if the contributions rating by respondents are aligned with their perspective of their own course content.

Level of Preparation Received at SAC in Skills and Knowledge Associated with General Education’s Core Competencies

- Communication Skills (listening, speaking, reading, writing)
- Thinking & Reasoning (creative thinking, critical thinking, reasoning)
- Information Competency (ability to research using printed materials/technology)
- Diversity (development in cultural, social and environmental awareness)
- Life Skills (creative expressions, aesthetic appreciation, personal growth)
- Careers (develop knowledge and skills to select and develop careers)



Graduate Respondents Currently Employed

Highlights

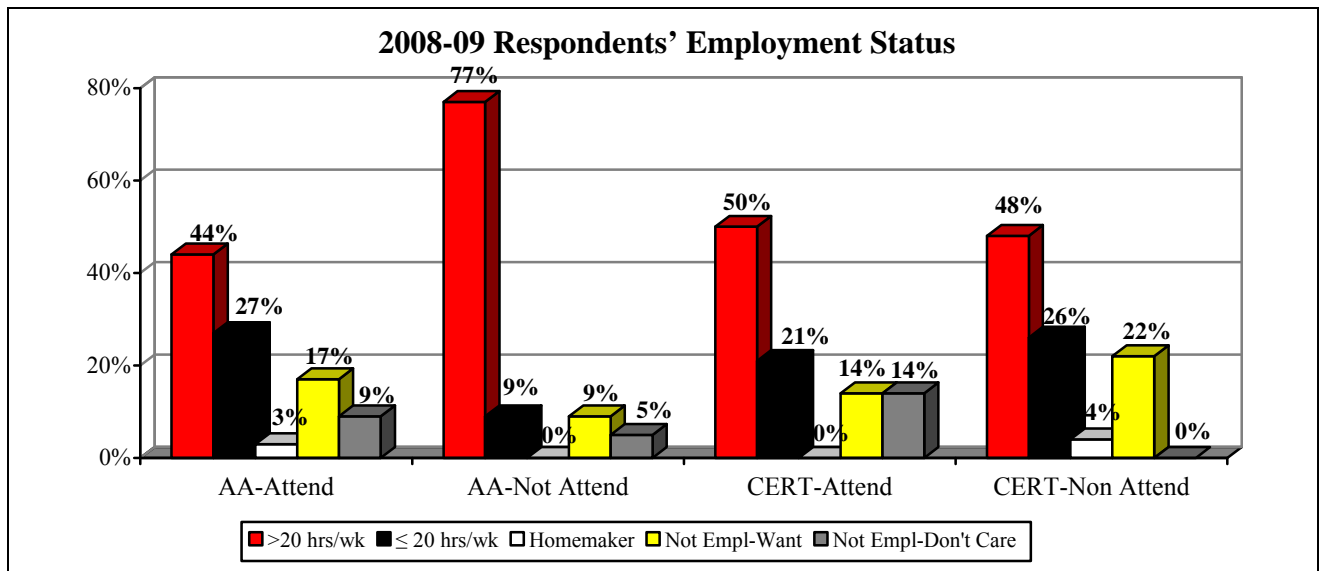
- Of those respondents who were NOT currently enrolled at a university, 86% were working full or part time, compared to 71% of those who were attending a university.
- Certificate recipients reported a higher percentage (89%) of working in their field of studies, while only 82% of the AA/AS earners reported the same.
- Most AA/AS recipient respondents (90%) and certificate recipient respondents (93%), said instruction at SAC prepared them to some degree for their employment.
- 2008-09 graduate respondents were currently employed in a variety of positions, from clerks to fire fighting to nursing.
- Certificate recipient respondents reported a higher percentage of gaining a new job, receiving a promotion and/or a salary increase as the result of their coursework at SAC.

Respondents' Occupational Status

Regardless of their current college enrollment status, the majority of the respondents worked.

Of those who were working 20 hours a week or more, certificate recipient respondents stated that their jobs related to their studies at SAC at a slightly higher rate than the AA/AS graduate respondents (89% vs. 82%)

	AA/AS Degree	Certificate
<u>Respondents not in school</u>	n=43	n=25
Employed >20 hrs/wk	77%	48%
Employed ≤20 hrs/wk	9%	26%
Homemaker	0%	4%
Not employed, but would like to work	9%	22%
Not employed and do not care to work	5%	0%
<u>Respondents currently enrolled in school</u>	n=59	n=15
Employed >20 hrs/wk	44%	50%
Employed ≤20 hrs/wk	27%	21%
Homemaker	3%	0%
Not employed, but would like to work	17%	14%
Not employed and do not care to work	9%	14%



<i>Of the respondents who work >20 hrs/wk</i>	AA/AS Degree n=61	Certificate n=18
<u>Job related to studies at SAC</u>		
Yes	59%	65%
Yes, marginally related	23%	24%
No, not at all	18%	12%
<u>Preparation for job provided by SAC</u>		
Excellent preparation	37%	46%
Good preparation	39%	39%
Adequate preparation	14%	8%
Poor preparation	2%	8%
Not applicable	8%	0%
<u>Respondents' current job title</u>		
Nurse	27%	0%
Secretary/Receptionist/Clerk/Secretary	15%	6%
Manager/Supervisor/Director	7%	11%
EMT/COTA/Fire Fighter	5%	11%
Other	46%	72%
<u>Job advancement as result of coursework at SAC</u>		
Yes, received a promotion	12%	15%
Yes, received a salary increase	18%	15%
Yes, gained a new job	30%	39%
No	40%	31%

General Information About All Graduates

Highlights

- In the 2008-09 academic school year, SAC awarded 1,294 associate degrees and 524 certificates
- While attending SAC, 54% of the AA/AS recipient respondents majored in Liberal Arts/ University Transfer Studies, 9% in Nursing, 6% in Fire Technology, 6% in Business Administration, and the remaining 25% in a wide variety of other studies.
- The top four certificates granted in 2008-09 at SAC were: Fire Technology (140), Automotive Technology (47), Manufacturing Technology (46) and Medical Assistant (43).
- 70% of the AA/AS earners were 29 years of age or younger when they graduated from SAC in 2008-09, while 62% of certificate recipients were 29 or younger. The average age of AA/AS recipients was 28 and slightly higher for certificate recipients at 30.
- Slightly more than one-half of the AA/AS degrees were awarded to Latinos and about one-quarter to Asians (24%).
- 71% of the AA/AS earners and 53% of the certificate recipients were enrolled at SAC for more than six semesters.
- Most (93%) AA/AS degree recipients earned 60 or more units while at SAC. Over one-half (57%) of the certificate recipients earned at least the same number of units, and an additional 33% earned 30-59 units (the typical certificate requires 30 units or fewer). This suggests that most of our graduates completed all of the credits at SAC and did not “college hop.”
- About one-half (52%) of the AA/AS recipients earned a grade point average of 3.0 or higher, and 63% of the certificate recipients did the same.

Degrees/Certificates Awarded

SAC awarded 1,294 associate degrees, with the top four AA/AS degree majors being Liberal Arts/University Transfer Studies (700), Nursing (119), Business Administration (83) and Fire Technology (72).

Of the 524 certificates granted, the most popular subject areas were Fire Technology (140), Automotive Technology (47), Manufacturing Technology (46) and Medical Assistant (43).

Santa Ana College AA/AS Degrees and Certificates Awarded, 2008-09

AA/AS Degrees Awarded	Count
Accounting	12
Art	5
Automotive	3
Biological Science	4
Business Administration	83
Business Applications	6
Business Management	11
Chemistry	14
Chicano Studies	2
Communications	2
Computer Information Systems	5
Computer Science	1
Criminal Justice	14
Dance	2
Economics	4
Electronics Technology	3
Elementary Education	9
Engineering	15
Fashion Merchandising	1
Fire Administration	6
Fire Technology	72
History	4
Human Development	8
International Business	7
Liberal Arts	457
Liberal Arts-Univ. Transfer	243
Library Technology	6
Management	8
Manufacturing Technology	5
Marketing	4
Mathematics	2
Medical Assistant	12
Modern Languages	1
Music	1
Nursing	119
Nutrition & Dietetics	5
Occupational Therapy Assist.	38
Paralegal	22
Pharmacy Technology	7
Photography	1
Physics	3
Political Science	5
Psychology	21

Science	14
Social Science	2
Sociology	7
Speech Pathology Assistant	14
Television-Video Communic.	3
Welding Technology	1
Total	1294
Certificates Awarded	Count
Accounting	16
American Sign Language	1
Art	7
Automotive Technology	47
Business Applications	5
Communication-Sign Language	5
Computer Information Systems	7
Computer Programming	1
Criminal Justice-Corrections Of	6
Dance	2
Diesel/Heavy Equipment Tech	1
Diesel/Transport Refrigeration	2
Diesel/Mid-Range Engine	1
Digital Media Arts/Graphics	2
Digital Media Arts/Web Design	5
Digital Music Production	3
Engineering	15
Fire Administration	5
Fire Technology	140
Help Desk	1
Human Development	12
International Business	10
Library Technology	6
Management	36
Manufacturing Technology	46
Marketing	11
Medical Assistant	43
Microsoft Office Professional	5
Paralegal	15
Pharmacy Technology	35
Photography	2
Solidworks 3D	12
Speech Pathology Assistant	1
TV/Video	8
Welding Technology	10
TOTAL	524

Demographics of All 2008-09 Graduates/Recipients

Slightly more than half of the AA/AS recipients were Latino, 24% were Asian and 18% White. The average age of these graduates was 28 years of age and the majority female (60%).

Certificate-earners were 37% Latino, 30% White and one-quarter Asian. On average, they were older than AA/AS-earners (30 years of age) and predominantly male (62%).

	AA/AS n=1294	Certificate n=524
<u>Ethnicity</u>		
Latino	51%	37%
Asian/Pacific Islander	24%	25%
White	18%	30%
African-American	2%	2%
Other	5%	6%
<u>Age at time of graduation</u>		
< 24	48%	42%
25-29	22%	20%
30-39	15%	18%
40-49	11%	13%
50+	4%	7%
Average	28	30
<u>Gender</u>		
Female	60%	38%
Male	40%	62%
<u>Citizenship</u>		
US Citizen	72%	79%
F1 Student	4%	3%
Other Visa	1%	2%
Permanent Resident	14%	11%
Refugee, Asylee, Parolee	1%	0%
Other Status	9%	5%

SAC graduates, degree-earners averaged about ten semesters to complete their coursework; certificate-earners slightly fewer at eight. Their performance at SAC was similar, with certificate-earners averaging a slightly higher grade point average than degree-earners (3.06 gpa vs. 2.97 gpa).

	AA/AS n=1294	Certificate n=524
<u>Number of units attempted</u>		
0-29 units	2%	11%
30-59 units	5%	33%
60+ units	93%	57%
Average	87.75	69.20
<u>Number of semesters to complete degree/certificate</u>		
0-4 semesters	11%	24%
5-6 semesters	17%	23%
7-8 semesters	19%	20%
9+ semesters	52%	33%
Average	10	8
<u>Grade point average</u> <i>(at time of graduation)</i>		
0.0 – 1.9	0%	1%
2.0 – 2.9	48%	36%
3.0 – 3.9	51%	60%
4.0	1%	3%
Average	2.97	3.06

Reasons Respondents Were Not Able to Graduate in Time Planned:

- I was working and studying. (3)
- I received bad advice from counselors. (3)
- Various personal issues (2)
- My marital status and family obligations prevented me from studying. (2)
- I changed my major. (2)
- The nursing wait list is too long. (2)
- Classes not offered every semester.
- Part-time student
- I over loaded and dropped classes. I only needed one more semester to complete my requirements.
- I took some classes that did not transfer.
- Low math
- Counseling is needed almost every semester to ensure staying on track.
- Long wait lists
- Full-time work didn't allow me to move fast enough with school since I had no financial help.
- When I graduated from high school and saw a counselor for the first time who wasn't helpful. The counselor asked me why am I there.
- I don't have the time, neither the money to accomplish my goals as I has expected.
- I couldn't get in the classes I needed to take because the class was full.
- I failed chemistry and had to retake it.
- I wouldn't take a second class from _____ so I had to take that particular class at UCI.

Additional Comments Respondents Shared:

Overall Experience:

- Overall Santa Ana is a pretty good college. (3)
- I love SAC. I occasionally keep in touch with some instructors. I recommend SAC to everyone. (3)
- When I am asked where I graduated, I am proud to say I graduated from SAC.
- After this survey it appears that the education is good but the student service offered are generally below expectations.
- SAC is a very friendly campus and I miss it very much. I will definitely will send my three daughters to Middle College and then to SAC. Thank you for everything.
- SAC helped me figure out what I wanted to do with my like. They offer really good programs and classes at an affordable price.
- Great experience, faculty was tremendous.
- Going to SAC was the best thing I did for my education. At the time I started, I thought I would just get a certificate but I got motivated to continue.

Support Services/Programs/Departments:

- Counselors and teachers should encourage students to get involved in clubs and organizational activities.
- Graduation office needs to improve. I did not see my name in graduation book.
- Counselors need to be more welcoming; I sometimes felt rushed and not well-advised on a concern.
- The Transfer Center helped me to get into a top tier UC .
- The Transfer Center counselors, staff and U-link program were the most valuable resources for me at SAC.
- Have more field trips for transfer students, and offer classes more times during the night.
- Counseling Center was not helpful with my CSU transfer; I ended up having to take lower division classes after graduating. Counseling did not catch that.

- I transferred to CSU two years ago. For me, most staff members were nice with a few exceptions. I like SAC very much and I recommend people to attend SAC.
- I had a wonderful experience with all my professors, and my education at SAC was top notch. However, the advisement/Counseling Center failed me. I had to stay extra semesters due to needing class credits and non-transferring units. This is after being told several times that I was sure to graduate. I almost quit.
- Counseling Center did not make it easy to graduate. The counselors seemed to not care, did not respond to emails, phone calls and were very confused with my transcripts. I had to seek other college counselors to verify my requirements for graduation. Those other counselors from different colleges cared more than SAC counselors. The Fire Tech Program is the best in all of southern California.
- Excellent support system: teachers (particularly in Nursing Department) are beyond compare, very impressive. They respect students, look and treat them as future professionals.
- The Automotive Program is excellent; the teachers have really laid a great foundation from which I can build a great career. This knowledge, guidance and expertise in the automotive field has been a tremendous help. Mr. Hammond, Wilkes and Serrano are great teachers and I thank them for the knowledge they have given me.
- The Library Technology Program is excellent. The teachers are knowledgeable, challenging, and really prepared me well for my position. I tell everyone about SAC!
- Excellent college, in particular the nursing program and their instructors.
- Excellent preparation for engineering here at UCSD!
- Excellent English Department!
- I am enjoying my new career as a COTA. Thanks especially to Michelle Parolise.
- Fire Science courses were great.
- I enjoyed the SPLA program very much. I'm not currently employed as SPLA because I have been disabled and recovering but look forward to a new career and new beginning. I wished the SLPA program could've provided an interview process and putting a resume together. I needed a career change at 40 years old.
- Please return the Men's Cross Country Program with its superb history and staff.
- The nursing wait list is too long. I have been waiting for three years. I love SAC but, really need to complete my ADN, it's taken so long! That's my only complaint. Luckily, I am determined to become a nurse otherwise I would have changed my major. Many other fellow students I know changed majors due to the waitlist being so long.

Teachers:

- Outstanding teachers across disciplines! Fantastic Tutorial Center and staff! Wide range of subjects.
- Professor Kristen Guzman is the best professor at SAC. She helped me prepare for the work load at CSUF. After my first semester, I wrote her a thank you email. SAC should follow her style of teaching. This will help future transfer students to be ready for university life.
- Some of my teachers were very good. James Harman was excellent. _____ was horrible and should be fired.
- I like SAC because there are many night classes which are suitable for working people like me. The professors are experienced and enthusiastic. I was able to get an AA degree thanks to those classes with new career.
- I loved SAC, however the classes were much too easy and not very challenging. Also, SAC never prepared me in regards to using technology in addition to being in class. When I transferred, I had to struggle using online materials in research and classes.



Santa Ana College 2008-2009 Graduate Student Survey

We need your help! Because you have earned a degree or certificate from Santa Ana College, we very much need and value your thoughts about your educational experience while you were with us. The information you provide will be used to improve our programs to better serve future students. You have our commitment that the results will be used by key decision makers at Santa Ana College. Please answer each question, and return this survey in the enclosed envelope.

1. Which did you receive from SAC?
 - a) Associate Degree
 - b) Certificate
 - c) Both

2. What was your major at SAC?

3. How many units did you complete at SAC?

4. Your ethnic background: (**circle all that apply**)
 - a) African-American
 - b) American Indian or Alaskan Native
 - c) Asian/Pacific Islander
 - d) Hispanic/Latino
 - e) Non-Hispanic White
 - f) Other (please specify _____)

5. After graduating from SAC, did you transfer to another college or university?
 - a) yes
 - b) no (**skip to #9**)

6. What school did you transfer to after leaving SAC?
 - a) a CSU campus _____
 - b) a UC campus _____
 - c) a private college _____
 - d) other college _____

7. **If you transferred to a 4-year university, did SAC provide you with the academic skills and knowledge to effectively deal with coursework at your present school?**
 - a) yes, well prepared
 - b) no, not at all
 - c) somewhat prepared
 - d) not applicable/not in upper division work

8. What is your major now?

9. Were you able to graduate from SAC in the amount of time you planned?
 - a) yes
 - b) no, because _____

10. What is your primary employment or occupation status at this time?
 - a) employed more than 20 hours/week
 - b) employed less than or equal to 20 hours/week
 - c) homemaker, not employed outside of the home
 - d) not employed but would like to work
 - e) not employed and do not care to work now

If you are employed, please go to #11
If you are not employed, please skip to #15

11. What is your present job title?

12. Is your job related to your studies at SAC?
 - a) yes, directly related (**go to #13**)
 - b) yes, marginally related (**skip to #15**)
 - c) no, not at all (**skip to #15**)

13. Overall, how well did SAC prepare you for your job?
 - a) excellent preparation
 - b) good preparation
 - c) adequate preparation
 - d) poor preparation
 - e) not applicable, or cannot say

14. Did you get a job advancement because of your coursework at SAC?
 - a) yes, I received a promotion
 - b) yes, I received a salary increase
 - c) yes, I gained a new job
 - d) no

15. In retrospect, would you choose to enroll at SAC again?
 - a) yes
 - b) no

16. Based on your experiences at SAC, please rate the following:

	Excellent	Good	Average	Below Avg.	Poor
a) My overall experience at SAC	5	4	3	2	1
b) The campus environment (activities, students, teachers, etc.)	5	4	3	2	1
c) Effectiveness of classroom learning experiences	5	4	3	2	1
d) Your ability to register for classes you want/need	5	4	3	2	1
e) Variety of courses offered	5	4	3	2	1
f) Class size (number of students in a class)	5	4	3	2	1
g) Campus safety/security	5	4	3	2	1
h) Appearance/maintenance of facilities and grounds	5	4	3	2	1

Please rate the quality of services and programs that you have used at SAC:

	<u>Have Not Used</u>	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Below Avg.</u>	<u>Poor</u>
Admissions & Records	0	5	4	3	2	1
Bookstore	0	5	4	3	2	1
CalWORKS	0	5	4	3	2	1
Career/Job Resource Center	0	5	4	3	2	1
Center for Teacher Education (CFTE)	0	5	4	3	2	1
Counseling	0	5	4	3	2	1
Disabled Student Programs	0	5	4	3	2	1
EOPS	0	5	4	3	2	1
Financial Aid Office	0	5	4	3	2	1
Freshman Experience	0	5	4	3	2	1
Health Center	0	5	4	3	2	1
Honors Transfer Program	0	5	4	3	2	1
Library	0	5	4	3	2	1
Math Study Center	0	5	4	3	2	1
MESA	0	5	4	3	2	1
Registration	0	5	4	3	2	1
Scholarship Services	0	5	4	3	2	1
Service Learning Center	0	5	4	3	2	1
Student Support Services	0	5	4	3	2	1
Success Center	0	5	4	3	2	1
Testing Center	0	5	4	3	2	1
Tutorial Learning Center	0	5	4	3	2	1
University Transfer Center	0	5	4	3	2	1

Please rate the quality of preparation your SAC education provided you to be able to:

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>	<u>Does not Apply</u>
a) Listen actively and respectfully to others	5	4	3	2	1	0
b) Speak in a clear and organized fashion to explain ideas, feelings and conclusions	5	4	3	2	1	0
c) Read effectively and analytically at the college level	5	4	3	2	1	0
d) Write in an organized and grammatically correct fashion to explain ideas, feelings, and conclusions	5	4	3	2	1	0
e) Formulate original ideas and concepts and to integrate ideas	5	4	3	2	1	0
f) Think logically, solve problems, explain conclusions, and evaluate ideas of others	5	4	3	2	1	0
g) Understand ethical issues to make sound decisions/judgments	5	4	3	2	1	0
h) Use college-level mathematical concepts and methods	5	4	3	2	1	0
i) Conduct research using printed material and computer technology	5	4	3	2	1	0
j) Respect and work with people of different cultural and linguistic backgrounds and abilities	5	4	3	2	1	0
k) Interact with integrity and awareness of others' opinions and values	5	4	3	2	1	0
l) Understand environmental ethical issues	5	4	3	2	1	0
m) Produce and respond to artistic and creative expression	5	4	3	2	1	0
n) Demonstrate habits of intellectual and physical well-being	5	4	3	2	1	0
o) Work effectively in groups to make decisions and seek consensus	5	4	3	2	1	0
p) Select and develop a career	5	4	3	2	1	0

Additional comments about SAC you would like to share with us: _____

Thank you for your assistance!