



June  
2017



# Santa Ana College

## Survey Results of Former Students who Transferred to Four-Year Universities



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# Introduction

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Every two years the RSCCD Office of Research, Planning and Institutional Effectiveness conducts a survey of former Santa Ana College (SAC) students who transferred to universities in the previous academic year. We purposely wait until these students have had a full year of experience at their current university before contacting them so that they have something on which to base their preparation/perception.

At the end of fall semester, the RSCCD Office of Research, Planning and Institutional Effectiveness sent out an online survey to all students who transferred from SAC to a four-year university. This report contains the feedback of the 124 students who responded.

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

SAC provides many services and programs to students in the hope of enhancing their success in college. The second section of the survey allows respondents to express their satisfaction with the environment at SAC, with the various services and programs provided, and to identify the sources of information they used when they were considering a university transfer.

Section three describes demographic characteristics (ethnicity, age, gender, household income, U.S. military, foster youth/care, and disability assistance status), educational plans, preparation, and enrollment characteristics of all survey respondents.

The last and perhaps the most important section is the appendices where the respondents, in their own words, expressed their comments. They commented on a variety of issues, such as the quality of academic preparation, quality of services provided, and overall impression of the campus environment. They shared what they were most satisfied with at SAC, yet also what needs improvement. When a number of people expressed a similar view, comments were combined and noted in parentheses.

The Office of Research, Planning and Institutional Effectiveness would like to thank the transfer students who responded to this survey and for their valuable input.

# Preparation for University Coursework

## *Highlights*

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### *Academic Preparation*

- The majority of the respondents (96%) reported that their education at SAC prepared them “well” or “somewhat well” for their university course work. Only four percent reported being “not at all prepared.”
- Respondents shared many suggestions on how to improve college academic preparation (see Appendices).

### *Contribution to Knowledge and Skills*

- The majority of the respondents reported that SAC had provided “excellent” or “good” contribution in all 16 categories of knowledge and skills.
- Skills with the three highest percentages of “excellent” or “good” were “listen actively and respectfully to others” (93%), “understand ethical issues to make sound decisions” (90%), and “respect and work with people of different backgrounds” (89%).
- Respondents reported that SAC made the least contribution to their knowledge in “conduct research using printed material and computers” (77%).

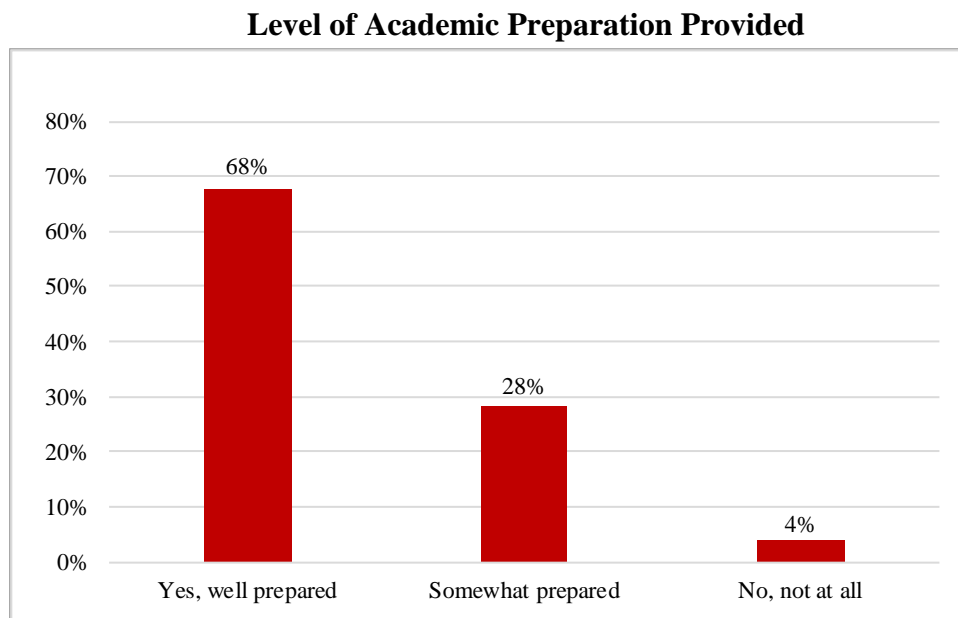
### *Student Engagement in College Activities*

- The results show there were higher ratings among activities involving the students’ academic studies than extracurricular activities.
- Student participation rates were highest in course-related activities such as “used the Internet for information resources for a class assignment” (90%), “worked on a paper/project using ideas from different sources” (80%), “participated in class discussions” and “collaborated with other students” (79% each).
- Non-academic activities such as “attended/participated in student activities” (32%), “participated in a student club and/or organization” (25%) and “attended/participated in a sports event on campus” (22%) had the lowest participation rates.

## ***Academic Preparation***

There have been studies discussing how important academic preparation is for transferring to a four-year institution. Some results have stated that “community colleges can serve as a road to access four-year institutions, even for academically unprepared students” (Roska, J., & Calcagno, J. C. (2010), *Catching up in Community Colleges: Academic Preparation and Transfer to Four-Year Institutions*, *Teachers College Record*, 112(1), 260-288).

Most respondents (96%) reported that their education at SAC prepared them “well” or “somewhat well” for their upper-division coursework.



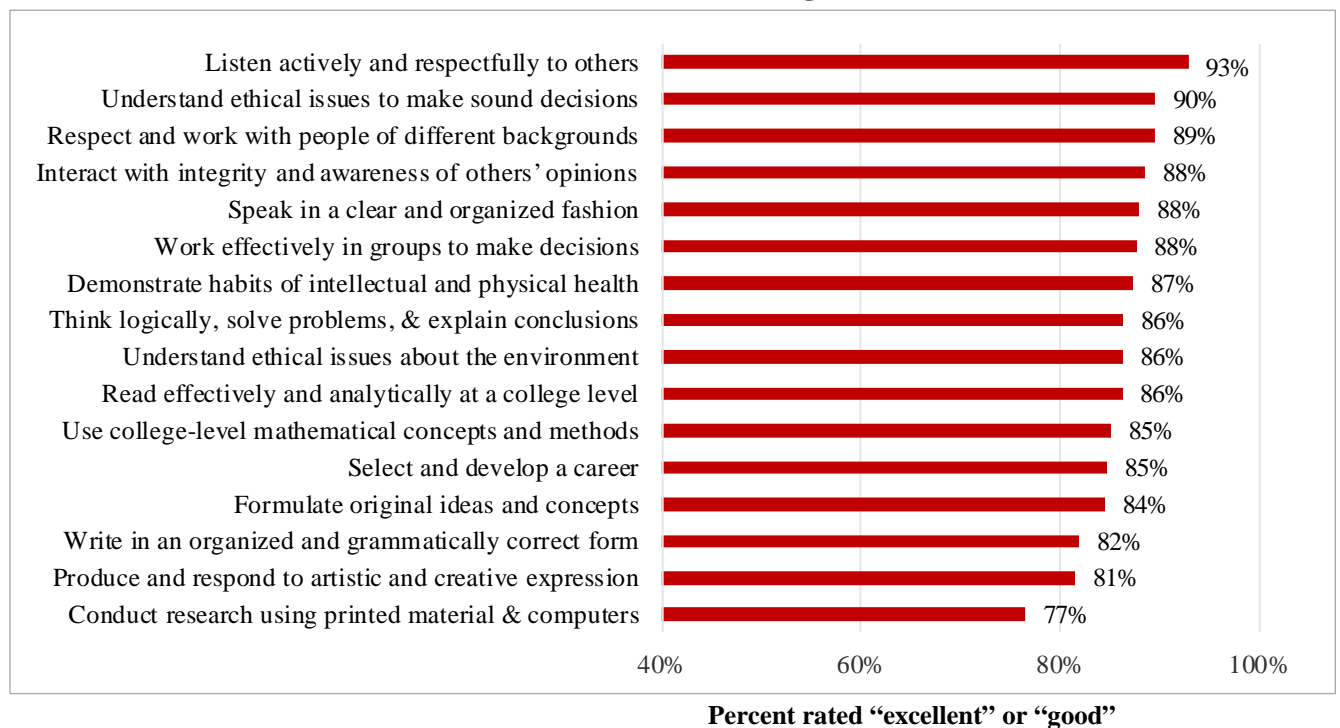
## ***Contribution to Knowledge and Skills***

The faculty of SAC have identified 16 institutional learning outcomes (ILO) which students should have mastered upon completion of their college program. Respondents assessed a variety of skills and knowledge associated with these outcomes.

The majority of the respondents stated that SAC had made “excellent” or “good” contribution to each of the 16 knowledge and skills associated with the institutional learning outcomes. They received the best preparation in “listen actively and respectfully to others” (93%). Their ability to “conduct research using printed material and computers” was rated the lowest; however, it received a high rating of 77%.

Suggestions for improving academic preparation shared by respondents are located in the appendices.

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



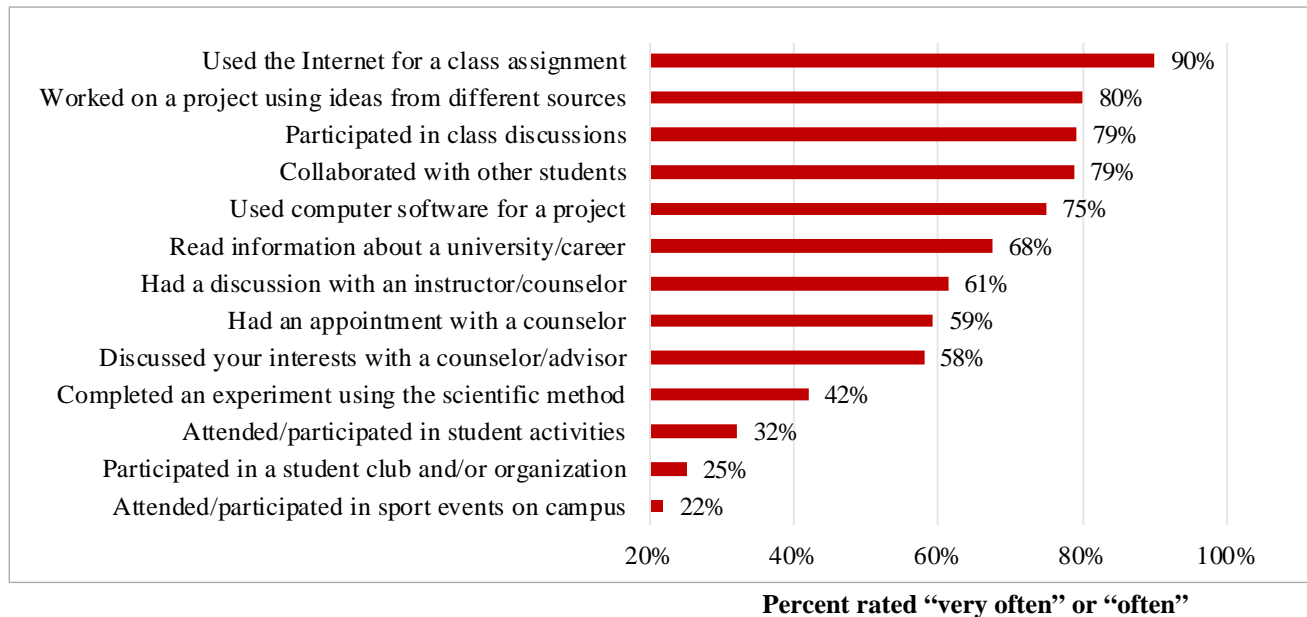
## ***Student Engagement in College Activities***

Respondents were asked how often they participated in activities that are non-academic, but closely linked to institutional learning outcomes. Educators frequently include these activities in the definition of an “educated person.” For example, studies have shown a positive link in “spending time and investing energy in co-curricular activities to important learning outcomes. Engagement in activities often translates into the development of leadership, collaboration, and time management skills that will serve students well when they enter the workforce.” (Quaye, Stephen J., Griffin, Kimberly A., & Museus, Samuel D. (2015). *Engaging Students of Color*. In S.J. Quaye & S.R. Harper (Eds.), *Student Engagement in Higher Education* (2<sup>nd</sup> ed., pp.15-36). New York: Routledge)

Student participation rates were highest in course-related activities such as “used the Internet for information resources for a class assignment” (90%), “worked on a project using ideas from different sources” (80%), “participated in class discussions” and “collaborated with other students. (79% each).

Non-academic activities such as “attended/participated in student activities” (32%), “participated in a student club and/or organization” (25%) and “attended/participated in sport events on campus” (22%) had the lowest participation rates.

### **Participation in Activities that Support Institutional Learning Outcomes**



## **Respondents' Satisfaction**

### ***Highlights***

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#### ***Overall Student Satisfaction***

- Respondents expressed their “overall experience at SAC” with 91% rating it “excellent” or “good”. Students’ “relationship with counselors/instructors” was rated the lowest; however, it received a high rating of 73%.
- Respondents cited many factors that they liked most at SAC (see Appendices on page 18).

#### ***Ratings of Student Support Programs & Services***

- SAC programs and services received ratings of “excellent” or “good” ranging from a low of 70% to a high of 95%.
- The lowest rated service/program was the “YESS (Youth Empowerment Strategies Success)” program (70%).

#### ***Academic/Social Environment***

- Ninety-two percent of respondents indicated, “SAC is supportive of all students”.
- Most respondents (91%) “strongly agreed” or “agreed” that SAC’s programs and services “support a community of diverse cultures” and “would recommend SAC to a friend or family”.
- Three-quarters of the respondents “strongly agreed” or “agreed” that faculty and staff care about them.

#### ***Sources of University Transfer Information***

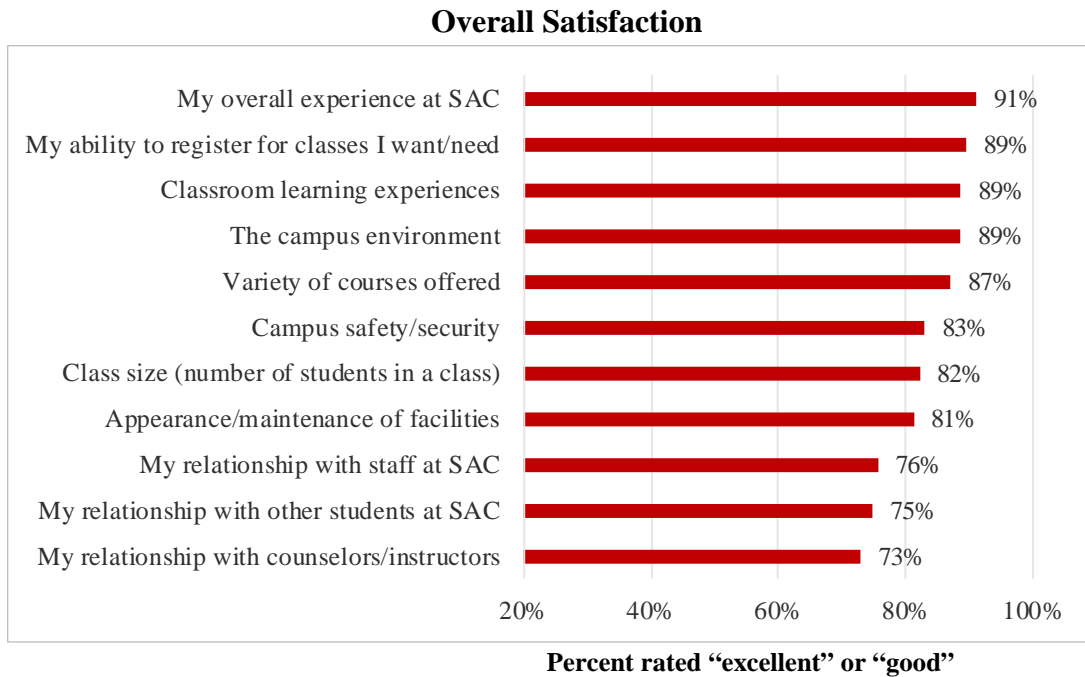
- For most of the respondents (92%), “SAC counselor” was the main source of transfer information.
- Involvement in programs and services designed to assist students’ transfer process varied widely among programs. The most frequently mentioned source was “SAC counselor” (92%), while the least mentioned source was “SAC Transfer Success Center media” (25%).



## ***Overall Student Satisfaction***

Overall, respondents were highly satisfied with the experience at SAC (91% “excellent” or “good”). They were also very pleased with other aspects of SAC such as “ability to register for classes I want/need”, “classroom learning experiences” and “campus environment” (89% each). At least 73% of the respondents rated their satisfaction “excellent” or “good” in all areas.

The lowest rated satisfaction areas were “relationship with staff at SAC” (76%), “relationship with other students at SAC” (75%) and “relationship with counselors/instructors” (73%).

































## ***Ratings of Student Support Programs and Services***

SAC offers a number of student support programs/services designed to help students as they achieve their educational goals. Students were asked to rate the 30 support programs/services they used while attending SAC.

For the 2017 survey, students' satisfaction level with the support programs and services used at SAC ranged from a low of 70% to a high of 95%. The highest rated service used was the Service Learning Center (95%) which provides volunteer learning opportunities for SAC students at various community agencies. The lowest rated program used was the Youth Empowerment Strategies Success (70%) for current and former youth students that focuses on their academic performance, college degree/certificate completion, employment, life skills training, etc.

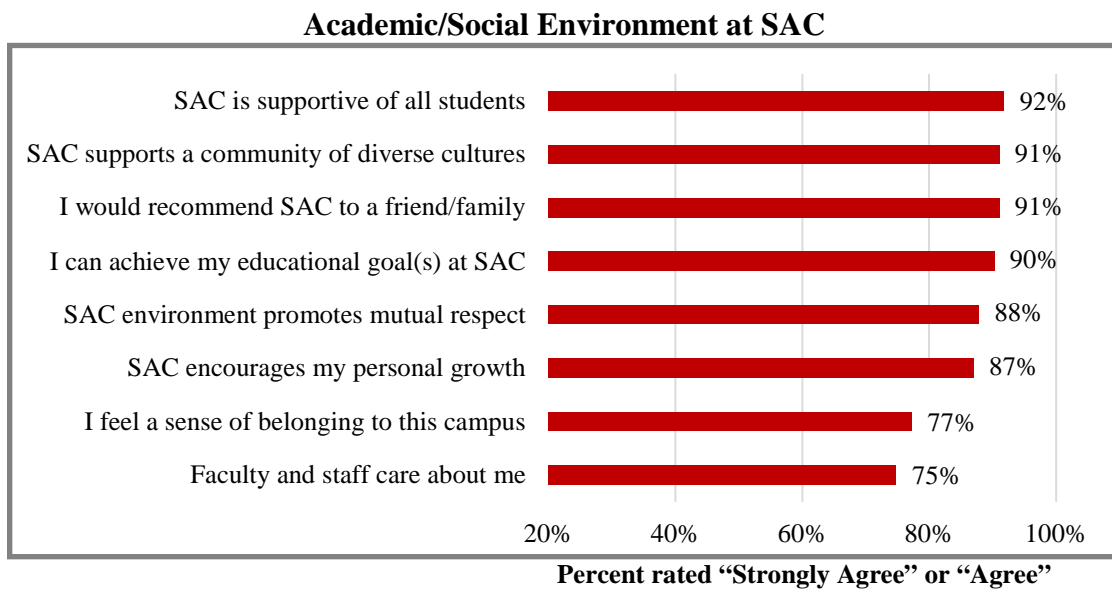
### **Ratings of Student Support Programs and Services at SAC**

<b>Number of Respondents</b>	<b>Didn't Know Existed</b>	<b>Have Not Used</b>	<b>Support Program Count and Percent Rated "Excellent or "Good"</b>	
116	7%	55%	Service Learning Center (n=44)	 95%
116	7%	62%	Scholarship Services (n=36)	 94%
115	6%	65%	EOPS (n=33)	 94%
117	0%	8%	Library (n=108)	 94%
116	8%	41%	Learning Center (n=59)	 93%
116	9%	16%	Academic Computer Center (n=87)	 93%
116	2%	28%	Math Center (n=82)	 93%
115	17%	60%	Santa Ana ¡Adelante! (n=27)	 93%
117	3%	23%	University Transfer Center (n=87)	 91%
116	22%	63%	High School and Community Outreach (n=18)	 89%
116	3%	59%	Student Activities (n=44)	 89%
116	11%	76%	International Student Program (n=15)	 87%
116	6%	75%	MESA (Math, Engineering and Science) (n=22)	 86%
116	10%	66%	Honors Transfer Program (n=27)	 85%
115	7%	76%	Disabled Student Programs & Services (n=20)	 85%
117	0%	4%	Bookstore (n=112)	 85%
116	3%	27%	Testing Center (n=82)	 84%
116	0%	9%	Registration (n=105)	 84%
115	10%	34%	Career Development/CTE/Success Center (n=65)	 83%
116	8%	52%	Student Placement (n=47)	 83%
116	16%	51%	Freshman Experience (n=39)	 82%
117	0%	6%	Admissions & Records (n=110)	 82%
116	8%	69%	Child Development Center (n=27)	 81%
116	16%	58%	Center for Teacher Education (n=30)	 80%
117	2%	13%	Counseling Center (n=100)	 78%
117	9%	50%	Health and Wellness Center (n=47)	 77%
116	8%	78%	Veterans Resource Center (n=17)	 76%
115	0%	23%	Financial Aid Office (n=88)	 74%
116	26%	58%	Cross Cultural Resource Center (n=19)	 74%
116	23%	68%	Youth Empowerment Strategies Success (n=10)	 70%

## ***Academic/Social Environment***

Respondents rated how engaged they were both academically and socially while attending SAC. The overall proportion of students agreeing with the eight listed statements was 86%. The percentages of respondents who “strongly agree” or “agree” with the listed statements indicate that at least three-quarters of the students were satisfied with the quality of the academic/social environment at SAC. Students’ agreement was highest with the statement “SAC is supportive of all students” (92%).

Although still high, agreement was lowest for the “I feel a sense of belonging to this campus” (77%) and “faculty and staff care about me” (75%) statements.



## *Sources of University Transfer Information*

Respondents reported that they received transfer information from a variety of sources. The most frequently mentioned source was “SAC counselor” (92%) and 79% of those respondents rated the quality of the information as “excellent” or “good”.

Notably, SAC Transfer Success Center media was mentioned as a source of information by only one-quarter of the respondents; however, it received high ratings (83% “excellent” or “good”).

Respondents reported that “friends/other students” and “university representatives” provided the most reliable information with “excellent” or “good” ratings of 93% each. However, only about three-quarters of the respondents stated they received information from “friends/other students” and one-half from “university representatives.”

<b>Transfer Information Source</b>	<b>Percent of Respondents Who Have Used Info.</b>	<b>Percent Who Rated the Info. “Excellent” or “Good”*</b>
SAC counselor	92%	79%
SAC instructor	84%	92%
Friends/other students	74%	93%
University catalog/brochure	65%	84%
SAC Transfer Success Center	63%	90%
SAC Transfer Success Center workshops	51%	85%
Parent or family member	51%	88%
University representatives	50%	93%
SAC Transfer Success Center website	46%	92%
Visits to university campuses	42%	90%
University Transfer Fair	41%	90%
SAC Transfer Success Center media	25%	83%

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

## **Information about Respondents**

### *Highlights*

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#### ***Demographics & Characteristics***

- Survey respondents are young (49% are under 25 years of age), Latino (67%) and female (60%). The majority of students' gross household income in 2016 was below \$40,000 (56%).
- Very few students identified themselves as students who are serving or who have served in the U.S. military (4%). Similarly, very few students reported having been a foster youth or in the foster care system at any time (2%) or having requested assistance because of a disability (6%).
- The majority (61%) of the respondents were “first-generation” college students, defined here as students whose parents never attended college.

#### ***Educational Plans and Preparation***

- Nearly three-quarters (72%) of the respondents enrolled at SAC with the clear initial goal of transferring, while nearly one-half (46%) of the respondents had a clear idea of their majors.
- One-half of the respondents reportedly were eligible for CSU or UC admission directly after high school; twenty-five percent indicated that they needed additional courses, primarily in English and Math, to qualify.
- Most of the respondents followed the CSU educational plan (80%) and now attend a CSU University (78%).

#### ***Enrollment Characteristics at SAC and Current University***

- About one-tenth (12%) of the respondents studied 16 or more hours a week at SAC, while more than one-quarter (27%) spent a comparable number of hours studying at the current university.
- The largest group of respondents majored in Business Administration (12%) at SAC and Psychology (13%) at their current university.
- At the 4-year universities, a slightly higher percentage of respondents had to finance their education with more financial aid and working than they did when they were at SAC.
- About two-thirds (67%) of the respondents attended SAC for five or more semesters.
- Thirty-seven percent of respondents reported that they had prior or concurrent enrollment at another community college while attending SAC, whereas fifteen percent reported that they had attended a four-year university while attending or prior to attending SAC.

## ***Demographics & Characteristics***

Survey respondents were usually under 25 years of age (49%), Latino (67%) and female (60%). The majority of the respondents' gross household income for 2016 was below \$40,000 (56%). Very few students identified themselves as students who are serving or who have served in the U.S. military (4%), who are a foster youth or have been in the foster care system at any time (2%), or reported having requested assistance because of a disability (6%). While these populations were very low, the college continues to focus on helping all students.

<b>Demographics and Characteristics</b>	<b>Percent of Respondents</b>
<b>Ethnicity*</b>	
Latino	67%
White	25%
Asian/Pacific Islander	12%
African-American	2%
Other	5%
* total exceeds 100% due to multiple responses	
<b>Age</b>	
< 19 years	0%
20 years to 21 years	9%
22 years to 25 years	40%
26 years to 29 years	16%
30 years to 39 years	22%
40 years to 49 years	6%
50 years +	7%
<b>Gender</b>	
Female	60%
Male	37%
Other	3%
<b>Gross Household Income (2016)</b>	
< \$12,000	13%
\$12,001 to \$18,000	15%
\$18,001 to \$24,000	14%
\$24,001 to \$40,000	14%
\$40,000 +	29%
I don't know	14%
<b>Have you or are you currently serving in the US military?</b>	
Active	0%
Veteran	4%
Does not apply to me	96%
<b>Are you a foster youth or in the foster care system at any time?</b>	
Yes	2%
No	96%
Decline to State	2%
<b>Have you ever requested assistance because of a disability?</b>	
Yes	6%
No	94%

More than one-half of the respondents (as shown in the shaded cell) were “first-generation” college students, defined here as students of whom neither parent ever attended college (61%). Research has shown that they face more obstacles than their counterparts do. A main obstacle is that their parents do not have the experience of preparing for or applying to postsecondary education to share with their children. This, along with other difficulties, makes it challenging for first generation students’ families and friends to understand what is required to succeed in college.

<b>Father’s Education</b>	<b>Mother’s Education</b>			<b>Total</b>
	<b>No College</b>	<b>Some College, No Degree</b>	<b>College Degree</b>	
<b>No college</b>	61%	3%	6%	70%
<b>Some College, No Degree</b>	5%	7%	1%	13%
<b>College Degree</b>	1%	4%	12%	17%
<b>Total</b>	67%	14%	19%	100%

## ***Educational Plans and Preparation***

One-third of the respondents stated that while in elementary school they decided to attend college and fifty-eight percent decided while in high school or as an adult. More than two-thirds (72%) enrolled at SAC with the clear goal of transferring from the very beginning of their college career. Forty-six percent of the respondents enrolled at SAC with certainty of their majors from the start, while fifty-four percent could have been influenced concerning their major areas of study.

One-half of the respondents were reportedly already eligible to enroll at CSU or UC universities immediately after high school graduation, while one-quarter of the respondents needed to take additional courses (primarily in English and math) before they could transfer. Most of the respondents followed a CSU educational plan (80%) and now attend a CSU university (78%).

<b>Educational Plans and Preparation</b>	<b>Percent of Respondents</b>
<b>First decided to go to college</b>	
In elementary school	33%
In junior high school	9%
In high school	29%
As an adult	29%
<b>Had already decided to transfer to a 4-year university when I entered SAC</b>	
Yes	72%
No	28%
<b>Already had a clear idea of major when I entered SAC</b>	
Yes	46%
No	54%
<b>Eligible to enroll at CSU/UC upon HS graduation</b>	
Yes	50%
No, I needed to take required courses:	25%
English (13%)	
Math (12%)	
No, I needed to raise my GPA	17%
Not sure	29%
<b>Worked with a counselor to create an educational plan?</b>	
Yes	83%
No	17%
<b>If yes, which educational plan did you follow?</b>	
Plan B (CSU)	80%
Plan C (UC, a.k.a. IGETC)	20%
<b>What type of university do you currently attend?</b>	
UC University	9%
CSU University	78%
Private In State University	7%
Public Out of State University	4%
Private Out of State University	2%



## *Enrollment Characteristics at SAC and Current University*

More respondents were enrolled full-time while they were attending their current university (79%) than while attending SAC (65%). About one-third of the respondents spent five or fewer hours a week studying at SAC compared to only fifteen percent at the current university. In contrast, about one-tenth (12%) of the respondents studied 16 or more hours a week at SAC, while more than one-quarter (27%) spent a comparable number of hours studying at the current university.

The most popular majors at both SAC and the current university were Business Administration and Psychology. At both SAC and their current four-year universities, most respondents reported financing their education with financial aid, working full/part-time, and personal savings. Based on prior surveys, family assistance had been a common source of financing, but respondents for this survey reported otherwise.

Respondent Characteristics	Percent of Respondents n=124	
	At SAC	At Current University
<b>Enrollment Status</b>		
Full-Time	65%	79%
Part-Time	35%	21%
<b>Hours Spent Studying/Week</b>		
0 to 5 hours	34%	15%
6 to 10 hours	36%	36%
11 to 15 hours	18%	22%
16 hours +	12%	27%
<b>Major</b>		
Business Administration	12%	10%
Psychology	11%	13%
Communication	7%	3%
Liberal Arts	7%	1%
Nursing	5%	4%
Human Services	4%	6%
Child Development	3%	4%
Undecided/Undeclared	1%	0%
Others	50%	59%
<b>Financing*</b>		
Financial Aid/EOPS	67%	78%
Work full/part-time	57%	63%
Personal Savings	28%	34%
Family/Spouse	24%	27%
Scholarship(s)	18%	24%
Employer Support	12%	10%

\* total exceeds 100% due to multiple responses

Slightly more respondents were employed while they were attending the current university (77%) than while attending SAC (72%). About two-thirds of the respondents (67%) attended SAC for five or more semesters.

More than one-third (37%) of the respondents reported that they were enrolled at other community colleges prior to or concurrent with their attendance at SAC, while fifteen percent reported that they were enrolled at a four-year university while attending or prior to attending SAC.

<b>Respondent Characteristics</b>	<b>Percent of Respondents N=124</b>
<b>Employment</b>	
While at SAC	72%
While at current university	77%
<b>Did you apply &amp; receive financial aid at SAC?</b>	
Yes	64%
No	23%
I am not eligible	12%
I wanted to, but did not know	1%
<b># of Semesters at SAC</b>	
0-2 semesters	13%
3-4 semesters	20%
5-6 semesters	32%
7-8 semesters	20%
9 or more semesters	15%
<b>Did you already attend a four-year university while attending or prior to attending SAC?</b>	
Yes	15%
No, but I attended another community college	37%
No, I did not attend any other college/university	48%
<b>Units completed at a four-year university while at SAC</b>	
0 units	63%
1-11 units	2%
12-59 units	10%
60+ units	25%
<b>Units completed at other community colleges while at SAC</b>	
0 units	24%
1-11 units	20%
12-59 units	39%
60+ units	17%

## Appendices

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## What Respondents Liked Most about SAC

- The professors/instructors showed that they cared about the student's success and were always willing to teach (23)
- Nice campus/environment (13)
- Got the classes I needed (10)
- Diversity, inclusivity, community, place for learning & growth (7)
- The counselors/university transfer center are very passionate about what they do and do the most they can to help you (7)
- The student body & staff (6)
- I liked the availability of night classes (5)
- Closeness to home (4)
- Friendships (3)
- The Career Center staff was very helpful (4)
- Plenty of help was offered in order to succeed (2)
- The Math Center, without a doubt helped me get through one of the biggest hurdles to transfer to CSUF! (2)
- What I liked the most is how it was very easy to get paperwork done in the Admissions office and the staff was always helpful and accurate (2)
- I liked most about SAC is that they offered a lot of online courses, which was convenient and it helped me complete my degree while I worked full time (2)
- The sports program
- The quad was nice to walk around or sit down, but now it is under construction!
- The Nursing department made me feel important
- Veterans Resource Center
- My favorite part about my experience at SAC was being a part of EOPS and receiving guidance from a caring counselor. I would have not transferred within two years to a UC if it were not for my amazing counselor **Ms. Jane Mathis** and the encouragement from **Ms. Martha Vargas** from the Adelante! Program.
- The instructors from the psychology department and that they knew each other
- MESA (Mathematics, Engineering, Science & Achievement) program
- Currently attending University of Arizona and would not be here if they had not helped me by teaching me what I know. MANY THANKS
- I enjoyed the interaction between the professor(s) and student(s)
- Caring professors especially **Professor Angelina Veyna** from the History Department and **Professor Vera Holder** from the Communications Department
- High level of education received
- The individual desks in the library
- The tutoring center
- Facilities: Cafeteria, police department, library, gym, game center, bookstore
- I only needed one class to complete my AA for Transfer and SAC had that class.
- The El Don student newspaper and my experience with the program
- More counselors like **Carrillo**
- Inexpensive education

## Suggestions for Improving the Academic Preparation at SAC

- Having workshops on how to figure out what classes are transferable (7)
- Make the classes more similar to University standards (6)
- More classes offered (5)
- Better counselors (3)
- Prepare students with more writing skills (3)
- Need to improve online discussions (3)
- Encourage the students to study and be prepared for the next lesson(s) (2)
- My only suggestions would be to promote more of the amazing programs SAC has to offer so more students can take advantage of them (2)
- Email students about upcoming events (2)
- Variety of teaching methods (2)
- I think that the financial aid office at SAC could be more helpful to students and have a faster process (2)
- Have a dual enrollment for BAN at a CSU
- Newer technology
- Same counselors when students visit so they can develop a connection / someone who cares
- To make the campus more attractive to people of other ethnic groups especially whites!
- If possible, reach out to students who are at SAC that also attend other community colleges to ensure all their needs are being met, such as providing support when other campuses do a lousy job at it.
- Have more tutoring areas for other majors like communication majors
- More Counselors like **Carrillo**
- They need to improve the construction
- When you take a class at SAC and are white, it is a little unsettling when the teacher makes remarks in Spanish and you are the only one that doesn't get it. That should stop!!!
- Better clubs for LGBT

## **Suggestions for Improving the Transfer Support at SAC**

- Have all counselors agree on the information given for how to transfer (9)
- Mandatory counseling meeting for educational plan (7)
- More programs like the Transferring Mentor Program. Having alumni who have transferred share their experience in workshops (3)
- Reach out to undeclared majors (2)
- I used all the resources at Santiago (SCC) (2)
- Have an active counseling hotline via the web so students can ask simple questions.
- Keep supporting the students great job overall
- Stress the importance to students more vigorously
- Don't go to Santa Ana College. Find a better school.
- I think SAC needs to focus on advising college freshman to take counseling courses first! One more thing, I am a return student I dislike that fact that I've been receiving letters from SAC advising me to transfer to a four-year college. I have my four-year degree!
- Encourage students on transferring within two years
- Hard working and group studying
- Not to sugar coat the work at a UC
- Transfer seminar was very rushed and there were too many students for two people helping. Many students just walked out
- More staff.
- Teach APA format
- The counselors need to be more aware of the different programs offered at different schools. I spoke with a counselor about Social Work programs and was told there is no difference between the Social Work major at CSULB and the human services major at CSUF. I chose CSUF for convenience and then later found out that if I had gone to CSULB I would have qualified for advanced placement in a Master's program that would have been a year less had I gone to CSULB. I added an extra year of school because my counselor did not tell me this.
- They need to promote themselves more openly & to everyone.



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

1. When did you first decide to go to college?

- in elementary school or before
- in junior high school
- in high school
- as an adult (after leaving high school)

2. When you first entered SAC, did you already have a plan to transfer to a four-year university?

- Yes
- No

3. When you first entered SAC, did you already have a clear idea of your major?

- Yes
- No

4. Were you eligible to attend CSU/UC when you finished high school? **(mark all that apply)**

- Yes
- No, I needed to bring up my G.P.A.
- No, I needed to take additional English classes
- No, I needed to take additional Math classes
- Not sure

5. Did your coursework at SAC provide you with the academic skills and knowledge to effectively deal with upper-division coursework at the university?

- Yes, well prepared
- Somewhat prepared
- No, not at all
- Not applicable

6. Did you attend SAC full-time?

- Yes, I had at least 12 units most semesters
- No, I had between 6 and 11 units most semesters
- No, I had less than 6 units most semesters

7. Did you already attend a four-year university while you were attending or prior to attending SAC?

- Yes
- No, but I attended another community college
- No, I did not attend any other college/university

8. How many total units did you complete at the other college(s) while/prior to attending SAC?

From a four-year university

From other community college

9. How many semesters did you attend SAC?

- 0-2 semesters
- 3-4 semesters
- 5-6 semesters
- 7-8 semesters
- 9+ semesters

10. What was your major while at SAC?

11. What is your major at your current university?

12. What type of university do you currently attend?

- UC university
- CSU university
- Private in-state university
- Public out-of-state university
- Private out-of-state university

13. Are you a full-time student at your current university?

- Yes, I have at least 12 units most semesters
- No



14. Are/were you (usually) employed while attending?

	Yes	No
SAC	<input type="radio"/>	<input type="radio"/>
Average # of hrs/week:		
<input style="width: 200px; height: 20px;" type="text"/>		
Current University	<input type="radio"/>	<input type="radio"/>
Average # of hrs/week:		
<input style="width: 200px; height: 20px;" type="text"/>		

15. On average, how many hours per week do/did you study?

	0-5 hours	6-10 hours	11-15 hours	16+ hours
At SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At current university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How were/are you financing your college education?(mark all that apply)

	personal savings	work full/part-time	financial aid/EOPS	family/spouse	scholarship(s)	employer
At SAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At current university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. 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"/>
My ability to register for classes I 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"/>
My relationship with SAC counselors/instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationship with other students at SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My relationship with staff at SAC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

19. How well has your education at SAC prepared you in the following areas?

	Excellent	Good	Average	Below Average	Poor	N/A
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 a 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 about 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 type="radio"/>

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

	Very Often	Often	Once or Twice	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"/>
Used the Internet 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 an instructor/counselor outside of class on class topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended or participated in sport events 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 the scientific method	<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 were interested in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had an appointment with a counselor to discuss transfer plans/requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Didn't 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 (DSPS)	<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 type="radio"/>
Service Learning Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Transfer Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans Resource Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YESS (Youth Empowerment Strategies Success)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please indicate whether or not you used these sources of **transfer information** and rate the helpfulness of the information

	Have not used	Excellent	Good	Average	Below Average	Poor
SAC Transfer Success Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAC Transfer Success Center workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAC Transfer Success Center social media sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAC Transfer Success Center website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAC counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SAC instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent or family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends/other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Transfer Fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University catalog/brochure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to university campuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University representatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Did you work with a counselor to create an educational plan?

- Yes
- No

24. If yes, which educational plan did you follow?

- Plan B (CSU)
- Plan C (UC, a.k.a. IGETC)

25. Your gender:

- Male
- Female
- Other

26. 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

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

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

28. 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

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

- Yes
- No
- Decline to state

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

- Yes
- No
- Decline to state

31. 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)

32. Your gross household income for 2015: (Include incomes of all household members)

- below \$9,000
- \$9,000 to \$12,000
- \$12,001 to \$15,000
- \$15,001 to \$18,000
- \$18,001 to \$21,000
- \$21,001 to \$24,000
- \$24,001 to \$27,000
- \$27,001 to \$30,000
- \$30,001 to \$40,000
- over \$40,000
- I don't know

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

	8th grade or less	high school	college, no degree	Associate degree	Bachelor's degree	Master's degree or Doctorate	don't know
Father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. What did you like most about SAC?

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

36. What suggestions do you have for improving the transfer support at SAC?