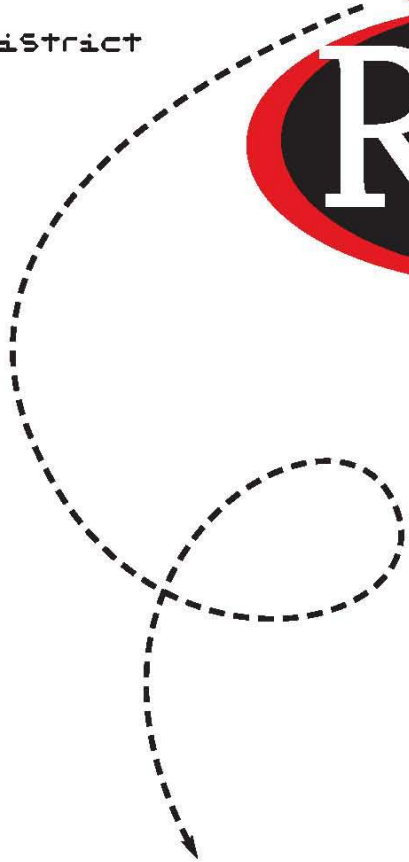


Rancho
Santiago
Community
College
District



**Survey Results of Former
Santa Ana College Students
Who Transferred to Four-Year
Universities in 2008-2009**

June 2010

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Introduction

Every two years the RSCCD Research Department conducts a survey of former Santa Ana College (SAC) students who transferred to universities in the previous academic year. We purposely wait until these students have had a full year of experience at their current university before contacting them so that they have something on which to base their preparation/perception. When appropriate, comparisons between this year's responses and those made by respondents who transferred in 2006-07 are noted.

The information provided by respondents is divided into four sections in this report. The first section concentrates on the level of academic preparation that SAC provided, our contribution to their knowledge and skills, as well as their engagement in college activities while they were at SAC.

SAC makes many services and programs available to students in the hope of enhancing their success in college. The second section asked survey respondents if they were satisfied with the environment at SAC and to rate their satisfaction with the various services and programs provided, and identify sources of information respondents used when they were considering a university transfer destination.

Section Three describes demographic characteristics of all transfer students (including those who did not respond to this survey), such as age, ethnicity, and number of semesters it took to transfer.

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

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

Preparation for University Coursework

Highlights

Overall Academic Preparation

- 95% of respondents reported that their education at SAC prepared them “well” or “somewhat well” for their university work. Only 5% reported being “not at all prepared.”
- Respondents shared many suggestions on how to improve college academic preparation (see Appendices).

Contribution to Knowledge and Skills

- Almost two-thirds of the respondents reported that SAC had provided “good” and “excellent” contribution in all 16 categories of knowledge and skills.
- Skills with the highest percentages of “good” and “excellent” were “to understand ethical issues to make sound decisions” (84%), “listen actively and respectfully to others” (82%), “demonstrate habits of intellectual and physical well-being” (81%) and “speak in a clear and organized fashion” (80%).
- Respondents reported that SAC made the least contribution to their knowledge in “using college-level mathematical concepts and methods” (62%).

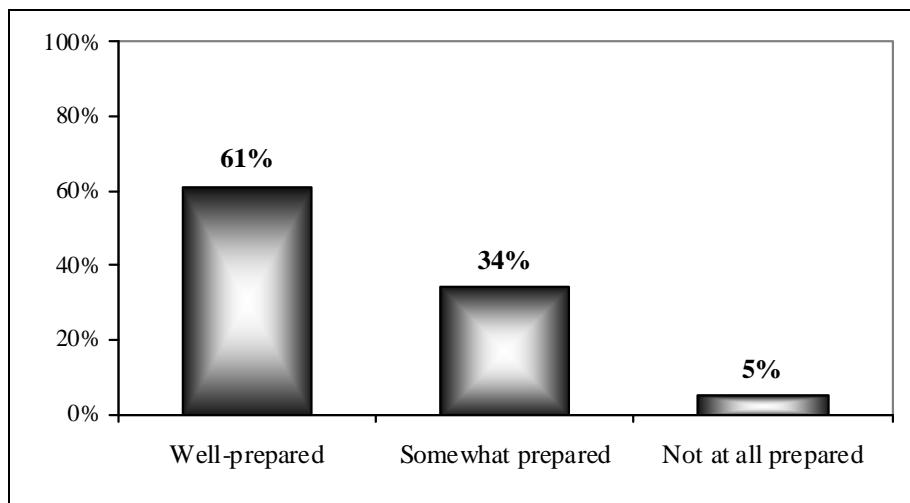
Student Engagement in College Activities

- Student participation rates were highest in course-related activities such as “worked on a paper/project using ideas from different sources” (89%) and “used the Internet for information resources for a class assignment” (89%).
- Non-academic activities such as “attended/participated in art, theater, music or dance” (21%), “attended/participated in a sports event on campus” (16%) and “participated in a student club, organization or government” (14%) had the lowest participation rates.
- 2008-09 transfer student-respondents rated 9 of the 16 college activities lower than those made by the 2006-07 transfer student-respondent.

Academic Preparation

Most respondents (95%) reported that their education at SAC prepared them “well” or “somewhat well” for their upper-division coursework.

Level of Academic Preparation Provided



Examples of “Excellent” Preparation Received at SAC

- I was well prepared thanks to the research program directed by **Dr. Ortiz**.
- ESL and English courses
- Reading lab, courses and critical thinking class
- SAC has open new career opportunities for me with photography.
- SAC’s elementary statistics course gave me an excellent platform ahead of other students at CSU Fullerton.
- **Fernando Ortiz** was amazing in fostering awareness. **Jim Hester**’s computer class was the only class that was up to par with the UC level.
- I must admit I dropped out of many classes. I did, however, enjoy my academic counseling class. The counselor explained why choosing a career you love is important.
- Group projects conducted by students gave way to team building skills and peer support. They were great experiences because they prepared me for the many group projects and papers I have to do now.
- Being able to understand more in depth what my major had to offer
- Preparation of multicultural aspects because of the racial population at SAC
- I had professors who inspired me to help people and showed they really enjoyed their careers.

Contribution to Knowledge and Skills

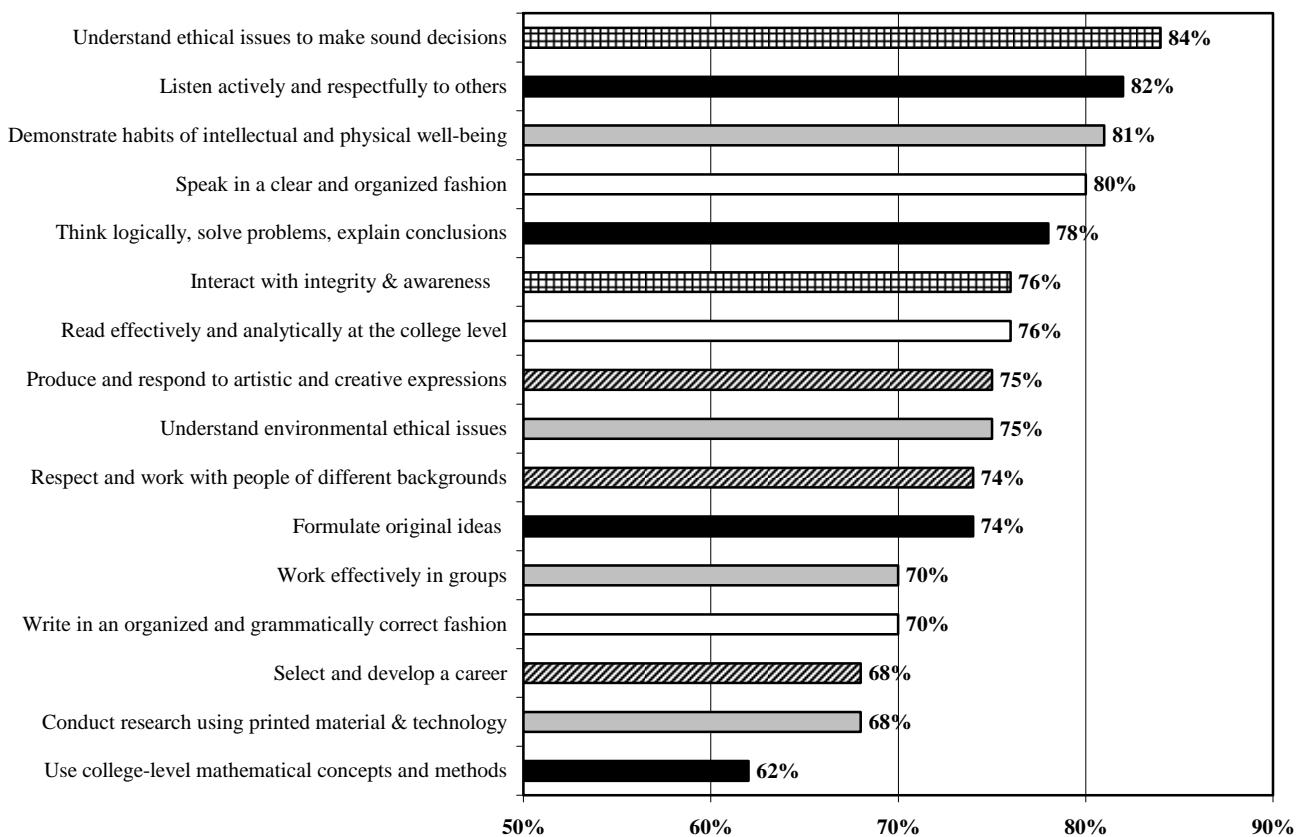
The faculty of SAC has identified learning outcomes that students should have mastered upon completion of their college program, and respondents assessed a variety of skills and knowledge associated with these outcomes.

Almost two-thirds of the respondents stated that SAC had made “excellent” or “good” contribution to each of the 16 knowledge and skills associated with the learning outcomes. They received the best preparation in “understand ethical issues to make sound decisions” (84%), “listen actively and respectfully to others” (82%), “demonstrate habits of intellectual and physical well-being” (81%) and “speak in a clear and organized fashion” (80%). Their ability to “use college-level mathematical concepts and methods” (62%) was rated lowest.

Examples of “excellent” and suggestions for improvement for academic program identified by respondents are located in the appendices.

Level of Preparation Received at SAC in Skills and Knowledge Associated with Student Learning Outcomes

- Thinking and Reasoning (creative thinking, critical thinking, reasoning)
- Communication Skills (listening, speaking, reading, writing)
- Information Competency (ability to research using print materials/technology)
- ▨ Life Skills (creative expressions, aesthetic appreciation, personal growth)
- ▣ Ethical Responsibility (becoming informed, ethical, active citizens)
- ▤ Diversity (development in cultural, social and environmental awareness)



Student Engagement in College Activities

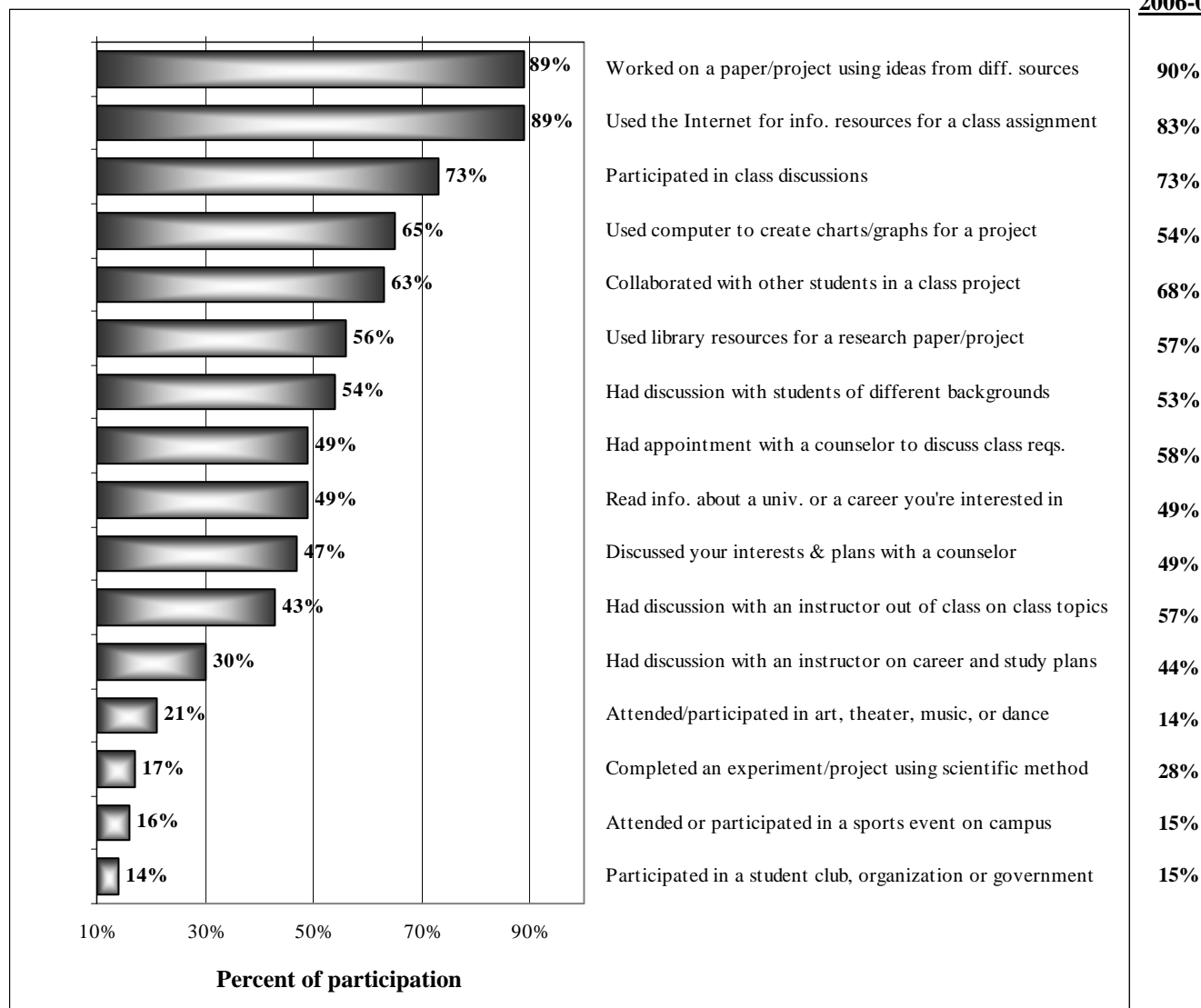
Respondents were also asked how often they participated in activities that are non-academic, but closely linked to student learning outcomes. Educators frequently include these activities in the definition of an “educated person.”

Generally, about half of respondents participated in these course-related activities; participation was much higher in a few areas, including a rate of 89% for “working on a paper/project using ideas from different sources” and “using the Internet for information resources for a class assignment.”

Non-academic activities such as “attended/participated in art, theater, music or dance” (21%), “attended/participated in a sports event on campus” (16%) and “participated in a student club, organization or government” (14%) had the lowest participation rates. Nine of the 16 activities were rated lower than those ratings given by the 2006-07 transfer-respondents.

Participation in Activities that Support Student Learning Outcomes

2006-07



Respondents' Satisfaction

Highlights

Overall Student Satisfaction

- Respondents expressed satisfaction with their overall experience at SAC, with 89% rating it “good” or “excellent”. Respondents rated highest for “effectiveness of classroom learning” (89% “good” or “excellent”).
- Respondents cited many things that they liked about SAC (in the appendices).

Ratings of Student Support Programs & Services

- The majority of respondents rated SAC programs and services “good” or “excellent.” The Math Study Center (95%) and Library (94%) received the highest percentages of “good” and “excellent” ratings.

Source of University Transfer Information

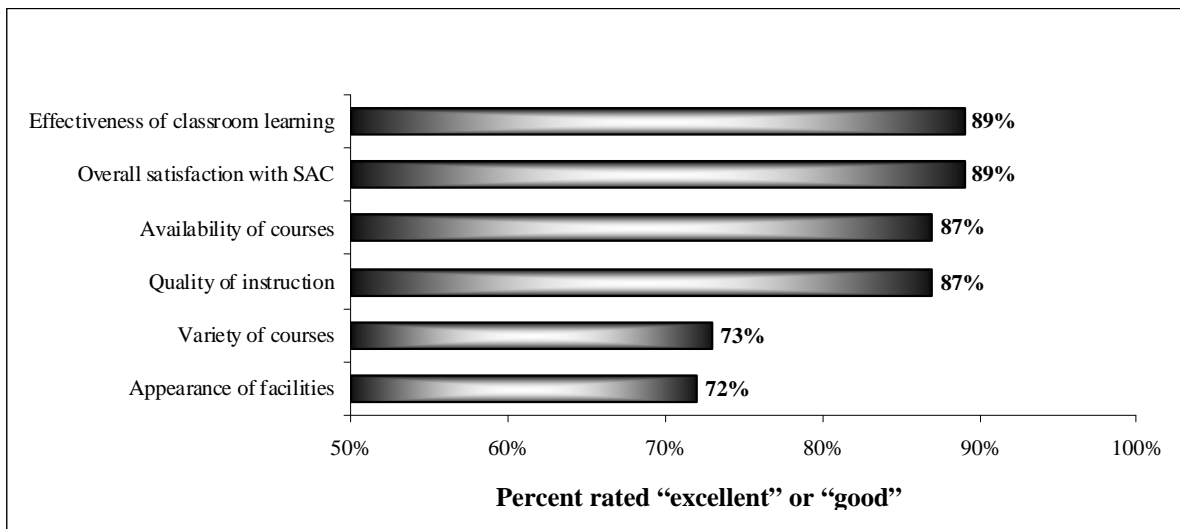
- For 59% of respondents, “SAC counselors” were the main provider of transfer information.
- Respondents reported that “University Information Day” and “SAC University Transfer Center” provided the most reliable information with “good” or “excellent” ratings of 100% and 91%, respectively. However, only 11% of respondents received information from “University Information Day” and 26% from “University counselors/advisors.”
- Participation in programs and services designed to encourage transfer varied widely between programs. The programs with the highest participation were Counseling (59%), and the University Transfer Center (50%).

Overall Student Satisfaction

Overall, respondents were highly satisfied with the experience at SAC (89% stated “excellent” or “good”). They were also very pleased with other aspects of SAC: “effectiveness of classroom learning” (89%), “availability of courses” and “quality of instruction” (87% each). The “appearance of facilities” and “variety of course offerings” were rated “good” or “excellent” by 72% of respondents.

“Availability of courses,” “variety of courses” and “appearance of facilities” were rated more than five percentage points lower than 2006-07 respondents. Ratings in five out of six categories in this area decreased since the prior survey.

Overall Satisfaction



Student Satisfaction by Transfer Year Respondents

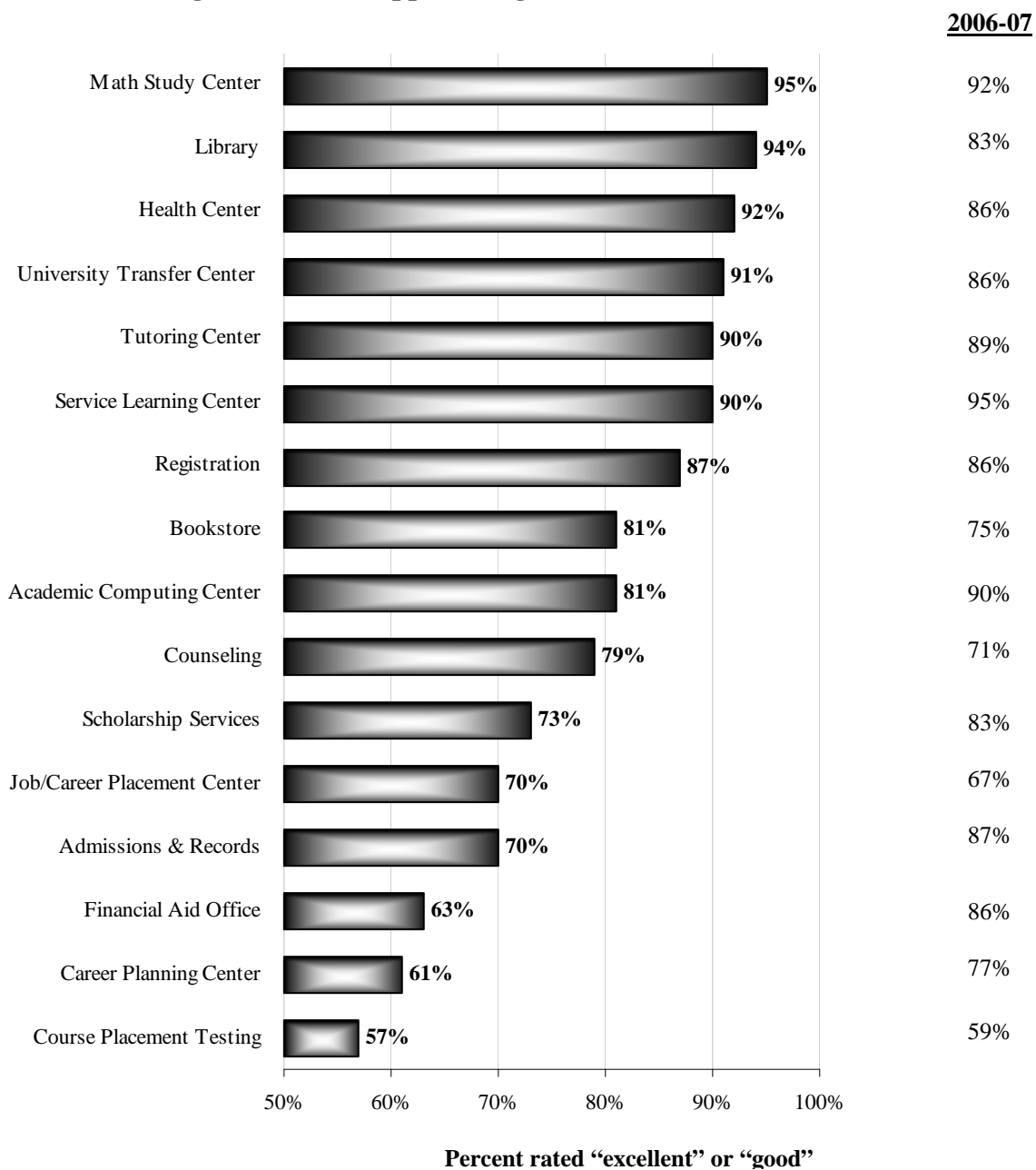
	Percent “good” and “excellent” responses			
	2002-2003	2004-2005	2006-07	2008-09
Overall satisfaction with SAC	92%	85%	89%	89%
Effectiveness of classroom learning	89%	89%	91%	89%
Quality of instruction	87%	79%	90%	87%
Availability of courses	83%	82%	92%	87%
Variety of courses	81%	75%	82%	73%
Appearance of facilities	70%	71%	78%	72%

Ratings of Student Support Programs and Services

From a list of 23 student support programs and/or services, respondents rated those that they used while attending SAC; 7 of the 23 had very low response rates and were excluded from the chart below. Only six programs/services were utilized by over half of the transfer students who responded to the survey

Most services were given ratings comparable to the 2006-07 survey, however, the Library and Counseling received significantly higher ratings (11 and 8 percentage points) while the Financial Aid Office, Career Planning Center, Scholarship Services and Admissions and Records all received significantly lower ratings (10 or more percentage points).

Ratings of Student Support Programs and Services at SAC



Sources of University Transfer Information

The survey respondents reported that they received transfer information from a variety of sources. The most frequently mentioned source of transfer information is “SAC counselor”; and 82% of those respondents who received transfer information from SAC counselors rated the quality of the information as “good” or “excellent.”

Although fewer respondents mentioned “University Information Day” as informational source, it received the highest quality ratings (100%).

Transfer Information Source	Percent of Respondents Who Have Used Info.	Percent* Who Rated the Info. “Good” or “Excellent”
SAC counselor	59%	82%
Friends/other students	52%	79%
SAC University Transfer Center	50%	91%
SAC instructor	43%	80%
University catalog	33%	87%
Visit to university campuses	33%	87%
Parent or family member	33%	80%
University counselors/advisors	26%	75%
University Information Day	11%	100%

** Percentage based only on respondents who have used each transfer information source.*

Information About Respondents

Highlights

Student Demographics & Characteristics

- Transfer students are most likely to be young (68% are under 25 years of age), Latino (41%) and female (57%).
- Only 22% of respondents were “first-generation” college students, defined as students whose parents never attended college.
- Slightly fewer respondents worked while attending university than did while at SAC (80% vs. 85%).

Educational Plans and Preparation

- 87% enrolled at SAC with the clear initial goal of transferring; over one-third (35%) had a clear idea of their majors.
- 58% of respondents reportedly were eligible for CSU or UC admission directly after high school; 16% indicated that they needed additional courses, primarily in English and Math, to qualify.
- 15% of respondents reported that they had prior or concurrent enrollment at another college while attending SAC.
- 22% reported that they had attended a four-year college prior to attending SAC.

Enrollment Characteristics at SAC and Current University

- Respondents attended SAC for an average of 4.4 semesters, with 28% enrolling for three semesters or fewer. 5% attended SAC for more than eight semesters.
- 14% of the respondents have completed more than 90 units at SAC.
- Respondents reported a higher average number of study hours at the four-year colleges (11-15 hours vs. 6-10 hours per week at SAC).
- The largest group of respondents majored in Liberal Arts (28%) at SAC and Psychology and Child Development (11% each) at their current university.
- At the 4-year universities, respondents had to finance their education with more financial aid and scholarship monies than they did when they were at SAC.

Student Demographics & Characteristics

Transfer students were usually under 25 years of age (68%), Latino (41%) and female (57%).

More respondents were employed while they were attending SAC (85%) than while attending their current four-year universities (80%) but worked a comparable number of hours (24 hrs/wk at SAC to 23 hrs/wk at current universities).

Student Demographics and Characteristics	Percent of Transfers
Ethnicity	
Latino	41%
White	28%
Asian/Pacific Islander	18%
African-American	3%
Other	6%
Decline to State	4%
Age	
< 20 yrs.	18%
20 yrs. to 24 yrs.	50%
25 yrs. to 29 yrs.	16%
30 yrs. to 39 yrs.	10%
40 yrs. to 54 yrs.	5%
55 yrs.+	1%
Average Age	24.4
Gender	
Female	57%
Male	43%
Employment	
Employed while at SAC	85%
Average working hours	24 hrs/week
Employed while at current university	80%
Average working hours	23 hrs/week

Only 22% of respondents (as shown in the shaded cell) were “first-generation” college students, defined here as students for whom neither parent ever attended college.

Father's Education	Mother's Education			Total
	No College	Some College, No Degree	College Degree	
No college	22%	11%	17%	50%
Some College, No Degree	13%	7%	2%	22%
College Degree	9%	4%	15%	28%
Total	44%	22%	34%	100%

Educational Plans and Preparation

87% of respondents enrolled at SAC with the goal of transferring from the very beginning. Over one-third (35%) of respondents enrolled at SAC with a clear idea of their majors, meaning that over half (65%) might have been influenced with regards to their major areas of study.

More than one-half of respondents (58%) were reportedly already eligible to enroll at CSU or UC immediately after high school graduation. Eighteen percent of respondents needed to take additional courses (primarily in English and math) before they could transfer.

Educational Plans and Preparation	Percent of Respondents
First decided to go to college	
In elementary school	33%
In junior high school	17%
In high school	30%
As an adult	20%
Had already decided to transfer to a 4-year university when I entered SAC	
Yes	87%
No	13%
Already had a clear idea of major when I entered SAC	
Yes	35%
No	65%
Eligible to enroll at CSU/UC upon HS graduation	
Yes	58%
No, I needed to take required courses:	16%
English (64%)	
Math (50%)	
Other (13%)	
Not sure	16%
No, I needed to raise my GPA	10%

Because 28% of respondents attended SAC for fewer than four semesters and 61% completed fewer than 60 SAC units, it was evident that many of the respondents had attended other colleges. Fifteen of the respondents reported that they were enrolled at other colleges prior to or concurrent with their attendance at SAC; however, 22% reported that they were already enrolled at four-year colleges when they attended SAC.

Other community colleges that respondents have attended include local colleges, such as Cypress College, Fullerton College, Mt. San Antonio College, Orange Coast College, Saddleback College, and Santiago Canyon College.

Four-year universities attended include Argosy University, CSU Fullerton, CSU Dominguez Hills, CSU Long Beach, CSU San Diego, Chapman University, UC Los Angeles, and University of Southern California.

Enrollment Characteristics at SAC and Current University

While the majority of respondents (67%) attended SAC four to eight semesters, 28% of the respondents attended SAC fewer than four semesters.

Over one-half (56%) of all transfer students completed fewer than 30 units at SAC, strongly indicating that they either were concurrently/previously enrolled at other colleges or were already eligible to enroll at four-year colleges immediately after high school graduation.

Semesters Completed at SAC	Percent of Respondents
# of Semesters at SAC	
1 semester	12%
2 to 3 semesters	16%
4 to 8 semesters	67%
9 or more semesters	5%
Mean	4.4 semesters
Units Completed at SAC	Percent of all Transfers
Units Completed at SAC	
Fewer than 30 units	56%
30 to 59 units	5%
60 to 89 units	26%
90 to 119 units	11%
120 units or more	3%
Mean	38.9 units

Forty-five percent of the respondents spent five or fewer hours a week studying at SAC compared to only 17% at the universities. Seven percent of respondents studied 16 or more hours a week at SAC, while 16% spent a comparable number of hours studying at the universities. The need to study more is also reflected in the fact that fewer respondents report that they work and are more likely to be full-time students at their four-year colleges as at SAC. (73% vs. 59%)

Many respondents did not finalize their majors until they enrolled at their current four-year universities. The major showing the largest increase after transfer is Child Development and Psychology, however, students who majored in Liberal Arts or who were undecided about their majors at SAC committed to a wide variety of majors after they transferred.

Most respondents reported financing their educations with family assistance, financial aid and working full- or part-time at both SAC and their four-year colleges.

SAC Transfer Student Characteristics Pre- and Post-Transfer

	Percent of Respondents	
	At SAC	At Current University
Enrollment Status		
Full-Time	59%	73%
Part-Time	41%	27%
Hours Spent Studying/Week		
0 to 5 hours	45%	17%
6 to 10 hours	31%	36%
11 to 15 hours	17%	31%
16 hours +	7%	16%
Major		
Liberal Arts	28%	9%
Communication	4%	7%
Human Services	4%	9%
English	4%	7%
Psychology	4%	11%
Sociology	4%	7%
Child Development	0%	11%
Gen. Ed./University Transfer	11%	0%
Undecided/Undeclared	11%	0%
Others	30%	39%
Financing		
Work full/part-time	52%	46%
Family Assistance	44%	46%
Personal Savings	39%	37%
Financial Aid	35%	54%
Scholarship	13%	28%
Employer support	2%	2%
Other (student loans)	4%	11%

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Examples of “Excellent” Student Support Programs and Services

- The counselors really helped me map out a plan to successfully transfer, while the tutors got me through Accounting 201.
- I liked the Service Learning Center because it’s a good opportunity to work with low income families and children. Overall, I had a great experience.
- Transfer Center had excellent counselors such as **Isaac Guzman, John Acuna, Omelina Garcia, Refugio and Robert** all contributed to my success.
- The counselors from U-link and EOPS were amazing in providing me with the latest information in all areas.
- Financial Aid Office staff are very helpful and willing to do more.
- Bookstore had a nice variety of items; financial aid helped when I thought I couldn’t get money.
- EOPS and tutors contributed to my success.

Suggestions for Improving Student Support Programs and Services

- I would have liked to take more writing classes but I would have never done this on my own. I wish I was pushed to write.
- None of the professors gave me their all in teaching. I felt they only came to teach for a paycheck not for the love of teaching.
- Academic Computing Center didn’t have enough techs to help students when needed.
- The Service Learning Center staff were not that friendly so I had to do my internship somewhere else.
- For SAC there is only one-on-one help for selected students. The times I went to see my counselor, another student was immediately given priority even though I got there long before she did.
- EOPS has very rude front-desk staff. They should be friendly and polite.
- Every time I call Admissions I get horrible service from the ladies.

Suggestions for Improving the Academic Preparation at SAC

- Offer more courses, winter session, encourage students to take more than 12 units
- Offer more classes
- Offer more night classes
- Get more high school students to attend SAC concurrently.
- More hands-on clinical experiences
- More summer research opportunities or programs to get students prepared
- Everyone should take a cultural diversity class, along with counseling problem solving course before leaving or transferring.
- Less individual work, more team collaboration
- More writing skills, other schools require a lot of good writing (2)
- Consider to switching to quarter system; it challenges students more and will decrease drop out rates.
- Everything, including staff
- Professors should include articles a bit more challenging. In other words, the textbooks used were easy compared to UC level readings.
- Provide more transferable courses and financial workshops for those wanting to enroll in special loans like Apple.
- Admissions and Records staff needs to be friendly.

Suggestions for Improving the Transfer Program at SAC

- Make at least your first “3” transfers free – not just two
- I have had problems with CSULB not noticing that I was GED certified; I had to file something with CSULB to take a second look at my transcripts. I would help to make it more noticeable for future transfers.
- Make a summer camp or field trip for high school students, so they know that SAC provides them with opportunity to transfer.
- Allow students to choose their classes; many counselors choose easy classes for students, undermining their abilities.
- Display more transfer program flyers or posters because I feel it is not being promoted as it should be.
- I asked my advisor at my university to deal directly with you and I am glad they had that option.
- Make sure counselors never abuse the easier way; I did this and I had to make up so much because I didn't do what I had to do for my major.
- Encourage students to push themselves more
- Keep doing the northern trip. I loved it.
- Make meetings with a counselor mandatory at least once a semester
- Make sure counselors look over students' transcripts thoroughly and give accurate advice. I was told that I must major in liberal studies which I found to be untrue two years later. I was also told I was ready to transfer by multiple counselors and advisors, and when I applied CSUF pointed out I was two units short.
- To have knowledgeable and friendly specialists attending students
- To have more preparation of courses one needs so students won't have to take them at the universities.

What Respondents Liked Most about SAC

- Small campus, small class sizes, professors (5)
- Diversity, location, variety of classes offered, professors, counselors (5)
- Friendly, understanding and approachable instructors (3)
- Transfer Center and teachers program (2)
- Convenience in schedule (2)
- It is a small campus and easy to get around. (2)
- Flexibility, number of outstanding courses offered, price (2)
- The variety of students' ethnicities, easy classes
- The campus was very nice; the professors were very understanding when I asked for help.
- Small community and the services provided by the University Transfer Center and CFTE
- The distance from my residence, the availability of classes
- A nice campus
- I was able to get the class I needed even though I was on the wait list. I emailed professor **Silverman**, explained the situation and he responded immediately.
- The visits they offered to the many campuses; SSTI was another great learning experience.
- I liked **Rochelle Zook** who is passionate person and allowed for my transferring transition to be easy.
- Glass blowing; when the funds become available again, I highly recommend reinstating the glass blowing course. It is an extraordinary learning experience that could also be a money making asset to the school.
- I liked the opportunity to take classes at SAC and SCC.
- The teachers were awesome and so helpful, especially **Mario Robertson**.
- Inexpensive
- The small campus size and the help I received from Professor **Perry** and others in the Education Program
- The counselors and teachers, the help I got from MaSH
- It provided a good transition to the college life style.
- Basketball
- Good choice of evening classes and very affordable



**SANTA ANA
COLLEGE**

Transfer Student Survey

Congratulations on your transfer to a four-year university from Santa Ana College (SAC)! As we study the effectiveness of the education provided by SAC, your perspective as a university student will help us in improving the programs and services provided to current SAC students. Your replies will be reported anonymously. Thank you for your time!

1. When did you first decide to go to college?
 - a) in elementary school or before
 - b) in junior high school
 - c) in high school
 - d) as an adult (after leaving high school)
2. When you first entered SAC, did you already have a plan to transfer to a four-year university?
 - a) yes
 - b) no
3. When you first entered SAC, did you already have a clear idea of your major?
 - a) yes
 - b) no
4. Were you eligible to attend CSU/UC when you finished high school? (**circle all that apply**)
 - a) yes
 - b) no, I needed to bring up my G.P.A.
 - c) no, I needed to take classes in
____ English
____ Mathematics
____ Other _____
 - d) not sure
5. Did your coursework at SAC provide you with the academic skills and knowledge to effectively deal with upper-division coursework at the university?
 - a) yes, well prepared
 - b) somewhat prepared
 - c) no, not at all
 - d) not applicable
6. Did you attend SAC full-time?
 - a) Yes, I had at least 12 units most semesters
 - b) No
7. Did you already attend a four-year university while you were attending or prior to attending SAC?
 - a) Yes (university name _____)
 - b) No, but I attended another community college (college name _____)
 - c) No, I did not attend any other school
8. How many total units did you complete at the other college(s) while/prior to attending SAC?
From a four-year university _____
From other comm. college _____
9. How many semesters did you attend SAC?

10. What was your major while at SAC?

11. What is your major at your current university?

12. Are you a full-time student at your current school?
 - a) Yes, I have at least 12 units most semesters
 - b) No
13. Are/were you (usually) employed while attending?

<u>SAC</u>	<u>Current university</u>
a) yes	a) yes
b) no	b) no

Avg. # of hrs/week worked while at SAC _____

Avg. # of hrs/week working at current school _____
14. On average, how many hours per week do/did you study?

<u>At SAC</u>	<u>At current university</u>
a) 0 - 5 hours	a) 0 - 5 hours
b) 6 - 10 hours	b) 6 - 10 hours
c) 11 - 15 hours	c) 11 - 15 hours
d) 16 hours or more	d) 16 hours or more
15. How were/are you financing your college education? (**circle all that apply**)

<u>At SAC</u>	<u>At current university</u>
a) personal savings	a) personal savings
b) work full/part-time	b) work full/part-time
c) financial aid/EOPS	c) financial aid/EOPS
d) family/spouse	d) family/spouse
e) scholarship(s)	e) scholarship(s)
f) employer	f) employer
g) other _____	g) other _____

16. What are your parents' highest levels of formal education?

Father

- a) 8th grade or less
- b) high school
- c) college, no degree
- d) Associate degree
- e) Bachelor's degree
- f) Master's or Doctorate
- g) don't know

Mother

- a) 8th grade or less
- b) high school
- c) college, no degree
- d) Associate degree
- e) Bachelor's degree
- f) Master's or Doctorate
- g) don't know

17. Please indicate your satisfaction with SAC in the following areas:

	Excellent	Good	Average	Below Avg.	Poor
a) Effectiveness of classroom learning experiences	5	4	3	2	1
b) Ability to register for courses you needed	5	4	3	2	1
c) Variety of courses offered	5	4	3	2	1
d) Quality of instruction/instructors	5	4	3	2	1
e) Appearance of facilities and grounds	5	4	3	2	1
f) Overall experience at SAC	5	4	3	2	1

18. How well has your education at SAC prepared you for your current university work and for life-long learning in the following areas?

	Excellent	Good	Average	Below Avg.	Poor	Not Applicable
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 & 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 & awareness of others' opinions & 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 & seek consensus	5	4	3	2	1	0
p) Select and develop a career	5	4	3	2	1	0

If you rated any preparation as "poor," please give us your suggestions for improvement _____

Please also give examples of any excellent preparation that you have received _____

19. During your education at SAC, how often did you do the following in a typical semester?

	Very Often	Often	Once or Twice	Never
a) Participated in class discussions	3	2	1	0
b) Worked on a paper/project using ideas from different information sources	3	2	1	0
c) Collaborated with other students in a class project	3	2	1	0
d) Used library resources for a research paper or project	3	2	1	0
e) Used the Internet or WWW for information resources for a class assignment	3	2	1	0
f) Used computer software to create charts/graphics/presentations for a project	3	2	1	0
g) Had a discussion with an instructor outside of class on class topics	3	2	1	0
h) Had a discussion with an instructor about your career and educational plans	3	2	1	0
i) Had a discussion with students whose ethnic, religious, political, or cultural background was different from your own	3	2	1	0
j) Attended or participated in a sports event on campus	3	2	1	0
k) Attended/participated in an art exhibit, theater, music, or dance performance	3	2	1	0
l) Participated in a student club, organization or government	3	2	1	0
m) Completed an experiment/project using the scientific method	3	2	1	0
n) Discussed your interests, abilities and plans with a counselor/advisor	3	2	1	0
o) Read information about a university or a career you're interested in	3	2	1	0
p) Had an appointment with a counselor to discuss transfer plans, requirements	3	2	1	0

20. Please indicate which services and programs you used at SAC by checking the "Have used" boxes, and then rate the quality of those services/programs.

	Have used	Excellent	Good	Average	Below Avg.	Poor
Academic Computing Center	#	5	4	3	2	1
Admissions and Records	#	5	4	3	2	1
Bookstore	#	5	4	3	2	1
Career Planning Center	#	5	4	3	2	1
Center for Teacher Education (CFTE)	#	5	4	3	2	1
Counseling	#	5	4	3	2	1
Course Placement Testing	#	5	4	3	2	1
Disabled Student Programs	#	5	4	3	2	1
EOPS (Extended Opportunity Programs)	#	5	4	3	2	1
Financial Aid Office	#	5	4	3	2	1
Freshman Experience	#	5	4	3	2	1
Health Center	#	5	4	3	2	1
Honors Transfer Program	#	5	4	3	2	1
Job/Career Placement Center	#	5	4	3	2	1
Library	#	5	4	3	2	1
Math Study Center	#	5	4	3	2	1
MESA (Math, Engineering & Science)	#	5	4	3	2	1
Registration	#	5	4	3	2	1
Scholarship Services	#	5	4	3	2	1
Service Learning Center	#	5	4	3	2	1
Success Center	#	5	4	3	2	1
University Transfer Center	#	5	4	3	2	1
Tutoring Center	#	5	4	3	2	1

If you rated any program/service as "poor," please give us your suggestions for improvement _____

Please also give examples of any excellent service that you have received _____

21. Please indicate whether or not you used these sources of **transfer information** by checking the “Yes” box, and then rate the helpfulness of the information.

Used/ Contacted	Source of Information	Excellent	Good	Average	Below Average	Poor
#Yes	SAC Transfer Center	5	4	3	2	1
#Yes	SAC counselor	5	4	3	2	1
#Yes	SAC instructor	5	4	3	2	1
#Yes	Parent or family member	5	4	3	2	1
#Yes	Friends/other students	5	4	3	2	1
#Yes	University Information Day	5	4	3	2	1
#Yes	University catalog/brochure	5	4	3	2	1
#Yes	Visits to university campuses	5	4	3	2	1
#Yes	University counselors/advisors	5	4	3	2	1
#Yes	Other _____	5	4	3	2	1

22. What did you like most about SAC? _____

23. What suggestions do you have to improve the academic preparation at SAC? _____

24. What suggestions do you have for improving the **transfer program** at SAC? _____

If you would like a personal response to any specific concern or question you may have, please write down your name, address and phone number along with your question below. We will forward your concern/question to the proper official who will respond directly to you. The information you share here will not be used for any other purpose and will remain confidential.

Thank you for your assistance!