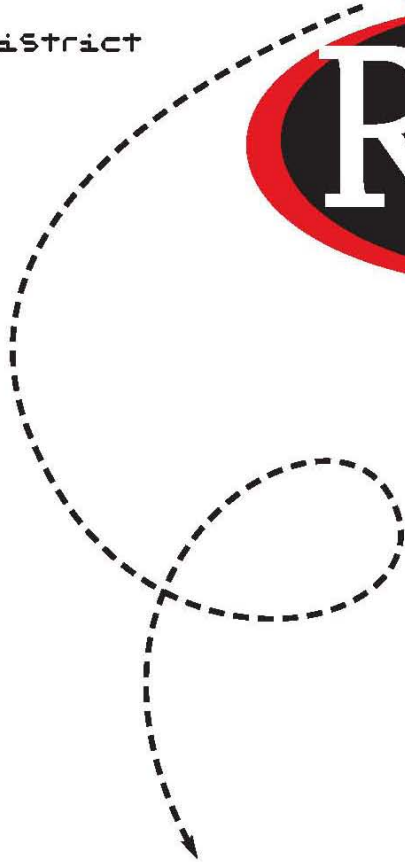


Rancho
Santiago
Community
College
District



**Santa Ana College
Student Satisfaction Survey**

August 2014

Introduction

In Summer 2014, the RSCCD Research Department conducted its comprehensive student satisfaction survey of students enrolled at Santa Ana College (SAC). The survey provided an opportunity for students to report their levels of satisfaction with their educational experience and academic preparation provided by the college. In addition, the survey included questions regarding areas of student learning outcomes and student engagement in related school activities, as well as questions regarding their family background.

This survey was administered to all SAC students who were enrolled during Spring 2014 semester by mail or email depending on the type of contact information that students provided on their college application. In other words, surveys were sent via email to students who listed a valid email address on their college application or via mail to students who did not list an email address. This report summarizes the opinions and perceptions of the 1045 students who completed the survey. The comments (in the appendices) are respondents' own words in which they freely complimented the helpfulness of the staff and faculty, as well as the many services and resources available to them at SAC. Similarly, they did not hesitate to offer suggestions for improvements. Program staff should read this section thoroughly as these comments are very revealing.

Student Satisfaction

Overall Satisfaction

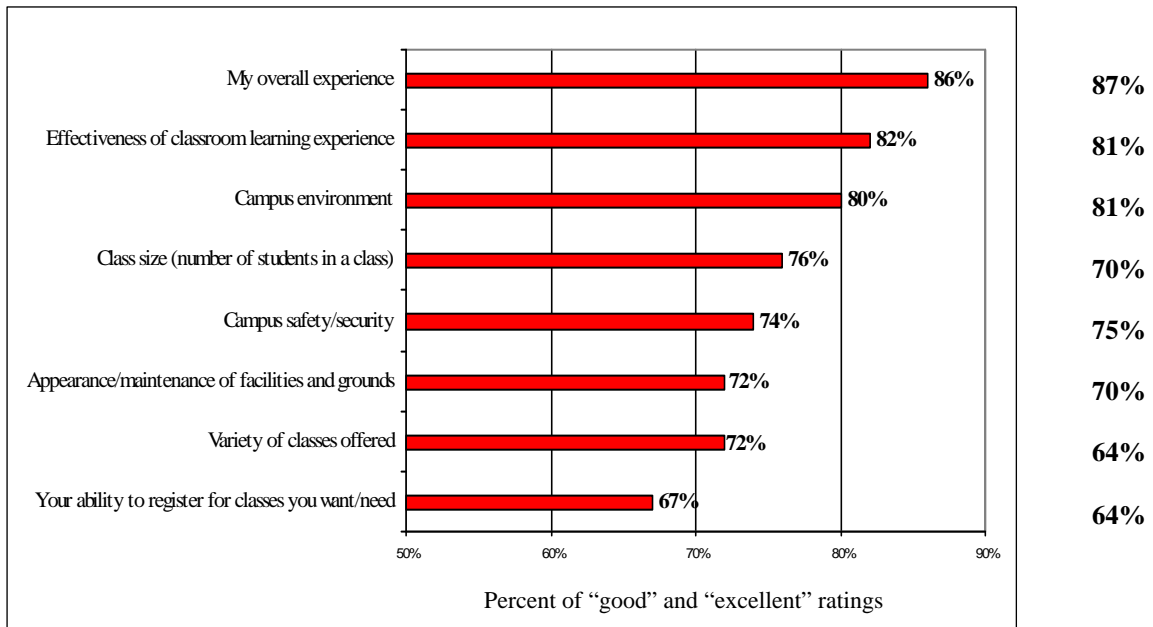
Respondents were generally satisfied with the quality of education, college facilities and the services they received at Santa Ana College. 2014 survey respondents consistently rated most of these categories slightly higher than did 2013 respondents. “Class size” and “variety of classes” had the highest percentage point increase among the satisfaction categories (+6 and +8, respectively)

While respondents expressed satisfaction in all categories, general categories such as “overall experience,” “effectiveness of classroom learning experience” and “campus environment” received higher ratings than “ability to register for classes needed.”

	Percent of Respondents				
	Excellent	Good	Average	Below Average	Poor
My overall experience at SAC	41%	45%	11%	2%	1%
The SAC campus environment (students, activities, etc.)	35%	45%	17%	2%	1%
Effectiveness of classroom learning experience	38%	44%	14%	3%	1%
My ability to register for classes I want or need	33%	34%	23%	7%	3%
Variety of classes offered	31%	41%	20%	7%	1%
Class size	33%	43%	29%	3%	2%
Campus safety/security	31%	43%	21%	3%	2%
Appearance and maintenance of grounds/facilities	30%	42%	21%	5%	2%

2014 Overall Satisfaction

2013 Ratings



Satisfaction by Ethnicity

Overall, African-Americans reported the highest satisfaction in five of the eight categories. Note that the number of African-American respondents was relatively small (n=36) and likely causing percent distributions to fluctuate widely. Comparisons to other groups should be used with caution.

Asians reported the lowest satisfaction in six of the eight categories. Latinos reported highest satisfaction in “overall experience” (87%). However, they rated “ability to register for classes” (66%) lower compared to the other ethnic groups.

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

	Ethnicity			
	African-American (n=36)	Asian (n=198)	Latino (n=627)	White (n=144)
My overall experience at SAC	83%	82%	87%	85%
The SAC campus environment (students, activities, etc.)	83%	76%	80%	80%
Effectiveness of classroom learning experience	81%	77%	81%	81%
Ability to register for classes	67%	67%	66%	70%
Variety of classes offered	78%	66%	73%	70%
Class size	81%	74%	76%	76%
Campus safety/security	75%	73%	73%	74%
Appearance and maintenance of grounds/facilities	69%	70%	73%	68%

Student Learning Outcomes and Engagement

Contribution to Knowledge and Skills

Respondents were asked to rate the preparation they have received at SAC in 16 areas of skills and knowledge that are in line with six of the seven student learning outcomes (SLO) established by SAC faculty. Even though some of these skills and knowledge may be relevant in more than one SLO category, they are only listed once in the most appropriate outcome category.

Overall, respondents were satisfied with SAC’s contribution to the development of all of these skills and knowledge (75% to 85% of “excellent” and “good”). 2014 respondents rated most of these skills and knowledge slightly higher than prior years. Seven percent of the respondents reported that SAC did not contribute to their ability to “use college-level mathematical concepts and methods.”

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

SLO	Skills and Knowledge	N/A	SAC preparation reported by respondents*				
			Excellent	Good	Average	Below Ave.	Poor
Communication	Listen actively and respectfully to others	3%	42%	43%	13%	1%	1%
	Speak in a clear and organized fashion to explain ideas, feelings and conclusions	4%	37%	43%	16%	3%	1%
	Read effectively & analytically at the college level	5%	40%	43%	14%	2%	1%
	Write in an organized and grammatically correct fashion to explain ideas, feelings, and conclusions	5%	38%	43%	15%	3%	1%
Thinking & Reasoning	Formulate original ideas and concepts and integrate ideas	3%	38%	42%	18%	1%	1%
	Think logically, solve problems, explain conclusions, and evaluate ideas of others	3%	38%	44%	15%	2%	1%
	Understand ethical issues in order to make sound decisions and judgments	4%	40%	42%	15%	2%	1%
	Use college-level mathematical concepts and methods	7%	36%	39%	21%	3%	1%
Information Competency	Conduct research using printed materials and computer technology	5%	36%	42%	18%	3%	1%
Diversity	Respect and work with people of different cultural and linguistic backgrounds and abilities	2%	45%	39%	14%	1%	1%
	Interact with others with integrity and awareness of others’ opinions and values	2%	42%	41%	14%	2%	1%
	Understand ethical issues on the environment	5%	39%	41%	16%	3%	1%
Life Skills	Produce and respond to artistic & creative expression	5%	36%	43%	17%	3%	1%
	Demonstrate habits of intellectual and physical well-being	5%	36%	44%	16%	2%	2%
	Participate effectively in teams and groups to make decisions and seek consensus	3%	38%	42%	15%	3%	2%
Career	Select and develop a career	5%	35%	43%	15%	5%	2%

*N/A responses have been eliminated from the analysis.

Respondents rated SAC to have contributed greatly in the areas of “communication” and “diversity.” The most highly-rated skills preparation received at SAC were the ability “to listen actively and respectfully to others” (85%) and “to respect and work with people of different backgrounds” (84%).

Respondents reported the lowest contribution by SAC in their abilities to “produce and respond to artistic and creative expression” (79%), “select and develop a career” (78%), “conduct research using printed material and computer technology” (78%) and “use college-level mathematical concepts and methods” (75%).

This year’s survey respondents consistently rated most of these skills slightly higher than did 2013 respondents. The most significant positive change between 2013 and 2014 was “select and develop a career” (74% to 78%).

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

	2014	2013	Rating Chg %
Listen actively and respectfully to others	85%	88%	-3%
Respect and work with people of different backgrounds	84%	86%	-2%
Interact with integrity and awareness of others' opinions/values	83%	83%	0%
Read effectively and analytically at the college level	83%	80%	3%
Understand ethical issues to make sound decisions/judgments	82%	80%	2%
Think logically, solve problems, explain conclusions	82%	81%	1%
Write (organized/grammatically correct) to explain ideas/feelings	81%	81%	0%
Demonstrate habits of intellectual and physical well-being	80%	78%	2%
Formulate original ideas and concepts and to integrate ideas	80%	78%	2%
Understand ethical issues on the environment	80%	79%	1%
Work effectively in groups to make decisions and seek consensus	80%	79%	1%
Speak in a clear and organized fashion to explain ideas/feelings	80%	83%	-3%
Produce and respond to artistic and creative expression	79%	76%	3%
Select and develop a career	78%	74%	4%
Conduct research using printed material and computer technology	78%	76%	2%
Use college-level mathematical concepts and methods	75%	78%	-3%

Percent of “good” and “excellent” ratings

Student Engagement in College Activities

Respondents were asked how often they participated (within the previous 12 months) in 16 different activities that supported those student learning outcomes.

Classroom activities ranked highest in participation and non-academic activities had much lower participation. More than three-quarters of the respondents “used the Internet for information resources for a class assignment” (80%), “participated in class discussion” and “worked on a paper/project using ideas from different sources” (each 75%). Attendance and/or participation in student clubs, theater, music, and sports events were rated lowest (17% to 21%).

On average, 2014 survey respondents participated in these learning activities at slightly lower rates than did 2013 respondents. The most significant negative changes included “read information about a university or a career you’re interested in” (58% to 50%), “had an appointment with a counselor to discuss class requirements” (49% to 42%) and “discussed your interests/plans with a counselor”(47% to 40%).

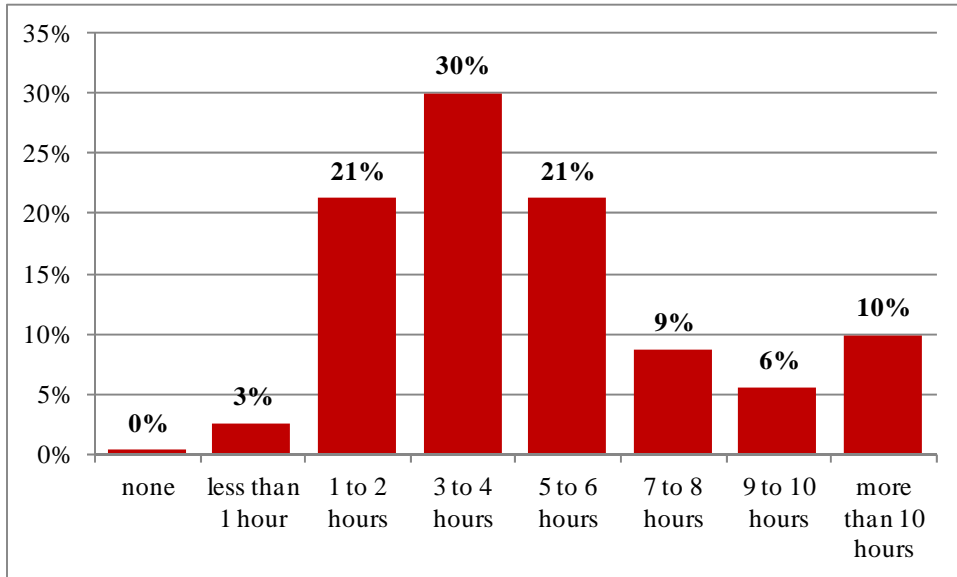
Level of Participation in Student Learning Outcome Activities

	2014	2013
Used the Internet for info resources for a class assignment	80%	80%
Participated in class discussions	75%	73%
Worked on a project using ideas from diff. sources	75%	77%
Collaborated with other students in a class project	68%	73%
Used computer software to create charts/graphics for a project	59%	60%
Had a discussion with students of diff. backgrounds	58%	61%
Did extra study of topics introduced in class (not assigned)	55%	55%
Read info about a university or a career you’re interested in	50%	58%
Used library resources for a research paper or project	49%	53%
Had an appointment with a counselor to discuss class reqs	42%	49%
Discussed your interests/plans with a counselor	40%	47%
Used the SAC library to read mat. not assigned by a class	36%	40%
Completed an experiment/project using scientific method(s)	27%	31%
Attended/participated in art, theater, music or dance act.	21%	19%
Participated in a student club, organization or government	19%	21%
Attended or participated in a sports event on campus	17%	17%

Percent of “very often” and “often” participation

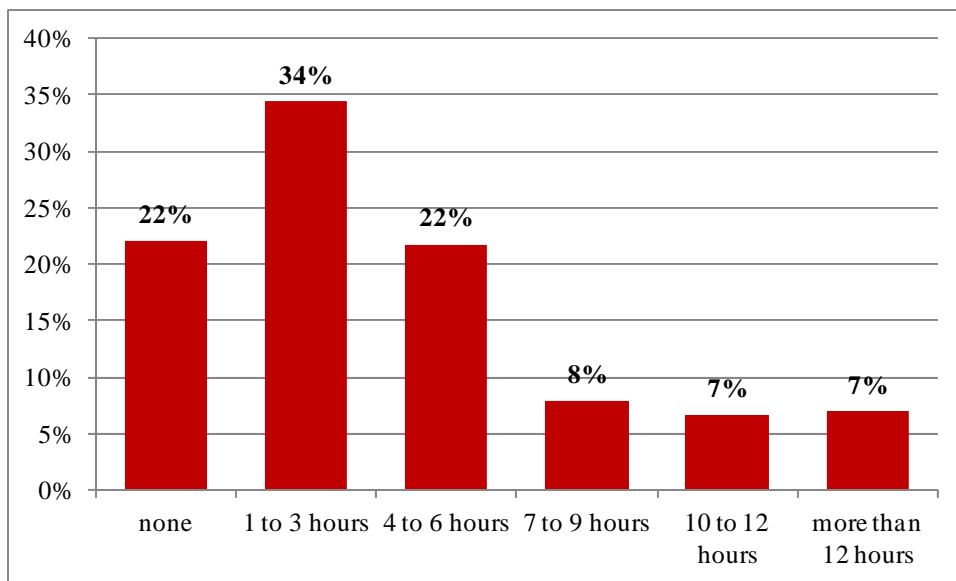
Study Hours

Just over one-half of the respondents spent, on average, one to four hours a week studying for a typical three-unit class at SAC. 16% reported spending more than 8 hours a week studying for a class.



Number of Hours on Campus Other than Attending Class

Other than attending classes, respondents spent very little time on campus. Only 14% of them spent 10 or more hours a week and 22% spent NO time on campus participating in other non-classroom activities, such as student government, student clubs, library use, performing arts, and athletics.



Student Support Programs and Services

Students were asked to rate 24 programs and services made available to students 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.

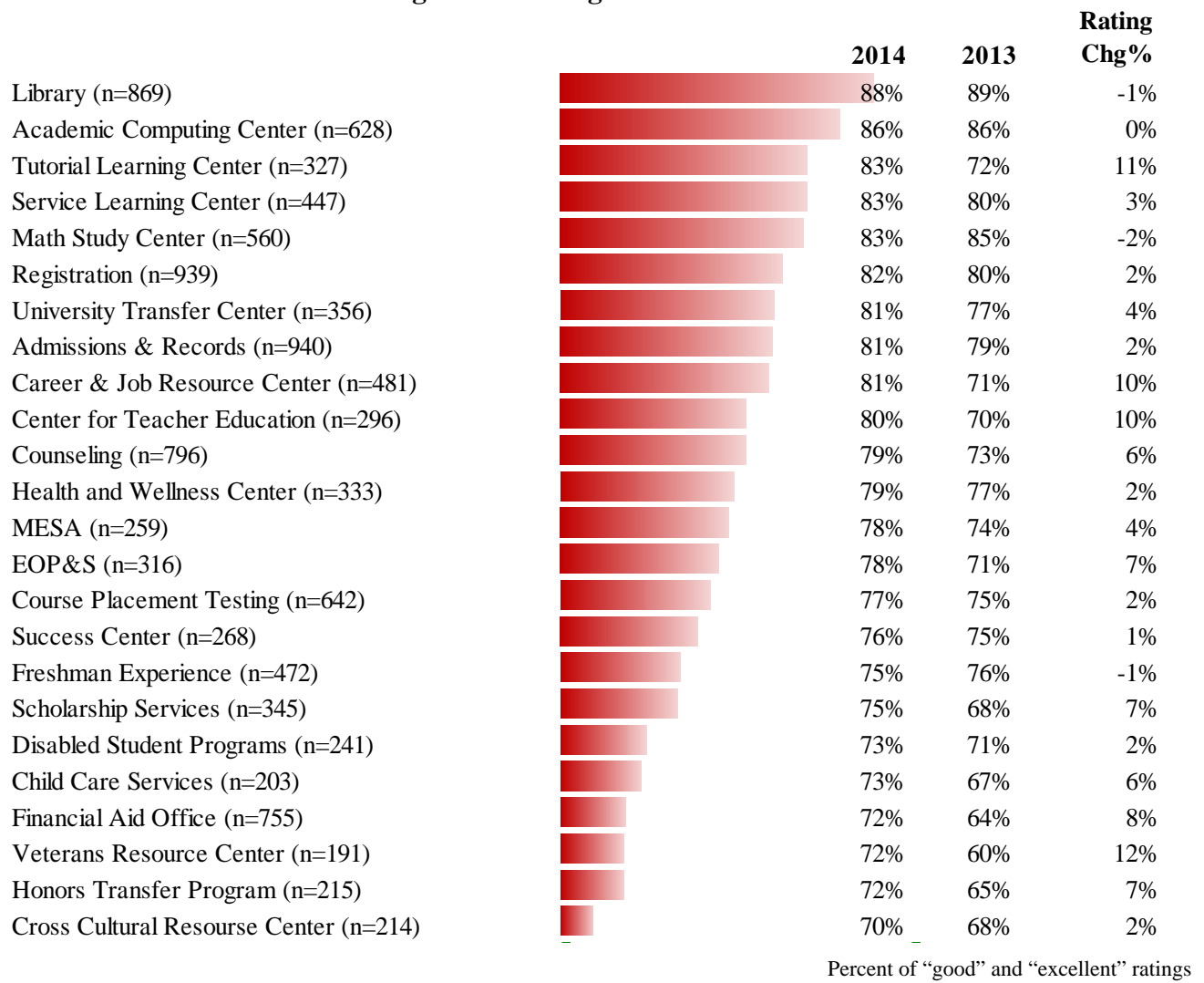
Respondents do not use the many programs and services made available to support them as they pursue their college educations. The most often used programs/services are usually “required” ones with which students need to interact, such as Admissions and Records, Registration, Library and Counseling in order to select and enroll in their classes, complete their assignments, etc. Less than a quarter of respondents participated in “optional” programs, such as MESA Program, the Disabled Student Program, Honors Transfer Program, Cross Cultural Resource Center, Child Care Services, and Veteran Resource Center.

Programs and Services	Percent of Respondents Who Used	Percent of Program/Service Ratings by Users				
		Excellent	Good	Average	Below Average	Poor
Admissions & Records	90%	36%	45%	15%	3%	1%
Registration	90%	42%	40%	14%	3%	1%
Library	83%	52%	36%	9%	2%	1%
Counseling	76%	43%	36%	14%	5%	2%
Financial Aid Office	72%	37%	35%	17%	6%	5%
Course Placement Testing	61%	28%	49%	19%	2%	2%
Academic Computing Center	60%	42%	44%	11%	2%	1%
Math Study Center	54%	45%	38%	13%	3%	1%
Career & Job Resource Center	46%	33%	48%	16%	2%	1%
Freshman Experience	45%	36%	39%	19%	3%	3%
Service Learning Center	43%	39%	44%	13%	2%	2%
University Transfer Center	34%	45%	36%	14%	2%	3%
Scholarship Services	33%	34%	41%	18%	3%	4%
Health and Wellness Center	32%	38%	41%	17%	2%	2%
Tutorial Learning Center	31%	38%	45%	13%	3%	1%
EOP&S (Extended Opportunity Programs)	30%	50%	28%	15%	5%	2%
Center for Teacher Education (CFTE)	28%	25%	55%	17%	3%	0%
Success Center	26%	26%	50%	20%	1%	3%
MESA (Math, Engineering and Science)	25%	37%	41%	17%	3%	2%
Disabled Student Programs	23%	40%	33%	22%	2%	3%
Honors Transfer Program	21%	31%	41%	24%	1%	3%
Cross Cultural Resource Center	20%	22%	48%	25%	2%	3%
Child Care Services	19%	28%	45%	21%	6%	0%
Veterans Resource Center	18%	31%	41%	21%	2%	5%

Overall, regardless of the number of users, participants rated the quality of the various support programs and services from a low of 70% to a high of 88% “good” and “excellent.” 2014 survey respondents consistently rated most student support programs and services higher than did 2013 respondents. The most significant positive changes from 2013 to 2014 included Tutorial Learning Center (72% to 83%), Veterans Resource Center (60% to 72%), Career & Job Resource Center (71% to 81%) and Center for Teacher Education (70% to 80%). It is recommended that further research be conducted to understand the changes as there are many reasons.

Respondents were given an opportunity to share additional comments/suggestions about SAC. They made generally complimentary comments and suggestions for improvement that are grouped by the program or service and can be found in the appendices. Program directors and staff are encouraged to read the many, many comments that respondents offered. We also encourage the process of program review to further analyze issues that may have impacted these ratings.

Ratings of SAC Programs and Services



Characteristics of Survey Respondents

Demographics and Characteristics

Respondents are nearly two-thirds (65%) female and over half Latino (60%).

About one-half (47%) of the respondents speak English as their primary language while 40% speak Spanish.

Few respondents (16%) concurrently attend other colleges/universities while attending SAC; most of those are at nearby colleges/universities, such as Santiago Canyon College, CSU Fullerton and Coastline College.

Ethnicity*	
Latino	60%
Asian/Pacific Islander	19%
White	14%
African-American	3%
Other	8%
Age	
< 19 yrs.	15%
20 yrs. to 25 yrs.	35%
26 yrs. to 29 yrs.	12%
30 yrs. to 39 yrs.	17%
40 yrs.+	21%
Gender	
Female	65%
Male	35%
Primary Language	
English	47%
Spanish	40%
Vietnamese	8%
Other	5%
Attending other colleges/universities?	
No	84%
Yes (n=169)	16%
<ul style="list-style-type: none"> • Santiago Canyon College (25) • UC Santa Cruz and Irvine (2 each) • CSU Fullerton (11), Long Beach (4), and Sacramento and San Francisco (2 each) • Coastline (7), Cerritos (5), Golden West (5), and Orange Coast, Citrus, El Camino, Saddleback, Cypress, Mt. SAC, Long Beach and Riverside College (2 each) • Did not state specific university (88) 	

*Total does not equal 100% due to multiple response option

Family Background

Less than half of respondents live in households of 3 or fewer members; a tenth of the respondents live alone. About one-third (30%) of respondents reportedly did not have any dependents to support in 2013; another 34% were supported by someone else.

Nearly two-thirds (61%) of the respondents work; one-fifth of respondents reported a household income of over \$40,000 in 2013. More than one-quarter (28%) reported that they are unemployed but would like to work.

Number of members in the household:	
Only myself	10%
2-3 members	36%
4-5 members	37%
6 or more members	17%
Number of people you support:	
None, supported by someone else	34%
Only myself	30%
2-3 members	26%
4-5 members	9%
6 or more members	2%
Respondents' 2013 household income:	
≤ \$12,000	22%
\$12,001-\$18,000	11%
\$18,001-\$24,000	11%
\$24,001-\$30,000	8%
\$30,001-\$40,000	10%
>\$40,000	20%
Do Not Know	18%
Respondents' employment status:	
Work full time	30%
Work part time	31%
Unemployed, but would like to work	28%
Unemployed, do not care to work	7%
Homemaker	4%

61% of respondents (as shown in the shaded cell) reported that they are “first-generation” college students, defined here as students for whom neither parent had ever attended college.

Father's Education	Mother's Education			Total
	No College	Some College, No Degree	College Degree	
No College	61%	5%	3%	69%
Some College, No Degree	5%	4%	3%	12%
College Degree	5%	3%	11%	19%
Total	71%	12%	17%	100%

Additional Comments

Class Offering/Registration:

- Try to make class schedule more flexible for the persons who are working full time. (3)
- There should be more variety of classes at different hours to accommodate working students and to accommodate one class from interfering with another. The waitlist is too long. (2)
- I was enrolled in an online class to fulfill a requirement for a university. The online class was great!
- I love to take classes, but am overwhelmed with the excessive amount of reading material.
- I would like more online courses to help students who don't have time to attend on-campus classes.
- The 3-D animation class is inefficient because we do not have enough time to learn the program. I don't feel confident enough to go looking for a job.
- Add more classes.
- All course sessions taught by instructors at the college should incorporate SUSTAINABILITY FOOTPRINT concepts, as it relates to the subject matter.
- As a lifelong learner I would like dance classes to have repeatability. **Kari Jensen** and **Heather Gillette** are wonderful instructors and I want to take their classes because I can't afford it otherwise.
- At RCC when one registers for a science class, you are automatically given a laboratory along with the lecture. I was unable to get a lab for my BIOL 109 class due to miscommunication.
- Since SAC has a reputable Nursing Program, please offer more science classes in the evenings.
- I changed to another school because the Film Department equipment and teaching materials are dated. The website registration has not been a great experience.
- Classes that are more spread out during the day would be nice to work into our schedules.
- Instructors' tolerance for online chat discussions is surprising when some students espoused non-democratic viewpoints. Fun to challenge and added a cultural aspect to their beliefs. Several of those discussions were completely unrelated to class syllabus.
- In some of the computer technology classes, the computers were grossly under capacity in memory; downloads and steps between installations took enormous time and wasted precious instruction.
- I always have problems with registration as I am returning student after graduating 10 years ago. My registration time is too late, I am waitlisted. I have to go another school for classes.
- I am taking CNC classes; since they are pretty popular, they are very difficult to get in.
- I am taking a math class this summer, and we were provided with a temporary access code for the Pearson website. It was not disclosed by the school or the teacher that it was valid for only ten days. This caused the students to fall behind in class which is detrimental for a summer course. The teacher apologized and said he couldn't do anything about it. I wrote a letter to the president explaining the lack in preparation and communication from the school and the teacher and have never received a response. No acknowledgement or even an apology. This lack of communication and preparation of the school and the teacher contributes to my perception of the college.
- I find it ridiculous only one PHYS 217 class is offered in Fall 2014, and none are even offered at SCC. There needs to be more variety in scheduling. What options do you offer those who work?
- I hope SAC will have a bigger Nursing Program.
- Too many classes that should be completed in high school; should not take up college time
- I hope that each department has better connection to other departments. For example, if I already passed Calculus 1 (Math 180), all departments should have that in their systems. I could not register Math 219 (which requires the prerequisite of passing Math 080) on my own, so I had to get a counselor waived that I met the requirement.
- SAC should have a special category for seniors not pursuing degree to continue taking classes for physical/mental well-being. I enjoy being in an environment with youth who provide stimulation.
- Registration date should be based on academic performance and retention, NOT special circumstances.
- I would like to see more classes between 3pm-7pm. The morning and evening classes get full quickly.
- It's a very good campus. Although I would like the classes to be more rigorous.

- More space needed in Math 219 classes
- I feel that I am being stifled in my course options. I am trying to grow but that is difficult to do when you have bogus priority enrolling. By the time I can register the classes I want/need are full. It is unethical for you to expect me to carry 12 credits of classes that don't apply to me (due to them being the only classes available) just so I can have "priority" enrollment in the upcoming semester. Please fix this; registration should be on a first come first serve.
- I would love it if you would offer Portuguese classes. I know 5-6 other people interested in it.
- The welding technology needs more instructors because every class I need is FULL
- There are some difficulties to register for classes.
- I VOTE for freedom to take classes as many times as you want to or feel the need to.
- Physics 237 should have a pre-requisite of Physics 227. Physics 217, 227 and 237 classes should all be offered each semester. If this is not an option, then students should be advised in advance.
- The glitch within registration is irritating and tedious. I had to wait an entire weekend to be able to register for my classes which were already full and I had to be waitlisted.
- The courses at SAC have helped me orientate my chosen career, it is great place.
- The academic dismissal policies are vague and require rewording.

Faculty and staff:

- Love the faculty! (6)
- Ninety percent of the staff is very rude.
- _____ (English) is not a great teacher; she does not grade clearly and properly.
- Extremely poor experience with _____ (Fire Technology). Instructor presented completely unrealistic time commitment estimates. Online materials were unavailable or disorganized. Instructor unresponsive at onset of class, minimally so later on. Open queries by multiple class participants seeking guidance illustrate that this assessment is widely shared. Typical post: 'help does anyone know what is going on?' deserved a public response. None given. I successfully completed FTC 101, 102, 105 and 106 with commendation in several cases from instructors. This (104) class/this instructor created an untenable learning environment for me, leading to a VERY reluctant decision to drop this class and a strong aversion for the current SoCal FTC program. By all means review the course syllabus then compare what was available online for the first several weeks of class. It was chaos. Select commentary I assume remains online on the Blackboard FTC 104 class site. I welcome an opportunity to discuss this further.
- I had a great experience with Professor **Hoang H. Nguyen**.
- Professor **Emley** is an amazing professor.
- _____ should be removed from teaching. He is rude and shows no professional demeanor.
- Professors need to grade accordingly and keep grades posted. I was not properly graded for my welding class two semesters in a row and feel disappointed to say it. After my hard efforts nothing has paid off except the fact I learned to weld. No demo instructions whatsoever. I was not passed for a lab class for missing one class session in the middle of the semester due to a pink eye and was never told I wouldn't pass. I would have just stopped going and not wasted my time. On the other hand, **Ms. Grey** (Biology) was awesome. Very instructional, very educated and motivating. It's nice to have an instructor who pushes you to learn and really puts passion into her work. I feel she is strongly underpaid because she puts her work before her personal life. And my metallurgy class was okay as I learned the most important details of the class which have helped me at my job.
- Teachers should be evaluated every semester so students can give you feedback.
- **Kyla Benson** was phenomenal. I recommend people to Sac because of her expertise, care and manner.
- _____ is a horrible engineer teacher.
- Prior to SAC, I attended Fullerton College; SAC teachers are much better than those at FJC. Teachers are more passionate about their subjects and seem to be more knowledgeable.
- Having a hard time getting an appointment to talk with _____.
- I enjoy attending this college, the teachers are very knowledgeable.

- I completed pharmacy technology at SAC. It is a great program comparing to other schools. However, _____ makes students feel discouraged and discriminated. She is not patient when explaining and clarifying things. If she does not like a student, she will give him/her attitude and find way to fail him/ her. I have seen students crying and dropping her class because of discrimination.
- I enjoy being on campus, and the staff and instructors are always helpful. They truly want you to succeed. I suggest students be required to participate in class activities and discussions.
- I had a female teacher for two of my fire classes, she was awful, very inappropriate in class with some of her stories and comments. She has turned me off to the school and possible fire science.
- I had a wonderful spring semester with **Ms. Caterina**. She is an excellent teacher and I hope she continues to inspire students at SAC for a long time.
- I thought that most of my instructors gave out too much extra credit. Making it easy to pass their courses. I don't think this helps the students that don't take their courses seriously.
- I took 2 classes with **John Coleman** which were both excellent. I recommend the school promote some of the unknown courses, and make it easier to find and enroll.
- The professors are amazing. In the two years I've attended SAC I've only had 2 bad professors.
- Some professors do not seem to be passionate about teaching, creating a boring learning environment and don't understand the material they are teaching.
- SAC is the best. I could have never been where I am if it weren't for the counselors and teachers.
- I will never forget my experiences at SAC. I was fortunate to be educated by compassionate, intelligent educators, specifically **Charles Little** and **William Courter**.
- It would be nice to have **Dr. D'Ibernardo** as a full time teacher. He has the passion and the love to teach. I had a great experience in his class because he inspired me to continue with my education.
- Most instructors at SAC are caring of their student's education. **Zachary Fish** went above and beyond. SAC needs better professors in Computer Science.
- Some teachers have accents which are terribly difficult to understand. Learning at the normal rate when unable to understand your teacher is tough, at best.
- Someone needs to sit in undercover in _____ classes. He yells entirely too much and is out of control. Someone should check DMC classes to see how students are being treated.
- I have had very wonderful teachers who are on top of their game and willing to help and other teachers that seem they could care less. Blackboard is a wonderful learning tool.
- Teachers should use up-to-date Microsoft programs.
- My teacher was hyperactive, talked the entire class period and got angry with us for not accomplishing more work. Since we had to listen to her, we could not work. She sent people home from class and said she would take photos of how little work we had accomplished each class period. She did not give us clear instructions so we kept doing the wrong things. For example, on one project she was angry when we painted the object first rather than the background although she never told us to paint the background first and never told us the exact colors she wanted us to use. Or the teacher mimicked the movements of another teacher who had Parkinson's disease while she talked about him. She talked to me about the poor work of another student. That was not appropriate. As the class progressed she became more domineering and controlling, delivering orders before she was fully in the classroom. She was poorly prepared for the class. A syllabus was not provided for the first few weeks and after it was provided, she kept changing it. She attempted to demonstrate a technique using plastic wrap but brought the wrong material and admitted she had never tried it before when it didn't work. She took attendance only when a student left the room, would get distracted by some thought and come back to the attendance an hour later. She picked on certain students. I was not one of them but dreaded the possibility of becoming one. Being in her class made me very anxious, caused migraines and I dropped the class. I'll never take another class that she teaches.
- The activities, teachers and students should not be evaluated together. My teachers were great!
- Professor Everett was especially encouraging and helpful during my time at SAC. It was nice to see the professors at the graduation ceremony. Their congratulations as we walked out were a wonderful surprise I will remember. Thank you!

- I wish teachers were more understanding about being late or having to leave early as adults especially those with full-time jobs or more than one job or have children. Some teachers treat the students like children making these people to drop class because the teacher gets mad that you were late once. I understand the no exceptions policy but do they have to belittle you even more at school where its supposed to be understanding of you reasons of missed class or tardiness not judge you because you were not 100 percent that day or you had a call during class or even to go to the restroom.
- SAC has some amazing professors, but are some horrible too. Some professors come to class unprepared with what they were going to lecture about and just free styled. This resulted in not learning what we were supposed to and then having massive amount of work shoved at you at the end of the semester. I don't mean to sound like a complaining lazy student, but when we are covering a chapter and a half of material a week and then assigned six chapters to cover the week before finals is excessive. This doesn't show that we learned anything, it just test how well a student can memorize the material. In addition to this, the work we did during the semester are never returned to us. As a college student keeping track of one's grade and progress is an important step to be successful. What made this frustrating was that things didn't change after the professor was made aware of the problem. I'm not trying to single out an individual because when this sort of thing happens in a simple class it's not a very big deal but when you're dealing with math, science or physics and experience as I have described is just terrible. I know from studying with my classmates that some even considered changing their majors to a non-math/science major due to their experiences in such classes. I'm not saying that the classes should be made simpler but I definitely think that difficult classes like physics, chemistry and math should be better organized and presented in a way that makes learning the material more effective rather than confusing.
- Like the classes and the teachers.
- Math professor did not respond to emails or gives out information regarding math lab for tutoring.
- The teachers don't actually teach anymore. They just care about getting through the lesson plan. You would think that if most your students are not doing well in your class it's not the students. It is the teacher not actually doing what they are there to do. Just lecturing things out of the books is not teaching. I can read that myself. I need someone who will help me understand and learn the subject.
- Staff is very friendly and very helpful!
- I had a bad experience with a professor in the Humanities in which I informed the Dean to no avail. DSPS accommodated my disability with software to assist my studies, but the professor would not allow me to utilize it. I asked to be transferred to another class, but was not allowed to transfer.
- Attended SLI (Student Leadership Institute) run by **Daniel Marquez**--who seems to put his heart and soul into it. _____ WAS A NO SHOW! She was to be the closing speaker and did not even arrange for anyone to take her place. The opening speaker was also a no-show without any advance notice--everyone was waiting then Daniel got word that the first speaker would not be there, and _____ was a late cancel as well, as far as I know. These two showed us what leadership is NOT. The Hispanic students of the campus (which are the majority) need to open themselves up to other cultures and learn to think outside the "racial box" since we are all in this together!!

Facilities/Parking:

- Parking is a problem. (8)
- More lights and security in dark areas of the buildings to make us feel safer during night classes. (5)
- The bathroom facilities are poorly maintained and severely outdated. (5)
- The cafeteria does not have many healthy options and the salads seemed to be kind of old. (2)
- The college needs to share the schedule of work on parking lots and campus construction. (2)
- Please keep the trees and plants. (2)
- All hand rails need to be cleaned weekly; there's years of grime on them. Also, weeds are growing in newly planted areas.
- Classroom seating should be upgraded to better accommodate plus-size students, especially in C and H buildings. It is extremely difficult to pay attention when you're comfortable.
- SAC has good facilities.

- I find that attending SAC was an enjoyable experience. Being disabled I found the faculty and staff very helpful. I would like to see more tutors on campus and especially in ASL. I don't know why the college decided to remove handicap parking spaces in lieu of able body parking spaces.
- I think security on campus is great. I would give those guys a raise.
- Bring in more computers in the library. And get better study rooms.
- Students should be able to park in staff parking after 6:00pm. There is little parking for students as it is and it is unsafe to have students walk to their cars that far away when classes get out around 10pm.
- The management of SAC is effective and helpful.
- Please consider having better, cleaner and higher quality of food in the SAC cafeteria. Campus landscaping, restrooms, and some classrooms need major touch-ups! Library and computer lab hours need to be improved for students attending nights and weekends.
- I wish there were fishes in the fountain; it will be very helpful for relaxation!
- The cafeteria is absolutely awful. You might as well close it down. There are like 10 items to choose from, and it is pricey. I had the WORST sandwich that I have ever eaten. I will never eat there again.
- Sometimes I didn't have money to eat and was struggling because I needed to pay rent I believe the school should have free fruits or cheaper lunch prices.
- I have noticed that they don't really promote their clubs around the campus.
- Start a recycling program!
- SAC is a smoke-free campus but people are still smoking as there is not enough surveillance. Also elevators will be nice for the D building because not all of us can walk up that far.

Academic Program and Services:

- I am a 43 year old female with a Bachelor of Science going back for my ADN. I found the SAC Nursing Department to be outstanding. The staff is excellent, the program is excellent.
- Your Business Department seems adequate (in classes offering and facilities), but the Art Department has very few classes. The facilities are run down. The plumbing doesn't even work. The instructors seem great. They accomplish a lot with what they are given.
- More math tutors available for evening students would be great.
- Math Study Center needs to be improved; the tutors are not helpful.
- The Nursing Program does not accept LVN into your program and as a result I will need to transfer to a different college that will accommodate LVNs.
- The Freshman Experience Program helped me a lot and I highly recommend it to incoming freshmen.

Counseling:

- It is very hard to make appointments with the counselors. Your appointment site does not work. (5)
- The counseling counter receptionist is rude. There is no sign of politeness or respect for students. (3)
- Better hours and time to speak with counselors! They should be available anytime. (4)
- It would be nice to have counseling appointments outside of the normal workweek because it is hard to take off work to attend an appointment. (2)
- I have been to counseling to ask help in choosing my classes and transfer information but they failed to answer my questions because they are always rushing me and not letting me speak. (2)
- Counseling Office and Transfer Center need to be on the same page when it comes to what classes are needed to graduate and transfer. I was given two different plans and I am confused.
- I know that I need to have my foreign transcripts, education documents, and coursework translated to validate them in the US Educational System, but why can't make an appointment? I am unable to pay for the translation right now (over \$1000.00), but I will.
- The Counseling Center front counter staff are rude to students. I haven't personally been at the receiving end of their eye-rolling and sarcasm but I've witnessed it while I've sat there waiting for my appointments. I think I haven't been affected because I've been at SAC on and off for quite a few years, so I know the ropes but the poor freshman are really given a hard time for harmless inquiries.

- I have been unable to get an appointment due to delays with a weekly schedule that is always full when I call. It is frustrating when you want guidance with your future and no one helps you. (3)
- I wish the counselors were better at helping build career paths for students.
- I wish we would be able to meet a counselor and stay with that counselor for the duration of my stay at SAC. I also wish you would have the appointment schedule prior to registration day. Administration needs more people working the front desk. Other than that, I really like SAC.
- I would like better counseling staff that can at least pretend they know what they're talking about and show an interest in students' needs.
- I've been suffering from a diagnosed medical condition, which is extremely new to me. This has resulted in not being able to attend classes, and being put on academic probation, which lead to being academically disqualified. I tried to speak to a counselor to get back into SAC, but he said that there's nothing he could do. Even for a legitimate chronic medical condition. And he would still not let me register for fall classes. For a better future? Yeah right, you're preventing me from getting one.
- Need to have more dates available for placement testing. Should also make it easier to schedule an educational plan with a counselor; perhaps make it an option to schedule one online.
- I've had a bad experience at the one-on-one counseling appointment.

Financial Aid Program:

- I wish that FAFSA would take into consideration what your expenses are and count a parent as a dependent, but doubt that will ever happen. SAC is a great college and it will only continue to get better. Thank you for the opportunity to share what I feel about this school.
- Financial Aid is poorly organized and isn't structured to adequately suit the needs of the students. It was so poorly managed it was shocking. It would be much more efficient to fully address student circumstances at the start, instead of prolonging the amount of time the student needs to keep making return trips to wait in line because they aren't given a clear idea from the start about whether they can get financial aid. I would give serious thought to ending the employment of _____.
- The financial aid staff are EXTREMELY rude. So rude to the point where I have avoided calling if I have any questions because they're so mean. They constantly speak with attitude and sarcasm and have no consideration for their students who are worried about paying for school. I suggest re-evaluating your staff and hiring people who want to help students, not make them feel stupid and helpless. The staff seems to hate their job. They are rude and want to hurry up and get to the next person. Please get a more considerate staff!
- Financial aid counselors are too horrible and lack knowledge. I went to see them more than 5 times but they could barely answer my questions with unsure attitude and always suggested me to call this and that number. I felt like I even knew about FA better than them.
- Financial aid employees should refrain from speaking to students in a condescending manner. (3)
- Financial aid staff should answer their phone!
- Getting financial aid should be synchronized with the beginning of the semester so we can have all required text books and /or materials by the time class starts.
- Financial aid has not been supportive. There is no way to get assistance from them. When I asked options available, the response I received was that "there's no point." They are not willing to help.
- The staff in the Financial Aid Office are very rude and do not care about students. All other resources on campus have a very welcoming feel, but financial aid staff neglect students and make us feel bad.
- The Financial Aid Office is efficient. The line may be unpleasant, but the efficient service they provide is unmatched. They are able to tell you what documents are needed, direct you to them, and can clear your file immediately when applicable.

Student Support Services:

- I would like to see more clubs, but the choices are minimal. I want to be more involved with my community but I don't know where to start.
- I would like the administrators/departments to expand office hours. Other campuses, such as IVC and OCC, cater to the needs of their students. For example, support programs stay open beyond the tradition 8-5. I think many working students would utilize the school's resources if they are available.
- It's ridiculous how rude almost every department on campus is to their students. Please fix!
- The receptionist at the counseling desk is rude. There is no sign of politeness or respect for students.
- EOP&S needs to expand and get more funding. It's a great program.
- Bookstore website is not user-friendly (wording is confusing and not intuitive).
- I had to hire my own math tutor because SAC's tutors speak poor English and hard to understand.
- My admissions and registration process has been amazing. The service in the Admissions Office has impressed me the most. When I call with a question, someone ALWAYS answers the phone! The service provided by the phone receptionists is amazing. Even after paying \$20,000 a year for a prestigious college from which I attended and graduated, I NEVER spoke with someone on the first ring and most often, I would have to go inside the office, wait hours, and was never given the information/help I needed. SAC Admissions Office is one of the best offices I have utilized anywhere. The in-office wait is very minimal at specific times in the evening, I always leave with more information and with all the help I need.
- I would like to have more activities for International students. Thank you so much!
- I would like to know all services that the college has to offer.
- I would like to see more assistance with job placement and I would also like to see more group collaboration on class assignments.
- More room for child care and allow more new children to be accepted. It is not fair that the same children get care for years while other children who need the care don't!
- People are rude, not polite; I would like to see more clubs on campus, more activities, opportunities. When I have questions, counselors say to me to figure it out
- Please improve online learning experience and courses.
- Please make the online enrollment easier.
- Please remodel library and increase campus security.
- Provide better hours for the Library; it is difficult to find places to study and do homework.
- The Transfer Center is really helpful and informative. I felt really comfortable during my transfer process. However, Admission and Records staff are very rude. They act as if they were annoyed and they didn't want to be there. I went to pick up an official transcript and didn't know I needed to fill out a form before I was called. The lady embarrassed me in front of everybody by shouting angrily, "Everybody who is getting a transcript first fill out a paper!"
- Get students involved in school activities so they don't drop out. Good job at creating the "New Student Orientation" in Webadvisor, it will be helpful to students that don't know what's going on.
- We need to have a bigger space for MESA.
- Admissions and Records staff should do their job, be friendly and less rude.
- SAC needs more funding. We need more money for financial aid and other school-related needs.
- The support programs that SAC offers are amazing. Thank you.
- They had amazing tutors and resources on campus.
- They should extend Library and Math Center hours and expand the MESA Center.
- Admissions staff have attitudes; they care about their side conversations than helping students.
- The SAC orientation for new students that I attended did not mention the other departments/resources available such as MESA, Success Center, Academic Computer Center and Center for Teacher Education. I believe this information should be included into the next orientation.
- The Math Study Center did an excellent job in preparing students for math classes.

- The Career Center and the Service Learning Center have been exceptional. The faculty and staff working in these centers have helped me achieve academic, professional, and personal success. I would not be where I am today without the services provided by them.
- Thank you for all the resources, like EOPS and DSPS, who had helped me achieved my goals.
- We are students, not millionaires. We shouldn't be expected to pay an arm and a leg for textbooks, or online access codes. This alone has made my experience at SAC unpleasant.
- Great Veterans services!

Overall/General Comments:

- SAC is a great place to study, to learn and to earn a college degree.(35)
- Great experience, great professors. (33)
- Great educational programs (12)
- Nobody answers the phone; I always get transferred around. Staff is not very friendly and they will say things like “what do you want!” You are being paid to serve students and need to be respectful.
- Change the add/drop policy pertaining to Veterans. I was not notified I needed to pay for a class and my registration date was pushed back two weeks. Now I'm unsure if I'll be able to attend fall semester. That's an absolute joke. Also, make it easier to apply for the BOG waiver online. Everyone just says, there is a link on WebAdvisor, but I needed to be walked through it.
- Don't experiment too much on SAC students; get studies from other schools and after apply them to us. We are always the body for trial and error and as a result our grades suffer from it.
- Everyone has an opportunity to be a successful student and move on to a four-year college. But, student's hard work, dedication and perseverance are the vital steps.
- My experience at SAC has been wonderful. I have learned a lot, met great people and my involvement in school is extremely fun. Teachers are prepared and very patient with students.
- You REALLY need a technology upgrade (pretty much everywhere).
- I have attended other colleges, but SAC is the best in assisting me with my education. The staff and departments are always helpful and I've never felt ignored or left out. Customer service is great.
- I have been attending the school on and off for some years now. I have had great instructors and some very poor. On another note, the school needs to evaluate its degrees. You should be able to get into a job fitting your education when you obtained a degree.
- I love being a Don!! It has been very rewarding experience to attend SAC. I am moving on to CSUF and it would not have been possible without support of the Center for Teacher Education Program.
- I love SAC but my last class experience was average; the professor spoke a lot in class but not much of what was supposed to be the subject of the course.
- I love this school; it's easy to register for classes!
- SAC has become worse. Specifically, the number of times you are allowed to take a class. This may seem like a lot of tries but some courses are tougher than others, bad teachers, and life's occurrences which could force us to drop a class. What if you are unsure about a major, there is no options to take introduction classes. This is what community colleges are supposed to encourage but now it is very limiting. Students should be given at least six weeks to audit a class and drop WITHOUT receiving a W. As it is now, you only have a few days to drop. The new enrollment policies are ridiculous, having to enroll again for being away for one semester is absurd; not to mention the units completed policy is moving backwards. You get punished from enrollment priority for having too many units. Also, the new academic probation system is insulting and disjointed, especially to older students who have not attended college in years. These rules should not apply, very unfair and broken. Also, the math lab is terrible especially with some classes having mandatory lab requirements and not to mention some of the staff is not helpful, especially _____. She is rude, abuses her power and is borderline harassing. She should be terminated as she is clearly not there to help students. I don't know what happened to SAC but it's not good. This place used to be about opportunities and now it is constricted and broken on many levels. If these things are not undone, it will pose a great detriment on the community. SAC is a COMMUNITY college; its purpose is to enrich and guide people who do not have the means or a clear path to attend the universities. That's what makes America such a great place

to live. You get opportunities to try, try, try again and again. Please open your hearts and revert back to the SAC that I once knew and loved. Thank you.

- I was on campus for one week only. Found friendly staff and well kept facilities
- I'm excited to start my second year at SAC. The campus is beautiful.
- SAC is an outstanding school. The campus is beautiful and staff are friendly and care about the well-being of all students. I am very satisfied in choosing SAC and I highly recommend it to everyone.
- Sometimes I feel bothered by people who came to campus to do commercials.
- I really appreciate how unique SAC is from other college campuses. I would advocate for more programs like the mariachi classes, the study of world music and dance. I wish they would bring back flamenco dance and other ethnic dances, such as Hawaiian dance, belly dance, and even Irish step dance. It would be beneficial to students to have more tutoring services at the Disabled Student Center. Also, it would be great to have a nice cafeteria and a new recital hall so that we can have more musical/dance events. Overall, I am glad to be at SAC and the academic experience here!
- SAC was not my school of choice, but out of convenience. The professors, counselors, and office staff have bad attitudes and do not care about the students or their academic goals. The professors read PowerPoints while having a power trip and bad attitude. The office staff treats students with disrespect while they sit around and be catty to one another. I witnessed an Admission employee go off on another employee in front of staff and prospective students. It was very unprofessional, yet expected from SAC. I am extremely dissatisfied with SAC and relieved that I have transferred.
- Faculty should not show favoritism in the classroom. If a student is doing well then the instructor can communicate with the student personally instead of saying it in front of us "dummies." It would also be helpful if instructors make sure students know they are required to attend all class sessions.
- This school really has a family environment where every staff member is nice and friendly, making it easy for students to not be afraid and ask questions.
- Student evaluations appear to be worthless act since I have only done it once in over the two years.
- SAC provides opportunities for anyone who has a dream to obtain an education. Thank you SAC!
- The campus maintenance is great. The professors are good. The EOPS and U-Link are great.
- The activities in our clinical group were excellent because we had an exceptional group. I have seen a few students being bullied by other students, but the college/faculty has done nothing. A student actually dropped because of the harassment. I do not appreciate knowing this goes on and it is a safety concern. The bullies have gone as far as erring pink shirts and calling themselves the mean girls on Instagram. I'm sad that this exist. Not a good reputation for SAC and a lawsuit waiting to happen.

Santa Ana College 2014 Student Satisfaction Survey

Because your education is important to us, we would like to ask you a few questions regarding your experiences and satisfaction with support services you received at SAC. Also, we would like to ask you about your perception of the preparation you are receiving from SAC in 16 areas of skills and knowledge that faculty feel you should accomplish as part of your education. We will use the results to assist our faculty and staff to strategize plans to continue to ensure your educational experience at SAC is a productive one. Your answers will remain anonymous and confidential.

Thank you for being a part of this very important feedback to our staff and faculty!

SECTION 1: TELL US ABOUT YOUR EXPERIENCE AT SAC

1. Based on your experiences and satisfaction, please rate the following criteria by circling the appropriate numbers below:

	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

2. If you could start over again, would you choose to attend SAC?

- a) yes
- b) maybe
- c) no, why _____

3. Please rate the quality of services and programs that you have used at Santa Ana College: (Circle #0 if you "have not used" a particular service/program)

	Have Not Used	Excellent	Good	Below Average	Avg.	Poor
Academic Computing Center	0	5	4	3	2	1
Admissions & Records	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
Child Care Services	0	5	4	3	2	1
Counseling	0	5	4	3	2	1
Course Placement Testing	0	5	4	3	2	1
Cross Cultural Resource Center	0	5	4	3	2	1
Disabled Student Programs	0	5	4	3	2	1
EOP&S	0	5	4	3	2	1
Financial Aid Office	0	5	4	3	2	1
Freshman Experience	0	5	4	3	2	1
Health and Wellness 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 (Math, Engineering and Science)	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
Success Center	0	5	4	3	2	1
University Transfer Center	0	5	4	3	2	1
Tutorial Learning Center	0	5	4	3	2	1
Veterans Resource Center	0	5	4	3	2	1

4. Please rate the quality of preparation your SAC education has given you to be able to:

	Excellent	Good	Average	Below Average	Poor	Does not Apply
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

5. IN THE PAST 12 MONTHS, how often have you done the following?

	Very Often	Often	A Few Times	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) Did additional study of topics introduced in class (not an assignment)	3	2	1	0
e) Used library resources for a research paper or project	3	2	1	0
f) Used the SAC library to read materials not assigned by a class	3	2	1	0
g) Used the Internet or WWW for information resources for a class assignment	3	2	1	0
h) Used computer software to create charts/graphics/presentations for a project	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 or participated in student activities or sponsored events such as cultural programs, speakers, open forums, or concerts.	3	2	1	0
l) Participated in a student club, organization or government	3	2	1	0
m) Completed an experiment/project using scientific method	3	2	1	0
n) Discussed your interests, abilities and plans with a counselor/advisor	3	2	1	0
o) Read or researched information about a university or a career interest	3	2	1	0
p) Had an appointment with a counselor to discuss classes, requirements, or develop an educational plan	3	2	1	0

SECTION 2: TELL US ABOUT YOU

1. What is your employment status at this time?
 - a) employed full time
 - b) employed part time (_____ 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 at this time
2. Your gender:
 - a) male
 - b) female
3. Your ethnic background: **(circle all that apply)**
 - a) African-American
 - b) Hispanic/Latino
 - c) Asian/Pacific Islander
 - d) Non-Hispanic Caucasian
 - e) Other
4. How old are you?
 - a) 17 and under
 - b) 18
 - c) 19
 - d) 20 to 21
 - e) 22 to 25
 - f) 26 to 29
 - g) 30 to 39
 - h) 40 to 49
 - i) 50 to 64
 - j) 65 and over
5. On average, how many hours a week do you spend studying or preparing outside of class for a typical 3-unit class?
 - a) none
 - b) less than 1 hour
 - c) 1 to 2 hours
 - d) 3 to 4 hours
 - e) 5 to 6 hours
 - f) 7 to 8 hours
 - g) 9 to 10 hours
 - h) more than 10 hours
6. On average how many hours a week do you spend on campus other than attending classes?
 - a) none
 - b) 1 to 3 hours
 - c) 4 to 6 hours
 - d) 7 to 9 hours
 - e) 10 to 12 hours
 - f) more than 12 hours
7. Your gross household income for 2013: (Include incomes of all household members)
 - a) below \$9,000
 - b) \$9,000 to \$12,000
 - c) \$12,001 to \$15,000
 - d) \$15,001 to \$18,000
 - e) \$18,001 to \$21,000
 - f) \$21,001 to \$24,000
 - g) \$24,001 to \$27,000
 - h) \$27,001 to \$30,000
 - i) \$30,001 to \$40,000
 - j) over \$40,000
 - k) I don't know
8. Including yourself, how many household members live in your residence? _____
9. How many people did you support (provide more than half of their housing, food, and expenses) in 2013? **(include yourself in the count)**
 - a) none, I'm supported by family/spouse
 - b) only myself
 - c) two, including myself
 - d) three, including myself
 - e) four, including myself
 - f) five, including myself
 - g) six or more, including myself
10. What is your native language?
 - a) English
 - b) Spanish
 - c) Vietnamese
 - d) Chinese
 - e) Korean
 - f) Other _____
11. What are your parents' highest levels of education?

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

12. Additional comments, concerns or experiences about SAC you would like to share with us: _____

Thank you for your assistance!