Introduction

At the end of Spring 2013, the RSCCD Research Department conducted its comprehensive student satisfaction survey of students enrolled at Santiago Canyon College (SCC). 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.

The survey was administered online to all SCC students who were enrolled during Spring 2013 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 or via mail to students who did not list email addresses. This report summarizes the opinions and perceptions of the 454 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 SCC. 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 their overall college experience, college facilities, the quality of education, and the services they received at SCC. Most of the survey respondents gave “good” or “excellent” ratings to “[their] overall experience” (87%) and the “appearance and maintenance of grounds/facilities” (86%). Respondents, however, were not as satisfied with the “variety of classes offered” (60%) and the “ability to register for classes needed (65%).

Although “variety of classes offered” was rated lowest, it showed the greatest increase in rating (8 percentage points up from 2012). Another significant positive change between 2012 and 2013 includes “class size” (68% to 76%).

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>My overall experience at SCC</td>
<td>44%</td>
</tr>
<tr>
<td>The SCC campus environment (students, activities, etc.)</td>
<td>37%</td>
</tr>
<tr>
<td>Effectiveness of classroom learning experience</td>
<td>37%</td>
</tr>
<tr>
<td>Ability to register for classes I want or need</td>
<td>36%</td>
</tr>
<tr>
<td>Variety of classes offered</td>
<td>20%</td>
</tr>
<tr>
<td>Class size</td>
<td>31%</td>
</tr>
<tr>
<td>Campus safety/security</td>
<td>42%</td>
</tr>
<tr>
<td>Appearance and maintenance of grounds/facilities</td>
<td>47%</td>
</tr>
</tbody>
</table>

2013 Overall Satisfaction

<table>
<thead>
<tr>
<th>2012 Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>My overall experience</td>
</tr>
<tr>
<td>Appearance &amp; maintenance of grounds/facilities</td>
</tr>
<tr>
<td>Campus environment</td>
</tr>
<tr>
<td>Campus safety/security</td>
</tr>
<tr>
<td>Effectiveness of classroom learning experience</td>
</tr>
<tr>
<td>Class size</td>
</tr>
<tr>
<td>Ability to register for classes needed</td>
</tr>
<tr>
<td>Variety of classes offered</td>
</tr>
</tbody>
</table>
Satisfaction by Ethnicity

Differences in satisfaction levels were significantly large among ethnic groups (higher ratings by Latinos than African-American or Asian students). African-Americans gave the least favorable ratings in six of the eight categories: “overall experience,” “campus environment,” “effectiveness of classroom learning experience,” “ability to register for classes,” variety of classes offered,” and “appearance and maintenance of grounds/facilities.”

Latinos gave the most favorable ratings in five of the eight categories: “campus environment,” “ability to register for classes,” “variety of classes offered,” “class size,” and “appearance and maintenance of grounds/facilities.” “Variety of classes offered” received the lowest satisfaction across respondents of all four ethnicities (47% to 64%).

There were fewer African-American respondents so these ratings should be used with caution.

<table>
<thead>
<tr>
<th>Overall Satisfaction by Major Ethnic Groups</th>
<th>Percent of “good” and “excellent”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African-American</td>
</tr>
<tr>
<td>My overall experience at SCC</td>
<td>76%</td>
</tr>
<tr>
<td>The SCC campus environment (students, activities, etc.)</td>
<td>68%</td>
</tr>
<tr>
<td>Effectiveness of classroom learning experience</td>
<td>68%</td>
</tr>
<tr>
<td>Ability to register for classes</td>
<td>44%</td>
</tr>
<tr>
<td>Variety of classes offered</td>
<td>47%</td>
</tr>
<tr>
<td>Class size</td>
<td>73%</td>
</tr>
<tr>
<td>Campus safety/security</td>
<td>82%</td>
</tr>
<tr>
<td>Appearance and maintenance of grounds/facilities</td>
<td>74%</td>
</tr>
</tbody>
</table>
Student Learning Outcomes and Engagement

Student’s Awareness of Learning Outcomes

In an effort to assess the level of students’ awareness of Student Learning Outcomes (SLO) at SCC, students were asked about their level of familiarity and how they became informed of SLOs. Respondents were more familiar about their course-level SLOs than they were of the program-level or the institutional SLOs: the ability to learn, to communicate, to act, and to think.

Slightly more than one-third (35%) of the respondents were aware that SCC has Institutional Student Learning Outcomes (ISLO). Of the respondents who knew about ISLOs, they learned about them from instructors and staff (68%); college website (44%); promotional posters, signs or brochures (39%); college catalog (31%), class schedule (18%) and other sources, such as ASG meeting, Hawk Talk and Emails. Because it is important to know all information sources where respondents learn about ISLO, the survey question allowed for multiple responses; therefore, the sum is more than 100%.

Most respondents found out about their course-level SLOs via their course syllabi (72%), their instructors (64%), SCC Website (30%), online course materials (20%). Seven percent of the respondents have never heard of course SLOs.

With regards to program-level SLOs, students learn about them from their instructors (60%), SCC website (42%), college catalog (33%), and posters, signs or brochures (15%). A few respondents stated that they heard about program-level SLOs from their counselors or as part of an assignment, conducted their own research on the topic; however, 10% of the respondents have never heard of program-level SLOs.
**Contribution to Knowledge and Skills**

Respondents were asked to rate the preparation they have received from SCC in 12 areas of skills and knowledge that are in line with the four institutional student learning outcomes (ISLO) established by SCC 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’ satisfaction levels with SCC preparing them in all of these skills and knowledge ranged from 63% to 84% of “excellent” and “good”. 2013 respondents were more comfortable rating these skills and knowledge than in prior years, based on the lower responses of “does not apply” than in prior years.

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**Level of Preparation Received at SCC in Skills and Knowledge Associated with Institutional Student Learning Outcomes (ISLOs)**

<table>
<thead>
<tr>
<th>ISLO</th>
<th>Skills and Knowledge</th>
<th>SCC preparation reported by respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think</td>
<td>Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems</td>
<td>Does Not Apply</td>
</tr>
<tr>
<td></td>
<td>Creatively use concepts to make learning relevant</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Reflectively assess one’s values, assumptions, and attitudes</td>
<td>2%</td>
</tr>
<tr>
<td>Learn</td>
<td>Take responsibility for one’s own learning and well-being</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Learn about one’s chosen academic major</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Learn about professional conduct and workplace ethics</td>
<td>4%</td>
</tr>
<tr>
<td>Communicate</td>
<td>Communicate ideas in a clear and articulate manner</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Communicate accurately to diverse audiences</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Communicate in various formats using diverse technology</td>
<td>5%</td>
</tr>
<tr>
<td>Act</td>
<td>Act to maintain one’s dignity and self-respect</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Be a responsible community member by treating others with respect, civility and dignity</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Maintain cultural literacy, lifelong learning, and the environment</td>
<td>2%</td>
</tr>
</tbody>
</table>
Overall, 2013 respondents rated preparation in almost all areas less favorably than 2012 respondents. Learning how to “take responsibility for one’s own learning and well-being” (84%) was rated highest among the student learning outcomes.

The most significant negative changes between 2012 and 2013 included “learn about one’s chosen academic major” (74% to 63%), “communicate ideas in a clear and articulate manner” (84% to 73%) and “maintain cultural literacy, lifelong learning and the environment” (85% to 75%). Readers may want to consider if the contributions rated by respondents are aligned with their perspectives of their own course content.

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

- Take responsibility for one's own learning and well-being
- Act to maintain one's dignity and self-respect
- Be a responsible community member
- Reflectively assess one's values, assumptions, and attitudes
- Creatively use concepts to make learning relevant
- Critically analyze, evaluate, and organize data to solve problems
- Maintain cultural literacy, lifelong learning, and the environment
- Communicate ideas in a clear and articulate manner
- Communicate accurately to diverse audiences
- Communicate in various formats using diverse technology
- Learn about professional conduct and workplace ethics
- Learn about one's chosen academic major

Overall, 2013 respondents rated preparation in almost all areas less favorably than 2012 respondents. Learning how to “take responsibility for one’s own learning and well-being” (84%) was rated highest among the student learning outcomes.

The most significant negative changes between 2012 and 2013 included “learn about one’s chosen academic major” (74% to 63%), “communicate ideas in a clear and articulate manner” (84% to 73%) and “maintain cultural literacy, lifelong learning and the environment” (85% to 75%). Readers may want to consider if the contributions rated by respondents are aligned with their perspectives of their own course content.

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

<table>
<thead>
<tr>
<th>Think (critically, creatively, and reflectively)</th>
<th>Learn (about self and others, academic and professional issues)</th>
<th>Communicate (with clarity and accuracy and in diverse environments)</th>
<th>Act (with awareness of self and the local and global community of persons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 82%</td>
<td>2012 84%</td>
<td>2013 83%</td>
<td>2012 85%</td>
</tr>
</tbody>
</table>

- Take responsibility for one's own learning and well-being

- Act to maintain one's dignity and self-respect

- Be a responsible community member

- Reflectively assess one's values, assumptions, and attitudes

- Creatively use concepts to make learning relevant

- Critically analyze, evaluate, and organize data to solve problems

- Maintain cultural literacy, lifelong learning, and the environment

- Communicate ideas in a clear and articulate manner

- Communicate accurately to diverse audiences

- Communicate in various formats using diverse technology

- Learn about professional conduct and workplace ethics

- Learn about one's chosen academic major

Percent of “good” and “excellent” ratings
Student Engagement in College Activities

Respondents were asked how often they participated (within the previous 12 months) in 17 different activities that supported those student learning outcomes, as well as respondents’ study habits and extracurricular activities. 2013 survey respondents rated their participation in most activities higher than 2012 respondents. “Read information about a university or a career you are interested in” had the highest percentage point increase among the activities (+17%).

Classroom activities ranked higher in participation than non-academic activities. Over 80% of the respondents “participated in classroom discussion,” and “used the Internet for information resources for a class assignment”. Consistent with prior reports, attendance and/or participation in non-classroom activities such as sports events (16%), student clubs (25%), and the arts (27%) were rated very low. However, participation in these events is higher than in prior years.

2012

<table>
<thead>
<tr>
<th>Activity</th>
<th>2012 %</th>
<th>2013 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used the Internet for info. resources for a class assignment</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Participated in class discussions</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td>Worked on a paper/project using ideas from diff. sources</td>
<td>78%</td>
<td>78%</td>
</tr>
<tr>
<td>Had a discussion with students of different backgrounds</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>Collaborated with other students in a class project</td>
<td>65%</td>
<td>65%</td>
</tr>
<tr>
<td>Read info about a university or a career you’re interested in</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>Used library resources for a research paper or project</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>Used computer to create charts/graphs for a project</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>Did extra study of topics introduced in class (not assigned)</td>
<td>51%</td>
<td>51%</td>
</tr>
<tr>
<td>Heard, seen or discussed the SLO for your courses and/or programs</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Had an appointment with a counselor to discuss class req.</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Discussed your interests, abilities and plans with a counselor/advisor</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>Completed an experiment/project using scientific method(s)</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Used the SCC library to read materials not assigned for class</td>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td>Attended or participated in art, theater, music or dance</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Participated in a student club, organization or government</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Attended or participated in a sports event on campus</td>
<td>16%</td>
<td>16%</td>
</tr>
</tbody>
</table>
Students were asked to rate 27 programs and services made available to students as they study at SCC. The second column in the table below shows the percentage of all respondents who report to have used the given program or service; subsequent columns list the program ratings given by those respondents.

Respondents do not use many of the programs and services made available to support them as they pursue their college educations. The most often used programs/services are usually “required” ones students need to interact with, such as Bookstore, Admissions and Records, Registration, Library and Counseling Services, in order to select and enroll in their classes, complete their assignments, etc. About half of the programs/services offered to students are not being used by nearly three-quarters of the respondents.

<table>
<thead>
<tr>
<th>Programs and Services</th>
<th>Percent of Respondents Who Used</th>
<th>Percent of Program/Service Ratings by Users</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td>Bookstore</td>
<td>90%</td>
<td>38%</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>86%</td>
<td>49%</td>
</tr>
<tr>
<td>Registration</td>
<td>85%</td>
<td>47%</td>
</tr>
<tr>
<td>Library</td>
<td>83%</td>
<td>68%</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>68%</td>
<td>43%</td>
</tr>
<tr>
<td>Math Study Hall (MaSH)</td>
<td>60%</td>
<td>48%</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>Academic Success Center</td>
<td>35%</td>
<td>29%</td>
</tr>
<tr>
<td>Health and Wellness Center</td>
<td>33%</td>
<td>41%</td>
</tr>
<tr>
<td>Career Services</td>
<td>31%</td>
<td>34%</td>
</tr>
<tr>
<td>Transfer Center</td>
<td>28%</td>
<td>40%</td>
</tr>
<tr>
<td>Language Lab</td>
<td>25%</td>
<td>42%</td>
</tr>
<tr>
<td>Testing Center</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>Tutoring Center</td>
<td>23%</td>
<td>40%</td>
</tr>
<tr>
<td>Early Welcome</td>
<td>22%</td>
<td>46%</td>
</tr>
<tr>
<td>STAR (Science) Center</td>
<td>22%</td>
<td>38%</td>
</tr>
<tr>
<td>Scholarship Services</td>
<td>21%</td>
<td>34%</td>
</tr>
<tr>
<td>Writing Center</td>
<td>20%</td>
<td>31%</td>
</tr>
<tr>
<td>Disabled Student Programs</td>
<td>19%</td>
<td>41%</td>
</tr>
<tr>
<td>High School Outreach</td>
<td>18%</td>
<td>37%</td>
</tr>
<tr>
<td>Student Life and Leadership</td>
<td>18%</td>
<td>32%</td>
</tr>
<tr>
<td>EOP&amp;S/CARE/CalWORKS</td>
<td>15%</td>
<td>33%</td>
</tr>
<tr>
<td>Honors Transfer Program</td>
<td>15%</td>
<td>39%</td>
</tr>
<tr>
<td>On-Campus Job Placement Office</td>
<td>15%</td>
<td>29%</td>
</tr>
<tr>
<td>Veterans’ Services</td>
<td>10%</td>
<td>27%</td>
</tr>
<tr>
<td>Child Care Services</td>
<td>9%</td>
<td>30%</td>
</tr>
<tr>
<td>College Assistance Migrant Program (CAMP)</td>
<td>9%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Overall, regardless of the number of users, participants rated the quality of the various support programs and services from a low of 64% to a high of 92% “good” and “excellent.” Note that programs with a small number of users will result in greater percentage changes. We encourage program administrators in the process of program review to further analyze issues that may have impacted these ratings.

2013 respondents rated most programs higher than the 2012 respondents while other programs were rated much lower (mostly programs that have a very small number of participants). The most significant negative changes between 2012 and 2013 include On-Campus Job Placement (-28 percentage points), Honors Transfer Program (-20 percentage points) and Career Services (-17 percentage points). Veterans’ Services received the greatest increase in ratings (+22 percentage points).

### Ratings of SCC Programs and Services

<table>
<thead>
<tr>
<th>Program</th>
<th>Percent of “good” and “excellent” ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library (n=377)</td>
<td>92%</td>
</tr>
<tr>
<td>Admissions &amp; Records (n=390)</td>
<td>91%</td>
</tr>
<tr>
<td>Health and Wellness Center (n=150)</td>
<td>90%</td>
</tr>
<tr>
<td>Academic Success Center (n=159)</td>
<td>90%</td>
</tr>
<tr>
<td>Testing Center (n=109)</td>
<td>88%</td>
</tr>
<tr>
<td>Registration (n=386)</td>
<td>88%</td>
</tr>
<tr>
<td>Tutoring Center (n=104)</td>
<td>86%</td>
</tr>
<tr>
<td>Early Welcome (n=100)</td>
<td>86%</td>
</tr>
<tr>
<td>Disabled Student Programs (n=86)</td>
<td>85%</td>
</tr>
<tr>
<td>College Assistance Migrant Program (CAMP)</td>
<td>85%</td>
</tr>
<tr>
<td>Transfer Center (n=127)</td>
<td>85%</td>
</tr>
<tr>
<td>Language Lab (n=114)</td>
<td>85%</td>
</tr>
<tr>
<td>High School Outreach (n=82)</td>
<td>84%</td>
</tr>
<tr>
<td>Bookstore (n=409)</td>
<td>84%</td>
</tr>
<tr>
<td>Math Study Hall (MaSH) (n=272)</td>
<td>83%</td>
</tr>
<tr>
<td>Financial Aid Office (n=227)</td>
<td>82%</td>
</tr>
<tr>
<td>Counseling Services (n=309)</td>
<td>79%</td>
</tr>
<tr>
<td>Writing Center (n=91)</td>
<td>79%</td>
</tr>
<tr>
<td>STAR (Science) Center (n=100)</td>
<td>78%</td>
</tr>
<tr>
<td>Child Care Services (n=41)</td>
<td>75%</td>
</tr>
<tr>
<td>EOP&amp;S/CARE/CalWORKS (n=68)</td>
<td>75%</td>
</tr>
<tr>
<td>Scholarship Services (n=95)</td>
<td>75%</td>
</tr>
<tr>
<td>Honors Transfer Program (n=68)</td>
<td>74%</td>
</tr>
<tr>
<td>Career Services (n=141)</td>
<td>74%</td>
</tr>
<tr>
<td>Student Life and Leadership (n=82)</td>
<td>74%</td>
</tr>
<tr>
<td>Veterans' Services (n=45)</td>
<td>72%</td>
</tr>
<tr>
<td>On-Campus Job Placement Office (n=68)</td>
<td>64%</td>
</tr>
</tbody>
</table>
Characteristics of Survey Respondents

Demographics and Characteristics

The majority of respondents are under 26 years of age (65%), more female (60%), and either White (41%) or Latino (32%).

Over three-quarters of the respondents reported their primary language as English, followed by Spanish at 15%.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>41%</td>
</tr>
<tr>
<td>Latino</td>
<td>32%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>12%</td>
</tr>
<tr>
<td>African-American</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>12%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 19 yrs.</td>
<td>25%</td>
</tr>
<tr>
<td>20 yrs. to 25 yrs.</td>
<td>40%</td>
</tr>
<tr>
<td>26 yrs. to 39 yrs.</td>
<td>19%</td>
</tr>
<tr>
<td>40 yrs. +</td>
<td>17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>60%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>76%</td>
</tr>
<tr>
<td>Spanish</td>
<td>15%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
</tbody>
</table>
Family Background

Just over one-half (53%) of respondents live in households with four or more members; while 8% of the respondents live alone.

About one-third (32%) of respondents were independent in 2012. Nearly one-third (33%) of the respondents stated an annual family income above $40,000.

Nearly one-quarter (23%) reported that they are unemployed but would like to work.

<table>
<thead>
<tr>
<th>Number of members in the household</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Only myself</td>
<td>8%</td>
</tr>
<tr>
<td>2-3 members</td>
<td>39%</td>
</tr>
<tr>
<td>4-5 members</td>
<td>40%</td>
</tr>
<tr>
<td>6 or more members</td>
<td>13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of people you support</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None, supported by someone else</td>
<td>45%</td>
</tr>
<tr>
<td>Only myself</td>
<td>32%</td>
</tr>
<tr>
<td>2-3 members</td>
<td>15%</td>
</tr>
<tr>
<td>4+ members</td>
<td>8%</td>
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</table>

<table>
<thead>
<tr>
<th>Respondents’ 2010 household income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ $12,000</td>
<td>14%</td>
</tr>
<tr>
<td>$12,001-$18,000</td>
<td>10%</td>
</tr>
<tr>
<td>$18,001-$24,000</td>
<td>7%</td>
</tr>
<tr>
<td>$24,001-$30,000</td>
<td>8%</td>
</tr>
<tr>
<td>$30,001-$40,000</td>
<td>7%</td>
</tr>
<tr>
<td>&gt;$40,000</td>
<td>33%</td>
</tr>
<tr>
<td>Do Not Know</td>
<td>21%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Respondents’ employment status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work full time</td>
<td>27%</td>
</tr>
<tr>
<td>Work part time</td>
<td>39%</td>
</tr>
<tr>
<td>Unemployed, but would like to work</td>
<td>23%</td>
</tr>
<tr>
<td>Unemployed, do not care to work</td>
<td>6%</td>
</tr>
<tr>
<td>Homemaker</td>
<td>5%</td>
</tr>
</tbody>
</table>

Slightly more than one-quarter 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.

<table>
<thead>
<tr>
<th>Father’s Education</th>
<th>Mother’s Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No College</td>
<td>Some College, No Degree</td>
</tr>
<tr>
<td>No College</td>
<td>29%</td>
<td>7%</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>College Degree</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>42%</td>
<td>21%</td>
</tr>
</tbody>
</table>
Additional Comments

Overall Experience:
- SCC is awesome. (9)
- Great experience at SCC (4)
- Good community college, close to home and affordable
- More spirit.
- I enjoyed my first year at SCC. The only thing I would like to change would be the registration process for incoming students. Because I decided very last minute to attend a community college, my registration date was very late. I did however like how SCC added a Friday morning once a week English 103 class when it was so difficult to get in one. As for the teachers, I think they're excellent except one. I personally performed well but I've never had such a horrible teacher that's rude, doesn't answer questions, and makes extremely snide comments to his students. Overall, I had a decent experience!
- I am just starting my college education at the age of 46. It has been very rewarding so far. I'm proud that I have been able to get and complete the needed classes for my AA degree. I'm hoping this will continue this year as well.
- Horrible experience going back to this campus.
- For what it’s worth, I have maintained a great deal of animosity throughout my life towards educational institutions and the people that run them. This was mostly due to the bad experiences at other schools. My time at SCC has absolutely surprised me, and surpassed every single school I've attended in my life. For this, I am very grateful.
- I find that this campus is all around average, not that this is a bad thing! My interaction with fellow students is sparse (not by choice) and not encouraged enough to create bonds and working relationships with other students. Counselors are frustrating. I find them to be unhelpful; they try to push the agenda that they think I should have versus the one that I have. The instructors tend to live, breath, and eat their topics. This makes it easier to keep focused and genuinely interested in the topics. Not every teacher is a good teacher, but the vast majority is passionate!
- I am so thankful for SCC that provided the education that I needed for my career.
- I also like that the environment of the campus feels like a happy place to go to, hang out, and work on homework. I graduated from SAC in 1991 (with ADN degree); I have been working as an RN for 22 years and I am a retiree at this time. I enjoy taking classes at SCC; it is a modern community college with excellent instructors compare with Cal State Fullerton, where I have been taking classes for my advanced degree in nursing.
- Most of the students that I have talked to have been very friendly and very helpful.
- I am frustrated that the classes I needed to complete my goals were cancelled, effectively putting my future on hold. The school seems much disorganized, and I will be attending school elsewhere from here on out.

Admissions and Records
- After attending two other JC's, you guys are definitely the worst. I literally had to wait until the day after my date because the system was overwhelmed. I was left with basically no classes.
- Admissions staff is very rude and condescending towards students. They never listen and wants to send you away. They have zero respect for students.
- Admissions Office is only open during normal working hours. Working people are required to take time off work to attend to their admission business. The website is NOT user friendly.
- Most students who enroll in financial programs get to register earlier. What is the enrollment date based on? I'm always on the wait list for most of the classes I want.
- I have some major concerns regarding registration for high school (CAP) students.
Appearance/Campus Safety
- The grounds of the facility look well kept. The inside building D looks rundown and abused, while the U trailers looked better inside. That being said I'm there to learn and the teaching so far in the Water Science Program has been excellent.
- The website is difficult to navigate.
- One thing about the campus that I noticed continually is how dirty it is. There are flyers/posters/notices that have come off of the bulletin boards and are forever stuck in the bushes around the campus. Also due to the carelessness of some students, more trash is added as they casually throw trash into the bushes. I often wonder why we have taken such great concern to "grow" our campus without taking this into consideration.
- I absolutely love SCC. A new cafeteria with more food options would make my fellow students and me very happy. (2)
- More books are needed in the Library! 'Drip' coffee isn't nearly as tasty as Starbucks, yet I pay the same price! I'm a broke college student who stays up late studying for straight A's. I need fuel, not a hole in my pocket.
- The campus is PHYSICALLY inhospitable, particularly at night, or in cold, rainy, or very hot weather. Those picnic benches outside Building B just don't cut it! There ought to be a very large indoor area where students can eat while studying. I often bring coffee to the Library, but would not want to bring food there. The existing cafeteria is small, dirty and unpleasant.
- Parking permit dispensers are constantly broken; as a result, I was late to my class on several occasions. Please if there is anything that can be done about this I would greatly appreciate it. I'm pretty sure other students have been in the same situation. Thank you.
- I hope to see A & B buildings demolished soon and replaced with new buildings like D, E, Science Center and the Gym. Restrooms are awful.
- I reported a light out in the U buildings but it was never attended to. It was out for over a semester. Since I only go in the evening, I don't come in contact with many people from security.
- I would like see more Campus Security officers in the parking lots because sometimes marijuana is being openly smoked and/or drug sales talk is going on. My campus is safe but I'd like to feel safer. I'd really like some seating areas in the parking lot shade as well.
- I know smoking is allowed in parking lots. But I don't think students should be able to smoke in the HANDICAP parking lot. It’s too close to the classrooms and the smoke disturbs students. Also people with disabilities shouldn't have to deal with harmful cigarette smoke at school. I have heard complaints from several of my peers at school about the smoking in the Handicap parking lots. Thank you for your time and consideration.

Classes
- There aren't enough class options at SCC. (4)
- A greater variety of strictly online classes would be great since I work full time. (2)
- Please offer German language classes (2)
- Please don't cut off the Water Utility classes
- I wish there were more classes being offered, especially in core/general education subjects. Sometimes it's really hard to get into certain classes due to limited classes and seats. I realize this isn't directly the school's fault, but it would be nice if this could be fixed.
- Make sure all anthropology classes are available to take (archaeology, linguistics, etc).
- Math stinks

Counseling
- The counselors here fall below expectations. I met with 3 different counselors and they all acted the same: asked what college I wanted to go to, what major, and gave me a plan. I had no major, not sure what school I would like to transfer to. The counselors try to push students out the door instead of helping them figure out those questions.
- The only downside of SCC for me is the Counseling Department; the four counselors I have seen have encouraged me to go into every field, but the one I want. I get no counseling help at all.
- I feel the counselors at SCC need a lot of work, the whole Counseling Center in fact. I’ve gone from counselor to counselor and every single one has told me a certain class doesn't qualify for my degree, or I need an extra class or a class I took doesn't qualify for my AS when they all told me to take all the courses listed on my education plan! It’s always something!! One counselor told me I need to take Art 105 for my AS, I took it and went in to petition to graduate and got denied because they told me that Art 105 doesn't qualify, I needed Art 104! I had my education plan that clearly stated Art 105. I’m currently taking Art 104 and had to pay for it! Even though this wasn't my fault as the Dean sided with me as well. But still had to pay. Ridiculous! I’m now behind on my application process for a Nursing Program because of this whole mess.
- The Counseling Department lacks communication skills. Several different counselors told me different things that were almost detrimental to my educational plan.
- I talked to a counselor about a problem and she told me that I would need to figure out on my own. Then later when I went back she said she could have helped before but now it's too late; she said it wasn't SCC, it's the new whatever and passed the blame. In the end, she still didn't help.
- This campus should offer better academic counseling practices and more classes like SAC.
- I think there need to be improvements to the Counseling Center and the way advice is given out to students. As someone who came back to school I have struggled to find relevant information and many times it has only come by chance. There should be a more integrative approach to getting information about the Scholarship Program, Honors Program, etc

**Faculty/Staff**

- I especially thank many of my professors at SCC for the majority of my current success and mainly for always being encouraging and motivating in all of my endeavors.
- Attending SCC was a wonderful experience. My goal was to finish in two years, and I did just that. Professors were a huge part of helping me complete my goal, as well as participating in ASG. I learned more than enough from my major-specific classes, and the teachers in my major (political science) provided me a good background for my next level of education.
- It would be nice if the instructors would introduce themselves and give us a brief educational background as to why they are qualified to teach that course and review the educational goals for that course specifically, rather than just tell us the chapters we are going to cover about the subject we are taking.
- I really enjoyed learning from the professors at SCC! I transferred to ASU in 2010 and came back to SCC to finish a class this last spring. I wish the professors at ASU cared about their students as much as the professors at SCC cared about their students! You can really tell that they want you to learn and enjoy being there!
- ________ is the worst psychology teacher. She doesn't care about her students; she has no business teaching. All other professors take the time to help their students. They rock, the school should hire teachers who want their students to succeed. Thank you!
- Great school, most of the teachers have a real knowledge of what they are teaching and are very helpful. However, ________’s on-campus psychology classes are a waste of time. She spends most of the class trying to use her life experiences to help explain what she is teaching; unfortunately she never gets to the actual teaching part. Everything I learned from her class was from the book. I spent her class trying to figure out how I was going to make up for the three hours I wasted listening to her talk about her dogs. Other than this class, I had a wonderful experience at SCC.
- Hiring better tutors at the STAR Center, opening the Library on Fridays and extending library hours during the weekday. Other than that not too bad.
- I like that the instructors make the environment of the classroom feel safe and that you can talk about almost anything without fear that they will share it with others.
- I would like to suggest to professors to write comments on tests. For example, if a student was
showing improvement, have the professor write, "Great Job!!" or "Way to Go!" It is the little things like that that make the student's day and makes them WANT to do better.

- I don’t like the conduct of a few of the teachers I have encountered. I prefer SAC over SCC. I find that SAC is more welcoming and the teachers are much nicer and more willing to help their students pass their classes.

- There are some really terrible professors that need evaluating; look at ratemyprofessor.com. Also I have never heard of any clubs or activities at SCC. I’m disappointed with my experience here.

- My experience has been pretty good. I have had both wonderful and terrible teachers. My only suggestion is to offer a greater diversity of classes.

- Some of the teachers need to drop the “welcome to the real world” statement and actually venture out into the real world.

- My teacher was not prepared to teach my class. After informing my teacher about my learning issues, he never worked with me to overcome them. An educator has the up most responsibility to educate regardless the level of education (Public Works student).

- I had a very unfortunate experience with one of your instructors, ________ , which resulted in me having to drop the class. It was very discouraging to me and I did not get any help or cooperation from her. In fact, she was very rigid and more concerned with her "syllabus" rules than actually trying to come up with a solution. I am an A/B student and have never had to deal with such an uncompromising teacher in my life. Other than her, I have had a great experience at SCC.

- I love attending SCC. I love that the professors teach their own classes. For the most part, with the exception of ________, my teachers have been very helpful and professional.

- I think SCC is a great school. I wish there were more online classes available, but the instructors have been great, the school is clean, attractive and in a perfect location. I love that it is outside of any major traffic zones and near the toll roads. Thank you.

- I would just like to say what an enormous help Robert Waldren was with my university applications and information about the universities; he was always available to answer questions and was just so kind. Additionally, Leonor Aguiler was one of the most informed and most organized counselors I had seen at SCC, and she has been incredibly helpful with keeping me on track to graduate in two years, as well as to complete the requirements for acceptance to my dream school. Furthermore, I have never met a more inspirational professor than Professor Lennertz. His teaching style is fantastic; he gives you the tools to think critically and encourages your own interpretations of literature. In addition, campus security was very kind and drove me to my car after my night class; I really appreciate their willingness to help students. Finally, Professor Beers-McCormick was also a very influential teacher to me and I learned a lot in her classes. Overall, I really enjoyed my time at SCC and I am happy to be a Hawk "alum."

- I haven’t pursued any counseling services on campus. I already have a Bachelor's Degree in Business/Accounting and now am taking Art Studio classes, which I have enjoyed tremendously.

- I was very disappointed with my accounting class. The teacher had a very difficult time staying on track with the subject matter and didn’t follow the book or learning material. The teacher seemed to be on a different track when lecturing and was quick to make students feel uncomfortable if they didn’t quite understand the material. Having to complete and submit homework online took away from the learning experience and proved made the whole process very complicated and much more time consuming than necessary. Homework that should have taken only 1-2 hours, took almost 8 hours once completed. When it comes to an entry level accounting course, I believe hands-on is the preferred method. Numerous students stated that this was their second time through the class and neither of the professors teaching the Acct. 101 class made learning easy or fun. Thanks to this experience, I no longer have an interest in taking any complex course at your campus that requires lengthy internet submission of homework.

- This school is poor in teaching. They can't teach themselves out of a paper bag. Really? No wonder so many people dislike this school.

- My teacher was not helpful. I asked where the rubric was for my online class and in front of everyone she said this is not high school. Welcome to college. However I've been to a four-year
school already. I know what college is and ALL my other college professors have given us rubrics of what is due when. So I found her comment to be very inappropriate and extremely rude, especially in front of everyone. The questions on her tests were irrelevant to what we were studying and extremely hard to study for. I got A's on all the homework but D's and F's on the test because they were ridiculous and had hidden questions about nothing we had been studying in class; her tests were nearly impossible to pass. I greatly regret taking history online because now I have to do it all over again. It sucks when your hard work gets you nowhere.

- Your teachers offer great insight into subjects and explain with amazing detail. I am an older student and a parent; I have had several bad experiences with teachers managing my time. The problems I had were teachers changing the days I could miss per school requirements and lying about attending field trips. The teacher who tried to intimidate me was only there for a semester, and never returned.

Financial Aid
- I cannot say enough good things about the Financial Aid Office. Every time I go in, they are knowledgeable and very kind despite my confusion sometimes. They are very patient and nice.
- I would like that staff in the Financial Aid Office to be nice. The only nice person is Sonia. She is very sweet and always willing to help. Thanks.
- One of the best junior colleges around. I do wish the people in the Financial Aid Office were more helpful though.
- Since SAC and SCC are schools that share curriculum, transcripts, interchangeability of classes, and overall requirements, the same should be done for the veterans who attend SCC. Documents for veterans should be easily transferable, and certification for classes should not be delayed if veteran claims SAC as their home school. The process is long and tedious; there are very few people to assist veterans at SCC. SCC needs to expand its program for veterans especially as the war in Afghanistan is coming to a close and more veterans will be going back to school. It is important to veterans who returned from Iraq and Afghanistan that this process be effective and efficient because of their background of time sensitive schedules and prioritization of duties. Their background not only demands, but asks in the most polite senses, that their needs be attended to in a fashion that is consistent and flows well. This should not be taken as a negative aspect of the school as a whole, since I understand that this program may be new to SCC, but my hope is that it is addressed, taken into consideration and developed further to adapt to the changing environment of diversity in our schools. Thank you.

Programs and Services
- Appearance of the campus is excellent! I rated Library and the Financial Aid Office low because a few of the staff members are not all that friendly and sometimes make me feel like it’s a hassle for them to help students. In the Library, one particular staff member is very rude and arrogant. The Language Lab staff is excellent and very courteous, I rated average because the programs/tools meant to help are somewhat basic and not all that helpful. The MaSH Center is very helpful however the tutors speak to each other rather loudly which can be distracting. My below average rating for the Campus Safety/Security isn't because of the staff, they're great, but the security officers should be armed. Seeing the unarmed officers around campus makes me feel no safer than if they weren’t there at all! Get them trained (P.C. 832 Firearms class) and armed. This is the biggest concern I have with SCC.
- The Student Life and Leadership Offices are the worst I have ever experienced. They seem to have an agenda different than helping students become better leaders or improve their life. (2)
- I have been at SCC for 6 years off and on and I loved it a lot, I got great help at the Transfer Center now I’m finally going to Cal State Fullerton in the Fall 2013, my experience at SCC was the best and I’m going to really miss it.
- I hope the campus restores dance and music classes and provide an accelerated Math 105 course.
- I love the Library! I’ve also had an overall great experience with all of the instructors and
counselors! Registration can be frustrating, but I understand that the budget limits the school.
- My interest is to take classes for general interest, and at age 70 I don't plan on a new profession, having already a BA and an MBA, I would like to see the Gemology Program expanded.
- I wish more guidance was given to me as far as my transferring, course selection.
- Only a few good professors know what they're teaching; too many staff parking spaces
- Please lobby for more money for SI leaders so the program can be more effective (more time and compensation), strive to create an Engineering Department.
- Science lab manuals are awful; consider new manuals with more explanation and more specific instructions. Also, there is almost no regulation in the second floor of the library which makes it easy for students to talk loudly and interrupt the students who are trying to study. The Career Center was also no help when I asked for help with employment pertaining to my desired career
- First, I have no idea what "Student Learning Outcomes" is referring to. I think only you administrators and staff people use that term. Second, I'm in the Water Utility Science Program, and at one point was considering complaining about how you've scheduled necessary classes to conflict with one another, forcing students to spend far longer to obtain certificates than would be expected. But, I rethought that, and now would recommend that you make it clear to students that this field is overburdened with people new to the industry, who get licensed to do the work through the state, but with no work experience, can get nowhere in finding jobs. The apparent only way to get employed in this field, once certificates and licenses have been earned is to get into an internship to gain the necessary experience. Another option would be to relocate far from here, as these counties (Orange, LA, Riverside) are overwhelmed with newbie’s with no experience, but lots of classroom knowledge. For most, then, in WUS, this is a huge waste of time and money.
- I have not been able to utilize child care for low income parents due to the quality of info given; it seems to be very difficult to get help in order to further my education at SCC and seek employment. Flexibility for low income parents doesn’t seem to be there.
- I am happy that SCC is focusing on the science courses and build a new building for the science majors. I would like to see the same for business major courses. I took Accounting at SCC and was hoping there was a study or help center for business classes. If there was a study room or help, like the STAR Center, I would have used it, and believe it would have contributed to my success in my business classes.
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 SCC. Also, we would like to ask you about your perception of the preparation you are receiving from SCC in 12 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 SCC 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 SCC

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

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

2. **If you could start over again, would you choose to attend SCC?**
   - a) yes
   - b) maybe
   - c) no, why ____________________________________________________________________________

3. **Please rate the quality of services and programs that you have used at Santiago Canyon College:** *(Circle #0 if you “have not used” a particular service/program)*

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<th>Service/Program</th>
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<th>Good</th>
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<td>Counseling Services</td>
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<td>Disabled Student Programs</td>
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<td>EOP&amp;S/CARE/CalWORKS</td>
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<td>Financial Aid Office</td>
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<td>Health &amp; Wellness Center</td>
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<tr>
<td>Tutoring Center</td>
<td>0</td>
<td>5 4 3 2 1</td>
<td></td>
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<td>Writing Center</td>
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<td>5 4 3 2 1</td>
<td></td>
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</tr>
</tbody>
</table>
4. Please rate the quality of preparation your SCC education has given you to be able to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Does not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b) Creatively use concepts to make learning relevant.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c) Reflectively assess one’s values, assumptions, and attitudes.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) Take responsibility for one’s own learning and well-being.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>e) Learn about one’s chosen academic major.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>f) Learn about professional conduct, workplace ethics, and teamwork</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>g) Communicate ideas in a clear and articulate manner.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>h) Communicate accurately to diverse audiences.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>i) Communicate in various formats using diverse technology.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>j) Act to maintain one’s dignity and self-respect.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>k) Be a responsible community member by treating others with respect, civility, empathy, honesty, and dignity.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>l) Increase the wellbeing of the global community by maintaining cultural literacy, lifelong learning, and the environment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>A Few Times</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Participated in class discussions</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b) Worked on a paper/project using ideas from different information sources</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c) Collaborated with other students in a class project</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d) Did additional study of topics introduced in class (not an assignment)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>e) Used library resources for a research paper or project</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>f) Used the SCC library to read materials not assigned by a class</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>g) Used the Internet or WWW for information resources for a class assignment</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>h) Used computer software to create charts/graphics/presentations for a project</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>i) Had a discussion with students whose ethnic, religious, political, or cultural background was different from your own</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>j) Attended or participated in a sports event on campus</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>k) Attended or participated in student activities or sponsored events such as cultural programs, speakers, open forums, or concerts.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>l) Participated in a student club, organization or government</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>m) Completed an experiment/project using scientific method</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>n) Discussed your interests, abilities and plans with a counselor/advisor</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>o) Read or researched information about a university or a career interest</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>p) Had an appointment with a counselor to discuss classes, requirements, or develop an educational plan</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>q) Heard, seen or discussed the Student Learning Outcomes for your courses and/or programs.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
SECTION 2: TELL US ABOUT YOUR SLO EXPERIENCE AT SCC

6. How have you found out about the Student Learning Outcomes for your courses? (Select all that apply)
   a) Course Syllabi
   b) Online course materials
   c) SCC Website
   d) Instructors
   e) Other, please specify __________________________

7. How have you found out about the Student Learning Outcomes for your program? (Select all that apply)
   a) Catalog
   b) SCC Website
   c) Instructors
   d) Posters, signs or brochures
   e) Other, please specify __________________________

8. Are you aware of the SCC’s Institutional Student Learning Outcomes (Learn, Communicate, Act, Think)?
   a) Yes
   b) No

9. If you answered YES on #6, how did you find out about SCC’s Institutional Student Learning Outcomes?
   (Select ALL that apply)
   a) Catalog
   b) Class Schedule
   c) SCC website
   d) Instructors and staff
   e) Posters, signs or brochures
   f) Other, please specify __________________________
SECTION 3: 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 f) 26 to 29
   b) 18 g) 30 to 39
   c) 19 h) 40 to 49
   d) 20 to 21 i) 50 to 64
   e) 22 to 25 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 e) 5 to 6 hours
   b) less than 1 hour f) 7 to 8 hours
   c) 1 to 2 hours g) 9 to 10 hours
   d) 3 to 4 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 d) 7 to 9 hours
   b) 1 to 3 hours e) 10 to 12 hours
   c) 4 to 6 hours f) more than 12 hours

7. Your gross household income for 2012: (Include incomes of all household members)
   a) below $9,000 g) $24,001 to $27,000
   b) $9,000 to $12,000 h) $27,001 to $30,000
   c) $12,001 to $15,000 i) $30,001 to $40,000
   d) $15,001 to $18,000 j) over $40,000
   e) $18,001 to $21,000 k) I don't know
   f) $21,001 to $24,000

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 2012? (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 d) Chinese
    b) Spanish e) Korean
    c) Vietnamese f) Other______________

11. What are your parents’ highest levels of education?
    Father
    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 SCC you would like to share with us:
__________________________________________________________
__________________________________________________________
__________________________________________________________

Thank you for your assistance!