



2017

Santa Ana College Student Satisfaction Study

Introduction

In 2017, the RSCCD Research Department administered its comprehensive student satisfaction survey to students enrolled at Santa Ana College (SAC). The survey provides an opportunity for students to share feedback regarding their experiences and satisfaction with the academic preparation and support services they received at SAC. In addition, the survey includes questions regarding areas of institutional learning outcomes and student engagement in related school activities, as well as questions regarding their family background.

The survey was administered online to all SAC students who were enrolled during the Spring 2017 semester and who provided a valid email address on their college application. This report summarizes the responses of the 610 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. Respondents also offered suggestions for improvements. Program staff should review these comments to gain a better understanding of the students' perspective and to provide direction for improving the services and support they provide.

Student Satisfaction

Overall Satisfaction of SAC

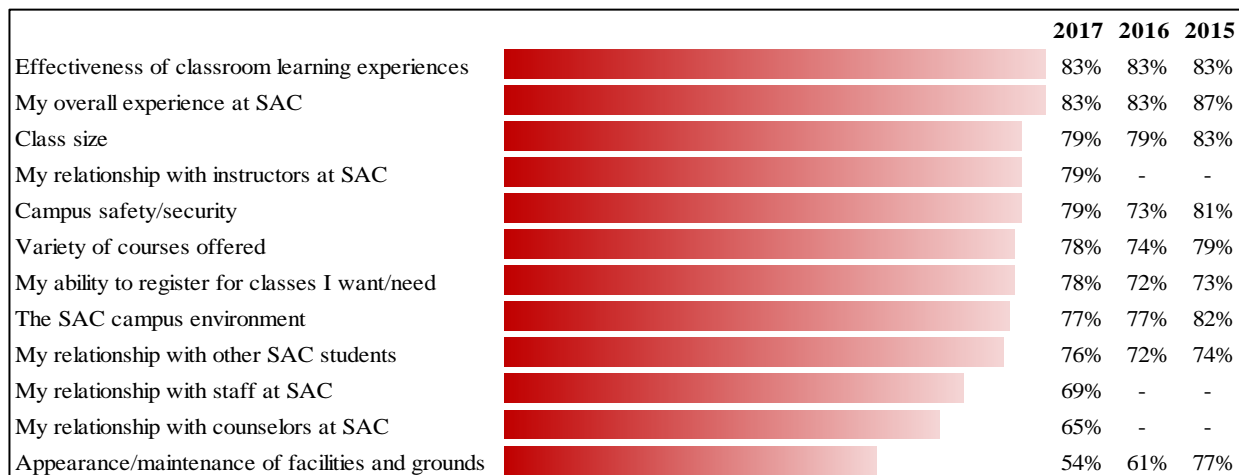
Respondents were asked to rate their satisfaction of various areas offered at SAC, including the quality of education, campus facilities, and support services. “Effectiveness of classroom learning experiences” and “my overall experience at SAC” (83% each of “excellent” and “good”) had the highest levels of satisfaction, but “appearance/maintenance of facilities and grounds” were rated low at 54% satisfaction.

“My ability to register for classes I want/need” revealed the greatest increase (+5 percentage points), whereas “appearance/maintenance of facilities and grounds” reported the greatest decrease (-23 percentage points). Respondents’ engagement with instructors was rated relatively high (79%) compared to their engagement with counselors (65%) and staff (69%).

In almost all areas, ratings of satisfaction either decreased or remained unchanged compared to 2015; however, each of the ratings were slightly higher compared to 2016.

Overall Satisfaction

	Percent of Respondents				
	Excellent	Good	Average	Below Average	Poor
My overall experience at SAC	48%	35%	11%	3%	3%
The SAC campus environment (students, activities, etc.)	39%	38%	16%	4%	3%
Effectiveness of classroom learning experience	45%	38%	11%	3%	3%
My ability to register for classes I want or need	47%	31%	15%	4%	3%
Variety of classes offered	41%	37%	16%	3%	3%
Class size (# of students in a class)	39%	40%	17%	2%	2%
Campus safety/security	41%	38%	16%	3%	2%
Appearance and maintenance of grounds/facilities	24%	30%	26%	11%	9%
My relationship with SAC counselors	35%	30%	21%	8%	6%
My relationship with SAC instructors	45%	34%	14%	4%	3%
My relationship with other SAC students	38%	38%	17%	4%	3%
My relationship with staff at SAC	35%	34%	20%	7%	4%



Percent of “Good” and “Excellent” ratings

Personal Experience at SAC

Respondents also provided insight into their personal experiences at SAC. The vast majority of respondents (90%) were in agreement that “SAC supports a community of diverse cultures.”

Areas which were consistently rated positively included “SAC is supportive of all students,” “I can achieve my educational goal(s) at SAC,” and “SAC promotes mutual respect between students and faculty” (each with 87% “strongly agree” and “agree”).

Although many respondents (73%) agreed with the statement “faculty and staff care about me as an individual,” one-fifth responded with “not sure”. Other areas which had notable levels of “not sure” ratings included, “I feel a sense of belonging to this campus” (18%) and “SAC’s environment encourages my personal growth” (16%).

Of the four areas in which there were 2016 comparison, only “I can achieve my educational goal(s) at SAC” showed an increase of 2 percentage points.

Personal Experience

	Percent of Respondents				
	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
SAC is supportive of all students	60%	27%	10%	1%	2%
SAC supports a community of diverse cultures	61%	29%	7%	2%	1%
I feel a sense of belonging to this campus	48%	28%	18%	3%	3%
Faculty and staff care about me as an individual	43%	30%	20%	3%	4%
SAC’s environment encourages my personal growth	46%	33%	16%	2%	3%
SAC’s environment promotes respect between students and faculty	50%	37%	9%	2%	2%
I can achieve my educational goal(s) at SAC	58%	29%	9%	2%	2%
I would recommend SAC to a friend or family member	59%	26%	9%	3%	3%

	2017	2016
SAC supports a community of diverse cultures	90%	-
SAC is supportive of all students	87%	-
I can achieve my educational goal(s) at SAC	87%	85%
SAC promotes mutual respect between students and faculty	87%	-
I would recommend SAC to a friend or family member	85%	87%
SAC's environment encourages my personal growth	79%	-
I feel a sense of belonging to this campus	76%	78%
Faculty and staff care about me as an individual	73%	74%

Percent of “Agree” and “Strongly Agree” ratings

Satisfaction and Personal Experience by Ethnicity

Overall, Latino and Asian students reported high satisfaction, whereas African-American respondents rated lower satisfaction. Note that the number of African-American respondents was relatively small ($n = 10$) and variation in percentages is usually higher; therefore, comparisons should be used with caution.

Latino students reported the highest satisfaction in “overall experience at SAC” (88%), Asian respondents reported the highest in “effectiveness of classroom learning experience” (88%), and White respondents reported the highest in “my relationship with staff at SAC” (74%).

Overall Satisfaction by Ethnicity Percent of “Good” and “Excellent”

	Ethnicity				
	African-American ($n = 10$)	Asian* ($n = 72$)	Latino ($n = 224$)	White ($n = 84$)	Other ($n = 44$)
My overall experience at SAC	80%	85%	88%	79%	82%
The SAC campus environment (students, activities, etc.)	60%	75%	82%	73%	68%
Effectiveness of classroom learning experience	60%	88%	87%	80%	68%
My ability to register for classes I want or need	70%	85%	78%	80%	77%
Variety of classes offered	60%	76%	81%	76%	61%
Class size (# of students in a class)	70%	83%	82%	76%	70%
Campus safety/security	70%	88%	79%	83%	75%
Appearance and maintenance of grounds/facilities	20%	60%	57%	44%	39%
My relationship with SAC counselors	70%	74%	66%	62%	57%
My relationship with SAC instructors	70%	79%	82%	80%	70%
My relationship with other SAC students	70%	79%	80%	71%	68%
My relationship with staff at SAC	70%	69%	73%	74%	59%

* Asian includes Filipino and Pacific Islander.

Again, Latino and Asian respondents reported higher rates in almost all areas of personal experience. Latino respondents also believe they “can achieve their educational goals” at SAC at a higher rate than other groups. Highlighting inclusiveness on campus, the majority of all ethnic groups (87% to 94%) were in agreement that “SAC supports a community of diverse cultures.”

Personal Experience by Ethnicity Percent of “Agree” and “Strongly Agree”

	Ethnicity				
	African-American ($n = 10$)	Asian* ($n = 72$)	Latino ($n = 224$)	White ($n = 84$)	Other ($n = 44$)
SAC is supportive of all students	70%	83%	90%	82%	80%
SAC supports a community of diverse cultures	90%	94%	92%	87%	89%
I feel a sense of belonging to this campus	60%	79%	80%	64%	57%
Faculty and staff care about me as an individual	70%	71%	76%	71%	61%
SAC’s environment encourages my personal growth	60%	78%	83%	77%	66%
SAC’s environment promotes respect between students and faculty	80%	85%	88%	81%	75%
I can achieve my educational goal(s) at SAC	60%	85%	90%	85%	66%
I would recommend SAC to a friend or family member	80%	86%	90%	79%	80%

* Asian includes Filipino and Pacific Islander.

Satisfaction and Personal Experience by Gender

Female respondents reported higher levels of satisfaction in eight of the 12 categories compared to males. The greatest difference was in “class size (# of students in a class)”, with 85% of females and 72% of males rating as either “good” or “excellent”. “Appearance and maintenance of grounds/facilities” was rated the lowest by both females (54%) and males (56%).

Overall Satisfaction by Gender Percent of “Good” and “Excellent”

	Gender	
	Female (n = 254)	Male (n = 136)
My overall experience at SAC	86%	83%
The SAC campus environment (students, activities, etc.)	80%	76%
Effectiveness of classroom learning experience	85%	84%
My ability to register for classes I want or need	81%	76%
Variety of classes offered	81%	75%
Class size (# of students in a class)	85%	72%
Campus safety/security	81%	79%
Appearance and maintenance of grounds/facilities	54%	56%
My relationship with SAC counselors	64%	68%
My relationship with SAC instructors	83%	77%
My relationship with other SAC students	78%	79%
My relationship with staff at SAC	70%	73%

Female respondents also reported higher levels of satisfaction in personal experiences at SAC in six of the eight items. The only area in which males rated higher than females was in “faculty and staff care about me as an individual” (77% and 72%, respectively).

Personal Experience by Gender Percent of “Agree” and “Strongly Agree”

	Gender	
	Female (n = 254)	Male (n = 136)
SAC is supportive of all students	88%	85%
SAC supports a community of diverse cultures	93%	86%
I feel a sense of belonging to this campus	75%	75%
Faculty and staff care about me as an individual	72%	77%
SAC’s environment encourages my personal growth	80%	79%
SAC’s environment promotes respect between students and faculty	87%	85%
I can achieve my educational goal(s) at SAC	88%	85%
I would recommend SAC to a friend or family member	87%	82%

Satisfaction and Personal Experience by Disability Status (DSPS)

Respondents who requested assistance as a result of a learning, physical, psychological, and/or medical condition reported higher ratings in eight of the 12 categories, compared to those who did not request assistance. It is important to note that there was a relatively small number of disabled student respondents ($n = 46$); therefore, comparisons should be used cautiously.

Most notably, disabled students rated higher than non-disabled students in “my relationship with SAC counselors” (20 percentage points; 83% vs. 63%) and “my relationship with staff at SAC” (15 percentage points; 85% vs. 70%).

**Overall Satisfaction by DSPS Status
Percent of “Good” and “Excellent”**

	DSPS Status	
	DSPS ($n = 46$)	Non-DSPS ($n = 332$)
My overall experience at SAC	89%	86%
The SAC campus environment (students, activities, etc.)	83%	79%
Effectiveness of classroom learning experience	83%	86%
My ability to register for classes I want or need	80%	81%
Variety of classes offered	83%	79%
Class size (# of students in a class)	76%	83%
Campus safety/security	83%	80%
Appearance and maintenance of grounds/facilities	61%	55%
My relationship with SAC counselors	83%	63%
My relationship with SAC instructors	83%	82%
My relationship with other SAC students	78%	79%
My relationship with staff at SAC	85%	70%

Overall, disabled students reported lower levels of agreement in five of the eight categories of personal experience compared to non-disabled students, most notably, “I can achieve my educational goal(s) at SAC” (80% and 89%, respectively).

Disabled students reported higher ratings than non-disabled students in “faculty and staff care about me as an individual” (85% vs. 73%), “SAC’s environment encourages my personal growth” (89% vs. 80%), and “SAC’S environment promotes respect between students and faculty (89% vs. 86%).

**Personal Experience by DSPS Status
Percent of “Agree” and “Strongly Agree”**

	DSPS Status	
	DSPS ($n = 46$)	Non-DSPS ($n = 332$)
SAC is supportive of all students	85%	88%
SAC supports a community of diverse cultures	87%	92%
I feel a sense of belonging to this campus	76%	77%
Faculty and staff care about me as an individual	85%	73%
SAC’s environment encourages my personal growth	89%	80%
SAC’s environment promotes respect between students and faculty	89%	86%
I can achieve my educational goal(s) at SAC	80%	89%
I would recommend SAC to a friend or family member	83%	86%

Institutional Learning Outcomes and Engagement

Contribution to Knowledge and Skills

Respondents were also asked about the academic preparation they received at SAC in 16 areas of skills and knowledge that are in line with six of the seven Institutional Learning Outcomes (ILO) established by SAC faculty. Although some of these areas of skills and knowledge may be relevant in more than one ILO category, they are only listed once in the most appropriate outcome category.

Level of Preparation Received in Skills and Knowledge Associated with Institutional Learning Outcomes

ILO	Skills and Knowledge	N/A	Quality of skills and knowledge preparation reported by respondents				
			Excellent	Good	Average	Below Avg.	Poor
Communication	Listen actively and respectfully to others	4%	51%	38%	8%	1%	2%
	Speak in a clear and organized fashion to explain ideas, Feelings, and conclusions	4%	40%	44%	12%	2%	2%
	Read effectively & analytically at the college level	4%	41%	42%	13%	2%	2%
	Write in an organized and grammatically correct fashion to explain ideas, feelings, and conclusions	4%	39%	42%	15%	2%	2%
Thinking & Reasoning	Formulate original ideas and concepts and integrate ideas	4%	39%	43%	14%	2%	2%
	Think logically, solve problems, explain conclusions, and evaluate ideas of others	4%	42%	41%	13%	1%	3%
	Understand ethical issues in order to make sound decisions and judgments	5%	43%	40%	12%	3%	2%
	Use college-level mathematical concepts and methods	9%	38%	38%	19%	2%	3%
Information Competency	Conduct research using printed materials and computer technology	7%	38%	38%	19%	2%	3%
Diversity	Respect/work with people of different cultural and linguistic backgrounds/abilities	3%	54%	35%	8%	1%	2%
	Interact with others with integrity and awareness of others' opinions and values	4%	48%	38%	11%	1%	2%
	Understand ethical issues about the environment	7%	44%	38%	13%	2%	3%
Life Skills	Produce and respond to artistic/creative expression	8%	39%	39%	18%	2%	2%
	Demonstrate habits of intellectual and physical well-being	7%	42%	40%	15%	1%	2%
	Participate effectively in teams and groups to make decisions	5%	42%	39%	13%	3%	3%
Career	Select and develop a career	7%	41%	36%	18%	2%	3%

The top most highly-rated skills preparation from this year’s survey included “listen actively and respectfully to others,” “respect and work with people of different backgrounds,” and “interact with integrity and awareness of others opinions/values.” All three of these categories yielded high levels of satisfaction (86% to 89% of “good” and “excellent” ratings).

Respondents reported lower contributions by SAC in their ability to “produce and respond to artistic and creative expression” (78%), “select and develop a career” (77%), “conduct research using printed material and computer technology”, and “use college-level mathematical concepts and methods” (76% each).

Similar to 2015, responses from this year’s survey revealed overall positive levels of satisfaction in regards to SAC’s ability to prepare them in all areas of the listed skills and knowledge outcomes (76% to 89% of “good” and “excellent” compared to 80% to 90% in 2015).

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

	2017	2016	2015
Listen actively and respectfully to others	89%	88%	89%
Respect and work with people of different backgrounds	89%	85%	90%
Interact with integrity and awareness of others' opinions/values	86%	85%	89%
Speak in a clear and organized fashion to explain ideas/feelings	84%	84%	86%
Read effectively and analytically at the college level	83%	83%	86%
Think logically, solve problems, explain conclusions	83%	81%	85%
Understand ethical issues to make sound decisions/judgments	83%	83%	86%
Understand ethical issues on the environment	82%	83%	85%
Formulate original ideas and concepts and to integrate ideas	82%	81%	84%
Demonstrate habits of intellectual and physical well-being	82%	81%	83%
Work effectively in groups to make decisions and seek consensus	81%	80%	84%
Write (organized/grammatically correct) to explain ideas/feelings	81%	82%	85%
Produce and respond to artistic and creative expression	78%	82%	83%
Select and develop a career	77%	75%	80%
Conduct research using printed material and computer technology	76%	79%	83%
Use college-level mathematical concepts and methods	76%	77%	81%

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 SAC’s student learning outcomes.

Higher levels of participation were found in classroom activities compared to non-academic activities. The top areas which reported the highest levels of participation included “used the internet for information resources for a class assignment” (84%), “worked on a project using ideas from different sources” (79%), and “participated in class discussions” (76%).

Respondents reported lower levels of participation in all areas of student learning outcome activities compared to 2015, with the largest decrease in “attended/participated in art, theater, music or dance activities” (-10 percentage points). However, compared to 2016, respondents reported higher levels of participation in 14 of the 16 student learning outcome activities.

Level of Participation in Student Learning Outcome Activities

	2017	2016	2015
Used the Internet for info resources for a class assignment	84%	80%	87%
Worked on a project using ideas from diff. sources	79%	74%	82%
Participated in class discussions	76%	73%	78%
Collaborated with other students in a class project	72%	68%	75%
Used computer software for a project	60%	58%	61%
Had a discussion with students of diff. backgrounds	60%	59%	63%
Did extra study of topics introduced in class (not assigned)	57%	56%	60%
Read info about a university or a career you’re interested in	55%	54%	63%
Had an appointment with a counselor to discuss class reqs	54%	50%	58%
Used library resources for a research paper or project	53%	52%	56%
Discussed your interests/plans with a counselor	48%	47%	52%
Used the SAC library to read mat. not assigned by a class	35%	35%	39%
Completed an experiment/project using scientific method(s)	32%	31%	36%
Attended/participated in art, theater, music or dance activities	24%	22%	34%
Participated in a student club, organization or government	22%	19%	28%
Attended or participated in sport events on campus	15%	17%	22%

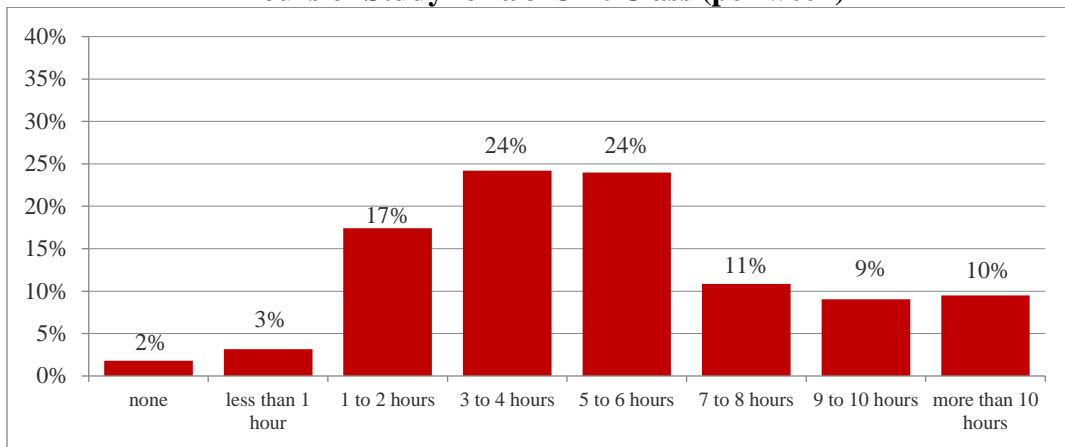
Percent of “Often” and “Very Often” participation

Student Engagement by Hours of Study and Hours on Campus

Student engagement has been positively associated with a variety of academic outcomes, including higher grades, lower dropouts, and an increased sense of belonging. As important factors to engagement, respondents were asked about the number of hours they spent studying per week and the number of hours they spent on campus outside of class.

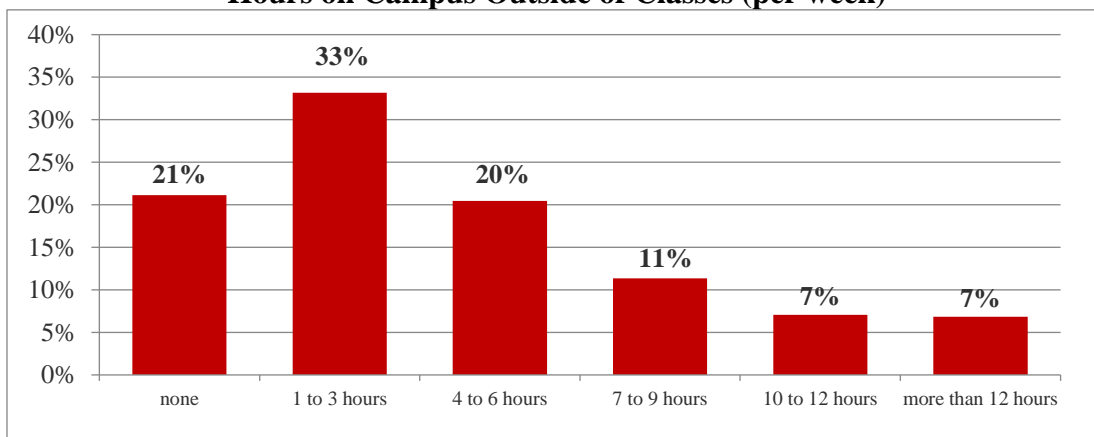
Over a fifth (22%) of respondents spent on average two hours or less per week studying for a typical 3-unit class, whereas almost half (48%) spent on average three to six hours. Another considerable portion (30%) reported spending seven or more hours per week studying for a 3-unit class.

Hours of Study for a 3-Unit Class (per week)



Over a fifth of respondents (21%) reported spending no time on campus outside of attending classes. Over half of respondents (53%) spent on average one to six hours per week, while another 25% spent seven or more hours per week on campus outside of classes.

Hours on Campus Outside of Classes (per week)



Student Support Programs and Services

Students were asked to rate 34 programs and services made available to them at SAC. The second column in the table below shows the percentage of respondents who did not know the program/service existed, the third column shows percentage of those who used the given program/service, and subsequent columns list the program ratings given by those who used the program/service.

Responses revealed that many of the programs and services offered at SCC are not being used by students as they pursue their college education. Specifically, 24 of the 34 programs and services reported a usage rate by less than 50% of the respondents.

Programs and Services	Did not know program existed	Percent of Respondents Who Used	Percent of Program/Service Ratings by Users				
			Excellent	Good	Average	Below Avg.	Poor
Academic Computing Center	8%	57%	44%	43%	10%	1%	2%
Admissions & Records	2%	91%	41%	38%	16%	2%	3%
Bookstore	1%	91%	39%	38%	16%	5%	2%
Career Development/CTE/Success Center	11%	45%	39%	38%	16%	4%	3%
Center for Teacher Education (CFTE)	24%	23%	43%	39%	13%	1%	4%
Child Development Center	13%	23%	43%	41%	7%	2%	7%
Counseling Center	1%	84%	43%	35%	14%	4%	4%
Cross Cultural Resource Center	33%	16%	35%	35%	21%	3%	6%
Disabled Student Programs & Services	6%	25%	46%	36%	9%	3%	6%
Digital Dons Laptop Loan Program	21%	20%	53%	33%	6%	3%	5%
EOPS	11%	33%	62%	21%	12%	2%	3%
Financial Aid Office	2%	68%	49%	28%	15%	3%	5%
Freshman Experience	15%	33%	47%	34%	12%	2%	5%
Health and Wellness Center	10%	33%	53%	32%	10%	3%	2%
High School and Community Outreach	19%	19%	49%	36%	9%	1%	5%
Honors Transfer Program	14%	21%	57%	30%	7%	1%	5%
International Student Program	14%	15%	44%	36%	13%	2%	5%
Learning Center	4%	65%	53%	35%	10%	1%	1%
Library	1%	84%	57%	33%	8%	1%	1%
Math Center	4%	59%	55%	31%	9%	2%	3%
MESA (Math, Engineering and Science)	10%	19%	55%	36%	5%	1%	3%
Puente	20%	13%	41%	47%	8%	0%	4%
Registration	2%	88%	48%	36%	11%	3%	2%
Santa Ana ¡Adelante!	18%	23%	58%	30%	9%	1%	2%
Scholarship Services	10%	33%	51%	30%	15%	2%	2%
Service Learning Center	10%	39%	50%	40%	7%	0%	3%
Student Activities	8%	34%	41%	39%	12%	4%	4%
Student Placement	9%	46%	39%	45%	12%	2%	2%
Testing Center	2%	63%	43%	37%	14%	3%	3%
TRIO (Student Support Services Program)	24%	16%	49%	34%	8%	2%	7%
TRIO (Upward Bound)	27%	13%	45%	37%	8%	2%	8%
University Transfer Center	7%	39%	54%	34%	8%	1%	3%
Veterans Resource Center	11%	14%	61%	22%	7%	4%	6%
YESS (Youth Empowerment Strategies Success)	29%	11%	44%	32%	10%	2%	12%

Respondents reported lower levels of participation in 17 of the 34 areas of student learning outcome activities compared to 2015.

The most notable decreases were in the following areas: YESS (-10 percentage points), Admission & Records, Cross Cultural Resource Center (-9 percentage points each), Student Activities, and Career Development/CTE/Success Center (-8 percentage points each). It is important to note the relatively small number of users within some of these programs and services; therefore, variability in percentages may be due to the large differences in number of users.

The top areas which reported the greatest increases were Honors Transfer Program (+4 percentage points) and MESA (+3 percentage points).

Ratings of SAC Programs and Services

	2017	2016	2015
MESA (Math, Engineering and Science) (n=76)	91%	80%	88%
Service Learning Center (n=151)	90%	88%	88%
Library (n=332)	90%	89%	91%
Learning Center (n=255)	88%	89%	88%
Puente (n=51)	88%	-	-
University Transfer Center (n=151)	88%	87%	89%
Santa Ana ¡Adelante! (n=90)	88%	79%	88%
Honors Transfer Program (n=83)	87%	81%	83%
Academic Computer Center (n=224)	87%	88%	89%
Digital Dons Laptop Loan Program (n=79)	86%	-	-
Math Center (n=231)	86%	83%	87%
Health and Wellness Center (n=129)	85%	83%	83%
High School and Community Outreach (n=73)	85%	79%	83%
Child Development Center (n=90)	84%	78%	84%
Registration (n=345)	84%	83%	-
Student Placement (n=181)	84%	81%	84%
EOPS (n=132)	83%	80%	86%
Veterans Resource Center (n=54)	83%	80%	83%
TRIO (Student Support Services Program) (n=61)	83%	-	-
Center for Teacher Education (CFTE) (n=89)	82%	78%	83%
Disabled Student Programs & Services (n=99)	82%	84%	81%
TRIO (Upward Bound) (n=49)	82%	-	-
Scholarship Services (n=128)	81%	75%	84%
Freshman Experience (n=131)	81%	80%	82%
International Student Program (n=61)	80%	75%	82%
Student Activities (n=135)	80%	81%	88%
Testing Center (n=244)	80%	81%	84%
Admissions & Records (n=360)	79%	85%	88%
Counseling Center (n=333)	78%	78%	83%
Career Development/CTE/Success Center (n=176)	77%	83%	85%
Bookstore (n=355)	77%	81%	-
Financial Aid Office (n=268)	77%	75%	78%
YESS (n=41)	76%	74%	86%
Cross Cultural Resource Center (n=62)	70%	71%	79%

Percent of "Good" and "Excellent" ratings

Characteristics of Survey Respondents

Demographics and Characteristics

In an effort to ensure representation of all students, it is important to assess the characteristics of survey respondents. Respondents from this year’s survey were representative of the general student population at SAC in regards to ethnicity and age; however, there were disproportionately more female respondents compared to the general population of SAC.

Almost two-thirds (65%) of respondents were female, over half (57%) were Latino, and almost half (48%) were 25 years of age or younger.

Nearly half (47%) of respondents reported English as their primary language, while 37% reported Spanish and another 11% reported Vietnamese.

One-fourth (24%) of respondents noted that they concurrently attend other colleges/universities while attending SAC. Many of the colleges/universities reported are nearby to SAC, such as Santiago Canyon College, CSU Fullerton, and Orange Coast College.

Ethnicity*	
Latino	57%
Asian/Pacific Islander	18%
White	21%
African-American	3%
Other	11%
Age	
≤ 19 yrs.	11%
20 yrs. to 25 yrs.	37%
26 yrs. to 29 yrs.	14%
30 yrs. to 39 yrs.	21%
≥ 40 yrs.	17%
Gender	
Male	35%
Female	65%
Attending other colleges/universities?	
Yes	24%
No	76%
Primary language:	
English	47%
Spanish	37%
Vietnamese	11%
Other	5%

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

Special Populations

The college understands there may be low numbers of students/respondents within these “special populations” (foster youth, veterans, disabled, and financial aid students); however, appropriate representation within our respondent pool is important in the assessment of the college’s capacity to serve the needs of all students, ensuring open access for all.

Of the respondents, 4% are currently active, dependent, and/or discharged members of the United States Military, 1% have been in the foster care program, and 12% received/requested assistance for learning, physical, psychological, and/or medical conditions.

Over half of respondents (57%) applied for and received financial aid at SAC. There was a small, yet noteworthy, portion of respondents (5%) who did not know how to or did not know there are opportunities to apply for financial aid.

United States Military Status	
Currently active military	.5%
Dependent of currently active military	0%
Member discharged within last year	.5%
Member discharged over a year ago (veteran)	3%
None of the above	96%
Foster Youth or were in Foster Care System	
Yes	1%
No	95%
Decline to state	4%
Received/Requested assistance for learning, physical, psychological and/or medical conditions	
Yes	12%
No	84%
Decline to state	4%
Applied and received financial aid at SAC	
Yes	57%
No	33%
I wanted to, but did not know how to	4%
I did not know that I could	1%
I do not remember/I don’t know	5%

Family Background

Over a tenth (13%) of respondents reported they lived alone. Most respondents (71%) lived in households with 2-5 members and another 16% lived in households with six or more members.

A third of respondents were supported by family or a spouse, 31% supported themselves, and the remainder (36%) provided support for 2 or more family members. Almost half (49%) of respondents reported a household income of \$30,000 or less, whereas only 22% of respondents reported a household income greater than \$40,000.

Two-thirds (67%) of respondents were employed (full- and part- time), whereas over a fifth (22%) were unemployed, but would like to work.

Number of members in the household:	
Only myself	13%
2-3 members	33%
4-5 members	38%
6 or more members	16%
Number of people you support:	
None, I'm supported by family/spouse	33%
Only myself	31%
2-3 members	26%
4-5 members	8%
6 or more members	2%
Respondents' annual household income:	
≤ \$12,000	21%
\$12,001-\$18,000	9%
\$18,001-\$24,000	10%
\$24,001-\$30,000	9%
\$30,001-\$40,000	8%
>\$40,000	22%
Do Not Know	21%
Respondents' employment status:	
Work full time	31%
Work part time	36%
Homemaker, not employed outside of the home	4%
Unemployed, but would like to work	22%
Unemployed, do not care to work	7%

A total of 60% of respondents (highlighted in the red cell) reported that they are “first-generation” college students, defined here as students for whom neither parent had ever attended college. On the other hand, about one-fifth of the respondents' parents have college degrees.

Father's Education	Mother's Education			Total
	No College	Some College, No Degree	College Degree	
No College	60%	3%	7%	70%
Some College, No Degree	6%	4%	2%	12%
College Degree	3%	3%	12%	18%
Total	69%	10%	21%	100%

Comments and Suggestions for Improvement

What do you believe are the best things this college has to offer?

Overall Experience:

- Santa Ana College is diverse. (11)
- Santa Ana College has many different programs and support services to help all students. (4)
- The RN program is fantastic. (3)
- SAC has a great automotive program. (2)
- This college offers a variety of ways in which a student can follow a path towards their career. The amount of programs that can be found on campus is amazing.
- I recommend coming to Santa Ana College to all of my friends and I am beyond grateful to be attending this wonderful school.
- SAC has a great learning environment.
- SAC provides great amounts of support, equality, and many opportunities for those students whose families cannot afford textbooks, to pay for most/all of school expenses.
- The college provides support in all manners to minorities who dream for a better future for themselves and their families.
- The combination of all the support from everyone has kept it all together for me.
- The people here are pretty friendly and helpful. I enjoy just being in my classes and the instructors are generally very helpful and enthusiastic.
- I prefer this school because it provides the equipment for students and professionals.
- In my opinion SAC has many excellent things and I am so happy to be part of it!
- It is an opportunity for students who did not get into the college they wanted right out of high school.
- Everything...being a part of the Santa Ana college family was a major blessing!

Classes:

- SAC offers a wide variety of courses. (12)
- SAC has class schedules that fit most students' needs. (5)
- I enjoy that the classes are not overwhelmingly large. It's easy to have a one-on-one relationship with a professor. (3)
- SAC offers affordable classes. (2)

Counseling:

- SAC has a great counseling staff. (9)
- The counselor's office is always open and understanding.
- I think this college has many great things to offer, but the greatest thing is the counselors that believe in the students and take the time and effort to get to know the student. They listen to the things that are going on at home and understand the students' stress. The counselors give advice and care for the students.

Faculty/Staff:

- The teachers at SAC are great. (27)
- The professors and staff at SAC are caring (7)
- The staff is supportive (3)
- Great staff that wants students to succeed.
- Most instructors are great outside of the Math Department.
- Instructors are very inclusive. My Spanish instructor rocked.
- There are great professors and advisors who really care about their students and will guide them and work with them, like: **George Sweeney, Kim Smith, Kai Williamson, Kathy Patterson, Kristen Robinson, Rick Manzano, and Sal Addotta** to name a few.
- The great teachers and awesome environment, makes me feel like I belong here.
- The best thing this college offers is the amazing art department, staff, and professors.
- The faculty reach out to students in hopes of helping them learn the course.
- Most of the professors I have had so far have been super helpful. Especially my math professor, **Ms. Myer**.
- Professors always sound passionate about their subjects and never mind taking time out of their day to continue to explain topics until they are understood by all.
- Criminal justice department has great staff that helped me accomplish and meet the goals I wanted to meet.
- Incredible professors! **P. Andrade, B. Rocke, and Mario Robertson** far exceeded my expectations.
- Professors go out of their way to help students.
- The instructors and their willingness to motivate students to succeed. Counseling 116 with **Professor Gilmore** was my first course, and it was an excellent course that mentally prepared me for college.
- So far, I have experienced excellent instruction from the professors. I honestly have loved every one of them.
- The professors' availability to talk to individual students on a one-on-one level is awesome.
- My experience with the professors has been dynamic and rewarding.
- The teaching, so far all of my professors have been helpful and encouraging.
- I absolutely love the online degree pathway program. Every staff member, from professor, to the team in the online degree pathway office have been amazing. They are all extremely knowledgeable, helpful, and genuinely care about the students' success.
- Some of the staff are just amazing and so motivational, I love it.
- The professors of the art department are really great. They really engaged with my studies, and explained all the questions I had. I respect them a lot.
- The professors are passionate about what they are teaching.
- SAC has been doing terrific job when it comes to faculty. Most of them are fantastic and helpful, but not all of them. A few professors can be rude and pushy with their ideas and characters to students.
- The teachers and professors are excellent at teaching their classes and have kept the classes I have attended as excellent learning environments. The other faculty in admissions and other areas outside the classrooms are extremely helpful.
- The school faculty and administration were wonderful in their support and enthusiasm. You really get the sense that they are optimistic about your efforts as a student and your ability to succeed.

Resources and Support Services:

- There are so many resources the students can refer to and use at SAC. (8)
- The EOPS staff is excellent! (8)
- The math center is helpful. (7)
- The availability of financial aid has helped me greatly. (5)
- BOG waiver is helpful. (7)
- I am thankful for the scholarship services. (3)
- I am grateful for the bus pass program! (5)
- The free tutoring is a big help. (3)
- SAC has a great computer lab. (3)
- The transfer center for international students is helpful (2)
- I love the library (2)
- I believe the best thing is the library because this facility has everything a student needs to be concentrated on schoolwork.
- Being an Army Veteran and having the Veterans Resource Center available to veterans is extremely helpful.
- The service provided to veterans re-entering the education system has been a smooth transition, this office has helped me get to where I am now. Keep it up.
- The fact that EOPS requires me to see a counselor has been helpful. Otherwise I wouldn't know what I was doing.
- I have experienced more support than I thought possible from the EOPS center. Without these things, I probably would have given up.
- The computer lab is actually really nice, if you can manage to figure out their hours.

How could the student experience at this college be improved?

Overall Experience:

- Finish the construction on campus. (35)
- Improve the parking situation. (14)
- The restrooms could be upgraded and cleaner. (10)
- Please add more trees to the campus for shade and green space. (3)
- Nothing much compared to other schools in Orange County. Santiago Canyon College has a better campus, faculty, and funding because the students that attend SCC come from healthier socio-economic backgrounds. Santa Ana College is segregated because of its predominant Latino population.
- The staff at Admissions and Records needs to be more helpful and nicer. They are rude! (2)
- I was a nursing student. Students in the program were competitive and prone to disrespectful treatment and bullying. I would love to see kindness and solidarity promoted as significant values for students.
- Student activities and events are for the Hispanics. Not much interaction between other ethnic groups.
- The campus is not inviting. The appearance is horrible.
- Hire an assistant for **Monica Zarske**. She is so busy juggling different aspects of her job that sometimes she doesn't answer emails.
- I'm scared to come at night as a single female. It's dark with little security.
- The staff in financial aid have been a challenge to interact with every time I have had to. They act as if the students are an inconvenience to them, which is odd considering it is their job to help us with things we need help with.
- The secretary at the main counseling is unpleasant. I'm glad I don't have to see her often.
- There should be elevator access for older/disabled students in all buildings.

Classes:

- Offer more Open Educational Resources (OER) classes. (3)
- I major in the CNC program and some of the classes are in very high demand, like MNFG 094, MNFG 095, MNFG 084, and MNFG 086. However, the department only offers each class once a year. There are many students want to register for these classes, but they have to wait for a few years to able to register for these classes. A lot of students do not have the priority for early registration. We have asked the teacher to open more but he did not. Sometimes the waiting list is over 20 students.
- I think SAC could be improved by offering more variety in science course, such as botany, astronomy, and biology.
- Offer more online classes in different disciplines!
- Having a regular teaching staff for Math 83 & 84, and not change professors at the last minute and not notifying the students.
- Offer more class sections on different topics. I believe the geography department is struggling to offer different classes...they should be offering more courses just as Orange Coast College has been doing.
- SAC can be improved by providing more classes at night and having the courses that are supposed to be offered.

Counseling:

- The counseling center needs more staff and appointment slots. (4)
- SAC has been doing a terrific job when it comes to counselors. Most of them are fantastic and helpful, but not all of them. A few counselors can be rude and pushy with their ideas and characters to students.
- SAC needs better counselors. Counselors are in a hurry and don't listen.
- Counseling staff became stressed and was rude to me after I had to call three weeks in a row without any spots being open.

Resources and Support Services:

- Increase promotion of all the clubs, programs, centers, benefits, etc. (14)
- The library is closed too early. (4)
- There should be more helpers in the math center and more helpers in the learning center.
- There should be more events like "Club Rush" to get the student body aware of how many clubs and organizations Santa Ana College provides.
- SAC needs people at the Student Life Center who don't just "shoo" you away (_____) and who know what you are talking about when someone asks a question.

Food Services:

- Include more choices in healthy foods, such as fruits and salads, to buy at the campus store and cafeteria. (4)
- This college needs an affordable food court with good food so we can avoid going to fast food restaurants.
- Have a microwave on campus and a cafeteria. We have to go off campus to buy food and it is time consuming.

Additional Comments

Overall Experience:

- The construction on campus is frustrating. (3)
- I love SAC, the professors are nice to students, the offices are organized; it's just very simple and easy to go to SAC. I came from another CC and can't say the same. So keep being nice, SAC!!! It has not gone unnoticed.
- I have really enjoyed my time at SAC. The professors are friendly and helpful and student involvement has been pleasant. I have had a positive educational experience here.
- The outreach program does a tremendous job of recruiting students for Santa Ana College!
- Keep doing what you're doing, this school is wonderful!
- Not enough students know about the Padres Promotores program here at school.
- There is issues with homeless people going into the locker rooms and violent homeless at the bus stop causing problems. It takes a while for security to respond and the lady at the front security office is always rude with me. Her mean voice discourages people from reporting incidents.
- I love Santa Ana College and I think the faculty is being trained well to build relationships with their students. It truly makes the biggest difference in our lives and it's inspiring to see successful people help other people build character. Overall, this school is phenomenal and I would not trade my experience here for any other community college. Thank you!
- Just a "thank you". My Santa Ana College experience will always be in my heart.

Faculty/Staff:

- I would like to thank the school for having the most welcoming and motivating staff. The counselor I've met with recently and most professors I've had are very encouraging, motivating, and caring. It's amazing to know that I have the support of my family and friends, as well as the staff at SAC. Thank you!
- Shout out to **Dr. Romero, Professor Bradley, Professor Charles Little, and Professor Sarah Bennett!!!!** My best experiences were with these professors.
- I wanted to thank SAC and the instructor **Mr. Rudd**. I see that he cares for other cultures. I speak English as a second language and **Mr. Rudd** helped me and explained the material like no one has done it. Thanks SAC.
- **Professor Robertson** really helped in easing my anxiety about being in his class, he was very kind and funny and his lecture and lab became classes I looked forward to. **Professor Artietta's** jokes helped me become more comfortable and interested in what he spoke about and it let me find my grand interest in Psychology.
- Some of the staff don't look so friendly and I won't say who but that should be worked on. They make themselves look unapproachable.
- It is difficult to understand some math instructors' English.
- Over the summer, I took an online math class, and two days after the final, I sent **Professor _____ (math)** an email. I called her office and I went to Russel Hall to talk to her, but she was nowhere to be found. Until this date I have not heard from her, I am very disappointed about her conduct. So, I would like SAC to work on improving this type of behavior from the staff. If you need more information on this matter, feel free to contact me.
- I would love to have more professors teach at SAC rather than having to struggle to find a way to go to SCC. There should be more options for some courses, especially if the program was started at SAC; for example Political Science 220 and 235.



SAC Student Satisfaction Survey, 2017

Because your education is important to us, we would like to ask you a few questions regarding your experiences and satisfaction with your academic preparation and support services you received at SAC. We will use the results to assist our staff to strategize plans 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!

1. Based on your experiences and satisfaction, please rate the following:

	Excellent	Good	Average	Below Average	Poor
My overall experience at SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus environment (activities, students, teachers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness of classroom learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your ability to register for classes you want/need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of courses offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size (number of students in a class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus safety/security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appearance/maintenance of facilities and grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relationship with SAC counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relationship with SAC instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relationship with other students at SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your relationship with staff at SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAC Student Satisfaction Survey, 2017

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

	Very often	Often	A few times	Never
Participated in class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper/project using ideas from different information sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborated with other students in a class project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did additional study of topics introduced in class (not an assignment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used library resources for a research paper or project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the SAC library to read materials not assigned by a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet or WWW for information resources for a class assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used computer software to create charts/graphics/presentations for a project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had a discussion with students whose ethnic, religious, political, or cultural background was different from your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended or participated in a sports event on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended or participated in student activities or sponsored events such as cultural programs, speakers, open forums, or concerts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a student club, organization or government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed an experiment/project using scientific method(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your interests, abilities and plans with a counselor/advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read information about a university or a career you're interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had an appointment with a counselor to discuss classes, requirements, plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please rate the degree to which you agree with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
SAC is supportive of all students regardless of ethnicity, gender, religious beliefs, lifestyle, background, or sexuality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAC supports a community of diverse cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging to this campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty and staff care about me as individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAC provides an environment that encourages my personal growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAC environment promotes mutual respect between students and faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can achieve my educational goal(s) at SAC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend SAC to a friend or family member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Have you enrolled in an online course within the last 12 months?

- Yes
 No

6. In addition to attending SAC, are you attending another college or university this semester?

- No
 Yes

Please specify college:

7. On average, how many hours a week do you spend studying or preparing outside of class for a typical 3-unit class?

- none
 less than 1 hour
 1 to 2 hours
 3 to 4 hours
 5 to 6 hours
 7 to 8 hours
 9 to 10 hours
 more than 10 hours

8. On average, how many hours a week do you spend on campus other than attending classes?

- none
- 1 to 3 hours
- 4 to 6 hours
- 7 to 9 hours
- 10 to 12 hours
- more than 12 hours

	I did not know this existed	Have Not Used	Excellent	Good	Average	Below Average	Poor
Puente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Santa Ana ¡Adelante!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarship Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service Learning Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TRIO (Student Support Services Program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TRIO (Upward Bound)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Transfer Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans Resource Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YESS (Youth Empowerment Strategies Success)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What do you believe are the best things this college has to offer?

11. How could the student experience at this college be improved?

12. Your gender:

- male
 female

13. Your age:

- 19 and under
 20 to 21
 22 to 25
 26 to 29
 30 to 39
 40 to 49
 50 to 64
 65 and over

14. Your ethnic background: (check all that apply)

- African-American
 American Indian/Alaskan Native
 Asian
 Filipino
 Latino
 Pacific Islander
 White
 Other

15. Have you or are you currently serving in the United States military? (check all that apply)

- Currently Active Military
- Dependent of currently active military
- Member discharged within last year
- Member discharged over a year ago (veteran)
- None apply to me

16. Are you a foster youth or were you at any time in the foster care system?

- Yes
- No
- Decline to state

17. Have you ever received or requested assistance as a result of a learning, physical, psychological, and/or medical condition?

- Yes
- No
- Decline to state

18. Did you apply for and receive financial aid at SAC?

- Yes
- No
- I wanted to but I did not know how to
- I did not know that I could
- I do not remember/I don't know

I am not eligible (please explain why)

19. Your employment status at this time:

- employed full time
- employed part time
- homemaker, not employed outside of the home
- not employed but would like to work
- not employed and do not care to work at this time

20. Your gross household income for 2016: (Include incomes of all household members)

- | | |
|--|--|
| <input type="radio"/> below \$9,000 | <input type="radio"/> \$24,001 to \$27,000 |
| <input type="radio"/> \$9,000 to \$12,000 | <input type="radio"/> \$27,001 to \$30,000 |
| <input type="radio"/> \$12,001 to \$15,000 | <input type="radio"/> \$30,001 to \$40,000 |
| <input type="radio"/> \$15,001 to \$18,000 | <input type="radio"/> over \$40,000 |
| <input type="radio"/> \$18,001 to \$21,000 | <input type="radio"/> I don't know |
| <input type="radio"/> \$21,001 to \$24,000 | |

21. Including yourself, how many household members live in your residence?

22. How many people did you support (provide more than half of their housing, food, and expenses) in 2017? (include yourself in the count)

- none, I'm supported by family/spouse
- only myself
- two, including myself
- three, including myself
- four, including myself
- five, including myself
- six or more, including myself

23. What is your native language?

- English
- Spanish
- Vietnamese
- Other, please specify native language

24. What is your mother's highest level of education?

- 8th grade or less
- some high school
- high school graduate
- college, no degree
- Associate degree
- Bachelor's degree
- Master's or Doctorate degree
- I don't know

25. What is your father's highest level of education?

- 8th grade or less
- some high school
- high school graduate
- college, no degree
- Associate degree
- Bachelor's degree
- Master's or Doctorate degree
- I don't know

26. Did your parents receive information from Padres Promotores de la Educacion before you entered college?

- Yes
- No

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