



# 2015

## Santa Ana College Student Satisfaction Study

## Introduction

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In Summer 2015, the RSCCD Research Department conducted its comprehensive student satisfaction survey of students enrolled at Santa Ana College (SAC). The survey provided an opportunity for students to report their levels of satisfaction with their educational experience and academic preparation provided by the college. In addition, the survey included questions regarding areas of student learning outcomes and student engagement in related school activities, as well as questions regarding their family background.

This survey was administered online to all SAC students who were enrolled during Spring 2015 semester and who listed a valid email address on their college application. This report summarizes the opinions and perceptions of the 975 students who completed the survey. The comments (in the appendices) are respondents' own words in which they freely complimented the helpfulness of the staff and faculty, as well as the many services and resources available to them at SAC. Similarly, they did not hesitate to offer suggestions for improvements. Program staff should read this section thoroughly as these comments are very revealing.

## Student Satisfaction

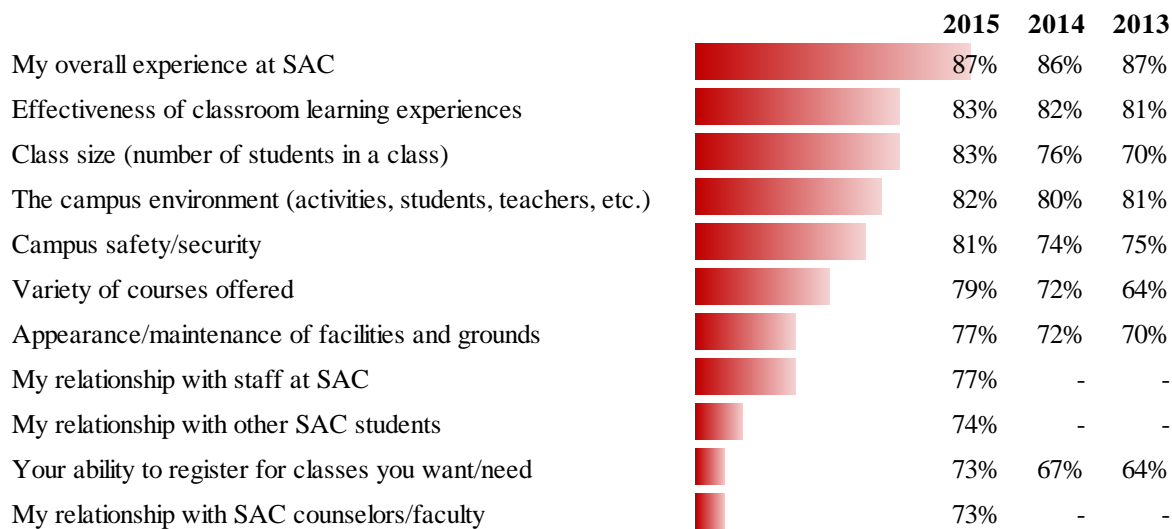
### Overall Satisfaction

Respondents were generally satisfied with the quality of education, college facilities and the services they received at Santa Ana College. 2015 survey respondents consistently rated most of these categories slightly higher than 2014 respondents did, which were also mostly higher than 2013 ratings. “Class size” and “variety of classes” had the highest increase among the satisfaction categories (13 and 15 percentage point gains).

While respondents expressed higher satisfaction in all categories, general categories such as “overall experience,” “effectiveness of classroom learning experience,” “class size” and “campus environment” received higher ratings than “ability to register for classes needed” and “my relationship with SAC faculty/counselors.”

	Percent of Respondents				
	Excellent	Good	Average	Below Average	Poor
My overall experience at SAC	49%	38%	10%	2%	1%
The SAC campus environment (students, activities, etc.)	41%	41%	14%	3%	1%
Effectiveness of classroom learning experience	40%	43%	13%	3%	1%
My ability to register for classes I want or need	40%	33%	19%	5%	3%
Variety of classes offered	40%	39%	16%	3%	2%
Class size (# of students in a class)	38%	45%	14%	2%	1%
Campus safety/security	42%	39%	16%	3%	2%
Appearance and maintenance of grounds/facilities	38%	39%	17%	5%	2%
Your relationship with SAC counselor/instructors	41%	32%	18%	6%	3%
Your relationship with staff at SAC	39%	38%	17%	4%	2%
Your relationship with other SAC students	38%	36%	19%	5%	3%

### 2015 Overall Satisfaction



Percent of “good” and “excellent” ratings

## Personal Experience at SAC

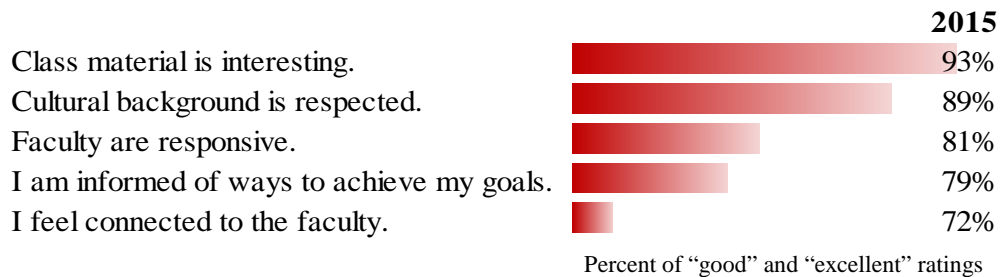
Respondents were generally in agreement that what they learn in class is interesting (93% “strongly agree” and “agree”) and felt that their cultural background is respected by those around them (89%).

Whereas the majority of student-respondents feel connected with faculty (72% “strongly agree” or “agree”), about one fifth (19%) of the respondents were “uncertain” of this relationship.

Respondents also stated they have been adequately informed in regards to the steps they need to take to achieve their specific goals (79% “strongly agree” or “agree”).

	Percent of Respondents				
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
My cultural background is respected.	51%	38%	8%	2%	1%
I feel connected to the faculty.	32%	40%	19%	5%	4%
Faculty are responsive to students’ communications.	34%	47%	11%	5%	3%
I have been adequately informed regarding the steps I need to take to achieve my specific goals.	39%	40%	12%	5%	4%
What I learn in class is interesting.	52%	41%	4%	2%	1%

## Personal Experience at SAC



## **Satisfaction by Ethnicity**

Overall, Asian students reported the highest satisfaction in seven of the 11 categories listed. African-American respondents voted lowest satisfaction in four of the 11 categories. Note that the number of African-American respondents was relatively small (n=17) and variation in percentages is usually higher. Comparisons to other groups should be used with caution. White students reported highest “overall experience” satisfaction (92%), while African-American respondents reported lowest satisfaction with campus safety/security (65%).

In regards to their personal experience, Latinos believe that their “cultural background is respected” at SAC at a higher rate than do Whites students (93% and 73%, respectively). All ethnic groups stated what they “learn in class is interesting.”

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

	Ethnicity				
	African-American (n=17)	Asian (n=126)	Latino (n=515)	White (n=65)	Other (n=35)
My overall experience at SAC	82%	87%	90%	92%	77%
The SAC campus environment (students, activities, etc.)	71%	85%	86%	83%	80%
Effectiveness of classroom learning experience	76%	90%	86%	82%	80%
Ability to register for classes	82%	73%	74%	73%	80%
Variety of classes offered	71%	82%	82%	70%	66%
Class size	82%	88%	84%	80%	85%
Campus safety/security	65%	89%	79%	80%	76%
Appearance and maintenance of grounds/facilities	76%	81%	78%	75%	77%
Your relationship with SAC counselor/instructors	88%	86%	73%	77%	69%
Your relationship with staff at SAC	71%	82%	77%	73%	71%
Your relationship with other SAC students	71%	82%	73%	78%	69%

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

	Ethnicity				
	African-American (n=17)	Asian (n=126)	Latino (n=515)	White (n=65)	Other (n=35)
My cultural background is respected.	76%	84%	93%	73%	71%
I feel connected to the faculty.	65%	78%	71%	77%	66%
Faculty are responsive to students’ communications.	71%	84%	81%	86%	65%
I have been adequately informed regarding the steps I need to take to achieve my specific goals.	82%	83%	79%	72%	79%
What I learn in class is interesting.	100%	95%	94%	89%	94%

## Student Learning Outcomes and Engagement

### **Contribution to Knowledge and Skills**

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

Overall, respondents were satisfied with SAC preparing them in all of these skills and knowledge (80% to 90% of “excellent” and “good” compared to 75% to 80% in 2014 cohort). This year’s respondents rated ALL of the skills and knowledge slightly higher than prior years.

Respondents also reported that SAC faculty are contributing more to their knowledge and skills in the low ratings of “not applicable” (1% to 4% as compared to prior years of 3% to 7%).

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

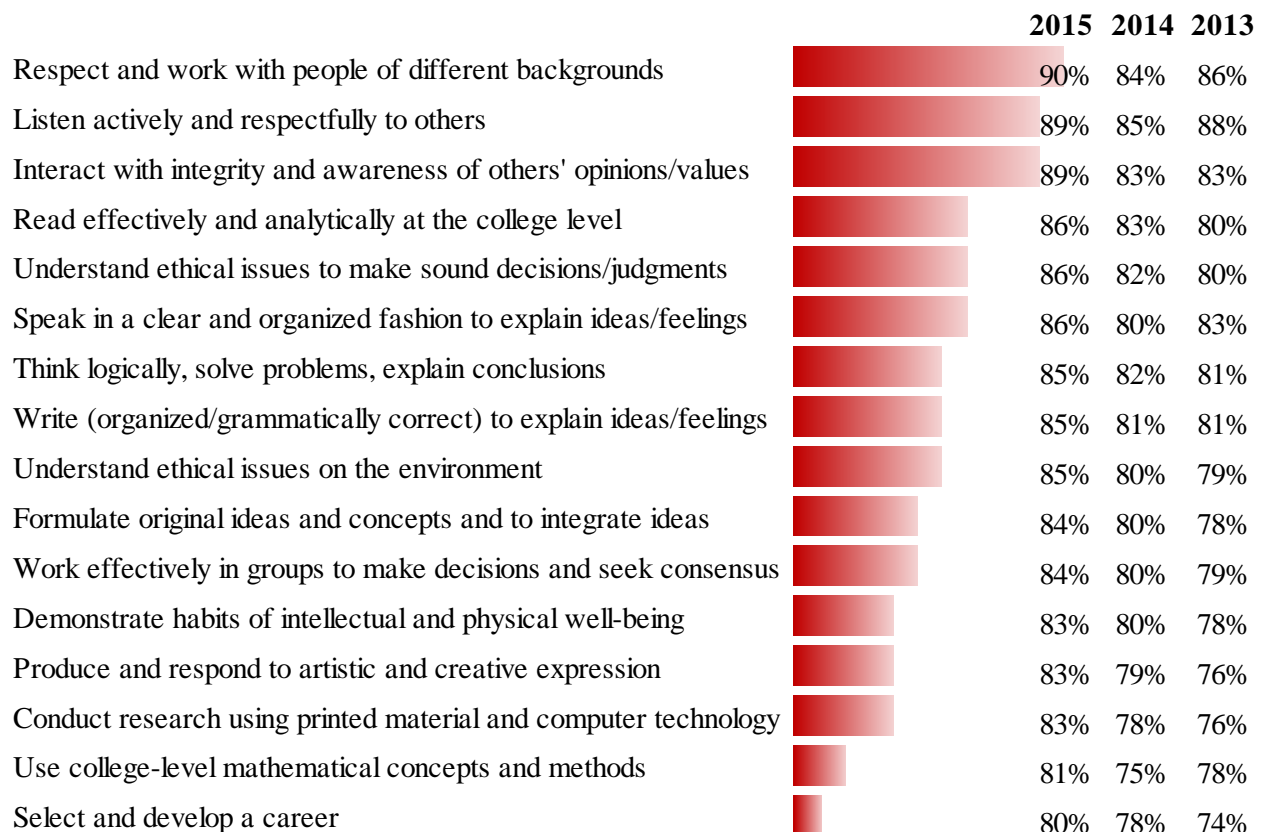
SLO	Skills and Knowledge	N/A	SAC preparation reported by respondents*				
			Excellent	Good	Average	Below Ave.	Poor
Communication	Listen actively and respectfully to others	1%	47%	42%	10%	1%	1%
	Speak in a clear and organized fashion to explain ideas, feelings and conclusions	2%	42%	44%	13%	1%	1%
	Read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

Respondents rated SAC to have contributed greatly in the areas of “communication” and “diversity.” The most highly-rated skills preparation received at SAC were the abilities “to respect and work with people of different backgrounds” (90%), “to listen actively and respectfully to others” and “to interact with integrity and awareness of others’ opinions and values (89% each).

Respondents reported the lowest contribution by SAC in their abilities to “select and develop a career” (80%) and “use college-level mathematical concepts and methods” (81%).

This year’s survey respondents consistently rated most of these skills slightly higher than did 2013 and 2014 respondents. The most significant positive changes between 2013 and 2015 were to “produce and respond to artistic and creative expression” and to “conduct research using printed material and computer technology” (7 percentage point gain each).

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



Percent of “good” and “excellent” ratings



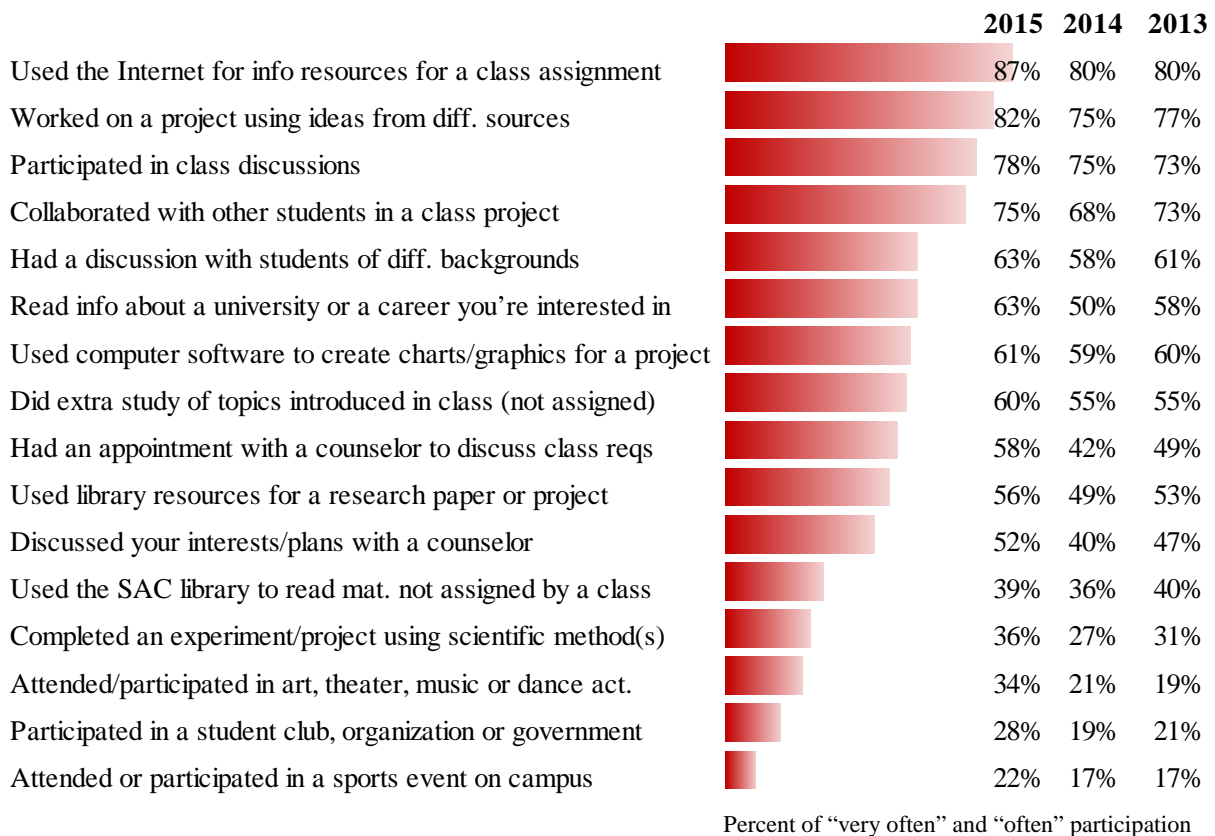
## Student Engagement in College Activities

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

Classroom activities ranked highest in participation and non-academic activities had much lower participation. More than four-fifths of the respondents “used the Internet for information resources for a class assignment” (87%) and “worked on a paper/project using ideas from different sources” (82%). “Attendance and/or participation in student clubs, theater, music, and sports events” (22%) and “participated in a student club, organization or government” had lowest participation rates.

On average, 2015 survey respondents participated in these learning activities at higher rates than did 2013 and 2014 respondents. The most significant positive changes included “attended/participated in art, theater, music or dance activities” (19% to 34%, 15 percentage point gain) and “had an appointment with a counselor to discuss class requirements” (42% to 58%, 16 percentage point gain).

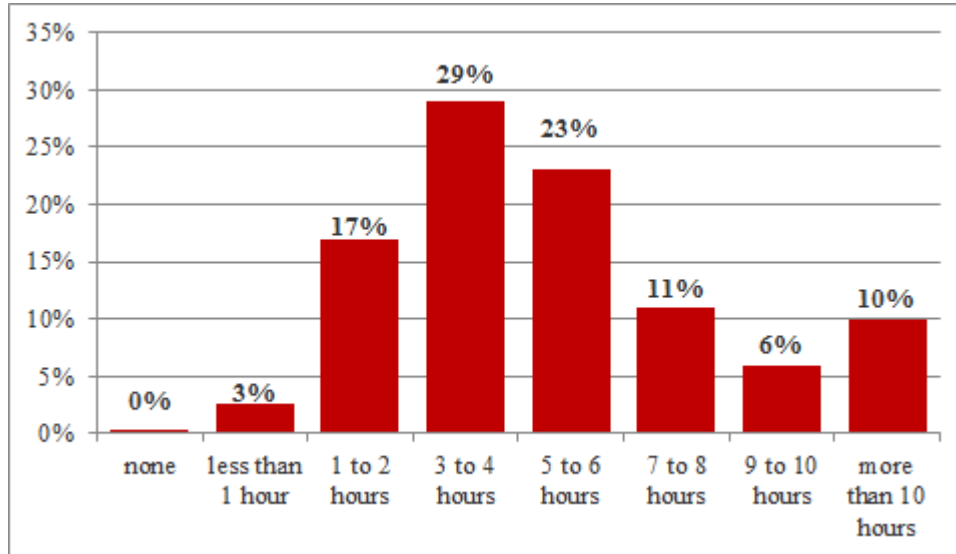
### **Level of Participation in Student Learning Outcome Activities**





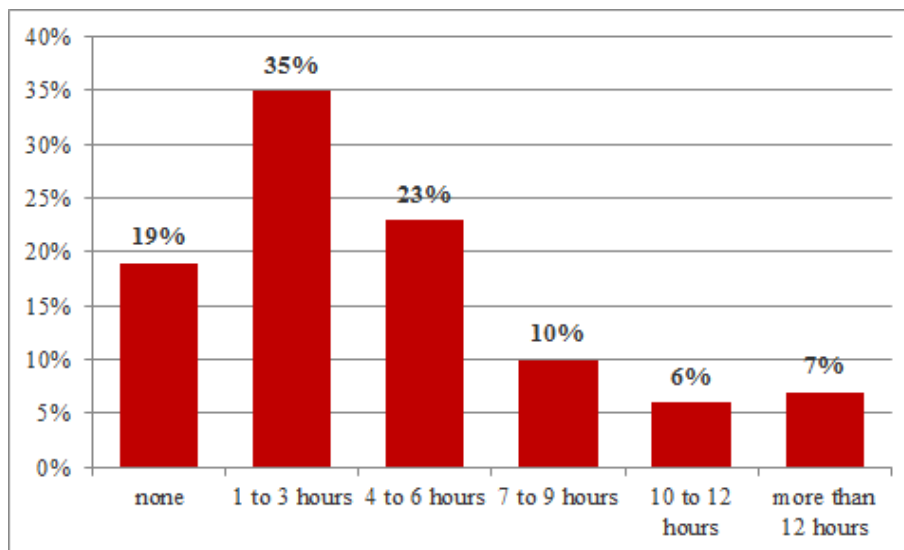
## Study Hours

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



## Number of Hours on Campus Other than Attending Class

Other than attending classes, respondents spent very little time on campus. Only 13% of them spent more than 10 hours a week and 19% spent NO time on campus participating in other non-classroom activities, such as student government, student clubs, library use, performing arts, and athletics.



## Student Support Programs and Services

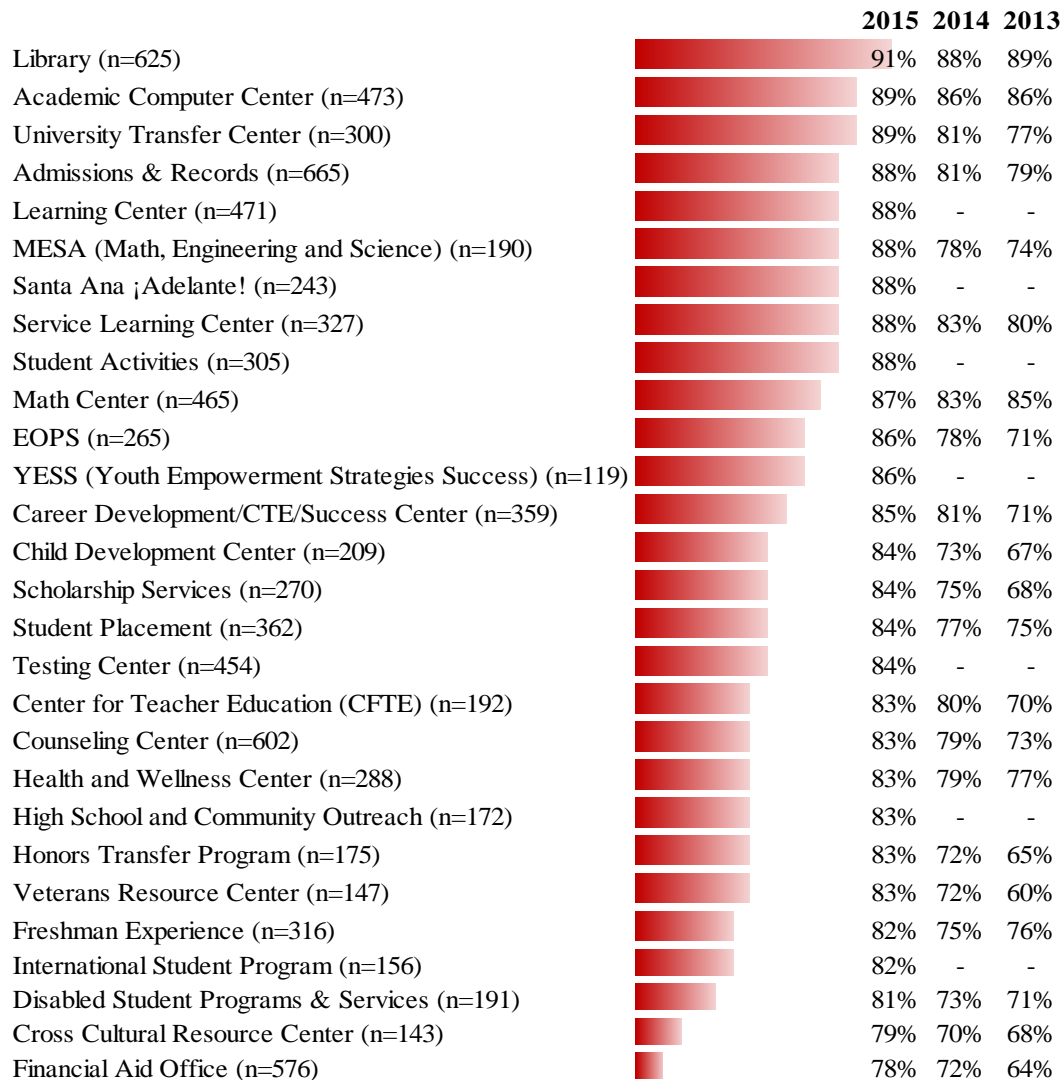
Students were asked to rate 28 programs and services made available to students as they study at SAC. The second column in the table below shows the percentage of respondents who did not know the program/service existed, the third column shows percentage of those who have used the given SAC program or service; subsequent columns list the program ratings given by those respondents.

Programs and Services	Did not know program exist	Percent of Respondents Who Used	Percent of Program/Service Ratings by Users				
			Excellent	Good	Average	Below Average	Poor
Academic Computing Center	8%	65%	50%	39%	8%	2%	1%
Admissions & Records/Registration	2%	92%	47%	41%	8%	2%	2%
Career Development/CTE/Success Center	11%	50%	44%	41%	11%	2%	2%
Center for Teacher Education (CFTE)	21%	27%	49%	34%	12%	3%	2%
Child Development Center	11%	29%	50%	34%	12%	2%	2%
Counseling Center	2%	83%	50%	33%	11%	3%	3%
Cross Cultural Resource Center	30%	20%	42%	37%	15%	3%	3%
Disabled Student Programs & Services	8%	26%	57%	26%	11%	3%	3%
EOPS	8%	37%	56%	30%	9%	1%	4%
Financial Aid Office	2%	80%	45%	33%	15%	3%	4%
Freshman Experience	14%	44%	49%	33%	12%	3%	3%
Health and Wellness Center	10%	40%	51%	32%	10%	4%	3%
High School and Community Outreach	20%	24%	49%	34%	14%	1%	2%
Honors Transfer Program	14%	24%	47%	36%	11%	3%	3%
International Student Program	17%	22%	48%	34%	10%	4%	4%
Learning Center	5%	65%	54%	34%	10%	1%	1%
Library	3%	86%	56%	35%	7%	1%	1%
Math Center	5%	65%	55%	32%	9%	1%	3%
MESA (Math, Engineering and Science)	9%	26%	52%	36%	8%	1%	3%
Santa Ana ¡Adelante!	18%	34%	60%	28%	7%	1%	4%
Scholarship Services	9%	38%	54%	30%	9%	3%	4%
Service Learning Center	9%	46%	54%	34%	7%	2%	3%
Student Activities	9%	43%	52%	36%	8%	1%	3%
Student Placement	8%	50%	41%	43%	11%	2%	3%
Testing Center	5%	63%	43%	41%	10%	3%	3%
University Transfer Center	7%	41%	57%	32%	7%	1%	3%
Veteran Resource Center	11%	20%	50%	33%	12%	1%	4%
YESS (Youth Empowerment Strategies Success)	28%	16%	48%	38%	9%	1%	4%

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

Overall, regardless of the number of users, participants rated the quality of the various support programs and services from a low of 79% to a high of 91% “good” and “excellent.” 2015 survey respondents consistently rated ALL student support programs and services higher than 2014 and 2013 respondents did. The most significant positive changes from 2013 to 2015 included EOPS, Scholarship Services, Child Development Center, Veterans Resource Center, Honors Transfer Program (15+ percentage point gains). It is recommended that further research be conducted to understand the changes as there are many reasons.

### Ratings of SAC Programs and Services



Percent of “good” and “excellent” ratings

## Characteristics of Survey Respondents

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### Demographics and Characteristics

Respondents are nearly two-thirds (63%) female, Latino (71%), and young (25 years of age or younger, 55%).

Less than one-half (42%) of the respondents speak English as their primary language, 43% speak Spanish and 12% speak Vietnamese.

Few respondents (11%) concurrently attend other colleges/universities while attending SAC; most of those are at nearby colleges/universities, such as Santiago Canyon College, Fullerton College, Golden West College, Coastline College and CSU Fullerton.

<b>Ethnicity*</b>	
Latino	71%
Asian/Pacific Islander	17%
White	94%
African-American	2%
Other	5%
<b>Age</b>	
< 19 yrs.	15%
20 yrs. to 25 yrs.	40%
26 yrs. to 29 yrs.	11%
30 yrs. to 39 yrs.	16%
40 yrs.+	18%
<b>Gender</b>	
Female	63%
Male	37%
<b>Primary Language</b>	
English	42%
Spanish	43%
Vietnamese	12%
Other	3%
<b>Attending other colleges/universities?</b>	
No	89%
Yes	11%

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

## **Special Populations**

Even though the college understands there may be small numbers of students/respondents of these “special populations” (foster youth, veterans, disabled and financial aid students), it is important to ensure we appropriate representation within our respondent pool, similar to that of our general student body.

Few respondents (3%) are currently active, dependent and or discharged members of the United States military.

A very small number of respondents have been in the foster care program.

One-tenth of the respondents have requested and received assistance for their learning, physical, psychological and/or medication conditions. More than two-thirds (70%) of respondents applied for and received financial aid.

<b>United States Military Status</b>	
Currently active military	.13%
Dependent of currently active military	.50%
Member discharged within last year	.37%
Member discharged over a year ago (veteran)	2%
None of the above	97%
<b>Foster Youth or were in Foster Care System</b>	
Yes	2%
No	96%
Decline to state	2%
<b>Received/Requested assistance for learning, physical, psychological and/or medication condition</b>	
Yes	9%
No	88%
Decline to state	3%
<b>Apply and received financial aid at SAC</b>	
Yes	70%
No	21%
I wanted to, but did not know how to	5%
I did not know that I could	1%
I do not remembered/I don't know	3%

## Family Background

Less than half (44%) of respondents lived in households of 3 or fewer members; a tenth of the respondents lived alone. About one-third (32%) of respondents reportedly did not have any dependents to support in 2014; another 33% were supported by someone else. Only 16% of respondents reported a household income of over \$40,000.

More than one-half (56%) of the respondents work (full- and part-time); another one-third (32%) reported that they are unemployed but would like to work.

<b>Number of members in the household:</b>	
Only myself	11%
2-3 members	33%
4-5 members	37%
6 or more members	19%
<b>Number of people you support:</b>	
None, supported by someone else	33%
Only myself	32%
2-3 members	24%
4-5 members	9%
6 or more members	2%
<b>Respondents' 2014 household income:</b>	
≤ \$12,000	23%
\$12,001-\$18,000	11%
\$18,001-\$24,000	15%
\$24,001-\$30,000	11%
\$30,001-\$40,000	9%
>\$40,000	16%
Do Not Know	15%
<b>Respondents' employment status:</b>	
Work full time	26%
Work part time	32%
Homemaker	5%
Unemployed, but would like to work	32%
Unemployed, do not care to work	5%

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

Father's Education	Mother's Education			Total
	No College	Some College, No Degree	College Degree	
No College	64%	7%	4%	75%
Some College, No Degree	6%	4%	1%	12%
College Degree	5%	2%	6%	13%
<b>Total</b>	76%	13%	11%	100%

## Additional Comments

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### Overall experience:

- I am very satisfied overall. (11)
- Santa Ana College is the best college to attend! (11)
- I will never attend SAC again. I suffer from a medical condition, and was unable to attend my classes due to this condition, and I was still dismissed from the college.
- I was embarrassed to attend SAC and never once got welcomed by other students or faculty.
- I recommend every departments to have a suggestion/complimentary box so we can make suggestions on a regular basis and let department know what a great a job they are doing. This will make a difference. Thanks for the opportunity to share by thoughts.
- I had a great semester at SAC and it was really easy.
- Attending SAC has been the best decision I've made after high school. I'm welcomed and it feels like home. It saddens my heart to transfer out from a school with great resources and opportunities. Staff, teachers and counselors are always willing to help. They will help the student transfer out in 2 years if the student is willing to contribute their time and dedication. I am now an alumni and transferring to UCI. Thank You SAC for a great education!
- SCC is really nice compared to SAC.
- SAC is awesome. You have the best resources that a student could use. I recommend SAC to any student who is seeking an education. The faculty care and develop us into leaders. Thank you!
- SAC has become home for me. It is where professors submerge me into the learning. Tutors in the Math and Learning Centers encourage me to continue despite of school or life circumstances. SAC has provided me with the essential tools to continue my studies; therefore, one day I want to become a teacher and give back to the new generations.
- Great experience except some rude staff at the Counseling Center, Learning Center and Cashiers Office. Great professors/counselors to help you and the campus is clean with a laid back attitude.
- Great school for those that want to finish their general education and want more time to think about which university to go. Staff members are very helpful and supportive.
- Need to reach out to students!
- Going to SAC at my age is a wonderful thing in my life. Thank you so much for teaching me.
- Bad experiences with this school from the beginning, Financial Aid Office, Testing Center.
- Events need to be advertised better and with more notice.
- SAC is a good place. The library and the Math Center are very quiet, otherwise, my registration date at SAC is always late, so sometimes I couldn't register for my classes.
- SAC is a wonderful institution that has excellent professors who care for their students and invest in their learning experience.
- SAC helped me flourished in academic and professional development. The resources offered are great.
- I have difficulty adapting to the college environment. The transition from high school to college can be a scary thing because I have to be accountable of my academics.
- I had a GREAT experience at SAC, so much I had my nephew transfer from OCC. The only problems I have are: 1. they don't offer student email addresses. 2. the grading system doesn't allow for +/- of grades. I'm in the nursing program and finished the semester with an 89.6%. Just .4% from an A. But my B carries the same credit points as the person who got a B with 82%. Technically, my grade should have been an A-. The universities grade this way and so should community colleges.
- I think it is unfair to count "Ws" into cumulative gpa. I have problems outside of school that I have no control over. This impact financial aid and if we are disqualified it discourages them from continuing college especially when jobs are so hard to come. Thank you for reading. I hope my statement will bring this issue as other students also experience this.
- I would like to continue my college education, but the restriction of financial aid and scholarships keep me from being able to continue my education.
- It would be nice if the scholarship office actually helped find scholarships. (3)



**Classes:**

- I would love to take computer and design classes in Spanish.
- Course catalog 2014-2015 and counselor provided an incorrect course works. ENGR 140A, ENGR 140B have never opened, but been still recommended to students.
- Classes that are part of degree programs' requirement need to be available or removed altogether. For example, the computer science degree has not offered several classes needed in the last four years. These "incompletable" degree programs give students a false sense of hope.
- More open classes during summer!
- Please add a German course. I have attended Fullerton College for it, but I don't want to keep going back between the two colleges.
- You are not offering Physics 217 after 2:00 pm. Most of your physics classes are before noon which is not considerate of students who works in the morning.
- We need more classes at night during summer and intersession. We parents need nigh classes.
- I would like to know about clubs and programs that the school offers.
- I was in the Bridge to Engineering Program, but it's too fast. I recommend regular math courses instead of combined classes.
- Hard experience for new upgraded blackboard.
- Open the Math Center one to two hours longer. Thank you for your time.
- Very hard to take classes that are needed if SAC keeps canceling or getting rid of classes.
- Need to spend more money in mechanical Engineering Department with new computers and software. My computer crashed during testing and lost a lot of work.

**Counseling:**

- My first year at SAC was an adjustment but I got through it because of the dedicated counselors and great programs such as U-Link and Adelante.
- Add another counselor to the Counseling Center.
- I've experienced racial intolerance from a counselor who has a history of racial issues directed towards white students. Why is this person still employed?
- The Counseling Center needs more staff. The wait time is VERY long during walk-ins. Also, have more appointment slots and evenings hours for those people who work. Perhaps, having Saturday an option for normal business hours for ALL services of the college.
- Counseling Center as well does not have friendly front desk employee; appeared at the time in a rush and impatient. Obviously the lack of staff creates a tense work setting anywhere which puts too much stress on people and lowers the quality of the department.
- I think SAC is a really good institution; the only problem is when you are new at the school the counselors don't explain you all of the options that you have.
- The Disability Learning Center counselors/interns are not punctual. I attended the Health & Wellness Center and they were always punctual when I had an appointment and the counselor that I was assigned to was very nice, and she helped me with my stress.
- The counselor are too busy to see students. Why do I have to wait months to be seen?
- I would like counselors to show more interest when talking to students instead of being distracted with other things when meeting with us. But most importantly, please make is feel comfortable and encouraged instead of making us feel like total failures. Because even if the students are failures, counselors' job is to support and advise us on how to improve as students.
- I wish there was more help in planning our education plan. The counseling and financial aid offices are always full. It can be a little challenging to move forward.
- The Counseling Center should really take the time to meet the needs of students, inform them of possible options, and never say that they are incapable of transferring into a particular university.
- The Counseling Center is always overbooked! When you have an academic emergency you have to wait almost a month to be seen and when you are finally seen, you are rushed in and out. Also, the receptionist is rude and unprofessional. College staff should be professional and helpful.

### **Facilities/Campus Appearance:**

- More study spaces: under the trees and along the hallways. (2)
- More parking lots please (2)
- Restrooms need to be revamped because they are disgusting, some of the doors don't close or the locks don't slide into the proper hole. (2)
- PLEASE replace the water fountains because the water tastes like rusty pipes! (2)
- The N building needs to be refurbished because it's not in an adequate state for music students. The practice rooms are not soundproof and students are able to hear the person next door which interferes with a person's ability to focus. The band room's carpet needs to be replaced.
- Older classrooms do not have air, but a big fan which can't be on since we can't hear the teacher.
- The campus is clean, but some classrooms in the H building are horrible.
- SAC needs to be remodeled as I don't like having the feeling that the roof is going to fall on me.
- More security.
- Fix restroom shower curtain in building R. Parking is a big issue, maybe increase the price of parking passes. Clean building's carpets; a lot of stains.
- I don't like to see students smoking marijuana around campus especially around the village and the building right next to the pool.

### **Faculty/Staff:**

- My teachers have been amazing and I have learned a lot. (3)
- Some faculty don't like to have a solid relationship with their students. (2)
- Please do not switch teachers for classes we already registered for. When I select a class, I select a specific teacher as they are highly recommended by my peers.
- My experience with the teachers was amazing, but my math instructor was not always available, so it made it a bit difficult. My freshman experience was wonderful.
- **Jennifer Giddings** is an excellent math professor. She fosters a culture of communication, learning and peer support.
- Instructors need to be more attentive with students who need academic assistance; and, they need to learn how to TEACH the subject, NOT just give INSTRUCTIONS to the subject only!
- I prefer to be in classes where the lectures are presented in PowerPoint slides because it's a lot easier for me to understand the material.
- I do not like the teaching methods currently used by the Chemistry Department. I felt very lost and stressed out. The professors do not lecture until students ask "appropriate" questions. I do even worse in chemistry because I am put down because I don't ask questions. I wish the teachers would just lecture and I can ask my own questions when I am ready to.
- **Maria Garibay** is very helpful. She guided me to do better and achieve my goals. She showed me ways to get to know my professors. I also want to give a special thanks to **Donato Martinez** who has motivated me to pursue my education. Truly an inspiration.
- **Professor Emley** and **Professor Seitez** are wonderful teachers.
- The music theory class teacher speak too fast. There isn't enough time for doing exercises and explain homework in classes. Tutors don't have experience in teaching this course.
- I have been to several colleges and by far SAC is my favorite because of the professors, students, and overall campus experience. Thank you! A concern I do have is the Ceramics Department. I have been deeply inspired by **Patrick Crabb** and **Joe Craemar**. Unfortunately, I had a very poor ceramic class this spring. Fortunately, I will continue my interest in ceramics with **Joe C.** Again, my experiences have been enlightening and generally had and having a great time at SAC!
- I had a professor who was obviously new. His grading and expectations were too grand. I received the highest grade in the class and it was a B. He tried, but he was way over his head.
- They have some great instructors at Santa Ana College. I really enjoying being a student at SAC.
- Need more full-time math professors rather than part time. That way I can attend office hours when needed. The Math Center is helpful, but the 1:1 experience with the professor is better.

- School is what a student makes of it. In my three years I used all resources that gave me the assurance for my transferring to the CSU and I was accepted to three CSUs. Without my professors' guidance I would not be where I am. My sincere gratitude to the staff and professors of this college.
- A lot of wonderful teachers, and some who do not possess the ability to enunciate or speak clearly enough to effectively learn from. Perhaps an evaluation of clarity should be administered to insure the teacher is able to communicate effectively. It is tough to learn subjects in which you struggle from someone who cannot explain things clearly.
- Majority of teachers are awesome but you run into those that don't care and make u feel like you're they're gas money and that the class doesn't really matter. I hate that.
- Also, I am disappointed in SAC for allowing Professor \_\_\_\_\_ to teach English 103. I have never had an experience where I felt afraid to go to class, and I have never been in a classroom where a teacher spends the entire time going on tangents. She constantly yelled at us for asking a question, and threatened to fail every single students because she was retiring and didn't care. Please evaluate your teachers! I pay for my classes and expect a learning experience!
- Every teacher I've had has been outstanding, and, for the first time in years, I was able to get a B in math thanks to **Mr. Zeller**. He is a great teacher!
- SAC professors are incredibly helpful, dedicated and respectful. I think that SAC professors are the best I've ever had. Professors **Eddie Muniz** and **Jorge Guerra** were helpful and go above and beyond to help us understand the class. I'm very satisfied with such encouraging professors.
- Please help the poor instructors like \_\_\_\_\_ who have way too much work or outside life activities that gives no time for some extra rest. By the time these instructors get into the classroom, they are not motivated to TEACH. I don't want any more instructors falling asleep, and or not wanting to teach. I don't want to waste classroom time hearing about their lives. School curriculum and standards need to be higher in terms of requiring students to critically think and act. Make sure professors hear out the student completely before cutting them off which also helps to answer questions more effectively. A couple excellent professors are **Dr. Soriano** and **Dori Dumon**. They are very good in engaging students in the class material and made the class interesting/challenging.
- **Patricia Waterman** is the best professor at SAC and all other colleges that I have attended. She spends a lot of time after class with all her students. She has my vote for Professor of the Year award!
- The Business Program is amazing! **Professor Shweiri** is the best.
- The Business Division: staff and administrators are an excellent team. They go above and beyond to help a student succeed and to overcome any issues that arise. They are all appreciated.
- Have your staff be friendly and helpful instead of us guess what it is they're trying to tell us.
- Wellness Center has great nurses and doctors, but the greeters at the front aren't as friendly.
- Testing Center needs nicer people who aren't in a terrible mood. All counselors should be as nice and helpful as **Cathy Fernandez**
- Staff should be nicer when students ask questions instead of giving us attitude and not helpful. The Admission Office should be polite and clear about registration process, instead of sending you back and forth to other persons who directs you back to Admissions again. Other than that, I had a wonderful experience with my professors, they did an amazing job in teaching, lecturing, and making sure that I understood the material. Thanks SAC.
- EOPS Computer Center should be open more often to students, and the schedule posted on the front door does not correlate to the time that it actually opens. They should open on time with a set schedule so it won't leave the students second guessing.
- I attend afternoon classes and everything closes early, like the library and Learning Center.
- I can feel how every SAC staff member's priority is for the students to succeed, I love it!
- There is a female staff member that works at tin the Learning Center that made my SAC experience extremely disappointing. She gave me attitude and did not allow the professors to help me. It got way out of hand. She was not acting professionally; giving me attitude and being extremely rude. It is very sad that nothing was done to her. Next time I will be reporting her to the Dean!

- I was lost as a first time student, even though I went to the orientation. I'm not aware of the programs available to me as an evening student. The counseling receptionists need to be kinder; if they don't like their job or are stressed they need to be moved. Specifically "older workers" in Admissions Office do not have patience or be kind. I do understand they deal with immature students but not all of us are. I'm a wife and mother of four children. It's unprofessional and would be great if you took this in consideration and addressed the matter. Thank you.
- The Testing Center is ridiculous. The computers are very old and freeze up during test taking and the staff is very rude. In a common conversation among all my class mates, we all agree the computers need to be replaced and the staff is very rude. Students are stressed out when taking test as it is, the last thing we need to is deal with unhelpful staff who pretend they don't know why we are there, and do not help when we have an issue with the computer.
- Some of the staff I encounter were not too friendly and they seemed to be bothered and annoyed! First impression means a lot and when someone doesn't talk to you then you don't feel good.
- The Testing Center staff were very rude and disrespectful to students. I took quizzes almost weekly for my program and witnessed them being rude to students.
- The people at the front desk are not helpful and disrespectful.
- The Math Center was extremely helpful. I don't think I could've passed my classes without it.
- Please offer earlier registration to those doing well academically!
- Please extend Tutoring Center hours so evening students can attend.
- My math teacher never gave us daily homework, which I think would have been good practice. He instead just told us to do the chapter reviews in our book and turn them in at the end of the semester. I love that twice in my math class we had speakers come in to talk about programs/services the school offered; I think all programs should have representatives come to speak to students in classes, that way students are more aware of the services the school provides.
- The DSPS office is excellent and I get great assistance there. I think all college students could benefit from some type of assistance. I also wish you had more work study programs.

### **Financial Aid:**

- The Financial Office needs more staff. The wait time is VERY long. (2)
- The front desk people in the Financial Aid Office are rude. (2)
- If there is anyway or program that assists those that aren't eligible for FAFSA. (2)
- Need better assistance at the Financial Aid Office!! The schools website claims you guys will help pay for education, yet this office offers low quality assistance. I and other students have talked so much bad stuff about it, because you never get 100% satisfaction from that office. I transferred from Saddleback College and their financial aid counselors were so nice and everyone in the office was willing to help you. The financial aid specialist, \_\_\_\_\_ offers no help.
- Financial Aid office seems to be understaffed so they don't come off very friendly. I've had multiple employees "help" me read web advisor to me. They post information very late and every time I call I could never get through. They need a bigger and better staff. Financial Aid
- Financial Aid Office seems to always request the same forms that have been submitted.
- I feel proud and happy that I was able to complete two classes with an A and B grades. I hope to keep it up and be able to qualify for financial aid this year to finish what I started long time ago.
- I have used my 90 attempted units here at SAC in regard to financial aid, I'm hoping that my upcoming appeal is approved and I can accomplish my goal of graduating here at SAC and transferring to a university, any assistance in this area would be greatly appreciated.
- I rated financial aid "poor" because each time I waited more than an hour to get help, I understand there were other students but as my turn finally came, the advisor decided to leave and I did not any help after I wasted 2.5 hours waiting. My financial aid was never processed.
- More flexible hours in the Financial Aid Office
- At the beginning of the semester there should be more people helping students in the Financial Aid Office. There should also be maybe like a shortcut for people that just are missing a signature.

**Food Services:**

- Open cafeteria for more food variety. (2)
- Cafeteria is inconvenient and falling apart. (2)
- Cafeteria food need to be upgraded. There is not a proper food selection. (2)
- I hope there are more than microwavable foods in the cafeteria.
- What happened to the cafeteria food? Particularly, the delicious pizza. I am very displeased.
- We need a cafeteria, or some other food options. I am appalled at the "so called cafeteria"....I have attended several colleges and they all had decent food options... it is embarrassing.
- More gluten free food available would greatly improve my experience at SAC. I have to bring my own food which limits the amount of time and money I can spent at SAC. Thank you.

**Library:**

- I really love the library.
- Library should be open later hours for evening students. (2)
- The Library needs to have up-to-date books, most books are useless in this generation.
- I feel uncomfortable in the library. A staff member always check my bag when I come in.
- The Library is old and has few good computers and books. It's small, uncomfortable, and not enough fresh air. It is too dark and restrooms are not great. I always feel tired and sleepy when studying in the library. Finally, the opening hours of the library need to be extended. Some people said that the school does not have enough budget. However, it is really ridiculous when the school spends a lot money to remodel buildings and parking lots except the library, one of the most important places of a college. SAC has many good points, except the Library. In my view, SAC's library contributed to the bad academic results of SAC students. I love professors here, and I also love the culture here. However, I never love the Library here.
- Library too crammed, needs more computers, desks, too loud; needs better monitoring for loud people throughout. So spreading out the computers.



## SAC Student Satisfaction Survey, 2015

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/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 checked="" type="radio"/>

## SAC Student Satisfaction Survey, 2015

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

	Excellent	Good	Average	Below Average	Poor	Does not apply
Listen actively and respectfully to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak in a clear and organized fashion to explain ideas, feelings and conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read effectively and analytically at the college level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write in an organized and grammatically correct fashion to explain ideas, feelings, and conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulate original ideas and concepts and to integrate ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think logically, solve problems, explain conclusions, and evaluate ideas of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand ethical issues to make sound decisions/judgments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use college-level mathematical concepts and methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct research using printed material and computer technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect and work with people of different cultural and linguistic backgrounds and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with integrity and awareness of others' opinions and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand ethical issues on the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce and respond to artistic and creative expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate habits of intellectual and physical well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively in groups to make decisions and seek consensus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select and develop a career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>





## SAC Student Satisfaction Survey, 2015

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 checked="" type="radio"/>

4. Please indicate your level of agreement with the following statements regarding your personal experience at SAC:

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
My cultural background is respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected to the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are responsive to students' communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been adequately informed regarding the steps I need to take to achieve my specific goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I learn in class is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



SAC Student Satisfaction Survey, 2015

5. Please rate the quality of services and programs that you have used at Santa Ana College:

	I did not know this existed	Have Not Used	Excellent	Good	Average	Below Average	Poor
Academic Computer Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions & Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Development/CTE/Success Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Teacher Education (CFTE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Development Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross Cultural Resource Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disabled Student Programs & Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EOPS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freshman Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and Wellness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School and Community Outreach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors Transfer Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Student Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MESA (Math, Engineering and Science)	<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 checked="" type="radio"/>

	I did not know this existed	Have Not Used	Excellent	Good	Average	Below Average	Poor
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"/>
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 checked="" type="radio"/>



6. Your gender:

- male
- female

7. 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

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

- African-American
- Hispanic/Latino
- Asian/Pacific Islander
- Non-Hispanic Caucasian
- Other

9. 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

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

- Yes
- No
- Decline to state

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

- Yes
- No
- Decline to state

12. 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)

13. 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



## SAC Student Satisfaction Survey, 2015

14. Your gross household income for 2014: (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 |  |

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

16. How many people did you support (provide more than half of their housing, food, and expenses) in 2014?  
(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





17. What is your native language?

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

18. 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

19. 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



## SAC Student Satisfaction Survey, 2015

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

- no
- yes, name of other college
- Other (please specify)

21. 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

22. 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

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